



Tuesday, March 5, 2019
Strategic Planning Council

Chair: Joi Blake

Members: Jenny Akins, Barbara Baer, Michelle Barton, Carmelino Cruz, Olga Diaz, Patti Dixon, Aiden Ely, Kelly Falcone, Tricia Frady, Anel Gonzalez, Laura Gropen, Jack Kahn, Teresa Laughlin, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White

Recorder: Cheryl Ashour

A. Opening

Subject **1. Call to Order**

Meeting Mar 5, 2019 - Strategic Planning Council

Category A. Opening

Type Integrated Planning

Subject **2. Approval of February 19, 2019 SPC Minutes**

Meeting Mar 5, 2019 - Strategic Planning Council

Category A. Opening

Type Action, Minutes

Recommended Action Approve February 19, 2019 SPC Minutes

Minutes [View Minutes for Feb 19, 2019 - Strategic Planning Council](#)

Motion & Voting

Approve February 19, 2019 SPC Minutes

Motion by Margie Fritch, second by Michelle Barton.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Carmelino Cruz, Patti Dixon, Tricia Frady, Margie Fritch, Laura Gropen, Connie S Moise, Lisa M Norman, Teresa Laughlin

B. Action-First Reading

Subject **1. ManOne Graffiti Mural**

Meeting Mar 5, 2019 - Strategic Planning Council

Category B. Action-First Reading

Type Action-First Reading

File Attachments

[GRAFFITI_MURAL Drafts.pdf \(727 KB\)](#)

Subject	2. Fallbrook Education Center Substantive Change Proposal-First Reading
Meeting	Mar 5, 2019 - Strategic Planning Council
Category	B. Action-First Reading
Type	Action-First Reading
Goals	Accreditation Standard 1.C: Institutional Integrity

File Attachments
[DRAFT Fallbrook Education Center Substantive Change Proposal_03_01_19-3.pdf \(848 KB\)](#)

C. Information/Discussion

Subject	1. Diversity Report
Meeting	Mar 5, 2019 - Strategic Planning Council
Category	C. Information/Discussion
Type	

D. Integrated Planning

Subject	1. Vfs and Equity Goals
Meeting	Mar 5, 2019 - Strategic Planning Council
Category	D. Integrated Planning
Type	Information/Discussion, Integrated Planning
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

Subject	2. Integrated Planning - Strategic Plan 2022 Framework
Meeting	Mar 5, 2019 - Strategic Planning Council
Category	D. Integrated Planning
Type	Information/Discussion
Goals	Accreditation Standard 4.A: Decision-Making Roles and Processes Accreditation Standard 1.B: Assuring Academic Quality and Institutional Effectiveness

Subject	3. March 15, 2019 Workshop
Meeting	Mar 5, 2019 - Strategic Planning Council
Category	D. Integrated Planning

Type Information/Discussion

E. Accreditation

Subject 1. Integrating Accreditation/Preparing for the ISER

Meeting Mar 5, 2019 - Strategic Planning Council

Category E. Accreditation

Type Accreditation

Subject 2. ACCJC Formative and Summative Review

Meeting Mar 5, 2019 - Strategic Planning Council

Category E. Accreditation

Type Accreditation

F. Reports of Planning Councils/Departments

Subject 1. Finance and Administrative Services Planning Council - Ron Perez

Meeting Mar 5, 2019 - Strategic Planning Council

Category F. Reports of Planning Councils/Departments

pe Reports

Subject 2. Human Resource Services Planning Council - Lisa Norman

Meeting Mar 5, 2019 - Strategic Planning Council

Category F. Reports of Planning Councils/Departments

Type Reports

Subject 3. Instructional Planning Council - Jack Kahn

Meeting Mar 5, 2019 - Strategic Planning Council

Category F. Reports of Planning Councils/Departments

Type Reports

Subject 4. Student Services Planning Council - Star Rivera-Lacey

Meeting Mar 5, 2019 - Strategic Planning Council

Category F. Reports of Planning Councils/Departments

ype Reports

Subject 5. Foundation - Stacy Rungaitis

Meeting Mar 5, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Type Reports

Subject 6. Professional Development - Kelly Falcone

Meeting Mar 5, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Type Reports

Subject 7. Guided Pathways - Jack Kahn

Meeting Mar 5, 2019 - Strategic Planning Council
Category F. Reports of Planning Councils/Departments
Type Reports

G. Reports of Constituencies

Subject 1. Faculty Senate - Travis Ritt

Meeting Mar 5, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Type Reports

Subject 2. PFF/AFT - Teresa Laughlin/Barbara Baer

Meeting Mar 5, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Type Reports

Subject 3. CCE/AFT - Anel Gonzalez

Meeting Mar 5, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Type Reports

Subject 4. Associated Student Government - Anthony White

Meeting Mar 5, 2019 - Strategic Planning Council
Category G. Reports of Constituencies
Type Reports

Subject 5. Confidential/Supervisory Team - Jenny Akins

Meeting Mar 5, 2019 - Strategic Planning Council

Category G. Reports of Constituencies

Type Reports

Subject 6. Administrative Association - Connie Sterling

Meeting Mar 5, 2019 - Strategic Planning Council

Category G. Reports of Constituencies

Type Reports

H. Other**I. Adjournment**

Subject 1. Adjournment

Meeting Mar 5, 2019 - Strategic Planning Council

Category I. Adjournment

Type

**Palomar Community College
Strategic Planning Council
Tuesday, March 5, 2019**

Members present

Cheryl Ashour (for Jenny Akins), Michelle Barton, Barbara Baer, Joi L Blake, Carmelino Cruz, Patti Dixon, Tricia Frady, Margie Fritch, Laura Gropen, Connie S Moise, Lisa M Norman, Teresa Laughlin, Star Rivera-Lacey, Justin Smiley (for Jack Kahn)

Members absent

Jenny Akins, Olga Diaz, Kelly Falcone, Anel Gonzalez, Jack Kahn, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White

A. Opening

1. Call to Order

The meeting was called to order at 2:32 p.m.

2. Approval of February 19, 2019 SPC Minutes

Motion by Margie Fritch, second by Michelle Barton.

Final Resolution: Motion Carries Unanimous

B. Action-First Reading

1. ManOne Graffiti Mural

Olga Diaz reported the District has been looking into having a mural drawn on the back wall of the Student Union. Diaz found an artist, Man One, who specializes in urban art and teaching young people about art. A brief biography was provided. Man One came to campus and conducted two sessions with students. One of the art classes came to the session and were involved in design feedback. From these sessions he created a few drafts, which were presented to the District and Facilities Review Committee. FRC requested a plaque be created to explain the mural. Installation will take 10 days to two weeks and students will be involved with painting it. He is willing to be filmed and will do a photo shoot as well. The cost will be \$30,000, mostly for paint costs. Discussion ensued. There was a concern portions of the mural showing different flags could be vandalized because they can be easily reached on the wall. Man One will be asked if it is possible to move the location of the flags; if not, SPC members gave permission to move forward anyway.

Motion to move to second reading

Motion by Patti Dixon, second by Tricia Frady

Final Resolution: Motion Carries Unanimous

Motion to approve the ManOne Graffiti Mural

Motion by Margie Fritch, second by Patti Dixon

Final Resolution: Motion Carrier Unanimous

2. Fallbrook Education Center Substantive Change Proposal-First Reading

Michelle Barton reported the Fallbrook Education Center Substantive Change Proposal is due April 1; the Accrediting Commission Subchange Committee meets in May. The ASC reviewed the document Friday. It will go to the March Governing Board meeting as information (they do not approve Substantive Change Reports). Accrediting Commission required specific questions be answered and evidence provided. Barton requested constituent groups take the document back to their groups for review. This item will return for action-second reading at the next SPC meeting.

Item E.1 was moved forward on the agenda

E. Accreditation

1. Integrating Accreditation/Preparing for the ISER

Justin Smiley reported he and Marti Snyder worked on a form to help Councils and Committees look at standards. Each Council and Committee was assigned specific Standards based on their responsibilities. Smiley provided a demonstration on how to use the form. Four specific questions are asked; the answers will help with the ICER work. Councils will be asked to use the form regularly during the year. It was suggested perhaps once a month 15-20 minutes could be devoted to answering the questions during its meeting.

C. Information/Discussion

1. Diversity Report

Michelle Barton presented a PowerPoint on faculty and staff demographics. She provided an overview and explained why examining diversity is important. Diversity for the following groups at Palomar was reviewed: Students, Educational and Classified Administrators, Professional Non-faculty, CAST, Classified, Faculty, and Adjunct Faculty. Palomar's diversity results were compared to San Diego County and California. Barton led a discussion on barriers to diversity and strategies Palomar can do to change its diversity.

W. Integrated Planning

1. VfS and Equity Goals

Michelle Barton reviewed the targets suggested for the five VfS Goals: Completion Degree and Certificates, Transfer, Unit Accumulation, Workforce, and Equity. She stated the College is waiting for data to set the equity goal. VfS goals must be set at the institutional level. The next steps were discussed.

2. Integrated Planning - Strategic Plan 2022 Framework

Michelle Barton reviewed the work done at the February 22 SPC-SSEC Workshop: a framework was chosen, the Mission Statement was discussed, the Vision goals were reviewed, and data was reviewed. It was decided a bridge Strategic Plan will be done next year instead of a new Three-Year Strategic Plan to allow for the Chancellor's Office to release its guidelines for one complete Plan.

3. March 15, 2019 Workshop

Michelle Barton announced a SPC-SSEC Workshop will take place March 15, 2019 from 9:00 am to 2:00 pm. Lunch will be provided. The February 22 Workshop was very successful and a lot of work was accomplished. She encouraged everyone to attend.

E. Accreditation

2. ACCJC Formative and Summative Review

This item was not discussed because of time constraints.

F. Reports of Planning Councils/Departments

Reports were not given because of time constraints.

G. Reports of Constituencies

Reports were not given because of time constraints.

H. Other

There was none.

I. Adjournment

Meeting was adjourned at 4:11 p.m.



**Substantive Change Proposal - Draft
New Permanent Location**

**PALOMAR COLLEGE
NORTH EDUCATION CENTER**



Submitted to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

-----, 2019

Palomar Community College District
1140 W. Mission Road
San Marcos, CA 92069
www.palomar.edu
Governing Board

Mark Evilsizer, President
John Halcón, Ph.D., Vice President
Nancy Ann Hensch, Secretary
Nina Deerfield, Trustee
Norma Miyamoto, Trustee
Amber Bancroft, Student Trustee

Superintendent/President
Joi Lin Blake, Ed.D.

Date of Inquiry	TBD
Anticipated Start Date	Summer 2018
Name of Institution	Palomar College
Address	1140 W. Mission Rd. San Marcos, CA 92069
ALO Name and Contact Information	Michelle Barton Senior Director, Planning, Research, Institutional Effectiveness and Grants Phone: (760) 744-1150 x 2534 Email: mbarton@palomar.edu
Title of Application and Description of Proposal	New Permanent Location: Palomar College Fallbrook Education Center 35090 Horse Ranch Creek Road Fallbrook, CA 92028

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

Briefly describe the change, including the planning process.

Overview:

Palomar College is a public, two-year community college in North San Diego County. It is the largest single-college district in San Diego. The District's 200-acre main campus is located approximately 30 miles north of San Diego at 1140 West Mission Road, San Marcos, CA 92069.

The main San Marcos campus, along with the Escondido Education Center, Rancho Bernardo Education Center, and four additional sites serve a district covering 2,555 square miles.

Completely renovated in 2013, the Escondido Education Center is located on eight acres owned by the District. The new Rancho Bernardo Education Center serves students from the southern portion of the district through a state-of-the art, multi-level building. The additional sites are located on Marine Corps Base Camp Pendleton and in the communities of Pauma Valley, Ramona, and Fallbrook. While the central and southern regions of the district offer access to comprehensive education and support services, a need exists for the College to better serve the community residing in its northern region.

Description of Change:

Palomar College is opening a new Fallbrook Education Center (FEC) located in the northern region of its district. The FEC was identified in the District's Master Plan 2022 and was included in its bond initiative (Ev. 1 - [Master Plan 2022](#); Ev. 2 - [Governing Board Minutes 2/20/2007](#)). The College purchased land to build the FEC in 2007. However, the College plans for opening the Center slowed with the state budget crisis until 2016-17. Since then, the College developed the land, drafted plans for a permanent structure, and established a modular village from which to offer classes. The College began offering courses at the site in Summer 2018 (Ev. 3 – FEC 2018-19 Class Schedule).

Palomar College's mission is driving the planned programs and course offerings at the FEC (Ev. 4 – [Palomar College Mission Statement](#)). Initially, the majority of offerings focus on the College's general education program and courses needed for transfer. In addition, the College has established the following degree and certificate programs:

- AS-T Business
- AA-T Sociology
- Certificate in Bookkeeping
- Certificate in Gig Economy
- AA Alcohol and Other Drug Studies (starts Fall 2019)

Impacted courses in the sciences and those that support health and public safety careers (e.g., nursing, EME, and administration of justice) also have been offered to meet demand and community interest.

Responding to interests expressed by employers and students, Palomar College is offering courses throughout the day and evening and in flexible formats (e.g., full-term, eight-week, hybrid, online). Programs are offered in block schedules with major courses scheduled in such a way (e.g., close together in time) that students can more easily complete needed courses and move forward in their programs.

As the Fallbrook Education Center grows, the College will offer additional select career and technical programs to support the needs of the community and nearby employers. Palomar College held conversations with various community groups including Native American tribes local to the region, the arts council, the Fallbrook Chamber of Commerce, Fallbrook Union High School, Bonsall Unified School District, and several others. Based on these conversations, future programs and offerings will represent continued interest in small business, the arts, and agriculture, future farms and sustainability.

Planning Process:

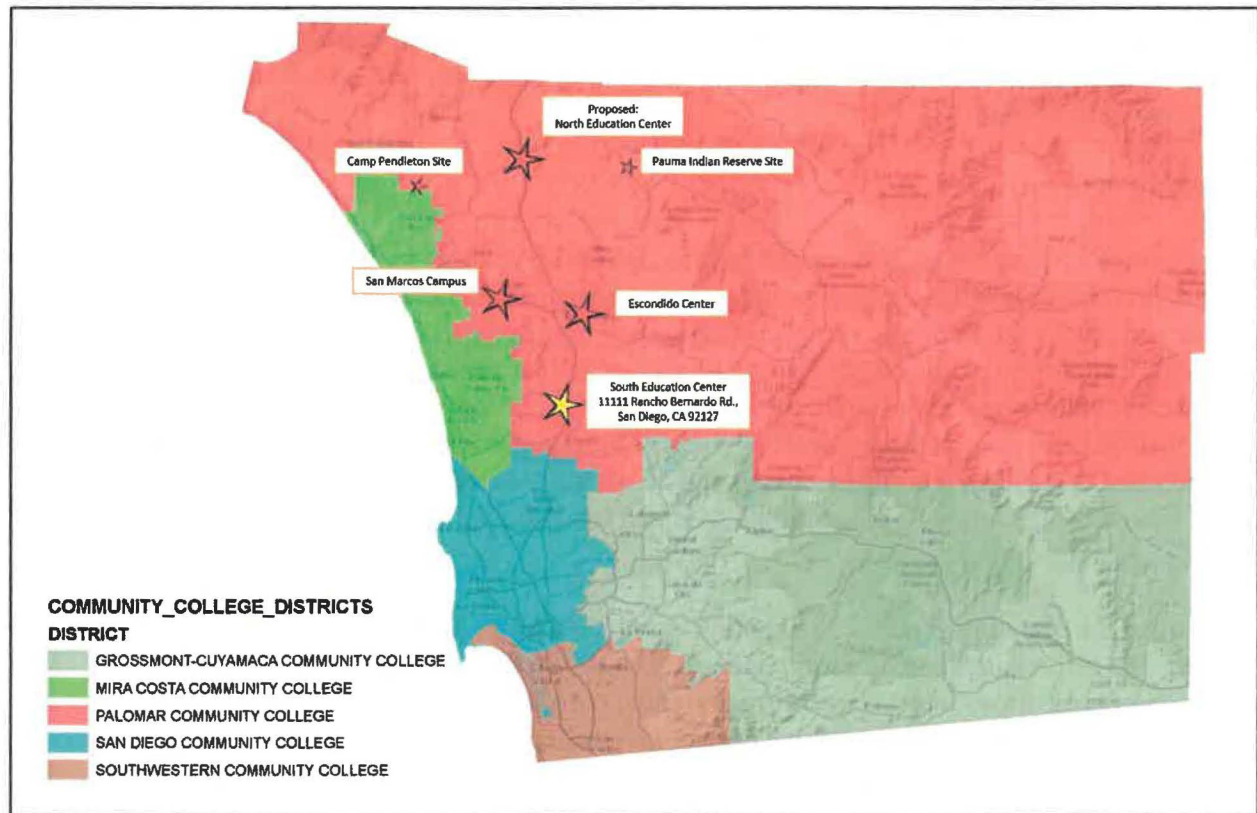
The College's Master Plan 2022 (published in 2003 with updates in 2010 and 2018) establishes a new district configuration, which includes the opening of two new educational centers: one in the North and one in the South (Ev. 5 – [Educational Master Plan 2022 Update 2010](#); Ev. 6 – [Educational Master Plan 2022 Update 2018](#)). The FEC (identified as the North Education Center in the master plans) improves access to community members living in the northern region of the district. Through its Integrated Planning Model (IPM) and governance process, Palomar College published its long-range Master Plan 2022 in 2003 and completed a comprehensive update of this plan in 2010 and then 2018. Master Plan 2022 includes the College's Educational Master Plan and Facilities Master Plan (Ev. 7 – [IPM](#); Ev. 1 – [2022 Educational Master Plan](#)).

As part of the planning process, the College completed an in-depth enrollment study examining factors that influence the need for an education center in the northern region. This study included population projections, current enrollment trends, enrollment forecasts, “free-flow” (number of students who flow into and out of one community college district to attend classes in another community college district), and average drive times to the comprehensive San Marcos campus from communities served by the District (Ev. 8 – [Educational and Facilities Master Plan Task Force Meetings](#)).

The College noted that with projected increases in population over time, its communities will experience increased traffic congestion and drive times to the San Marcos campus, making it difficult for residents in the North and South to access its comprehensive course offerings. Yet, an analysis of college course enrollments showed that students who live in the North and South regions of the district sought comprehensive course offering and programs, including but not limited to, science and laboratory courses. These types of courses are difficult to offer on high school campuses or at rented locations due to limited time slots available and lack of adequate facilities for laboratory use. Using the enrollment study results and considering the College's large geographical size, Educational Master Plan 2022 established a new district configuration (Ev. 9 – [Governing Board Minutes 12/10/2002](#)). This configuration included the San Marcos campus, Escondido Education Center, Camp Pendleton education site, and two new centers located in the southern and northern regions of the district. The planned configuration aligned with a recommendation from

the California Postsecondary Education Commission (CPEC) in the early 1980s. In 2010 and 2018, as the College reviewed and updated Master Plan 2022, the data still supported this planning configuration. As part of its Educational Master Plan 2022 update in 2018, the College refreshed its population projections. The projections show continued population growth in the east and north inland areas of San Diego County. As the FEC is located in North Inland San Diego County, it is optimally situated to serve the current and future needs of adults residing in San Diego's North Inland counties.

Figure #1 – Palomar College District Configuration with New Fallbrook Education Center (North Education Center)



In 2006, the College passed Proposition M, a \$694 million bond initiative, to support implementation of Master Plan 2022 (Ev. 10 - [Governing Board minutes August 8, 2006](#); Ev. 2 - [Governing Board minutes February 20, 2007](#)). The College has used funds from the bond to renovate the San Marcos campus and Escondido Education Center and to purchase land for a North Education Center and South Education Center. The College entered an "Option Agreement & Joint Escrow Instructions" for the purchase of real property for FEC (the North Education Center) in June, 2005 and exercised that option to purchase in June, 2007 (Ev. 11 - [Governing Board Minutes 6/14/2005](#); Ev. 12 - [Governing Board Minutes 6/12/2007](#)).

When California experienced the budget crisis in 2011, the State reduced funding for community colleges. At that time, planning for the new centers slowed as Palomar College focused its limited resources on maintaining its current sites. However, the College did continue to prepare the land and make road improvements in anticipation of the FEC opening in the future. In 2016-17,

Strategic Plan 2019 (the College's mid-range planning document in its Integrated Planning Model) included an objective to move forward with placing modular buildings on site so the College could start offering classes by Summer 2018 (Ev. 13 - [Strategic Plan 2019](#)). The FEC currently operates out of 18 modular buildings that have met the standards for DSA certification. Planning is underway to build a permanent structure which will eventually replace the modular village (Ev. 14.1 - [FEC Mass Grading – Phase 1](#); Ev. 14.2 - [FEC Interim Village DSA Approved Drawings Phase 2](#); Ev. 14.3 - [FEC Interim Village DSA Approved Drawings Phase 3](#); Ev. 14.4 - [FEC Interim Village DSA Approved Drawings Phase 4](#)).

As described, operational planning for opening the Center began in earnest in 2016-17. Per the Strategic Plan Action Plan, an initial Year One target of 500 FTES was set for the new center. A planning group consisting of representatives from Instruction, Student Services, Institutional Research and Planning, Facilities, and Information Services assembled to identify and plan for the Center's programs and offerings (Ev. 15 - [Advisory Group for Center Planning summary and Group Composition](#); Ev. 16 - [Advisory Group for Center Planning meeting minutes](#)). At the same time, the executive administrative team and key administrators developed a staffing plan and budget to ensure the success and viability of the Center (Ev. 17 - [FEC Staffing Plan](#)).

Describe how the change is consistent with the mission and goals of the institution.

Palomar's mission statement follows:

"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."

The College's mission statement and strategic and master planning efforts identify Palomar College as a comprehensive college that meets the transfer, workforce, and basic education needs of all members of the community. Over time, the FEC will allow the College to achieve its mission more effectively by serving the residents in the northern region of our district by way of a comprehensive education site offering a full spectrum of general education, basic skills, and career and technical education courses throughout the day and evening.

What is the expected impact of this change? What benefits will result from this change?

Located just off Interstate 15 at Hwy 76, the Palomar College Fallbrook Education Center (FEC) delivers essential courses and student support services to the Fallbrook and northern communities in the Palomar Community College District. The North/Northeast area of the District, where the Fallbrook Center is situated, is the fastest growing area in the Palomar Community College District, and this growth is expected to continue. The FEC will serve both Fallbrook Union High School and Bonsall Unified School districts. Nine Native American tribes are located within the Center's service area. Facility construction is incorporating elements of the rich agricultural and

Native American heritage of the region. In addition, the FEC is also located in a rural small business and arts community that includes Fallbrook Art, Inc., a regional organization that expands the art experience in Fallbrook by supporting the Fallbrook School of the Arts, Fallbrook Brandon Gallery, Fallbrook Art Center, and Fallbrook Art in Public Places.

While the College has utilized spaces at high school campuses to provide students with increased access to courses, the times when courses can be scheduled and the types of courses that can be offered are limited. The FEC provides students with a convenient location and comprehensive course offerings during the day and into the evening. In Spring 2019, the San Diego Office of Education Juvenile Court and Community Schools will operate at the FEC, supporting their students at the Fallbrook Education Center during the day and encouraging concurrent education as part of their mission (Ev. 18 – [San Diego County Office of Education Juvenile Court and Community Schools MOU](#)). In addition, the College's high school partners are interested in pursuing concurrent, dual enrollment and possible middle-college formats for their students in Fallbrook, Rainbow, and Bonsall (Ev. 19 – [President's Update – February 26, 2019](#)). With the FEC, Palomar will better serve the needs of the employers, high schools, Native American tribes, and business and arts communities in this area.

Further benefits include the alleviation of impacted courses on the San Marcos campus. Many of the College's science offerings, including those with laboratory sections, experience significant wait lists. The number of students from California State University San Marcos (CSUSM) who enroll simultaneously in Palomar classes, especially in the STEAM field, is significant. For example, in 2015-16, over half of these students (984 of the 1,951 instances in which a CSUSM student was enrolled in a Palomar class), were enrolled in a STEAM pathway course. The College has attempted to offer STEAM courses using flexible scheduling options (e.g., offering courses at less-popular times, Friday/Saturday offerings) and continues to experience significant impact in this high demand area. The STEAM (overall) area FTES increased by 7% in Fall of 2019 and Biology as a discipline increased 25% with the addition of the Fallbrook Education Center, Rancho Bernardo Education Center, and additional courses added to meet demand for STEAM and related majors.

The new FEC offers students in the North closer access to an up-to-date, comprehensive, full-service Palomar College education center without the long commute. In addition, students across the district can more easily access the high demand courses they need to reach their educational goals. The location of the Center allows the College to strengthen relationships with the local high schools, Native American tribes, businesses, and the community. Improved access and deliberate evidence-based planning for programs and courses offerings, in partnership with the community, will benefit the College by increasing enrollments and ensuring continued financial stability. The classes offered at the site have been well received by the community and student interest in attending the Center is growing. By the end of its first year of operation, the Center will generate over 500 FTES. Year Two is expected to generate 750 FTES with continued growth expected into Year Three with the goal of reaching 1,000 FTES.

Standard II: Student Learning Programs and Support Services

Describe the impact of this change on the programs, services, and activities, which will support students.

Student Services:

Palomar College provides comprehensive services and programs that support students from college entry to exit. With the opening of the FEC, the College has maintained its commitment to provide all services and programs to students attending Palomar at the site. These programs and services are accessible at the FEC through in-person contacts, on-line services, and telephone delivery. The core services of admissions, assessment, registration, financial aid, and general and specialized counseling have adequate staffing to provide in-person service delivery throughout the day, each day that the Center is open (Ev. 17 – [FEC Staffing Plan](#)).

Other key service areas, such as orientation, transfer preparation, career development, student government, and Veterans Services provide in-person assistance on a part-time basis throughout the week, with additional support provided via the telephone and internet. All DSPS services are available at the Center as well and mental/health services are provided by referral. Students attending the FEC now and into the future have access to support services that are commensurate with those available at the San Marcos campus and Escondido Education Center (Ev. 20 - [Student Services by Location](#)).

Library and Tutoring /Instructional Support Services:

The FEC houses a full-service library. Library services and resources at the FEC support the information needs of students taking courses at these locations. During Fall and Spring semesters, library services are available for 50 operating hours per week in keeping with the times that most courses are offered. This schedule meets student need for study space, technology access, and research assistance outside of class. Faculty Librarians (one full-time, one part-time) are available to provide in-person instruction and research assistance as well as to coordinate library services, policies, and procedures. Classified Staff (one Full-time) are available to provide library technical support required to assist students and faculty (See FEC Organizational Chart on page 10).

The current FEC library includes a physical collection of 1,200 current academic book volumes and several titles that support the curriculum taught at the Center; networked computers, printers, and copiers for students to conduct research and course work; and space and seating (available for individuals and groups) sufficient to accommodate students attending classes at the FEC.

Two enclosed study rooms equipped with state-of-the-art equipment and wiring are available for collaborative group work in proximity to Library Services. Wiring and systems in the building and specialized furniture allow students to access library services and the internet with their own devices. Additionally, students at the FEC have full access to the College's 24/7 online library services, including online research databases, eBooks, e-Journals, streaming videos, and professional chat Reference assistance (Ev. 21 - [Palomar College Library web page](#)).

On-site tutoring support is available at the FEC through the Teaching and Learning Center that is located in the library. During Fall and Spring semesters, tutoring services are available 42 hours per week. The staffing plan includes one full-time tutoring center coordinator and part-time tutors in the subjects of Math and English. The TLC also offers exam-proctoring services by faculty request and for DSPS students.

Other:

Description of any legal or compliance requirements regarding this change.

Environmental Impact Report (EIR) Process:

Palomar College followed the California Environmental Quality Act ("CEQA") process for the legal environmental entitlement to build the North Education Center (Fallbrook Education Center) by following specific steps prescribed by expert legal counsel:

1. Notice of Preparation (NOP) and Draft Environmental Impact Report ("EIR") were released to the public in January 30, 2007 and recirculated on July 2, 2007.
2. The 45-day comment period for the public ended on October 12, 2007.

Following these steps, the District's Governing Board approved the North Education Center Project and certified the Final EIR on July 8, 2008. The Notice of Determination for the Certification of the North Education Center Final EIR was then filed with the San Diego County within 5 days of certification as required by law (Ev. 22 – [Environmental Impact Report](#); Ev. 23 – [Environmental Impact Report Addendum](#)).

DSA Process:

Upon the District's decision to construct classroom facilities utilizing modular trailers at the North Education Center location (now named the Fallbrook Education Center), plans were prepared and submitted to DSA using a phased approach in order to meet the schedule of having classes start in June of 2018. Table #1 provides a DSA timeline summary from design start to certification.

Table #1 – DSA Timeline

	Design Start	DSA Submittal	DSA Approval	DSA Certification
Phase 1 - Site Grading and Earthwork (04-116312)	2/2017	5/23/2017	7/20/2017	9/17/2018
Phase 2 - Site Improvements (04-116580)	5/2017	9/14/2017	12/08/2017	1/10/2019
Phase 3 - 12 Classroom and 3 Toilet buildings (04-116581)	4/2017	9/14/2017	12/08/2017	1/10/2019
Phase 4 – 3 Science Buildings and Canopy (04-116582)	4/2017	9/14/2017	12/08/2017	1/10/2019

Currently, plans are being developed for the first permanent building of the FEC. These plans are expected to be submitted to DSA for permitting in September 2019 with occupancy expected in late 2021.

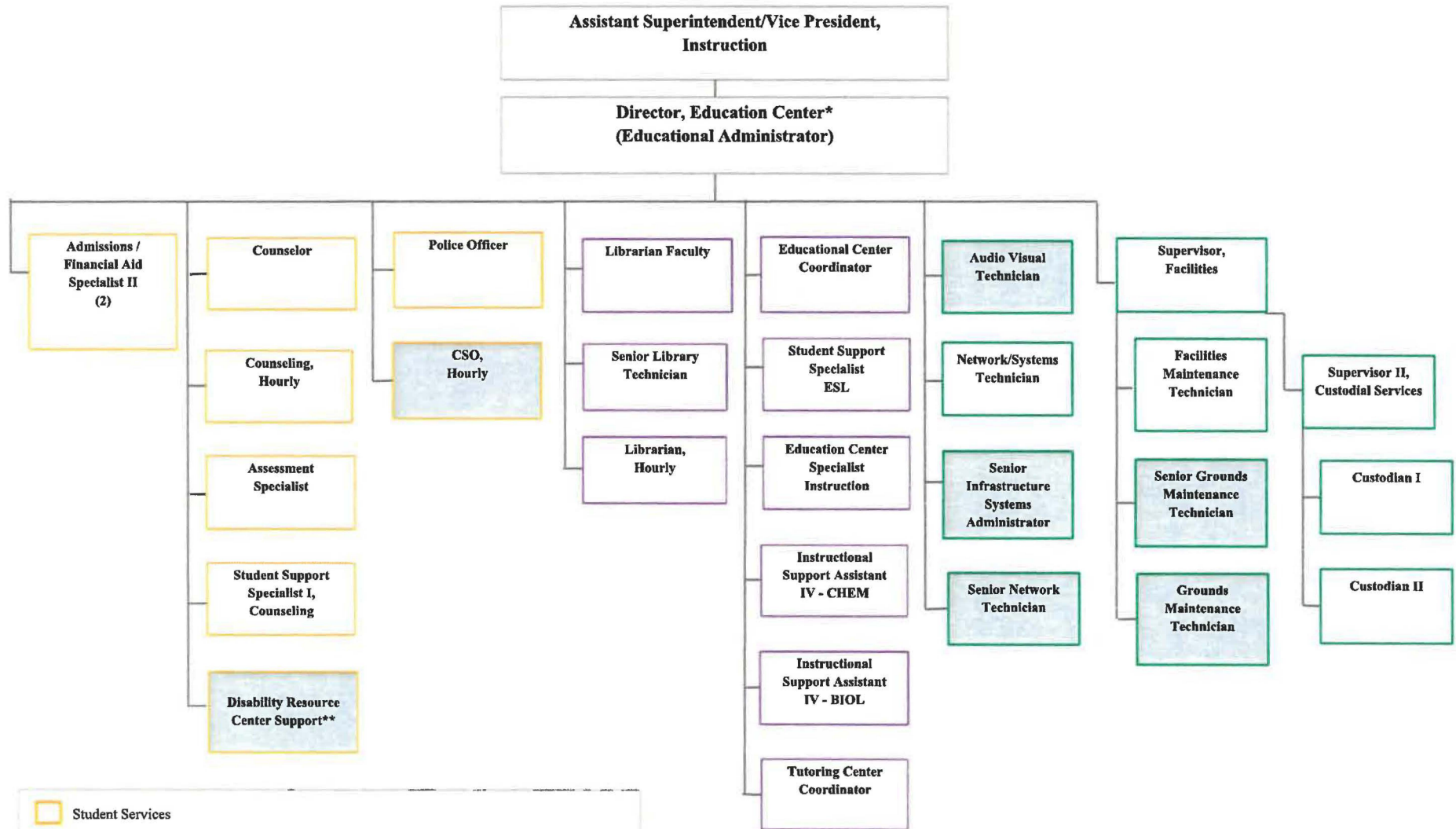
The Governing Board exempted this property within the City of San Diego for construction of community college classroom facilities and related purposes from local zoning ordinances on June 14, 2016. It was felt that this step was necessary to clarify and publicly document the fact that Palomar College received the building permit for the project from the DSA and not the City of San Diego. It is standard protocol for Community Colleges to obtain building permits from DSA, which has jurisdiction for such permits over the local City building department.

Standard III: Resources**Human Resources:**

Please describe the staffing plan to support this change.

The Palomar College FEC Organizational Structure provides the overall organizational structure for the Fallbrook Education Center (FEC) (See FEC Organizational Chart on page 10). The FEC Staffing Plan is modeled after the existing Escondido Education Center staffing and modified to meet the needs of the programs at the FEC (Ev. 17 – [FEC Staffing Plan](#)). The Escondido Education Center was noted as having comprehensive support and services during the College's last accreditation visit (Ev. 24 - [External Evaluation Report](#)).

Figure #2 – Palomar College FEC Organizational Structure



- Student Services
- Instruction
- Finance & Administrative Services
- Dual assignment at FEC and San Marcos Campus; Paid with overall District funds separate from FEC budget

*While the Director, Education Center provides oversight of the employees at the FEC, many FEC staff report to their respective District Functional Manager /Supervisor.

**Mental/Health Services provided on a referral basis.

--- Dual assignment at FEC and San Marcos Campus; Paid with overall District funds separate from FEC ---

An Educational Administrator with the title of Director, Education Center currently oversees the FEC and the College's small site located on the Camp Pendleton Marine Corps Base. The Director reports to the Assistant Superintendent/Vice President for Instruction. This reporting relationship ensures that the FEC receives appropriate institutional support and is integrated within the executive administrative structure of the College. Note, while the Director provides direct oversight of the staff working at the Center, some staff report to division, department, or functional supervisors for the District. For example, Information Services staff receive local supervision by the Director, but also report to a District Information Services Manager to ensure consistency across locations.

Currently, the College has assigned 18.4 FTE classified staff positions to the Center to ensure all students receive adequate support. Future hiring recommendations for the Center will be based on the College's Staffing Plan, opening of the new building, and drawn from the College's Program Review Plans.

An initial class schedule for the 2018-19 academic year has been established. Per the faculty contract, all instructional faculty are available to teach at all locations within the district. While only counselors and librarians are reflected in the organizational structure chart, full-time and part-time instructional faculty are assigned to teach course offerings at the Center. During the 2018-19 year, the Center has scheduled about 42 FTEF (counselor, librarians, and instructional faculty). An appropriate number of faculty and counseling offices have been established at the site (Ev. 17 – [FEC Staffing Plan](#)).

Financial Resources:

Impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.

As described earlier, the College purchased the FEC building and property with its Proposition M Funds. In addition, the College utilized Proposition M funds for all related construction and the purchase of equipment, furniture, and technology.

Fiscal oversight, including budgeting, tracking and monitoring revenue and expenditures, accountability and auditing, is integrated into the College's current fiscal operations. The Director works with the Assistant Superintendent/Vice President of Finance and Administrative Services and the Assistant Superintendent/Vice President for Instruction to ensure that the Center operates efficiently and within budget. A projection of revenues and expenditures for the first year of operation appears in Table #2 below. Beginning 2015-16, the College set aside \$500,000 per year until 2018-19 for a total of \$2 million to support the opening/start-up of the FEC. Revenue for the Center will be based on apportionment that the College receives from the State of California. While the State has transitioned to a new Student Centered Funding Formula for 2018-19, the College will receive (at a minimum) the Total Computational Revenue it received

in 2017-18. Therefore, for purposes of estimating revenue generated by the Center in 2018-19, the College used the 2017-18 funding per FTES rate of \$5,005.

The startup funding has ensured the Center is fully staffed and has the capacity to support its new students. Projected revenue in Year One (included in Table #2 - Opening Year Projected Revenue and Expenditures) is based on the Center's Year One target of 500 FTES. (Over the first three years, the College plans to grow FTES from 500 FTES in Year One to 750 FTES by Year Two, and to 1,000 FTES by Year Three). With start-up funds helping in the first year and then increased revenue from FTES over the next two years, the College is planning for the FEC to be self-sustaining.

Table #2 – Opening Year Projection of Revenue and Expenditures – Fallbrook Education Center

Projected Revenue and Expenses	2018-19
FTES Projection	500
Revenue	
Start Up	2,000,000
Apportionment	2,502,500
Total Revenue + Start Up	\$4,502,550
Expenses	
Academic Salaries	1,160,356
Classified Salaries	976,502
Benefits	1,011,799
Supplies and Materials*	35,000
Other Operating Expenses	321,005
Total Current Year Expenditures	\$3,564,274
Total Revenue - Current Year Expenditures	\$997,838

*Supplies and Materials category includes funds to support supplies and materials needed to operate the center and the additional instructional related costs for course offerings. The additional instructional costs will be allocated to instructional disciplines through the regular institutional program planning allocation mechanisms.

Staffing represents the most significant expenditure for the FEC. Academic salaries include the costs of the Director (who is an educational administrator), instructional faculty teaching courses, counselors, and librarians. Classified salaries include all salaries for support staff and additional supervisors. The staffing expenses were determined using the staffing plan prepared for the FEC and class schedule (to determine academic salaries) included in this proposal (Ev. 17 - [FEC Staffing Plan](#); Ev. 3 - FEC 2018-19 Class Schedule). Remaining expenses include benefits, supplies and materials, and other operating expenses such as utilities. Utilities (e.g., gas, water, electricity) were estimated using the Escondido Center as a model. As courses are added to the overall offerings of the

College, department/discipline budget allocations will be adjusted to cover additional costs per course.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?

The Director reports directly to the Assistant Superintendent/Vice President for Instruction and is involved in all aspects of planning and opening the permanent Center providing for a smooth transition. Under the direction of the Assistant Superintendent/Vice President for Instruction, the Education Center Director will direct all operations, budgeting, personnel, and planning for the assigned center.

The Director works closely with District's facilities staff to plan facilities projects, including maintenance, safety and security, and construction. The Director also works with the District's fiscal staff to ensure that the FEC remains viable and has its operational needs met.

A five-member Governing Board, each elected to four-year terms by voters in the District, governs the Palomar Community College District. A student Executive Officer of the Associated Student Government also serves as student trustee for a one-year term. The FEC will operate as an education center within the Palomar Community College District's single college organizational structure. Oversight for FEC planning and monitoring of academic quality and institutional effectiveness will be incorporated into the District's current governance and planning structures.

The FEC has been designed to be financially self-sustaining and is expected to meet the same standards for course success and retention rates as the rest of the College. As part of the College's normal business practices, student enrollment and progress information, as well as demographic data, are collected, tracked, and monitored. Revenue and expenditures by site are also tracked per generally accepted accounting principles and guidelines. The College's Institutional Research and Planning (IR&P) Office provides summary data on student enrollment and Full-time Equivalent Students (FTES). The Finance and Administrative Services Division tracks and monitors all revenue and expenditures. All data required for monitoring, evaluating, and improving the overall effectiveness and quality of services across the institution are disaggregated by location (Ev. 25 - [IRP Data by Location](#)).

The administrative structure of the FEC ensures that the process for monitoring, evaluating, and improving the overall effectiveness and quality of the Center is integrated into the College's current practices. The FEC, like Palomar College's other educational sites, will participate in the three-year Program Review and Planning Processes (PRP) through the College's planning councils (Ev. 26 - [PRP comprehensive and annual PRP forms](#)). The PRP process involves a comprehensive evaluation of programs and services followed by a three-year plan, which includes an annual review and update.

Substantive Change Proposal

PALOMAR COLLEGE NORTH EDUCATION CENTER



Appendix: Evidence and Supporting Documents

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

1. Master Plan 2022
[Palomar Community College District Master Plan 2022](#)
2. Governing Board Minutes 2/20/2007 (Approval of Prop M)
[Governing Board Minutes 2/20/2007](#)
3. FEC 2018-19 Class Schedule
4. Palomar College Mission Statement
[Palomar College Mission Statement](#)
5. Education Master Plan 2022 Update 2010
[2022 Educational Master Plan 2010 Update](#)
6. Education Master Plan 2022 Update 2018
[Education Master Plan 2022 Update 2018](#)
7. Integrated Planning Model (IPM)
[Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model](#)
8. Educational and Facilities Master Plan Task Force Meetings
[Educational and Facilities Master Plan Task Force Meetings](#)
9. Governing Board Minutes 12/10/2002 (Approval of District Configuration)
[Governing Board Minutes 12/10/2002](#)
10. Governing Board Minutes August 8, 2006 (Approval of Proposal: Bond Initiative – Prop M)
[Governing Board Minutes August 8, 2006](#)
11. Governing Board Minutes 6/14/2005
[Governing Board Minutes 6/14/2005](#)
12. Governing Board Minutes 6/12/2007
[Governing Board Minutes 6/12/2007](#)
13. Strategic Plan 2016 and Years 1-3 Action Plans
[Strategic Plan 2016 and Strategic Plan 2019](#)
14. FEC Interim Village DSA Approved Drawings
14.1 - FEC Mass Grading – Phase 1

FEC Mass Grading – Phase 1

14.2 – Phase 2

FEC Interim Village DSA Approved Drawings Phase 2;

14.3 – Phase 3

FEC Interim Village DSA Approved Drawings Phase 3;

14.4 – Phase 4

FEC Interim Village DSA Approved Drawings Phase 4)

15. South Education Center Advisory Group Summary and Composition

Advisory Group for Center Planning membership

16. South Education Center Advisory Group Meeting Minutes

Advisory Group for Center Planning meeting minutes

17. Fallbrook Education Center Staffing Plan

Fallbrook Education Center Staffing Plan**Standard II: Student Learning Programs and Support Services**

18. San Diego County Office of Education Juvenile Court and Community Schools MOU

San Diego County Office of Education Juvenile Court and Community Schools MOU

19. President's Update – February 26, 2019

President's Update – February 26, 2019

20. Student Services Offered by Location (Main Campus and Fallbrook Education Center)

Student Services by Location

21. Palomar College Library Services

Palomar College Library web page**Other:**

22. Environmental Impact Report

Environmental Impact Report

23. Environmental Impact Report Addendum

Environmental Impact Report Addendum**Standard III: Resources**

24. External Evaluation Report 2015

External Evaluation Report 2015

25.

Standard IV: Leadership and Governance

26. IR&P Data by Location

[IR&P Data by Location](#)

27. PRP Comprehensive and Annual PRP Forms

[PRP Comprehensive and Annual PRP Forms](#)

28. Education Center Director – Position Description (Current position title is under evaluation. Director of Extended Education is position that aligns most closely with Education Center Director at this time.

[Director, Extended Education Job Description](#)

29. Evaluation by Campus/Site Location – Filterable Data Spreadsheet

[IRP Data by Location](#)

30. Program Review and Planning Comprehensive Evaluation Form (Completed every 3 years)

[PRP Comprehensive Form](#)

31. Program Review and Planning Annual Evaluation Form

[PRP Annual Form](#)

Additional Supporting Documents:

Strategic Planning Council

SPC Palomar College Midterm Report – March 2006

<https://www2.palomar.edu/pages/spc/files/2016/01/2008-05-06.pdf#page=51>