STRATEGIC PLANNING COUNCIL AGENDA

Date:	April 5, 2016
Starting Time:	2:00 p.m.
Ending Time:	3:45 p.m.
Place:	**AA-140**

CHAIR: Gonzales
MEMBERS: Barton, Dryden, Falcone, Furch, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Nagtalon, Navarro, Perez, Popielski, San Juan, Sivert, Smiley, Sourbeer, Stockert, Talmo, Titus, Wick
RECORDER: Ashour

	Attachments	**Time**
A. MINUTES		2 min
1. Approve Minutes of March 15, 2016		
B. ACTION ITEMS/SECOND READING		10 min
1. Signage for single use restrooms	Exhibit B1	
2. Board Policy 3820-Gifts Donations and Bequests	Exhibit B2	
3. Administrative Procedure 3710-Securing of Copyright; Administrative Procedure 7337-Fingerprinting	Exhibit B3	
C. ACTION ITEMS/FIRST READING		
1. ACCJC Recommendation #1 Response	Exhibit C1	10 min
2. Board Policy 3200-Accreditation	Exhibit C2	5 min
3. Administrative Procedures 3200-Accreditation; 3505-Emergency Response Plan	Exhibit C3	5 min
4. EEO Plan 2016		10 min
D. INTEGRATED PLANNING MODEL		45 min
1. Review of 2015-2016 SPC Timeline		
2. IEPI Goals		
3. Review Progress of SP2016 Year 3		
4. Draft Goals and Objectives for Strategic Plan 2019	Exhibit D4	
E. DISCUSSION/INFORMATION		
1. Select date for South Center discussion		5 min
Proposed dates: 04/13 1-3 pm; 4/18 3-5 pm; 4/27 3-5 pm		
F. ACCREDITATION		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Palomar Accreditation Update		
G. REPORTS OF PLANNING COUNCILS		**5** min
1. Finance & Administrative Services Planning Council – Ron Perez		
2. Human Resource Services Planning Council – Mike Popielski		
3. Instructional Planning Council – Dan Sourbeer		
4. Student Services Planning Council – Brian Stockert		

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

I. **OTHER ITEMS**

PALOMAR COLLEGE
Learning for Success

A regular meeting of the Palomar College Strategic Planning Council scheduled April 5, 2016, was held in AA-140. Interim President Adrian Gonzales called the meeting to order at 2:00 p.m.

ROLL CALL
Present: Barton, Falcone, Furch, Gonzales, Larson, Laughlin, Lienhart, Magnuson, Nagtalon, Navarro, Perez, Popielski, San Juan, Sivert, Smiley, Sourbeer, Buddy Springer for Dryden, Stockert, Talmo, Titus
Absent: Dryden, Holmes, Moore, Wick
Guests: Laura Gropen, Connie Moise, Marti Snyder, Robert Threatt
Recorder: Cheryl Ashour

A. **MINUTES**
1. **Approve Minutes of March 15, 2016**
    MSC (Sourbeer/Stockert): The minutes for March 15, 2016 were approved and accepted into the record with abstentions from Dan Sourbeer and Marty Furch.

B. **ACTION ITEMS/SECOND READING**
1. **Signage For Single Use Restrooms (Exhibit B1)**
    MSC (Lienhart/Sourbeer): Signage for Single Use Restrooms was approved and accepted into the record.

2. **Board Policy 3820-Gifts Donations and Bequests (Exhibit B2)**
    MSC (Sourbeer/Popielski): Board Policy 3820-Gifts Donations and Bequests was approved and accepted into the record.

3. **Administrative Procedures 3710-Securing of Copyright and 7337-Fingerprinting (Exhibit B3)**
    MSC (Sourbeer/Barton): Administrative Procedure 3710-Securing of Copyright was approved and accepted into the records.

    MSC (Sourbeer/Stockert): Administrative Procedure 7337-Fingerprinting was approved and accepted into the record

C. **ACTION ITEMS/FIRST READING**
1. **ACCJC Recommendation #1 Response (Exhibit C1)**
    Dan Sourbeer reviewed the draft of the response for Recommendation #1. He requests that any comments and suggestions be sent to him.

2. **Board Policy 3200-Accreditation (Exhibit C2)**
    Dan Sourbeer reviewed the changes to Board Policy 3200. This item will return for action/second reading at the next meeting.

3. **Administrative Procedures 3200-Accreditation and 3505-Emergency Response Plan (Exhibit C3)**
    Dan Sourbeer reviewed the changes to Administrative Procedure 3200 and Ron Perez reviewed the changes to Administrative Procedure 3505. These items will return for action/second reading at the next meeting.

4. **EEO Plan 2016**
    This item was tabled to the next meeting.

D. **INTEGRATED PLANNING MODEL**
1. **Review of 2015-2016 SPC Timeline**
    Michelle Barton reviewed the activities scheduled through May.

2. **IEPI Goals**
   Michelle Barton requested that a small group be formed to develop the suggested IEPI goals, which will be brought to SPC for consideration. Ron Perez, Dan Sourbeer, Greg Larson, and Marty Furch volunteered to be on the workgroup.

3. **Review Progress of SP2016 Year 3**
   This item was tabled until the next meeting.

4. **Draft Goals and Objectives for Strategic Plan 2019 (Exhibit C4)**
   Michelle Barton led a discussion on new goals and objectives for Strategic Plan 2019, and continuing any of the goals from Strategic Plan 2016. Discussion ensued on a possible institutional goal around one idea, such as social justice or globalization. Ms. Barton will discuss this further with Shannon Lienhart. There was consensus that members desired to work on specific goals rather than broad goals.

E. **DISCUSSION/INFORMATION**
   1. **Select date for South Center Discussion**
      After discussion, April 27 from 3:00 pm to 5:00 pm was the date chosen to meet to discuss the South Center.

F. **ACCREDITATION**
   1. **Accrediting Commission Actions and Policy Updates**
      Adrian Gonzales reported that the Statewide CEO's are moving forward in looking for a new accrediting agency.

   2. **Palomar Accreditation Update**
      Dan Sourbeer reported that a response is being drafted for Recommendation #2 from ACCJC.

E. **REPORTS OF PLANNING COUNCILS**
   1. **Finance and Administrative Services Planning Council**
      Robert Threatt, the new Internal Auditor/Analyst was introduced. Everyone welcomed him. Mr. Perez gave an update on construction and reported that parking meters in lieu of visitor spots is being explored.

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

   3. **Instructional Planning Council**
      Dan Sourbeer reported that the subcommittee began the process of prioritizing faculty positions. Discussion ensued on diversity in the hiring pool.

   4. **Student Services Planning Council**
      Brian Stockert reported that SSPC is forming a subcommittee on recruitment and retention.

F. **REPORTS OF CONSTITUENCIES**
   1. **Administrative Association**
      There was no report.

   2. **Associated Student Government**
      Michael Nagtalon reported that the voting registration event was successful. ASG leadership election packets are due tomorrow.

   3. **CCE/AFT**
      There was no report.

   4. **Confidential/Supervisory Team**
      There was no report.

5. **Faculty Senate**
   Greg Larson reported that Travis Ritt was elected President of the Faculty Senate and begins May 9.

6. **PFF/AFT**
   There was no report.

G. **OTHER**
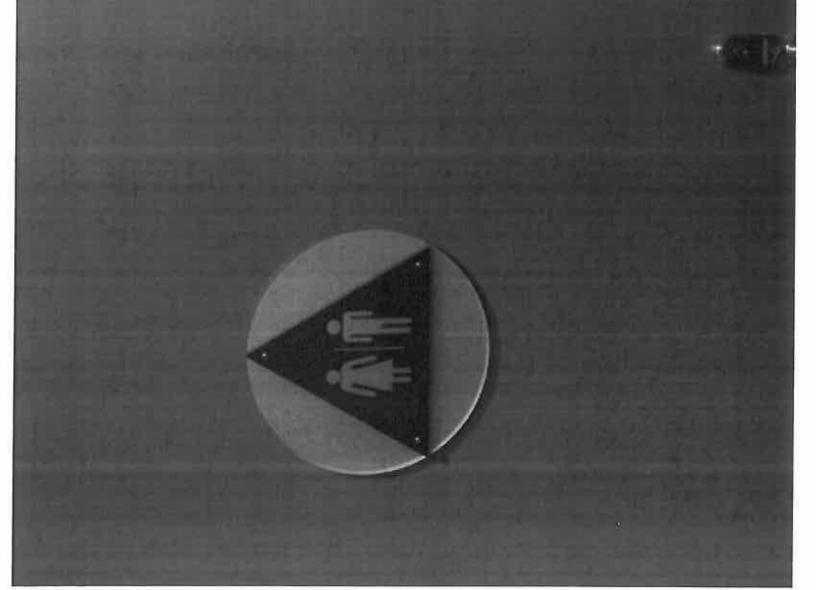   Laura Gropen gave an update on the Outreach RFP and timeline.

   Teresa Laughlin announced that Political Economy Days is next week, April 13 and 14. Ian Ruskin will be giving a presentation on Wednesday, April 13, from 2:00 - 3:20 p.m. in the Howard Brubeck Theatre.

   A National Coming Out Day for AB540 students event will be held Thursday at noon in the Governing Board.

H. **ADJOURNMENT**
   There being no remaining items, the meeting was adjourned at 3:30 p.m.

> Proposed update by CCLC to add military or veterans status to the list of grounds upon which a potential donor may not discriminate in order for a district to accept a donation from that donor.

BP 3820   GIFTS, DONATIONS, AND BEQUESTS

Reference:
    Education Code Section 72122

The Governing Board shall consider all gifts, donations and bequests made to the District. The Board reserves the right to refuse to accept any gift, donation, or bequest which does not contribute toward the goals of the District, or the ownership of which would have the potential to deplete resources of the District. Acceptance shall not be considered endorsement by the District of a product, enterprise, or entity.

Acceptance and recognition of substantial financial donations to the District for the naming of buildings, facilities, and other areas on District property is addressed in AP 3830 titled Naming of Facilities.

In no event shall the District accept a gift, donation or bequest from any donor who engages in practices or policies which discriminate against any person on the basis of nationality, religion, age, gender, gender identity, gender expression, race or ethnicity, medical condition, genetic information, ancestry, sexual orientation, marital status, military or veteran status, or physical or mental disability, or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity.

Changes in yellow recommended by CCLC in Update #27

Date Adopted: 4/12/2011; Revised: 8/14/2012
(Replaces current Palomar College Policy 7.12)

AP 3710   SECURING OF COPYRIGHT

References:
> Education Code Sections 72207 and 81459;
> 17 United States Code 201

The District may secure copyrights, in the name of the District, to all copyrightable works developed by the District, and royalties or revenue from said copyrights are to be for the benefit of the District.

What is protected by copyright?

The rights granted by the Copyright Act are intended to benefit "authors" of "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural and audiovisual creations. This means that virtually any creative work that you may come across—including books, magazines, journals, newsletters, maps, charts, photographs, graphic materials, and other printed materials; unpublished materials, such as analysts' and consultants' reports; and non-print materials, including electronic content, computer programs and other software, sound recordings, motion pictures, video files, sculptures, and other artistic works—is almost certainly protected by copyright. Among the exclusive rights granted to those "authors" are the rights to reproduce, distribute, publicly perform and publicly display their works.

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art.

Copyright law does not protect ideas, data or facts.

Works created by companies or other types of organizations generally have a copyright term of 95 years.

Works Made for Hire

Section 201(b) of Title of the United States Code adopts one of the basic principles of the present law: that in the case of works made for hire the employer is considered the author of the work, and is regarded as the initial owner of copyright unless there has

NOTE: The language in black in is from Santa Barbara Community College, it is one of the more current administrative procedures (adopted in 2011) that Barb found while researching.

Date Approved:
(This is a new procedure recommended by the CC League and the League's legal counsel)

45 been an agreement otherwise. The subsection also requires that any agreement under
46 which the employee is to own rights be in writing and signed by the parties.
47
48 **Copyright Registration**
49
50 The District shall register those works which it deems suitable for copyright registration
51 with the United States Copyright Office.
52
53 **Infringements**
54
55 Infringements of District owned copyright protected materials will be investigated on a
56 case by case basis as deemed appropriate by the District.
57
58 Office of Primary Responsibility: Superintendent/President

NOTE: The language in black in is from Santa Barbara Community College, it is one of the more current administrative procedures (adopted in 2011) that Barb found while researching.

Date Approved:
(This is a new procedure recommended by the CC League and the League's legal counsel)

AP 7337   FINGERPRINTING

References:
    Education Code Sections 87013 and 88024;
    Penal Code Sections 11077.1 and 11102.2

All ~~academic, classified, and contract~~ District employees shall be required to have fingerprints taken at the employee's expense ~~via~~ at an approved Live Scan location ~~ten (10) working days~~ prior to ~~the date of~~ starting employment. For employees coming from out-of-state, ~~T~~the electronic fingerprints and applicable fees will be forwarded to the Department of Justice to ascertain if the applicant or employee has any record of previous arrests or convictions. The Department of Justice will forward any findings to the Human Resource Services Office. Human Resource Services will evaluate findings to ensure all criminal activity was reported and that no offense would disqualify the applicant from employment.

~~Student workers, substitute, and temporary employees employed for less than an academic year may be exempted from this procedure. All workers or volunteers in the Child Development Center and in other programs requiring fingerprinting must submit to Live Scan fingerprinting. The costs of Live Scan fingerprinting are the sole responsibility of the applicant.~~

All District volunteers are also required to have fingerprints taken via Live Scan prior to volunteering their service. The costs of Live Scan fingerprinting for volunteers and student workers will be paid by the District. For all other applicants, the costs of fingerprinting are the sole responsibility of the applicant.

The Chief Human Resources Officer shall ensure that criminal history record information is destroyed once the District's business need for the information is fulfilled.

The District will maintain criminal history records on applicable District police department personnel in accordance with P.O.S.T. requirements.

Also see AP 7126 titled Background Investigations and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services

Date Approved: SPC 11/18/08; Revised: 5/17/2011; Revised
(Replaces former Palomar College Procedure AP 7337)

Fifth draft of follow-up report to ACCJC
Feb 20, 2015

Recommendation #1 -- Tutorial Support for Distance Education Students

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites.

Reference: II.C.1.c, III.C.1.a

Overall Summary

The College has established an online tutoring solution which currently serves both distance education and on-site courses at multiple locations. This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as after-hours tutoring offered by a third-party vendor. In addition, on-site tutoring has been established at the Camp Pendleton site, with attention given to the specific needs of the students at that site. These changes have ensured that all students, including students in online or hybrid courses, as well as students taking classes at remote sites, have access to high-quality tutoring support.

The College has increased on-site tutoring availability at the Camp Pendleton site, and is currently providing those student services necessary to support student learning at the Camp Pendleton site at levels commensurate with those offered at the main campus, with plans to provide further expansions in the near future.

Below, we provide details on how the College is currently meeting the accreditation standards. These details are organized into three sections: Section 1 describes the comprehensive online tutoring solution, Section 2 explains the increased onsite tutoring at Camp Pendleton, and Section 3 describes the student services offered at Camp Pendleton.

Section 1: Online tutoring

Summary

In its 2015 External Evaluation, the evaluating team found that the absence of on-site tutoring at the Camp Pendleton site, along with Palomar's lack of online tutoring, created a lack of equity in availability of tutoring services for distance education students and students at the Camp Pendleton site.

> "Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action." (From Standard IIC, page 45)

As the evaluation team noted, Palomar expressed awareness of the issues with its online tutoring options in its 2015 Self Evaluation, including an actionable improvement plan setting a Fall 2015 goal for establishment of online tutoring options. The evaluation team noted a lack of progress toward this goal during their site visit, and expressed concern that the online tutoring system would not be implemented by the Fall 2015 deadline. The evaluation team noted in the above quote that either an on-site tutoring facility or an online tutoring system could serve to provide equitable tutoring options to Camp Pendleton students.

The College has elected to implement a comprehensive online tutoring solution, combining tutoring by Palomar tutors during hours when the main campus tutoring centers are open and after-hours tutoring through NetTutor, a paid service available through the Online Education Initiative. These services are currently available for many classes in math, English accounting, and computer sciences classes offered by the College, with plans to expand the services to other disciplines. Initial assessments of the effectiveness of the system were completed in the Fall 2015 semester, and additional improvements and expansions are ongoing.

Resolution and Analysis

The Palomar College Tutoring Committee (hereafter "The Committee") was created to coordinate campus tutoring services and ensure availability of tutoring to all students. It oversees the implementation of all tutoring services at Palomar College and all of its satellite sites, for both in-person and online courses. The committee includes representatives from tutoring and learning centers on the main and Escondido campuses, as well as faculty, classified, and administrative representatives from multiple instructional disciplines and the Disability Resource Center. In Spring 2014, the Committee began planning a pilot project to develop an online tutoring service for Palomar which could serve the needs of both online classes and students at sites (e.g. Camp Pendleton) without onsite tutoring services. The Committee decided that it would be important for all sites and disciplines to share a common service whenever possible, to avoid placing extra burdens of adjusting to multiple solutions on students. One exception to this policy was the Computer Sciences department; due to their need for specific software and hardware environments, they had already established an online tutoring system, and it was decided that the best option would be to allow them to continue using their solution during development of a more comprehensive solution, while identifying an optimal service for all other departments.

After presentations by various providers and comparison of the offerings, in May 2015 the Committee determined that the WorldWideWhiteboard service offered free of charge by the Online Education Initiative (hereafter "WWWB") had the best combination of features and cost, as well as the potential for expansion to 24-hour service via the paid NetTutor service, which offers well-qualified tutors for most areas of instruction (***** a good place for evidence**). The Committee arranged a pilot program to determine how the WWWB system could best be used to support both students in online classes and students at remote sites. Tutors would be located in the Math Center and the Writing Center at the San Marcos campus, with appropriate computers and equipment to allow video, audio, and screen sharing with students through the WWWB system, and a software tracking system was established to track student use of the tutors.

The Committee decided to offer tutoring using the World Wide Whiteboard system to selected mathematics and English classes offered online and at Camp Pendleton in Fall 2015, with plans to expand to additional classes in Spring 2016. After consultation with department chairs in these

departments, eight math classes and thirteen English classes, either offered online or at the Camp Pendleton site, were selected as potential participants. After offering the instructors of these classes the opportunity to participate in this pilot study, six out of eight eligible math classes (268 students) and 11 out of 13 eligible English classes (135 students) elected to participate. Instructors distributed fliers to students at math and English orientation sessions describing the availability of the tutoring service.

During the Fall 2015 semester, monitoring indicated that student utilization of the online tutoring service was modest, with 18 math tutoring sessions and 7 English sessions provided by the online tutors by the end of the Fall 2015 semester. A survey was designed by the Committee and distributed to students in the participating classes, with questions designed to determine the level of student awareness of online tutoring options, rate of use, reasons for lack of use, and what the most useful times of day to offer online tutoring would be. The response rate to the survey was very low; only five responses were received.

The Committee decided that, given that students frequently select online courses specifically because they cannot be on campus during normal school hours, it would be best to try and extend online tutoring hours to later in the evening and night. In December 2015, the Committee began to explore the use of NetTutor services. This is a 24-hour tutoring service, accessible through the WWWB system, in which tutoring would be provided by an outside agency. NetTutor employs tutors in a wide variety of academic disciplines, with protocols for faculty to establish limits in topic or specific question coverage. After determining that tutors employed by NetTutor had credentials comparable to those required for Palomar's tutors, representatives from Accounting, CSIT (Computer Science and Information Technology), and Mathematics, departments indicated that they were interested in using the NetTutor service.

In the Spring 2016 semester, the Palomar-provided online tutoring options were offered to students in a variety of accounting, math and English classes offered online and at Camp Pendleton (as well as self-taught classes), during hours when the on-campus tutoring centers are open, with NetTutor providing service to accounting, math, and CSIT at other times. Together, the Palomar-provided online tutoring service and NetTutor services represent tutoring services commensurate to those provided on the main campus.

It is worth noting that utilization rates for online tutoring services are often low; this phenomenon is not unique to Palomar College. There are a wide variety of free online tutoring services available to students from sources not associated with Palomar College, and many students are more familiar with these and may prefer to use them.

Additional Plans

The Tutoring Committee will evaluate the success of the pilot program, and decide how best to expand online tutoring (both Palomar-provided and NetTutor-based) to all online and Camp Pendleton-based classes **(*** when?).** The Accounting department plans to offer the 24-hour NetTutor service to all of its classes, including all on the main campus, at Camp Pendleton, and online. In addition, the CSIT department will be adding NetTutor services for many of its classes. Some of the networking classes in the CSIT department have very specific security requirements, and arrangements are being made to ensure that those requirements are compatible with NetTutor's services.

Section 2: Onsite tutoring at Camp Pendleton and the main campus

Summary

The college has increased its tutoring services offered to Camp Pendleton students, as feasible given the differences in scale between the number of students present at the Camp Pendleton site as compared to the San Marcos campus, so that Camp Pendleton students have access to tutoring commensurate with that offered on the main campus. Math tutors are available to students at the Camp Pendleton site during lunch hours, and plans to "embed" tutors in math classes so that they will be available before, during, and after classes are in progress.

A program to use veterans trained as tutors to offer tutoring to the veteran student community on the main San Marcos campus is in development, to meet these students' cultural needs. **(*** will need details).** Finally, an ASL interpreter who is also qualified as a tutor has been recruited to offer tutoring to students in the Deaf or Hard of Hearing community, making triangular tutoring (student-interpreter-tutor) unnecessary and improving accessibility for students in that community. **These new programs represent increased and enhanced onsite tutoring programs to better meet the needs of all student groups at the College. (*** details?)**

Resolution and Analysis

The visiting team noted that the San Marcos campus offers tutoring at several locations around the campus. The Camp Pendleton site is housed in much smaller facilities, making it impossible to offer the same sort of multiple specialized tutoring locations. Instead, the Palomar online tutoring program also offers online math and English tutoring to Camp Pendleton students in specific classes during the same hours that the main campus tutoring centers are open, and the NetTutor program makes after-hours tutoring available to these students as well as all other Palomar students. In the Spring 2016 semester, additional tutor hirings allowed the College to ensure that an on-site math tutor for the Camp Pendleton site was available during lunch hours, as well as between 4 and 6 pm. Since all Pendleton classes begin at 6 pm, this ensured that a math tutor was available for pre-class questions.

While this represents tutoring offerings similar to those available at the main campus (given the difference in facilities and student population), the College is planning further expansions to the tutoring available to Camp Pendleton students. In the near future, the Tutoring Committee plans to offer instructors **(*** math only? English?)** the option to have "embedded" tutors, who would attend class with the students and be available to help with questions during class, as well as immediately before and after class.

The Tutoring Committee has noted **(*** how? Surveys? Student requests?)** that some veteran students have difficulty relating to tutors unfamiliar with veteran culture. In an effort to make tutoring for veteran students as accessible as possible, in Spring 2016, the Committee began a program to hire and train veterans as tutors, ensuring that veteran students would have access to effective tutoring. **(*** are these offered on main campus? Pendleton? Online?)**

Deaf and hard of hearing students face unique barriers to tutoring, as few tutors are able to communicate with these students in their preferred language. While "triangular" tutoring, involving the student, an interpreter, and the tutor, is available and funded through the Disability Resource Center, **in** an effort to make tutoring available to as many student communities as possible, in Spring 2016 the college began a basic skills funded pilot with an ASL interpreter who was also a qualified tutor. This is anticipated to make tutoring more accessible and comfortable for Deaf and hard of hearing students.

Additional Plans

As the online tutoring program expands, it will be able to increase the availability of math and English tutoring to Camp Pendleton students. The 24-hour NetTutor system will further enhance the availablility of tutoring, ensuring that tutoring offerings at Camp Pendleton remain commensurate with main campus offerings.

Pending assessment of the effectiveness of the veteran-specific and Deaf student-specific tutoring pilot programs, these offerings will be expanded and refined to further improve the availability of tutoring to these students.

Evidence

*** We'll need some of this.

Section 3: Student Services at Camp Pendleton

Summary

The evaluation team also noted in its 2015 site report that, while Palomar does offer a full spectrum of student services to support learning, these services are not easily accessible to students taking classes at the Camp Pendleton site.

> "Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free WiFi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College's foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)" (From Standard IIC, p. 46)

> "Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level." (From Standard IIC, p. 48)

Provision of tutoring to Camp Pendleton students is now provided via the World Wide Whiteboard and NetTutor solutions described in the previous sections. The college has expanded the range of other student services provided at the Camp Pendleton site to include all of the relevant learning support services provided at the San Marcos and Escondido campuses.

*** Details about comparative enrollment, usable to justify why some on-site services cannot be offered since they don't scale down well

Resolution and Analysis

The focus of the visiting team's recommendations for improving student services at the Camp Pendleton site is on the absence of tutoring services at the Camp Pendleton site. As described in Sections 1 and 2, expansions in online and onsite tutoring have filled this gap, and Pendleton students

now have access to tutoring services commensurate with those offered at the San Marcos and Escondido campuses. However, in an effort to ensure that the College fully meets the standard, we have reviewed the student services offered to Camp Pendleton students below.

The Camp Pendleton site consists of a pair of classrooms and very limited office space, which makes provision of full-time representatives for some main campus services impractical. For example, it would be impossible to offer an actual bookstore on site. However, the College is currently discussing options for making course textbooks available on site prior to the beginning of classes, or to resume offering a mobile bookstore on the site (as has been done in the past). College staff at the Camp Pendleton site have been performing regular surveys to determine which bookstore services are most needed for the students.

Students at the Camp Pendleton site have access to the following services on site:

Articulation: Expertise in articulation requirements is provided by on-site counselors, who can answer any routine questions. In cases of more complex needs, one of the counselors has previously served as an articulation officer and is available 1 day per week. Students can also be referred to San Marcos campus advisors.

Admissions and Records: Help is available on-site (***** details needed, will ask Ryan**)

Campus Police: Equivalent services are provided by the military base police. In addition, the College is working with Camp Pendleton to ensure that campus police will have access to the base facilities in cases where the specific expertise of campus police is required (e.g. Clery act violations).

Child Development Center: the base provides child care for military students.

Counseling: Counseling is provided 5 days per week, for both personal and academic counseling.

Disability Resource Center: No specific DRC counselor is available, but on-site counselors are familiar with DRC offerings and requirements. The base does have the ability to offer alternative testing environments and other accommodations offered by the San Marcos DRC. There are plans to make a DRC-specific counselor available on site by appointment. Pamphlets and information about DRC services are available on site, and counselors try to make sure students are aware of DRC accommodations and evaluations.

EOPS: On-site personnel can provide information about EOPS programs and assistance to students on site. No specific EOPS counselor is available, but the Camp Pendleton site is currently setting up a web videoconferencing system which would allow on-site students to have face-to-face meetings with San Marcos campus EOPS counseling.

Financial Aid and Scholarships: full on-site consultation is provided.

Math Learning Center: students can fulfill math lab hours in the on-site computer lab, and tutoring will be provided on-site during lunch hours beginning in Spring 2016. Plans for Fall 2016 include embedded tutors in classes available to answer questions before class and help during class.

Open Access computer lab: there are 25 computers available Monday – Friday on-site.

Transfer and Career Center: Information is distributed at the site by departments. The on-site counselors provide assistance in preparing students for transfer. There are current plans to offer workshops and teleconferencing with San Marcos campus advisors.

Tutoring: yes, see previous section

Veterans Affairs: Counseling, advising on VA benefits, and some paperwork intake is provided on-site.

(*** While Library is not listed as a specific service provided in the 2015 report, it is cited in the

2002 standards specifically. How do we provide access to the Library to Pendleton students?)

Additional Plans

Palomar College is currently discussing ways to improve bookstore services to the Camp Pendleton site with its bookstore agency. Tutoring services, both on-site and online, are being expanded. In addition, the College plans to add a Disability Resource Center counselor to the staff present at the Camp Pendleton site to improve DRC services. Finally, expanded teleconferencing capabilities are being developed to ensure that Camp Pendleton students have access to the few advising and counseling services which are not currently available on site.

Evidence

*** would be good.

NOTES

II.C.1 from 2014 standards: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

II.C.1.c from 2002 standards: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

III.C.1 from 2014 standards: Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.1.a from 2002 standards: Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

To meet the 2014 standards, we will need evidence that we evaluate the quality of the student support services, and the ability to demonstrate that such services (for distance and onsite) enhance mission accomplishment.
III.C.1 should be satisfied by showing that the software and hardware in online tutoring are sufficient to accomplish the goal.

Addressing the 2002 standards does not require specific demonstration of performance or evidence of assessment.

Need to define "adequate support" for distance education; could be performance based (distance ed achievement of outcomes is comparable to onsite) or needs based (survey asking about student awareness of and use of tutoring resources? Compare to similar survey for onsite students?)
How do distance ed students access library resources?
How do they access support services other than tutoring?

Commensurate student services: Providing library and bookstore services, as well as other student services. We need to show that those are up and running.

Student services provided according to the 2015 report:
Admissions and Records
Articulation
Bookstore
Campus Police
Child Development Center
Counseling
Disability Resource Center
ESL Tutoring
EOPS

Financial Aid and Scholarships
Intercollegiate Athletics
International Student Services
Learning Communities
Math Learning Center
Open Access Computer Labs
STEM Center
Student Affairs
Student Employment
Student Health and Mental Services
Teaching and LEarning Centers
The Pride Center
Transfer and Career Center
Tutoring Services
Veterans Affairs
Reading and Writing Center

Which of these can be supported/needs to be supported at Pendleton? Which are provided **by** Pendleton?

Relevant sections from site report:

Std. II.A: P. 31: "There is evidence that technology is available to support all students regardless of location of classes. The tutoring model used at both the San Marcos and Escondido sites is decentralized, with tutoring available free of charge to all Palomar students who seek help or are referred by an instructor. This decentralized model has allowed some gaps in tutoring coverage to occur specifically in providing support to the online student population, which currently has no online options for tutoring."

Std. IIB: p.40: "Campus sites, e.g. Escondido Center and Camp Pendleton, demonstrate a wide spectrum of student support services to ensure students have the support they need to progress in achieving their academic goals. One noteworthy exception is the lack of tutorial services at Camp Pendleton (see IIC recommendation)."

Std. IIC, p. 45: "A tutoring workgroup established in 2011 has largely influenced tutoring services. The goals of the tutoring workgroup were to centralize staff and procedures; screen and train tutors in a consistent manner; improve outreach to faculty; and hire more full-time employees. This workgroup was eventually absorbed by the Faculty Senate and turned into a standing committee. Through the efforts of the workgroup and now committee, tutoring services now has established criteria for hiring tutors and even offers a certification program to train tutor applicants.
"Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action."

Std. IIC, p. 46: "Learning support services are primarily provided at the San Marcos and Escondido campuses. The services at these two locations include ample tutoring support, with multiple tutoring

locations at the San Marcos campus and a Teaching and Learning Center at the Escondido campus. Moreover, both these locations, as well as the Camp Pendleton site, have sufficient access to computer labs. Tutoring support is not available online, creating a service gap for students at the remote sites, particularly Camp Pendleton, as well as Distance Education students (II.C.1)"

"Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free WiFi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College's foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)"

"While tutoring and other learning support systems are available at multiple locations at the San Marcos campus and through the teaching and learning center at Escondido, these services are lacking or nonexistent at Camp Pendleton. Specifically, no tutoring services are available to students at the Camp Pendleton location. This unequal access to tutoring is further heightened due to Palomar not offering online tutoring to students taking distance education courses. Although an actionable improvement plan specific to online tutoring for distance education students was identified in Palomar's Self Evaluation Report, interviews with Palomar staff raise concerns as to the progress made on implementing this needed service. The College's April 2014 substantive change report indicates that 30 percent of the College's students do not have an on-campus presence. The interviews with Palomar staff specific to online tutoring further indicated that little dialogue had taken place at the tutoring committee level. Data on distance education students and the courses they take still needed to be gathered, and the information technology department on campus had not yet been looped into the conversation. These factors all contribute to considerable uncertainty that Palomar will be able to meet its fall 2015 implementation deadline articulated in its actionable improvement plan (II.C.1.c)"

Std. IIC, p. 48: "Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level. Just as troubling is the complete absence of tutoring available to distance education students who attend Palomar and should be afforded an equitable level of support services. Despite an actionable improvement plan in its Self Evaluation Report, leadership staff at Palomar does not appear to be responding to this service with expediency or urgency."

The actionable improvement plan from the 2015 Self Evaluation:
"The College will research options and develop and implement a plan by Fall 2015 that provides students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services (II.C.1.c)."

BP 3200   ACCREDITATION

Reference:
ACCJC Accreditation Eligibility Requirement 21 ~~20~~;
ACCJC Accreditation Standards I.C.12 and 13 (formerly IV.B.1.i)
Title 5 Section 51016

The Superintendent/President shall ensure that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of accrediting agencies of other District programs that seek special accreditation.

The Superintendent/President shall keep the Governing Board informed of the status of accreditations and the relevant accrediting associations.

The Superintendent/President shall ensure that the Governing Board is involved in each accreditation process in which Governing Board participation is required.

The Superintendent/President shall provide the Governing Board with a summary of each accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Changes in yellow suggested from CCLC.

Date Adopted: 4/14/2009
(Replaces former ~~current~~ Palomar College Policy 3200)

1 **GENERAL INSTITUTION**
2 <mark>**REV 3-4-16**</mark>

3 **AP 3200   ACCREDITATION**

4 **References:**
5   <mark>ACCJC</mark> Accreditation Eligibility Requirement 2~~10~~;
6   <mark>ACCJC</mark> Accreditation <mark>Standards I.C. 12 and 13 (formerly </mark>IV.B.1.i)
7   <mark>Title 5 Section 51016</mark>
8

9   In accordance with the standards of the Accrediting Commission for Community and
10 Junior Colleges (ACCJC), the District shall conduct a comprehensive self-
11 ~~study~~evaluation every ~~six~~ seven years and host a visit by an accreditation team. The
12 District shall prepare and submit mandatory midterm reports as required by ACCJC in
13 the ~~third~~ fourth year of each ~~six~~seven-year cycle. Further, the District shall prepare and
14 submit progress reports and annual reports as required by ACCJC.

15 When the ~~s~~Self ~~Study~~ evaluation <mark>report </mark>is completed, the Governing Board shall review
16 and approve it prior to submission to ACCJC in accordance with prescribed timelines.

17 District employees responsible for the functions related to the accreditation standards
18 shall be involved in the self- evaluation ~~study~~ and team visit. The process for producing
19 the written document that is the Comprehensive Self ~~Study~~ Evaluation shall include the
20 appointment of:

21   • A Self ~~Study~~ Evaluation Chair or Chairs, appointed by the
22   Superintendent/President in accordance with campus procedures. If the Chair
23   is a faculty member, the appointment shall be made jointly by the Faculty
24   Senate and Superintendent/ President

25   • Accreditation Liaison Officer, appointed by the Superintendent/President

26   • Active, campus-wide constituency participation inclusive of <mark>trustees</mark>,
27   administrators, faculty, classified and supervisory staff, and students and

28   • An Accreditation Steering Committee

29 The District recognizes that the process of accreditation is an ongoing and continuous
30 effort of planning, review, and improvement. To this end, the District shall establish a
31 governance committee, titled the Accreditation Steering Committee. The Accreditation
32 Steering Committee shall report to the District's principle governance committee, the
33 Strategic Planning Council, and provide the overall planning, guidance, response, and
34 preparation for the comprehensive Self ~~Study~~Evaluation, mid-term report, and other
35 report requirements from ACCJC. The Accreditation Steering Committee shall make
36 recommendations on any issues related to accreditation throughout the ~~six~~seven-year

Date Approved: SPC 04/21/09

37   cycle. The Accreditation Steering Committee shall maintain currency with accreditation
38   standards and procedures, including attending accreditation workshops. The
39   Accreditation Steering Committee shall communicate and distribute information related
40   to accreditation standards and procedures. The Accreditation Steering Committee shall
41   meet regularly and as necessary throughout the year.

42   The Accreditation Steering Committee shall form an Accreditation Writing Leadership
43   Team (AWLT), comprised of the Accreditation Steering Tri-Chairs, and members of the
44   institution selected by the Tri-Chairs for their expertise, as relevant to the report
45   requirements from ACCJC. The AWLT will provide overall preparation for the
46   comprehensive Self Evaluation, mid-term report, and other report requirements from
47   ACCJC and self-identified actionable improvement plans.

48   For each program requiring special accreditation, beyond that granted to the District by
49   ACCJC, the District shall comply with the specific accrediting agency's requirements.
50   This may include, but not be limited to, preparing accreditation studies and documents
51   for initial or reaffirmation of accreditation and preparing and submitting mandatory
52   progress reports. District employees responsible for the functions related to the
53   program's specific accreditation standards shall be involved in the accreditation
54   process. The Governing Board shall review and approve any studies or progress
55   reports as required by a program's specific accrediting agency.

56   Office of Primary Responsibility: Office of the Superintendent/President

Date Approved: SPC 04/21/09

AP 3505   EMERGENCY RESPONSE PLAN

References:
    Education Code, Sections 32280 et seq. and 71095;
    Government Code, Sections 3100 and 8607(a);
    19 California Code of Regulations (CCR) Sections 2400-2450;
    National Fire Protection Association 1600;
    Homeland Security Act of 2002;
    Homeland Security Presidential Directive-5;
    Executive Order S-2-05;
    34 Code of Federal Regulations Part 668.46(b)(13) and (g)

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

General information about the emergency response and evacuation procedures for the District are publicized each year as part of the District's Clery Act compliance efforts and that information is available on the District's Police Department Website.

The Palomar College Police Department has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation.

The District will use some or all of the systems described below to communicate information about significant incidents, including specific locations.

The District has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of a serious incident or an immediate threat to the campus community. These methods of communication include, but are not limited to:

- Palomar College Website: www.palomar.edu
- District Wide Emergency Notification System
- Opt-in Text Messaging
- Emergency Notification Towers and Wall Mounted Phones
- Electronic Signs on Campus and Campus Entrance Marquees
- Media communications, depending on circumstance

The District will post updates during a critical incident on the District web site at www.palomar.edu. Individuals can also call the District's recorded information telephone line at *(760) 891-7115*.

The yellow highlighted language is from CCLC legal Update 19 disseminated to districts to comply with changes to the Clery Act. Red highlighted text is District proposed language. Emergency Preparedness Plan working group changes and other made since 3/4/16.

Date Approved: SPC 2/15/2011

44

45 The District's *Director of Communications, Marketing, and Public Affairs* will be responsible
46 for the dissemination of emergency information to the larger community through some or all
47 of the above listed methods of communications. In the event of a catastrophic emergency,
48 information may come directly from the Palomar College Police Department.

49

50 **TESTING EMERGENCY RESPONSE AND EVACUATION PROCEDURES**

51

52 An evacuation drill is coordinated by the Environmental Health and Safety Department at
53 least once a year.

54

55 Located throughout the buildings, classrooms, and common areas of the District are:

56   •   Emergency procedures posters
57   •   Emergency Procedures flip-chart guides
58   •   Evacuation plan posters

59

60 These guides and posters identify Palomar's protocols for different types of disasters. In
61 order to ensure the safety of the campus community, emergency evacuation areas and
62 routes may change due to the location or nature of the emergency. In either case, emergency
63 personnel on the scene will communicate information to the campus community regarding the
64 developing situation or any evacuation status changes.

65

66 Evacuation drills are monitored by the Environmental Health and Safety Department to
67 evaluate egress and behavioral patterns. Reports are prepared by participating departments
68 which identify deficient equipment so that repairs can be made immediately. Recommenda-
69 tions for improvements are also submitted to the appropriate departments and offices for
70 consideration.

71

72 The District's Environmental Health and Safety Department coordinates announced and
73 unannounced evacuation drills annually (at a minimum) as described above.

74 Following drills Environmental Health and Safety and Campus Police assess emergency
75 response procedures capabilities and disseminates information as needed.

76

77 In the event of an emergency, natural disaster, or the occurrence of a hazardous condition,
78 the District must ensure the activation of a plan or procedures to protect and govern
79 employees, students, visitors, and children in childcare programs at District facilities.

80

81 The Superintendent/President shall ensure that an emergency management team is created
82 to aid in the development, implementation, and communication of its emergency response
83 plan.

84

85 The District's Emergency Response Plan shall adopt California's Standardized Management
86 System (SEMS) and the National Incident Management System (NIMS). The purpose of

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87 SEMS is to provide a standardized response to emergencies involving multiple jurisdictions
88 or multiple agencies. Compliance with requirements includes the use of the basic principles
89 and components of emergency management which include the Incident Command System
90 (ICS), multi-agency or inter-agency coordination, the operational area concept and estab-
91 lished mutual aid systems. SEMS and NIMS both utilize ICS. ICS is the combination of
92 facilities, equipment, personnel, procedures, and communications operating within a common
93 organizational structure, that is responsible for the management of resources to effectively
94 accomplish the District's stated objectives in response to an incident.
95
96 For compliance with NIMS and SEMS mandates, the following information shall be included
97 in the District's Emergency Response Plan:
98

99 • Plan activation procedures

100 • Chain of command procedures

101 • Emergency management procedures, including mitigation and prevention,
102   preparedness, response, and recovery

103 • Procedures to coordinate comprehensive emergency management and preparedness
104   activities with appropriate local, state, and federal government authorities
105
106 The Superintendent/President must ensure that District personnel with assigned roles within
107 the emergency response plan complete appropriate specialized training, in compliance with
108 NIMS and SEMS mandates. The District must comply with NIMS and SEMS to receive state
109 or federal funding.
110
111 The Superintendent/President must ensure that the District's emergency response plan is
112 updated and communicated regularly.
113
114 Office of Primary Responsibility: Finance and Administrative Services

The yellow highlighted language is from CCLC legal Update 19 disseminated to districts to comply with changes to the Clery Act. Red highlighted text is District proposed language. Emergency Preparedness Plan working group changes and other made since 3/4/16.

Date Approved: SPC 2/15/2011

DRAFT STRATEGIC PLAN 2019

Vision
Learning for Success

Mission
Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.
We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values
Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of
- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

1

DRAFT GOAL AND OBJECTIVES
(Aligned with College Priorities)

1) It is important to note that even though we narrowed our goals and aligned them to the college's current priorities, there is crossover among objectives. For example, developing and communicating clear educational pathways could serve to stabilize enrollments by improving retention and persistence. However, we have included that objective under the Student Access, Persistence, and Completion goal.

2) By focusing on the college priorities we have been discussing, we do miss a few things. Notably, we do not have a goal focused on what we actually do (e.g., teaching and learning) See below.

Goal 1: Stabilize student enrollments.

<u>Objective 1.1:</u> Increase course offerings in the southern portion of the district.

<u>Objective 1.2:</u> Expand concurrent enrollment opportunities with local feeder K-12 districts.

<u>Objective 1.4:</u> Improve scheduling and enrollment efficiency of current course offerings. (For example: scheduling to ensure students can complete, scheduling to improve efficiency, improved schedule planning)

Goal 2: Ensure the fiscal stability of the College.

<u>Objective 2.1:</u> Balance the budget such that ongoing expenditures align with ongoing revenue.

<u>Objective 2.2:</u> Explore revenue growth areas that align with the college's mission such as international education and contract education.

Goal 3: Maintain and support a diverse workforce.

<u>Objective 3.1:</u> Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

<u>Objective 3.2:</u> 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.

Goal 4: Strengthen efforts to improve outreach, retention, and student success.

Objective 4.1: Identify and implement targeted recruitment strategies for college programs.

Objective 4.2: Establish relationships with local feeder high schools and universities through partnerships that facilitate access and seamless transfer.

Objective 4.3: Establish clear academic and career pathways and support to ensure students can successfully complete their studies.

Objective 4.4: Implement user-friendly technology tools that allow students to easily enroll, persist, and complete their studies.

Objective 4.5: Identify and implement strategies focused on addressing achievement gaps among the college's diverse student body.

Objective 4.7: Revise program review and planning processes to ensure ongoing evaluation of programs and their relevance to the community.

Goal 5: Strengthen the college's message to our community.

Objective 5.1: Engage a third party to review of our current processes and make recommendations that will help us remind our community that we are the destination college in North County.

Objective 5.2: Implement marketing/messaging plan developed as a result of completing objective 5.1.

Other Areas to Consider
- Teaching and Learning
    - Basic Skills
    - Knowledge of Human Cultures and the Natural and Physical World
    - Innovation?
- Technology / Use of Technology
- Facilities