



STRATEGIC PLANNING COUNCIL AGENDA

Date:	May 16, 2017
Starting Time:	2:30 pm
Ending Time:	4:00 pm
Place:	H-306

CHAIR: Joi Lin Blake

MEMBERS: Michelle Barton, Colleen Bixler, Lisa Carmichael, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Laura Gropen, Aaron Holmes, Greg Larson, Teresa Laughlin, Shannon Lienhart, Connie Moise, Mike Nagtalon, Zeb Navarro, Ron Perez, Travis Ritt, Justin Smiley, Brian Stockert, Sherry Titus, Chris Wick

RECORDER: Cheryl Ashour

Exhibits

A. MINUTES

2 min

1. Approve Minutes of May 2, 2017

B. ACTION ITEMS/SECOND READING

1. Board Policies and Administrative Procedures

10 min

Board Policies Only

Exhibit B1a

BP 5000 Student Responsibility

BP 5530 Student Complaints and Grievances

Administrative Procedures Only

Exhibit B1b

AP 5012 International Students

AP 5013 Students in the Military

AP 5160 GEAR UP Program

AP 5170 TRIO Programs

AP 5610 Voter Registration

Board Policy/Administrative Procedure Pairs

Exhibit B1c

BP/AP 5010 Admission and Concurrent Enrollment

BP/AP 5020 Nonresident Tuition**

BP/AP 5030 Fees

BP/AP 5040 Student records, directory

BP/AP 5045 Student records - challenging content and access

BP/AP 5050 Student Success Support Program

BP/AP 5150 EOPS

BP/AP 5200 Student Health Svcs

BP/AP 5210 Communicable Disease

BP/AP 5220 Shower Facilities for students with housing insecurities

B/PAP 5400 Associated Student Government

BP/AP 5410 ASG Elections

BP/AP 5420 ASG Financial Management

BP/AP 5570 Student Credit Card Solicitation

BP/AP 5757 Parking

C. ACTION ITEMS/FIRST READING

- | | | |
|--------------------------------|------------|--------|
| 1. 2018-2019 Academic Calendar | Exhibit C1 | 10 min |
|--------------------------------|------------|--------|

D. INTEGRATED PLANNING MODEL

- | | | |
|---|------------|--------|
| 1. SP 2019-Year 1: Year End Progress Report | Exhibit E1 | 60 min |
| 2. SP 2019-Year 2 Objectives | | |
| 3. Strategic Focus on 2017-2018 | | |

E. INFORMATION/DISCUSSION

- | | | |
|--|------------|--------|
| 1. Process for Funding Resources Allocation Requests | Exhibit D1 | 10 min |
| 2. 2017-2018 Faculty Hiring List | Exhibit D1 | |

F. ACCREDITATION

- | | | |
|--|--|-------|
| 1. Accrediting Commission Actions and Policy Updates | | 5 min |
| 2. Palomar Accreditation Update | | |

G. REPORTS OF PLANNING COUNCILS

- | | | |
|---|--|-------|
| 1. Finance & Administrative Services Planning Council – Ron Perez | | 5 min |
| 2. Human Resource Services Planning Council – Shawna Cohen | | |
| 3. Instructional Planning Council – Jack Kahn | | |
| 4. Student Services Planning Council – Adrian Gonzales | | |

H. REPORTS OF CONSTITUENCIES

- | | | |
|--|--|-------|
| 1. Administrative Association – Justin Smiley | | 5 min |
| 2. Associated Student Government – Mike Nagtalon | | |
| 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
MINUTES
May 16, 2017**

A regular meeting of the Palomar College Strategic Planning Council scheduled May 16, 2017, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

ROLL CALL

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

A. MINUTES

1. Approve Minutes of May 2, 2017

MSC (Fritch/Barton) to approve the May 2, 2017 Minutes as presented

B. ACTION ITEMS/SECOND READING

1. Board Policies and Administrative Procedures (Exhibit B1)

MSC (Ritt/Holmes) The following Board Policies and Administrative Procedures were approved as revised from the last meeting:

- Board Policies Only
 - BP 5000 Student Responsibility
 - BP 5530 Student Complaints and Grievances
- Administrative Procedures Only
 - AP 5012 International Students
 - AP 5013 Students in the Military
 - AP 5160 GEAR UP Program
 - AP 5170 TRIO Programs
 - AP 5610 Voter Registration
- Board Policy/Administrative Procedure Pairs
 - BP/AP 5010 Admission and Concurrent Enrollment
 - BP/AP 5020 Nonresident Tuition**
 - BP/AP 5030 Fees
 - BP/AP 5040 Student records, directory
 - BP/AP 5045 Student records - challenging content and access
 - BP/AP 5050 Student Success Support Program
 - BP/AP 5150 EOPS
 - BP/AP 5200 Student Health Svcs
 - BP/AP 5210 Communicable Disease
 - BP/AP 5220 Shower Facilities for students with housing insecurities
 - B/PAP 5400 Associated Student Government
 - BP/AP 5410 ASG Elections
 - BP/AP 5420 ASG Financial Management
 - BP/AP 5570 Student Credit Card Solicitation
 - BP/AP 5757 Parking

C. ACTION ITEMS/FIRST READING

1. 2018-2019 Academic Calendar

Kendyl Magnuson presented the 2018-2019 Academic Calendar. Mr. Magnuson discussed the Monday-only classes not reaching minimum hours because of holidays. A solution is to have a dangling Monday class at the end of the semester or convert the class from a weekly course to a daily course and add time to each class. This anomaly will not occur every year.

Discussion ensued on adding Cesar Chavez as a holiday. Dr. Blake requested members discuss this with their constituents and be prepared to share the results at SPC.

D. INTEGRATED PLANNING MODEL

1&2 SP 2019-Year 1; Year End Progress Report and SP 2019-Year 2 Objectives

Michelle Barton led SPC through a review of the Year 1 progress report and recommendations for Year 2 objectives. Members broke into four groups of five people; each group reviewed two or three objectives from the Strategic Plan 2019 Year 1. Afterward, each group discussed what was said and made a recommendation if the objective should be included in Year 2. Each objective was recommended to move to Year 2 and suggestions were made to improve the objective.

Teresa Laughlin requested an objective that supports innovative teaching, so when faculty do their PRPs, they can link it to the objective. Because the existing objectives are specific, many faculty find it difficult to link one with their PRPs. Ms. Barton recommended that if an innovative teaching objective is added, councils could take ownership in terms of developing, facilitating, and promoting it. Everyone agreed.

Ms. Barton will draft objectives and bring them back in the fall.

E. ADJOURNMENT

There being no remaining time, the meeting was adjourned at 4:00 p.m.

STUDENT SERVICES

REV 11/17/16

~~BP 5000~~ STUDENT RESPONSIBILITY

~~Students are responsible for registration in classes and for attending classes. Furthermore, students are responsible for following the rules and regulations in the Catalog. The College is not at fault if students fail to read and understand the rules.~~

Recommending deletion – will incorporate items into other BP/AP (5530/5500).

Date Adopted: 04/08/2008

(Replaces Palomar College Policy 410 and previous versions of BP 5000)

STUDENT SERVICES

REV 2/1/17

BP 5530 STUDENT RIGHTS COMPLAINTS AND GRIEVANCES

References:

Education Code Section 76224(a);
Title IX Education Amendments of 1972

Students may initiate grievance procedures when they believe they have been subject to unjust action or the denial of rights as stipulated in published District policies/procedures, state laws, or federal laws. Such action may be instituted by a student against another student, a staff member, a faculty member, or an administrator. When a student believes an injustice has been done, the student may seek redress as outlined in the Student Grievance Procedure.

See Procedure AP 5530 titled Student Rights and Grievances.

STUDENT SERVICES

REV 12/2/16**AP 5012 INTERNATIONAL STUDENTS****References:**

Education Code Sections 76141, and 76142;
Title 5 Section 54045;
Title 8 U.S. Code Sections 214.2 et seq.

The District admits international students who have an F-1 or M-1 visa permitting them to study in the United States. International students, who come from all over the world, must comply with certain requirements imposed both by the District and applicable state and federal laws/regulations. International students pay nonresident tuition and a capital outlay fee in addition to enrollment fees (see AP 5020 titled Nonresident Tuition and AP 5030 titled Fees for more information on fees and exemptions). The District's Office of International Education monitors the students' academic progress. International students shall purchase a District-approved accident and sickness insurance policy before enrollment, and must maintain the coverage throughout their studies. Non-native speakers of English who are permanent residents of the United States and students who hold other types of visas are not considered international students.

The following is required for admission into the District's credit academic program:

- Completion of an international student application with passport-size photograph
- A Test of English as a Foreign Language (TOEFL) score of 470 (PBT)/150 (CBT) or 47 (iBT)
- Verification of high school graduation. Official transcripts of all secondary and college course work must be provided with a certified English translation
- Satisfactory recommendation if attending an English language school or another college in the United States

International students who do not meet the minimum English language proficiency requirements for regular District admission may attend the intensive English language program and reapply to Palomar College once they have attained appropriate English Language proficiency. For more information, contact the California English School at Palomar College.

The following are requirements for an International student to maintain their status:

- Maintain a valid accident/sickness insurance policy
- Maintain full-time enrollment (12+ units) each term. Exceptions can be obtained with the permission of the International Student Office
- Update education plan each term
- Major change notification at the time of the change
- Provide an updated address, phone and email contact information
- Maintenance of status and following all rules required for an F-1 visa as administered through the Student Exchange and Visitor Information System (SEVIS)
- For additional information and a complete list of all requirements, each student is required to maintain term by term contact with the International Education Office <http://www2.palomar.edu/pages/internationalstudents/>

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11/17/16

AP 5013 STUDENTS IN THE MILITARY**References:**

Education Code Sections 68074, 68075, and 68075.5; and 68075.7
Title 5 Sections 55023, 55024, 54041, 54042, 54050, and 58620;
Military and Veterans Code Section 824
38 U.S. Code Section 3679

Residence Determinations for Military Personnel and Dependents

A student who is a member of the armed forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty, so long as the student remains continuously enrolled in the District.

Education Code Sections 68074 requires that: Students whose natural or adopted children, stepchildren, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. Such student shall retain resident classification if he/she is thereafter transferred on military orders to a place outside of California, so long as the student remains continuously enrolled in the District.

A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification. ~~A student who was a member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he or she lives in California after being discharged up to the minimum time necessary to become a resident. The Waiver of nonresident tuition may be for up to one year if an affidavit is filed declaring intent to establish California Residency as soon as possible. The student must live in the state during this period and the waiver must be used within two years from being discharged.~~

An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more is entitled to resident classification.

A parent who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

A student claiming the residence classifications provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of the date of the assignment to California and that the assignment to active duty in California is not for educational purposes. A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's duty station is in California on active duty as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date. (Title 5 Sections 54041 and 54042)

Withdrawal Policies for Members of the Military

A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders. A withdrawal symbol may be assigned which may be a "W" or a "MW." Military withdrawal shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals. In no case may a military withdrawal result in a student being assigned an "FW" grade. In no case may a college require a student who is required to report for military duty to withdraw from a course by a specified date in order to receive a full refund of the tuition and fees the student paid to the college for the academic term in which the student was required to report for military service.

Also see AP 4230 titled Grading Symbols.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES
REV 1/11/17 for deletion**AP 5160 — GEAR UP PROGRAM****References:**

Education Code Section 70902

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal program funded by the U.S. Department of Education to help raise expectations, provide college preparatory insights, and develop academic skills and plans to ensure that low-income middle school students are well prepared for college.

The Palomar College GEAR UP Project partners include local educational institutions and community organizations.

The GEAR UP Program provides:

- Specialized academic enrichment through support activities college courses, e.g. Spelling Bee/Math Competitions
- Off-track/after-school enrichment programs
- Instruction in critical thinking skills, study skills, SAT Preparations, etc.
- Tutoring
- Academic, Career, Personal Counseling
- Mentoring Programs
- Parent Workshops
- Computerized Scholarship Search
- College Campus Visits/Tours
- Academic Needs Assessment
- Personal Education Plans
- Cultural Enrichment Trips
- Cultural Diversity Training
- Professional Development and training for staff, teachers, counselors, tutors, mentors and volunteers

Also refer to the Palomar College Catalog and class schedule.

Offices of Primary Responsibility: Grant Funded Student Programs, Counseling Services

Date Approved: SPC 11/20/2007; Reviewed:
(Replaces current Palomar College Procedure 418.2)

STUDENT SERVICES
REV 1/11/17 for deletion**AP 5170 — TRIO PROGRAMS****References:**

Education Code Section 70902

The TRIO Program is a federal program funded by the U.S. Department of Education to helping students from low income families and first generation background to finish high school, enter college, and successfully graduate.

The District hosts the following TRIO Programs: Educational Opportunity Center, Student Support Services, and Upward Bound.

TRIO/North County Educational Opportunity Center (NCEOC)

NCEOC staff provides information and advising to qualified adults (low income and or first-generation college) who want to enter or continue attending:

- an adult school (GED program)
- a community college (including ESL, career/technical, certificate and degree programs)
- other educational institutions (after high school)

The program staff provides the following services:

- academic advisement
- career advisement
- financial aid information
- access to postsecondary tutoring
- test preparation
- workshops designed to support student success

TRIO/Student Support Services

TRIO/Student Support Services at Palomar College is designed to provide support services to potential transfer college students and enhance their chances for successful completion as they pursue their baccalaureate degree.

In order to receive assistance through TRIO/Student Support Services, students must be enrolled at Palomar College and need the services of the program. Program services include:

- academic advising
- tutoring
- priority registration
- personal
- career and transfer counseling
- college/university visits
- student success workshops
- financial aid information
- cultural events.

All participants must be either low income, first-generation, and/or disabled.

TRIO/Upward Bound

Escondido Center

The Upward Bound (UB) Program is an outreach and retention program for eligible high school students who are motivated to attend and succeed in college. Services offered to student participants include:

- academic advising
- after-school tutoring
- college admissions and financial aid information
- study skills and SAT workshops
- college-campus visits
- cultural and educational programs
- supplemental instruction in subjects such as English, math, science, and foreign language on UB College Saturdays
- summer residential program

In order to participate in the Upward Bound Program, students must meet the low-income and first-generation eligibility criteria and be ninth graders enrolled in the following high schools: Escondido High School, Orange Glen High School, San Pasqual High School, San Marcos High School, Oceanside High School, and El Camino High School.

Also refer to the Palomar College Catalog and class schedule

Offices of Primary Responsibility: Grant Funded Student Programs
Counseling Services

STUDENT SERVICES

REV 3-3-17

AP 5610 VOTER REGISTRATION

References:

- 20 U.S. Code Section 1094(a)(23)(A);
- 34 CFR Section 668.14(d)(1)

The District will ensure that:

- a good faith effort will be made ~~to distribute a mail voter registration form~~ to notify each student enrolled in a degree or certificate program and physically in attendance at the institution on registering to vote.
- forms will be widely available to students at the institution, and
- a contact person will be designated as the contact for the Secretary of State for distribution of voter registration cards.

Districts that operate an automated class registration system, on or before January 1, 2008, must allow students to coordinate with the Secretary of State during the class registration process to receive voter information.

Office of Primary Responsibility: ~~Student Affairs~~ Enrollment Services

STUDENT SERVICES

REV 11-17-16

BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Sections 76000, 76001, 76002, and 76038

Labor Code Section 3077);

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;34 Code of Federal Regulations Part 668.16(p) (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);ACCJC Accreditation Standard II.C.6

The District shall admit students who meet one of the following requirements and who are capable of benefiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or designee are capable of benefiting from the instruction offered. ~~Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.~~
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Any student whose age or class level is equal to grades 8 through 12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Language in yellow highlight suggested by the CCLC Updates 22, 23 & 26.

Date Adopted: 4/08/2008; Rev: 11/08/2011

(Replaces current Palomar College Policy 400)

39 Any student whose age or class level is equal to grades 8 through 12 is eligible to
40 attend as a special full-time student.

41 Any student enrolled in K through 12 may attend summer session.

42 The Superintendent/President shall establish procedures for the following:

- 43 • ability to benefit and admission of high school and younger students;
- 44 • evaluation of requests for special fulltime or part-time enrollment by a pupil who
45 is identified as highly gifted;
- 46 • compliance with statutory and regulatory criteria for concurrent enrollment.

47 Denial of Requests for Admission – If the Board denies a request for special full time or
48 part time enrollment by a pupil who is identified as highly gifted, the board will record its
49 findings and the reason for denying the request in writing within 60 days.

50 The written recommendation and denial shall be issued at the next regularly scheduled
51 board meeting that occurs at least 30 days after the pupil submits the request to the
52 District.

53 Claims for state apportionment submitted by the District based on enrollment of high
54 school pupils shall satisfy the criteria established by statute and any applicable
55 regulations of the Board of Governors.

56 The Superintendent/President shall establish procedures regarding compliance with
57 statutory and regulatory criteria for concurrent enrollment.
58

59 See AP 5010 titled Admissions as well as BP 5500 titled Standards of Conduct which
60 addresses issues of admission and reinstatement and BP 5020 titled Nonresident Tuition
61 which addresses nonresident students.

Language in **yellow** highlight suggested by the CCLC Updates 22, 23 & 26.

Date Adopted: 4/08/2008; Rev: 11/08/2011
(Replaces current Palomar College Policy 400)

STUDENT SERVICES

REV 3-3-17

AP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT

References:

Education Code Section 76000;

34 CFR Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

34 Code of Federal Regulations Part 668.16(p)
ACCJC Accreditation Standard II.C.6

Admission

The District will designate:

- Authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

Admission to Palomar College shall conform to existing Education Code and Administrative Code regulations and requirements. Unless exempted by Statute, every course, course section, or class, the FTE of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Palomar College admits any person who is 18 years of age or older, who holds a high school diploma or equivalent, or minors who may benefit from instruction. To be considered for admission, minors must have completed the eighth grade or reached the age of 15 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 156 years of age, with permission from an accredited public or private school and the Palomar faculty member(s) who is identified as the instructor of record for the course(s), may enroll only in courses specified by the local school district or private school. Otherwise, minors under 15 years of age are limited to enrolling in special classes devoted to children, such as child development lab classes or youth orchestra. Admission to the College does not guarantee enrollment in a class. The final decision as to whether a minor

Text in yellow highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011

(Replaces current Palomar College Procedure 400)

under the age of ~~fifteen~~sixteen (156) may be enrolled in a class rests with the instructor.
(California Education Code, Sections 76000-76002).

Classroom Participation

Only enrolled students are allowed into classes. Others are considered visitors and may attend a class session only with permission of the instructor. District employees **or other District authorized person(s)** may attend classes as necessary to perform assigned duties.

Denial of Admission

If the Governing Board denies a request for special fulltime or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled Governing Board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chief Student Services Officer shall establish procedures for evaluating the validity of a student's high school completion if the District or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Office of Primary Responsibility: Enrollment Services

Text in **yellow** highlight suggested by CCLC.

Date Approved: SPC 04/08/2008; SPC 10/18/2011
(Replaces current Palomar College Procedure 400)

STUDENT SERVICES

REV 11/17/16

BP 5020 NONRESIDENT TUITION

References:

Education Code, Sections 68050, 68051, 68130, 68130.5, and 76141;
Title 5 Section 54045.5

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically required otherwise by law.

Not later than February 1 of each year, the Superintendent/President shall bring to the Governing Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.

The Superintendent/President shall establish procedures regarding collection, waiver, and refunds of nonresident tuition.

The Superintendent/President is authorized to implement a fee, to be determined not later than February 1 of each year for the following fiscal year, to be charged only to persons who are both citizens and residents of foreign countries. The Governing Board finds and declares that this fee does not exceed the amount expended by the district for capital outlay in the preceding year divided by the total FTES in the preceding fiscal year.

Students who would otherwise be charged this fee shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the county of which they are a citizen and resident, or if they demonstrate economic hardship.

Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States. Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance.

Students who would otherwise be charged this fee shall be exempt if they demonstrate that they have a parent who has been deported or was permitted to depart voluntarily, they moved abroad from California as a result of that deportation or voluntary departure, and they attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first

44 academic year as a matriculated student in California public higher education, live in
45 California, and file an affidavit with the District stating that they intend to establish
46 residency in California as soon as possible.
47

48 See Procedure 5020 titled Nonresident Tuition.

STUDENT SERVICES

REV 2/1/17

AP 5020 NONRESIDENT TUITION

References:

Education Code Sections 68130.5 and 76140 et seq.;
Title 5 Section 54045.5

The nonresident tuition fee will be established not later than February 1 for the succeeding fiscal year according to one of the following bases:

- Statewide basis
- District basis
- District basis with 10% or more noncredit FTES
- No more than a contiguous district
- No more than the District basis and no less than the statewide basis

Exemptions to the nonresident tuition fee requirements include any students, other than non-immigrant ~~aliens~~ foreign nationals under 8 U.S. Code Section 1101(a)(15), who meet all of the following requirements:

- either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;
- graduation from a California high school or attainment of the equivalent thereof
- registration or enrollment in a course offered by an accredited institution of higher education for any term commencing on or after January 1, 2002
- completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption and
- in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so

Additionally:

- Any students who meet the following requirements:
 - demonstrates financial need;
 - has a parent who has been deported or was permitted to depart voluntarily;
 - moved abroad as a result of that deportation or voluntary departure;
 - lived in California immediately before moving abroad;
 - attended a public or private secondary school in the state for three or more years; and

- Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.
- Any nonimmigrant foreign nationals granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)U(i) or (ii), respectively, who meet the following requirements:
 - high school attendance in California for three or more years;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
 - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.
- Non-resident fees for special part-time students will be waived based on the following criteria (Education Code Section 76140):
 - The student must be residing in California.
 - The student must be attending a high school (public or private) in California.
 - The student must be enrolled as a special part-time student in fewer than 12 units each semester or fewer than 15 units if participating in a CCAP as defined in AP 5011.
 - The student must be recommended by the principle of the pupil's school and have parental permission to attend a community college.
 - This exemption does not apply to special full-time students.
 - This exemption does not apply to non-immigrants other than "T" and "U" non-immigrant visa.
 - Students receiving this non-resident tuition exemption do not receive resident status.

The computation of the nonresident tuition per unit charge is based on the expense of education for the base year, the annual attendance (FTES), and the U.S. Consumer Price Index.

The computation of the nonresident capital outlay fee is not to exceed the amount expended for capital outlay in the preceding year divided by the total full-time equivalent students.

The application processing fee for citizens and residents of a foreign country is not to exceed the lesser of:

- the actual cost of processing an application and other documentation required by the federal government, or
- \$100, which may be deducted from the tuition fee at the time of enrollment.

Offices of Primary Responsibility: Fiscal Services and Student Services

STUDENT SERVICES

REV 11-30-16

BP 5030 FEES

References:

Education Code Sections 66025.3, 70902 (b)(9), 76300 et seq. and references cited below;

Title 5 Sections 51012, 54702, 54704, 54706, 54708, and 54710;
Chancellor's Office Student Fee Catalog
ACCJC Accreditation Standard I.C.6

~~The Governing Board authorizes the following fees:~~ ****moved down* to line 19****

The Superintendent/ President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the District catalog.

Details related to these listed fees can be found in AP 5030 titled Fees or in the Education Code Sections as cited below.

The Governing Board authorizes the following fees which are to be collected during the registration process:

Required fees include:

Enrollment Fee: Education Code Section 76300

~~Each student shall be charged a fee for enrolling in credit courses as required by law.~~

Nonresident Tuition Fee: See BP/AP 5020 titled Nonresident Tuition.
Education Code 76140 and 76140.5

Non-Resident Capital Outlay Fee: Education Code Section 76141

Auditing Fee: Education Code Section 76370

~~An established auditing fee shall be charged. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester.~~

~~Persons auditing a course shall be charged a fee of [not more than \$15.00] per unit per semester. The fee amount shall be adjusted proportionally based upon the term length. Students enrolled in classes to receive credit for 10 or more~~

Text in yellow highlight suggested by CCLC.

Date Adopted: 04/08/2008;

(Replaces Palomar College Policies 403.1, 403.2, 403.5, 423.2, 5030.3, and 5030.6)

~~semester credit units shall not be charged this fee to audit three or fewer units per semester.~~

Student Health Fee: Education Code Sections ~~66025.3, 70902(b),~~ 76355

~~The Superintendent/President shall present to the Governing Board for approval a fee to be charged to each student for student health services. See AP 5030 for details.~~

Student Center Fee: Education Code Section 76375 and Title 5 Section 58510.

~~A Student Center Fee is required of all students attending the community college where the center is located. The Board of Governors has adopted section 58510 of CAC Title 5 to implement this provision.~~

Transcript/Student Record Fees: Education Code Section 76223

~~The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Superintendent/President is authorized to establish the fee, which shall not to exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record.~~

Other Fees Include:

Parking Fee: Education Code Section 76360

~~The Superintendent/President shall present fee information for parking for students to the Governing Board for approval.~~

Student Activity Card Fee (optional): CCCCCO Student Fee Handbook

Instructional Materials: Education Code Section 76365; Title 5 Sections 59400 et seq.

~~Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District.~~

Physical Education Facilities: Education Code Section 76395

~~Where the District incurs additional expenses because a physical education course is required to use non-district facilities, students enrolled in the course shall be charged a fee for participating in the course. Such fee shall not exceed the student's calculated share of the additional expenses incurred by the District.~~

Text in yellow highlight suggested by CCLC.

Date Adopted: 04/08/2008;

(Replaces Palomar College Policies 403.1, 403.2, 403.5, 423.2, 5030.3, and 5030.6)

Student Representation Fee: Education Code Section 76060.5

Students will be charged a \$1 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial, or moral reasons and shall submit such refusal in writing.

International Students Application Processing Fee: Education Code Section 76142

The District shall charge students who are both citizens and residents of a foreign country a fee to process the application for admission. This processing fee and regulations for determining economic hardship may be established by the Superintendent/President. The fee shall not exceed the lesser of 1) the actual cost of processing an application and other documentation required by the U.S. government; or 2) one hundred dollars (\$100), which shall be deducted from the tuition fee at the time of enrollment.

Collection, Waiver and Refund of Fees

No student suspended or expelled shall be refunded any fees paid by or for the student. Education Code Sections 41302 and 76037.

- **Non-Sufficient Funds Fee**
- **Enrollment Fee Refunds**
- **Collection Penalty Fee**
- **Enrollment Fee Waivers**

Office of Primary Responsibility: Enrollment Services

See **Procedure AP** 5030 titled Fees.

Text in **yellow highlight** suggested by CCLC.

Date Adopted: 04/08/2008;

(Replaces Palomar College Policies 403.1, 403.2, 403.5, 423.2, 5030.3, and 5030.6)

STUDENT SERVICES

REV 02/09/17

AP 5030 FEES

References:

Education Code Sections 66025.3, 70902(b)(9), 76300et seq, and 76300.5 and 76355;
Title 5 Sections 51012, 58520, and 58629 54704, 54706, and 54708;
California Community College Chancellor's Student Fee Handbook
ACCJC Accreditation Standard I.C.6

REQUIRED FEES INCLUDE:

Enrollment Fee: A state mandated fee for enrolling in classes will be charged as determined by enrollment status. (Education Code Section 76300 and 76300.5; Title 5 Sections 58500-58509)

Nonresident Tuition Fee: See BP 5020 titled Nonresident Tuition and AP 5020 titled Nonresident Tuition (Education Code Sections 76140 and 76140.5) Nonresident tuition with these permissive exemptions:

- A student who is a citizen and resident of a foreign country who demonstrates financial need and this required exemption (Education Code Section 68130.5):
- All students, other than nonimmigrant aliens under 8 U.S. Code Section 1101(a)(15), who meet the following requirements:
 - high school attendance in California for three or more years;
 - graduation from a California high school or attainment of the equivalent thereof;
 - registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
 - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption; and
 - in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so.
- Non-resident fees for special part-time students will be waived based on the following criteria (Education Code Section 76140):
 - The student must be residing in California.
 - The student must be attending a high school (public or private) in California.
 - The student must be enrolled as a special part-time student in fewer than 12 units each semester or fewer than 15 units if participating in a CCAP as defined in AP 5011.
 - The student must be recommended by the principle of the pupil's school and have parental permission to attend a community college.
 - This exemption does not apply to special full-time students.
 - This exemption does not apply to non-immigrants other than "T" and "U" non-immigrant visa.
 - Students receiving this non-resident tuition exemption do not receive resident status.

Text in yellow highlight is CCLC proposed language which incorporated changes proposed in Updates 20 -28.
Change in blue made after P&P approved on 2/3/17.

Date Approved: 4/8/2008, Revised 12/6/2011
(Replaces former Palomar College Procedures 5300)

Non-Resident Capital Outlay Fee: Education Code Section 76141 The computation of the capital outlay fee is not to exceed the amount expended for the capital outlay in the preceding year divided by the total full-time equivalent students.

Auditing Fee: Persons auditing a course shall be charged an established fee. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester. (Education Code Section 76370)

Student Health Fee: A health fee is charged to all students for operation of the Student Health Centers or Centers as authorized in Education Code Section 76355. Education Code Sections 66025.3, 70902(b), 76355)

The following students are exempt by law:

- Students who are taking only apprenticeship classes
- Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization

Other exempt students include:

- Students who are active duty military students and taking classes exclusively at the Camp Pendleton Center or who are deployed overseas.
- ~~Students who attend Community Services Seminars~~
- ~~Students who are exclusively taking Worksite Education specifically as employees of companies attend Not-for-Credit instruction.~~
- ~~Students who are enrolled in non-credit classes at sites other than the San Marcos Campus and the Escondido Center exclusively taking contract education classes.~~
- ~~Students who are exclusively enrolled in credit and non-credit classes at sites other than the San Marcos Campus and Escondido Center educational sites where Palomar College does that do not offer Student Health Services~~
- Students who are taking classes exclusively via distance education

Student Center Fee: A fee is assessed to all students attending classes at the San Marcos campus for the purpose of financing, constructing, enlarging, remodeling, refurbishing, and operating a student center. The fee is \$1 per unit up to a maximum of \$10 per student per year. Noncredit students are not required to pay the fee, nor can are recipients of Temporary Assistance to Needy Families, Supplemental Security Income (SSI), State Supplementary Payment (SSP), or general assistance. (Education Code Section 76375 and Title 5 Section 58510)

Transcript/Student Record Fee: The District shall furnish at no charge up to two transcripts of students' records or two verifications of various records. After two copies, the District shall charge a fee. The District shall not charge for searching or retrieving any student record. Students may request special processing or rush processing of a transcript for an additional fee. (Education Code Section 76223)
(See the Palomar Class Schedule for exact fee amount)

Text in yellow highlight is CCLC proposed language which incorporated changes proposed in Updates 20 -28. Change in blue made after P&P approved on 2/3/17.

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(Replaces former Palomar College Procedures 5300)

OTHER FEES INCLUDE:

Parking Fee: A parking fee will be assessed per semester or session to park on District property parking lots for automobiles and motorcycles. See the class schedule for the specific amount. (Education Code Section 76360)

The following students are exempt by law from parking fee that exceed twenty dollars (\$20) per semester:

- Students who receive financial assistance (i.e., Board of Governors Enrollment Fee Waiver-A, B, C). Special categories BOGW with the exception of students who are dependent children and surviving spouses of members of the California Veteran or National Guard who are killed or permanently disabled while in active services.

Instructional Materials: Education Code Section 76365; Title 5 Sections 59400 et seq.

Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District.

~~**Student Activities Fee (optional):** The optional student activities fee offers students a number of benefits including discounts to campus events and purchases with local merchants. Please contact the Comet Center or the Student Affairs Office for more information. See class schedule for the specific fee amount. The fee is nonrefundable after the drop deadline. (CCCCO Student Fee Handbook)~~

Student Identification Activities Card Fee (optional): The student ID card allows access to a variety of District support services and activities. The fee is nonrefundable after the drop deadline. (CCCCO Student Fee Handbook)

Student Representation Fee: Education Code Section 76060.5

Students will be charged a \$1 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial, or moral reasons and shall submit such refusal in writing.

COLLECTION AND REFUND OF FEES

No student suspended or expelled shall be refunded any fees paid by or for the student. (Education Code Sections 41302 and 76037)

Non-Sufficient Funds Fee: The District shall charge a fee for personal checks returned for insufficient funds.

Text in **yellow** highlight is CCLC proposed language which incorporated changes proposed in Updates 20 -28. Change in **blue** made after P&P approved on 2/3/17.

Date Approved: 4/8/2008, Revised 12/6/2011
(Replaces former Palomar College Procedures 5300)

Enrollment Fee Refunds: The District shall refund upon request any enrollment fee paid by a student in excess of that computed pursuant to Education Code Section 58501 for program changes made during the first two weeks of instruction as allowed by law.

The District shall not refund any enrollment fee paid by a student for program changes made after the first two weeks of instruction unless the program change is a result of action by the District to cancel or reschedule a class.

~~No student suspended or expelled shall be refunded any fees paid by or for the student. (Education Code Sections 41302 and 76037)~~

Collection Penalty Fee: Any past due debt will be subject to collection by a private collection agency or through the Chancellor's Office Tax Offset Program. A 33% collection fee will be added to the amount owed the District.

For students who owe fees, the District offers various payment methods for students including in full online, at the Cashiers Office, or by enrolling into a Payment Plan to pay your tuition and fees in installments. Details for the various payment options are available on the college website.

Enrollment Fee Waivers

Any private or public elementary or secondary school pupil admitted to Palomar College as a special part-time student for credit classes is exempt from the enrollment fee. The attendance of the student must be authorized by a letter of permission from the school principal.

For purposes of this policy, a special part-time student is a student who registers in less than 12 units per semester at Palomar College. Credit for courses completed shall be at the college level but may be transferred back to the school district for fulfillment of graduation requirements. (Education Code Sections 72252 and 76001)

~~Nonresident fees for special part-time students are subject to nonresident tuition if classes are taken for college credit. will be waived based on the criteria previously listed under Non-Resident Fees section of this Administrative Procedure (AP 5030). are subject to nonresident tuition if classes are taken for college credit.~~

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

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

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

Text in yellow highlight is CCLC proposed language which incorporated changes proposed in Updates 20 -28. Change in blue made after P&P approved on 2/3/17.

Date Approved: 4/8/2008, Revised 12/6/2011
(Replaces former Palomar College Procedures 5300)

- Student representation fee. (Section 76060.5)
- Nonresident tuition fee and corresponding permissible "capital outlay" fee. (Sections 76140, 76141 and 76142)
- Transcript fees. (Section 76223)
- Course enrollment fees. (Section 76300)
- Apprenticeship course fees. (Section 76350)
- Early Childhood Education Lab School fees. (Section 79121)

The District may waive enrollment fees which were not collected in a previous session where the enrollment fees were not collected as a result of the District's error in awarding a Board of Governors Fee Waiver to an ineligible student and not through the fault of the student, and to collect the enrollment fee would cause the student undue hardship.

The following students are exempt by law:

- Students who receive financial assistance (i.e., Board of Governor Enrollment Fee Waiver-A, B, C). Special categories BOGW such as students who are dependent children and surviving spouses of members of the California Veteran or National Guard who are killed or permanently disable while in active services, recipient of Congressional Medal of Honor or child of recipient, surviving dependent of individual killed in 9/11/01 Terrorist Attack, and eligible dependent of a deceased law enforcement/fire suppression personnel killed in the line of duty.

Office of Primary Responsibility: Enrollment Services

Text in yellow highlight is CCLC proposed language which incorporated changes proposed in Updates 20 -28. Change in blue made after P&P approved on 2/3/17.

Date Approved: 4/8/2008, Revised 12/6/2011
(Replaces former Palomar College Procedures 5300)

STUDENT SERVICES
REV 11-17-16**BP 5040 STUDENT RECORDS AND DIRECTORY INFORMATION****References:**

Education Code Sections 76200 et seq.;

Title 5 Sections 54600 et seq.

20 U.S. Code Section 1232g(i):

ACCJC Accreditation Standard II.C.8

The Superintendent/President shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

Currently enrolled or former students of the District have a right of access to any and all student records relating to them maintained by the District.

No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.

Directory information shall include:

- Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
- Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean's List recognition.
- Names, address, telephone number, and dates of attendance.

See Procedure 5040 titled Student Records and Directory Information as well as Procedure 5045 titled Student Records: Challenging Content and Access Log.

STUDENT SERVICES

REV 2/3/17

AP 5040 STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY

References:

Education Code Sections 71091 and 76200 et seq.;

Title 5 Sections 54600 et seq.,

20 U.S. Code Section 1232g(i) (U.S. Patriot Act);

Civil Code Section 1798.85

ACCJC Accreditation Standard II.C.8

A cumulative record of enrollment, scholarship, and educational progress shall be kept for each student.

Release of Student Records

No instructor, official, employee, or member of the Governing Board shall authorize access to student records to any person except under the following circumstances:

- Student records shall be released pursuant to a student's written consent. Student employees have access to student records only as necessary in the performance of their jobs. For example, a student employee under the supervision of a regular contract employee has access to student records on the basis of a "need to know."
- A student has access to review his/her own record and, with written permission, may receive a personal transcript or have the transcript sent to another individual or institution. Parents of both minors do have access. Parents of and non-minor students do not have access, except when written permission is received from the student.

"Directory information" may be released in accordance with the definitions in BP 5040 titled Student Records and Directory Information. Directory information is maintained which includes name, address, telephone number, date of birth, and dates of attendance class schedule information.

1. Student degrees and awards are publicized to recognize scholastic and athletic achievements in the school newspaper, or to the news media.
 2. Lists may be provided to other Palomar College departments or to colleges and universities for the expressed purpose of providing educational opportunities and financial assistance to students (names and addresses only).
- Student records shall be released pursuant to a judicial order or a lawfully issued subpoena. Each student whose record is requested under a subpoena is notified

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(Replaces Palomar College Procedure 405 and all previous versions of BP 5040)

in advance of compliance and will be offered an opportunity to introduce a motion to quash.

- Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.

Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record. The institution considers the following to be "legitimate educational interest:"

- Performing a task related to the student's education, related to the student's receipt of financial aid, or to the student's health and safety. For example, an agent of a financial aid funding agency, who is requesting information for determination of program eligibility, may have access to student-record information on the applicant.
- Performing tasks with written consent of the student. For example, a formal committee (e.g., Academic Review Committee) has access to student records in the conduct of its deliberations because the records are germane to rendering a decision by the committee. In this case, permission is granted when the student petitions the committee to act on his/her request.
- Performing current teaching or counseling duties directly affecting the student. For example, a member of the faculty seeking information about a student currently registered in a class taught by that faculty member is construed to have legitimate educational interest and is entitled to access the student's record. The request for information about a student not registered, formerly registered, or registered in another faculty member's class, or who is a relative of the faculty member is not a legitimate educational interest and must have the written consent of the student to access the student's record. A counselor has legitimate educational interest and has implied permission to access a student's record when the student requests counseling or advising services.
- Research approved by the institution: For example, a task force, under the direction of the Superintendent/President, may have access to student records for purposes of research. Under these circumstances, the students' identities will be protected.
- Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to state or federal law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents

by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements. Persons performing a task that is specified in his/her job description by contract agreement. For example, a contracted District auditor has access to student records in the performance of those duties related to the audit of a program. Likewise, a Department of Finance auditor or auditor from the Chancellor's Office has access to student records to conduct a comprehensive audit of compliance to program regulations.

- Student records may be released to officials of other public or private schools or school systems, including local, county, or state correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225. For example, third-party contractual arrangements between the student and an agency for educational benefits may require transcripts to verify course completion. Military organizations, local fire and police agencies, and private businesses may reimburse the student or the District for enrollment fees. (See the Office of Enrollment Services for details.)
- Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid. (See the Office of Financial Aid/Veterans/Scholarships Services for details.)
- Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted. (See the Office of Enrollment Services for details.)
- Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law.
- The following information shall be released to the federal military for the purposes of federal military recruitment: student names, addresses, telephone listings, dates and places of birth, levels of education, **major(s)**, degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the students.

The District may be required by law to release student records to external parties. For example, student records may be requested under the California Public Records Act. In these cases, students' identities shall be removed.

Use of Social Security Numbers

Effective January 1, 2007, the District shall not do any of the following:

- Publicly post or publicly display an individual's social security number;
- Print an individual's social security number on a card required to access products or services;
- Require an individual to transmit his/her social security number over the internet using a connection that is not secured or encrypted;
- Require an individual to use his/her social security number to access an Internet Web site without also requiring a password or unique personal identification number or other authentication devise; or
- Print, in whole or in part, an individual's social security number that is visible on any materials that are mailed to the individual, except those materials used for:
 - Application or enrollment purposes;
 - To establish, amend, or terminate an account, contract, or policy; or
 - To confirm the accuracy of the social security number.

Regulations and procedures regarding student records are available in the Records Office.

Also see AP 5045 titled Student Records: Challenging Content and Access Log.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11/17/16 formatting changes only

**BP 5045 STUDENT RECORDS: CHALLENGING CONTENT AND
ACCESS LOG**

References:

Education Code Sections 76222 and 76232;
Title 5 Section 54630

Any student may file a written request with Enrollment Services to correct or remove information recorded in the student's records that the student alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competence; or (4) not based on the personal observation of a named person with the time and place of the observation noted.

STUDENT SERVICES

REV 3-3-17

**AP 5045 STUDENT RECORDS: CHALLENGING CONTENT AND
ACCESS LOG****References:**

Education Code Sections 76222 and 76232;
Title 5 Section 54630

Challenging Content

Students may file written requests with the Enrollment Services Office to correct or remove information recorded in their student records as described in the policy. Within 30 days of receipt of the request, the Enrollment Services Office shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the District. The Enrollment Services Office shall then sustain or deny the allegations.

If the Enrollment Services Office sustains any or all of the allegations, the subject information shall be corrected, removed, or destroyed as applicable. If the Enrollment Services Office denies any or all of the allegations and refuses to order the correction or removal of the information, students, within 30 days of the refusal, may appeal the decision in writing to the Academic Review Committee for academic issues, the **Financial Aid Student Program Eligibility** Appeals Committee for student financial aid record issues, or the Director of Student Affairs for disciplinary record issues.

A final appeal may be made to the Governing Board. The Governing Board shall, in closed session with the student and the employee who recorded the information in question, determine whether to sustain or deny the allegations. If the Governing Board sustains any or all of the allegations, it shall order the Superintendent/President or his/her designee, to immediately correct or remove and destroy the information. The decision of the Governing Board shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

Whenever there is included in any student record information concerning any disciplinary action, the student shall be allowed to include in such record a written statement or response concerning the disciplinary action.

Whenever there is included in any student record information concerning any disciplinary action in connection with any alleged sexual assault or physical abuse, or threat of sexual assault, or any conduct that threatens the health and safety of the

Date Approved: SPC 04/08/2008; Reviewed:*(Replaces Palomar College Procedure 405 and all previous versions of BP 5045)*

alleged victim, the alleged victim of that sexual assault or physical abuse shall be informed within three days of the results of the disciplinary action and the results of any appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.

Access Log

A log or record shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the record and their legitimate interests. The listing need not include any of the following:

- Students seeking access to their own records
- Parties to whom directory information is released
- Parties for whom written consent has been executed by the student
- Officials or employees having a legitimate educational interest

The log or record shall be open to inspection only by the student and the Enrollment Services Office, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.

Also see AP 5040 titled Student Records and Directory Information.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11/30/16

BP 5050 MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**References:**

Education Code Sections 78210 et seq.;

Title 5 Section 55500

ACCJC Accreditation Standard II.C.2

The District shall provide Student Success and Support Program matriculation services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services matriculation is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies and requirements that include admission; assessment; orientation; academic; career, transfer, and personal counseling; advising; and follow-up services.

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

See Procedure 5050 titled Matriculation as well as Policy 5110 titled Counseling.

STUDENT SERVICES

REV 1/11/17

AP 5050 MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**References:**

Education Code Sections 78210 et seq.;

Title 5 Section 55500 et seq.

ACCJC Accreditation Standard II.C.2

Matriculation The Student Success and Support Program brings students and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of a student educational plan.

Each students, in entering into a student educational plan, will do all of the following:

- ~~express at least a broad educational intent upon admission~~
- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- ~~declare a specific goal~~ complete a student educational plan no later than the term after which each student completes 15 semester units of degree applicable credit coursework
- diligently attend class and complete assigned coursework, and
- complete courses and maintain progress toward an educational goal and
- ~~cooperate in the development of a student educational plan~~

Matriculation Student Success and Support Program services include, but are not limited to, all of the following:

- ~~Processing of the application for admission~~
- Orientation ~~and pre-orientation services designed to provide to students~~, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters and
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:

Date Approved: SPC 04/08/2008; Revised:

(Replaces Palomar College Procedure 401 and all previous versions of AP 5050.)

- The use of multiple measures to assess students' academic skills and abilities
- Administration of assessment instruments to determine student competency in computational and language skills
- Assistance to students in the identification of aptitudes, interests, and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career/technical certificates and licenses
- Evaluation of study and learning skills
- Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; **mental health services**; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
- Advisement concerning course selection
- Ongoing institutional research program
- ~~Post-enrollment evaluation of students' progress~~ **Follow-up services**, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation
- Faculty and staff training and
- Prerequisite validation and enforcement

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

Office of Primary Responsibility: Dean of Counseling Services

STUDENT SERVICES

REV 11-30-16

BP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

References:

Education Code Sections 69640 – 69656;
Title 5 Sections 56200 et seq.

To help assist students who have language, social, and economic disadvantages achieve academically educational goals and objectives, the District will provide support services and programs that augment the traditional student services programs.

The Extended Opportunity Programs and Services (EOPS) is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, priority registration, textbook assistance, counseling and advising, and financial aid.

The Superintendent/President shall assure that the EOPS Program conforms to all requirements established by the relevant law and regulations.

See Procedure 5150 titled Extended Opportunity Programs and Services (EOPS)

STUDENT SERVICES

REV 12-12-16

AP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

References:

Education Code Sections 69640-69656;
Title 5 Sections 56200 et seq.

The Extended Opportunity Programs and Services (EOPS) Annual Plan includes the following:

- Establishment of goals and objectives
- Staffing and program management
- Documentation and data collection system
- An EOPS advisory committee
- A director
- Eligibility criteria
- Student responsibility requirements
- Recruitment and outreach services
- Cognitive and non-cognitive assessment, advising, orientation services and registration assistance
- Director's Waivers
- Counseling and retention services
- Transfer services
- Direct aid
- Establishment of objective to achieve the goals in implementing extended opportunity programs and service
- Review and evaluation of the programs and services and submission of related reports.
- Program review, evaluation, and reporting

EOP&S

- Counseling (academic, career/technical, and personal)
- Tutoring
- Book services
- Pre-enrollment advisement
- Transfer services

Date Approved: SPC 04/08/2008

(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5150)

- Educational workshops
- Meal tickets
- EOP&S/college orientation
- Food pantry
- Parking permits or bus passes
- PIC cards
- Priority registration
- Single-parent support services
- Summer classes and coordinate with instructors
- Four-year college fee waivers
- Child care assistance
- Graduation cap and gown
- Other educational support

Also refer to the Palomar College Catalog

Offices of Primary Responsibility: EOP&S/CARE/CalWORKs Student Services
Counseling Services

STUDENT SERVICES
No proposed changes
REV 11/7/16

BP 5200 STUDENT HEALTH SERVICES

References:

Education Code Sections 76401 and 76355;
Title 5 Sections 53411 and 54702

Student health services shall be provided in order to contribute to the education goals of students by promoting physical and emotional wellbeing through health oriented programs and services.

Student Health Services is funded through the collection of student health fees (see BP 5030 titled Fees).

Refer to the Palomar College Catalog for additional information regarding Student Health Services.

See Procedure 5200 titled Student Health Services.

STUDENT SERVICES
REV 3-3-17**AP 5200 STUDENT HEALTH CENTERS SERVICES****References:**

Education Code Sections 76350-76395, and 76401 and 76355;
Title 5, Code of Regulation, Sections 53411 and 54702

General

Student Health Centers will operate at any Palomar Educational facility in which students are assessed the health fee. The level of service available at each Student Health Centers will vary depending on funding, assessment data and demonstrated need. Services will be available for students during each semester (Fall, Spring, Summer)/Interession (Winter and Summer) a student health fee is assessed.

Payment of the Student Health Fee entitles the student to free evaluation(s) by a medical professional (Medical Doctor, Nurse Practitioner, Registered Nurse and/or Behavioral Health Counselor). Student Heath Centers will charge fees for additional services that include nursing, dental assisting, child development, and sports physical examinations, prescription medications, specialized medical and laboratory procedures. Charges for prescription medications and laboratory fees will not exceed \$5.00 above the cost charged to the Student Health Center.

The Student Health Center Advisory Committee, will meet at least once a semester to evaluate current services relative to student needs, review health fee income and expenditures, identify materials and services not covered by the Student Health Fee for determining optional service fees, and make suggestions and recommendations to the Director of Student Health Services and District administration.

The services provided to students, whom are currently enrolled and have paid the student health fee include: **by Student Health**

- Clinical Care Services: --basic primary care, health assessments, screening for short-term episodic care and services necessary for the treatment of acute illness, injuries and emergencies
 - Acute and primary care services that includes assessment, intervention, and referral for acute medical conditions or specialist evaluation.
 - First aid, and basic emergency care with referral for advanced medical care.

Date Approved: SPC 4/8/2008

(Replaces Palomar College Policy 450, Procedure 418.2, and all previous versions of AP 5200.)

- Communicable disease control that includes immunization services, surveillance and reporting suspected disease outbreaks and liaison with San Diego County Public Health Officials.
- Reproductive healthcare includes basic examinations for STDs, breast abnormalities, birth control and health education.
- Physical examinations and immunizations for entrance into academic programs (nursing, child development, paramedic, dental assisting, fire and police academy) - service fee will be charged for the physical exam as well as laboratory and immunization requirements.
- Laboratory Services – testing provided by a licensed, contracted laboratory for an additional service fee.
- Prescriptions – medication dispensed for a service fee or provided in written form for what is not stocked available in the pharmacy through Health Services.
- Behavioral Health Counseling
 - Mental Health Services -- direct and/or referral services by a registered nurse including crisis management, short-term personal counseling, alcohol/drug counseling, stress management, suicide prevention, mental health assessment and eating disorders counseling
 - Crisis Management – assessment and intervention for students' experiencing psychological crisis in collaboration with Behavioral Intervention Team (BIT), Disability Resource Center (DRC) and Campus Police for referral to local community agencies for continued care and/or hospitalization for imminent harm to self or others.
 - Short Term psychotherapy- assessment and provide limited therapy and referral services to local community psychological resources.
 - Case Management- collaborate with Disability Resource Center and Academic Counseling to provide ongoing monitoring and support therapy for students, whom are experiencing chronic mental illness and academic challenges/difficulties.
- Support Services
 - Confidentiality and Mandated Reporting- compliance with State and Federal privacy laws. Protected health information is released as mandated by law (for example, pertaining to communicable diseases, sexual assault, domestic violence, harm to self or others, child abuse). Healthcare providers such as physicians, nurse practitioners, registered nurses, and behavioral health counselors along with BIT members, Campus Police, Vice President of Student Services, Director of Student Affairs share information with each other on an as-needed or need-to-know basis.

- Medical and Behavioral Health Treatment Records- Medical record documentation (physical or electronic form) is released when an individual authorizes, in writing, release of his/her protected health information to other healthcare providers or agencies or when requested under a court order. Records are kept for 7 years, by law and then destroyed.
- Medical Injury and Worker Compensation Reports- assist students with completion of medical injury report and forward these report to Risk Management Office and Environmental Safety Officer. Assist full and part time employees or student injury during academic program authorized clinical experience complete Workers Compensation Injury report and forward to Human Resource for processing and follow-up.
- Student Accident Insurance- premiums for the insurance (not athletic insurance) are paid through student health fees revenues. Staff assist students complete accident insurance claim forms and submit to company for processing.
- ~~Community Referrals -- radiology, dental, optometric, and other services~~
- Special Services
 - Health Education and Wellness Programs -- provided by registered nurses and health education personnel that includes but not limited to classroom representations, seminars for faculty and staff, monthly health promotional events, financial and administrative support for student clubs such as Active Minds.
 - Teaching and Research- provide clinical experience opportunity for student workers interested in the healthcare field. Research consists of quality assurance initiatives, program review, service activities outcomes and student health needs assessment surveys.
- ~~Physical Examinations -- the required pre-admission history and physical for students to enter academic programs~~

The Health Services facilities and environment shall comply with all applicable local, state, and federal building codes and regulations.

Also refer to the Palomar College Catalog, and class schedule and the Student Health Centers webpage—<http://www2.palomar.edu/pages/healthservices/>

Office of Primary Responsibility: Student Health CentersServices

STUDENT SERVICES

REV 11/17/16

BP 5210 COMMUNICABLE DISEASE

References:

Education Code Section 76403;

California Department of Health Services;

Center for Disease Control;

County of San Diego Health and Human Services Agency

The Superintendent/President shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of certain communicable diseases in students.

See Procedure 5210 titled Communicable Disease

STUDENT SERVICES

REV 2/3/17

AP 5210 COMMUNICABLE DISEASE

References:

Education Code Section 76403
California Code of Regulations Title 17
California Department of Health Services
Center for Disease Control (CDC)
County of San Diego Health and Human Services Agency

The following are the minimum standards required by law:

- Cooperation with local health officers in measures necessary for the prevention and control of communicable diseases in students.
- Compliance with any immunization program required by State Department of Health and Human Services regulations.
- Compliance with all academic program and transfer student immunization requirements.

Health Services provides (fees may apply):

1. Health education and intervention for communicable disease prevention, including disease reporting to County of San Diego Health and Human Services.
2. Tuberculosis (TB) testing, Hepatitis B vaccination, Measles, Mumps, Rubella (MMR) vaccination, and Tetanus, Diphtheria, and Pertussis vaccinations, and influenza vaccinations.
3. Community resources for meningitis vaccination, Human Papilloma Virus (HPV) vaccination, varicella vaccination, pneumonia vaccination, and travel vaccinations.
 - a. Community partnerships on campus for HIV and Chlamydia testing.
 - b. Screening for Sexually Transmitted Infections (STI), including but not limited to gonorrhea, chlamydia, herpes, hepatitis, HPV, and syphilis.
 - c. Screening for West Nile Virus, Zika, Severe Acute Respiratory Syndrome (SARS), and varied strains of influenza and other pathogens.
 - d. Screening and treatment for Methicillin Resistant Staphylococcal Aureus (MRSA).

Office of Primary Responsibility: Student Health Services

STUDENT SERVICES

REV 2/3/17

BP 5220 SHOWER FACILITIES FOR HOMELESS STUDENTS WITH HOUSING INSECURITIES

References:

Education Code Section 76011

The Superintendent/President shall establish procedures necessary to make on-campus shower facilities available to any homeless student with housing insecurities who is enrolled in coursework, has paid enrollment fees, and is in good standing with the district.

This is a new policy proposed by CCLC.

Date Adopted:

STUDENT SERVICES

REV 2/3/17

AP 5220 SHOWER FACILITIES FOR HOMELESS STUDENTS WITH HOUSING INSECURITIES

References:

Education Code Section 76011

The district maintains shower facilities for student use on campus that may be used by any homeless student with housing insecurities who is currently enrolled in a minimum of ___ units of coursework, has paid enrollment fees, and is in good standing with the district.

A homeless student with housing insecurities is defined as a student who does not have a fixed, regular, and adequate nighttime residence. This includes, but is not limited to, students who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings; or are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Shower facilities are located at the San Marcos campus in Building M (men only); Building O (women only) and Building SW (pool shower rooms as designated for men and women). These shower facilities are open to use by homeless students with housing insecurities Monday through Friday between the hours of 6:00 a.m. and 8:00 p.m. The shower facilities may be closed on holidays, non-instructional days, or as special needs arise. ~~In the event that these hours conflict with the hours of an intercollegiate athletic program, the district will ___.~~

Office of Primary Responsibility: Student Services

This is a new procedure proposed by CCLC. All language is CCLC proposed unless underlined.

Date Approved:

STUDENT SERVICES
REV 12-12-16

BP 5400 ASSOCIATED STUDENT GOVERNMENT

References:

Education Code Sections 76060, 76061, and 76062

The students of the District are authorized to organize a student body association as the Associated Students of the Palomar Community College District. This student body organization is known as the Associated Student Government (ASG).

ASG is recognized as the official voice for the students in District decision-making processes. It may conduct other activities as approved by the Superintendent/President. ASG activities shall not conflict with the authority or responsibility of the Governing Board or its officers or employees.

The ASG shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Superintendent/President.

The ASG shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. Such use shall not be construed as transferring ownership or control of the premises.

The ASG Constitution is available in the ASG Office and the Student Affairs Office.

See AP Procedure 5400 titled Associated Students Organization.

Date Adopted: 04/08/2008; Reviewed

(Replaces Palomar College Policy 475 and all previous versions of BP 5400)

STUDENT SERVICES
No proposed changes
REV 12-12-16

AP 5400 ASSOCIATED STUDENT GOVERNMENT

References:

Education Code Section 76060

The District shall have one Associated Students Organization known as the Associated Student Government (ASG).

A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations, and policies established.

A simple majority of the elected voting members of the ASG shall constitute a quorum.

Both day and evening students shall be encouraged to participate in ASG.

The Palomar College governance structure provides for representation and participation of students.

Students are appointed to District committees by the ASG.

Also refer to the Palomar College Catalog and class schedule.

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

BP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS

Reference:

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections. The elections shall be conducted in accordance with procedures identified in the Associated Student Constitution and Bylaws.

Any student elected as an officer in the ASG shall meet both of the following requirements:

1. The student shall be enrolled in the District at the time of election and throughout the term of office, with a minimum of five semester units or the equivalent.
2. The student shall meet and maintain the minimum standards of scholarship (see Board Policy 4220 titled Standards of Scholarship and related administrative procedures).

The ASG may identify additional requirements for participation in the organization.

See **Procedure AP** 5410 titled Associated Student Government Elections.

STUDENT SERVICES

REV 3-3-17

AP 5410 ASSOCIATED STUDENT GOVERNMENT ELECTIONS**References:**

Education Code Section 76061

The Associated Student Government (ASG) shall conduct annual officer elections.

Any student elected as an officer in the ASG shall meet the requirements in Board Policy and the constitution and bylaws of the ASG.

Election Procedures

- ASG elections are held every year in the Spring.
- Candidate packets are available in the Office of Student Affairs during the election cycle.
- Candidate forums may be held (as deemed appropriate by the ASG).
- Voting will take place during a time frame identified by the ASG.

Additional information may be found on the ASG website and in the ASG by-laws and Constitution.

Office of Primary Responsibility: Student Services Affairs

STUDENT SERVICES

REV 10-25-16 (no proposed changes)

**BP 5420 ASSOCIATED STUDENT GOVERNMENT FINANCIAL
MANAGEMENT****References:**

Education Code Sections 76063-76065

Associated Student Government (ASG) funds shall be deposited with and disbursed by the Superintendent/President or designee.

The funds shall be deposited, loaned or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the (ASG), subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee
- the employee who is the designated adviser of the particular student body organization and
- a representative of the student body organization

The funds of the (ASG) shall be subject to an annual audit.

Associated Student Government funds are to be used for projects and programs which benefit the students and the District.

See Procedure 5420 titled Associated Student Government Financial Management.

STUDENT SERVICES

REV 2/3/17

**AP 5420 ASSOCIATED STUDENT GOVERNMENT FINANCIAL
MANAGEMENT****References:**

Education Code Sections 76063-76065

Associated Student Government (ASG) Funds are maintained in accordance with the following procedures:

- ASG Fund's financial records and procedures are subject to annual audit.
- Audit information and financial records, except that containing personnel or other confidential information, shall be released to the ASG by the Director of Student Affairs.
- ASG Funds shall be deposited with the Cashier's Office in **Student Administrative Services (A-2)** and disbursed through the District's Fiscal Services Office.
- The Funds shall be deposited, loaned, or invested in:
 - Deposits in trust accounts of the centralized State Treasury System pursuant to Sections 16305 to 16305.7, inclusive, of the Government Code or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation.
 - Investment certificates or withdrawable shares in state-chartered savings and loan associations and savings accounts of federal savings and loan associations, if the associations are doing business in this state and have their accounts insured by the Federal Savings and Loan Insurance Corporation and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.
 - Purchase of any of the securities authorized for investment by Government Code Section 16430 or investment by the Treasurer in those securities.
 - Participation in funds that are exempt from federal income tax pursuant to Internal Revenue Code Section 501(c)(3) and that are open exclusively to nonprofit colleges, universities, and independent schools.
 - Investment certificates or withdrawable shares in federal or state credit unions, if the credit unions are doing business in this state and have their accounts insured by the National Credit Union Administration and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.

Date Approved: SPC 04/08/2008*(Replaces Palomar College Procedure 527 and all previous versions of AP 5420.)*

- Investment of money in permanent improvements to any community college district property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadia and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body.

All Funds shall be expended subject to such procedures as may be established by the ASG subject to the approval of each of the following three persons. Approval shall be obtained each time before any funds may be expended:

- the Superintendent/President or his/her designee
- the officer or employee of the District who is the designated advisor of the particular student body organization and
- a representative of the student body organization

Office of Primary Responsibility: Student Affairs

STUDENT SERVICES

REV 12/12/16

BP 5570 STUDENT CREDIT CARD SOLICITATION

References:

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

The Superintendent/President shall establish procedures that regulate the solicitation of student credit cards on campus.

All solicitation of funds from students, faculty, or staff by off-campus organizations or persons will be prohibited, except with the express **written** approval of the executive administration and/or Governing Board.

See **Procedure AP** 5570 titled Student Credit Card Solicitation.

STUDENT SERVICES

REV 3-3-17

**AP 5570 SOLICITORS ON CAMPUS STUDENT CREDIT CARD
SOLICITATION****References:**

Education Code Section 99030;
Title 5 Section 54400;
Civil Code Section 1747.02(m)

All solicitors must obtain approval from the Office of Student Affairs to conduct business on campus via the application process.

Palomar College addresses student credit card solicitation in the following manner:

- Sites at which student credit cards are marketed must be registered with the campus administration.
- The number of sites allowed on campus may be limited.
- Marketers of student credit cards are prohibited from offering gifts to students for filling out credit card applications.
- Credit card and debt education and counseling sessions are offered to students ~~(such as during financial aid eligibility interviews)~~ at times such as during new student orientation and financial aid workshops.

Office of Primary Responsibility: Student Affairs Services

Date Approved: SPC 04/08/2008

(Replaces all previous versions of AP 5570.)

STUDENT SERVICES

REV 9-26-16 (no proposed changes)

BP 5757 PARKING

References:

Education Code Section 76360;

Vehicle Code Section 21113

The Superintendent/President shall establish such administrative procedures regarding vehicles and parking on campus as are necessary for the orderly operation of instructional programs. No person shall drive any vehicle or leave any vehicle unattended on the campus except in accordance with such procedures.

Parking fees shall be established in accordance with BP 5030 titled Fees.

See AP 5757 titled Parking.

STUDENT SERVICES

REV 9/26/16

AP 5757 PARKING

References:

Education Code Section 76360;
Vehicle Code Section 21113

These procedures are intended to promote safe and orderly movement of traffic within District property for the safe and orderly parking of vehicles.

All applicable provisions of the California Vehicle Code are expressly applicable both on and off paved roadways.

Parking of motor vehicles is limited to specially designated areas. Parking permits are required and must be properly displayed. Vehicles parked in violation of the provisions of this code are subject to fines, towing, or impoundment.

All persons who enter on District property are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions.

In accordance with California Vehicle Code Section 21113 the District will enforce these procedures by issuing citations.

Office of Primary Responsibility: Student Services

PALOMAR COLLEGE 2018-2019 ACADEMIC CALENDAR

DRAFT

May-18						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
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SUMMER 2018						
Jun-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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Jul-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER FALL 2018						
Aug-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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Sep-18						
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Oct-18						
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Nov-18						
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Dec-18						
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SPRING 2019						
Jan-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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Feb-19						
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Mar-19						
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Apr-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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May-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER 2019						
Jun-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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Jul-19						
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SUMMER FALL 2019						
Aug-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER 2018	
May 28	Holiday - Memorial Day
M 29 - J 22	Summer 4-wk Intersession classes
Jun 25	Summer 6-and 8-wk sessions begin
Jul 4	Holiday - Independence Day
Aug 6	6-wk session ends
Aug 17	8-wk session ends
Aug 10/17	Summer grade rosters due

FALL 2018	
Aug 16	Part-time Faculty Plenary
Aug 17	Faculty Plenary
Aug 20	Fall semester/Fast Track 1 begins
Aug 25	Fall Saturday classes begin
Sep 3	Holiday - Labor Day
Sep 4	Census Date
Oct 13	Fast Track 1 ends
Oct 15	Fast Track 2 begins
Nov 10	Non-Instructional Day
Nov 12	Holiday - Veterans' Day (observed)
Nov 19-21	Non-Instructional Days
Nov 22-23	Holiday - Thanksgiving
Nov 24	Non-Instructional Day
Dec 15	Fall semester/Fast Track 2 ends
Dec 20	Fall grade rosters due
Dec 25	Holiday - Christmas
Jan 1	Holiday - New Year's Day (observed)

SPRING 2019	
Jan 2-25	Winter Intersession
Jan 21	Holiday - Martin Luther King Jr Day
Jan 24	Part-time Faculty Plenary
Jan 28	Spring semester/Fast Track 1 begins
Feb 2	Spring Saturday classes begin
Feb 11	Census Date
Feb 15	Holiday - Lincoln's Day
Feb 16	Non-Instructional Day
Feb 18	Holiday - Washington's Day
Mar 23	Fast Track 1 ends
M25-30	Spring Break
Apr 1	Fast Track 2 begins
May 24	Commencement
May 25	Spring semester/Fast Track 2 ends
May 27	Holiday - Memorial Day
May 31	Spring grade rosters due

SUMMER 2019	
M28 - J18	4 Week Intersession
Jun 19	Summer 6 and 8 week begins
Jul 4	Holiday - Independence Day
Aug 1	6-wk session ends
Aug 15	8-wk session ends
Aug 7/16	Summer grade rosters due

FALL 2018 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
14	16	16	16	16	15	

SPRING 2019 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	

LEGEND						
◆	FT & PT Faculty Plenary					
➡	Semester Begins					
⬅	Spring Recess					
○	Last Class					
■	Instructional Days					
□	Classes not in session					
■	Holidays					
■	Intersession					
	Ins Day	Flex	Ins+Flex	Sat	All Total	
Fall	78	4	82	15	97	
Spring	78	3	81	15	96	

Process for Funding of Resource Requests

Step 1	Allocate lottery funds to divisions to support ongoing expenses - these will be base allocations each year
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AMBCS	\$	117,124
CTEE	\$	55,613
LL	\$	73,413
MNHS	\$	182,908
SBS	\$	174,575
VPI	\$	37,500
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TOTAL:	\$	641,133

Step 2	Meet with Deans to go over division priorities Fund requests through alternate sources where possible (AEBG, SW, PERKINS, ETC.)
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Step 3	Fund in priority order - (i.e. 1st priority each division, then 2nd, etc.) Continue to fund remaining requests until available funds are depleted
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Faculty Position Requests - 2018-19 Rankings

Ranking	Discipline
1	*Welding - 1
2	Biology
3	Chemistry - 1
4	Geography
5	Child Development
6	Architecture
7	Emergency Medical Education
8	Cinema
9	English as a Second Language (ESL) - 1
10	Business - 1 (Small Business Entrepreneurship)
11	Digital Broadcast Arts (DBA)
12	Reading
13	Kinesiology/Health/Athletics
14	Art
15	Physics - 1
16	Mathematics - 1
17	Accounting - 1
18	Computer Science & Information Technology - Networking (CSNT)
19	Speech 1 (Generalist)
20	Business - 2 (International Business)

*Welding is in need of a permanent instructor for Spring 2018 because the current welding instructor is under temporary contract, which will expire after Fall 2017. If possible, the department would like the Fall 2018 hire to be ready to begin teaching in Spring 2018 so that a cohort can begin on time (avoiding cancellation of year one courses in Fall 2017).

A recommendation was made by the Subcommittee to reconvene to review and re-rank all positions ranked after 20, should the FON be determined to allow hiring beyond the 20 prioritized positions. A recommendation was also made that any review and re-ranking of those positions be completed by the identical membership that completed the initial prioritization.

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.				
<i>Objective 1.1: Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society.</i>				
VPI/Fac. Sen Pres.	<ol style="list-style-type: none"> Reach out to campus community for broad themes. <ul style="list-style-type: none"> ASG and Faculty Senate created a list of possible themes Themes were sent out to campus community for voting Faculty Senate ratified the selection of “Better Together” for the campus theme for 20178-18 Identify times/places for organizational meetings. <ul style="list-style-type: none"> Kelly Falcone was confirmed by the Faculty Senate to take the lead on organization Release time was identified to allow her to spend more time on scheduling events Planning of events <ul style="list-style-type: none"> Fall Plenary will be incorporating the theme A campus video is being recorded to celebrate “Better Together” Progress: 	<p>Work in Progress or Left to do:</p> <ol style="list-style-type: none"> Hold events Schedule of events is in the process of being developed Fall Plenary will be the launch of “Better Together” <p>Challenges: There are no perceived barriers or challenges; the campus community is excited about the coming year.</p> <p>Expected or Achieved Outcomes: Campus Explorations organization and approach.</p> <p>As events have not yet been held, there are currently no additional observable outcomes.</p>	As process and approach has been established, this is not something that SPC needs to continually interact with.	<p>No additional resources are currently needed.</p> <p>As events are scheduled we might need to seek funds to bring speakers to campus.</p> <p>As Campus Explorations will be an ongoing event from academic year to academic year, there may need to be resources to support related campus explorations projects.</p>

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.				
<i>Objective 1.2: Engage in a campus-wide examination of the college's interdisciplinary Institutional Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World.</i>				
VPI/ Chair LOC	<ol style="list-style-type: none"> 1. A workgroup was formed and met over the Summer 2016 how to assess Knowledge of Human Cultures and the Physical and Natural World 2. The workgroup determined that this ILO as currently defined would be very difficult to assess and felt that the ILOs needed to be reviewed and modified if necessary. 3. During the Fall term, LOC reviewed and revised the college's ILOs and created a new ILO framework that does not specifically include this ILO. Progress 4. LOC has sent out the ILOs to faculty for review and will bring back the comments and reviews. 	<p>Work in Progress or Left to Do:</p> <ol style="list-style-type: none"> 1. LOC will review faculty comments on the draft ILOs prior to final vote 2. Faculty in Psychology expressed some concern over the revised ILO's and were invited to come to LOC on May 11 to express their concerns before sending the revision on to Faculty Senate <p>Challenges: LOC recognized the difficulty in assessing the Knowledge of Human Cultures and the Physical and Natural World</p> <p>Expected or Achieved Outcomes: The expected outcome of the original objective changed. However, as a result of the work completed, LOC has revised its GE/ILOs and is in the process of seeking feedback on the proposed framework.</p>	No	No

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.				
<i>Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.</i>				
VPI/ Chair LOC	<ol style="list-style-type: none"> 1. Conducted a survey to determine the cultural climate of the campus community at Fall 2016 Plenary 2. Discussed the survey results at LOC. 3. Identified campus groups similar missions. 4. Invited speakers to campus to discuss cultural fluency. Both Dr. Marisol Clark-Ibanez and Dr. Fredi Avalos from CSUSM, recognized leaders in cultural diversity and immigration, accepted our invitation to run cultural intelligence workshops. 5. Hosted 4 campus PD workshops to teach faculty and staff cultural fluency skills. This ongoing series titled “Cultural Intelligence” and have addressed the following topics: 1- immigration policy and the effect on students in our classrooms, 2- Build a framework for teaching cultural intelligence 3- Building community and teaching in troubled times, and 4.- how to engage in difficult discourse from opposing viewpoints. 	<p>Work in Progress or Left to Do: Although we have held several workshops, we are still trying to create more opportunities for campus dialogue for students, staff and faculty to discuss different issues regarding education, culture and knowledge. We have one workshop remaining in our PD series (of four workshops) and will continue our efforts to bring information and awareness to faculty and students.</p> <p>Challenges None.</p> <p>Expected or Achieved Outcomes We wanted to create and awareness of the issues and encourage dialogue. We have started the conversation – but we know there is still more that needs to be done. We will collect brief survey feedback during the final workshop which may give us more understanding on how to proceed. The last workshop is scheduled for Friday, May 12.</p>	Yes	We may need additional resources to provide more workshops for the campus community. Attendance at these events increases with each subsequent workshop. Workshop #3- Teaching in Difficult Times has a roster of 27 faculty attendees. Future resources would include costs of speakers and possibly providing food and beverage to participants.

<i>Leader of Objective</i>	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.1: Identify and implement targeted recruitment strategies for college programs.</i>				
VPI/ VPSS	<ol style="list-style-type: none"> 1. A new outreach manger has been hired 2. Outreach manager conducted an assessment of outreach practices and an inventory of outreach events and activities 3. Outreach manager made contact with area high schools and offered a set of activities 4. Outreach manager has established a team of student ambassadors to assist with outreach activities 	<p>Work Left to Do: Initial objective is completed</p> <p>Challenges: Initial objective is completed</p> <p>Outcomes: Outreach office is tracking number of activities and, when appropriate, number of students contacted</p>	Yes, but the focus of the work will be different.	Outreach office needs dedicated budget, staffing and marketing materials

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.2: Establish clear educational pathways with integrated student support services.</i>				
VPI/ VPSS	<ol style="list-style-type: none"> 1. An educational pathways committee was established 2. Educational pathways committee met several times and identified broad thematic areas through which pathways could be developed 3. Sample pathways were drafted for further discussion 	<p>Work Left to Do: Sample pathways need to be finalized and pilot tested with students</p> <p>Challenges: There appears to be a lack of agreement, and perhaps understanding, of how best to develop and utilize educational pathways.</p> <p>Expected or Achieved Outcomes</p> <ol style="list-style-type: none"> 1. Final product has not been completed so no observable outcomes exist. 2. Expected outcomes are clearly articulated pathways with integrated student support services. 	Yes	We may want to consider bringing in a consultant to lead us through the development and implementation of key educational pathways.

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.</i>				
VPI	While many activities are in progress to facilitate completion of this objective (e.g., FYE, Palomar Promise, Math pathways), no work was not completed to address the project steps in the action plan; therefore no progress report was prepared.	<p>Work in Progress of Left to Do:</p> <ol style="list-style-type: none"> VPI, the Dean of Languages and Literature, and volunteers from BSC and SSEC will address the following issues. <ul style="list-style-type: none"> Establish baseline standards of success at 30 units Identify strategies that currently exist to facilitate BS coursework within first 30 units and seek funding as appropriate Develop additional strategies if deemed necessary and seek appropriate funding Evaluate effectiveness of new and ongoing strategies. <p>Challenges: With transitions and additional work responsibilities this objective was not attended to or addressed.</p> <p>Expected or Achieved Outcomes: Intended outcomes would be an increase in the percentage of students who become eligible to enroll in transfer level math and English within their first 30 units.</p>	Yes	Possibly – Depending upon the outcomes of the initial assessment

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.4: Implement user-friendly technology that allows students to easily enroll, persist, and complete their studies.</i>				
VPSS	<p>1. FEE PAYMENT PLAN</p> <ul style="list-style-type: none"> A fee payment plan workgroup was established Workgroup interviewed possible vendors to manage fee payment plan Nelnet was selected as vendor Enrollment Services, Business Services, and IT department implemented fee payment plan <p>2. MOBILE APP</p> <ul style="list-style-type: none"> IT department has been working diligently to implement the mobile app Previous internal programming has proved to be a barrier to implementation IT department has worked through programming issues and is currently testing app <p>3. CUSTOMER RELATIONS MODULE (CRM)</p> <ul style="list-style-type: none"> Enrollment Services has reviewed various CRM products Enrollment Services is reviewing existing solutions to determine if it can meet our needs 	<p>Work Left to Do:</p> <p>1. FEE PAYMENT PLAN (Completed)</p> <p>2. MOBILE APP (99% Completed)</p> <p>3. CRM The CRM will be bundled with STARFISH and we have purchased the product and will be implementing now through early fall.</p> <p>Challenges:</p> <p>1. MOBILE APP We encountered complications with previous software that delayed the project, however, we are not 99% complete</p> <p>2. CRM The development and implementation of other technology efforts (Mobile App, Starfish, etc.) has delayed this project, however, progress is being made.</p> <p>Expected or Achieved Outcomes:</p> <p>1. Fee Payment process in place. Student usage and drops for nonpayment are being tracked.</p> <p>2. Once completed, the outcome will be that the Mobile application available in "app" stores.</p> <p>3. Starfish implemented and CRM in place end of Fall 2017</p>	Yes, however there will likely be new focus areas with regard to the use of technology	Hiring more staff in IT would help with the CRM implementation and additional technology projects

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.</i>				
Superintendent /President VPI/ VPSS/ VPFAS	<p>VPI</p> <ol style="list-style-type: none"> 1. IPC Subcommittee developed and implemented new comprehensive PRPs that requires in depth self-reflection and analysis of programs and authentic feedback from IPC 2. Instruction Office (Suzanne Sebring) developed directions and workshops for comprehensive PRP 3. Follow up (less comprehensive) reports developed and implemented 4. Resource allocation tied to strategic plan and program review. <p>VPSS</p> <ol style="list-style-type: none"> 1. During Fall 2016, a workgroup was created 2. Workgroup reviewed existing PRP forms for both student services and instruction 3. Workgroup identified key components to be included in new PRP forms 4. Limited work occurred in Spring 2017 due to shifting priorities (i.e., Promise implementation 	<p>VPI</p> <p>Work in Progress of Left to Do:</p> <p>The timeline will be adjusted next year. PRPs in the fall, resource requests and allocation, and faculty position prioritization in the spring</p> <p>Challenges:</p> <p>Developing user-friendly forms.</p> <p>Expected or Achieved Outcomes:</p> <p>Completed PRPs based on in-depth self-reflection and analysis of programs. Hopefully, strengthened programs.</p> <p>VPSS</p> <p>Work in Progress or Left to Do:</p> <p>Workgroup will need to reconvene in the Fall 2017 to draft new PRP forms</p> <p>Challenges:</p> <p>Shifting of priorities required this effort to be put on hold; however it will be taken up again in the Fall semester</p> <p>Expected or Achieved Outcomes:</p> <p>Work still in progress; expected outcomes will be new process aligned with other PRP processes on campus</p>	<p>Yes -</p> <p>Only IPC provided a report.</p> <p>IE Recommendation from accreditation that all divisions complete PRPs</p> <p>Student Services is currently revising its process</p>	No

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 2: Strengthen efforts to improve outreach, persistence, and student success				
<i>Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars.</i>				
VPSS/VPI	<p>VPI</p> <ol style="list-style-type: none"> 1. Provide funding opportunities for innovative student support activities. 2. Title V, Strong Workforce, NSF STEP, and other funding sources were exploited to support the programs mentioned in the objective. In addition, a Makerspace grant, an NSF Grant for GIS, and an Innovation grant were secured. We also submitted another Title V proposal to address the lack of diversity in teaching <p>VPSS</p> <ol style="list-style-type: none"> 1. Student Success and Equity Council has developed a process by which individuals or groups could submit proposals that would address areas of disproportionate impact 2. Forms were created, deadlines established, and a committee review process was implemented 3. SSEC reviewed submitted proposals and provided funds to approved projects 	<p>VPI</p> <p>Work in Progress / Left to Do: There is always the opportunity to pursue more funding. However, in the future we should be more careful to pursue and write grants that support the strategic plan</p> <p>Challenges: If we get the second Title V we will be pretty saturated in terms of what can be managed. Either look at grant responsibilities or dedicate grant funds to more support personnel if we continue to go for more grants. I think time is better spent with large grants via several smaller grants</p> <p>Expected or Achieved Outcomes: Outcomes are tied to the grant strategies/activities, and are analyzed annually. It would be good practice to create crosswalks between the grants and strategic goals, and include those analyses in the annual reports. The annual cycles of the grants do not coincide with the academic year</p> <p>VPSS</p> <p>Work in Progress / Challenges - Completed</p> <p>Expected Outcomes</p> <ol style="list-style-type: none"> 1. Each proposal is expected to measure the impact of their efforts 2. The SSEC also reviewed the effectiveness of the application process and will make adjustments in the coming year 	<p>Yes - (maybe refocus work - Palomar Promise? - MB???)</p> <p>NO - VPSS</p>	<p>Generating crosswalks between grants/Strategic goals and objectives - personnel time to complete the task</p>

<i>Leader of Objective</i>	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 3: Strengthen the college's message to our community.				
<i>Objective 3.1: Evaluate our current marketing and messaging strategies and implement an integrated communications plan that reflects Palomar's value and presence in the community.</i>				
Supt/Pres	Interact Communications completed the assessment and gap analysis during fall 2016. Interviews, surveys and focus groups were conducted with internal and external constituent groups. A comprehensive report was presented to the Executive Team. An abbreviated report of the findings and proposed brand was presented to the Strategic Planning Council in Spring 2017	Work in Progress / Left to Do: <ol style="list-style-type: none"> 1. The comprehensive integrated communications plan with targets and benchmarks for internal and external communities is currently being finalized and is tentatively scheduled for completion by June 2017 and implanted for the 2017-18 academic year. 2. The consulting firm is currently working on collateral materials Challenges None. Expected or Achieved Outcomes A completed assessment and gap analysis, integrated comprehensive campaign (IP) and collateral materials (IP).	Yes	No

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention...				
<i>Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.</i>				
VPHRS	<ol style="list-style-type: none"> The District has filled 38 positions vacated by the SERP. Draft goals and an initial outline of the new Staffing Master Plan (SMP) were developed by HRS and reviewed and approved by HRSPC and SPC in 2016. In Spring 2017, a Staffing Master Plan Task Force Governance Structure Request was submitted to SPC to compose a committee to review goals and the initial draft and develop the new SMP. The District is in the process of developing the Enrollment Management Plan (EMP). Once finalized, appropriate staffing levels will be identified. Individual staffing plans for the North and South Centers are in development. <p>Expected or Achieved Outcomes</p> <ol style="list-style-type: none"> All SERP positions are filled. This outcome is measured through the number of remaining positions to be filled as stated above. The new SMP is completed and implemented. This outcome is measured through approval through the shared governance process of a new SMP and implementation through HRS and other responsible groups. District-wide staffing levels have been determined in accordance with the completed EMP. This outcome is measured through approval through the shared governance process of the EMP and subsequent identification by responsible groups of staffing levels to meet enrollment needs. The individual staffing plans for the North and South Centers are complete and implemented. This outcome is measured through approval through the shared governance process of staffing plans for the North and South Centers and subsequent actions by HRS to fill positions and complete relevant employment actions to fully staff the centers. 	<p>Work in Progress / Left to Do:</p> <ol style="list-style-type: none"> Fill the remaining 8 positions vacated by the SERP. 5 in progress, 3 slated for July 2017 recruitment. Following SPC's approval of the SMP Task Force, review work already completed to date on the SMP and continue its development. After the District completes its EMP, identify staffing levels and link to the SMP. Complete the individual staffing plans for the North and South Centers <p>Challenges: HRS is currently understaffed in its administrative functions due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position and leave of the Manager, Human Resource Services. The District also only has one position, Manager, EEO and Compliance, that conducts classification activities, and that position is currently assigned to perform the Manager, Human Resource Services duties. The current deficiencies in the leadership and classification areas of the HRS department have led to delays in staffing planning and related activities</p> <p>Expected or Achieved Outcomes (See Progress Column)</p>	Yes	The District has an immediate need for additional staffing to provide leadership to achieve the outcomes of Objective 4.1. Currently, the District is working toward filling the VPHRS position and then will further review its leadership structure

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.				
<i>Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.</i>				
VPHRS	<ol style="list-style-type: none"> 1. The District has received draft recommendations from the IEPI team regarding its recruitment practices. An initial recommendation is to review and revise the recruitment practices of B.P. 7120 and A.P. 7120. The District is awaiting the final recommendations, but in the meantime, HRS staff has been consistently reviewing and preparing proposed revisions to both documents since their approval in 2014. 2. The Equal Employment Opportunity Advisory Committee (EEOAC) has reviewed and discussed implementation of the goals identified in Chapter 13 of the District's Equal Employment Opportunity Plan 2016 (EEO Plan). The District received \$60,000 in funds from the Chancellor's Office through its successful response to the state-mandated EEO Fund Allocation report submitted in 2016, which will be used to implement some of the goals of Chapter 13. The EEO Plan is three years in length and after initial discussions with EEOAC in its first year, 2016-17; the second year will be used to begin responding tangibly to its goals. 	<p>Work in Progress / Left to Do:</p> <ol style="list-style-type: none"> 1. The College's IEPI Institutional Innovation and Effectiveness plan includes objectives to complete a business process analysis of HR practices and processes including review of A.P. 7120. This work will begin in Summer 2017. One of the areas of focus for the business process analysis will be reviewing recruiting and hiring processes with an emphasis on implementing efficient and effective processes for recruiting and hiring that also promote and support diversity. 2. The College's Institutional Innovation and Effectiveness plan includes objectives to implement human resource software functionality that could improve the efficiency of the recruiting <p>Challenges</p> <p>HRS is currently understaffed in its administrative functions due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position and leave of the Manager, Human Resource Services. The District also only has one position, Manager, EEO and Compliance, that conducts classification activities, and that position is currently assigned to perform the Manager, Human Resource Services duties. The current deficiencies in the leadership and classification areas of the HRS department have led to delays in staffing planning and related activities</p>	Yes	The District has an immediate need for additional staffing to provide leadership to achieve the outcomes of Objective 4.1. Currently, the District is working toward filling the VPHRS position and then will further review its leadership structure

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.				
<i>Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community. (continued).</i>				
VPHRS	<p>3. The District reclassified the Human Resources Analyst position to Manager, Equal Employment Opportunity and Compliance, a position that also serves as the District's Deputy Title IX Coordinator; there are now two Title IX Coordinator positions within the District to respond to incidents of sexual harassment and sexual violence (the second is the vacant Assistant Superintendent/Vice President, Human Resource Services position; these duties have been temporarily assigned to the Assistant Superintendent/Vice President, Student Services). Student Health Fees were utilized to purchase a sexual violence awareness training package, Not Anymore, which will be deployed to all students and employees once implemented. Student Services developed a new Title IX website to provide resources and information to the campus community regarding sexual violence.</p>	<p>Expected Outcomes</p> <ol style="list-style-type: none"> 1. Revisions to B.P. and A.P. 7120 are approved and implemented. This outcome is measured through approval of both documents through the governance structure and ratification by the Governing Board. 2. Recruiting goals identified in Chapter 13 of the EEO Plan are implemented. This outcome is measured through completion of actions indicated by the goals in the EEO Plan. 3. Title IX and VAWA/Campus SaVE Act training is implemented for all employees and information is offered to employees about sexual violence awareness. This outcome is measured through completion of the Not Anymore implementation project and deployment of the training to all employees and issuance of an awareness campaign to all employees about their responsibilities for preventing and reporting sexual violence. 	Yes	<p>The District has an immediate need for additional staffing to provide leadership to achieve the outcomes of Objective 4.2. Currently, the District is working toward filling the VPHRS position and then will further review its leadership structure. Doing so will permit the Manager, EEO and Compliance position to return its focus towards developing and implementing EEO goals and programming for the District.</p>

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 4: Strengthen, promote, and support the college’s diverse workforce through strategies focused on recruitment, hiring, and retention.				
<i>Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.</i>				
VPHRS/VPI/ PD Coord	<ol style="list-style-type: none"> The Staff Development and Training Committee and Professional Development Advisory Board were merged to form a District-wide Professional Development Committee, serving all faculty and staff. SPC approved the Governance Structure Request for the new Professional Development Committee (PDC) at its November 3, 2016 meeting. The PDC began meeting in December The PDC is currently in the process of developing a Human Development Resource Plan (tentatively retitled to Professional Development Plan [“PDP”]). The District will be purchasing a software package, Cornerstone, to manage, assign, and track professional development activities for all employees. Acquire a new software program for Professional Development that can offer, track, and report PD for all employees. Cornerstone On Demand was chosen as the PD software and the contract process began in April 2017. SPPF money was allocated to pay for the initial implementation and training which will cost about \$67,000. Connie Moise has taken the lead as project manager and is working with Cornerstone to complete the contract and setup implementation plan. Connie also has taken the lead to ensure the ongoing costs are included in the college’s annual budget for software. Develop a college-wide plenary event for all employees. The PDP has approved a structure for our first college-wide plenary event the Thursday and Friday prior to the semester beginning. Planning for plenary is underway. 	<p>Work in Progress / Left to Do:</p> <ol style="list-style-type: none"> The PDC is in the process of developing a PDP with completion expected prior to Fall 2017. As of May 2nd, the budget has been setup and the contract has been routed for approval signatures. Once implementation begins, the process takes 8 weeks. We are expecting the software program to be ready by mid-July. PDC approved a plenary structure for all employees and the event is being planned. <p>Challenges The co-chair slot on the PDP is currently open due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position, although the Manager, EEO and Compliance has been temporarily assigned as the co-chair.</p> <p>The Professional Development office has only two employees – a faculty Professional Development Coordinator on 60% reassigned time and a full-time classified Administrative Specialist II – who conduct all Professional Development activities for all 280+ full-time and 850+ active part-time faculty. With the move to a college-wide PD program this means adding roughly 400 more employees. It is unknown at this time how this will increase the workload of the PD Coordinator and the assistant.</p>	Yes, we are just getting started! We have a lot more work to do to ensure our college-wide PD program is developed and implemented successfully	<ol style="list-style-type: none"> Filling the VPHRS position will provide additional leadership to the PDP. A PD budget that supports the entire PD program. A strategy for reporting all funds spent on PD across the campus. A designated classroom for PD workshops. Increased release time or another staff assistant for the increase in workload. Additional summer stipend for PD Coordinator to complete the implementation and training for the new software program and prepare a draft document of the PD plan for finalization in Fall 2017.

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.				
<i>Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff (cont.).</i>				
VPHRS/VPI/ PD Coord	Expected or Achieved Outcomes <ol style="list-style-type: none"> Outcome 1: This outcome has been achieved. Outcome 2: the outcome will be to have a PDP that has been developed and implemented for all employee groups. This outcome will be measured through completion and approval through the governance structure of a PDP and subsequent implementation. Outcome 3: The outcome will be successful implementation of the software program. The PD Office will conduct on going evaluations of the system to ensure the program is meeting the needs of the college. Outcome 4: The outcome will be a successful plenary event where all employees feel welcome and supported. 	Challenges (cont.) <p>The co-chair slot on the PDP is currently open due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position, although the Manager, EEO and Compliance has been temporarily assigned as the co-chair.</p> <p>The Professional Development office has only two employees – a faculty Professional Development Coordinator on 60% reassigned time and a full-time classified Administrative Specialist II – who conduct all Professional Development activities for all 280+ full-time and 850+ active part-time faculty. With the move to a college-wide PD program this means adding roughly 400 more employees. It is unknown at this time how this will increase the workload of the PD Coordinator and the assistant.</p> <p>There is still uncertainty as to how the college will approach Professional Development for staff. Questions have been asked regarding whether PD will be required of staff or how staff will be able to attend PD during their work day. The colleges Strategic Planning Council should discuss the college's position on PD for all employees beyond just offering the activities.</p> <p>The PD Office operates on a \$1500 budget with all other necessary costs paid for by various departments (mainly the President's Office). Having a PD budge that is representative of all costs associated with PD would allow for the PD Office to better oversee the entire budget for PD.</p>	Yes	

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.</i>				
Supt/Pres / VPs	<ol style="list-style-type: none"> 1. A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts 2. Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed. 3. 28 concurrent and dual enrollment classes were offered in Spring 2017 4. Timelines related to offering courses have been developed 5. More will be offered in Fall 2017, but a large increase needed to meet enrollment targets. 6. Work on the South Center ongoing and furnishings under consideration 7. General discussions on course offerings have begun 	<p>Work Left to Do:</p> <ol style="list-style-type: none"> 1. Complete the CCAP 2. Identify personnel to further expand K-12 offerings 3. Identify common processes for all districts 4. Engage the new Poway Unified Superintendent and identify contact personnel on either end to work on schedule development 5. This summer a preliminary South Center schedule should be developed. <p>Challenges</p> <ol style="list-style-type: none"> 1. Personnel exclusively dedicated to the effort 2. Lack of leadership in Poway Unified <p>Expected or Achieved Outcomes: The bottom line outcomes are courses offered in Poway, and a schedule for the South Center</p>	Yes. Crucial to meeting enrollment targets.	<p>Personnel exclusively dedicated to the effort</p> <p>Lack of leadership in Poway Unified</p>

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.2: Increase course offerings in the northern portion of the district while maximizing enrollment on the main campus.</i>				
Supt/Pres	<ol style="list-style-type: none"> 1. A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts 2. Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed. 3. 28 concurrent and dual enrollment classes were offered in Spring 2017 4. Timelines related to offering courses have been developed 5. More will be offered in Fall 2017, but a large increase needed to meet enrollment targets. 6. Work on the North Center ongoing 7. General discussions on course offerings have begun 	<p>Work Left to Do:</p> <ol style="list-style-type: none"> 1. Complete the CCAP 2. Identify personnel to further expand K-12 offerings 3. Identify common processes for all districts 4. This summer a preliminary North Center schedule should be developed <p>Challenges Personnel exclusively dedicated to the effort</p> <p>Expected or Achieved Outcomes The bottom line outcomes are courses offered in Fallbrook, Bonsall, and a schedule for the North Center</p>	Yes. Crucial to meeting enrollment targets.	Cooperative partners and Palomar personnel assigned to specific tasks related to dual/concurrent enrollment and schedule development.

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.</i>				
Supt/Pres	<ol style="list-style-type: none"> 1. A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts 2. Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed. 3. 28 concurrent and dual enrollment classes were offered in Spring 2017 4. Timelines related to offering courses have been developed 5. More will be offered in Fall 2017, but a large increase needed to meet enrollment targets. 6. Title V collaboration with CSUSM ongoing 7. High School outreach for dual/concurrent enrollment saw increases 8. South and North Center schedule development to begin in earnest this summer. 	<p>Work Left to Do:</p> <ol style="list-style-type: none"> 1. Complete the CCAP 2. Identify personnel to further expand K-12 offerings 3. Identify common processes for all districts <p>Challenges:</p> <ol style="list-style-type: none"> 1. Personnel exclusively dedicated to the effort 2. Carrying out Title V activities 3. Carrying out BS Pilot activities. <p>Expected or Achieved Outcomes: Increased enrollment/access and transfers</p>	Yes. Crucial to meeting enrollment targets.	Cooperative partners and Palomar personnel assigned to specific tasks related to dual/concurrent enrollment and schedule development.

<i>Leader of Objective</i>	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.4: Taking into account that the college is in stability, develop a plan to balance the budget such that ongoing expenditures align with ongoing revenues.</i>				
VPFAS	<ol style="list-style-type: none"> Awaiting report from the IEPI team. Working with Research and Instruction on a FTEF Budget model 	<p>Work Left to Do:</p> <ol style="list-style-type: none"> Fall 2017 is when budget committee will start its work Development of a FTEF Budget model Review North and South Center plans Budget Reduction Plan <p>Challenges: All timing</p> <ol style="list-style-type: none"> IEPI Visit FTEF Budget Model Governor's Budget FY 16-17 Year End <p>Expected or Achieved Outcomes</p> <ol style="list-style-type: none"> FTEF Budget model Balanced budget 	Yes.	No

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning</i>				
Supt/Pres VPs	<ol style="list-style-type: none"> Establishment of an Enrollment Management Task Force fall 2016. Task completed Development and implementation of short-term enrollment management strategies that include: integrated marketing, scheduling/programming; concurrent/dual enrollment; technology solutions; facilities; collaborative partnerships and Palomar Promise fall 2016. <ul style="list-style-type: none"> Short-term marketing campaign Utilized data analytics for spring/summer/fall scheduling. Increased dual enrollment program Collaborative partnership Participated in the Institutional Effectiveness Partnership Initiative (IEPI) for support by a Partnership Resource Team to develop a comprehensive enrollment management plan in spring 2017. <p>Additional Report from VPSS</p> <ol style="list-style-type: none"> A workgroup was established to review the development of SEPs and the use of technology to assist with the effort The workgroup evaluated software packages The Dean of Counseling reviewed SEP development data reports to identify trends The department is implementing STARFISH to assist with this effort <p>Associated Challenges:</p> <p>It took time to review current practices and identify the appropriate technology to assist with the effort. Once software is in place, staffing may need to be reallocated to ensure that more SEPs are being completed.</p>	<p>Work Left to Do:</p> <ol style="list-style-type: none"> Development and implementation of integrated strategic and enrollment management plan. Development of enrollment management infrastructure Piloting Starfish a technology solution for student education planning and retention. <p>Challenges:</p> <p>The challenge with completing the objective was the timing of the PRT first and second visit.</p> <p>Expected or Achieved Outcomes</p> <p>Development and implementation of a strategic integrated enrollment management plan is in progress. Completion and implementation plan is planned for fall 2017. Enrollment management infrastructure is scheduled to be completed fall 2018.</p>	Yes.	Funding will be needed to compensate the EM committee to develop the draft plan during the summer

Leader of Objective	Progress	Work In Progress / Left To Do Challenges/Recommendations Outcomes	Continue in SP2019	Need Additional Resources
Goal 5: Ensure the fiscal stability of the college and increase enrollment.				
<i>Objective 5.6: Explore alternative revenue streams that align with the college mission such as international education and contract education.</i>				
Supt/Pres VPs	<ol style="list-style-type: none"> 1. A small workgroup has been working to develop a partnership with schools in China to offer a 2+2 program in the area of Early Childhood Education and an MOU was developed with a US based organization to assist Palomar College with efforts to create educational partnerships in China 2. Discussions have begun with a second group in China to establish a short term educational experiences for small cohorts of students in the area of automotive 3. Staff from the International Education Program have participated in overseas recruitment fairs to inform prospective students about Palomar College offerings 	<p>Work Left to Do: We are currently in the process of establishing an appropriate budget to adequately support the International Education Program office.</p> <p>Challenges:</p> <ol style="list-style-type: none"> 1. Navigating the government regulations of foreign countries can be slow when establishing partnerships 2. Appropriate marketing materials and related collateral need to be developed in a timely manner <p>Expected Outcomes: We are monitoring the number of applications received from prospective international students and comparing that to previous years. We are also documenting any new partnerships that are established</p>	Yes	An appropriate budget and additional staffing need to be provide to the International Education Office in order for them to adequately recruit and serve international students

Strategic Plan 2019
Action Plan Year One 2016-2017
End of Year Progress Report

May 16, 2017

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

Objective 1.1
Objective Leaders: Vice President, Instruction
Faculty Senate President

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 1.1 : *Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Reach out to campus community for broad themes.
 - ASG and Faculty Senate created a list of possible themes
 - Themes were sent out to campus community for voting
 - Faculty Senate ratified the selection of “Better Together” for the campus theme for 2017-18
 - Identify times/places for organizational meetings.
 - Kelly Falcone was confirmed by the Faculty Senate to take the lead on organization
 - Release time was identified to allow her to spend more time on scheduling events
 - Planning of events
 - Fall Plenary will be incorporating the theme
 - A campus video is being recorded to celebrate “Better Together”
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Hold events
 - Schedule of events is in the process of being developed
 - Fall Plenary will be the launch of “Better Together”
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - As events have not yet been held, there are currently no observable outcomes.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - There are no perceived barriers or challenges, the campus community is excited about the coming year.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No additional resources are currently needed. As events are scheduled we might need to seek funds to bring speakers to campus.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - The campus theme will be an on-going event from academic year to academic year. However, now that organizing efforts that have been instituted and a foundation created, it should not be something that SPC should have to engage with on a regular basis.

Objective 1.2
Objective Leaders: Vice President, Instruction
Chair, Learning Outcomes Council

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 1.2: Engage in a campus-wide examination of the college's interdisciplinary Institutional Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A workgroup was formed and met over the Summer 2016 how to assess Knowledge of Human Cultures and the Physical and Natural World
 - This ILO was never assessed because the workgroup recognized the difficulty in assessing the current ILOs
 - The group stated this should not be one of our ILOs
 - LOC decided to rethink our ILOs
 - A workgroup from LOC met in Fall 2016 and developed a framework with new ILOs and GE Outcomes
 - The workgroup presented the new framework information to LOC and was approved by LOC
 - The proposed ILOs and GE Outcomes was sent out to all faculty for input.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - LOC revised the GE/ILOs and will bring back comments from faculty to the Council to discuss prior to doing a final vote to adopt the new GE and ILOs, then forward to Senate.
 - Faculty in Psychology expressed some concern over the revised ILO's and were invited to come to LOC on May 11 to express their concerns before sending the revision on to Faculty Senate
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - The outcome of the original object changed and new GE/ILOs were developed which are easier to assess and measure.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Yes there were barriers because LOC recognized the difficulty in assessing the Knowledge of Human Cultures and the Physical and Natural World
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No additional resources needed at this time. The new goal is to have the new GE/ILOs approved by the end of Spring 2017 or Fall 2017 the latest. This item is scheduled for final approval before sending to Faculty Senate at our May 11th council meeting.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - The Council decided this ILO is not a priority for LOC and will no longer be an ILO.

Objective 1.3
Objective Leaders: Vice President, Instruction
Chair, Learning Outcomes Council

1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?
Objective 1.3: *Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.*

2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.

a. Describe the work that has been completed.

We have completed most of the work on this objective. We have done the following:

- Conducted a survey to determine the cultural climate of the campus community at Fall 2016 Plenary
- Discussed the survey results at LOC.
- Identified campus groups similar missions.
- Invited speakers to campus to discuss cultural fluency. Both Dr. Marisol Clark-Ibanez and Dr. Fredi Avalos from CSUSM, recognized leaders in cultural diversity and immigration, accepted our invitation to run cultural intelligence workshops.
- Hosted 4 campus PD workshops to teach faculty and staff cultural fluency skills. This ongoing series titled “Cultural Intelligence” and have addressed the following topics: 1-immigration policy and the effect on students in our classrooms, 2- Build a framework for teaching cultural intelligence 3- Building community and teaching in troubled times, and 4.- how to engage in difficult discourse from opposing viewpoints.

b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.

Although we have held several workshops, we are still trying to create more opportunities for campus dialogue for students, staff and faculty to discuss different issues regarding education, culture and knowledge. We have one workshop remaining in our PD series (of four workshops) and will continue our efforts to bring information and awareness to faculty and students.

c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?

- We wanted to create and awareness of the issues and encourage dialogue. We have started the conversation – but we know there is still more that needs to be done. We will collect brief survey feedback during the final workshop which may give us more understanding on how to proceed. The last workshop is scheduled for Friday, May 12.

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

- No.

- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
- We may need additional resources to provide more workshops for the campus community. Attendance at these events increases with each subsequent workshop. Workshop #3- Teaching in Difficult Times has a roster of 27 faculty attendees. Future resources would include costs of speakers and possibly providing food and beverage to participants.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
- Yes.

Strategic Goal 2

***Strengthen efforts to improve outreach,
Persistence, and student success***

Objective 2.1
Objective Leader: Vice President, Student Services
Vice President, Instruction

From Vice President, Student Services:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.1: *Identify and implement targeted recruitment strategies for college programs.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A new outreach manger has been hired
 - Outreach manager conducted an assessment of outreach practices and an inventory of outreach events and activities
 - Outreach manager made contact with area high schools and offered a set of activities
 - Outreach manager has established a team of student ambassadors to assist with outreach activities
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Initial objective is completed
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Outreach office is tracking number of activities and, when appropriate, number of students contacted
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Initial objective is completed, but work will be on-going
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Outreach office needs dedicated budget, staffing and marketing materials
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes, however, focus of effort will likely be different

Objective 2.2
Objective Leader: Vice President, Student Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.2: *Establish clear educational pathways with integrated student support services.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - An educational pathways committee was established
 - Educational pathways committee met several times and identified broad thematic areas through which pathways could be developed
 - Sample pathways were drafted for further discussion
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Sample pathways need to be finalized and pilot tested with students
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - No, a final product has not been created.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - There appears to be a lack of agreement, and perhaps understanding, of how best to develop and utilize educational pathways.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - We may want to consider bringing in a consultant to lead us through the development and implementation of key educational pathways.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

Objective 2.3
Objective Leaders: Vice President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - No progress has been made on this objective.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - All work needs to be completed.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - No. With additional responsibilities and transitions, this objective was missed. A closer alliance between the BSI Committee and SSEC would be a start.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Not really, needs to be made a priority.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes.

Objective 2.4
Objective Leader: Vice President, Student Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.4: *Implement user-friendly technology tools that allow students to easily enroll, persist, and complete their studies.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**

FEE PAYMENT PLAN

 - A fee payment plan workgroup was established
 - Workgroup interviewed possible vendors to manage fee payment plan
 - Nelnet was selected as vendor
 - Enrollment Services, Business Services, and IT department implemented fee payment plan

MOBILE APP

 - IT department has been working diligently to implement the mobile app
 - Previous internal programming has proved to be a barrier to implementation
 - IT department has worked through programming issues and is currently testing app

CUSTOMER RELATIONS MODULE (CRM)

 - Enrollment Services has reviewed various CRM products
 - Enrollment Services is reviewing existing solutions to determine if it can meet our needs
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed. (Bulleted lists are acceptable.)**

FEE PAYMENT PLAN

 - Completed

MOBILE APP

 - 99% Complete

CRM

 - Enrollment Services will be completing review and selecting appropriate CRM to meet the needs of the district
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**

FEE PAYMENT PLAN

 - We are tracking student usage as well as tracking previous year number of students impacted by fee drops compared to this year

MOBILE APP

 - Once complete and deployed, we will track student usage and satisfaction

CRM

- Work not yet completed

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

FEE PAYMENT PLAN

- Completed

MOBILE APP

- We encountered complications with previous software that delayed the project, however, we are not 99% complete

CRM

- The development and implementation of other technology efforts (Mobile App, Starfish, etc.) has delayed this project, however, progress is being made.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

FEE PAYMENT PLAN

- Completed

MOBILE APP

- We encountered complications with previous software that delayed the project, however, we are not 99% complete

CRM

- Hiring of more staffing in Enrollment Services and IT would be helpful.

4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?

- Yes, however there will likely be new focus areas with regard to the use of technology

Objective 2.5
Objective Leader: Superintendent/President
Vice President, Instruction; Vice President, Student Services;
Vice President, Finance and Administrative Services

From Vice President, Instruction:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.5: *To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - IPC Subcommittee developed and implemented new comprehensive PRPs that requires in depth self-reflection and analysis of programs and authentic feedback from IPC
 - Instruction Office (Suzanne Sebring) developed directions and workshops for comprehensive PRP
 - Follow up (less comprehensive) reports developed and implementedResource allocation tied to strategic plan and program review
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
The timeline will be adjusted next year. PRPs in the fall, resource requests and allocation, and faculty position prioritization in the spring.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
The forms are the outcomes.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
Making forms more user friendly
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - PRP needs to be better integrated with a college staffing plan going forward.

From Vice President, Student Services:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.5: *To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - During Fall 2016, a workgroup was created
 - Workgroup reviewed existing PRP forms for both student services and instruction
 - Workgroup identified key components to be included in new PRP forms
 - Limited work occurred in Spring 2017 due to shifting priorities (i.e., Promise implementation)
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Workgroup will need to reconvene in the Fall 2018 to draft new PRP forms
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Project is not yet complete
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Shifting of priorities required this effort to be put on hold; however it will be taken up again in the Fall semester
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No additional resources needed.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - No

Objective 2.6
Objective Leader: Student Services
Vice President, Instruction

From Vice President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.6: *To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - Provide funding opportunities for innovative student support activities.
 - a. Describe the work that has been completed.**
 - Title V, Strong Workforce, NSF STEP, and other funding sources were exploited to support the programs mentioned in the objective. In addition, a Makerspace grant, an NSF Grant for GIS, and an Innovation grant were secured. We also submitted another Title V proposal to address the lack of diversity in teaching
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - There is always the opportunity to pursue more funding. However, in the future we should be more careful to pursue and write grants that support the strategic plan.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Outcomes are tied to the grant strategies/activities, and are analyzed annually. It would be good practice to create crosswalks between the grants and strategic goals, and include those analyses in the annual reports. The annual cycles of the grants do not coincide with the academic year.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - If we get the second Title V we will be pretty saturated in terms of what can be managed. Either look at grant responsibilities or dedicate grant funds to more support personnel if we continue to go for more grants. I think time is better spent with large grants via several smaller grants.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Generating the crosswalks described above. Time for personnel to achieve it is the challenge.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes, it is an ongoing process.

From Vice President, Student Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen existing programs focused on persistence and student success such as FYE, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Student Success and Equity Council has developed a process by which individuals or groups could submit proposals that would address areas of disproportionate impact
 - Forms were created, deadlines established, and a committee review process was implemented
 - SSEC reviewed submitted proposals and provided funds to approved projects
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Objective has been completed
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Each proposal is expected to measure the impact of their efforts
 - The SSEC also reviewed the effectiveness of the application process and will make adjustments in the coming year
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - The objective was completed.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No additional resources needed.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - No

Strategic Goal 3
Partnerships
Strengthen the College's message
to our community

Objective 3.1
Objective Leader: Superintendent/President

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 3.1: Evaluate our current marketing and messaging strategies and implement an integrated communications plan that reflects Palomar's value and presence in the community.
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Interact Communications Completed the assessment and gap analysis during fall 2016. Interviews, surveys and focus groups were conducted with internal and external constituent groups. A comprehensive report was presented to the Executive Team. An abbreviated report of the findings and proposed brand was presented to the Strategic Planning Council in Spring 2017.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Assessment and gap analysis has been completed.
 - The comprehensive integrated communications plan with targets and benchmarks for internal and external communities is currently being finalized and is tentatively scheduled for completion by June 2017 and implanted for the 2017-18 academic year.
 - The consulting firm is currently working on collateral materials.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - A completed assessment and gap analysis, integrated comprehensive campaign (IP) and collateral materials (IP).
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - No
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

Strategic Goal 4
***Maintain and support
a diverse workforce***

Objective 4.1
Objective Leaders: Vice President, Human Resource Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 4.1: *Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Outcome 1: The District has filled 38 positions vacated by the SERP.
 - Outcome 2: Draft goals and an initial outline of the new Staffing Master Plan (SMP) were developed by HRS and reviewed and approved by HRSPC and SPC in 2016. In Spring 2017, a Staffing Master Plan Task Force Governance Structure Request was submitted to SPC to compose a committee to review goals and the initial draft and develop the new SMP.
 - Outcome 3: The District is in the process of developing the Enrollment Management Plan (EMP). Once finalized, appropriate staffing levels will be identified.
 - Outcome 4: Individual staffing plans for the North and South Centers are in development.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Outcome 1: Fill the remaining 8 positions vacated by the SERP. 5 in progress, 3 slated for July 2017 recruitment.
 - Outcome 2: Following SPC's approval of the SMP Task Force, review work already completed to date on the SMP and continue its development.
 - Outcome 3: After the District completes its EMP, identify staffing levels and link to the SMP.
 - Outcome 4: Complete the individual staffing plans for the North and South Centers.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**

The outcomes for Objective 4.1 are as follows:

 - Outcome 1: All SERP positions are filled. This outcome is measured through the number of remaining positions to be filled as stated in item b. above.
 - Outcome 2: The new SMP is completed and implemented. This outcome is measured through approval through the shared governance process of a new SMP and implementation through HRS and other responsible groups.
 - Outcome 3: District-wide staffing levels have been determined in accordance with the completed EMP. This outcome is measured through approval through the shared governance process of the EMP and subsequent identification by responsible groups of staffing levels to meet enrollment needs.
 - Outcome 4: The individual staffing plans for the North and South Centers are complete and implemented. This outcome is measured through approval through the shared governance process of staffing plans for the North and South Centers and subsequent actions by HRS to fill positions and complete relevant employment actions to fully staff the centers.

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

- HRS is currently understaffed in its administrative functions due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position and leave of the Manager, Human Resource Services. The District also only has one position, Manager, EEO and Compliance, that conducts classification activities, and that position is currently assigned to perform the Manager, Human Resource Services duties. The current deficiencies in the leadership and classification areas of the HRS department have led to delays in staffing planning and related activities.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

- The District has an immediate need for additional staffing to provide leadership to achieve the outcomes of Objective 4.1. Currently, the District is working toward filling the VPHRS position and then will further review its leadership structure.

4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?

- Yes.

Objective 4.2
Objective Leader: Vice President, Human Resource Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 4.2: *Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Outcome 1: The District has received draft recommendations from the IEPI team regarding its recruitment practices. An initial recommendation is to review and revise the recruitment practices of B.P. 7120 and A.P. 7120. The District is awaiting the final recommendations, but in the meantime, HRS staff have been consistently reviewing and preparing proposed revisions to both documents since their approval in 2014.
 - Outcome 2: The Equal Employment Opportunity Advisory Committee (EEOAC) has reviewed and discussed implementation of the goals identified in Chapter 13 of the District's Equal Employment Opportunity Plan 2016 (EEO Plan). The District received \$60,000 in funds from the Chancellor's Office through its successful response to the state-mandated EEO Fund Allocation report submitted in 2016, which will be used to implement some of the goals of Chapter 13. The EEO Plan is three years in length and after initial discussions with EEOAC in its first year, 2016-17, the second year will be used to begin responding tangibly to its goals.
 - Outcome 3: The District reclassified the Human Resources Analyst position to Manager, Equal Employment Opportunity and Compliance, a position that also serves as the District's Deputy Title IX Coordinator; there are now two Title IX Coordinator positions within the District to respond to incidents of sexual harassment and sexual violence (the second is the vacant Assistant Superintendent/Vice President, Human Resource Services position; these duties have been temporarily assigned to the Assistant Superintendent/Vice President, Student Services). Student Health Fees were utilized to purchase a sexual violence awareness training package, Not Anymore, which will be deployed to all students and employees once implemented. Student Services developed a new Title IX website to provide resources and information to the campus community regarding sexual violence.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed. (Bulleted lists are acceptable.)**
 - Outcome 1: Update and submit through the governance structure for approval revisions to B.P. and A.P. 7120.
 - Outcome 2: In conjunction with the EEOAC, develop an action plan and timeline for implementation of goals in the EEO Plan to improve recruiting practices and diversity in hiring; implement goals.
 - Outcome 3: Implement Not Anymore training. Expand Title IX and VAWA/Campus SaVE Act information to employees, including education about employee responsibilities in responding to sexual violence.

c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?

The outcomes for Objective 4.1 are as follows:

- Outcome 1: Revisions to B.P. and A.P. 7120 are approved and implemented. This outcome is measured through approval of both documents through the governance structure and ratification by the Governing Board.
- Outcome 2: Recruiting goals identified in Chapter 13 of the EEO Plan are implemented. This outcome is measured through completion of actions indicated by the goals in the EEO Plan.
- Outcome 3: Title IX and VAWA/Campus SaVE Act training is implemented for all employees and information is offered to employees about sexual violence awareness. This outcome is measured through completion of the Not Anymore implementation project and deployment of the training to all employees and issuance of an awareness campaign to all employees about their responsibilities for preventing and reporting sexual violence.

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

- HRS is currently understaffed in its administrative functions due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position and leave of the Manager, Human Resource Services. The Manager, EEO and Compliance is currently assigned to perform the Manager, Human Resource Services duties. The current deficiencies in the leadership of the HRS department have resulted in a delay in completing some of the activities of Objective 4.2, notably more efficient implementation of EEO Plan activities.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

- The District has an immediate need for additional staffing to provide leadership to achieve the outcomes of Objective 4.2. Currently, the District is working toward filling the VPHRS position and then will further review its leadership structure. Doing so will permit the Manager, EEO and Compliance position to return its focus towards developing and implementing EEO goals and programming for the District.

4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?

- Yes.

Objective 4.3
Objective Leader: Vice President, Human Resource Services
Vice President, Instruction

From Vice President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 4.3: *Develop and implement a comprehensive Professional Development Plan for all staff.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Kelly Falcone and Travis Ritt with the Faculty Senate chose “Better Together” as a PD theme for next year.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - A college-wide Plenary is in place and other PD activities are in development (such as Project LEaD). A whole college PD software (Cornerstone) is being purchased.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Theme, Plenary, and some activities are in place.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Funding will be required.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Funding
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes. Ongoing support and refining activities.

From Professional Development Coordinator

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 4.3: *Develop and implement a comprehensive Professional Development Plan for all staff.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Outcome 1: Merge Staff Development and Training Committee with Professional Development Advisory Board and form a District-side Professional Development Committee, serving all faculty and staff
 - SPC approved the Governance Structure Request for the new Professional Development Committee (PDC) at its November 3, 2016 meeting. The PDC began meeting in December 2016.
 - Outcome 2: Human Development resource Plan
 - The PDC is currently in the process of developing a Human Development Resource Plan (tentatively retitled to Professional Development Plan [“PDP”]). The District will be purchasing a software package, Cornerstone, to manage, assign, and track professional development activities for all employees.
 - Outcome 3: Acquire a new software program for Professional Development that can offer, track, and report PD for all employees.
 - Cornerstone On Demand was chosen as the PD software and the contract process began in April 2017. SPPF money was allocated to pay for the initial implementation and training which will cost about \$67,000. Connie Moise has taken the lead as project manager and is working with Cornerstone to complete the contract and setup implementation plan. Connie also has taken the lead to ensure the ongoing costs are included in the college’s annual budget for software.
 - Outcome 4: Develop a college-wide plenary event for all employees.
 - The PDP has approved a structure for our first college-wide plenary event the Thursday and Friday prior to the semester beginning. Planning for plenary is underway.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Outcome 1: Completed. The PDC was approved and is actively meeting.
 - Outcome 2: The PDC is in the process of developing a PDP with completion expected prior to Fall 2017.
 - Outcome 3: As of May 2nd, the budget has been setup and the contract has been routed for approval signatures. Once implementation begins, the process takes 8 weeks. We are expecting the software program to be ready by mid-July.
 - Outcome 4: PDC approved a plenary structure for all employees and the event is being planned.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - The outcomes for Objective 4.1 are as follows:
 - Outcome 1: This outcome has been achieved.
 - Outcome 2: the outcome will be to have a PDP that has been developed and implemented for all employee groups. This outcome will be measured through completion and approval through the governance structure of a PDP and subsequent implementation.

- Outcome 3: The outcome will be successful implementation of the software program. The PD Office will conduct on going evaluations of the system to ensure the program is meeting the needs of the college.
- Outcome 4: The outcome will be a successful plenary event where all employees feel welcome and supported.

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

- The co-chair slot on the PDP is currently open due to the vacancy of the Assistant Superintendent/Vice President, Human Resource Services (VPHRS) position, although the Manager, EEO and Compliance has been temporarily assigned as the co-chair.
- The Professional Development office has only two employees – a faculty Professional Development Coordinator on 60% reassigned time and a full-time classified Administrative Specialist II – who conduct all Professional Development activities for all 280+ full-time and 850+ active part-time faculty. With the move to a college-wide PD program this means adding roughly 400 more employees. It is unknown at this time how this will increase the workload of the PD Coordinator and the assistant.
- There is still uncertainty as to how the college will approach Professional Development for staff. Questions have been asked regarding whether PD will be required of staff or how staff will be able to attend PD during their work day. The colleges Strategic Planning Council should discuss the college's position on PD for all employees beyond just offering the activities.
- The PD Office operates on a \$1500 budget with all other necessary costs paid for by various departments (mainly the President's Office). Having a PD budget that is representative of all costs associated with PD would allow for the PD Office to better oversee the entire budget for PD.
- The Professional Development Plan is supposed to include all money spent on Professional Development. This includes grant funds. At this time it is very difficult to find out how much PD money is budgeted within grants or departments/divisions and how much is spent. We need to identify a strategy for reporting the amount of money spent on employee PD throughout the college. The Cornerstone software program has an option to allow for employees to request travel funds which could be one solution. These requests could be routed to the appropriate grant/department and thus would be in the system for reporting.
- Each semester we offer about 120 PD workshops and many of these workshops use a classroom on campus. With the move to an all-college program it is likely the amount of workshops will increase. The PD assistant spends a lot of time searching for open classrooms and submitting a Use of Facilities request. Having a designated classroom for PD would eliminate the hours spent finding a classroom and would provide a consistent place to attend PD workshops.

- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
- Filling the VPHRS position will provide additional leadership to the PDP.
 - A PD budget that supports the entire PD program.
 - A strategy for reporting all funds spent on PD across the campus.
 - A designated classroom for PD workshops.
 - Increased release time or another staff assistant for the increase in workload.
 - Additional summer stipend for PD Coordinator to complete the implementation and training for the new software program and prepare a draft document of the PD plan for finalization in Fall 2017.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
- Yes, we are just getting started! We have a lot more work to do to ensure our college-wide PD program is developed and implemented successfully.

Strategic Goal 5

***Ensure the fiscal stability of the college
and increase enrollment***

Objective 5.1
Objective Leader: Superintendent/President, Vice Presidents

From Superintendent/President:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Identified outreach teams (instructional and student services) to work with each high school to coordinate concurrent/dual enrollment offerings and career pathways.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**

In Progress

 - The instructional team is developing MOUs with feeder high school districts in the northern/southern portion of the District.
 - The construction has begun and is scheduled to be completed on time to begin course offerings at the North/South Education Center by Summer 2018
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - 1) Outcomes:
 - Completion of high school outreach calendar is still needed to have a targeted focus.
 - An Outreach tracking system to manage student transition from high school to main campus and North/South Education Center is under development.
 - 2) Outcomes:
 - The MOUs to expand concurrent/dual enrollment offerings and career pathways is still in progress.
 - 3) Outcomes:
 - Opening of North/South Education Center is on schedule for summer 2018.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Challenges have been with aligning interests of bargaining unit with partner needs.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

From Vice President, Instruction:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.1: *Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts
 - Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed.
 - 28 concurrent and dual enrollment classes were offered in Spring 2017
 - Timelines related to offering courses have been developed
 - More will be offered in Fall 2017, but a large increase needed to meet enrollment targets.
 - Work on the South Center ongoing and furnishings under consideration
 - General discussions on course offerings have begun
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Complete the CCAP
 - Identify personnel to further expand K-12 offerings
 - Identify common processes for all districts
 - Engage the new Poway Unified Superintendent and identify contact personnel on either end to work on schedule development
 - This summer a preliminary South Center schedule should be developed.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
The bottom line outcomes are courses offered in Poway, and a schedule for the South Center
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Personnel exclusively dedicated to the effort
 - Lack of leadership in Poway Unified
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Cooperative partners, and Palomar personnel assigned to specific tasks related to dual/concurrent enrollment and schedule development.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes. Crucial to meeting enrollment targets.

From Vice President, Student Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.1: *Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Counseling Staff has been engaged with concurrent enrollment efforts
 - Counseling courses have been offered at local high schools as part of concurrent enrollment efforts
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Work has been completed.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - We are monitoring the enrollments of courses offered and are continuing to engage with local high schools to determine level where best to offer counseling courses.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Objective was achieved.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Objective was achieved.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - No

Objective 5.2
Objective Leader: Superintendent/President, Vice Presidents

From Superintendent/President:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.2: Increase course offerings in the northern portion of the district while maximizing enrollment on the main campus.
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Identified outreach teams (instructional and student services) to work with each high school to coordinate concurrent/dual enrollment offerings and career pathways.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**

In Progress

 - The instructional team is developing MOUs with feeder high school districts in the northern/southern portion of the District.
 - The construction has begun and is scheduled to be completed on time to begin course offerings at the North/South Education Center by Summer 2018
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - 1) Outcomes:
 - Completion of high school outreach calendar is still needed to have a targeted focus.
 - An Outreach tracking system to manage student transition from high school to main campus and North/South Education Center is under development.
 - 2) Outcomes:
 - The MOUs to expand concurrent/dual enrollment offerings and career pathways is still in progress.
 - 3) Outcomes:
 - Opening of North/South Education Center is on schedule for summer 2018.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Challenges have been with aligning interests of bargaining unit with partner needs.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

From Vice President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.2: *Increase course offerings in the northern portion of the district while maximizing enrollment on the main campus.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts
 - Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed.
 - 28 concurrent and dual enrollment classes were offered in Spring 2017
 - Timelines related to offering courses have been developed
 - More will be offered in Fall 2017, but a large increase needed to meet enrollment targets.
 - Work on the North Center ongoing
 - General discussions on course offerings have begun
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Complete the CCAP
 - Identify personnel to further expand K-12 offerings
 - Identify common processes for all districts
 - This summer a preliminary North Center schedule should be developed
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - The bottom line outcomes are courses offered in Fallbrook, Bonsall, and a schedule for the North Center
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Personnel exclusively dedicated to the effort
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Cooperative partners, and Palomar personnel assigned to specific tasks related to dual/concurrent enrollment and schedule development.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes. Crucial to meeting enrollment targets.

From Vice President, Student Services:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.2: *Increase course offerings in the northern portion of the district while maximizing enrollment on the main campus.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Student Services faculty and staff has been actively engaged with concurrent enrollment efforts
 - Student Services faculty and staff participated in meetings with school officials, worked on completed CCAP agreements, and offered counseling courses at local high schools.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Work is on-going
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Work is on-going
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Negotiating of CCAP MOUs takes time; however much progress has been made.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

Objective 5.3

Objective Leader: Superintendent/President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.3: *Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A new, universal CCAP is in development and nearly completed to be used with all 12 feeder districts
 - Materials to educate students, faculty (high school and college), parents, and high school administrators about college classes have been developed.
 - 28 concurrent and dual enrollment classes were offered in Spring 2017
 - Timelines related to offering courses have been developed
 - More will be offered in Fall 2017, but a large increase needed to meet enrollment targets.
 - Title V collaboration with CSUSM ongoing
 - High School outreach for dual/concurrent enrollment saw increases
 - South and North Center schedule development to begin in earnest this summer.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Complete the CCAP
 - Identify personnel to further expand K-12 offerings
 - Identify common processes for all districts
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - The number of college courses in high schools increasing.
 - Schedule development will begin this summer
 - Title V and BS Pilot activities are ongoing.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Personnel exclusively dedicated to the effort
 - Carrying out Title V activities
 - Carrying out BS Pilot activities.

- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Cooperative partners, and Palomar personnel assigned to specific tasks related to dual/concurrent enrollment and schedule development.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes. Crucial to meeting enrollment targets.

Objective 5.4
Objective Leader:
Vice President, Finance and Administrative Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.4 Taking into account that the college is in stability, develop a plan to balance the budget such that ongoing expenditures align with ongoing revenues.
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Awaiting report from the IEPI team.
 - Working with Research and Instruction on a FTEF Budget model
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Development of a FTEF Budget model
 - Review North and South Center plans
 - Budget Reduction Plan
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - No, Fall 2017 is when budget committee will start its work
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - All timing
 1. IEPI Visit
 2. FTEF Budget Model
 3. Governor's Budget
 4. FY 16-17 Year End
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - a. No**
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - a. Yes**

Objective 5.5
Objective Leader: Superintendent/President, Vice Presidents

From Vice President, Instruction:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.5: *Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Establishment of an Enrollment Management Task Force fall 2016.
 - Development and implementation of short-term enrollment management strategies that include: integrated marketing, scheduling/programming; concurrent/dual enrollment; technology solutions; facilities; collaborative partnerships and Palomar Promise fall 2016.
 - Participated in the Institutional Effectiveness Partnership Initiative (IEPI) for support by a Partnership Resource Team to develop a comprehensive enrollment management plan in spring 2017.
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - In Progress
 - Development and implementation of integrated strategic and enrollment management plan.
 - Development of enrollment management infrastructure
 - Piloting Starfish a technology solution for student education planning and retention.
 - Completed
 - EMTF was identified in fall 2016 and charged approved by SPC
 - Short-term marketing campaign
 - Utilized data analytics for spring/summer/fall scheduling.
 - Increased dual enrollment program
 - Collaborative partnerships
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - 1) Outcomes:
 - Identified membership which includes representatives from key stakeholders.
 - Identified charge of EMTF and schedule
 - 2) Outcomes:
 - Completed short-term marketing campaign
 - Utilized data analytics for scheduling and programming for Spring/Summer/Fall 2017
 - Expanded concurrent/dual enrollment offerings by 40%.
 - Implementation of technology solutions to increase sufficiency such as Starfish
 - Expanded collaborative partnerships such Headstart, Vista Foundation, Vista Chamber and K-16 Districts.
 - Implementation of Palomar Promise. Currently have 1000+ applications

- 3) Outcomes:
- Development and implementation of a strategic integrated enrollment management plan is in progress.
 - Completion and implementation plan is planned for fall 2017.
 - Enrollment management infrastructure is scheduled to be completed fall 2018.

d. Are there any barriers or challenges that are preventing the completion of the work on this objective?

- The challenge with completing the objective was the timing of the PRT first and second visit.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

- Funding will be needed to compensate the EM committee to develop the draft plan during the summer.

4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?

- Yes

From Vice President, Student Services:

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.5: *Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A workgroup was established to review the development of SEPs and the use of technology to assist with the effort
 - The workgroup evaluated software packages
 - The Dean of Counseling reviewed SEP development data reports to identify trends
 - The department will be implementing STARFISH to assist with this effort
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - The group is currently working to implement STARFISH
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - The work is not complete, but progress is being made.
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - It took time to review current practices and identify the appropriate technology to assist with the effort.
 - Once software is in place, staffing may need to be reallocated to ensure that more SEPs are being completed.
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - No additional resources are needed, but staffing may need to be allocated.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes

Objective 5.6
Objective Leader: Vice President, Instruction
Vice President, Student Services

From Vice President, Instruction

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.6: *Explore alternative revenue streams that align with the college's mission such as international education and contract education.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - Associate Dean hired.
 - Norma Miyamoto hired to develop a plan for reestablishment of a community education program
 - Many non-credit offerings were developed through the Curriculum Committee
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - Create and hire personnel for community education program.
 - Continue development of non-credit courses and programs.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - Associate Dean hired
 - Report in development
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - Start-up funding for a community education program.
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes. Crucial to meeting enrollment/revenue targets.

From Vice President, Student Services

- 1. For which objective in Strategic Plan 2017 Year 1 Action Plan are you providing this report?**
Objective 5.6: *Explore alternative revenue streams that align with the college's mission such as international education and contract education.*
- 2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**
 - a. Describe the work that has been completed.**
 - A small workgroup has been working to develop a partnership with schools in China to offer a 2+2 program in the area of Early Childhood Education and an MOU was developed with a US based organization to assist Palomar College with efforts to create educational partnerships in China
 - Discussions have begun with a second group in China to establish a short term educational experiences for small cohorts of students in the area of automotive
 - Staff from the International Education Program have participated in overseas recruitment fairs to inform prospective students about Palomar College offerings
 - b. Describe the work that is in progress or still needs to be completed. If work is completed please state that it is completed.**
 - We are currently in the process of establishing an appropriate budget to adequately support the International Education Program office.
 - c. Have you measured or determined the outcomes of this work? If so, what are the outcomes? If not, why?**
 - We are monitoring the number of applications received from prospective international students and comparing that to previous years
 - We are also documenting any new partnerships that are established
 - d. Are there any barriers or challenges that are preventing the completion of the work on this objective?**
 - Navigating the government regulations of foreign countries can be slow when establishing partnerships
 - Appropriate marketing materials and related collateral need to be developed in a timely manner
- 3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
 - An appropriate budget and additional staffing need to be provide to the International Education Office in order for them to adequately recruit and serve international students
- 4. Does this objective represent a college priority that SPC should consider as the Council updates Strategic Plan 2019?**
 - Yes