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<tr>
<td>Supt / President</td>
<td>SPC</td>
<td>1. Integrate discussion of college’s planning models, visions, mission, values, and goals, into divisional planning council orientations or discussions.</td>
<td>1. Spring 2013</td>
<td>* Annual governance self-evaluation indicates council members are aware of college planning models and plans.</td>
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</tbody>
</table>
### Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

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<tr>
<td><strong>Objective 2.1</strong> Assess existing academic and non-academic student support services for overlap and to consolidate where possible to improve efficiency and effectiveness.</td>
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</table>
| VPI HSI/BSI STEM Grant Coord. IPC SSPC | 1. The Tutoring Workgroup discusses and builds consensus on each of the following topics with respect to overlap and consolidation:  
- Training  
- Hiring  
- Budgeting  
- Tutor assignment  
- Marketing of services  
- Best practices  
- Other  
2. HSI/BSI Workgroup, STEM I, and STEM II Discussions  
- Identify common grant activities and goals of HSI/BSI, STEM I, and STEM II in order to coordinate planning  
- Meet with other members of the college (EAP, Assessment, GearUp, HSI/BSI, STEP, and ATE) to identify outreach activities where we can provide support for each other instead of duplicating our efforts. | 1. Spring 2013  
2. Spring 2013 | * Creation of a visual model showing the management of tutoring from hiring, training, budgeting, and assignment as involves General Tutoring, Reading Services, ESL Tutoring, English Writing Center, Mathematics Learning Center tutoring, and the TLC Escondido.  
* CRLA Certification  
* Implementation of agreed upon consolidating practices  
* Staffing plans for TLC SM and Escondido  
* Clearly defined college-wide outreach efforts to include outreach to new and continuing students for inclusion in activities resulting from grants. |
| **Objective 2.2** Strengthen matriculation services for first year students. |
| VPSS SSPC | 1. Continue to move toward full implementation of the Academic Advising Module of PeopleSoft to include refining the processes of the evaluation of prior course work from external institutions, degree audits, prerequisite enforcement, and grad checks.  
2. Implement the SSTF recommendation and SB1456 to provide pre-enrollment services to students including a) continuation and updating the Early Acceptance Program (EAP) and b) development of a web based student orientation with Cynosure. | 1. Go live Spring 2013 then ongoing  
2a. Ongoing  
2b. Spring 2013 | * Students will use degree audit functionality on line and Region X colleges will be mapped for prior course work evaluation.  
* Revised Matriculation Plan to include new orientation and updated EAP activities. |
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<tr>
<td><strong>Objective 2.3</strong></td>
<td>Implement strategies to improve student progress through English, mathematics, reading, and ESL sequences.</td>
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</table>

**English**

1. Faculty will discuss and evaluate how curriculum changes introduced in English 10 in Fall 2012 have affected students’ success in the course.
2. Reformulate English 10 Committee to consider making further changes in English 10, stemming from our initial changes.
3. Evaluate the feasibility of offering an alternate scheduling option for English 10 and English 50, one in which students will have the option to complete both classes in one semester (by offering two fast-track classes). We already offer this option at Camp Pendleton, but want to try this out on the main campus.
4. Offer this new scheduling option for one English 10/50 combination in Spring 2014. It will be an experiment to see if such scheduling might serve the needs of some of our students on the main campus, helping them to move through their required English classes more quickly.

1. Spring 2013
2. Fall 2012
3. Fall 2012
4. Spring 2014

* English Dept. will discuss in Fall 2012.

**Mathematics**

1. Continue the use of an embedded tutor in classes as requested by individual faculty. The feedback from the faculty, who have made use of this, has been overwhelmingly favorable. We will continue this as long as we can get funding.
2. Offer two Pre-Stat classes. These will be four-unit classes (3 lecture, 1 lab). They are designed to get students prepared to take a statistics course in just one semester.
3. Offer an accelerated pathway to calculus. This will be a pairing of fast-track College Algebra and trigonometry. It will allow college-level students to get ready for Calculus in one semester.

1. On-going as long as funding is available.
2. Spring 2013
3. Spring 2013

* We would like to see the classes with embedded tutors show higher success rates than those without.

* Improved success rates of these students in Statistics.

* Improved success rates of these students in Calculus and a change in the number of STEM majors
Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

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<tr>
<td>VPI</td>
<td>Dept. Chair Reading, HSI/BSI Comte</td>
<td>Reading</td>
<td>1. Fall 2012 – Courses go to curriculum; 2. Fall 2013 – Courses offered; 3. Spring 2014 – Formative assessment of SLOs and success rates</td>
<td></td>
</tr>
</tbody>
</table>

Objective 2.3 Implement strategies to improve student progress through English, mathematics, reading, and ESL sequences. (Continued)

The Reading department examined student progress and success through the reading course sequence and the results of the SLO assessments. Based on our examination, the Reading department is revising the curriculum with the goal of improving student success and completion in our reading curriculum. The Table below compares the current curriculum with the new curriculum.

<table>
<thead>
<tr>
<th>READING SERVICES DEPARTMENT PROPOSED CURRICULUM CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT CURRICULUM</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
</tr>
<tr>
<td>READ 5 LEC/LAB</td>
</tr>
<tr>
<td>READ 30 LAB ONLY</td>
</tr>
<tr>
<td>READ 50 LEC/LAB</td>
</tr>
<tr>
<td>READ 50 LEC/LAB</td>
</tr>
<tr>
<td>READ 110 LEC/LAB</td>
</tr>
</tbody>
</table>

Note: Read 51 will serve as a bridge class for those students successfully completing Read 49, but not ready for Read 110.

* Pre/Post tests assessing reading growth of students enrolled in the new curriculum will be compared to Pre/Post test of reading growth in the previous curriculum per our SLO assessment plans.

* Course success rates and progression through the reading course sequences will also be examined.
## Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

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<tr>
<td><strong>VPI</strong></td>
<td>Dept. Chair, ESL HSI/BSI Comte.</td>
<td><strong>ESL</strong></td>
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<tr>
<td></td>
<td></td>
<td>• R&amp;P met with full-time faculty to present data about student progress. We determined the need to improve student retention and persistence rates in the ESL credit sequence.</td>
<td>1. Fall 2011</td>
<td>* 10% increase (from original R&amp;P data) in persistence from 101 to 102 and from 102 to ENG 100 with these 24 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Several proposals were written, and we requested one-time funding for the programs. Both were approved and received funding.</td>
<td>2. Fall 2011/Spring 2012</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Academic ESL First-Year Seminar (LEAPSTART)</strong></td>
<td>3. Spring 2012</td>
<td>* TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students applied for the program</td>
<td>4. Fall 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 24 Students enrolled in Learning Community in Fall: ESL 101 and ESL 131</td>
<td>5. Spring 2013</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Continue program in 2013-14 if successful and funding is available</td>
<td>7. Fall 2012</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>ESL On Course Curriculum Integration Project (TIDES)</strong></td>
<td>8. Spring 2013</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• On Course materials are adapted and new materials created for ESL population</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• TIDES materials available to all faculty on AT Sandbox site</td>
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<tr>
<td></td>
<td></td>
<td>• TIDES incorporated in key ESL classes</td>
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<td></td>
<td></td>
<td>• The dept, together with R&amp;P, will track the effectiveness of TIDES curriculum integration, including student academic success and retention.</td>
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### Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

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<tr>
<td>President</td>
<td>Faculty Senate, ASG</td>
<td>1. Continue to hold meetings of On Course/GRAD working group and to discuss the implementation and effectiveness of instructional strategies learned in On Course workshops.</td>
<td>1. Fall 2011</td>
<td>* Student survey before and after GRAD campaign.</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td></td>
<td>2. Evaluate student GRAD program; revise and update the program if needed.</td>
<td>2. Fall 2011</td>
<td>* Track the number of student contracts.</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td>3. Continue to offer On Course workshop(s) to faculty, including an On Course II session.</td>
<td>3. Spring 2012</td>
<td>* Number of participants in workshop, evaluation of impact of workshops.</td>
</tr>
<tr>
<td>ASG President</td>
<td></td>
<td>5. Promote the GRAD Program by way of ASG’s Facebook page and holding promotional events.</td>
<td>5. Fall 2012</td>
<td></td>
</tr>
</tbody>
</table>
### Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

**Objective 2.5 Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness.**

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| VPI / Co Coord LOC | LOC / IPC | 1. Complete ACCJC "Proficiency" report  
2. Complete assessment cycle for all courses and programs  
a. Confirm 100% of courses and programs have completed SLOAC.  
3. Distribute the 2012 GE ILO Report (Information Literacy and Critical & Creative Thinking) and make improvements based on the results.  
4. Define data elements and create a comprehensive report template.  
5. Select and assess two (2) GE ILOs.  
6. Evaluate status of satisfying "Sustainable Continuous Quality Improvement”  
7. Review the role of SLOs and Program Outcomes in the PRP process.  
8. Identify strategy for implementing information literacy learning modules. | 1. Fall 2012  
Spring 2013  
2. Fall 2012  
3. Fall 2012-  
Spring 2013  
4. Fall 2012  
5. Spring 2013  
6. Fall 2012-  
Spring 2014  
7. Fall 2012-  
Spring 2013  
8. Fall 2012-  
Spring 2013 | * Complete and submit report by March, 2013. (1)  
* 100% of courses and program SLOs identified and assessed with evidence that assessment results are used for reflection and planning. (2)  
* Present report to appropriate committees and implement action/changes as directed by LOC. (3)  
* Report will exist in the POD and uses for report will be identified. (4)  
* Second set of GE/ILOs assessed with assessment results completed and evaluated. (5)  
* Palomar College meets ACCJC “SCQI” criteria. (6)  
* Create a workgroup from LOC and IPC to discuss role. (7)  
* Workgroup will research options for creating or purchasing modules and implementation plans. (8) |
| VPSS | SSPC | 1. Complete SLOs for all Counseling and Athletics courses.  
2. Complete assessment cycle for at least one SLO for each course.  
3. Continue with current timeline for implementation of SAO assessment cycles for all of Student Services. | 1. Fall 2010  
2. Fall 2011  
3. Ongoing | * Step #1 completed last year. 100 percent rate of course SLOs completed; SAO assessment plans identified;  
* By the end of Spring 2013 100 percent of courses and programs will have completed assessment |
| VPFAS | FASPC | 1. Review and update Year 3 SAOs and complete SAOACs for the F&AS Division.  
2. Implement identified outcomes and conduct assessments for each in accordance with defined timelines to meet SP2013 goals and objectives for Year 3.  
3. Evaluate process on an annual basis in accordance with ACCJC standards. | 1. Fall 2012/  
Spring 2013  
2. Fall 2013  
3. Annual process | * Complete and receive approval from FASPC of template outlining F&AS Division’s SAOs.  
* Conduct identified assessment method to evaluate the SAOs as defined in template report.  
* Complete all SAOs and SAOACs by end of SP2013. |
| VPHR | HRSPC | 1. Identify SAOs and linkages to accreditation standards and SP 2013.  
2. Define SAO evaluation methodology.  
3. Implement SAOs.  
4. Evaluate and assess.  
5. Plan for change as appropriate. | 1. Spring 2010  
2. Fall 2010  
3. Spring 2011  
4. Spring 2012  
5. Fall 2012  
and going | * Steps 1, 2, and 3 completed last year. HRS Service Area Outcomes that are relevant to SP 2013, are evaluated regularly, and updated as necessary.  
* Step 4 was completed in June 2012.  
* SAO revisions if appropriate will be included in the 2012-14 HRS PRP. |
## Goal 2: Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students.

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| VPI, VPSS          | IPC, SSPC   | 1. IPC and SSPC will develop a rubric with prioritized criteria for evaluating projects and recommending funding. At a minimum, the criteria will include consideration of a project that (a) directly addresses student retention, success, and completion, and (b) has the potential for the broadest impact on students. | 1. Fall 2012-Spring 2013 | * Eligible projects are funded  
* Funded activities provide report on implemented activities and impact on number of students served or supported |
Goal 3: Ensure that the college’s shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.

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| Supt / President   | SPC   | 1. Finalize archive structure.  
2. Input information into archive.  
3. Post archive on Palomar College website. | 1. Fall 2012-Spring 2013  
2. Spring 2013 | * Archive developed. |

**Objective 3.1** Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.
### Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.

<table>
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<tr>
<th>Objective 4.1 Complete an EEO plan.</th>
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| VPHR                  | EEO Advisory Comte. | 1. Review System Model Plan and Title 5  
2. Review EEO Plan for compliance with revised Title 5 regulations  
3. Finalize Draft EEO plan  
4. Review Draft EEO Plan with shared governance committees and councils  
5. Recommend plan adoption to Governing Board  
6. Implement Plan  
7. Assess plan effectiveness and revise plan as necessary and/or as indicated by Chancellors Office | 1. Fall 2009  
2. System-wide writing committee established Spring 2011  
3. Spring 2011 -Fall 2011  
4. Fall 2012  
5. Spring 2013  
6. Fall 2013  
7. As necessary | * EEO Plan implemented. |
### Goal 5: Ensure that existing and future facilities support learning, programs, and services.

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| **Objective 5.1a Develop and implement a plan for opening the North Education Center.** | VPI, VPSS, VPFAS | 1. Convene planning workgroup for the center.  
2. Hire Architect for the center.  
3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services.  
5. Develop class schedule, identify administrative and student support services needed at the site, and incorporate the required staff needs into the college's staff plan.  
6. Hire and train staff.  
7. Open Center. | 1. Fall 2012  
2. Fall 2012  
3. Fall 2012  
4. Fall 2013  
5. Fall 2013  
6. Beg Fall 2013; Complete Spring 2014  
7. Fall 2015 | * Class schedule for first operating year to generate and support 1,000 FTES.  
* Staff and resource plans updated.  
* Staff hired and trained; other resources secured.  
* Center opened and operating. |

| **Objective 5.1b Develop and implement a plan for opening the South Education Center, obtain education center status for the South Center.** | VPI, VPSS, VPFAS | 1. Convene planning workgroup for the center. (completed)  
2. Hire Architect for the center. (completed)  
3. Convene the user work group from Instruction, Student Services, Administrative Services, and Human Resource Services.  
4. Obtain Center status approval.  
5. Begin construction.  
6. Develop class schedule for first academic year of operation, identify administrative organization and student support services needed at the Center, and incorporate the required staff needs into the college's staffing plan.  
7. Hire and prepare staff.  
8. Open Center. | 1. Fall 2011  
2. Fall 2011  
3. Fall 2011- Fall 2012  
4. Beg Fall 2011; complete by Fall 2014  
5. Sum 2013  
6. Fall 2012-Spring 2013  
7. Beg Fall 2013; Complete Spring 2014  
8. Spring 2015 | * Class schedule for first operating year to generate and support 1,000 FTES.  
* Center Status approval (4).  
* Staff and resource plans updated (6).  
* Staff hired and trained; other resources secured (7).  
* Center opened and operating (8). |
### Goal 5: Ensure that existing and future facilities support learning, programs, and services.

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Goal 6: Optimize the technological environment to provide effective programs and services throughout the district.

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| VPFAS, Director Information Services | FASPC, Director Inform. Services & TMPW | 1. Identify technology solutions to meet district needs.  
2. Establish assessment criteria to weight value of technology solutions to the district’s programs and services.  
3. Apply assessment criteria to technology solutions.  
4. Report findings and augment the Technology Plan. | 1. Fall 2012  
2. Spring 2013  
3. Spring 2013  
4. Fall 2013 | * Report to FASPC  
* Survey VPI, VPSS and Deans  
* TMPW conducts established assessment method  
* Report to FASPC |