



Friday, March 15, 2019
Integrated Planning Workshop with SPC and SSEC

Chair: Joi Blake

Members: Leticia Aguirre, Jenny Akins, Richard Albistegui-Dubois, Cindy Anfinson, Arnulfo Arellano, Barbara Baer, Amber Bancroft, Christine Barolong, Michelle Barton, Glyn Bongolan, Nancy Browne, Carmelino Cruz, Olga Diaz, Patti Dixon, Kelly Falcone, Daniel Finkenthal, Tricia Frady, Anel Gonzalez, Laura Gropen, Victoria Haynes, Lisa Hornsby, Heather Hosaka, Jack Kahn, Scott Kardel, Barbara Kelber, Hwang Kim, Teresa Laughlin, Kendyl Magnuson, Martha Martinez, John Matson, John McMurria, Connie Moise, Lisa Norman, Patrick O'Brien, Pete Ordille, Ron Perez, Jose Ramirez, Travis Ritt, Star Rivera-Lacey, Stacy Rungaitis, Hossna Sadat, Angela Smith, Susan Snow, Connie Sterling, Annette Squires, Sherry Titus, Fari Towfiq, Lori Waite, Tamara Weintraub, Anthony White

Recorder: Cheryl Ashour

A. Integrated Planning

Subject **1. Integrated Planning**

Meeting Mar 15, 2019 - Integrated Planning Workshop with SPC and SSEC

Category A. 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 **2. Vision for Success and Equity Goal Setting**

Meeting Mar 15, 2019 - Integrated Planning Workshop with SPC and SSEC

Category A. 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

B. Adjournment

Subject **1. Adjournment**

Meeting Mar 15, 2019 - Integrated Planning Workshop with SPC and SSEC

Category B. Adjournment

Type

**Integrated Planning Workshop
with SPC and SSEC
(Friday, March 15, 2019)**

Members present

Cindy Anfinson, Michelle Barton, Joi L Blake, Glyn Bongolan, Nancy Browne, Patti Dixon, Barb Kelber, Kendyl Magnuson, Patrick O'Brien, Star Rivera-Lacey, Travis Ritt, Susan Snow, Fari Towfiq

Meeting called to order at 9:00 AM

A. Integrated Planning

1. Vision for Success and Equity Goal Setting

Director Barton provided a progress check for the following:

- Vision for Success goals: Degree/Certificate Completion, Transfer, Decrease Cumulative Units, and Workforce. The fifth goal, Equity, will be done after the District receives data from the Chancellor's office
- SEA Institutional Goals: Increase successful enrollment, increase fall to spring, increase transfer-level math and English completion in one year, increase transfer, and increase VfS completion
- SEA Equity Categories in success enrollment, retention, TL Math & English, Completion and Transfer for the following groups: African American, Foster Youth, American Indian/Alaskan Native, Hispanic, Disability, and Native Hawaiian or Other Pac Islander

2. Integrated Planning

The following documents were reviewed: Current 2019 Strategic Plan, SEM Plan, and the Educational Master Plan. Director Barton led a discussion on the focus areas in the SEM Plan: Strategies and Objectives, Access, Retention and Completion, Community Involvement, and Improved Infrastructure and Fiscal Stability.

Director Barton stated there will be a bridge Strategic Plan for 2019-2020 instead of a three-year Plan because soon the Chancellor's Office will be releasing requirements for a comprehensive plan. At today's meeting, members will rebuild the Strategic Plan to get the District through the year. She asked what members felt institutionally we need to do and presented a SP 2022 Initial Framework:

- Goal 1: Student Access, Progress, and Completion (get on Path, Stay on the Path)
- Goal 2: Teaching and Learning (Clarify the Path, Ensure Learning)
- Goal 3: Messaging and Community Connections
- Goal 4: Diverse Workforce
- Goal 5: Fiscal Stewardship and Institutional Effectiveness

Under each goal, Director Barton reviewed themes from the SP 2019, SEM Plan, Ed Master Plan and possible priorities/goals. She asked people to get into three groups and answer the following five questions:

- What are the overarching topics addressed in the plans that are related to this goal?
- Are they relevant for us moving forward (into next year, and possibly following years)?
- How do they align with our VfS, SEA, and Equity Goals?
- What is missing that would help us achieve our VfS, SEA, and Equity
- What are the top 5 "Have to Dos" as they relate to this goal?

Afterward, the groups shared their responses. Work done on Guided Pathways was reviewed and discussion ensued on what stills needs to be done. The next steps were discussed. Director Barton will pull together the work done today and come to SPC and SSEC with the results.

B. Adjournment

The meeting was adjourned at 1:00 pm

Vision for Success Goal Setting Review/Discussion

Participants

Heather Hosaka	Fari Towfiq	Rachel Miller
Star Rivera-Lacey	Susan Snow	John Matson
Travis Ritt	Olga Diaz	Hossna Sadat
Patrick O'Brien	Glyn Bongolan	Patty Dixon
Margie Fritch	Cindy Anfinson	Carmelino Cruz
Nancy Brown	Stacey Rungaitis	Michael Large

Vision for Success Goal	Question 1: What are we currently doing/implementing to increase the number of successful outcomes (for percentage) related to this institutional goal?	Question 2: What activities, strategies, or initiatives could we implement (or maybe strengthen/scale) to increase the number of successful outcomes (or percentage) related to this goal?	Question 3: How much we can we move the needle on this goals? (0 = no movement; 5 = good movement; 10 = Excellent movement)
Goal #1: Degree and Certificate Completion 1a. Increase annual degrees awarded from 1,484 to 1,806 (+22%) by 2021-22	<ul style="list-style-type: none"> • Adding ADT • Guided Pathways / Mapping / Meta Majors (field of interest) • Degree Planner • Block Scheduling • Reverse Degree 2019/20 • SEM <ul style="list-style-type: none"> ○ Degree audit ○ Course scheduling / Counselor input • Palomar Promise • Increasing Dual/Concurrent Enrollment • Curriculum alignment with CSU and UC • AB 705/placement 	<ul style="list-style-type: none"> • Counsel students about financial aid regulations, application process, benefits of AA degree in both Instruction and Counseling • Address process with Degree Planner • (Course) Sequencing aligned with availability • Look at degree completion / Outreach to students who are close to a degree (benefits) • Reverse transfer • Credit for prior learning /Review enrollment policies on credit awarded for previous training/work • All instructors to share info w/students about degrees • Pep talks by faculty • Visual encouragement in e-services • Strengthen partnerships with transfer schools • Articulation agreements • Encourage students to apply for multiple degrees • Auto Award 	7, 8, 8.5

Vision for Success Goal	Question 1: What are we currently doing/implementing to increase the number of successful outcomes (for percentage) related to this institutional goal?	Question 2: What activities, strategies, or initiatives could we implement (or maybe strengthen/scale) to increase the number of successful outcomes (or percentage) related to this goal?	Question 3: How much we can we move the needle on this goals? (0 = no movement; 5 = good movement; 10 = Excellent movement)
<p>Goal #1: Degree and Certificate Completion</p> <p>1b. Increase annual certificates awarded from 1,463 to 1,536 (+5%) by 2021-22</p>	<ul style="list-style-type: none"> • Some programs give petition to graduate • Stackable certificate • Starfish Degree Planner • Guided Pathways / Mapping • Faculty Advisor • Increase the number of CTE certificates • GP Mapping; Identifying eligible programs • Expanding programs in area of local industry and modern relevance /Creating new/relevant certificates to local LMI (e.g., HVAC) 	<ul style="list-style-type: none"> • Increase the number of programs/departments/instruction that give out petition to graduate / At capstone courses, handout petitions for graduation • Increase stackable programs/certificates • Auto petition for certificate/achievement CSU/IGETC for all ADTs • <i>What Do We Owe You</i> campaign • Lobby Chancellor's office to include apprenticeship • Connecting certificates to LMI in SD County and make it known to students • Address waitlists (hire more) • Engage instructional faculty in advising students, especially in career • Market certificate better (e.g., ease of completion) • Review units per certificates to meet 16-unit requirement • Pep talk to students by professors • Promote certificate options • Expand certificate options in more departments for relevance. 	5.5, 5/7, 6
<p>Goal #1: Degree and Certificate Completion</p> <p>1c. Increase annual number of students earning a degree OR certificate from 1,926 to 2,118 (+10%) by 2021-22</p>	<ul style="list-style-type: none"> • Hired Adult Ed Counselor (Larry M) • AEP Grant • See Goal 1a and 1b • Non-credit to credit • Non-Credit CTE Expansion • GP Mapping • Special programs (VDF, Transitions, Collective) • Promise Program • Labor Market Analysis 	<ul style="list-style-type: none"> • Credit by exam (Star) IM • Non-credit to credit • Expand non-credit CTE, pre-apprenticeship, and transfer to credit • VDF / Transitions expansion • More Community Partnership for CTE Expansion • Learning communities/certificates • Cohort Model groups 	5.5, 5/7, 6

Vision for Success Goal	Question 1: What are we currently doing/implementing to increase the number of successful outcomes (for percentage) related to this institutional goal?	Question 2: What activities, strategies, or initiatives could we implement (or maybe strengthen/scale) to increase the number of successful outcomes (or percentage) related to this goal?	Question 3: How much we can we move the needle on this goals? (0 = no movement; 5 = good movement; 10 = Excellent movement)
<p>Goal #2: Transfer</p> <p>2a. Increase annual ADTs by from 304 to 456 (+50%) by 2021-22AD-T</p>	<ul style="list-style-type: none"> • Adding ADTs (e.g. global studies) • Adding ADTs to Starfish Degree Planner • Increasing AD-T degrees • Guided Pathways - Mapping • Degree Planner • Looking at local CSUs for acceptability • Dual Enrollment • Course Scheduling • SEM – Scheduling, Counseling input, DE and CE 	<ul style="list-style-type: none"> • Promote and educate on ADT's / Advertise ADTs better – especially with DI populations • What is it? • What is the benefit of 1 over • Another AS? • List ADT first under CCC Apply • Catalog clean-up • Eliminate redundant AA (Evaluate the AA/AS when ADT is offered in same discipline) • Pep Talks from faculty • Visual encouragement – e-services • Transfer Partnerships – TAGs • Articulation agreement • Not wasting units that don't transfer • Create automatic processes in PeopleSoft • Create student workshop on graduation 	<p>9, 10, 10</p>
<p>Goal #2: Transfer</p> <p>2b. Increase annual transfers to CSU/UC from 1,629 to 1,873 (+15%) by 2021-22</p>	<ul style="list-style-type: none"> • UC/CSU application workshops • Dedicated transfer counselors • Starfish/ Degree Planner • Mapping • Informing students about TAG • SDSU TAP (transfer admission planner) • UC TAP • AD-T Completion • SDSU admissions game • UC DI admissions • Guided Pathways • SEM (Scheduling, Counseling, DE, CE) 	<ul style="list-style-type: none"> • Free transcripts from Palomar to CSU • RB designation for priority to SDSU • Analysis of the effect of the Promise • Market UC admissions for DI populations • Talk about financial aid opportunities early (expose to scholarship application process) • Make sure graduation and completion process is clear for students and easily accessible • Access, success and equity in student processes such as applying, petitioning, graduating, etc. • Pep talks from faculty • Visual encouragement in E-Services • Transfer Partnerships TAGs • Articulation Agreements • No wasting units that don't transfer 	<p>N/A, 5, 10</p>

Vision for Success Goal	Question 1: What are we currently doing/implementing to increase the number of successful outcomes (for percentage) related to this institutional goal?	Question 2: What activities, strategies, or initiatives could we implement (or maybe strengthen/scale) to increase the number of successful outcomes (or percentage) related to this goal?	Question 3: How much we can we move the needle on this goals? (0 = no movement; 5 = good movement; 10 = Excellent movement)
<p>Goal #3: Decrease time to completion</p> <p>3a. Decrease average units earned per degree from 87 to 81 (-7%) by 2021-22</p>	<ul style="list-style-type: none"> • Mirror CLASSES (blended classes) • Starfish Degree Planner • Help students to select first semester • Deactivating Math/English/Reading classes • AD Astra • Accelerated Program • Block Scheduling • Review curriculum to reduce units • Program Mapping • AB705 Math/English/ESL • GP Mapping • Degree Audit 	<ul style="list-style-type: none"> • Increase block scheduling • Continue to review curriculum to reduce units • Increase career advising component • Increase accelerated program • Reduce units for individual courses • Focus on non-degree earners with high units to get back on path • Stress career development/exploration by developing a continuum (GP Plan) • Identify gateway and critical courses for on-ramp and develop wrap-around services • Gamify student services to encourage participation in counseling, FYE, TLC, tutoring, etc. • AB705 – Under development, and supports to finish • GP – Scheduling (AD Astra) • Student degree selection (Academic Plan) • Departments review units to degree 	<p>5, 6, 8</p>

Vision for Success Goal	Question 1: What are we currently doing/implementing to increase the number of successful outcomes (for percentage) related to this institutional goal?	Question 2: What activities, strategies, or initiatives could we implement (or maybe strengthen/scale) to increase the number of successful outcomes (or percentage) related to this goal?	Question 3: How much we can we move the needle on this goals? (0 = no movement; 5 = good movement; 10 = Excellent movement)
<p>Goal #4: Workforce Development</p> <p>4c. Increase number of CTE students who report working in their field of study from 68% to 72% (+6%) by 2021-22</p>	<ul style="list-style-type: none"> • Internships • Job placement case management • Partnering with local industry • Middle/High School engagement • Apprenticeship Expo (600 students) • AEP Counselor • Apprenticeships • DSNs at Palomar College <ul style="list-style-type: none"> ○ Advanced Manufacturing ○ Information Communications Tech (ICT) • GP – Path to career • Career Center/Assessment expansion • Strengthening partnerships with industry/business • Service Learning • 	<ul style="list-style-type: none"> • Increase internships • Increase Apprenticeships • Increase Partnerships • Add externships • Create job placement office/staff • Partner with community resources • Increase awareness at jobs/salaries of CTE programs • Improve tracking of students who graduate • Offer incentives to students who participate • Create funding and employment structures similar to apprenticeships for non-apprenticeship programs • Let people know what we offer and how it connects to upward/lateral mobility • Add Counselors to advisory boards in CTE • Add advisory boards to all areas • Career placement person • Internships + • Middle skill program expansion • DSNs (Deputy Sector Navigator) • Advanced manufacturing/Information communications tech • Resume workshop / soft skills / interview practice workshops • Strengthen partnerships • Alumni role models 	<p>10, 7, 5</p>
<p>Goal #5: Equity TBD</p>	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • TBD 	

Vision for Success Goals 1-4

Goal 1: Degree/Cert Completion	Baseline	Target	% Increase	+ / = / - CO Rate
1a. Increase degrees	1,484	1,806	22%	=
1b. Increase certificates	1,463	1,536	5%	-
1c. Increase completions	1,921	2,118	10%	-
Goal 2: Transfer				
2a. Increase ADTs	304	456	50%	+
2b. Increase transfers to CSU/UC	1,629	1,873	13%	-
Goal 3: Decrease Cumulative Units				
3a. Decrease Average	87	82	7%	-
Goal 4: Workforce				
4c. Increase students working in job closely related to field of study	68%	72%	6%	-

SEA Institutional Goals

	Baseline 2017-18	Target 2021-22	% Increase
Increase successful enrollment (<u>Access</u>)	TBD	TBD	TBD
Increase Fall to Spring <u>retention</u>	67.6%	73.0%	8.0%
Increase <u>transfer-level math and English</u> completion in one year	6.4%	20.0%	212.5%
Increase <u>transfers</u> (all)	2,553	2,753	7.8%
Increase VfS Completion (<u>Degrees and Certificates</u>)	1,921	2,188	13.9%

SEA Equity Categories

Overarching Goal for Equity Categories is to reduce equity gap by 40% by 2021-22

Success Enrollment	Retention	TL Math & English	Completion (VfS)	Transfer
TBD	African American	African American	African American	
	Foster Youth	Foster Youth	Foster Youth	Foster Youth
		American Indian/Alaskan Native	American Indian/Alaskan Native	American Indian/Alaskan Native
		Hispanic**	Hispanic**	Hispanic
		Disability	Native Hawaiian or Other Pac Islander	

** Hispanic students did not show up as DI in the CO dataset because they are the significant group in each of these categories and were included in the CO's average for total students. IR&Ps follow-up analysis does show DI for this category. CO is rerunning the data...

Educational Master Plan

Recommendations for EMP Strategic Implementation

Overview

Data gathered from external and internal environmental scans revealed the College's historical trends and insight into forecasts for the future. Changes in the District's service area, student demographics, and participation/attendance patterns were noted. Additionally, valuable qualitative data and information were gathered from internal and external stakeholders via interviews, listening sessions, and student forums. From these data and information, a set of planning assumptions, delineated previously in this document, emerged to help guide the College into its future.

The College is embarking on its last year of Strategic Plan 2019 and preparing to develop its final three-year Strategic Plan prior to sunset of the comprehensive Master Plan 2022. Critical to this EMP Update 2018 is a blueprint of strategic implementation strategies to be used in conjunction with the College's existing planning efforts. This EMP Update 2018's strategies for implementation will provide assistance to guide strategic planning of programs, services, facilities, staffing, and operations until the next comprehensive Educational and Facilities Master Plan is developed in 2021-2022.

In order to complete the EMP Update 2018 and identify key implementation strategies, essential data and information were reviewed, including the following:

- Palomar College data profile, including demographic trends and projections (presented earlier)
- Key Themes from Stakeholders (presented earlier)
- Planning Assumptions for the next 5 years (presented earlier)
- ACCJC recommendations and correspondence
- Palomar College Governing Board Goals
- Palomar College Strategic Plan 2019
- Palomar College Strategic Enrollment Management (SEM) Plan and other College planning documents
- Faculty Senate Goals
- California Community College Chancellor's Office (CCCCO) Vision and Goals
- Current state initiatives and the new Community College Funding Formula
- Current trends in higher education

Overarching Implementation Strategy

Following the above in-depth review, and an examination of planning assumptions that will guide and shape the future picture of Palomar College, an overarching implementation strategy emerged, which is articulated in the following statement:

Overarching Implementation Strategy

"Expand and enhance community college educational services within the Palomar Community College District both to support an inclusive, highly accessible environment where students can establish and successfully achieve their educational goals, and to grow enrollments toward a goal of '20,000 FTES by 2020', thus ensuring fiscal stability of the District."

Key Implementation Strategies

Six key implementation strategies were identified to support the overall strategy presented above. Each is described below.

Implementation Strategy #1: Grow Centers in an Intentional, Responsive, Efficient Manner to Meet Community Needs

Develop a holistic, responsive, and effective plan for the District's centers, with emphasis on an identified program mix and wrap-around services.

- Create an “identity” for each center
- Create a one-stop approach at each site for academic and student support services
- Establish an FTES target of 2,000 for each new center, Fallbrook and Rancho Bernardo, with the Escondido Center remaining at 1,000 FTES over the next several years
- Ensure appropriate staffing and targeted marketing and outreach to accomplish this strategy
- Build connections between center offerings and programs at the main campus in San Marcos
- Build partnerships between Palomar College and local public and private sector partners (educational, governmental, and business) in each location's respective region

Implementation Strategy #2: Increase Participation Rates and Reach New Markets

Increase participation rates by supporting inclusive, equitable access, and success of existing and new populations of students across the District.

- Increase dual and concurrent enrollment across the 12 school districts (67 high schools) within the Palomar District; develop site-based early college high school at San Marcos and at each center (Fallbrook, Rancho Bernardo, and Escondido)
- Reverse net loss in enrollment flow (out-migration vs. in-migration)
- Continue to expand the Palomar Promise program
- Implement Guided Pathways with options for part-time and working adults
- Develop University Center; strengthen articulation with university partners
- Establish/expand non-credit adult apportionment programming and coursework (e.g. Basic Skills, ESL, short-term vocational/CTE, workforce training, apprenticeship)
- Focus on growing populations (e.g., Under 20; 30 to 40)
- Focus on areas of population growth and new housing development in the North/Northeast
- Provide information and marketing to new residents and housing developments
- Serve youth inmate population
- Strengthen relationships with tribal communities, education partners, and business partners

Implementation Strategy #3: Strengthen Internal Processes for Progress and Completion

Strengthen internal processes, especially onboarding and enrollment management, to better meet student needs and improve efficiency to 525 WSCH/FTEF. Create an overall shift of offerings for a balance among demand / capacity quadrants as depicted below.

High Demand; Low Capacity ⇒ <u>Strategies</u> Use multiple sites Include Distance Education options	High Demand; High Capacity ⇒ <u>Strategies</u> Expand offerings & sites Increase Distance Education Develop flexible scheduling, including Fast Track
Low Demand; Low Capacity ⇒ <u>Strategies</u> Condense and reduce offerings Stagger start dates	High Capacity; Low Demand ⇒ <u>Strategies</u> Create incubator programs Develop new/expanded curriculum Use cohort models; offer as demand warrants a section Utilize Distance Education to aggregate small groups of students

- Maximize efficiency and quality of student “onboarding”
- Strengthen First Year Experience (FYE) program; consider requiring it for all new students
- Implement Guided Pathways, including wrap-around academic and student support services (tutoring, counseling, etc.); develop user-friendly marketing materials that cross educational sectors for prospective students and their families
- Improve and streamline articulation and expand transfer degrees
- Assess low-demand programs and adjust accordingly
- Use master block scheduling; improve enrollment management for better room utilization; provide intentional scheduling for progression and completion
- Include alternative schedule packaging for working adults, such as Fast Track or short-term offerings
- Expand distance education offerings

Implementation Strategy #4: Grow a Robust, Intentional Distance Education Program

Provide support to develop a robust, high-quality distance education program.

- Provide professional development and training for both full-time and part-time faculty and students
- Create master schedule with focus on student need, progression and completion, and efficiency
- Engage in enrollment management of distance education, in conjunction with traditional and hybrid courses, to support four-quadrant shifts described above
- Ensure that new and expanded academic and student support services continue to include distance education students, especially those at the expanding Centers

Implementation Strategy #5: Improve Campus Climate and Engagement

Create an invigorating, active campus climate in San Marcos and at the Centers, ensuring a connection across these sites, for both staff and students.

- Provide professional development and integration/socialization for new employees
- Improve communication modes for students of available activities, clubs, support services, and student-identified “hangout” places; use student interns to help design web pages, social media modes, and mobile-friendly communications

- Be mindful that College plans include connections to center staff and students
- Ensure facilities and technology plans support student engagement, orientation, and safe, inclusive space(s)
- Consider the needs of English Language Learners and students with disabilities in campus climate design features
- Create an “Equity and Inclusion Center” to co-locate various diversity centers (Native American, Puente, Umoja, Veterans, DSPS, LGBTQ, adult re-entry, etc.)
- Increase diversity of staff to more closely mirror the student population; infuse diversity and multi-cultural concepts into curriculum, events, and facility remodeling and construction design

Implementation Strategy #6: Streamline and Enhance Integrated Planning

Continue to enhance the Integrated Planning Model to make it both more efficient and effective.

- Integrate various planning efforts where feasible to avoid duplication of effort and improve communication, implementation, and integration from the initial planning stage (e.g. Strategic Planning, Strategic Enrollment Management, Guided Pathways, etc.)
- Ensure planning documents are living documents that are integrated with college operations and regularly reviewed for impact and effectiveness
- Reduce standing committees and use more ad hoc and task forces with designated purpose, timeline (with end dates), and defined deliverables
- Examine appropriate avenues to encourage and strengthen cross-functional dialogue, critical thinking, creative thinking, and innovation
- Incorporate into the College’s Integrated Planning Model and process recent and upcoming state initiatives, such as Guided Pathways and AB 705’s accelerated English and mathematics
- Ensure action plans are implemented by exploring strategies to move more effectively and efficiently from planning to action, with avenues for infusing new initiatives, and assigned champions responsible for implementing targeted objectives
- Further refine program review, planning, and use of evaluation results for improvement of programs and services for students
- Complete a review of the Integrated Planning Model prior to next comprehensive master plan development in 2021-2022

Strategic Plan

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.

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

SEM Plan

Focus Areas, Strategies and Objectives

Overview

To achieve the targets for the student groups listed above, promote student success and outcomes, and ensure the College maintains its fiscal viability; the SEM Advisory Committee identified a set of strategies and corresponding objectives for each element in the SEM ARCC+ model. Then, the Committee identified high, medium, and low priority/sequencing objectives to accomplish each strategy. The criteria utilized for sorting objectives into priority categories included, but was not limited to,

- the need to establish infrastructure to better manage enrollment and student success,
- potential impact on FTES,
- need to stabilize enrollment,
- sequencing (what work needs to come first), and
- time needed to develop and implement.

The SEM plan is aligned with the College's current Strategic Plan 2019. This alignment is shown by including the Strategic Plan's goal and corresponding objective in parenthesis by relevant strategies and objectives in the SEM plan.

For example, *Strategy 1: Increase access through new locations, partnerships, and programs (5.1, 5.2)* under the SEM Plan's ACCESS Focus Area is aligned with Strategic Plan 2019's Goal 5 Objectives 1 and 2 which state:

- 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.

For each strategy and objective in the plan, the College will create a corresponding action plan identifying individuals responsible, project tasks and timelines, and specific outcomes. In addition, a SEM Scorecard will be established and organized by Focus Area to allow the College to monitor progress on the plan.

Focus Area: ACCESS

Strategy 1: Increase access through new locations, partnerships, and programs. (5.1, 5.2)

High priority objectives (build infrastructure, potential significant impact on FTES, stabilize enrollments across the district)

- A1.1. Open North and South Education Center.
- A1.2. Expand Concurrent/Dual Enrollment programs.
- A1.3. Expand Distance Education programs and offerings where appropriate.
- A1.4. Partner with local business and industry to reestablish contract education, non-credit, and continuing education programs.

Medium priority objective (build infrastructure, impact revenue)

- A1.5. Increase international education partnerships.

Strategy 2: Develop and implement integrated, targeted, and comprehensive outreach, marketing, and communications plans aligned with instructional programs, offerings, and calendars. (3.1)

High priority objective (must have in place to effectively support Strategy 1 above).

- A2.1. Develop and implement integrated marketing, outreach, and communications plans for each of the targeted student groups and new locations identified in Focus Area ACCESS Strategy 1.

Medium priority objective (build infrastructure, would support outreach and marketing, represents a technology tool to help staff accomplish this work, objective 2.1 has to come first though).

- A2.2. Develop and implement technology tools such as a CRM to help facilitate communication and follow-up with students expressing an interest in attending Palomar.

Strategy 3: Simplify enrollment and registration processes. (Make college coursework the toughest part of going to Palomar College)

High priority objectives (builds infrastructure, impacts ALL students, highly rated across the Committee, including our student representative.)

- A3.1. Develop and implement technology-based solutions to simplify student application, registration, and enrollment for classes.
- A3.2. Examine and modify registration processes and timelines to better accommodate student need (e.g., move fall registration into spring; one-year enrollment process).
- A3.3. Streamline and improve financial aid services to ensure students receive timely access and support.

Focus Area: RETENTION AND COMPLETION

Strategy 1: Implement Guided Pathways.

High priority objective (potentially transformational, will take time so need to start now, funding available, intentionally integrates college across instruction and student services).

- RC1.1. Implement Guided Pathways in a manner that is aligned with associated elements identified in the state's model. (2.2, 2.3)

Ensure the following is addressed as a comprehensive approach

Student Service Support and Follow-up

- Implement approaches to more effectively communicate and implement follow-up with students.
- Develop and implement comprehensive retention plan that includes targeted follow-up and support and facilitates a sense of belonging on campus.
- Implement technology solutions to assist faculty, staff, and students in education planning and tracking of progress towards goals (degree audit, electronic education plans, and early alert)
- Ensure students receive accurate and timely counseling services support
- Implement programs such as second year experience/adult promise with integrated student support.

Curriculum and Scheduling

- Clearly mapped programs / MetaMajors
- Assessment and evaluation of schedule to ensure it meets needs of students
- Innovative program development supported
- Alternative scheduling

Professional Development and Support for Faculty, Instruction, and Student Services

Strategy 2: Develop and implement strategies that facilitate student completion and decrease time to completion. (2.3)

Low priority objectives (not sure of the FTES impact after looking at data, math is currently working on projects to accelerate completion of math sequences and AB 705)

- RC2.1. Implement "Just One More" campaign to encourage part-time students to transition to full-time students.
- RC2.2. Implement accelerated programs to support completion of math sequences.

Focus Area: CONTINUED COMMUNITY INVOLVEMENT

Strategy 1: Strengthen Palomar's presence in the community.

Medium to low priority objective (Outreach plans should address some of what would be addressed in this objective; college is making a concerted effort to strengthen presence currently, once outreach plans are created this objective could be evaluated and worked on)

- CC1.1. Develop short-term and long-term community engagement activities to reintroduce the community to Palomar's updated campus and centers.

Focus Area: IMPROVED INFRASTRUCTURE AND FISCAL STABILITY

Strategy 1: Improve operations and budgeting to ensure continued fiscal stability. (5.4)

High priority objectives (fiscal viability is critical and needs to be addressed, diversity of faculty and staff highly rated across the committee and the importance of improving the hiring process to improve opportunities to hire the best faculty and staff need to happen)

- +1.1. Develop and implement a financial recovery plan to ensure a balanced budget.
- +1.2. Implement improvements to recruitment and hiring processes (including technology) to increase efficiency of hiring and provide support for the enrollment plan's goals.

Strategy 2: Implement models that integrate enrollment forecasting, scheduling, and budget. (5.5)

High priority objectives (related to fiscal viability of the college, Institutional Effectiveness Recommendation from accreditation)

- +2.2. Implement model that connects budgeting to scheduling and results in improved FTES/FTEF.
- +2.2. Evaluate facilities utilization across the district to ensure efficient and effective use of classrooms.

Strategy 3: Implement approaches that facilitate the use of data to make informed decisions.

High priority objectives (needed to track progress on SEM plan, needed (student engagement and survey) as part of accreditation standards)

- +3.1. Conduct Community College Survey of Student Engagement as part of the ongoing environmental scan of the college's community.
- +3.2 Develop report (scorecard) to track progress on enrollments/persistence/completion in a simple to use format.

Strategy 4: Develop and align facilities to meet the needs of students and our community.

Medium priority objectives (these are ongoing and good to keep; facilities plays role in SEM and should be represented as well)

- +4.1. Ensure new facilities provide for student needs.
- +4.2. Implement universal design principles in facilities projects.

Goal 1. Student Access, Progress, and Completion (Get on the Path, Stay on the Path)

Review of the plans shows a focus on access, retention, and student success/completion.

Themes from Strategic Plan 2019

- Create integrated outreach plan (per SEM Plan)
- Establish clear pathways with integrated of student support
- Achieve full implementation/Compliance of AB705 (Ensure students complete their math and English within the first year).
- Simplify onboarding process
- Equity
 - Decrease equity gaps by expanding and integrating programs focused on retention and success (Promise, FYE, Summer Bridge, Learning Communities)
 - Establish an equity and inclusion center

Themes from SEM Plan

- Increase enrollment of the following targeted student enrollment groups (specific percentages)
 - Concurrent/Dual Enrollment
 - Recent high school graduates
 - Online enrollment
 - Continuing Students (reverse trend)
 - Noncredit, career technology, and contract education programs where appropriate
- Increase access through new locations, partnerships, and programs
- Integrated outreach plan for each of the targeted student groups and communications aligned with programs, offerings, and calendars.
- Simplify onboarding process
- Implement Guided Pathways (Student Support and Interventions)
- Implement strategies to facilitate student completion and decrease time to completion (e.g., AB705)

Themes from Ed Master Plan

- Grow college centers in an intentional, responsive, and efficient manner; maintain comprehensive focus at San Marcos site
- Increase participation rates / through existing and new student populations
- Improve internal processes for progress and completion
 - Onboarding
 - Enrollment Management (ensure schedule meets needs of students)
 - Efficiency/better balance of offerings based on student need
 - Guided Pathways
- Distance Education program (develop and strengthen program where feasible)

Possible Priorities/Goals for GP over the next year DISCUSSED AT END OF GP MEETING)

- Become fully compliant with AB705
- Finalize program maps and make them ready for student use
- Establish MetaMajors/Fields of Interest
- Identify career alignment with programs; implement/integrate student career interest, identification, and selection into student experience/Connect careers and career discovery and selection into Guided Pathways
- Ensure schedule development is aligned with Guided Pathways
- Simplify student onboarding process
- Ensure Student Learning (Pillar Priority TBD)
- **NOT LISTED BUT related** – Re-envision student support services to support student completion and college's fields of interest (metamajors)

Goal 2: Teaching and Learning (Clarify the Path, Ensure Learning)

Themes from SP 2019

- Implement campus theme (Better Together)
- Implement innovative instructional and student support practices focused on strengthening teaching and learning

Themes from SEM

- Implement guided pathways. (Curriculum/Mapping/Careers)
- Implement strategies that facilitate student completion and decrease time to completion. (2.3)

Possible Priorities/Goals for GP over the next year DISCUSSED AT END OF GP MEETING)

- Become fully compliant with AB705
- Finalize program maps and make them ready for student use
- Establish MetaMajors/Fields of Interest
- Identify career alignment with programs; implement/integrate student career interest, identification, and selection into student experience/Connect careers and career discovery and selection into Guided Pathways
- Ensure schedule development is aligned with Guided Pathways
- Simplify student onboarding process
- Ensure Student Learning (Pillar Priority TBD)
- **NOT LISTED BUT related** – Re-envision student support services to support student completion and college's fields of interest (metamajors)

Goal 3: Messaging and Community Connections

Themes from SP 2019

- Implement integrated communication plan (easy to navigate website, social media presence, printed marketing materials – aligned with GP)

Themes from SEM PLAN

- Community Connection: Develop short-term and long-term community engagement activities to reintroduce the community to Palomar's updated campus and centers.

Themes from Master Ed Plan

- Increase participation rates / through existing and new student populations (marketing and outreach/communication)
- Improve internal processes for progress and completion (program expansion; concurrent and dual enrollment, relationship and connections to do this)

Goal 4: Diverse Workforce

Themes from SP 2019

- Monitor the college's staffing plan as it relates to hires
- 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.
- Implement comprehensive PD Plan
- Improve internal communication strategies and processes

Themes from ED Master Plan

- Improve campus climate and engagement

Goal 5: Fiscal Stewardship and Institutional Effectiveness

Themes from SP 2019

- Plan and open Rancho Bernardo and Fallbrook education centers
- Strengthen relationships with high schools and universities
- Develop action plan to balance budget
- Monitor SEM Plan
- Explore alternative revenue streams
- Revise and strengthen integrated program review and planning across the institution (moved from another goal – seemed to fit better here)

Themes from SEM Plan

- Increase access through new locations, partnerships, and programs. (5.1, 5.2)
- Improve operations and budgeting to ensure continued fiscal stability. (5.4)
- Implement models that integrate enrollment forecasting, scheduling, and budget
- Implement approaches that facilitate the use of data to make informed decisions
- Develop and align facilities to meet the needs of students and our community (universal design principles)

Themes from Ed Master Plan

- Grow college centers in an intentional, responsive, and efficient manner; maintain comprehensive focus at San Marcos site
- Increase participation rates / through existing and new student populations (similar target population as in SEM plan)
- Distance Education program (develop and strengthen program where feasible)
- Improve internal processes for progress and completion (with respect to enrollment management/efficient and effective scheduling)
- Distance Education program (develop and strengthen program where feasible)
- Streamline and enhance integrated planning

Missing but College is Addressing:

- Evaluate and improve governance structure and processes
- Implement fiscal planning and reporting process to support the support the Student Centered Funding Formula
- Improve /streamline processes in Finance and Administrative Services

Goal #1: Student Access, Progress, and Completion (Get on the Path, Stay on the Path)

1. What are the overarching topics addressed in the plans that are related to this goal?
2. Are they relevant for us moving forward (into next year, and possibly following years)?
3. How do they align with our VfS, SEA, and Equity Goals?
4. What is missing that would help us achieve our VfS, SEA, and Equity
5. What are the top 5 "Have to Dos" as they relate to this goal?

Goal #2: Teaching and Learning (Clarify the Path, Ensure Learning)

1. What are the overarching topics addressed in the plans that are related to this goal?
2. Are they relevant for us moving forward (into next year, and possibly following years)?
3. How do they align with our VfS, SEA, and Equity Goals?
4. What is missing that would help us achieve our VfS, SEA, and Equity
5. What are the top 5 “Have to Dos” as they relate to this goal?

Goal #3: Message and Connection with our Community.

1. What are the overarching topics addressed in the plans that are related to this goal?
2. Are they relevant for us moving forward (into next year, and possibly following years)?
3. How do they align with our VfS, SEA, and Equity Goals?
4. What is missing that would help us achieve our VfS, SEA, and Equity
5. What are the top 5 “Have to Dos” as they relate to this goal?

Goal #4: Diverse Workforce

1. What are the overarching topics addressed in the plans that are related to this goal?
2. Are they relevant for us moving forward (into next year, and possibly following years)?
3. How do they align with our VfS, SEA, and Equity Goals?
4. What is missing that would help us achieve our VfS, SEA, and Equity
5. What are the top 5 “Have to Dos” as they relate to this goal?

Goal #5: Fiscal Stewardship and Institutional Effectiveness

1. What are the overarching topics addressed in the plans that are related to this goal?
2. Are they relevant for us moving forward (into next year, and possibly following years)?
3. How do they align with our VfS, SEA, and Equity Goals?
4. What is missing that would help us achieve our VfS, SEA, and Equity
5. What are the top 5 “Have to Dos” as they relate to this goal?