



STRATEGIC PLANNING COUNCIL AGENDA

Date: May 15, 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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| A. <u>MINUTES</u> | | 2 min |
| 1. Approve Minutes of May 1, 2018 | | |
| B. <u>ACTION ITEMS/SECOND READING</u> | | |
| 1. IPC Membership Governance Structure | Exhibit B1 | 10 min |
| C. <u>ACTION ITEMS/FIRST READING</u> | | |
| 1. Faculty Position Requests & Prioritization for 2019-20 | Exhibit C1 | 10 min |
| 2. Strategic Plan 2019 Year 3 | Exhibit C2 | 15 min |
| D. <u>ACCREDITATION</u> | | |
| 1. Review of SPC's Accreditation Standards | Exhibit D1 | 10 min |
| E. <u>INTEGRATED PLANNING MODEL</u> | | 15 min |
| 1. Planning Discussion | | |
| F. <u>INFORMATION/DISCUSSION</u> | | |
| 1. New Division/Department Names: | Exhibit F1 | 10 min |
| • Math Science & Engineering Division (was <i>Mathematics & the Natural and Health Sciences Division</i>) | | |
| • Workforce, Community & Continuing Education Department (combining two Departments: <i>Workforce Development and Extended Studies</i> and <i>Occupational Noncredit Programs</i>) | | |
| 2. Transfer Advisory Committee | | 5 min |
| 3. Digital Parking | | 5 min |
| 4. Discussion on Chapters 5-7 of the Community Book Club Reading: <i>Redesigning American's Community Colleges</i> | | 20 min |
| G. <u>REPORTS OF PLANNING COUNCILS/DEPARTMENTS</u> | | 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 | | |
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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
May 15, 2018**

A regular meeting of the Palomar College Strategic Planning Council scheduled May 15, 2018, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

ROLL CALL

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

A. MINUTES

1. Approve Minutes of May 1, 2018

MSC (Perez/Rungaitis) to approve the May 1, 2018 Minutes as revised (C-4: kbm should be bkm)

B. ACTION ITEMS/SECOND READING

1. IPC Membership Governance Structure (Exhibit B1)

Jack Kahn reminded SPC that recommendations were made at the March 20 first reading for further changes to the membership. The recommendations were brought to IPC and a decision was made to only add an additional Classified Unit Employee and the Professional Development Coordinator to the IPC membership. He explained why the other membership recommendations from the March 20 first reading were not brought forward for second reading.

Joi Blake reported the District is considering filing for an IEPI Grant to do an analysis of our governance structure.

MSC (Towfiq/Ritt) to approve the IPC Membership Governance Structure as presented

C. ACTION ITEMS/FIRST READING

1. Faculty Position Requests & Prioritization for 2019-2020 (Exhibit C1)

Jack Kahn reviewed the top nine positions IPC is recommending for Faculty hires for next year. President Blake will review the prioritization list with Dr. Kahn so Palomar can get an early start on the hires.

2. Strategic Plan 2019 Year 3 (Exhibit C2)

Michelle Barton reported this item will go to second reading at the Orientation/Planning meeting in August. She reviewed the changes made since the Plan was last reviewed in SPC. Stacy Rungaitis requested the members revisit the Mission and Vision Statement. Ms. Barton responded that the SP 2019 sunsets next year; the Mission and Vision Statement will be reviewed when the Strategic Plan 2022 is written, beginning Fall 2018 and completed the end of Spring 2019. Discussion ensued on topics that will be deliberated when planning for SP 2022: student needs, the Master Plan, alignment with the Chancellor's Vision for Success, and reviewing our processes to be more efficient.

D. ACCREDITATION

1. Review of SPC's Accreditation Standards (Exhibit D1)

Michelle Barton reported beginning in the fall SPC will focus on the accreditation standards it is assigned and allocated:

- Standard 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity
 - Mission
 - Assuring Academic Quality and Institutional Effectiveness
 - Institutional Integrity
- Standard IV: Leadership and Governance
 - Decision-Making Roles and Processes

Ms. Barton summarized the two standards and the role of SPC in each.

E. INTEGRATED PLANNING MODEL

1. Planning Discussions

Joi Blake reported she recently met with PFF leadership for their regular meeting. They requested SPC have a discussion on the planning process. Barbara Baer introduced herself and stated she is the new PFF Co-President. She was told SPC meetings are mostly report-based and not planning-based. Other members agreed that it feels like the governance structure is heavily information-based and should be more action-oriented. Dr. Blake stated perhaps a portion of SPC meetings can be devoted to having a dialog around planning where we want to go as an institution. It is important to have action items built into it as well. She led a discussion on ways the SPC agenda could be restructured to create opportunities for discussion and handling business to be more effective. The following suggestions were made:

- Blend the Budget Committee into SPC the second meeting of the month, focusing on the budget and planning
- Have the planning council, department and constituent reports have a direct bearing on the District's strategic goals or planning
- More frequent, but informal, progress reports on Year 3 objectives
- When reports are made, link them to a goal
- Think about what reports from constituent groups should look like and how we may want to move forward this year

Dr. Blake stated SPC will discuss this further at the Retreat in August. She asked everyone to think about how they would like SPC structured next year to be more action-oriented and planning-based.

F. INFORMATION/DISCUSSION

1. New Division/Department Names:

Jack Kahn reported on two name changes that went through IPC. The name of the Mathematics & The Natural and Health Sciences Division was changed to Math, Science & Engineering Division. Two departments, Workforce Development and Extended Studies and Occupational Noncredit Programs, were combined into one department called the Workforce, Community & Continuing Education Department.

Discussion ensued on the best way to notify the campus community of changes that everyone should be made aware.

2. Transfer Advisory Committee

This item was tabled.

3. Digital Parking

Police Chief Chris Moore presented a PowerPoint regarding digital parking permits through an app, Park Mobile. The visitor parking meters can be expanded through digital signage; instead of buying a parking meter, a sign will direct visitors to download a parking app. This will enable a student to buy a permit online and be safe from any enforcement. It will decrease the time and effort a student spends obtaining a permit, as well as substantially decrease staff time.

Chief Moore presented a revenue analysis on parking fees, which haven't been raised for over 10 years. The recommendation is to increase parking permits from \$40 to \$46, a 15% increase; and the BOG from \$20 to \$30. He attended an ASG meeting in May where they requested the BOG amount be reduced. The Police Department agreed to reduce the BOG fee to \$26.

4. Discussion on Chapters 5-7 of the Community Book Club Reading: *Redesigning American's Community Colleges*

This item was tabled for lack of time.

G. REPORTS OF PLANNING COUNCILS

This item was tabled for lack of time.

H. REPORTS OF CONSTITUENCIES

This item was tabled for lack of time.

J. ADJOURNMENT

The meeting was adjourned at 4:10 pm.

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Jack S. Kahn, Ph.D.				Date: 5/9/18			
Proposed Name of Requested Group: Instructional Planning Council							
X	Council		Committee		Subcommittee		Task Force
Action Requested:			Add		Delete	X	Change
Role: <ul style="list-style-type: none"> Develops, implements, evaluates and revises college plans and initiatives relevant to Instruction, both short- and long-term Develops, reviews, updates, and implements the Program Review and Planning (PRP) process for Instruction, including the form and data elements to be used Reviews, summarizes, and provides feedback on PRPs and makes funding recommendations Summarizes and recommends global priorities for Instruction as a result of PRP reviews, including budget allocations, equipment, technology, facilities, and other resources essential to support instruction and the success of students Develops and updates the Staffing Plan for Instruction utilizing PRP and data provided by Human Resource Services Makes recommendations and provides input to the District's Educational Master Plan and the Strategic Plan Implements goals and objectives of the Annual Action Plan as assigned by SPC Makes recommendations on matters relevant to Instruction or the District at the request of SPC Convenes IPC subcommittee to (a) review and update the process [qualitative and quantitative elements and instruments] and timeline for full-time faculty position requests and (b) annually develop and recommend a prioritized list of full-time faculty positions, forwarded to SPC for information Products: <ul style="list-style-type: none"> Program Review and Planning summaries and funding recommendations Recommendations for global needs for Instruction, as determined from PRP analysis Progress reports on assigned Annual Action Plans Annual goals and accomplishments Full-time Faculty Position Priority Recommendations Other products as determined through College planning and operational matters 							
Reporting Relationship: Strategic Planning Council							
Meeting Schedule: Second and Fourth Wednesdays, 2:00 to 4:00 p.m. 2:30 to 4:00 p.m. (or more frequently as needed for special tasks)							
Chair: * Vice President for Instruction Members: <ul style="list-style-type: none"> *Five (5) instructional deans *Seven (7) Faculty Members (one each from the five instructional divisions, Library, and Student Services appointed by Faculty Senate) One Professional Development Coordinator *One Faculty Member who is also on the Faculty Senate appointed by the Faculty Senate *One SLOAC Coordinator One Two Classified Unit Employees (One from Instruction and One from Student Services) appointed by CCE/AFT One Student appointed by ASG Director of Occupational and Non-Credit Programs Research Analyst One Confidential and Supervisory Team representative appointed by CAST One Administrator appointed by AA *One Faculty Member appointed by PFF 							

*The Faculty Position Priority Subcommittee membership includes asterisked members plus two (2) faculty appointed by the Faculty Senate.

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:

9/16/03 First Reading

10/07/03 Approved

03/06/06 Revisions Approved SPC

09/04/13 Revisions Approved by SPC

09/17/13 Revisions Approved by SPC

Rankings for Faculty Hiring 2019-2020

VPI Kahn reported that the IPC Hiring Sub-Committee re-voted on the Faculty Position Requests and approved the following list, which removed only the Fire position. The reason for the removal of the Fire position on this list is that there is currently a faculty member employed in this position and the positions on this list are to fill vacancies.

1. Nursing
2. Chicano Studies
3. ESL
4. Photo
5. DBA – Radio Broadcast
6. EME (Simulation)
7. Art History
8. Computer Science
9. Cinema

Voted on and motion carried at IPC on 5/9/18

STRATEGIC PLAN 2019 YEAR 3

Vision

Learning for Success

Mission

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

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

Values

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

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

DRAFT GOAL AND OBJECTIVES

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

Objective 1.1: Implement our campus theme "Better Together" and encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community.

Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning. (Keep_)

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

Objective 2.1: Develop and implement an integrated outreach plan per SEM plan.

Objective 2.2: Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans.

Objective 2.3: Develop curriculum and processes to ensure compliance with Assembly Bill 705 which requires colleges to: 1) utilize high school performance data for placement 2) facilitate student completion of transfer-level English and Math coursework within one year of entry, and 3) assist students enrolled in ESL in entering and completed degree and transfer English requirements within 3 years.

Objective 2.4: Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies. *

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

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to, FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars. +

Objective 2.7: Establish an equity and inclusion center.

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

Objective 3.1: Implement the college's integrated communications plan that reflects Palomar's presence in the community and includes, but is not limited to: 1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Objective 4.1 Monitor the college's staffing plan related to faculty (75/25 and FON), classified, and administrative staff hires.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

Objective 4.5: Assess and improve internal communication strategies and processes.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus. *

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.*

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer. * & +

Objective 5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue. *

Objective 5.5: Monitor implementation of the SEM Plan.

Objective 5.6: Explore alternative revenue streams that align with the college's mission, including but not limited to reestablishing the college's contract education program. *

* Included as part of SEM Plan

+ Included as part of Guided Pathways Plan

SPC - ACCREDITATION STANDARDS

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

New Division/Department Names:

Math, Science & Engineering – VPI Kahn reported that the Mathematics & the Natural and Health Sciences Division has requested to change their Division name to the Math, Science & Engineering Division.

Workforce, Community & Continuing Education – Associate Dean Roe requested to change the name of their two departments: *Workforce Development and Extended Studies* and *Occupational Noncredit Programs* name to one department name: *Workforce, Community & Continuing Education*.



PALOMAR COLLEGE A LEADER IN 21ST CENTURY PARKING





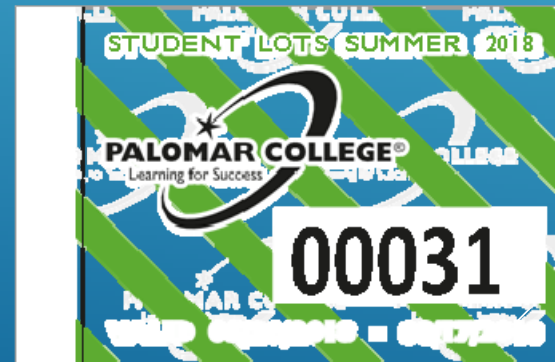
PROPOSAL

- Implement the **ParkingPlus®** Program
 - Electronic Parking Permits
 - Available Mobile App feature (added cost)
 - Provided by Credential Solutions
 - Nearly 800 client institutions for online transcripts and parking permits
 - 24-hour customer service
- <http://www.credentialsolutions.net/>

NORTH AND SOUTH EDUCATIONAL CENTERS



- ▶ Permits are provided for free to students attending these campus sites, for the 2018-2019 school year.
- ▶ Start-up costs for equipment of \$12,500
- ▶ A purchase of 1-2 parking machines are needed at these locations at a cost of \$15,000- \$20,000 each **if we keep the current permit system.**



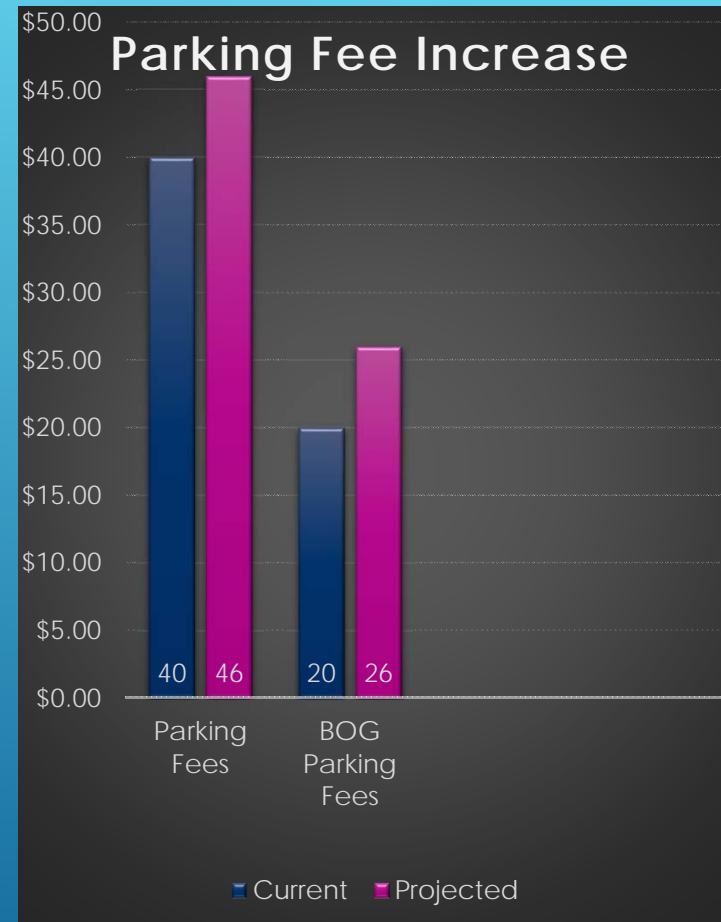
ParkingPlus®

- **User friendly** permit application, payment, production and mailing
- Current vendor for our **transcript services**
- **Provides an APP** to manage all permit, vehicle and financial data
- **Less wait time** = improved customer service
- provides Campus Police with more secure **information for parking enforcement**
- **24-hour** customer service
- **Revenue generating** opportunity
- **Reduced postage expenses**
- **Eliminate inventory** management of parking stickers
- **Full support** for California Board of Governors (BOG) Waiver Students

Comparison to Other Institutions

Riverside CCD	\$50 per semester students, faculty and staff
CSUSM	\$325 per semester, credit card fee passed on to student. Digital Summer 2018.
SDCCD	\$40 per semester, no 3 rd party charge. Higher Fine structure
Mira Costa	\$35 per semester, (Different fee structure)Higher Fine structure
Irvine Valley	\$40 per semester, credit card fee 2.9% passed on to student
Napa Valley College	\$32 per semester, 4.35 fee to students (Current LPR system w/Credential)

Projected Financial Changes



ANY QUESTIONS?
THANK YOU FOR YOUR TIME



"WORKING HARD FOR SOMETHING WE DON'T CARE ABOUT IS CALLED STRESS. WORKING HARD FOR SOMETHING WE LOVE IS PASSION". TOGETHER IS BETTER

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