



## STRATEGIC PLANNING COUNCIL AGENDA

Date: February 20, 2018  
Meeting Time: 2:30p-4:00p  
Place: AA-140

**CHAIR:** Joi Lin Blake

**MEMBERS:** Jenny Akins, Michelle Barton, Colleen Bixler, Lisa Carmichael, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Erin Scott, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

**RECORDER:** Cheryl Ashour

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|---|------------|--------|
| <b>A. <u>MINUTES</u></b>  |            | 2 min  |
| 1. Approve Minutes of February 6, 2018  |            |        |
| <b>B. <u>ACTION ITEMS/SECOND READING</u></b>  |            |        |
| 1. Guided Pathways Plan   | Exhibit B1 | 5 min  |
| <b>C. <u>ACTION ITEMS/FIRST READING</u></b>   |            |        |
| 1. Master Plan 2022 Governance Structure  | Exhibit C1 | 5 min  |
| <b>D. <u>INTEGRATED PLANNING MODEL</u></b>  |            | 20 min |
| 1. Integrated Planning Calendar   |            |        |
| 2. Staffing Plan  |            |        |
| <b>E. <u>INFORMATION/DISCUSSION</u></b>   |            |        |
| 1. Proposed Changes to Pell, R2T4 and Block Funding                                 |            | 10 min |
| 2. Proposed Schedule for North/South  |            | 5 min  |
| 3. Update on GP and SEM Plan  |            | 10 min |
| 4. Community Book Club Reading:<br><i>Redesigning American's Community Colleges</i> |            | 20 min |
| 5. RAF Inservice  |            | 5 min  |
| <b>F. <u>ACCREDITATION</u></b>  |            | 5 min  |
| 1. Accrediting Commission Actions and Policy Updates                                |            |        |
| 2. Palomar College Accreditation update   |            |        |
| <b>G. <u>REPORTS OF PLANNING COUNCILS/DEPARTMENTS</u></b>                           |            | 5 min  |
| 1. Finance & Administrative Services Planning Council – Ron Perez                   |            |        |
| 2. Human Resource Services Planning Council – Lisa Norman                           |            |        |
| 3. Instructional Planning Council – Jack Kahn                                       |            |        |
| 4. Student Services Planning Council – Adrian Gonzales                              |            |        |
| 5. Foundation – Stacy Rungaitis   |            |        |
| 6. Professional Development – Kelly Falcone   |            |        |

**H. REPORTS OF CONSTITUENCIES**

5 min

1. Administrative Association – Connie Sterling
2. Associated Student Government – Erin Scott
3. CCE/AFT – Anel Gonzalez
4. Confidential/Supervisory Team – Jenny Akins
5. Faculty Senate – Travis Ritt
6. PFF/AFT – Teresa Laughlin/Colleen Bixler

**I. OTHER ITEMS**



**STRATEGIC PLANNING COUNCIL  
MINUTES  
February 20, 2018**

A regular meeting of the Palomar College Strategic Planning Council scheduled February 20, 2018, was held in AA-140. Vice President Adrian Gonzales called the meeting to order at 2:35 p.m.

**ROLL CALL**

Present: Jenny Akins, Michelle Barton, Colleen Bixler, Carmelino Cruz, Patti Dixon, Kelly Falcone, Adrian Gonzales, Teresa Laughlin, Connie Moise, Lisa Norman, Travis Ritt, Erin Scott, Buddy Springer for Dan Dryden, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq  
Absent: Joi Blake, Lisa Carmichael, Dan Dryden, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack Kahn, Martha Martinez, Ron Perez, Stacy Rungaitis  
Guest: Kendyl Magnuson, Marti Snyder  
Recorder: Cheryl Ashour

**A. MINUTES**

**1. Approve Minutes of February 6, 2018**

MSC (Ritt/Titus) to approve the February 6, 2018 Minutes as presented

**B. ACTION ITEMS/SECOND READING**

**1. Guided Pathways Plan (Exhibit B1)**

There were no comments.

MSC (Ritt/Falcone) to approve the Guided Pathways Plan as presented (Dixon opposed)

**C. ACTION ITEMS/FIRST READING**

**1. Master Plan 2022 Governance Structure (Exhibit C1)**

Michelle Barton reviewed the Planning Cycles timeline and stated the Master Plan 12 year cycle update should have been done in 2016. It was recommended the Master Plan be updated at this time. The District's architects brought in a consultant to assist in the task and the work will be done through a steering committee drawn from members of the planning councils. She reviewed the timeline to complete the Master Plan update.

After discussion regarding membership, it was decided to add Dean Margie Fritch, and one representative from each of the following groups: PFF, CCE, and CAST.

MSC (Dixon/Titus) to move the amended Master Plan 2022 Governance Structure to Action/Second reading

MSC (Ritt/Titus) to approve the Master Plan 2022 Governance Structure as amended

**D. INTEGRATED PLANNING MODEL**

**1. 2017-2018 Planning Calendar**

There was no discussion.

**2. Staffing Plan**

Lisa Norman reported on the progress of the Staffing Plan. She stated HRSPC reviewed other community colleges' staffing plans and determined the information that needs to be included. The goal is to condense the plan to 30 pages and structure it in 5-year increments. SPC will be updated as progress is made.

Teresa Laughlin asked if the unit efficiency model will be used for all employees groups, not just faculty? Dr. Norman responded that this model typically is used only for faculty.

**E. INFORMATION/DISCUSSION**

**1. Proposed Changes to Pell, R2T4 and Block Funding**

Adrian Gonzales discussed the federal proposal to change the dates of when students have to pay back a loan if they withdraw. He reviewed the proposed dates and the effect it could have on the District. The District's liability could be up to \$350,000 if the change occurs, because the District will need to pay back the loan upfront and then seek reimbursement from the student.

Adrian Gonzales discussed the proposed changes to the Block Funding for categorical programs, such as EOPS, DSPS, and Basic Skills. The proposal will give Districts one block of funding, which Districts will use to pay for all categorical programs, instead of each group being funded separately as it is now done.

**2. Proposed Schedule for North/South**

This item was tabled.

**3. Update on Guided Pathways and SEM Plan**

Travis Ritt provided an update on the Guided Pathways and SEM plans.

**4. Community Book Club Reading: *Redesigning American's Community Colleges***

Kelly Falcone led a discussion of Chapter 1. She reviewed a summary of comments and discussion from those online and from other meetings. Members shared their thoughts, especially regarding guided pathways and the need to assist students as they navigate the system. Erin Scott, the ASG representative, stated that students want more guidance on taking the correct classes or the sequence of classes to complete in a timely manner. They would like to receive an email or meet with a counselor if they begin to take too many classes that don't apply to their major.

**3. RAF Inservice**

This item was tabled.

**F. ACCREDITATION**

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

There was no report.

**2. Palomar Accreditation Update (Exhibit F2)**

Michelle Barton reported the Sub-change committee approved the proposal. A Sub-change may be done for the North Center because it is a requirement in order for students to receive financial aid.

**G. REPORTS OF PLANNING COUNCILS**

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

There was no report.

**2. Human Resource Services Planning Council**

Lisa Norman reported HRSPC discussed the Staffing Plan and communication strategies at its last meeting. They reviewed the hiring process and workflow process and discussed strategies to prevent bottlenecks.

**3. Instructional Planning Council**

There was no report.

**4. Student Services Planning Council**

Adrian Gonzales reported SSPC discussed PRP strategic and planning needs.

**5. Foundation**

There was no report.

**6. Professional Development**

There was no report.

**H. REPORTS OF CONSTITUENCIES**

**1. Administrative Association**

There was no report.

**2. Associated Student Government**

Erin Scott reported ASG sent representatives to the recent San Diego Leadership Conference.

**3. CCE/AFT**

Carmelino Cruz reported CCE delivered bags for the new food pantry. They requested training for their employees on new and old processes.

**4. Confidential/Supervisory Team**

There was no report.

**5. Faculty Senate**

There was no report.

**6. PFF/AFT**

Teresa Laughlin reported she and Colleen Bixler attended the regional meeting. The most pressing issue was the threat to unions through the Janus v AFSCME lawsuit that challenges unions' authority under state law to collect compulsory fees from all employees they serve.

**I. ADJOURNMENT**

There being no remaining items, the meeting was adjourned at 4:00 pm.

# Palomar College Guided Pathways Plan- Phase One

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## Background

The Guided Pathways framework creates a highly structured approach to student success. The framework provides students with a set of clear course-taking patterns **toward transfer, and degree and certificate completion, accompanied with embedded student services, aimed at helping students achieve their educational goals.** Guided Pathways promotes better enrollment decisions and prepares students for success. The Guided Pathways framework is intended to integrate institutional plans and all institutional efforts in ways that make it easier for students to get the help they need during every step of their community college experience (Chancellor's Office, <http://cccgp.cccco.edu/About-Guided-Pathways>).

## The Self-Assessment

In the Fall of 2017, Palomar College conducted a [self-assessment](#) to identify the college's readiness to adopt Guided Pathways. The self-assessment was the first step in the process towards developing and offering Guided Pathways for our students. By submitting the self-assessment to the Chancellor's Office, Palomar completed the first step as required to receive funding from the state.

This Self-Assessment intends to 1.) Serve as a learning tool for colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way, 2.) Inform the CCCCCO about what types of capacity building resources would help colleges engage in Guided Pathways, 3.) Provide an aggregate picture of college Guided Pathway processes with regards to inquiry, design, and implementation of key elements and how they are progressing over time. (Chancellor's Office, [http://cccgp.cccco.edu/Portals/0/uploads/GP/Info\\_GP\\_Assessment\\_Tool\\_2017.pdf](http://cccgp.cccco.edu/Portals/0/uploads/GP/Info_GP_Assessment_Tool_2017.pdf)).

The aggregate picture includes 14 elements that the Chancellor's Office provided for self evaluations to determine how much progress we have made on Guided Pathways prior to doing the assessment. The team rated Palomar College overall as an Early Adoption college (stage 2 out of 5) in terms of our progress for Guided Pathways. The assessment tool was then approved by our various constituent groups, signed by the Faculty Senate, Vice President of Instruction, the President, and the Governing Board. It was then shared with the Guided Pathways Team who **developed** the Guided Pathways Plan.

## The Plan

The Guided Pathways Team is composed of faculty, staff, administrators, and a student. The team met for several days in January of 2018 to put together this plan. Palomar's goal, per the Chancellor's Office directive, **is to integrate the plan into our institutional planning process (and align with major plans such as the Strategic Plan, Strategic Enrollment Management Plan, and Integrated Plan (SSSP/Equity and Basic Skills), implement the Guided Pathways plan** over a five year period, and move the college from Early Adoption to a full scale Guided Pathways Plan.

Palomar College recognizes the diversity of our students' educational goals. Many of our students wish to move through our system efficiently, get the courses they need to transfer or obtain a career in a reasonable time frame. Our current system has many roadblocks for these students. Palomar is developing and adopting the guided pathways framework to improve our current practices and to support students.

## Vision Statement for Guided Pathways

Guided Pathways provides all students with clear course-taking patterns embedded student services, that promote efficient enrollment decisions and prepare students for future success.

Palomar College will:

- Offer efficient and flexible course taking patterns to meet education and career goals.
- Help students in discovering, clarifying, and choosing pathways.
- Provide support **services** to help students navigate their path.
- Ensure a quality learning environment and facilitate meaningful relationships to support student success.

## CCC GP Implementation Timeline

The Guided Pathways Plan covers four phases.

Key Elements	Phase 1: Spring 2018-Summer 2019	Phase 2: Fall 2019-Summer 2020	Phase 3: Fall 2020-Summer 2021	Phase 4: Fall 2021-Summer 2022
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry	X			
2. Shared metrics	X			
3. Integrated planning	X	X		
<b>Design (4-8)</b>				
4. Inclusive decision-making	X	X	X	
5. Intersegmental alignment		X	X	X
6. Guided major and career exploration opportunities	X	X	X	X



7. Improved basic skills	X	X	X	X
8. Clear program requirements	X	X	X	
<b>Implementation (9-14)</b>				
9. Proactive and integrated student supports	X	X	X	X
10. Integrated technology infrastructure	X	X	X	
11. Strategic professional development	X	X	X	X
12. Aligned learning outcomes	X	X	X	
13. Assessing and documenting learning opportunities	X	X	X	X
14. Applied learning opportunities	X	X	X	

## Phase One Plan (The “Gestalt”)

### Themes of phase one:

- Research and Planning
- Development
- Internal and External Communication Strategy
- Integration
- Institutional Effectiveness

Key Element #1	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
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<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in a broad, deep, and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Scaling in Progress	<p>I. Bring together representative constituents to develop a Research Plan, including methodology to collect information and feedback from stakeholders, in order to inform the planning and implementation of Guided Pathways.</p> <p>II. Develop a formative <b>and summative</b> evaluation plan to allow the college to evaluate, assess, and refine its efforts.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/SSSP/Basic Skills Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>Institutional Research and Planning (IRP), Minority Male Community College Collaborative (M2C3), Instructional Planning Council (IPC), The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant.</p>	<p>I. Research Plan was developed.</p> <p>II. Formative <b>and summative</b> evaluation plan was developed.</p> <p>See element #2.</p>	Full Scale
Key Element #2	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	Full Scale	<p>I. Identify which metrics are needed to assess Guided Pathways.</p> <p>II. Organize <b>and integrate</b> existing data sources in a manner that will assist Guided Pathways efforts on an ongoing basis.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/Basic Skills/ SSSP Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>IRP, Minority Male Community College Collaborative (M2C3), IPC, The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant (AEBG).</p>	<p>I. Metrics were identified.</p> <p>II. Data were organized and made readily available on a single webpage.</p> <p>See element #1.</p>	Full Scale
Key Element #3	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.	Early Adoption	<p>I. <b>Conduct a gap analysis</b> of our current governance structure <b>to assess</b> how the Guided Pathways Plan overlaps current activities and practices and whether the current institutional structure best serves communication and institutional effectiveness. (See #4 below).</p> <p>II. Obtain research and related data on the efficacy and use of Guided Pathways at other colleges to inform and facilitate discussions campus wide.</p> <p>III. Develop an internal and external Communication Strategy and Campaign for Guided Pathways and uniquely brand Palomar's Pathways.</p>	<p><u>Initiatives to align with:</u></p> <p>Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Councils, Faculty Senate, Library, IRP, Guided Pathways assessment team, Career Technical Education, Academic Technology, Information Services (IS), Public Information Office (PIO), the Comet Exchange, and Policies and Procedures.</p>	<p>I. An updated governance structure that includes Guided Pathways was developed.</p> <p>II. Visits to two other colleges with the Guided Pathways framework occurred and information was incorporated into the Communications Plan and Campaign and the Research plan. A written report from the visiting team was shared through the governance structure.</p> <p>III. A Palomar College Communications Plan and Campaign for guided pathways was developed for both internal and external audiences. .</p> <p>See element #3.</p>	Scaling in Progress
Key Element #4	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.</p>	Scaling in Progress	<p>I. <b>Develop</b> a Guided Pathways Team <b>composed of constituent group</b> representation and ensure students play a key role in the progress of Guided Pathways.</p> <p>II. Engage students to determine best practices to involve them in Guided Pathways work.</p>	<p><u>Initiatives to align with:</u></p> <p>Strategic Plan, <b>SEM Plan, SSSP/Equity/BSI plan.</b></p> <p><u>Groups to coordinate with:</u></p> <p>Faculty Senate, Institutional Research IRP, Planning Councils, ASG, Student Affairs, Student Services, and the Interclub Council.</p>	<p>I. A Guided Pathways Team was <b>developed</b>.</p> <p>II. A student survey and four focus groups were executed to gather data to determine the best ways to engage students. Student survey and focus group results were disseminated and discussed within the Guided Pathways Team and shared with institutional councils.</p>	Scaling in Progress
Key Element #5	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Will scale current practices and examine existing existing initiatives and efforts.  (Not including in plan this year)			
Key Element #6	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) The college has structures in place to scale major and career exploration early on in a student's college experience.	Pre-adoption	I. Develop an infrastructure that integrates initiatives, resulting in a career exploration plan that can be seamlessly integrated with Guided Pathways.	<u>Initiatives to align with:</u>  Adult Education Block Grant, Regional Strong Workforce Plan, Strong Workforce Initiative and Plan, California Career Pathways Trust.  <u>Groups to coordinate with:</u>  Career Center, Counseling Department, IPC, Student Services Planning Council (SSPC) I, First Year Experience, Science Technology Education and Math (STEM) Academies, First Year Experience (FYE), Apprenticeship, Work Experience, Service Learning, Internship courses representatives.	I. An integrated career exploration plan was developed that connects Meta-Majors and Discipline mapping.  See elements #8 and #14.	Early Adoption

Key Element #7	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	Scaling in Progress	<p>I. Determine <b>existing support services</b> and coordinate efforts for best practices and preparation for Guided Pathways.</p> <p>II. Align the obligations of AB705 to Guided Pathways.</p>	<p><u>Initiatives to align with:</u></p> <p>SSSP/Equity/BSI plan, AB 705 requirements, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Tutoring Committee, English as a Second Language (ESL), Math, English, Reading, FYE, IRP, all instructional support centers, articulation, Occupational and Noncredit Program.</p>	<p>I. A list of current services and gaps were identified. A recommendation for better integration and implementation was developed.</p> <p>II. <b>Developed an integrated foundation skills plan aligned with AB 705.</b></p>	I. Scaling in Progress
Key Element #8	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

<p>8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. The college offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> <li>I. Use Backwards design to identify meta-majors.</li> <li>II. Revise all Program Review Plans to include preparation for Guided Pathways.</li> <li>III. Start program evaluation and mapping process <b>of programs to meta-majors.</b></li> <li>IV. Develop a standard course mapping template <b>of courses to majors.</b></li> <li>V. <b>Ensure a fiscally responsible schedule that is consistent with the mapping In III and IV.</b></li> </ol>	<p><u>Initiatives to align with:</u> Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u> IPC, SSPC, , Counseling the Transfer Center, Articulation, Curriculum Committee, Learning Outcomes Committee, IRP, Information Services, Academic Technology, all Planning Councils, STEM academies.</p>	<ol style="list-style-type: none"> <li>I. Meta-majors were identified.</li> <li>II. Program Review and Planning forms were revised to include Guided Pathways.</li> <li>III. Program Mapping was completed.</li> <li>IV. A standardized course mapping template was developed.</li> <li>V. Scheduling software was purchased that allows for the creation of a more efficient schedule (AD ASTRA).</li> </ol> <p>See elements #6 and #14.</p>	<p>Scaling in Process</p>
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Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	Early Adoption	<p>I. Review the literature and examine other colleges' student support programs in Guided Pathways. Identify student support programs and services to <b>embed with</b> each meta-major and pathway.</p> <p>II. Analyze orientation, registration, onboarding, educational planning, and application processes (business process analysis).</p> <p>III. Work with service areas to develop Mission Statements and Service Area Outcomes.</p> <p>IV. <b>Develop</b> a plan that includes a timeline, designated personnel, and methods for key points in reaching out to students.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Regional and Local Strong Workforce, Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Student Success and Equity Council, SSPC, Learning Outcomes Council, Counseling, Teaching and Learning Center (TLC), Tutoring Committee, all instructional support centers, Library, FYE, Summer Bridge, Career Center, Apprenticeship, Work Experience, Academic Technology, STARFISH team, Orientation Services, <del>SSPC, Advising, Transfer Center</del>, Learning Outcomes committee, IRP.</p>	<p>I. An initial plan for coordinated current services was <b>developed</b>.</p> <p>II. The plan for the redesign of processes was completed.</p> <p>III. All service areas have mission statements and service area outcomes.</p> <p>IV. A timeline for check-ins with students was established.</p> <p>See elements #6, #10.</p>	Scaling in process
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	Early Adoption	I. <b>Conduct</b> a business process analysis <b>for better utilization</b> of technology in student services (see element #9).	<u>Initiatives to align with:</u>  Strategic Plan, SEM plan, <b>SSSP/Equity/BSI</b> .  <u>Groups to coordinate with:</u>  STARFISH team, the Strategic Planning Council (SPC), Information Services, <b>TMP Workgroup</b> , Academic Technology, and 3C Media Solutions.	I. A Business Process analysis was completed (gaps were identified, and solutions were recommended to the campus).  See element #9.	Early Adoption.
Key Element #11	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and	Early Adoption	I. <b>Develop</b> and offer PD workshops on: <b>A. The Introduction to Guided Pathways.</b> <b>B. Backwards design to map current programs into meta-majors.</b> <b>C. Embedding support services in the classroom.</b> <b>D. Understanding the college's data and how to use the data to implement and assess the Guided Pathways Plan.</b>	<u>Initiatives to align with:</u>  Integrated SSSP/Equity/BSI plan, Strategic plan, and SEM plan.  <u>Groups to coordinate with:</u>  ASG, Professional Development, Education to Career Network, Councils.	I. PD workshops were developed and offered face to face and online on: <b>A. The Introduction to Guided Pathways</b> <b>B. Backwards design to map current programs into meta-majors</b>	Scaling in Progress

administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.				C. Embedding support services in the classroom.. D. Understanding the college's data and how to use the data to implement and assess the Guided Pathways Plan.	
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption

12. Aligned Learning Outcomes - (Ensure Students are Learning) Learning Outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	Early Adoption	<p>I. <b>Improve SLO process to ensure</b> course and program SLOs and assessment plans are appropriate and measurable.</p> <p>II. <b>Develop</b> curriculum <b>outcome</b> maps for <b>each program</b>, where appropriate. These maps <b>should</b> include where outcomes are introduced, developed, and mastered.</p> <p>III. Realign course SLOs with ILOs and GE/ILOs</p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. Departments reviewed their SLO's to ensure they are appropriate and measurable.</p> <p>II. Curriculum (outcomes) maps exist for all programs where appropriate.</p> <p>III. SLOs were realigned to current ILOs and GE/ILOs.</p> <p>See elements #8, #9 and #13.</p>	Scaling in Progress
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.	Early Adoption	<p>I. Develop a <b>process to analyze pathway outcomes by sharing data between programs.</b></p> <p>II. <b>Develop methods demonstrating the effective use</b> of learning outcomes assessments to <b>facilitate course and program improvements.</b></p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. A procedure for sharing Student Learning Outcome results across programs was developed.</p> <p>II. Models were <b>developed</b> for training purposes.</p> <p>See element #12</p>	Early Adoption

Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.					
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipate d Scale of Adoption
14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextual ized learning and practice. Opportunities have been coordinated strategically within	Early Adoption	<p>I. Conduct an analysis of effective practices and services with a focus on organizational structure for experiential learning.</p> <p>II. Promote and support experiential learning in the classroom.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Strategic plan, SEM plan, SSSP/EquityBSI plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Service learning, internships, externships, apprenticeships, career center, counseling, work experience, (ASG).</p>	<p>I. An analysis of applied learning experiences was developed and a recommendation for further work with Guided Pathways was implemented.</p> <p>II. A plan was developed to promote and support experiential and active learning inside and outside the classroom.</p>	Scaling in Progress

and/or amongst programs.			IPC, SSPC, Financial and Administrative Services, Facilities, Professional Development, STEM center, ASG Student Affairs.	See elements #6 and #8	
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## CCC GP Guided Pathways Allocations

**Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses.**

The 2017-18 State Budget authorized \$150 million in one-time funds for the implementation of Guided Pathways. \$135 million of those funds are to be allocated to colleges. The \$135 million allocation is based on 35% total FTES, 45% total number of Pell grants awarded, and 20% equal distribution. The total allocation will be spread out over five years as follows: 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5. Although the amount may change, here is the estimation for Palomar College:

Total 5 year allocation:	Year One (4/18)	Year Two (4/19)	Year Three (4/20)	Year Four (4/21)	Year Five (4/22)
\$1,516,425	\$379,106	\$454,928	\$379,106	\$151,643	\$151,643

**Palomar College Phase One Allocation is \$379,106**

Sample Categories	Anticipated %	Anticipated amount
<b>Personnel or Release Time</b>		
Student Participation	3%	11,373
Consultant for Business Process Analysis	11%	40,000
1.0 FTEF Reassignment Backfill	11%	40,000
<b>Professional Development</b>		
Prepare and Offer workshops and cover travel for Guided Pathways Professional Development	28%	108,104

<b>Plan Implementation</b>		
<b>plan</b>	<b>Funding to execute various aspects of the</b>	
		16%
		60,000
<b>Software</b>		
	AD ASTRA	26%
		100,674
<b>Other</b>		
	Marketing and Communications Materials	5%
		18,955
	<b>TOTAL</b>	100%
		=\$379,106

## HS Grades for Assessment/Placement

### Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process	The College has implemented multiple measures models for placing students into math, English, and reading courses. These models incorporate student academic performance information from high school, including GPA and grades in specific courses, to derive a course placement recommendation. Statewide research has shown placing students into courses using multiple measures results in more accurate placement than when placing them using a test alone. Multiple measures placement also decreases equity gaps in placement and completions. The Office of Institutional Research and Planning (IRandP) is examining the impact of the college's multiple measures models on student placement levels and course success rates.
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## Support Needed from Chancellor's Office

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

We would like to receive early or regular feedback from the Chancellor's office to see if we are on the right track. In addition, contact information from colleges who have made progress on various elements would be very beneficial. In addition, we would like to request access to more information about MyPath and how it might assist in overall goals.





## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Michelle Barton					<b>Date:</b> February 20, 2018	
<b>Proposed Name of Requested Group:</b> Master Plan 2022 Update						
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	X
<b>Action Requested:</b>			<b>Add</b>		<b>Delete</b>	<b>Change</b>
<p><b>Role:</b></p> <ul style="list-style-type: none"> <li>Working with identified master planning consultant, guide the mid-cycle update of Master Plan 2022 per the District's planning cycle.</li> <li>Serve as liaison to the District's Planning Councils as part of the Master Plan 2022 Update.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>Updated Master Plan 2022.</li> </ul>						
<b>Reporting Relationship:</b> Strategic Planning Council						
<b>Meeting Schedule:</b> Second Tuesday of the Month (March 13, April 10, May 8) in the afternoon (specific time to be determined)						
<p><b>Co-Chairs:</b> Sr. Director, Research and Planning; Member appointed by the Membership</p> <p><b>Members:</b>          Sr. Director, Institutional Research and Planning          Vice President, Instruction          Faculty Senate President or Designee          Two (2) Faculty representatives from Instructional Planning Council          Two (2) representatives from Student Services Planning Council, one a Counselor          One (1) Representative from Finance &amp; Administrative Services Planning Council, Classified or Administrative          One (1) Representative from Human Resource Services Planning Council, Classified or Administrative          One (1) Student Representative appointed by ASG          Director, Facilities          Director, Information Services</p>						

Reviewed by Strategic Planning Council:  
 First Reading 02/20/2018  
 Approved