STRATEGIC PLANNING OBJECTIVES SURVEY
JANUARY 14, 2002

GOAL 1: STUDENT SUCCESS

SESSION 1

- Target first-time attendees at the college and ease progress through beginning of college
- Improve assessment techniques for math
- More special education classes; math, foreign language for mildly disable to severe
- Make students more aware of services we have available
- Freshman experience
- Emphasize positive attitudes
- Develop new ways to support financially strapped students; more money for scholarships; advertise our scholarships better
- Call students who do not return; better follow up
- Have each student meet with a counselor to develop Educational Plan
- Advertise transfer programs to new students
- Develop more Transfer Guarantee Admission programs
- No classes once a week; offer more classes
- Offer whole programs both day and night
- Departments need to be staffed at all times, especially during the day to answer student questions (Especially before classes start)
- Better correlation between what high schools are teaching and our courses to improve transfer
- Tracking students for participation and success; enforce suspension and dismissal policies
- Mentoring program for at-risk and failing students
- Reengineer admissions and entrance program for student success
- Set up financial aid for students who have gone over the limits
- Better information center at the beginning of the college for parking, where to go- kiosk near parking areas, entrances to campus
- Ease parking problem at the beginning of the year
- More vocational classes to support the trades
- Red vests helpers walking around at the beginning of the year to help direct students
- Better way to process students through cashier
- Advisory committee for programs district wide
- Alternative way to pay for tuition and fees; online
- Maintain CalWorks and Matriculation services
- E-mail for students
- Departments showcase success
- Campus wide open house to highlight campus programs

- Tracking job placement when students go into the workforce
- Flow chart to show students how to progress through the system
- Support for the tutoring program; more tutors
- Intern program for students to work in the community
- Increase Child Care Center; need space for more children
- Flexibility to try new learning strategies and give them a chance to succeed
- Develop a more comprehensive health care plan that students could buy into; get the information about our existing plan
- On-line registration
- Advertise student success in the newspaper
- Support mentoring program
- Ticker tape information for students
- User friendly curriculum process including outlines on-line
- Technology literacy; testing of skill across the curriculum
- Education of staff of services available for students
- More availability of counseling and advising
- Encourage each instructor to have own WEB page with chat room, information
- Improve counselor to student ratio
- List of contact people in high schools and coordination of information for recruitment in high schools
- Keep a sense of balance with liberal arts studies and work force training
- Require courses for all students- How to Succeed in College
- Better communication of information for staff given to students; hours of financial aid office, procedures for registration
- Budget to open computer labs (for staffing) on campus to be able to offer to students
- Publicize hours for students regarding open labs
- Central assessment center
- Tracking students who transfer
- Mandated orientation for all students including information of services
- Access to up-to-date software for computer labs
- Student Ambassador program to help other students during peak times
- Gather success stories of students
- Student group to include performing arts, ETV, Graphic arts to work together on projects to see an end product
- Increase information of office hours on computer (Internet)
- Produce a Palomar video of success
- Pay more attention to scheduling classes at a time convenient for students; sponsor software to rework PeopleSoft to track semester and time usage of class
- Get statistics to determine when peak times are
- Increase services for night and Saturday classes
- Need indicators of student success and publicize them to entire students; two sets, one for departments and another for the college; make them easily accessible
- Investigate and encourage classes that are on-line combined with in-class
- Get more information out to students on variety of class offerings, i.e. Telenet, ETV, etc

- Help students identify goals – map our classes for personal interest
- Practical work experience classes; how to get a job, be on time
- Give students a CD with all college information when they register
- Articulation between college and high schools for English and Math classes
- Assessment Center for Placement testing for Math, English, reading, foreign language, etc

SESSION 2

- Expand on-line courses offered
- Faculty need to learn more on how students learn
- Pre-enrollment of students to match room size with numbers of students wanting course
- Capture students' goals (one class, more classes) on application or initial intake of student success.
- Tie basic skills to vocational goals
- Incorporate skills needed for the work world in course offerings
- Outreach is not recruitment but working with community and K-12 (redefine outreach)
- Bridge faculty involvement with outreach in K-12
- Write more grants for supplementing outreach services; give faculty stipends for outreach and recruitment
- Teach ethics, manners, integrity and life skills; develop into a class or in curriculum; beyond academic skills
- Complete support during intersession, summer
- Revisit University Studies degree
- Computerized interest inventory that would go with our offerings- outreach tool
- See what other CC colleges are doing for student support and retention
- Identify goals with achievement of goals for the students- for students entering and exiting
- Ensure student success for life-long learning; instruction and opportunities for students to research on their own
- Be aware of the best research of what works with student learning and find out how to integrate into the system
- Technology across the curriculum
- Train faculty to the needs of ESL students
- Support the full program if we are to offer it
- Increase budget and look for grants
- Empower students to be part of larger community and be more active in community (club activity)
- Develop a freshman year experience
- Start freshman year experience with a pre college experience to learn the ropes
- Have students make appointments prior to PAR; during off season; during staff development educate faculty to promote counseling services
- Need more fulltime contract to work at the front desk in counseling

- Need an exit interview for students leaving to give us feedback as to their college experience (the whole experience)
- Have faculty identify learning disabilities of students; follow through with student and DSP&S (put on syllabus)
- Try to create an architecture that will increase communication with faculty, students and services
- Early alert to identify students who are at risk
- One-stop student center
- Allow students to discuss clubs, services, etc. with classes; "What's going on", events on campus; find more ways to get information out to students
- Have knowledgeable staff member at student center so students do not have to wait in line
- Campus tours available
- Assign students an e-mail address from Palomar
- Foster mentoring with alumni and new students
- Formalize program for re-entering students
- Equity of support services for evening students
- Continue to work on multiple scheduling options for students; 6-week, 2 week, etc.
- Students on financial aid cannot take advantage of shortened schedule; find a solution to this problem
- Maximize use of instructional calendar; how many days can we offer classes
- Standardize terminology with full-time, part time, remedial, basic skills; these terms are different depending on program; be more consistent
- Have a program for Transfer Students that is student centered; student achievement team of counselors, faculty, etc to support students who need help
- Market to more students the opportunities of a transfer degree
- Get everyone involved early and on a path….in track
- Pilot standardized classes for transfer courses
- Assist students purchasing text books
- Set up a MESA program at Palomar College
- Make sure our outreach is all inclusive, not just high school
- Let campus know where you graduated to encourage or help students transfer to those campuses
- Manual that gives a broader and more in-depth student services – informing faculty and staff on these services
- Have people talk about what they do at the services
- Cross train between departments about other services
- Offer Puente and Summer Bridge (block) program for students
- Develop comprehensive and advising tool for students.
- Orientation for students for specific disciplines, e.g., physics
- Set up guideline that all classroom doors are accessible to disabled students
- Offer short term loans not based on income
- Continue to develop assessment instruments to show how students are successful

- Involve faculty across disciplines to find skills that are common/overlapping; make obvious and reinforce
- Increase hours for counseling at Centers.
- Hire bi-lingual support staff
- Awards for students; reentry student of the year, transfer student of the year, etc.
- Provide a ceremony, perpetual plaques, etc at the end of the year for these students
- 1st Friday session for special topics
- Guest teach in other classrooms and get compensated for it
- College hour when nothing is scheduled to have meetings
- Invest in technology for disabled students
- Have a card with important phone numbers – give at orientation
- Develop a student Bill of Rights; this is what Palomar College is willing to do for you; distribute
- Mentor system for new adjuncts
- Have departments have a real person answer the phone
- Find ways to respond quickly to business and industry
- Increase the number of learning communities
- Set up a Advisory committee for Student Success
- Set up a student success plan (not just ed plan) for all aspects of students future—career, child care, money
- Provide cap-stone experience such as a portfolio for students to demonstrate their mastery of knowledge and skills

GOAL 2: TEACHING AND LEARNING

SESSION 1

In order to accomplish this goal, we should……

- **Part time to full time ratio – critical**
- Address tenured faculty – quality of teaching
- Provide opportunities to locate, evaluate and use information in all forms – electronic & print
- Online instructors – requirement that they take a certificate program or online class on how to prepare online class
- Standards must be applied to technology, staff (standards, standardization – i.e. platforms)
- Integrate faculty learning of new techniques. Professional development not enough
- Additional resources
- Retention: How do we keep the students in classrooms
- Retention techniques: phone banks
- Sharing of retention information across the board
- Assessment, placement of students – appropriate placement

- Counseling – continuity
- Standardization of classrooms: technology, etc same
- Foundation in information competency
- Faculty advisement – formalize
- Create strong partnership with counselors and faculty. Understand the whole picture
- Increase in mentoring
- Tutors have more training
- Email contact with students (retention)
- Standardizing email for students. Make contacting students easier
- Adjunct faculty email
- Better information re: closed closes, crashing classes
- Faculty accountability, do something more with evaluation
- Actual classroom practices (i.e. syllabus to student, following it, providing it, discrimination re: late students)
- Increase student input
- Faculty load – too many classes to teach, too many students
- Remind faculty of expectations, develop criteria for evaluating faculty based upon expectations
- Evaluation criteria, where to weigh areas of evaluation (increase faculty participation)
- Entrance/exit competencies outlined
- Standard of student behavior; publicize code of conduct
- Longer hours on Friday for admissions
- More support services at Centers: library, security etc
- Define "scholarly discourse" classroom participation
- Students to apply and enroll on line
- Ability of our students to use English – accepted standard campus wide on use of English style (published guide) – A student would buy and use manual
- Faculty input in what defines exemplary teaching environments and funding
- Scheduling – construction of schedule to offer classes when students need them, students could complete in 4 or 5 semesters
- Unit requirement for degree
- Instructors knowledge of student support services to allow referrals
- Brainstorming unique ways to get info out to students & faculty about Student Support Services
- Creating incentive for Student Orientation – to get students to attend
- Freshmen year experience
- More opportunities for exchange & discourse between faculty
- Continued support for Sabbatical
- Additional resources for attendance at conferences
- Poway Center completion
- Agree on core curriculum
- Computerized assessment center – need additional space
- Partnerships – release time for faculty
- Testing Center – combine with assessment

- RE: evidence of student learning/success; need more info, not based upon standard testing.
- Need for cooperation between Palomar and the local universities
- Pretest & post test – student evaluate what they learn
- College Success Class – Coun 110 – expand
- Look more closely at grading policies, push to more essay, writing
- Less reliance on strictly scantron testing
- Instructor safety, dealing with problem students (workshops)
- Increase counselor/faculty contacts (DSPS)
- Student behavior expectations outlined in syllabus
- How to evaluate students with learning disabilities – need more guidance
- Helpful to have boilerplate language re: dealing with students with special needs; grades, student conduct, classroom policies, procedures
- More resources to provide areas where students can meet outside class
- Continue "First Fridays" meetings for faculty
- Priority registration as reward for Coun 110
- DSPS Support (EOPS, TRIO & Health Services) partnerships
- Corporate partnerships
- Portfolio assessments – formal
- Encourage more student
- Faculty Safety – support faculty
- Encourage Clubs
- Encourage students who don't test well, defeated from beginning
- Need more classes for ESL (turn away 500 students per semester); writing lab for ESL

SESSION 2

In order to accomplish this goal, we should……

- More feedback from students, what's going on in classrooms; more often an action plan developed from (More immediate feedback, get evals back to faculty quicker)
- Mandatory – grading standards on syllabus
- Develop and implement a comprehensive program to consistently and authentically assess student outcomes in the core skills and respond to the results
- Improve full time to part time ration (teaching)
- Core skills published in catalogue and schedule
- Encourage faculty collaboration: teaching techniques (master teachers visited all classrooms)
- Assess where PT instructors benefit (faculty from industry)
- Budget to replace hardware/ software every three years
- Database of student information (transfers,) faculty accessible
- Faculty need to be more aware of core skills
- Comprehension of spoken word of faculty (English speaking)
- Offer a large number of learning communities

- Expand the digital portfolio project
- What is a realistic and desirable goal for FT/PT for each discipline
- Embracing new technology, more welcoming of new technologies/programs
- Classes offered at night to be offered during day
- No four hour classes
- Master list of labs by dept/ hours
- Support innovative curriculum not measured, authorized or linked by what exists at a four year institution
- Address reality of transfer students are minority
- Flexibility in class sizes, using averages vs. straight 18 cut off
- Department averages, Instructor averages
- Individual accountability re: class sizes
- Retention of students – "loading classes" system of accountability
- Develop protocol for classroom allocation
- When canceling classes take into account, "new" be flexible
- Accurate student readiness, prerequisites (Student assessment)
- Administrative support for marketing classes
- Classroom environment, broken equipment , immediate response to classroom needs
- Faculty load tied to retention
- Explore means of determining faculty load to encourage retention (merit pay for retention?)
- Retention – Aggressively advise students into developmentally sequence course
- Require a certain (guarantee) sequence of courses for transfer students
- Require standardization of survey courses (Psych class example)
- Retention – more accountability within dept, and instructors for advising, retention
- Develop methods of accountability
- Design exit survey campus wide, why students drop
- Look at trends – create incentive or barrier
- Student email…..access students
- Department/ instructors need to have more contact with counselors
- Students need to be counseled re: loads
- How are classes scheduled…..class time (hr, 1.5 hr etc)
- Stability in time of courses
- Treat students as adults
- Caution – ask for faculty reps to address Academic & Professional Matters
- Faculty need to be proactive "Tenure is an honor"
- Faculty need to hold faculty accountable
- Anything that shows in schedule is never cancelled
- Students are customers
- Accurate contact information for students – "Intent to Register"
- Finals – rooms available
- Larger lending library for PD books & tapes
- Maximum student comfort & learning environment, standards for classrooms …..
- Flexible classrooms

- Assessment center, protocol
- Technology in Classroom…..intensive faculty training for using the software "Mandatory"
- Communication – mandatory training & use of email and voice mail
- Some framework for faculty to work, collaborate across disciplines
- Survey student engagement…not what they like, but what are they doing…. NNSE model
- Distribute meaningful research results
- Encourage dept communication re: collaboration on similar courses
- I would be a better teacher if:
    - I had more time
    - I had more opportunities to collaborate with other faculty
    - Rotate course offerings throughout District – to centers
    - Cultural sensitivity

GOAL 3:   ORGANIZATIONAL AND PROFESSIONAL DEVELOPMENT

SESSION 1

- Accountability – use of "shared" governance is stifling us
- Decision making process
- Leadership – taking responsibility
- Define "shared" governance
- Establish a college hour where everyone can attend
- Establish standards for employees; i.e., computer literacy for all employees
- Glossary of terms to go with documents like this so everyone understands on the same level
- Inclusiveness for all campuses
- Define organizational structure
- Explore technology to ensure other locations can participate
- Post meeting times/locations on web
- Transparency in decisions that are made (example: why college operates at 12% reserve vs. the state-mandated 4%)
- Minutes posted from meetings on web
- Focus has changed from faculty "running" the institution to a more business-oriented focus
- Faculty empowerment
- Main focus should be between faculty and students; everything done at this college should be to support faculty and students
- Morale of campus needs overhaul; need to generate morale in a positive manner
- Everyone who works here should be encouraged to increase their education
- System where those who want to be involved can be involved
- Define professional standards

- Accountability – setting standards; prioritizing "customer service" across the institution
- Recognize, value, educate, evaluate and celebrate our people across the board
- Education begins the minute a student enters our campus
- Achieve 75/25 ratio of full-time to part-time faculty
- Accountability action step: have discussion board or similar resource to ask questions; should be mandatory response from administration in a timely manner; answers should be public
- Professional Development should be supported at a basic level
- Support faculty who have to update licenses
- Link Prof. Development activities to the teaching/learning goals for success
- Program review – streamline organization to focus on demand—including follow through
- Consistent policies and procedures available on web for all functional areas
- Definition of faculty empowerment
- Evaluate and provide recognition; reward when appropriate
- Teach people how to be managers
- Provide Prof. Development opportunities in a flexible manner
- Process for timely evaluation of positions on campus; create better time lines
- Develop a "thank-you" campaign to recognize employees
- More training available on PeopleSoft when dealing with the budget
- Communication with students – electronic board in new Student Union
- More cross-training for jobs on campus; job shadowing for better understanding
- Availability of faculty mentor for students
- Film committee meetings so others can understand discussion/decisions that were made
- Prof. Growth for Classified streamlined
- Pursue grant opportunities that will provide Prof. Development dollars
- Internship program for faculty to admin. positions
- Make a resource available to answer questions on technology (i.e., software)
- Develop a student bill of rights to be used as a map for others on campus for Palomar students to be successful
- Support for employee wellness
- Rights and responsibility for students
- Department chair structure

SESSION 2

- Don't want to see more layers in the new governance structure
- Time and place problem – use technology to include people in meetings
- Constituent groups are represented by numbers—set up process to encourage an equal playing field for all employee groups in representation on committee
- Remove competitive element that structure builds into it and make it more cooperative
- Provide same type of opportunities for Prof. Development and participation in governance for part-timers
- Promote cross-functional teamwork—everyone work as a whole
- Insert in values statement– emphasize collaborative model

- Follow through on decisions made in a committee; feedback on why they did or did not follow the recommendations
- Provide clear guidelines on how decisions are made; what information was used
- Divisional or departmental handbooks—policies and procedures
- Develop a clear understanding of what "shared" governance is—define, describe, discuss, dialog what we mean by governance
- More definition of the outcome we are looking for regarding diversity
- Institutional definition of what student success is—what the numbers are; availability and accessibility to information regarding student numbers/success
- On-demand training for Peoplesoft; having a trainer available for one-on-one help
- Create a knowledge database
- Consider training for new people, as well as ongoing training for current staff
- Use technology to facilitate the "on demand" training
- Definition of Prof. Development here at Palomar College
- Use videos, CD's, etc. to facilitate training/learning vs. just using a manual (example: streaming videos)
- Prioritize commitment to Prof. Development in the area of remedial education
- Define and teach cultural competence
- Bring back the Wellness Team for faculty and staff
- Bring employees together as a "unit"—the whole is greater than just the parts
- Collaboration
- Increase full-time faculty
- Faculty express outcomes they would achieve because they are empowered
- More training of faculty and staff together as a whole
- Consider skills standards for positions when we hire people
- Some problems need to be solved "regionally" – utilizing other educational institutions through cooperation
- Establish relationships with other institutions
- Use common pay scale for all employees on campus
- What is the incentive of being a "good" employee???
- Examine the reward/compensation link to performance

GOAL 4:   RESOURCE MANAGEMENT

GRANTS AND FUNDRAISING

- Office of External Affairs (marketing, partnerships, fund raising ,branch office)
- Resource Development Office – major grants, donors (expanded)
- Independent Grant Director and a Grant Handbook
- Grant Writer
- Apply for grants that only fit within the departmental or institutional strategic plan
- Grant support staff – grants need to cover indirect costs

- Grants management policies and procedures – better internal communication
- Any grant should be sunshined to entire college
- Find a good grant writer – sole responsibility – full time
- Invite staff/faculty to provide info to Foundation Office
- Performing Arts Dept. provide events for fund raising
- Include all staff in fund raising events (foundation functions)
- Monthly (quarterly) award for money saving ideas
- To auction off naming our buildings to the corporations
- Expand alumni outreach – fundraising

BUDGETING

- Resources allocated based on consideration of allocation resources
- Set realistic budgets
- Make budgets more transparent – easy to read
- More funding and staffing for training
- Resources to solicit funding – alumni
- ZERO-based budgeting
- Centralized Budget for classroom standardization
- Budgetary support for campus health and safety
- Increase student employment assistance
- Distribution of indirect costs to the programs that are providing them
- Allow departments to roll budget into next fiscal year – incentive for saving
- Equitable distribution -- Financial support for full services at all centers
- Departmental and District-wide funding tied to growth
- Accountability for use of funds – increase accountability based on outcomes and services
- Centralized budget as opposed to individualized
- Centralized budget for maintenance and repairs

ENROLLMENT MANAGEMENT

- Curriculum that matches community employment needs
- Teacher commitment to college centers (mileage or hourly reimbursement for travel) – lower target figure of students per class at centers
- Consistent curriculum standards
- Sane protocol for classroom allocation
- Use statistics – FTE/WSCH – discipline class size averaging – course offerings based on data
- Input from centers in offering courses
- Enrollment limit – comprehensive policy
- Move away from 18 week semester
- Comprehensive enrollment standards
- Innovative scheduling as goal for the college

- Students that enroll in classes that do not fill up need to have another option for other classes
- Make sure that every class in a certificate program is offered at times convenient for students (evenings, Saturdays and Sundays)
- Enrollment management – using rooms more efficiently – more afternoon class offerings
- Evaluate and eliminate low-demand classes and programs and services
- Comprehensive enrollment management – all players need to be involved when different mode of instruction is offered
- Need to meet the needs of students – collaborative planning – infrastructure that supports innovation
- More FTE generating supervised tutoring

TECHNOLOGY

- Leverage technology to enhance distance education
- **Data Fun Zone** – access information – ad hoc reports
- Combine sections using video using technology
- Improve access to technology – and training
- Computer replacement and technology plan – every three years
- More multi-use labs
- Integration of our district high schools to T-l lines to connect to Palomar services – assessment, orientation, career center services, and job placement
- PeopleSoft Academy – ongoing staff training
- Technology support – **e-mail for students and all staff** – move toward paperless office
- Assessment Center
- Comprehensive learning resource center
- Training on e-mail sorting
- Mandatory Training in Outlook
- PeopleSoft available on Sunday
- Reward/incentives for technology mentors
- Better use of technology – utilize full potential

HUMAN RESOURCES

- Proportional faculty/classified at centers
- Move salaries to top 10%
- Salaries – increase retroactive to fall
- Expedite salary and benefit negotiations
- Faculty time to meet with students necessary – office hours and space as a priority
- Change of policy for classified to be able to teach adjunct
- Better use of our own human resources – expertise
- Formalized process for faculty replacement and new hires
- Begin the process of evaluating job positions – job and classification survey
- Examine personnel policies concerning promotion

- Evaluate job of Dept. Chair and ADA and instructors with admin duties or programs at multiple sites role – compensation
- Revisit criteria for release time
- Establish a uniform teaching load
- Opportunity for adjunct to participate in benefits program (at least two classes)
- Adjunct priority when filling full time positions
- Strengthen professional growth program
- Increase salaries
- Encourage tipping
- Incentives to teach afternoon classes

PARTNERSHIPS

- Task Force – how do others view us – continuous external scans
- Utilize business community – communicate – aggressive
- Developing partnerships with companies in the area for students to internship in business, sciences, etc. and to get money from these businesses
- Increase business and community partnerships – we can provide at your site (nominal charge)
- Major lobby effort in Sacramento and Washington D.C. to equalize funding for community college system
- Marketing mentors in high schools and corporations
- Marketing in high schools
- Enhance participation in coalitions that lobby the governor and legislature

FACILITIES

- Prioritize maintenance – to be proud of facilities
- Assessment Center – freshman experience
- Consolidate student services in student center – One Stop Shop
- Adequate space for growth
- Growth supported
- Refurbish and modernize classrooms – on-going maintenance
- Appropriate furnishings
- Office Space

SERVICES

- Institutional priority for student support programs using faculty
- Tracking students when they leave and provide info back to departments
- Provide training for re-entry
- Recognition of important existing services (child care center)
- More advertising that we are the only 2-yr. Vanguard College

GOAL 5: FACILITIES IMPROVEMENT

SESSION 1

- Safety, security and parking
  - All locations
  - Parking unbearable in the first few weeks of class
  - Increase parking for students, faculty and visitors
  - One of the only districts without functional emergency phones with immediate dispatch
  - Strategically placed in parking lots
  - Parking lot changes/plans have not been a collegial process
  - Not enough staff input
  - Not enough staff parking
- Late students accompany each other when leaving class
- A phone in each classroom for emergencies
  - Room number on every room from the inside on both sides of door from every possible viewpoint
  - An emergency button in each room
- Faculty without offices
  - Staff with limited space
- Integrate facilities planning with educational planning
  - Hiring should require planning and implementation for appropriate facilities
  - Consider impact of hires on administrative support and facilities, planning and maintenance
- One-stop shop for students that provides essential services
  - Easy access
  - Night students need same services
- When planning classrooms, we should be sure that the design of the classroom or re-design reflects a learning atmosphere
- We need more classroom space
  - There are not enough classrooms to schedule needed classes
  - Concern for fire regulations
  - Short-term: portable rooms for all units
- Try to consolidate services
- Information out in front
- Staff should have maps and hand them out, give directions in first few weeks of semester
- Computer classes need to be more ergonomically correct
  - Safety and environmental design
  - Configuration of rooms relative to classes taught
  - What kinds of learning environments are needed?
  - Every classroom should be a "smart" classroom and ADA compliant
  - Look toward "virtual" classrooms
  - Universal design: access that's not obvious
  - Websites, 10% accessible stations in labs

- Signage is the easiest and least expensive thing we can do for students
  - Signs in parking lots, strategic locations
  - Office space: at other campus, instructors shared office space
  - Using existing resources and "building up"
- College centers: at those centers, the campus police don't provide security
  - The district has recently funded positions for the off-site locations
- Appearance of campus: need to improve
  - Campus entrance is dangerous
- Institutional Research and Planning would like to have a data warehouse to allow easy access to information for all
- Emergencies: It is critical to have a plan in place
  - Focus more on making it work, even before dealing with growth
- Have an environmental and safety person review office space
  - Have an expert do assessment
  - Write more grants for facilities improvement
  - Go after large donors and name buildings after them
  - Lease local space to relieve the overcrowding
  - Float a bond measure
- On-going inventory and assessment to ensure that all facilities are safe for students and staff
  - The dome, baseballs that hit cars on Mission Road, are unsafe
- Develop and implement a plan to modify classroom space to make it flexible and open to innovative uses
  - Some spaces are designated and should be designed or modified for other uses
- Implement our technology plan
- Facilities committee is a good idea
- Take advantage of land that is available
- Water the existing plants
- Clean up and renumber the existing signage of rooms and buildings
- Badges: Palomar College…May we help you?
- Security for late-night classes: No one is here after 10pm.
  - Plants that over-hang and creep over the sidewalk
- Improve the phone tree

SESSION 2

- A comprehensive signage and room numbering system to be applied to the whole campus
  - Consistency
  - A directory such as "Your are Here" in the mall
- Safety and conditions: An overall institutional assessment and prioritize
  - That it reflects the needs of our students
  - The dome gymnasium needs serious attention
- Consistent use of professionals when landscaping etc, design decision-making
- Design of buildings with geographical continuity
- Safety should not be an afterthought and facilities concerns address all locations

- Logical classroom assignment
  - Climate of classroom to be consistent and appropriate
  - Chairs that are full size
- Standards, policies and procedures for classroom conversions
  - Plan what is required for change
  - Instruction office staff is often the last to know about the change of classrooms
- Scheduling of classes and prioritization of how the scheduling is done
- Telephones in the classroom for safety
  - Communication in an emergency
  - An emergency plan that we stick to when in that situation
- Clear "published" guidelines when design decisions are made
  - Standard office designs and ADA compliant
- Increase number of study space, especially at the Escondido campus
- Parking: Investigate other opportunities such as vans, other means of getting our students to campus
  - Alternatives to parking
  - Parking area that is further away from campus and has a shuttle
  - Cheaper parking costs for students who elect to park further away
- Long-term planning for new space
- Child Development center: They are viewed as auxiliary services and have a difficult time getting things done
  - Must pay for gardening, cleaning
  - Want to be considered a part of the campus
- Assessment/Orientation center: Offer classes, information
  - Email for all students
  - Student Access Center
- Health services facility that is ADA and meets the needs of diverse students and staff
- When redesigning buildings, one area affects the other area
  - Take into consideration the people who work area and their input to the eventual design
- Voice over IP telephone system: would allow users to move from one site to another without additional cost or delays similar to existing computer system
- Parking: Increase visitor parking, particularly during registration periods
  - Flexible parking spaces
- Access: More publically available computers other than classrooms
  - Clean restrooms
- Parking-friendly campus
- Hot water in the restrooms
- Redwood City area: need to worry about maintenance of "temporary" facilities
  - Focus on keeping them intact
- Open parking for students/visitors in the first 2 weeks of class
  - The staff would have to accommodate
  - Inundated with staff in the first 2 weeks as well
  - A shuttle could be used for staff
  - Parking structure

- o Purchase land for parking such as by the gas station
- Updated policy for "use of facilities"
  - o Some departments have arrangements with each other for classrooms
- Remodel and renovate buildings
- Comet Circle: lighted cross-walks, etc
- Shuttle service between existing parking lots
- Computer labs that are "open" to all disciplines
  - o Multi-use labs
  - o Strategy to employ "wireless" computer labs and ones that can run any application
- Appropriate office/workspace to the job needing to be done
- Student services more centrally located
  - o One-stop shopping
- Assessment of existing electrical power for all buildings
- Modern air conditioning and heating controls that work for all buildings
- Pay phones are often out-of-order, vending machines take your money
  - o Working emergency phones
- Improvement in staff lounge
  - o Need them in the centers as well
- Re-evaluation of food services
  - o Healthier menu, more options
- Creativity in class schedules has resulted in classes with no facilities support, especially in non-traditional time periods
- Uniform policy for working at home
- Consistent policy for adjunct office space
- Enough staff to get the job done
- Uniformity with a starting time/day for classes in the institution
- Accommodate carts so there would be a way to get to buildings without going down the main sidewalk
- Multi-purpose room to meet with other groups
  - o Professional as well as community
- Fresh coat of paint for the entire campus
- Stadium for football team
- New English and Math buildings
- Improve appearance of campus
- Appropriate classrooms for programs
  - o Provide the needed technology.

IDEA CENTER

- Focus is on matriculating students and needs to be inclusive of the non-matriculating population (e.g., include community service and community education populations
- Not a big enough emphasis on civic leadership … need to have leadership on a larger scale

- Mission statement should be "where you want to be in the future"
  - Change the verb to future tense
  - Implicit in a mission statement is that we are on a mission to a goal
  - Mission should include intelligently, analytically or critically so we are perceived as an educational institution
  - We need to indicate whose values are motivating our mission statement
- Business model and educational model- which model are we supporting with this planning model?