



STRATEGIC PLANNING COUNCIL AGENDA

Date:	March 7, 2017
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, Mike Nagtalon, Zeb Navarro, Ron Perez, Travis Ritt, Shayla Sivert, Justin Smiley, Dan Sourbeer, Brian Stockert, Rich Talmo, Sherry Titus, Chris Wick

RECORDER: Cheryl Ashour

Exhibits

- | | | |
|--|------------|--------|
| A. <u>MINUTES</u> | | 2 min |
| 1. Approve Minutes of February 21, 2017 | | |
| B. <u>ACTION ITEMS/SECOND READING</u> | | |
| 1. Administrative Procedure 4260-Pre-requisites, Co-requisites, and Advisories | Exhibit B1 | 10 min |
| 2. Revised Academic Calendar 2017-2018 | Exhibit B2 | 10 min |
| 3. Holiday Schedule 2017-2018 | Exhibit B3 | 5 min |
| 4. Winter Holidays Schedule 2018-2020 | Exhibit B4 | 5 min |
| C. <u>ACTION ITEMS/FIRST READING</u> | | |
| 1. Technology Master Plan | Exhibit C1 | 10 min |
| D. <u>INTEGRATED PLANNING MODEL</u> | | 10 min |
| 1. Staff Plan | | |
| E. <u>INFORMATION</u> | | |
| 1. New Web Pages | | 15 min |
| - Palomar Promise | | |
| - AB540/Immigrant Resources | | |
| - Title IX/Campus Save Act | | |
| 2. North Center Update | Exhibit E2 | 15 min |
| F. <u>ACCREDITATION</u> | | 2 min |
| 1. Accrediting Commission Actions and Policy Updates | | |
| 2. Palomar Accreditation Update | | |
| G. <u>REPORTS OF PLANNING COUNCILS</u> | | 2 min |
| 1. Finance & Administrative Services Planning Council – Ron Perez | | |
| 2. Human Resource Services Planning Council – Shawna Cohen | | |
| 3. Instructional Planning Council – Dan Sourbeer | | |
| 4. Student Services Planning Council – Adrian Gonzales | | |

H. REPORTS OF CONSTITUENCIES

5 min

1. Administrative Association – Justin Smiley
2. Associated Student Government – Chris Hopp
3. CCE/AFT –Dan Dryden
4. Confidential/Supervisory Team – Zeb Navarro
5. Faculty Senate – Travis Ritt
6. PFF/AFT – Shannon Lienhart/Colleen Bixler

I. OTHER ITEMS



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
March 7, 2017**

A regular meeting of the Palomar College Strategic Planning Council scheduled March 7, 2017, was held in AA-140. Interim President Dan Sourbeer called the meeting to order at 2:30 p.m.

ROLL CALL

Present: Michelle Barton, Colleen Bixler, Joi Blake, Lisa Carmichael, Shawna Cohen, Dan Dryden, Kelly Falcone, Adrian Gonzales, Laura Gropen, Aaron Holmes, Greg Larson, Teresa Laughlin, Connie Moise, Michael Nagtalon, Zeb Navarro, Ron Perez, Travis Ritt, Shayla Sivert, Justin Smiley, Dan Sourbeer, Brian Stockert, Sherry Titus, Chris Wick

Absent: Joi Blake, Laura Gropen, Shannon Lienhart, Ron Perez, Rich Talmo

Recorder: Cheryl Ashour

A. MINUTES

1. Approve Minutes of February 21, 2017

Teresa Laughlin requested that the information on the data breach under the Finance and Administrative Services Council update be written into the minutes.

MSC (Laughlin/Dryden) to approve the revised February 21, 2017 Minutes.

B. ACTION ITEMS/SECOND READING

1. Administrative Procedure 4260-Pre-requisites, Co-requisites, and Advisories (Exhibit B1)

MSC (Gonzales/Larson) to approve Administrative Procedure 4260-Pre-requisites, Co-requisites, and Advisories as written

2. Academic Calendar 2017-2018 (Exhibit B2)

Kendyl Magnus was reminded that it was agreed that the word "faculty" would be taken out of the phrase "Faculty Plenary"; it should read only "Plenary". He will correct the document.

MSC (Titus/Laughlin) to approve the Academic Calendar 2017-2018, as revised

3. Holiday Schedule 2017-2018 (Exhibit B3)

MSC (Laughlin/Falcone) to approve the Holiday Schedule 2017-2018 as written.

Kendyl Magnuson gave a report on a study he conducted on how many community colleges celebrate Cesar Chavez day. Two-thirds of the colleges he researched celebrated the holiday and one-third did not. San Diego was the only local college that celebrated. The Chancellor's Office stated it is an optional holiday; it has to be taken on the day the holiday falls upon. There will be a scheduling conflict if Palomar takes the day off because of the compressed calendar.

4. Winter Holidays Schedule 2018-2020 (Exhibit B4)

MSC (Nagtalon/Cohen) to approve Winter Holidays Schedule 2018-2020 as written

C. ACTION ITEMS/FIRST READING

1. Technology Master Plan (Exhibit C1)

Connie Moise presented the Technology Master Plan. She stated the primary change is a checklist the working group developed. The checklist will assist the person requesting a technology proposal or project, to help them justify and support their product. The checklist is not intended as a hurdle but to assist the person's request. FASPC approved the Technology Master Plan. This item will return for action/second reading at the next meeting.

D. INTEGRATED PLANNING MODEL

1. Staff Plan

Michelle Barton reminded members that the District is required to have a staff plan, but progress has not been made since the permanent Vice President of Human Resource Services (HRS) retired. HRS had begun to create the Staff Plan and brought the framework and a planning process to SPC. The District needs to move forward with the Staff Plan as it is an institutional goal and staffing for North and South Centers needs to be decided. It was decided to form a task force.

Adrian Gonzales reported that the search for the Vice President of Human Resource Services was unsuccessful. The position will be reopened.

E. INFORMATION

1. New Web Pages

Adrian Gonzales reviewed the information in the new Student Services web pages: the Palomar Promise; AB540/Immigrant Resource; and Title IX/Campus Save Act. He detailed the sections in the websites, the target audience, and discussed the information within each website. Teresa Laughlin suggested that the name of the Title IX/Campus Save Act be changed to include sexual assault awareness because many students may not know what Title IX means. It was also suggested that a link be added under the student section as well.

2. North Center Update

Dennis Astl gave a PowerPoint presentation on the North Center. He reviewed the master schedule, programming and overall master plan. The goal is to open the North Center in Summer 2018. To reach that goal, an interim modular village will be constructed which will be replaced the following year with permanent buildings. He discussed grading, the soil report, and the location of the buildings on the site.

F. ACCREDITATION

1. Accrediting Commission Actions and Policy Updates

Michelle Barton reported that the Accrediting Commission took action on policies; a link to ACCJC actions will be provided on the accreditation website.

2. Palomar Accreditation Update

Michelle Barton reported that the District continues to work on the substantive change for the North and South Centers.

Kelly Falcone asked what courses will be offered at the South Center, what is the focus, and who is deciding. Dan Sourbeer responded that initially the offerings will be general education courses. It will be the typical schedule-building process. It is felt that computer science and business courses will do well. IPC and department chairs will drive the conversation for other offerings. It will be important to engage the faculty in the planning. We will be flexible and see what is wanted in the community as growth occurs, integrate with the business communities. Eventually, we may do contract education and community education.

E. REPORTS OF PLANNING COUNCILS

1. Finance and Administrative Services Planning Council

There was no report.

2. Human Resource Services Planning Council

There was no report.

3. Instructional Planning Council

Dan Sourbeer reported that IPC plans to review PRP forms and processes and create a timeline at its next meeting.

4. Student Services Planning Council

There was no report.

F. REPORTS OF CONSTITUENCIES

1. Administrative Association

Justin Smiley reported that they are in the meet and confer process and are planning the annual retreat; the theme will be team-building.

2. Associated Student Government

Mike Nagtalon reported that six ASG representatives and Advisor Sherry Titus, are attending the legislative conference in Washington D.C. They plan to discuss subjects such as zero cost textbooks and student debt with legislatures. ASG is promoting the Presidential Service Award.

3. CCE/AFT

Dan Dryden reported they recently held a classified staff party at Pala Casino; around 200 people participated. It was a great experience and they received a lot of positive response from it.

4. Confidential/Supervisory Team

Zeb Navarro reported CAST held a full membership meeting. Dr. Blake attended and discussed the North and South Centers, the Palomar Promise, and the data breach. They are soliciting feedback from CAST membership on the Handbook.

5. Faculty Senate

Travis Ritt reported that the Faculty Senate discussed the data breach at its last meeting. The Senate is considering a resolution in support of the Governing Board Resolution on undocumented students. There will be new people in some of the leadership positions.

6. PFF/AFT

Colleen Bixler reported that PFF has been getting questions and complaints about the data breach. They want to know why PFF is not filing a grievance, doing more, and how it happened. There were reports from constituent members that their spouse or children's identify were also hacked. Connie Moise responded that the investigators have said that after a detailed investigation, there is no evidence that family members' information was released. The District hired an outside cyber security firm who helped us analyze the depth and breadth and other possible areas of exposure. The report states there are no additional findings: today we know 3,053 W2s from 2016 were accessed; there is no evidence that any other data was accessed. Identify theft has become a large problem nationwide. Many large organizations, such as medical insurance groups and even the IRS, have been hacked the last few months. For instance, 78.8 million Blue Cross records were hacked; the repository that was breached had information on non-Blue Cross members. If people have questions they are asked to call the toll-free number listed on the letter sent out. That is the best resource for people who have questions specific to their own situation. The call center is the best resource; if you can't get your question answered, then you can email infohotline@palomar.edu.

G. Other

There were no additional items.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 4:05 p.m.

**INSTRUCTIONAL SERVICES
REV 12-2-16 (clean version)****AP 4260 PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES****References:**

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that pre-requisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

INSTRUCTIONAL SERVICES**Information in the Catalog and Class Schedule**

The District shall provide the following explanations both in the District Catalog and in the class schedule:

- Definitions of pre-requisites, co-requisites, and limitations on enrollment including the differences among them and the specific pre-requisites, co-requisites, and limitations on enrollment that have been established.
- Procedures for a student to challenge pre-requisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the District.
- Definitions of advisories, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, pre-requisite, and satisfactory grade.

Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- Establish a Curriculum Committee and its membership in a manner that is mutually agreeable to the District administration and the Faculty Senate.

- Establish pre-requisites, co-requisites, and advisories only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
- Establish pre-requisites, co-requisites, advisories, and limitations on enrollment only if:
 - o The Curriculum Committee and Faculty Senate follow the Requisite Approval Procedure as identified by the Curriculum Committee and housed on the Curriculum website.

Program Review

As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational course or programs shall be reviewed every two years, the District shall review each pre-requisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this procedure and with the law. Any pre-requisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this procedure and with the law.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his/her having met the proposed pre-requisite(s) or co-requisite(s), then such a pre-requisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a pre-requisite or co-requisite but, rather, an advisory and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps:

- **Pre-requisites and Co-requisites**
 - o **Levels of Scrutiny:** Pre-requisites and co-requisites must meet the requirements of at least one of the following subsections:
 - a) **The Standard Pre-requisites or Co-requisites:** The District may establish satisfactory completion of a course as pre-requisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the Curriculum Committee as provided above, the District specifies as part of the course outline of record at least six of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent pre-requisite(s) or co-requisite(s), per Section 55003 g1 and g2 of Title V. Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

b) **Sequential Courses Within and Across Disciplines:** A course may be established as a pre-requisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

c) **Courses in Communication or Computation Skills:** Pre-requisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a pre-requisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

1. A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
2. Research is conducted as provided above.

The pre-requisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the Curriculum Committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based. The faculty work-group will convene, complete required worksheets and summarize meeting agreements in the curriculum management system in bullet form. Worksheets will be housed in Research and Planning, and the Curriculum Committee requisites subcommittee will review in the curriculum management system.

d) **Cut Scores and Pre-requisites:** Whether or not research is required to establish a pre-requisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the pre-requisites for the associated courses. If such data are insufficient to establish the cut scores, any course pre-requisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in

the manner prescribed above in addition to other requirements of law. Such a pre-requisite may be changed to an advisory while the problems are being resolved.

- e) **Programs:** In order to establish a pre-requisite for a program, the proposed pre-requisite must be approved as provided for a course pre-requisite in regard to at least one course that is required as part of the program.
- f) **Health and Safety:** A pre-requisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the Curriculum Committee as provided above:
 - 1. The course for which the pre-requisite is proposed is one in which the student might endanger his/her own health and safety or the health and safety of others; and
 - 2. The pre-requisite is that the student possesses what is necessary to protect his/her health and safety and the health and safety of others before entering the course.
- g) **Recency and Other Measures of Readiness:** Recency and other measures of readiness may be established as a pre-requisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the procedures for establishing recency and other measures of readiness are followed. These procedures are established by the Curriculum Committee and are housed on the Curriculum website.
- o **Additional Rules:** Title 5 Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

Advisories on Recommended Preparation:

The District may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in above. This process is required whether the District used to describe such recommendations in its catalog or schedule as "pre-requisites," or "recommended," or by any other term.

ENROLLMENT MANAGEMENT

Implementing Pre-requisites, Co-requisites, and Limitations on Enrollment:

Implementation of pre-requisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions. [Title 5 Section 55003(o)]

Limitations on Enrollment:

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the Curriculum Committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- **Performance Courses:** The District may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
 - o For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 - o The District includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the District administration and put into effect.

- **Honors Courses:** A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses in the District which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the District must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.
- **Blocks of Courses or Sections:** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on

specific sections of courses, then the District must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Student Challenge Process

Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows (Title 5 Section 55003(p)):

- If the challenge is upheld the student shall be allowed to enroll in the course, if space is available.
- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

Grounds for challenge shall include the following:

- Those grounds for challenge specified in Title 5 Section 55003(p)(q).
- The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.
- The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information.

Offices of Primary Responsibility: Instructional Services, Student Services (Enrollment Management)

INSTRUCTIONAL SERVICES
REV 12-2-16

NOTE: This procedure is **legally required**. This procedure was revised in legal Update 20 by CCLC to reflect changes to Title 5 regarding prerequisites and co-requisites.

AP 4260 PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES**References:**

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. The following provides for establishing, reviewing, and challenging pre-requisites, co-requisites, and advisories on recommended preparation (advisories), and certain limitations on enrollment in a manner consistent with law and good practice. It is also necessary to ensure that If pre-requisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they do not constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

For these reasons, the District has sought to foster the appropriate balance between these two concerns.

INSTRUCTIONAL SERVICES**Information in the Catalog and Class Schedule**

The District shall provide the following explanations both in the District Catalog and in the class schedule:

- Definitions of pre-requisites, co-requisites, and limitations on enrollment including the differences among them and the specific pre-requisites, co-requisites, and limitations on enrollment that have been established.
- Procedures for a student to challenge pre-requisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various

types of challenge that are established in law, and any additional types of challenge permitted by the District.

- Definitions of advisories, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, pre-requisite, and satisfactory grade.

Curriculum Review Process (reordered)

The curriculum review process shall at a minimum be in accordance with all of the following:

- Establish a curriculum committee and its membership in a manner that is mutually agreeable to the District administration and the Faculty Senate.
- Establish pre-requisites, co-requisites, and advisories only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 **and within the limits set forth in Title 5 Section 55003**. Certain limitations on enrollment must be established in the same manner.
- Establish pre-requisites, co-requisites, advisories, and limitations on enrollment only if:
 - ~~o The faculty in the discipline or, if the District has no faculty member in the discipline, the faculty in the department~~ The Curriculum Committee and Faculty Senate follow the Requisite Approval Procedure as identified by the Curriculum Committee and housed on the Curriculum website. ~~do all of the following:~~
 - ~~a) Approve the course; and,~~
 - ~~b) As a separate action, the Requisites subcommittee of the Curriculum Committee approves any pre-requisite or co-requisite, only if:~~
 - ~~1) The pre-requisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review by the Curriculum Committee including, at a minimum, all of the following:—~~
 - ~~i. involvement of faculty with appropriate expertise;~~
 - ~~ii. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.~~
 - ~~iii. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;~~
 - ~~iv. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;~~

- v. ~~identification and review of the pre-requisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.~~
- vi. ~~matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the pre-requisite or co-requisite (i.e., the course or assessment identified under v.); and~~
- vii. ~~maintain documentation that the above steps were taken.~~
- 2) ~~The pre-requisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.~~
- c) ~~Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.~~
- d) ~~Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.~~
- e) ~~Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate pre-requisite have been met excepting only approval by the curriculum committee. (We have a lot of questions about this item what does this mean?)~~
- f) ~~Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a pre-requisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively. (Again what does this item mean?)~~
- o ~~A course which should have a pre-requisite or co-requisite as provided in (5) (e) or (6) (f) but for which one or more of the requirements for establishing a pre-requisite have not been met may only:~~
- a) ~~Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or~~
- b) ~~Be revised and reviewed as required to meet the criteria for establishing the necessary pre-requisites or co-requisites.~~
- o ~~The curriculum committee also reviews the course and pre-requisite in a manner that meets each of the requirements specified above. (Are the previous two bullets necessary?)~~

Program Review

As a regular part of the program review process or at least every six years, **except that the prerequisites and co-requisites for vocational course or programs shall be reviewed every two years**, the District shall review each pre-requisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this **policy procedure** and with the law. Any pre-requisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this **policy procedure** and with the law.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his/her having met the proposed pre-requisite(s) or co-requisite(s), then such a pre-requisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a pre-requisite or co-requisite but, rather, an advisory and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps:

- **Pre-requisites and Co-requisites**

- o **Levels of Scrutiny:** Pre-requisites and co-requisites must meet the requirements of at least one of the following subsections:

- a) **The Standard Pre-requisites or Co-requisites:** The District may establish satisfactory completion of a course as pre-requisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the District specifies as part of the course outline of record at least ~~three~~ **six** of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent pre-requisite(s) or co-requisite(s), **per Section 55003 g1 and g2 of Title V**. Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

- b) **Sequential Courses Within and Across Disciplines:** A course may be established as a pre-requisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

- c) **Courses in Communication or Computation Skills:** Pre-requisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a

course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a pre-requisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

1. A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
2. Research is conducted as provided above.

The pre-requisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based. **COR & data findings?**

Faculty workgroup will convene, complete required worksheets (~~need formal title~~), and summarize meeting agreements in **Curricunet** the curriculum management system in bullet form. Worksheets will be housed in Research and Planning, and the Curriculum Committee requisites subcommittee will review in **Curricunet** the curriculum management system.

- d) **Cut Scores and Pre-requisites:** Whether or not research is required to establish a pre-requisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the pre-requisites for the associated courses. If such data are insufficient to establish the cut scores, any course pre-requisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a pre-requisite may be changed to an advisory while the problems are being resolved.
- e) **Programs:** In order to establish a pre-requisite for a program, the proposed pre-requisite must be approved as provided for a course pre-requisite in regard to at least one course that is required as part of the program.

- f) **Health and Safety:** A pre-requisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
1. The course for which the pre-requisite is proposed is one in which the student might endanger his/her own health and safety or the health and safety of others; and
 2. The pre-requisite is that the student possesses what is necessary to protect his/her health and safety and the health and safety of others before entering the course.
- g) **Recency and Other Measures of Readiness:** Recency and other measures of readiness may be established as a pre-requisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the procedures for establishing recency and other measures of readiness are followed. These procedures are established by the Curriculum Committee and are housed on the Curriculum website. following is also done:
1. ~~A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.~~
 2. ~~Data are gathered according to sound research practices in at least one of the following areas:~~
 - i. ~~The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed pre-requisite or co-requisite is necessary.~~
 - ii. ~~Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed pre-requisite or co-requisite. The faculty appraisal could be done at any time in the semester that the District determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.~~
 - iii. ~~Comparison of students' performance at any point in the course with completion of the proposed pre-requisite or co-requisite.~~
 - iv. ~~Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.~~
 3. ~~The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed pre-requisite or co-requisite.~~ The research design, operational definitions, and

numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Faculty Senate. (Unsure about this language) If the evidence fails to meet the standard established, the District may establish the proposed pre-requisite or co-requisite as a recommended preparation and may seek to establish it as a pre-requisite or co-requisite only by following the process described in this policy and any applicable District policies.

4. If the curriculum committee has determined as provided in these procedures that a new course needs to have a pre-requisite or co-requisite, then the pre-requisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
 - i. All other requirements for establishing the pre-requisite or co-requisite have already been met; and
 - ii. Students are informed that they may enroll in the course although they do not meet the pre-requisite. However, students who lack the pre-requisite may not constitute more than 20% of those enrolled in any section of the course.

Pre-requisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

- o **Additional Rules:** Title 5 Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

Advisories on Recommended Preparation:

The District may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the District used to describe such recommendations in its catalog or schedule as "pre-requisites," or "recommended," or by any other term.

ENROLLMENT MANAGEMENT

Implementing Pre-requisites, Co-requisites, and Limitations on Enrollment:

Implementation of pre-requisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions. ~~or has met all except those for which he/she has a pending challenge or for which further information is needed before final~~

determination is possible of whether the student has met the condition. (Title 5 Section 55003(o))

~~Instructor's Formal Agreement to Teach the Course as Described~~

~~The District shall establish a procedure so that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the pre-requisite or co-requisite. The process shall be established by consulting collegially with the local Faculty Senate and, if appropriate, the local bargaining unit.~~

Limitations on Enrollment:

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- **Performance Courses:** The District may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
 - o For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 - o The District includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the District administration and put into effect.

- **Honors Courses:** A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses in the District which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the District must also include in the course outline of

record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

- **Blocks of Courses or Sections:** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the District must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Student Challenge Process

Any student who does not meet a pre-requisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows (Title 5 Section 55003(p)):

- ~~If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days.~~ If the challenge is upheld ~~or the District fails to resolve the challenge within the five working day period,~~ the student shall be allowed to enroll in the course, ~~if space is available.~~
- If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

Grounds for challenge shall include the following:

- Those grounds for challenge specified in Title 5 Section ~~55201(f)~~ 55003 (p) (q).
- The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/she would be delayed by a semester or more in attaining the degree or certificate specified in his/her educational plan.
- The student seeks to enroll in a course that has a pre-requisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the District's own records, then the District has the obligation to produce that information.

Offices of Primary Responsibility: Instructional Services, Student Services (Enrollment Management)

May-17						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUMMER 2017						
Jun-17						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jul-17						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SUMMER FALL 2017						
Aug-17						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep-17						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct-17						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Nov-17						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Dec-17						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SPRING 2018						
Jan-18						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb-18						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Mar-18						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr-18						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May-18						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUMMER 2018						
Jun-18						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jul-18						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SUMMER FALL 2018						
Aug-18						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUMMER 2017	
M 30 - J 23	Summer 4-wk Intercession classes
May 29	Holiday - Memorial Day
Jun 26	Summer 6-and 8-wk sessions begin
Jul 4	Holiday - Independence Day
Aug 7	6-wk session ends
Aug 18	8-wk session ends
Aug 11/18	Summer grade rosters due

FALL 2017	
Aug 17	Part-time Faculty Plenary
Aug 18	Faculty Plenary
Aug 21	Fall semester/Fast Track 1 begins
Aug 26	Fall Saturday classes begin
Sep 4	Holiday - Labor Day
Sep 5	Census Date
Oct 14	Fast Track 1 ends
Oct 16	Fast Track 2 begins
Nov 10	Holiday - Veterans' Day (observed)
Nov 11	Non-Instructional Day
Nov 20-22	Non-Instructional Days
Nov 23-24	Holiday - Thanksgiving
Nov 25	Non-Instructional Day
Dec 16	Fall semester/Fast Track 2 ends
Dec 21	Fall grade rosters due
Dec 25	Holiday - Christmas
Jan 1	Holiday - New Year's Day

SPRING 2018	
Jan 2-26	Winter Intercession
Jan 15	Holiday - Martin Luther King Jr Day
Jan 25	Part-time Faculty Plenary
Jan 29	Spring semester/Fast Track 1 begins
Feb 3	Spring Saturday classes begin
Feb 12	Census Date
Feb 16	Holiday - Lincoln's Day
Feb 17	Non-Instructional Day
Feb 19	Holiday - Washington's Day
Mar 24	Fast Track 1 ends
M26-31	Spring Break
Apr 2	Fast Track 2 begins
May 25	Commencement
May 26	Spring semester/Fast Track 2 ends
May 28	Holiday - Memorial Day
Jun 1	Spring grade rosters due

SUMMER 2018	
M29 - J22	4 Week Intercession
Jun 25	Summer 6 and 8 week begins
Jul 4	Holiday - Independence Day
Aug 6	6-wk session ends
Aug 10/17	Summer grade rosters due
Aug 17	8-wk session ends

FALL 2017 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	

SPRING 2018 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	



Faculty Plenary
 Semester Begins
 Spring Recess
 Last Class
 Instructional Days
 Classes not in session
 Holidays
 Intercession

LEGEND

	Ins Day	Flex	Ins+Flex	Sat	All Total
Fall	78	4	82	15	97
Spring	78	3	81	15	96

156 7 163 30 193

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



November 22, 2016

TO: District Superintendent/President

FROM:  Elias Regalado, Director
Fiscal Standards and Accountability

SUBJECT: Mandated Holidays for Fiscal Years 2016-17, 2017-18, 2018-19 and 2019-20

Synopsis: A list of the official academic holidays, as specified by Education Code section 79020, is provided for convenience in establishing your future academic calendars. Included are the mandated holiday dates for fiscal years 2016-17, 2017-18, 2018-19 and 2019-20 based on the current statute (ECS 79020).

Fiscal Year 2016-17

July 4, 2016	(Monday)	Independence Day
September 5, 2016	(Monday)	Labor Day
November 11, 2016	(Friday)	Veterans Day
November 24, 2016	(Thursday)	Thanksgiving Day
December 26, 2016	(Monday)	Christmas (Observance)
January 2, 2017	(Monday)	New Year's Day (Observance)
January 16, 2017	(Monday)	Dr. Martin Luther King, Jr. Day
February 10, 13, 14, or 17 2017	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 20, 2017	(Monday)	Washington Day
May 29, 2017	(Monday)	Memorial Day

A college MAY close on March 31, known as "Cesar Chavez Day," and the fourth Friday in September, known as "Native American Day," if the governing board of the district agrees to close the college for that purpose. When "Cesar Chavez Day" falls on a Saturday, the agreed upon college closure day shall occur on the preceding Friday. When "Cesar Chavez Day" falls on a Sunday, the agreed upon college closure day shall occur on the following Monday. If "Cesar Chavez Day" happens to fall on a weekday, then there is no flexibility to move the corresponding holiday observance. The district shall continue to maintain the minimum required 175 days of instruction.

If the district does not close for "Cesar Chavez Day" or "Native American Day," appropriate observances should be held in commemoration.

(Continued)

Fiscal Year 2017-18

July 4, 2017	(Tuesday)	Independence Day
September 4, 2017	(Monday)	Labor Day
November 10, 2017	(Friday)	Veterans Day (Observance)
November 23, 2017	(Thursday)	Thanksgiving Day
December 25, 2017	(Monday)	Christmas
January 1, 2018	(Monday)	New Year's Day
January 15, 2018	(Monday)	Dr. Martin Luther King, Jr. Day
February 9, 12, 13, 16, 2018	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 19, 2018	(Monday)	Washington Day
May 28, 2018	(Monday)	Memorial Day

Fiscal Year 2018-19

July 4, 2018	(Wednesday)	Independence Day
September 3, 2018	(Monday)	Labor Day
November 12, 2018	(Monday)	Veterans Day (Observance)
November 22, 2018	(Thursday)	Thanksgiving Day
December 25, 2018	(Tuesday)	Christmas
January 1, 2019	(Tuesday)	New Year's Day
January 21, 2019	(Monday)	Dr. Martin Luther King, Jr. Day
February 8, 11, 12, 15, 2019	(Friday, Monday, Tuesday, Friday)	Lincoln Day
February 18, 2019	(Monday)	Washington Day
May 27, 2019	(Monday)	Memorial Day

Fiscal Year 2019-20

July 4, 2019	(Thursday)	Independence Day
September 2, 2019	(Monday)	Labor Day
November 11, 2019	(Monday)	Veterans Day
November 28, 2019	(Thursday)	Thanksgiving Day
December 25, 2019	(Wednesday)	Christmas
January 1, 2020	(Wednesday)	New Year's Day
January 20, 2020	(Monday)	Dr. Martin Luther King, Jr. Day
February 7, 10, 12, 14, 2020	(Friday, Monday, Wednesday, Friday)	Lincoln Day
February 17, 2020	(Monday)	Washington Day
May 25, 2020	(Monday)	Memorial Day

Action/Date Requested: Information

Contact: For holiday or academic calendar configuration questions, call Elias Regalado, Fiscal Standards and Accountability, at (916) 445-1165 or e-mail at eregalad@cccco.edu.

cc: Chief Business Officer
 Chief Instructional Officer
 Dean of Admissions and Records, Registrar
 Chief Information System Officer
 Mario Rodriguez
 Frances Parmelee



HOLIDAY SCHEDULE

2017-2018

Board Approved:

DATE HOLIDAY OBSERVED	HOLIDAY
Tuesday, July 4	Independence Day
Monday, September 4	Labor Day
Friday, November 10	Veterans Day (Observed)
Thursday, November 23	Thanksgiving Day
Friday, November 24	Local Holiday
Monday, December 25	Christmas Day
Tuesday, December 26	Admission Day (Observed)
Wednesday, December 27	Added Board Holiday
Thursday, December 28	Local Holiday
Friday, December 29	Local Holiday
Monday, January 1	New Year's Day
Monday, January 15	Martin Luther King, Jr. Day
Friday, February 16	Lincoln's Day
Monday, February 19	Washington's Day
Friday, March 30	Spring Holiday
Monday, May 28	Memorial Day

**WINTER HOLIDAYS
FY18-FY20**

**WINTER HOLIDAYS SCHEDULE
FOR 2017-2018, 2018-2019 and 2019-2020**

December/January 2017-2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 17	December 18	December 19	December 20	December 21	December 22	December 23
	Work day	Work day	Work day	Work day	Work day	
December 24	December 25	December 26	December 27	December 28	December 29	December 30
	Christmas Day	Admission Day	Added Bd. Holiday	Local Holiday	Local Holiday	
December 31	January 1	January 2	January 3	January 4	January 5	January 6
	New Year's Day	Work day	Work day	Work day	Work day	

December/January 2018-2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 16	December 17	December 18	December 19	December 20	December 21	December 22
	Work day	Work day	Work day	Work day	Work day	
December 23	December 24	December 25	December 26	December 27	December 28	December 29
	Christmas Eve	Christmas Day	Admission Day	Added Bd. Holiday	Local Holiday	
December 30	December 31	January 1	January 2	January 3	January 4	January 5
	Local Holiday	New Year's Day	Work day	Work day	Work day	

December/January 2019-2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 15	December 16	December 17	December 18	December 19	December 20	December 21
	Work day	Work day	Work day	Work day	Work day	
December 22	December 23	December 24	December 25	December 26	December 27	December 28
	Work day	Local Holiday	Christmas Day	Admissions Day	Added Bd. Holiday	
December 29	December 30	December 31	January 1	January 2	January 3	January 4
	Added Bd. Holiday	Local Holiday	New Year's Day	Work day	Work day	

Board Approved:

Technology Proposal Analysis Checklist

Project or Idea Name:	Mobile App for Students	Date:	March 15, 2016
Sponsor:	Strategic Planning Council, Chair: Adrian Gonzales	Requestor/ Point of Contact (and phone number):	Connie Moise, ext. 7855

Additional Stakeholders

Students, departments providing services to students, faculty, academic programs

Scope/Description

Create a mobile version of the services Palomar College offers through the Student Portal (MyPalomar/eServices).

Benefits, Justification and/or Return on Investment

A Mobile App will enhance the Palomar College student experience by providing a familiar platform for targeted communications and single sign-on services, and by enabling students to use their mobile devices to complete common student transactions such as class search and enrollment processes.

Major Objectives/Deliverables

The goal of the project is to provide access to key institutional services for students through a comprehensive single-sign-on Palomar College Mobile App that is available from App Stores. Key deliverables should include:

1. The mobile app must provide Exceptional User Experience (focus on Student users).
2. The mobile app must adhere to Palomar College Technology Values: Secure, Compliant, Cost effective, Efficient, Quality, Integrated, Sustainable, Automated, Portal based, Mobile aware, Vendor supported, Feature rich, Flexible, Reliable.
3. The mobile app must provide seamless and invisible integration of key applications.
4. The mobile app must be easy to maintain with minimal client technical resources.
5. The features we would like in the mobile app include the following:
 - a. Class Search
 - b. Class Schedule
 - c. Enrollment Services
 - d. Payment Management
 - e. Push notifications/messaging
 - f. Badges
 - g. Grades
 - h. Campus/classroom maps
 - i. Calendar integration

Technology Goal(s)

Identify which of the Technology Goals this Project or Idea supports:

✓	Technology Goal
	1. Ensure operational data integrity and reliable technology infrastructure
✓	2. Facilitate student services, and enhance teaching and learning objectives, through smart campus, classroom and online technologies
	3. Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives

	4. Optimize business processes and facilitate decision-making through automated workflows, dashboards and targeted reports
	5. Train and support users for effective use of technology
	6. Maximize efficiency through planned resource stewardship; clarify technology replacement plan and stabilize associated operational funding

Impact Considerations

- May impact existing processes in place for communicating with students such as automated email messaging regarding financial aid, enrollment status, etc.
- Must be integrated with SIS (PeopleSoft Campus Solutions) and LMS (Blackboard and Canvas).
- May be implemented with other institutional systems as future enhancements.
- Need to minimize impact to IS operational infrastructure - considering vendors that provide hosting and support of key components.
- Some level of effort by IS to facilitate integration, configuration, testing and move to production.

Budget

SPC has authorized funding for this project to cover implementation and three years' maintenance. Continuing with this product beyond FY1819 will require an increase in the institutional technology budget to cover the maintenance fees.

Resources (staff, special software/equipment)

IS will coordinate implementation with the vendor, who will provide project management and complete the majority of the implementation and integration tasks. The vendor will also coordinate all tasks related to making the App available in the Apple and Google App stores. Branding will be completed by ATRC in collaboration with the Public Affairs Office, and configuration of desired features will be completed by IS and maintained by IS on an ongoing basis.

Priority Checklist

Identify which of the Priority Considerations are addressed by this Project or Idea:

Y/N/?	Priority Considerations
N	Compliance (e.g., Federal/State Mandate, Accreditation Standards) <i>please explain</i>
Y	Capacity to Implement, Use and Maintain (review Impact, Budget and Resource Considerations above)
N	Redundancy to existing resource <i>please explain</i> - No Palomar Mobile App currently in place.
?	Cost Savings to the District <i>please explain</i> - Potential savings in efforts to communicate with students, but not currently tracked, so no measurability.
N	Return on Investment <i>please explain</i>
Y	Solves institutional or operational problem or need <i>please explain</i> - Addresses current complexity for students to obtain information specific to their enrollment status or other services. Eases access to relevant information for students.
Y	Alignment with Strategic Plan Goals (or other goals, e.g., Instructional Requirements, Enrollment Management, Student Success) <i>please explain</i> - SPC Goal 2.4.
N	Time Constraints (review Major Objectives/Deliverables above) <i>please explain</i>
Y	Technical Currency or Operational Maintenance Requirement <i>please explain</i> - Will require funds allocated from year 3 into future.
Y	Efficiency and may have multiple application to different areas <i>please explain</i> - Mobile App will have capability to serve diverse purposes in connecting with and providing resources for students.
Y	Other (please describe) :- Improved Student Experience

Checklist submitted to Technology Master Plan Work Group:	N/A – SPC authorized the project as an institutional priority
Checklist returned to Requestor:	N/A

The Technology Master Plan Work Group reviews Projects and Ideas Quarterly on the third Wednesday of January, April, July and October, and provides a response to assist the requestor and the appropriate Planning Council in establishing the project's priority.

Technology Master Plan Work Group Response
Supporting statement: Project will improve student experience and offer additional avenue for student engagement (in the mobile space). Following implementation, impact on Palomar resources is minimal.



TECHNOLOGY MASTER PLAN 2019

PALOMAR COMMUNITY COLLEGE DISTRICT

**Ron Ballesteros-Perez
Assistant Superintendent/Vice President
Finance and Administrative Services Division**

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Appendix A - Technology Proposal Analysis Checklist

Appendix B - Institutional Strategic Goals

Executive Summary

The 2019 Palomar College Technology Master Plan identifies six broad technology goals designed to support the institution's strategic goals and sustain ongoing operations. These technology goals are developed within the institutional planning framework briefly described in section 1. Section 4 identifies each goal and section 5 describes its alignment with the institution's strategic goals and operations. In section 7, each technology goal is further defined by specific objectives and the technology projects and measurable outcomes that support those objectives.

Successful implementation and support for technology projects relies on thorough planning. Section 2 of this Technology Master Plan introduces a checklist that can be used to strengthen the institutional technology planning process and help clarify and prioritize technology projects. The checklist includes basic questions about a technology proposal that must be answered at some stage in the technology project planning or implementation process. Analyzing the questions early in the process helps prepare the proposal for review by planning councils and can strengthen the justification for funding or authorizing the project. This checklist is designed to aid the requestor in thinking through the impacts and considerations of their proposal in order to support successful execution of the project.

Section 3 of this plan describes the guiding principles used to validate and assess technology initiatives to ensure alignment with the institution's technology strategy. Section 6 describes the departments that provide foundational support for institutional technology implementation and maintenance in both the academic and administrative functions.

The Technology Master Plan Work Group reviews institutional technology projects quarterly and incorporates project changes into the Technology Master Plan as part of their annual master plan review. Additionally the Work Group reviews Technology Proposal Analysis Checklists and provides supporting comments, additional justification or information that can help solidify the plan's feasibility for implementation. This process is intended to facilitate the movement of a technology proposal through the existing institutional processes for approval and funding.

Planning Framework/Process

Palomar College relies on technology to facilitate and sustain the institutional mission, goals and operations. The strategic direction for the institution is defined by the Educational Master Plan which therefore serves as the primary source of input for technology planning. The Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model shows the placement of technology master planning in the institution's overall planning and evaluation process. By this diagram it is apparent that council and college-wide priorities

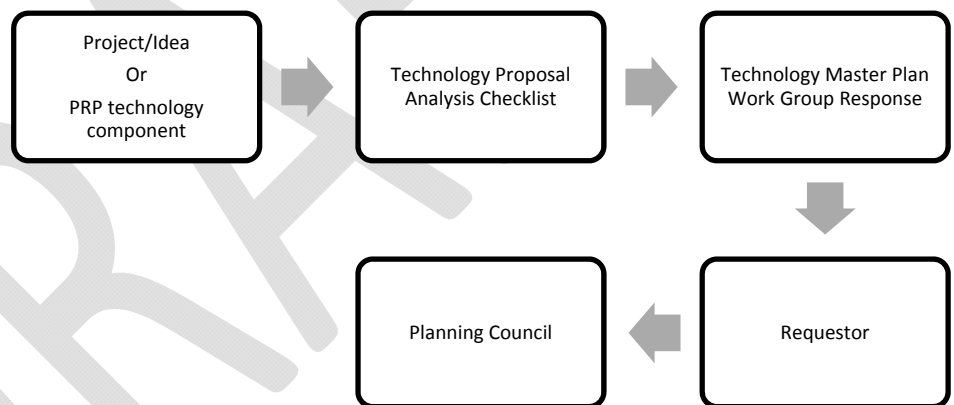


Technology Ideas and Requests

The Technology Projects identified in this Plan are reviewed quarterly by the Technology Master Plan Work Group to ensure that the Projects align with the Educational Master Plan and the institutional Strategic Plan, and continue to support institutional priorities. Quarterly reviews will include Project changes, updates and additions, based on Planning Council decisions. These reviews will serve as input to the annual Technology Master Plan review. Technology Master Plan adjustments will be made annually in order to keep the Plan current and to reflect Project activity and emphasis. Such adjustments may include changes to or removal of existing Projects identified in the Plan, or the addition of new Projects to this Plan.

To assist project requestors in fully forming new technology initiatives within the framework of this Technology Strategic Plan, the Technology Master Plan Work Group has developed the following process. Technology proposals or ideas are reviewed by the Technology Master Plan Work Group using a completed Analysis Checklist¹ from the requestor. The Checklist is intended to aid the requestor in the clarification and prioritization of technology projects to benefit the institution. The Checklist should accompany the project recommendation to the appropriate Planning Council for approval through the existing institutional participatory governance process.

Components of the Checklist include consideration of the impact of the project or idea on existing services, systems and resources, the benefits of the project, and how the project aligns with the institution's Technology Goals. Developers of Program Review Plans with significant technology components can use the same analysis checklist to fully vet their plans and help solidify the PRP's implementation feasibility. Refer to the Analysis Checklist in Appendix A.



¹ See Appendix A – Technology Proposal Analysis Checklist

Technology Guiding Principles

In the same way that our institutional values guide our institutional success, technology values establish the foundation from which technology initiatives can be confidently planned and executed. The following Guiding Principles are used to validate and assess technology initiatives to ensure alignment with the College's technology strategy.

- **Reliable, sustainable, vendor-supported** technology solutions, implemented to reduce risk, ensure long-term viability and maintain technical currency.
- **Secure and compliant** technology solutions to protect student and institutional data, processes and resources.
- **Quality, cost-effective and efficient** technology solutions, implemented to protect and maximize institutional investments.
- **Requirements-driven, automated** technology solutions that are **integrated** with institutional systems and business processes to facilitate implementation, maintenance and ease of use.
- **Platform-agnostic, flexible** technology solutions that are simultaneously **feature-rich, portal-based and mobile-aware**.

Technology Goals

Technology Goal 1 - Ensure operational data integrity and reliable technology infrastructure.

Technology Goal 2 - Facilitate student services, and enhance teaching and learning objectives, through smart campus, classroom and online technologies.

Technology Goal 3 - Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives.

Technology Goal 4 - Optimize business processes and facilitate decision-making through automated workflows, dashboards and targeted reports.

Technology Goal 5 - Train and support users for effective use of technology.

Technology Goal 6 - Maximize efficiency through planned resource stewardship; clarify technology replacement plan and stabilize associated operational funding.

Technology Goals - Alignment with Institutional Strategic Plan and Operations

Palomar College Technology Goals and Institutional Strategic Goals² rely on a solid technology foundation. The technology goals described in this technology master plan are formulated to support the institutional strategic goals and initiatives, as well as to provide sustaining support for College operations. The following table defines our technology goals and shows their alignment with institutional strategic goals and operations:

Technology Goal 1

Ensure operational data integrity and reliable technology infrastructure

- Supports Institutional Operations
- Supports Facilities Master Plan

Technology Goal 2

Facilitate student services, and enhance teaching and learning objectives, through smart campus, classroom and online technologies

- Supports Institutional Strategic Goal 1: Implement Instructional Strategies that Strengthen and Connect Teaching and Learning across the College
- Supports Institutional Strategic Goal 2: Strengthen efforts to improve Outreach, Persistence, and Student Success

Technology Goal 3

Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives

- Supports Institutional Operations
- Supports Institutional Strategic Goal 2: Strengthen efforts to improve Outreach, Persistence, and Student Success
- Supports Institutional Strategic Goal 5: Ensure the Fiscal Stability of the College and Increase Enrollments

Technology Goal 4

Optimize business processes and facilitate decision-making through automated workflows, dashboards and targeted reports

- Supports Institutional Strategic Goal 2: Strengthen efforts to improve Outreach, Persistence, and Student Success
- Supports Institutional Strategic Goal 3: Strengthen the College's Message to our Community
- Supports Institutional Strategic Goal 5: Ensure the Fiscal Stability of the College and Increase Enrollments

Technology Goal 5

Train and support users for effective use of technology

- Supports Institutional Strategic Goal 4: Maintain and Support a Diverse Workforce

Technology Goal 6

Maximize efficiency through planned resource stewardship; clarify technology replacement plan and stabilize associated operational funding

² See Appendix B - Institutional Strategic Goals

- Supports Institutional Operations
- Supports Institutional Strategic Goal 1: Implement Instructional Strategies that Strengthen and Connect Teaching and Learning across the College
- Supports Institutional Strategic Goal 5: Ensure the Fiscal Stability of the College and Increase Enrollments

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Institutional Technology Resources

Academic Technology Resource Center

The purpose of the Academic Technology Resource Center (ATRC) is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff at Palomar College through the use of technology. The ATRC

- provides resources for faculty, staff and students
- maintains computer labs
- administers the Learning Management Systems
- administers various college web servers / services
- provides technology training workshops / materials
- provides media services
- provides hardware for check out
- provides software usage guidance
- and more!

Adapted Computer Training Center

The Disability Resource Center's Adapted Computer Training Center is designed to serve students with a variety of disabilities. The program goals are to explore vocational computer possibilities, provide training in the use of assistive technology and to support students as they enter other academic environments. Training classes offered each semester focus on the use of the computer as a tool in academics in combination with assistive technology.

Palomar College Television

Palomar College Television (PCTV) has been in operation for more than thirty-five years. The purpose of the department is to serve college faculty, staff, and students through the creation and use of media-rich content. PCTV staff support instruction through the development, production, and broadcast of video courses. PCTV fulfills this mission specifically by

- increasing student access, reducing educational barriers, and enhancing academic performance by advancing state-of-the-art technology and innovative academic programming.
- researching, evaluating, and revising processes adopted to meet this mission, and working toward professional staff development and program expansion.
- ongoing enhancement of our state-of-the-art program to complement and supplement the district's strategic goals.
- expanding upon important campus and extramural partnerships by offering a broad perspective of academic and technical learning opportunities.
- through an innovative marketing plan, increasing community outreach, awareness, and recognition of both Palomar College and the scope and effectiveness of the distance learning program.

Information Services

Information Services (IS) serves students, faculty, staff, administrators and the community through high quality technical support, information systems and services. The IS department takes pride in their role as a strategic partner with the District's academic divisions, administrative and service departments, and with individuals, to advance institutional goals through student-centered technology solutions.

Information Services departments include the Help Desk, Technical Services, Systems and Programming Services, and Network and Data Center Services.

Help Desk

The Help Desk serves as the first point of contact for students, faculty, staff and administrators requiring technical services or support for computers, audio-visual and peripheral equipment, network services, software applications and access to District technology resources. This team receives technical requests either by phone, by email or in person; diagnoses technical problems and applies a full range of corrective actions, initiates work orders to the appropriate Information Services staff members or contacts vendors to resolve issues, and keeps requestors and constituent groups informed on problem-resolution status.

The Help Desk is responsible for system account security administration and offers password assistance to individuals. This team also facilitates general information announcements to various District groups. In addition, the Help Desk provides institution switchboard operation services, greeting callers and addressing their questions or connecting them with appropriate District service areas.

Technical Services

Technical Services provides District-wide computer, audio-visual, printer, mobile device, tablet and other technology planning, acquisition, replacement, configuration, installation and repair. The Technical Services team configures and supports instructional and conference room audio-visual systems, public address systems, instructional technologies such as classroom and laboratory computers, enterprise applications and specialized software and peripherals, as well as operational, service center and office equipment and workstation software.

Technical Services staff are skilled in working with both MAC and PC platforms and work to provide solutions, guidance, configuration planning and cost information in accordance with District technology standards and compatible with District infrastructure.

Systems and Programming

The Systems and Programming department provides development, programming, database administration and technical support for the College's administrative Student/Human Resources/Financial software applications and related systems. This team works closely with Business Analysts in various departments across the institution to advance business processes and address the reporting requirements in those service areas.

Network and Data Center Services

Network and Data Center Services provides, maintains, and supports the District's technology infrastructure for data, voice, mobile devices, and processing capabilities.

DRAFT

Goals, Objectives and Associated Projects

Strategic Technology Goal 1 - Ensure operational data integrity and reliable technology infrastructure

Objectives

- 1.1. Implement and maintain reliable and secure information systems infrastructure
- 1.2. Maintain technical currency of Data Center and operational technology

Projects	Timelines	Measurable Outcomes
Replace/upgrade aging infrastructure in Data Center (includes firewall, VBlock)	December 2016	Key infrastructure components operating reliably under warranty
Participate early in construction projects to ensure AV and data standards adherence	Ongoing	Reduction of change orders to address non-standard AV or data installations
Complete and relocate virtualized system for Escondido	December 2016	Fully compatible Disaster Recovery and Data Center services at Escondido
Decommission HPUX system and secure destruction of data	November 2016	HPUX surplus without risk to institutional data
Expand port security to all buildings	October 2017	No open ports
Migrate user data to new storage system	January 2017	Retire legacy storage and use more efficient storage system

Strategic Technology Goal 2 – Facilitate student services, and enhance teaching and learning objectives, through smart campus, classroom and online technologies

Objectives

- 2.1 Reduce technology barriers to teaching and learning
- 2.2 Enhance services to students through technology

Projects	Timelines	Measurable Outcomes
Implement a single-sign-on identity management system to facilitate access to institutional systems and services	January 2017	Students, faculty and staff use a unified username and password credential that provides access to institutional systems while also improving identity management
Provide access to key institutional services for students, faculty and staff through a comprehensive single-sign-on Palomar Mobile App that is available from App Stores.	November 2016	Seamless student access to key applications through Mobile App

Implement a Payment Plan option for students	November 2016	Students have the choice to use a payment plan as opposed to paying in full
Upgrade Exchange for Student Email Accounts from 2007 physical to Office 365/2013 virtual	February 2017	Students receive MS Office and cloud storage at no cost to student or institution
Upgrade Global Viewer server		Maximize efficiency of Extron devices (used in classrooms)
Integrate new Online Orientation system with MyPalomar (eServices)	September 2016	Eliminate manual administration and improve student access
Expand audio-visual capability in SU	August 2016 for interim solution	Enable integrated use of AV (TVs and projectors) for meeting support in SU

Strategic Technology Goal 3 - Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives

Objectives

- 3.1 Maintain technical currency of institutional software applications
- 3.2 Implement vendor-delivered technology features and functions (reduce customizations)
- 3.3 Participate in statewide CCC initiatives

Projects	Timelines	Measurable Outcomes
Upgrade Campus Solutions PeopleTools 8.50 to 8.54	May 2016	Stable operation with new Tools version; increased capability
Implement cccApply	October 2016	Reliable collection of admissions application data through cccApply into PeopleSoft
Implement cccAssess	November 2016	Reliable utilization of cccAssess (in conjunction with Multiple Measures) to make placement recommendations for incoming students
Upgrade Human Capital Management PeopleTools 8.51 to 8.54	November 2016	Stable operation with new Tools version

Strategic Technology Goal 4 - Optimize business processes and facilitate decision-making through automated workflows, dashboards and targeted reports

Objectives

- 4.1 Implement automated workflows to facilitate business processes resulting in improved efficiencies and

reduction of process backlogs

Projects	Timelines	Measurable Outcomes
Automate graduation evaluation business workflow	August 2017	Faster graduation evaluations and notifications to students
Implement Abbreviated Education Plan for students and Counseling	April 2016	Students complete Abbreviated Ed Plan in advance of initial Counseling appointment, enabling faster and efficient, targeted planning.
Improve class schedule search function	August 2016	Users have access to refine search capabilities and can effectively identify scheduling options to meet their needs
Implement Comprehensive Education Plan		

Strategic Technology Goal 5 - Train and support users for effective use of technology

Objectives

- 5.1 Improved access and efficiency
- 5.2 Increased availability of information and procedures surrounding use of technology

Projects	Timelines	Measurable Outcomes
Raise awareness and adoption of ProLearningNetwork (Grovo and Lynda) courses offered through CCCCCO to enhance staff and faculty professional development	Fall 2016	Increased participation by Palomar College employees
Implement new Professional Development platform	Spring 2017	Streamlined processes for scheduling, tracking and reporting of PD activities

Strategic Technology Goal 6 - Maximize efficiency through planned resource stewardship; clarify technology replacement plan and stabilize associated operational funding

Objectives

- 6.1 Stabilize operational funds and support for technology replacement on a 5 year schedule
- 6.2 Maintain technical currency of classroom technologies, and student, faculty and staff computers
- 6.3 Maximize efficiency of building control system management

Projects	Timelines	Measurable Outcomes
Secure operational funds commitment for ongoing technology replacement	April 2016	Funds available to replace technology on 5 year schedule –

		as warranties expire
Replace student, faculty and staff computers with expired warranties	June 2016 – December 2016	Reduce inventory of expired warranty computers
Present replacement plan and associated procedure to planning councils	Fall 2016 – Spring 2017	Increased understanding of technology replacement plan and procedure
Replace obsolete audio-visual equipment in classrooms and meeting spaces	January 2017	Reduce inventory of obsolete and unusable equipment
Support Compass Energy Management Project		Reduce time to correction and work orders for building control systems
Replace old phones and integrate VOIP functions	Start Assessment May 2017	Ensure all phones are current and vendor supported

Appendix A - Technology Proposal Analysis Checklist

Replace italicized text in the following checklist.

Project or Idea Name:	<i>Short Title for this Project/Idea</i>	Date:	
Sponsor (and phone number):	<i>Primary Stakeholder – usually an Administrator, but can be a Planning Council (list Council, Chair and Chair’s phone number)</i>	Requestor/ Point of Contact (and phone number):	<i>Person most likely to be making, collecting or coordinating tactical decisions, overseeing (or executing) major tasks</i>

Additional Stakeholders

Anyone affected by the project’s implementation/outcome; Can be named individuals or groups (such as all students or all members of a department).

Scope/Description

Short description of the scope of the project; Should include basic requirements as described from the requestor’s perspective.

Benefits, Justification and/or Return on Investment

Brief explanation of why this Project or Idea is good for Palomar College.

Major Objectives/Deliverables

List the Project or Idea outcomes or results of implementing the Project or Idea in order to clarify expectations. Include any required or anticipated timeline for completion.

Technology Goal(s)

Identify which of the Technology Goals this Project or Idea supports:

✓	Technology Goal	Work Group Confirmation
	1. Ensure operational data integrity and reliable technology infrastructure	
	2. Facilitate student services, and enhance teaching and learning objectives, through smart campus, classroom and online technologies	
	3. Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives	
	4. Optimize business processes and facilitate decision-making through automated workflows, dashboards and targeted reports	
	5. Train and support users for effective use of technology	
	6. Maximize efficiency through planned resource stewardship; clarify technology replacement plan and stabilize associated operational funding	

Impact Considerations

Brief notes about the impact of this Project or Idea; Consider the following:

- *Impact/implication to institutional policies and procedures*
- *State, federal, or regional initiatives*
- *Impact to current operational team and business processes in requestor’s area or other areas*
- *Integration with existing systems/environment/processes*

- *Level of effort by IS, ATRC and/or other departments*
- *Impact/interaction with other technology projects, initiatives and maintenance activities*
- *Technology infrastructure requirements*

Budget

Are funds available or needed? Consider any ongoing operational budget requirements (for example, whether this requires budget for maintenance).

Resources (staff, special software/equipment)

Who and what is required to complete the project or implement the idea? Consider any ongoing operational staffing required to operate or maintain this Project or Idea.

Priority Checklist

Identify which of the Priority Considerations are addressed by this Project or Idea:

Y/N/?	Priority Considerations	Work Group Confirmation
	Compliance (e.g., Federal/State Mandate, Accreditation Standards) <i>please explain</i>	
	Capacity to Implement, Use and Maintain (review Impact, Budget and Resource Considerations above)	
	Redundancy to existing resource <i>please explain</i>	
	Cost Savings to the District <i>please explain</i>	
	Return on Investment <i>please explain</i>	
	Solves institutional or operational problem or need <i>please explain</i>	
	Alignment with Strategic Plan Goals (or other goals, e.g., Instructional Requirements, Enrollment Management, Student Success) <i>please explain</i>	
	Time Constraints (review Major Objectives/Deliverables above) <i>please explain</i>	
	Technical Currency or Operational Maintenance Requirement <i>please explain</i>	
	Efficiency and may have multiple application to different areas <i>please explain</i>	
	Other (please describe):	

Checklist submitted to Technology Master Plan Work Group:	date
Checklist returned to Requestor:	date

The Technology Master Plan Work Group reviews Projects and Ideas Quarterly on the third Wednesday of January, April, July and October, and provides a response to assist the requestor and the appropriate Planning Council in establishing the project's priority.

Technology Master Plan Work Group Response

Appendix B - Institutional Strategic Goals

The following table identifies the approved Institutional Strategic Goals as of November 15, 2016:

	GOAL	Summary of Objectives
Institutional Strategic Goal 1	Implement Instructional Strategies that Strengthen and Connect Teaching and Learning across the College	Interdisciplinary dialogue and instruction; Examination of ILO: Knowledge of Human Cultures and the Physical and Natural World; strengthen and promote cultural fluency through professional development and other strategies.
Institutional Strategic Goal 2	Strengthen efforts to improve Outreach, Persistence, and Student Success	Targeted recruitment strategies; educational pathways and student services; basic skills completion; implement user-friendly student technology; revise program review and planning process; address opportunity gaps.
Institutional Strategic Goal 3	Strengthen the College's Message to our Community	Integrated marketing/messaging communications plan.
Institutional Strategic Goal 4	Strengthen, Promote and Support the College's Diverse Workforce through Strategies focused on Recruitment, Hiring, and Retention.	Address critical staffing needs; Improve recruiting, hiring and professional development processes to increase diversity; Implement comprehensive professional development plan.
Institutional Strategic Goal 5	Ensure the Fiscal Stability of the College and Increase Enrollments	Increase southern district course offerings; Strengthen and establish relationships with high schools and universities through access and transfer programs; Balance budget to align revenues and expenses; Implement enrollment management plan; Explore alternative revenue streams.



PROJECT SCHEDULE

CGS Approval (Soils Report)	May 17, 2017
Phase 1 (DSA Submittal)	Aug 31, 2017
Mass Grading (Completion)	Jan 31, 2018
Site Utilities (Completion)	Jan 31, 2018
Interim Village (Construction Start)	Feb 13, 2018
Interim Village (Occupancy)	May 01, 2018
Site Parking (Completion)	May 31, 2018
Phase 1 (Construction)	Aug 01, 2018 – Mar 29, 2019
Phase 1 (Occupancy)	Mar 29, 2019

BUILDING PROGRAMS

Classrooms

20,395 s.f.

Lecture Spaces
Science Labs
Computing Labs

Administration

4,750 s.f.

Student Services
Campus Safety
Faculty Offices

Campus Support

2,050 s.f.

Library
Tutoring Services
Student Lounge/Café
Bookstore

Support Facilities

5,750 s.f.

Data Center
Facilities Services
Custodial Services

TOTAL ASSIGNABLE AREA
32,945 s.f.

INTERIM VILLAGE PROGRAM (DRAFT)

Classrooms (2 modulares)

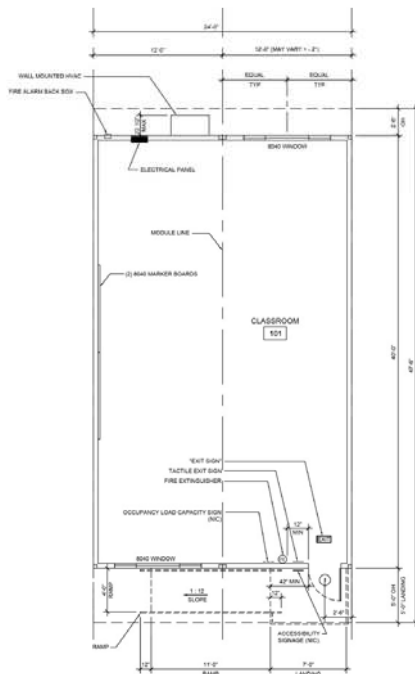
Restroom Hub (1 modular)

Computer Lab (1 modular)

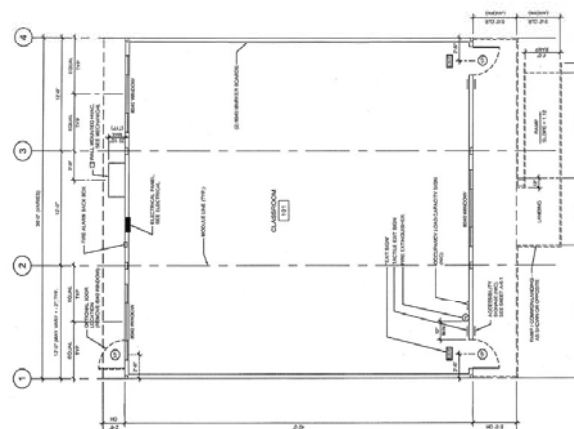
Admissions/Storage/Lounge Space (TBD)

Science Lab (1 modular)

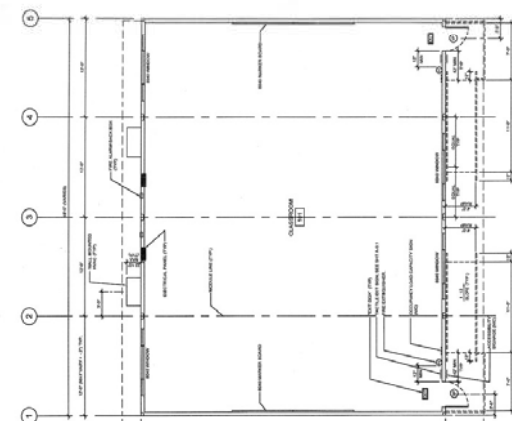
24x40



36x40



48x40



Typical Modular Configurations

-  Classrooms
-  Administration
-  Campus Support

