

STRATEGIC PLAN 2013

September 1, 2009

Recommendations from ACCJC Commission – June 30, 2009

Recommendation #1

Develop a comprehensive and an integrated long range strategic plan, including measurable goals that can be used to influence resource allocation decisions on an annual basis. The strategic plan should incorporate the priorities established in all of the College's major plans to include its:

- a. Technology Plan
 - b. Facilities Master Plan
 - c. Educational Master Plan including the addition of the planned expansion of facilities to the northern and southern areas of the College's service area
 - d. Human Resources Staffing Plan (I.A.4; I.B.2; I.B.3,4; III.A.2; III.B.2.b; III.C.2; III.C.1.d).
2. Modify the budget development process in a manner that will place the college's strategic plan priorities at the center of its resource allocation decisions (III.D.1, I.c).
 3. Develop mechanisms to regularly evaluate all of the College's planning and resource allocation processes as the basis for improvement (I.B.6, II.A.2.f, II.B.4, III.3; IV.A.5).
 4. Develop an updated Technology Plan to address such major concerns as disaster recovery, data security and on-going equipment replacement (III.C; III.C.1.a,c,d; III.C.2; III.D.)

Recommendation #2

Student Learning Outcomes:

In order to meet the standards by 2012, the team recommends that the College identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The College should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process (II.A.1.a,c; II.A.2.a,h; II.B.4; II.C.2; III.A.1.c).

Recommendation # 3

Distance Education-Ensure Comparable Quality of Instruction:

To meet standards, the team recommends the College focus efforts on identifying processes to ensure the quality of instructional programs, especially the increasingly popular distance education courses, are consistent regardless of the location or delivery mode (II.A.1).

Recommendation # 4

Board of Trustees Policies:

To comply with the standards, the team recommends the Board of Trustees review, enforce and when necessary, prepare policies to set direction on the following areas:

6. Establish a policy that denies access to the Board of Trustees by members of the Faculty Senate unless due process rights of any employee subject to a discussion about their performance are provided (IV.B.1.e).

DRAFT Strategic Plan

Timeline with Workshops

September 1, 2009

SPC/Retreat/PC	Activity	Date
SPC	• Review/Revise Vision, Mission and Values	9/01/09 – 10/13/09
SPC	• Panels – Education Partners & Workforce*	09/15/09-10/13/09
Retreat #1	• Internal Scan / External Scan	10/16/09
	• Priorities of Major Plans	
	• PRP priorities	
	• Palomar's strengths and challenges	
Retreat #2	• Strategies / Goals / Objectives Structure**	10/23/09
SPC	• Draft #1: Strategic Plan	11/17/09
PC	• Planning Council Review and Feedback	12/01/09 – 12/11/09
SPC	• Planning Council Feedback	12/15/09
SPC	• Draft #2: Strategic Plan	01/19/10
SPC	• 1 st Reading	01/26/10
SPC	• 2 nd Reading	02/02/10
SPC	• Publish	02/09/10-03/09/10

*Possible scheduling issue based on availability of participants.

**Writing team would meet in after the second retreat to help draft Version #1 and then after the SPC discusses Planning Council Feedback to revise and create Version #2.

Time "Guesstimates" during SPC meetings

- 1) 1.0 hour per week (with the exception of panels) leading up to the Retreat #1 – Vision, Mission, Values
- 2) 2.0 hours for each panel (if we can get them – need to try to schedule them now – we would want to have them before first retreat)
- 3) 1.5 hours to review Draft #1
- 4) 1.0 hours to review planning council feedback
- 5) 1.0 hours to review Draft Plan #2

DRAFT Glossary of Terms

Vision *Where we want to go*

Describes an image or description of the college community we aspire to become in the future. Describes the ideal outcome of our work.

Mission *Who we are*

Describes our purpose – our reason for being – what we do, how we do it and why we do it.

Values

Describes what we stand for, what we hold dear, what we believe in.

Goals *What we will achieve*

- Broad statements of what we will achieve.
- State what must be done, not how it is done.
- Serve as the foundation of the plan.
- Represent those areas of focus we believe we must address to move toward our vision.

Objectives

- Statements of how we will achieve our goals.
- Drive our plan and describe what will be done to attain a goal.

Strategies / Initiatives (Action Planning) *What are steps we will take*

- The means by which objectives are implemented.
- Clearly defined projects with task-level action steps and milestones that define what is to be accomplished, how much time and what resources are required, and who will be responsible.
- May support more than one goal or objective.

Success Metrics (Outcomes) *How will we know if we got there*

Goals

- Are we meeting our goals, accomplishing our mission?
- Include institutional measures of success (Institutional Effectiveness)

Objectives

- Answers the question, “How do we know when/if we get there?” Did we achieve the objective?

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

Questions to Use in Institutional Evaluation

This *Guide* is designed to provoke thoughtful dialogue and judgment about institutional quality by college communities engaged in self study and by peer evaluation teams assigned to affirm the quality of institutions. As either group seeks to evaluate an institution's ability to measure up to the Standards of Accreditation, inquiry — asking questions and seeking answers — is necessary before judgment is made. What follows are some questions designed to provoke thoughtful reflection about institutional quality. These questions are designed to be asked by either the institution engaged in self-reflection as part of self study, or by the peer evaluation team that visits the campus. The *Guide* also provides a list of possible sources of evidence that can be used to develop answers to the questions raised through the process of inquiry.

The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes. Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

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A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

- ◆ What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?
 - ◆ Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?
 - ◆ What processes does the institution use to foster college-wide commitment to student learning? Does the mission statement express this commitment?
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
 - ◆ Have discussions been held among key constituents regarding the relevance of the mission statement to student learning?
 - ◆ What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution?
 - ◆ How does the institution know that it is addressing the needs of its student population?
 - ◆ What assessments of institutional effectiveness are undertaken?
 2. The mission statement is approved by the governing board and published.
 - ◆ When was the current mission statement approved by the board?
 3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
 - ◆ How effective is the institution's process for periodic review of the mission statement? Does the process allow for incorporating the interest of the institutions' stakeholders?
 - ◆ How does the institution know that the way the mission statement is developed, approved and communicated to all stakeholders is effective? What circumstances prompt changes to the statement?

4. The institution's mission is central to institutional planning and decision making.
 - ◆ How effectively does the mission statement prompt planning and decision making? To what extent is the mission statement central to the choices the college makes?

Questions to Use in Institutional Evaluation: Standards IA and IB

Sources of Evidence: Examples for Standard I

Listed below are examples of potential sources of evidence for Standard I. There may be many other sources that institutions should provide and teams should ask for.

Standard I: Institutional Mission and Effectiveness

A. Mission

- ☐ Evidence that analysis of how institutional goals and objectives are linked to the needs of the student population has taken place.
- ☐ Evidence of analysis of how the mission statement is developed, approved and communicated to all stakeholders.
- ☐ Evidence of analysis of the process used for the periodic review of the institution's mission; evidence that the process is inclusive.
- ☐ Evidence that the mission statement provides the preconditions for setting institutional goals.
- ☐ Evidence of analysis of how the cycle of evaluation, integrated planning, implementation, and re-evaluation relates to the mission and is used for institutional improvement.

Palomar College

Vision: Learning for Success

Mission: Palomar College is an educational leader committed to quality learning. Our mission is to provide an engaging and supportive learning environment for students of diverse origins, experiences, needs, abilities, and goals who are pursuing transfer-readiness, general education, basic skills, career and technical training, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to live responsibly, effectively, and creatively in an interdependent and changing world.

Values: Palomar College is a community dedicated to achieving student success and cultivating a love of learning. We strive continually to improve our community's performance and outcomes. To create the highest quality learning and cultural experiences, we are guided by our core values of

- achieving excellence in teaching, learning, and service
- fostering integrity as the foundation for all we do
- providing access to our programs and services
- ensuring equity and the fair treatment of all in our policies, processes, and procedures
- celebrating diversity in learning environments, philosophies, cultures, beliefs, and people
- supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes
- promoting mutual respect and trust through open communications and actions
- supporting innovation to enhance and enrich learning environments and services.

Vision/Mission/Values Revision 05/05/09

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Strategic Goals

To achieve the mission of quality learning, Palomar College will focus District efforts on these strategic goals:

STUDENT SUCCESS

Facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.

TEACHING AND LEARNING

Provide exemplary teaching and learning environments and experiences to meet student needs through relevant curricula, innovation, partnerships, technology, research, and evaluation.

ORGANIZATIONAL AND PROFESSIONAL DEVELOPMENT

Improve internal operations through effective communication and inclusive governance structures; strengthen and maintain professional development programs.

RESOURCE MANAGEMENT

Utilize existing human, physical, technological, and fiscal resources efficiently and effectively and increase external funding.

FACILITIES IMPROVEMENT

Enhance the aesthetic appearance, functionality, cleanliness, accessibility, and safety of current facilities, while effectively planning for future needs based on educational programs and services.

Community

Master Plans

Educational

Facility Master Plan

Staffing Master Plan

Technology Master Plan

Capital Master Plan

Strategic Plan

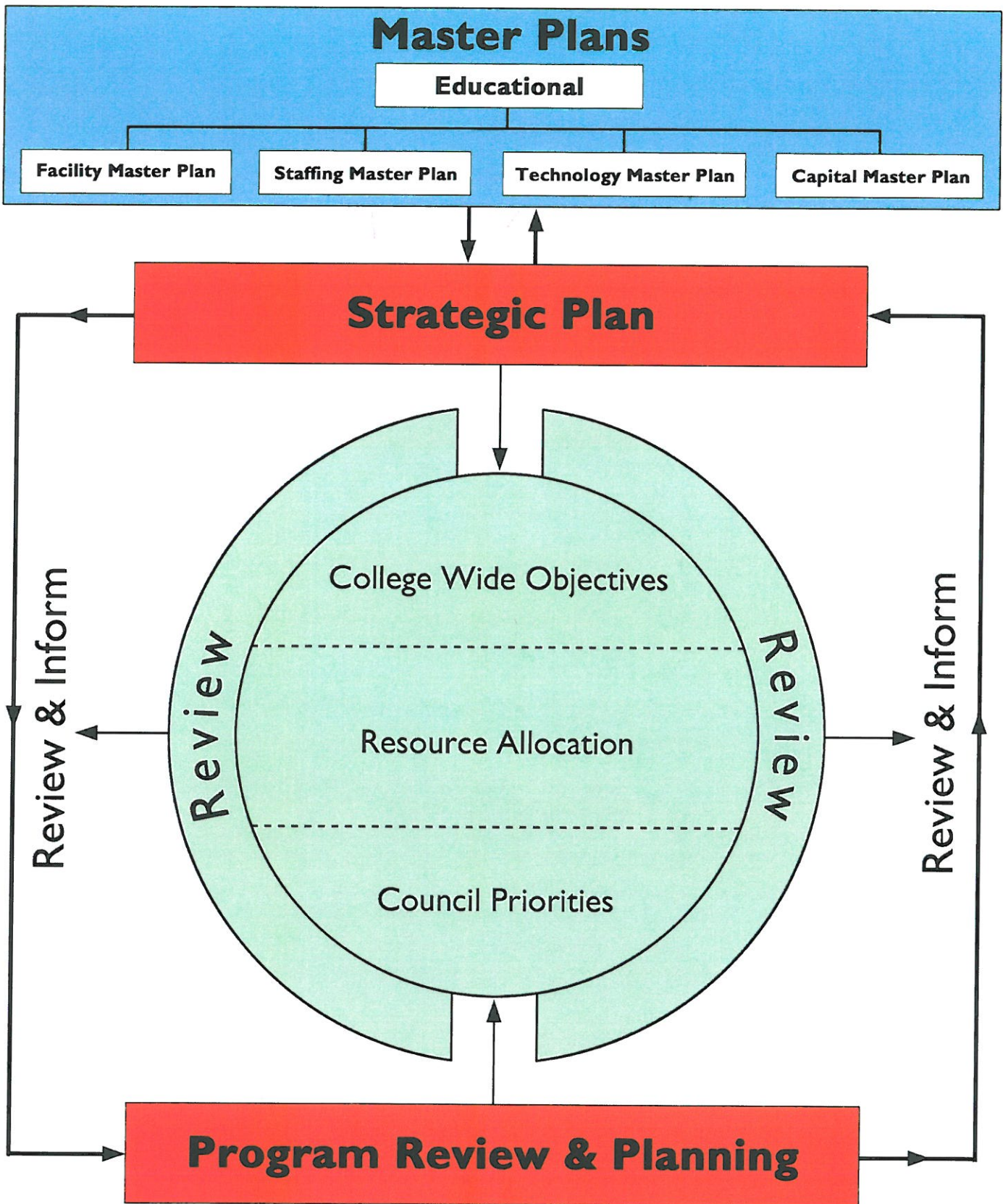
College Wide Objectives

Resource Allocation

Council Priorities

Program Review & Planning

Students



PALOMAR COLLEGE PLANNING CYCLES

MASTER PLANNING

Master Plan (Ed & Fac)
(Update Completed 09/10)



Tech/Staff/Capital
(Developed 09/10 - spring)



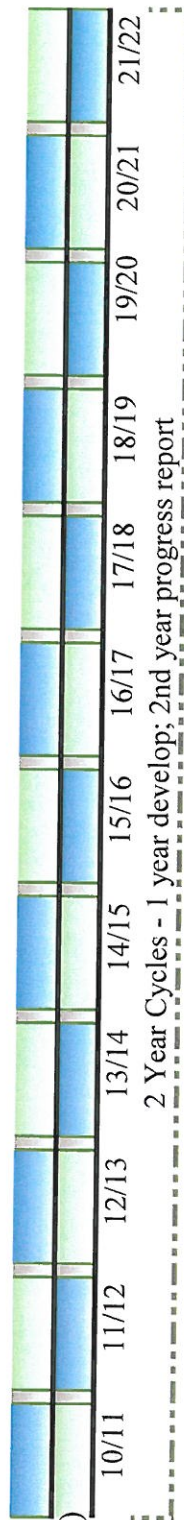
STRATEGIC PLANNING

Strategic Plan
(Developed in 09/10 - fall)



PROGRAM PLANNING

Program Review and Planning
(Instructional/NonInstructional)
(Staggered cycles)



Review/Develop

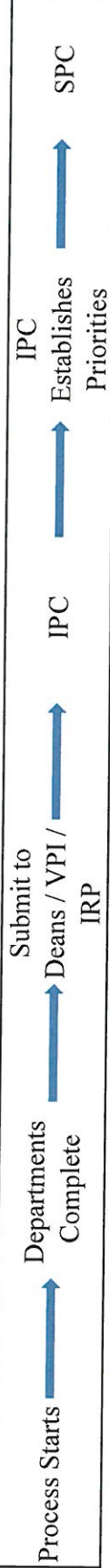
***** Mid-cycle comprehensive update and assessment

Implement

Ongoing check-ins and assessments

Program Review and Planning Flowchart

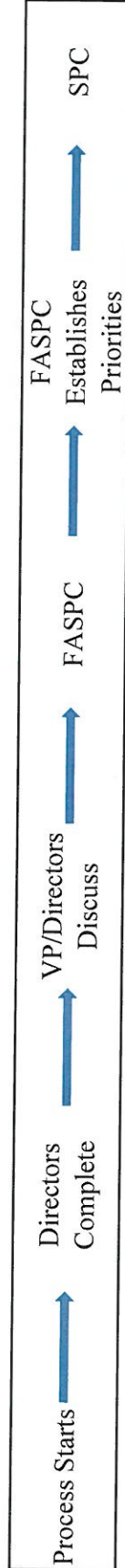
Program Review and Planning: Instruction Services



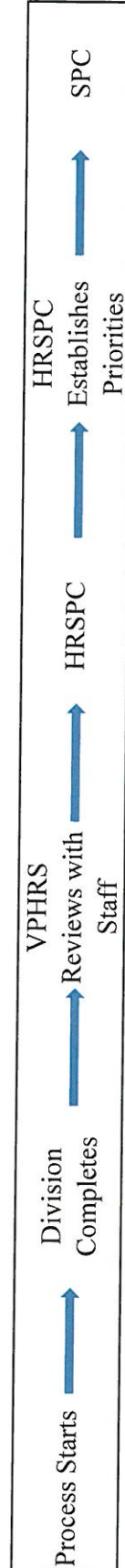
Program Review and Planning: Student Services



Program Review and Planning: Finance & Administrative Services



Program Review and Planning: Human Resource Services



Program Review and Planning: Executive Services

