



PALOMAR COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCE SERVICES

PROGRAM REVIEW PLAN 2010-2011

Version 1

May 19, 2011

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Revision History

1.0	05/19/2011	Human Resource Services	Document created
2.0	[mm/dd/yyyy]	HRSPC	Change 1 Change 2 Change <i>n</i>
3.0	[mm/dd/yyyy]	SPC	Change 1 Change 2 Change <i>n</i>

Document Details

Document Name	HRS Program Review Plan 2010_Final
Date Created (Draft)	May 12, 2011
Date Approved	May XX, 2011
Medium of Distribution	Hard copy; e-mail link: http://www.palomar.edu/hr/researchandplanning/default.htm
Authors	Human Resource Services (J. Tortarolo 760-744-1150 ext. 2531, K. Robinson 760-744-1150 ext. 2202)
Archive Location	H:drive path: (future)

SECTION 1. OVERVIEW AND PLAN DESIGN

1.1 Overview and Purpose of the Plan

The purpose of the Human Resource Services (HRS) Program Review Plan (HRSPRP) is to establish the division's planning goals/objectives, establish metrics for evaluating progress in meeting these goals, and to inform HRS practices by providing systematic integration into District-wide planning and evaluation. Accreditation Standard I, B.3. of ACCJC/WASC requires institutions to systematically assess and evaluate various practices towards achievement of institutional goals and objectives.

The three primary objectives within this initial PRP are to:

(1) Establish clear Service Area Outcomes (SAOs) and associated metrics that are consistent with Institutional and Division objectives, as well as Accreditation Standards;

(2) Establish baselines against which future performance can be assessed and practices can be informed by data; and

(3) Identify current and future resource requirements and priorities associated with each SAO.

The HRSPRP works in conjunction with the Palomar College Strategic Plan 2013 Annual Action Plan 2010-2011 (Appendix A-1) and the Draft Outline of the Program Review Plan (Appendix A-2), the latter of which was presented to the Human Resource Services Planning Council (HRSPC) on February 1, 2011. The HRSPRP is also

integrated into the District's Integrated Planning Model (IPM), found at <http://www.palomar.edu/strategicplanning/IntegratedPlanningModelFINAL.pdf> and Resource Allocation Model (RAM), found at http://www.palomar.edu/strategicplanning/Resource_Allocation_Model.pdf.

1.2 SAO Integration with Strategic Planning and Accreditation Recommendations

The HRSPRP identified the following seven major SAO categories:

SAO 1: SAO and Evaluation Model Development;

SAO 2: Hiring, Recruitment and Retention;

SAO 3: Diversity and Equity;

SAO 4: HRS Staff Performance;

SAO 5: Policies, Procedures, and Labor/Employee Relations;

SAO 6: Employee Performance Feedback and Training; and

SAO 7: Information Requests and Records.

Criteria for inclusion within a specific SAO included primarily: (1) consistency with areas identified within WASC Accreditation Standard III, Accreditation Site-Team recommendations, and the District's Strategic Plan of 2013; (2) areas involving HRS practices with significant District impact; and (3) areas in which outcomes were both measurable and could inform future practices. Appendix A-3 contains the links between Accreditation Standards, Strategic Plan 2013, HRS SAOs and the next cycle's planning priorities.

Notably, the HRSPRP responds specifically to recommendations indicated in the June 30, 2009 ACCJC Action Letter:

http://www.palomar.edu/accreditation/ActionLetter_Response_EvalReport.pdf.

Specifically, the HRSPRP addressed the following ACCJC 2009 recommendations:

- **Recommendation # 2.1.e Staffing Master Plan:** Addressed in SAO-2, *Output-Staffing Master Plan*.
- **Recommendation # 4.1-3 HRSPC and Program Review Process:** Addressed in SAO-1, *Output-Program Review Plan revision*.
- **Recommendation # 6.3, 6.5-6 Board of Trustees Policies to Ensure Due Process and Avoid Retaliation:** Addressed in SAO-5 *Policies and Procedures* and SAO-6 *Evaluation, Outputs-Evaluation Process and Revision to BP 7150 Employee Evaluation*.

1.3 Context and Challenges

HRS faces several contextual challenges in the design and implementation of an effective PRP. First, HRS does not have adequate permanent staff to design the SAO evaluation model and conduct systematic SAO evaluation. Second, unlike other areas of institutional review, HRS metrics and evaluation, in combination with service area outcomes, are less developed in the practical and research literature, particularly as compared with the SAO counterpart, student learning outcomes.

1.4 Roles and Responsibilities.

The primary responsibility for producing the Program Review Plan resides with Human Resource Services (HRS) and the HRSPC. Figure 1 depicts these roles and responsibilities.

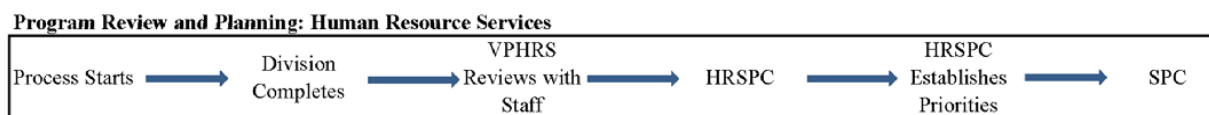


Figure 1. Program review and planning flowchart (Palomar Community College District Follow-Up Report, March 15, 2010).

While final authorization resides with the planning councils, primary design, revision, implementation and oversight responsibilities for each SAO and output is tasked to specific HRS staff, directed by the Vice President, HRS. Specifically, planning, design and methods responsibilities are assigned to the HRS Analyst for all SAOs. Implementation typically falls within HRS managerial purview, as indicated in the Responsibility Matrix in Figure 2:

Service Area Outcome	Primary HRS Staff Assigned for Design and Implementation of SAO Measures and Practices
SAO-1: SAOs, Evaluation Model and PRP Updates	HRS Analyst with support from Manager-HRS Operations and Manager-Employment Services
SAO-2: Recruitment, Hiring and Retention	Manager-Employment Services with Support from HRS Analyst and IR&P
SAO-3: Equity and Diversity	HRS Analyst with support from Manager-Employment Services and IR&P
SAO-4: HRS Staff Performance	Manager-HRS Operations with support from HRS Analyst
SAO-5: Policies, Procedures and Employee CBAs/Handbooks	HRS Analyst with support from Manager- HRS Operations
SAO-6: Employee Performance, Training and Evaluation	Manager-HRS Operations with support from HRS Analyst
SAO-7: Records	Manager-HRS Operations with support from HRS Analyst

Figure 2. Responsibility matrix for HRS SAOs.

1.6 Resource Allocation

As noted briefly above, resource allocation is largely informed by the RAM: http://www.palomar.edu/strategicplanning/Resource_Allocation_Model.pdf. The PRP falls within two sources of funding: (1) directly through Council priorities under the Division's discretionary budget; and (2) through Strategic Plan Priority Funding (SPPF) under the District's non-discretionary budget. Specific allocation of resources

associated with the Council priorities and SPPF are contained in the Human Resource Services PRP Linkage to 2010-11 Budget Development contained in Appendix A-4. Presentations related to planning and resource allocation presented both to councils (HRSPC and SPC), as well as to the EEO Advisory Committee for the past planning cycle are summarized in Appendix A-5.

1.6.1 Resource Allocations

Specific resources are identified within each SAO section. In the next planning cycle, HRS and HRSPC will focus on developing and implementing more precise ties between planning priorities and resource allocation and tracking. This will allow HRS to better address resource needs in advance, as well as evaluate how effectively resources were allocated to meet specifically identified needs.

1.7 Timeframes

SAO timeframes with associated major outputs, including identified priorities, are contained in Figure 3. Staggered timeframes were utilized to distribute workload for methods development. Most SAOs and outputs alternate between periods of initial or formative design in which methods are developed, and periods of implementation and summative evaluation, during which practices are implemented and assessed. The next cycle then redesign methods and practices based on outcomes from the previous summative evaluation. As reflected in several outcomes in Figure 3, initial formative design tends to take slightly longer than subsequent design and revision processes.

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HRS Service Area Outcomes (SAOs) with Major Outputs	Cycles are divided as "Design and Revise" (formative development and process revision) and "Implement and Evaluate" (summative).					
	Spring, 2010	Fall, 2010	Spring, 2011	Fall, 2011	Spring, 2012	Fall, 2012
1. Design and Update HRS SAOs and Systematic Evaluation Model to Reflect Institutional Planning Updates and Increased Program Complexity						
Develop HR Mission, Vision and Values	Design		Implement and Evaluate		Design and Revise	
Develop and Revise Service Area Outcomes (SAOs)		Design		Implement and Evaluate		Design and Rev.
Develop and Implement Systematic Evaluation Model for SAOs	Design		Implement and Evaluate		Design and Revise	
Resource Linkage to Priorities Process/Revise Resource Tracking			Design		Implement and Evaluate	
2. Optimize Resources towards Recruitment, Hiring, and Retention of a Highly Qualified Faculty and Staff.						
Complete Staffing Plan with Yearly Evaluation Cycles	Design		Implement and Evaluate		Implement and Evaluate	
PeopleSoft Upgrades: Training and Implementation			Design		Implement and Evaluate	
Job Description Analysis/CODESP			Design		Implement and Evaluate	
Advertising and Recruitment Analyses			Design		Implement and Evaluate	
PeopleSoft Upgrades: PeopleAdmin and Applicant Tracking Processes			Design		Implement and Evaluate	
3. Promote Equity and Diversity through Improved EEO, Non-Discrimination and Harassment Practices						
Title 5 EEO Regulation Revisions	Design		Implement and Evaluate			
Complete EEO Plan			Design and Revise		Implement and Evaluate	
Design and Implement Non-Discrimination and Harassment Investigations Standardization and Tracking	Design	Implement and Evaluate		Design and Revise		Implement And Eval.
Diversity Event	Implement	Design	Implement And Eval.	Design and Rev.	Implement And Eval.	Design and Rev.
Equity and Diversity Webpage		Design			Implement and Evaluate	
Institutional Training and Awareness/Cultural Competency				Design		Implement And Eval.
Create Online Training Suite Integrating Policies & Procedures, and Internal Trainings			Design			Implement And Eval.
AB 1825 Harassment Training (every 2 years)	Implement and Evaluate		Design		Implement and Evaluate	
Risk Assessment Instrument Design			Design		Implement and Evaluate	
4. Improve Satisfaction, Productivity, Service and Performance of HRS Staff						
HRS Staffing Levels and Priorities	Design		Implement and Evaluate		Design and Revise	
Quality Measures/Customer Service (External)			Design		Implement and Evaluate	
Evaluate HR Leadership and Staff Performance	Design		Implement and Evaluate		Design and Revise	
Conduct HR Cross-Training	Implement		Design		Implement and Evaluate	
HR Staff Training (ongoing implementation)	Design		Implement and Evaluate		Design and Revise w/ Implementation	
Staff Training Needs Identification and Implementation	Design		Implement and Evaluate		Design and Revise	
5. Design, Implement and Disseminate Updated and Cohesive Policies and Procedures and Employee Handbooks						
Complete HR-Assigned Board Policies and Procedures		Design			Implement and Evaluate	
Update of HRS Forms/Practices Based on Policies and Procedures		Design			Implement and Evaluate	
CCE Negotiations: Comprehensive Agreement		Design				Implement And Eval.
AA and CAST Handbook Updates			Design			Implement And Eval.
Workers Compensation Analysis			Design		Implement and Evaluate	
Benefits Updates, Trainings and Service			Design		Implement and Evaluate	
6. Identify, Develop and Provide Opportunities for Performance Feedback and Professional Growth.						
Extend Online HR Training to Professional Growth and Professional Development	Design		Implement and Evaluate		Design and Revise (as needed)	
Assess and Expand Employee Trainings in HRS-Related Areas			Design		Implement and Evaluate	
Develop and Implement Online Orientation Training Package			Design		Implement and Evaluate	
Evaluation Process and Timeframe Revisions	Design		Implement and Evaluate		Design and Revise (as needed)	
Evaluation Tracking and Completion Rates			Design		Implement and Evaluate	
Design and Implement Revised HRS Website	Design			Implement and Evaluate		Design and Rev.
7. Ensure Legally Compliant and Standardized Records Retention and Destruction Process						
Develop Records Retention and Destruction Standardization			Design		Implement and Evaluate	
Complete Scanning of Active Employees in Singularity			Implement and Evaluate			
Develop and Implement Method of Information/Data Request Tracking		Design		Implement and Evaluate		Design and Rev.
Inventory Stored Hard Copy Files		Design		Implement and Evaluate		

Figure 3. HRS SAOs with outputs and associated timeframes (2010-2012).

Each SAO's section concludes with detailed information regarding each SAO's timeframes, outputs and priorities. Future tracking of council and committee approvals of critical PRP-related documents will be established and monitored as indicated in Appendix A-6.

SECTION 2. SAO-1: SAO AND EVALUATION MODEL DEVELOPMENT

2.1 Overview

This section highlights the outcomes associated with the planning process in SAO identification and systematic evaluation model and methods development. This provides the framework and general approach in developing and structuring the remaining six.

All of HRS's SAOs and evaluation models were in the formative stage; thus, the initial drivers of this SAO were to: (1) discern HR's broader vision, mission and values and tie them to those identified at the institutional level; (2) identify the various SAOs for systematic evaluation based on HRS's and the District's mission, vision and values, Strategic Plan and the WASC Accreditation Standards; and (3) develop a general evaluation model and method that would provide consistent, reliable and valid baselines for the other SAOs.

2.2 Outputs

This SAO includes four main outputs: (1) HRS mission, vision and values statement; (2) SAO development; (3) evaluation model development; and (4) PRP revision. The outputs are primarily geared towards clarifying objectives and methods driving HRS planning.

2.2.1 HRS Mission, Vision and Values

In July, 2009, HRS conducted a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis workshop (see SAO-4 for HRS staff analysis), which included a component intended to lead to development of a Mission, Vision and Values

statement for Human Resource Services. HRS broke into two teams to attempt to design a vision, mission and values statement that was: (1) consistent with the Institutional mission, vision and values; and (2) that reflected the unique role HRS plays in supporting student learning. Once the two teams presented their respective versions, the HRS Leadership Team consolidated and refined the HRS vision, mission and values statement and ensured alignment with the revised Institutional mission, vision and value statement approved by SPC in November, 2009. The final version is depicted in Figure 4:

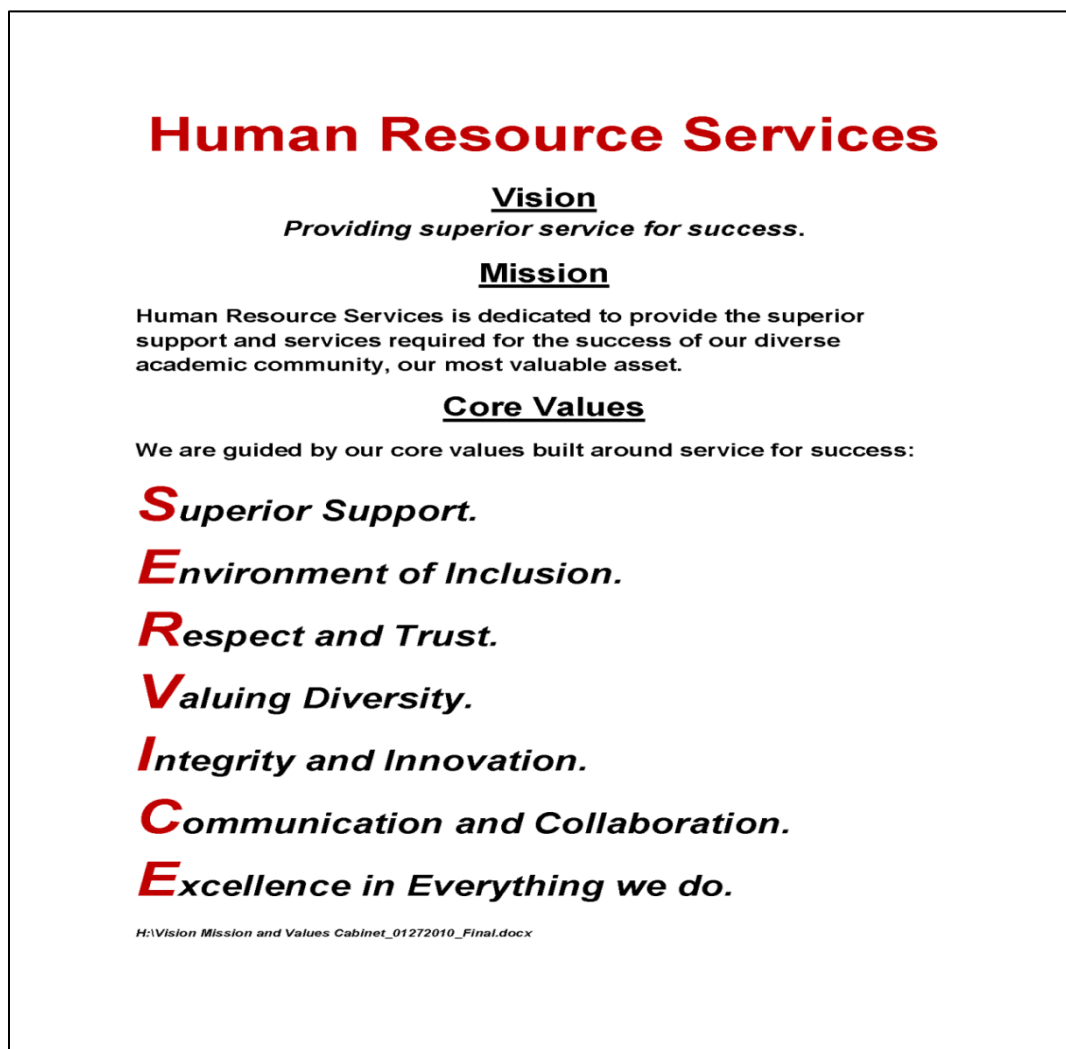


Figure 4. HRS Mission, Vision and Values.

2.2.2 SAO Revision

One of the major limitations noted in the original, 2008 version of the PRPs was that the indicated outcomes, while reflective of HRS practices and objectives, were not clearly aligned with the revised Strategic Plan 2013 and WASC Accreditation Standard IIIA. Thus, the goal for HRS was to establish SAOs that could be tied to both Accreditation Standards and Strategic Plan objectives, while maintaining the activities and objectives identified in the 2008 PRP version. Figure 5 outlines the key links between the newly proposed SAOs, Accreditation Standard IIIA and the revised Strategic Plan of 2013.

Newly Proposed HR Outcomes (N=7)	Ties to Accreditation Standards	Ties to Draft Strategic Plan 2013	Ties to Original Draft of HR Outcomes (N=6)
1. Design and Update HR Outcomes and Systematic Evaluation Model to Reflect Institutional Planning Updates and Increased Program Complexity.	Standard IIIA. Human resource planning is integrated with institutional planning. Standard III A.6. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	Values: "Through ongoing planning and self-evaluation, we strive to improve performances and outcomes." Goal 1: Goal 2-Objective 2.4 SAOACs.	(6) Seek new and innovative solutions to employee problems, challenges and issues.
2. Optimize Resources towards Recruitment, Hiring, and Retention of a Highly Qualified Faculty and Staff.	Standard IIIA. The institution employs qualified personnel to support student learning; Standard III A.1.a (job descriptions, selection criteria, hiring qualified personnel), and III A.2 (sufficient numbers of employees).	Values: Excellence in teaching, service; Access: To programs and services. Goal 4: Objective 4.2 Staffing Plan.	(1) Recruit a highly qualified and diverse faculty and staff; (2) Support retention of staff through fair and equitable employment support and HRS activities.
3. Promote Equity and Diversity through Improved EEO, Non-Discrimination and Harassment Practices.	Standard IIIA (encourage diversity); Standard III A.3.a; Standard III A.4 a-c. (issues of equity and diversity).	Mission: Serve students of diverse origins; Values: Equity and diversity. Goal 4-Objective 4.1: Complete EEO Plan.	(2) Support retention of staff through fair and equitable employment support and HRS activities; (4) Provide high level of quality, consistent customer service to all stakeholders (applicants, employees, public).
4. Improve Satisfaction, Productivity, Service and Performance of HR Staff.	Standard IIIA (employs qualified personnel to support); Standard III A.2. (sufficient staff) and Standard III A.5. (opportunities for development).	Values: Excellence in service; Goal 4: Support diverse staff to meet needs of students.	(4) Provide high level of quality, consistent customer service to all stakeholders (applicants, employees, public); (5) Provide information for employees to make informed life decisions; Achieve a highly productive, qualified and motivated HRS staff.
5. Design, Implement and Disseminate Updated and Cohesive Policies and Procedures and Employee Handbooks.	Standard III A. (equitable treatment); Standard III A.1.a. (hiring, equivalency criteria and processes); Standard III A.1.b. (evaluation processes); Standard III A.1.d. (written code of ethics).	Values: Integrity, Trust, and Equity.	(4) Provide high level of quality, consistent customer service to all stakeholders (applicants, employees, public); (5) Provide information for employees to make informed life decisions.
6. Identify, Develop and Provide Opportunities for Employee Performance Feedback and Continued Professional Growth.	Standard III A.1. (evaluated regularly; provided opportunities for professional development); Standard III A.1. (employing qualified personnel); Standard III A.1.c. (SLOs on evaluations); Standard III A.5. (professional development).	Values: Improve performances, self-evaluation; excellence in teaching and service.	(5) Provide information for employees to make informed life decisions; (6) Seek new and innovative solutions to employee problems, challenges and issues
7. Ensure Legally Compliant and Standardized Records Retention and Destruction Processes.	Standard III A.3.b. (personnel records).	Values: Trust; Integrity.	(3) Maintain accurate and up-to-date confidential personnel records.

Figure 5. Planning Ties from Accreditation and Strategic Planning to HRS SAOs and Outputs.

2.2.3 Evaluation Model Development

As HRS did not have a systematic evaluation model in place for determining how to identify evaluation questions, develop a research methodology, and gather and

analyze relevant data, one of the first steps in the revised PRP process was to generate a systematic evaluation model to serve as a general scaffolding around which each of the various outcomes and outputs could be assessed. The HRS systematic evaluation model was developed based upon research and integration of various approaches within higher education, human resources and evaluation science. The evaluation model (Figure 6) sought to address two primary goals: 1) to provide sufficient structure for specific outputs that examined availability of and ability to utilize a range of data sources, including stakeholder input, and 2) to identify and optimally use available and anticipated resources.

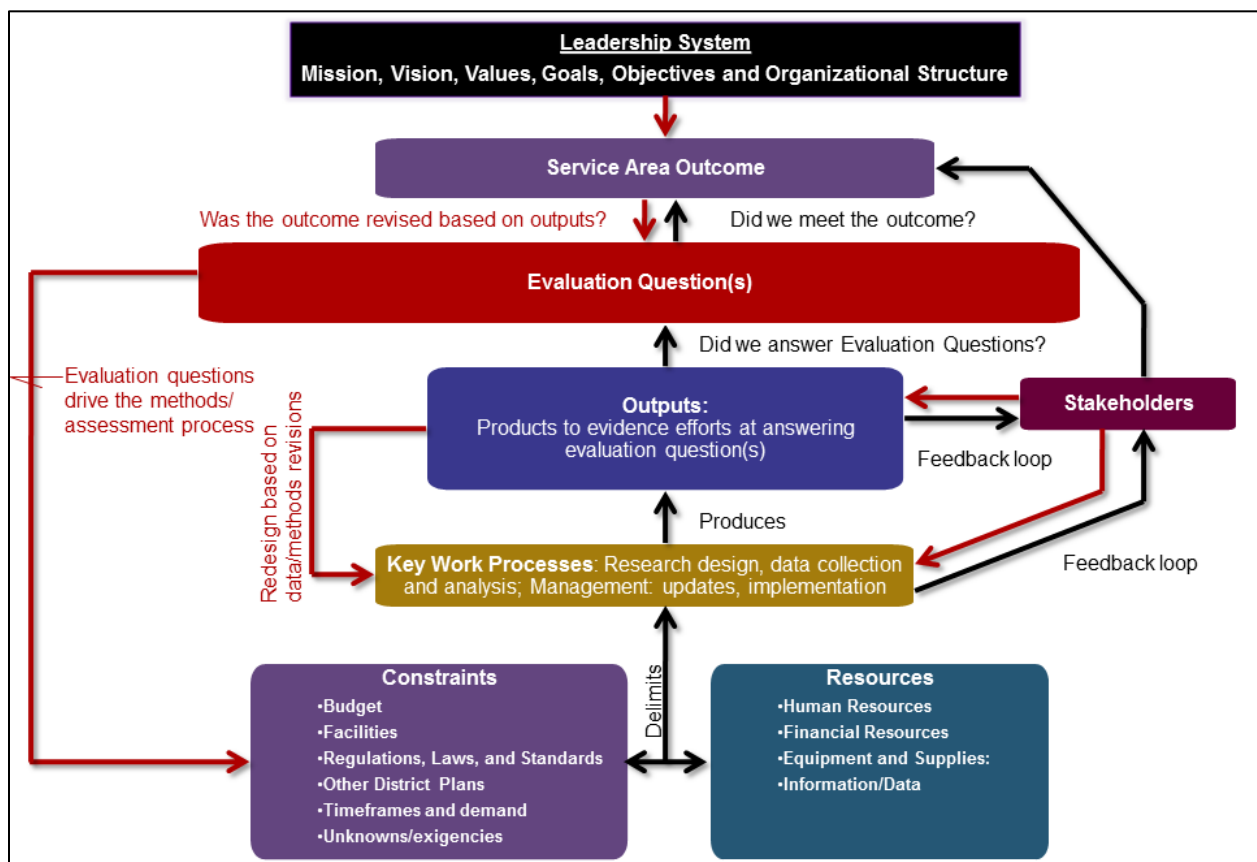


Figure 6. HRS Evaluation Model [adapted from Miller (2008), and Edwards, Scott and Raju (2008)].

2.3 Resource Requirements

SAO-1 will require additional human resource services staffing for ongoing evaluation and revision. Evaluation model modifications will be addressed from a resource perspective within the resource requirements of the individual outputs and outcomes, where applicable. The anticipated resources associated with this SAO are:

- **HRS Analyst:** Responsible for the planning documentation, design, and revision of the PRP, SAOs; data collection and analysis; and associated outputs and metrics;
- **Metrics Training:** Providing sufficient training for personnel responsible for HRS metrics to ensure valid and reliable methods, as this is an emerging field and the shift to an SAO model requires greater knowledge of data collection and analysis strategies;
- **Operations/Staff Time:** Staff time for review, data collection, and input into the various SAOs on an ongoing basis.

2.4 Next Cycle Planning Priorities

The next planning cycle will implement the SAOs indicated. The effectiveness of the measures associated with the SAOs will be evaluated, and a methodology for linking specific resources to each SAO and output will be developed.

SECTION 3. SAO-2: RECRUITMENT, HIRING AND RETENTION

3.1 Overview

This SAO consists of three (3) primary and non-discrete outputs: (1) the Staffing Plan with retention and attrition analyses; (2) Job Description Analyses; and (3) Advertising and Recruitment. Consistent with ACCJC Accreditation Standard III.A and Strategic Plan 2013 Goal 4, the objective of this SAO is to optimize resources to ensure recruitment, hiring and retention of highly qualified employees. There is considerable overlap between SAO-2 and the equal employment opportunity (EEO) portions of SAO-3 Equity and Diversity; thus, these two SAOs will share some metrics by design. The significant dividing line between SAO-2 and SAO-3 is that the former focuses more heavily on resource allocation as pertains to staffing needs and levels generally, while the core issue for the latter is the proportion of current and anticipated staffing by Title 5 monitored group status. These two SAOs and their primary outputs, the Staffing and EEO Plans, respectively, are intended to operate together and inform/be informed by other District plans and Master Plans.

3.2 Outputs

3.2.1 The Staffing Plan

The Palomar Community College District Staffing Master Plan 2016 (Staffing Plan) is the main output for SAO 2, and details a systematic approach to identifying and prioritizing the District's staffing needs over a six-year planning period. The Strategic Planning Council accepted the Staffing Plan in March, 2011

(<http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf>). Linked to

the District's other planning processes, the Staffing Plan details the human resources required in furtherance of the District's vision, mission and values. The Plan itself, as addressed in Goal 4, Objective 4.2 of the 2013 Strategic Plan, is both the process and product by which the District evaluates and recommends staffing actions.

The Plan utilizes a phased approach, with the first and formative evaluation phase focused on establishing staffing baselines measured through gap analysis of minimum to optimum staffing levels and staffing prioritization for new and vacant positions. Gap analysis examines current staffing levels against current and future demands informed by data, assumptions, and known constraints. Priorities analysis is determined through a ranking system by the District's four division planning councils and a fifth group, the Superintendent/President's Group (SPG). Taken together, the gap and priorities analyses provide the general foundation from which general staffing practices are informed. Once the staffing priorities and needs are determined, the Plan is the vehicle that communicates priorities and needs to the Strategic Planning Council. The recommendations contained in the Staffing Plan help guide executive leadership in optimizing resource allocation as pertains to staffing decisions. Figure 7 illustrates how the District's human resource plans (EEO Plan and Staffing Plan) are driven by and tied to specific Strategic Planning goals and objectives.

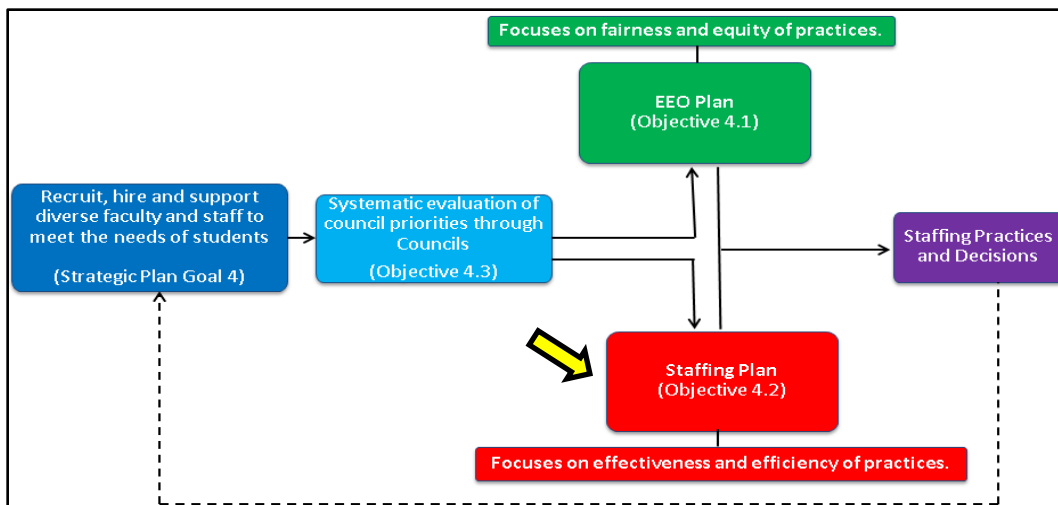


Figure 7. Connection Between SP 2013 and the Staffing Plan.

Both the Staffing and EEO plans rely on EE06 occupational categories, general employment categories reported by all employers to the Federal government used in the analysis of compliance to equal employment opportunity law. These same categories are used for reporting employee demographic MIS data to the State Chancellor's Office; thus, using the EE06 categories allows for Plan integration of data the District already collects and reports and for easier comparison between the two major HRS plans. The EE06 categories include: (1) executive, administrative and managerial; (2) faculty; (3) professional (non-faculty); (4) clerical/secretarial; (5) technical/professional; (6) skilled crafts; and (7) service/maintenance. (For definitions of each category, see: <http://www.cccco.edu/Portals/4/eball.pdf>). From these categories, employee data are analyzed across five job classifications: (1) educational administrator and (2) classified administrator (EE06 category 1); (3) full-time faculty and (4) part-time faculty (EE06 category 2); and (5) classified staff (EE06 categories 3 through 7).

Figure 8 depicts the District and Division-level summaries of human resource needs identified by the Staffing Master Plan 2016, while Figure 9 provides the District-level gap analysis from minimum to optimum across the forecasted planning horizon.

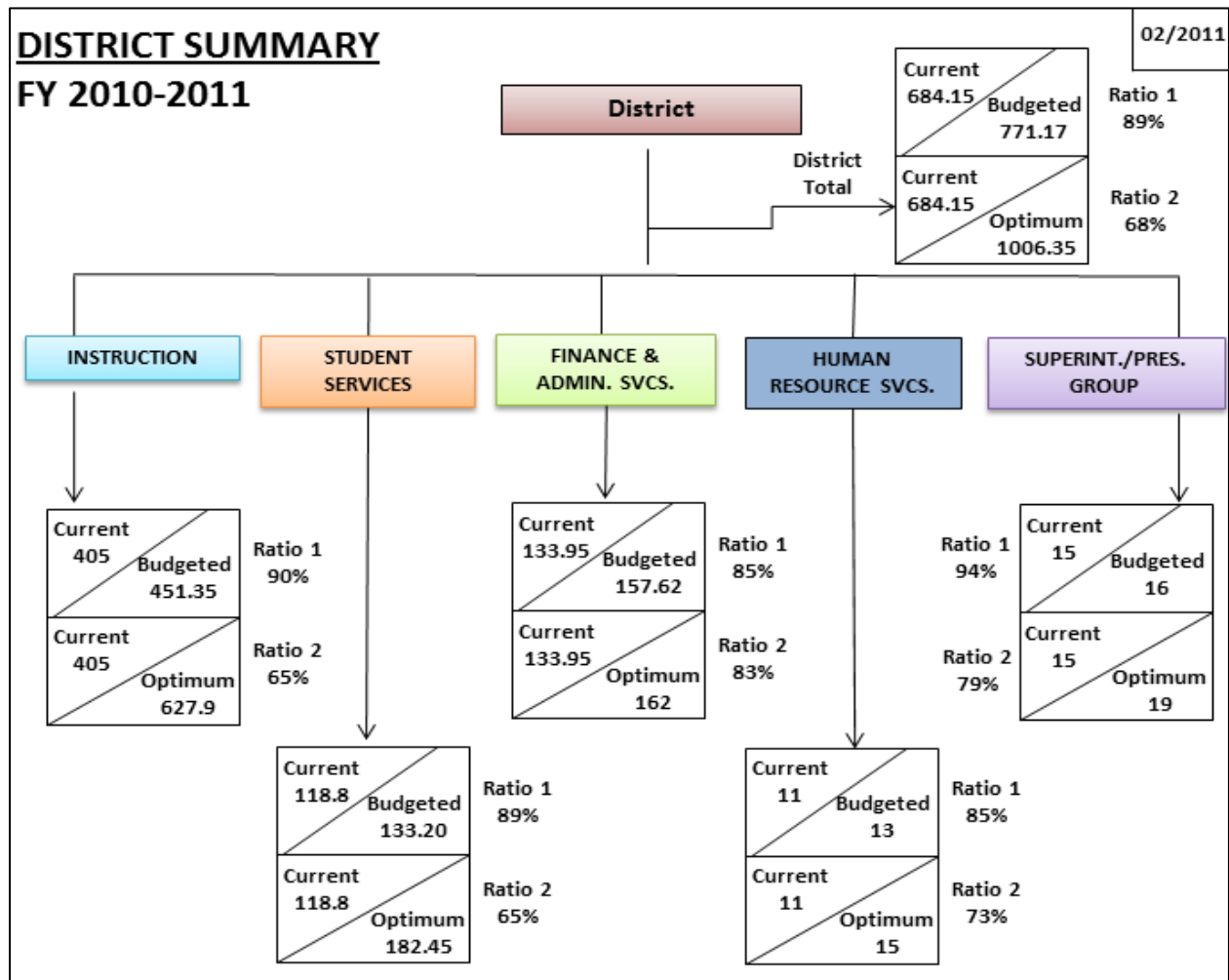


Figure 8. District Staffing Levels from Minimum-Actual to Optimum for FY 2010-11 (Staffing Master Plan 2016).

Year	Minimum	Optimum	Gap
FY 2010-11	682.95	1006.35	323.4
FY 2011-12	778.1	983.05	204.95
FY 2012-13	838.05	1035.1	197.05
FY 2013-14	891.5	1067.6	176.1
FY 2014-15	935	1113.65	178.65

Figure 9. District-Level Staffing Gap Analysis 2010-11 to 2014-15 (Staffing Master Plan 2016).

One area of particular concern for HRS is the attrition analysis. Attrition can be largely invisible to most divisions, but for HRS, the costs associated with replacing positions can be significant. Figure 10 indicates the attrition rate across EE06 Occupational Categories over a ten-year average. Particularly significant from an HRS perspective is the high number of administrative attrites—many of these positions are both critical and difficult to fill.

EE06 Occupation	Head Count	Attrition Percentage
1 Educational & Classified Administrators	38	13.8%
2 Full-Time Faculty	284	4.5%
3 Professional (Non-Faculty)	38	18.8%
4 Clerical/Secretarial	247	9.0%
5 Technical/ Paraprofessional	109	9.9%
6 Skilled Crafts	19	6.3%
7 Service/Maintenance	47	11.8%
Average Across EE06 Categories	781	8.3%

Figure 10. Attrition Data Across EE06 Occupational Categories 2000-01 through 2009-10 (10-year averages). Source: Institutional Research and Planning, District historical attrition rates based on fall staff data (MIS EB) submissions to the CCCCCO. *Note: an employee is considered to have attrited during the year if she/he was not in the same EE06 occupation the following fall.

Another trend taken in conjunction with the attrition rate data is forecasted attrition due to cohort retirements. In looking comparatively at the full-time faculty and administrator data (Figures 11 and 12, respectively), the cohorts are aging over time; thus the 50 years and over age category is increasing, while the under 50 year category simultaneously decreases. By way of contrast, the classified employee category shows relatively constant distributions across the two age groupings (Figure 13). The potential for a large wave of retirements from the full-time faculty and administrator groups represents a possibly significant staffing challenge for HRS.

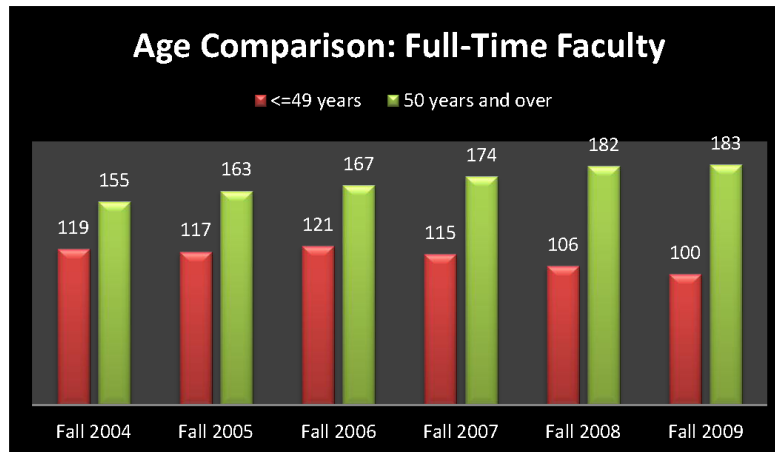


Figure 11. Age Comparison of Full-time Faculty, Fall 2004-2009.

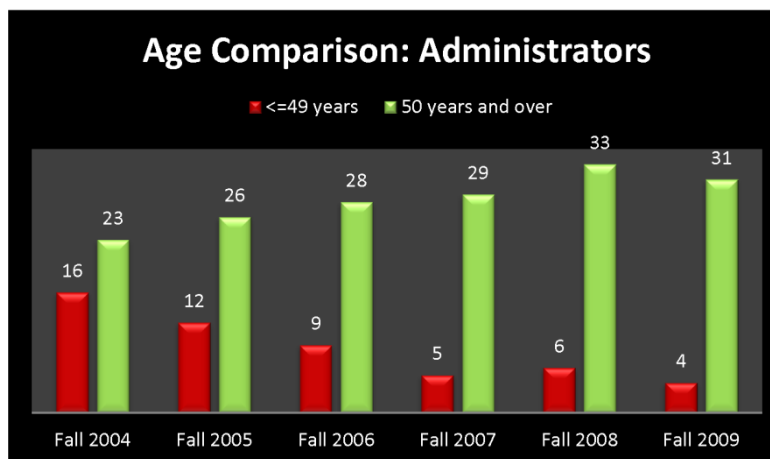


Figure 12. Age Comparison for Administrators, Fall 2004-2009.

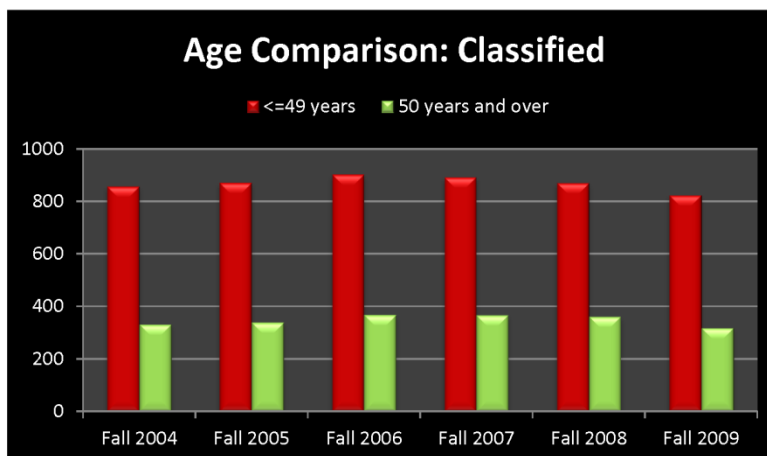


Figure 13. Age Comparison for Classified Employees, Fall 2004-2009.

The initial Staffing Master Plan 2016 was completed and accepted in March, 2011. The Staffing Master Plan 2016 will next be updated in Fall, 2011.

3.2.2 Job Description Analysis

Through review of a larger database of standardized job descriptions and content-valid applicant testing materials, the District strives to ensure both that a broad, diverse range of applicants are attracted and that, ultimately, the best candidate is matched with the needs of the specific position. The District has subscribed to the Cooperative Organization for the Development of Selection Procedures (CODESP) to support this objective. The primary uses for CODESP include job description creation and development of applicant testing and interview materials. In addition, HRS was granted Strategic Planning Project Funds (SPPF) to purchase a license to and implement PeopleAdmin, an applicant tracking system which contains the ability to electronically create job descriptions and link them to recruitment and performance evaluation. These tools support the District's commitment to diversity of faculty, staff, and administration.

3.2.3 Recruitment and Advertising

3.2.3.1 Recruitment.

HRS annually collects and analyzes longitudinal data regarding recruitment. The available data reflect a relatively low number of recruitments (n=12) for the 2009-10 year, which largely reflects impact of the modified hiring freeze, as the District had 92 or 10.7% funded, but vacant permanent positions for FY 2010-11 (see Figure 14 and Staffing Master Plan 2016). HRS will increase emphasis on and analysis of recruitment

success rates, latencies, and diversity of applicant pools in fiscal year 2011-12 as part of the plan for this SAO.

Number of Recruitments for Regular District Positions at Palomar College, 2009-10

EE06 Category	Number of Recruitments	Number of Positions Filled
1 – Executive/Administrative/Managerial	0	0
2 – Faculty	2	2
3 – Professional	1	1
4 – Clerical/Secretarial	7	7
5 – Technical/Paraprofessional	1	1
6 – Skilled Crafts	1	1
7 – Service/Maintenance	0	0
Total	12	12

Figure 14. Recruitment totals by EE06 employment category (2009-10).

3.2.3.1 Advertisement.

Human Resource Services (HRS) utilizes a wide variety of employment advertising venues to attract large, diverse applicant pools for each advertised position (see Appendix B-1). Depending on the type of position, these resources consist of advertisements on higher education, general employment, diversity-related, and position-specific websites and print publications; direct mailings of position announcements to other educational institutions and/or other appropriate agencies; postings on the District's web site and job line; and emails to interested candidates listed in the California Community Colleges Registry (the Registry) database (*Palomar College Advertising Resources*).

Although the District utilizes an extensive range of advertising resources to attempt to maximize applicant pool diversity, most applicants report learning about open positions at Palomar from a handful of resources--in light of mounting budgetary

constraints, this finding is particularly important. For all positions, the top three resources used by applicants for 2009-10 and 2010-11 were as follows:

- Palomar College website (www.palomar.edu/hr/palomarjobs.htm)
- San Diego Craigslist website (sandiego.craigslist.org)
- EdJoin website (www.edjoin.org)

The three resources used above were also the most-used by applicants for classified, Confidential and Supervisory Team (CAST), and administrative positions for both 2009-10 and 2010-11. Faculty applicants reported that they primarily used the following advertising resources for 2009-10 and 2010-11:

- Palomar College website (www.palomar.edu/hr/palomarjobs.htm) (25.0% for 2009-10 and 17.33% for 2010-11)
- Colleague/Friend/Relative (25% for 2009-10 and 14.40% for 2010-11)
- HigherEdJobs website (www.higheredjobs.com) (16.67% for 2009-10 and 19.47% for 2010-11).

Qualified candidates interviewed and eventually hired for all types of positions predominantly report learning about positions from the Palomar College website (40.74% of those hired in 2010-11) and colleagues/friends/relatives (18.52% of those hired in 2010-11). Additionally, a notable proportion of classified hires in 2009-10 and 2010-11 reported learning about vacancies directly from Human Resource Services (11.11% and 11.76%, respectively), and in 2010-11, a considerable number of classified hires reported using the EdJoin website as a resource (11.76%). In 2009-10 and 2010-11, two successful CAST hires out of the total of four Administrative and CAST positions filled during those years reported using the Southern California Higher Education

Recruitment Consortium website (SoCal HERC, www.socalherc.org) as their advertising resource. One of the faculty hires in 2010-11 indicated learning about the position from a website specific to the academic discipline of the position, and three opted not to report the advertising sources they used (*Palomar College Employment Advertising Data, 2009-10 and 2010-11*).

The least successful advertising resources were the publications and web resources that traditionally provided access to underrepresented groups (The *Chronicle of Higher Education* print publication and website (www.chroniclecareers.com), and for public access (the California Community College Registry at <https://www.cccregistry.org/jobs/index.aspx>). These resources were formerly among the top resources applicants indicated every year. In 2009-10 and 2010-11, however, only one candidate reported learning about a position from the *Chronicle of Higher Education* publication, and 16 out of a total of 387 faculty applicants (4.1%) used the *Chronicle's* website. In prior years, the percentage of applicants using the *Chronicle's* website ranged from a low of 6.9% to a high of 13.5% between the years of 2004-05 through 2007-08 and resulted in three (3) hires. The print and web versions of the *Chronicle* did not yield any hires for 2009-10 or 2010-11. In 2009-10 and 2010-11 the Registry attracted 4.29% and 12.80% of faculty applicants respectively and no hires, whereas from 2004-05 through 2007-08, the Registry accounted for 14.8% to 17.68% of faculty applicants and yielded three (3) hires.

The main trend for classified positions is that a large number of applicants are now using two additional websites, San Diego Craigslist and EdJoin.org, as advertising resources. The District began using these two resources in 2007-08. The Palomar

College website has consistently been the top resource used by classified hires from 2005-06 to the present. An assessment of advertising trends for these positions over time indicates that a wider variety of resources are used when compared with other applicant groups, with the Palomar College website serving as the most-used resource for applicants, interviewees, and hires. Other venues utilized by administrative and CAST hires include SoCal HERC, the Registry, HigherEdJobs.com, and the *Chronicle* website.

The data from 2009-10 and 2010-11 indicate two important trends: Applicants predominantly used web resources during the employment search process and the best-qualified candidates interviewed and hired also learned about open positions through colleagues, friends, or relatives (Figure 14 depicts aggregated advertising data for 2010-11; see Appendices B2-B5 for breakdowns by employee group).

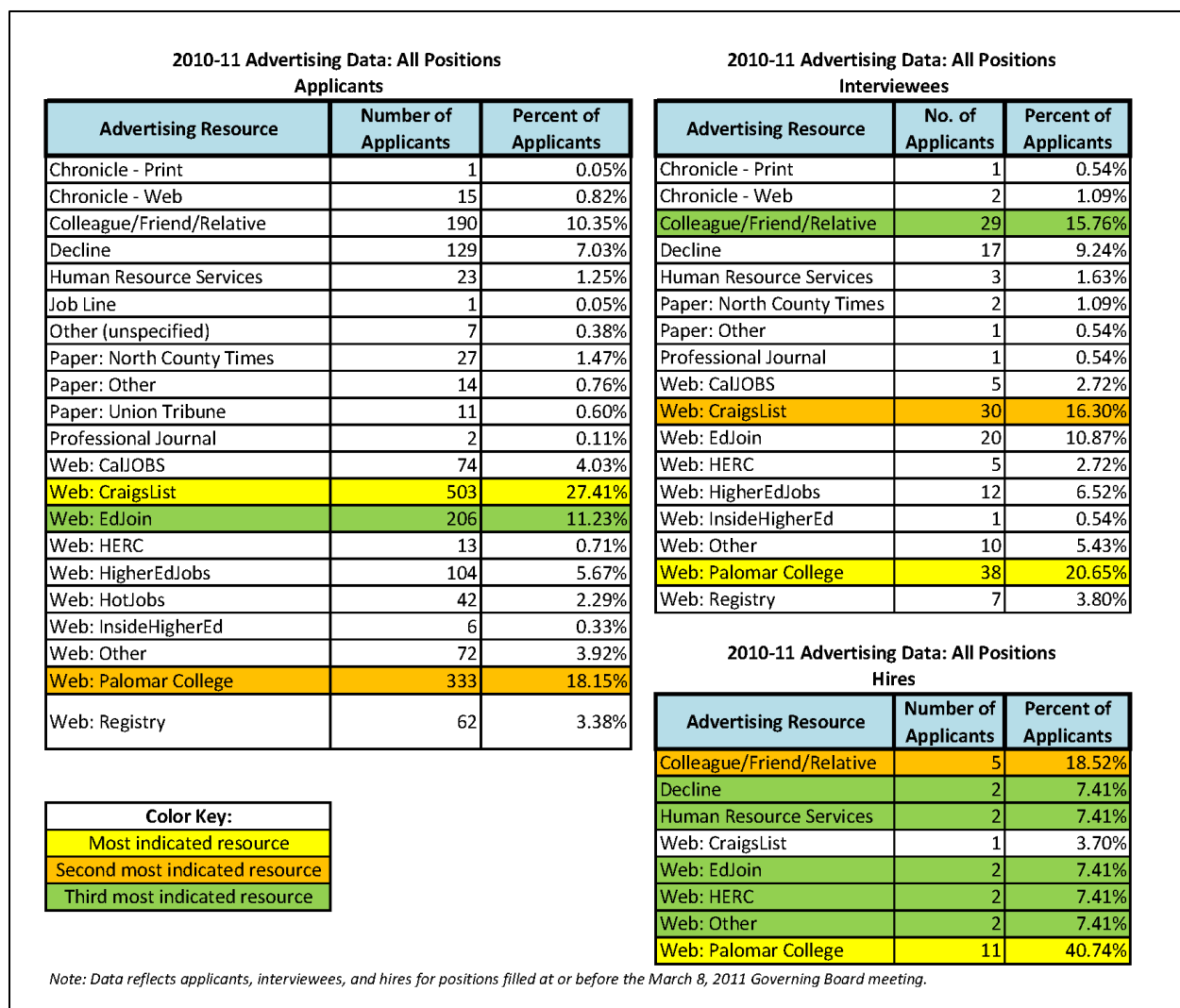


Figure 14. Advertising sources indicated across all positions and all applicant stages for 2010-11.

Additionally, the most successful advertising resources cost little to nothing to use. Of the fee-based websites, HigherEdJobs.com is currently the most cost-effective resource-the District posts faculty ads on this site with a fee of \$1,895 for unlimited postings. Craigslist costs \$25 per ad and the Palomar College website and EdJoin.org are free. SoCal HERC, although more expensive with an annual fee of \$2,800, enabled the District to successfully hire well-qualified candidates for two difficult-to-fill CAST positions.

The District will continue to advertise in a wide variety of venues to attract diverse and well-qualified applicant pools and evaluate the effectiveness of each advertising resource. HRS utilizes an employment advertising agency, JobElephant, which provides detailed information about advertising resources and assists in developing cost-effective advertising campaigns for the District. Each year during the spring semester, HRS staff review the effectiveness of the year's selected advertising resources with JobElephant to decide on the resources to utilize the following year based upon cost, relevance, prior effectiveness, and number of job seekers likely to use them.

To buttress the effective of its own website, HRS is currently in the process of revising the HRS website to update content, simplify navigation, enhance visual appeal, and ease viewing for those with visual disabilities. All these actions could have a positive impact on potential job seekers (see SAO-6). Discussed in detail below, in November 2010, the Strategic Planning Council approved one-time funds through Strategic Planning Priority Funding to implement PeopleAdmin, an online applicant management system, in 2011-12. PeopleAdmin will shift the District's employment application process from a paper-based system to a web-based system that will allow applicants to complete and submit employment applications online. As PeopleAdmin will be linked to the HRS website and allows applicants to easily complete the application process and store their data for use in future applications, the potential result could be a greater number of applicants and increased diversity of applicant pools.

HRS is also investigating the use of social media in employment and developing plans for utilizing available tools. Many popular social media outlets, such as Twitter and Facebook, are free to use, and could result in better promotion of open positions

through word of mouth and reach passive job seekers not actively looking for employment through traditional employment advertising venues. The District has piloted the use of these resources in 2010-11, and will continue development in 2011-12 and beyond.

3.3 Resource Requirements

While the Staffing Plan is integrated with all other aspects of the District's planning processes, District staff currently manually compiles and integrates all data and information related to positions. This manual compilation and integration limits the District's ability to iteratively update the Staffing Master Plan in response to the planning councils' and SPG's input. To perform this data and information integration electronically, the District will upgrade PeopleSoft. The Strategic Planning Council has allocated \$45,000.00 in 2010-11 SPPF (Strategic Planning Priority Funding) to implement appropriate upgrades, including the Position Monitoring module. This module will assist in automating data collection and reporting for the Staffing Master Plan. Estimated maintenance costs for this module are outlined in Appendix B-6.

Recognizing that manual application processes would not well serve the District's equal opportunity responsibilities and reporting, SPC approved one-time SPPF 2010-11 funding of \$67,000.00 to implement on-line application and applicant tracking software. This software will be implemented in 2011-12, and will significantly enhance applicant access to employment opportunities.

3.4 Next Cycle Planning Priorities

The next planning cycle will focus on the following planning priorities:

HRS PROGRAM REVIEW PLAN 2010-2011

- Implementation of PeopleSoft upgrades, specifically Position Management and PeopleAdmin and addition of HRS PeopleSoft Applicant Tracking Help Desk staff to respond to addition of online questions, issues and process flow;
- Staffing Master Plan annual update;
- Development of job description metrics, updates and formative analysis;

These priorities automate previously manual processes.

SECTION 4. SAO-3 EQUITY AND DIVERSITY

4.1 Overview

The primary objective of this SAO is determining to what extent and through which practices Palomar can best encourage equal opportunity and a climate and culture of inclusion; this SAO primarily speaks to ACCJC Accreditation Standard III.A.3 and III.A.4, as well as Strategic Plan 2013 Goal 4, Objective 4.1. While the primary responsibility for this area resides with the Vice President of HRS, at present (unlike many other community colleges) Palomar does not have a permanent employee resource to utilize for day-to-day operational equity and diversity issues or for the longitudinal study of these issues, nor an assigned project specialist.

4.2 Outputs

This broad objective has four primary outputs: (1) revision of the Title 5 EEO Regulations and approval; (2) creation of a formative EEO Plan; (3) non-discrimination and harassment investigations processes and outcomes; and (4) institutional training and awareness of diversity and equity.

4.2.1 Title 5 EEO Regulations

HRS participated in a statewide writing team that drafted revised Title 5 EEO Regulations, which were approved by the State Board of Governors in March, 2011. The Vice-President, Human Resource Services served as the writing team chair, while a project specialist served as a member of the writing team itself. In addition to numerous meetings with the writing team and regional presentations to ACHRO/EEO and other community college leaders, the writing team conducted an ongoing state-wide

dialogue to support regulation development and revision, and conducted studies to document the mandated cost neutrality of the proposed regulations. The revised Title 5 EEO Regulations as presented to the BOG March, 2011 can be accessed at:

http://www.cccco.edu/Portals/4/Executive/Board/2011_agendas/mar_2011/1_3_eeo.pdf

Appendix C-1 contains the Consultation Council Digest drafted to assist in review and approval of the revised Title 5 EEO Regulations. The Title 5 DOF study can be accessed at: <http://www.palomar.edu/hr/researchandplanning/>.

4.2.2 EEO Plan

The EEO Plan introduces an ongoing, systematic and utilization-focused approach to evaluating current District practices. The primary goal of the Plan is to assess which EEO practices best ensure equal treatment of all applicants and employees, to ensure that those practices are supported by institutional data, and ultimately to create a culturally inclusive environment that maximally supports a diverse workforce. In furtherance of this goal, the Plan's 14 Components focus on four (4) general areas of emphasis built to work with revisions to CCR Title 5, Section 53001, et seq.:

(1) Introduction of Systematic Evaluation and Use of Multiple Measures Tied to Specific EEO Practices;

(2) Improved Employee Training on the Plan, Relevant Policies and Procedures, and Applicable Laws with Applications;

(3) Improved Standardization and Assessment of Complaint Processes;

(4) Increased District and Community Awareness of the EEO Plan and its Objectives.

The EEO Plan works in conjunction with the Staffing Plan to inform District Staffing practices and decisions (Figure 15).

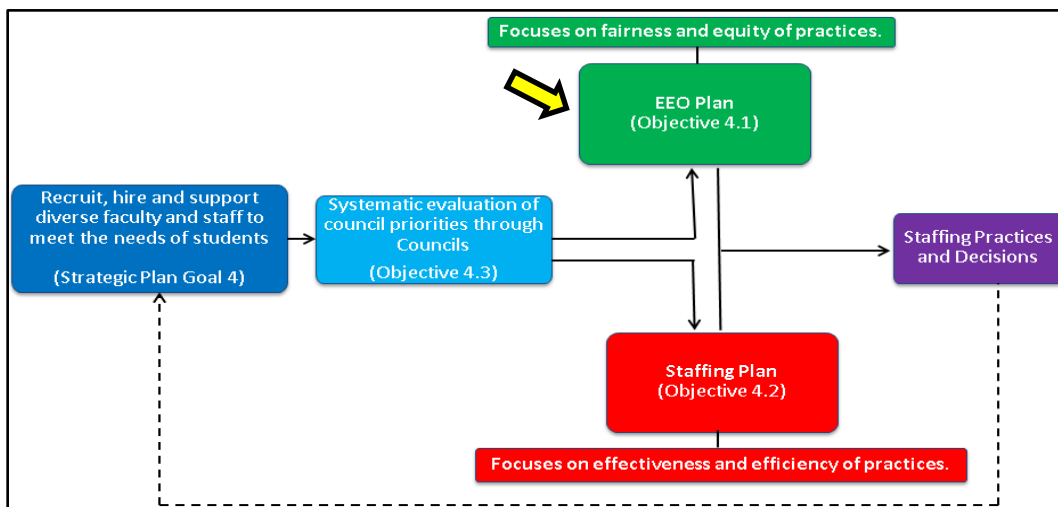


Figure 15. Connection Between SP 2013 and the EEO Plan.

The 2008 PRP provided some baseline data for analysis of EEO; however, delays in the approval of the Title 5 EEO Regulations, which largely govern this area, have left the associated EEO Plan design in a development stage.

The EEO Plan is structured to mirror the PRP and SAO process in terms of systematic evaluation, is built around a newly designed multi-factor integrated model (Appendix C-2), and consists of fourteen (14) main components driven largely by the revised Title 5 EEO Regulations:

- | | |
|--------------------|--|
| Component 1 | <i>Introduction and Plan Design</i> |
| Component 2 | <i>Equal Employment Opportunity Policy</i> |
| Component 3 | <i>Definitions</i> |
| Component 4 | <i>Responsibility, Authority and Compliance</i> |

Component 5	EEO Advisory Committee
Component 6	Complaint Processes
Component 7	Notification to Employees
Component 8	Notification to Community Organizations
Component 9	Training
Component 10	Methods for Assessing EEO Practices
Component 11	Analysis of Workforce
Component 12	Analysis of Applicants
Component 13	EEO Practices: Overview and Evaluation
Component 14	Recommended EEO Practices Based on Analyses

The first implementation of the Plan is developmental and formative; it aims at collecting baseline data on current practices to evaluate their efficacy over time. The revised Title 5 regulations contain a best practices section, Section 53024.1, which forms the basis for measuring District EEO practices under the PRP and the EEO Plan. Figure 16 outlines the connection between the various Section 53024.1 practices and the associated SAOs.

Recommended Practice under Section 53024.1 (N=16)	Output and Metric	Progress/Proposed Steps	Associated HR Service Area Outcome
Climate Survey	EEO survey component	As part of broader survey/EEO design--pilot on faculty Spring, 2010	3-Diversity
Exit Interviews	Form and Spreadsheet, data analysis	Design exit survey and administer process (Survey in design-KR)	2-Hiring/Reten., 3-Diversity
Cultural Competence Training-Staff	Spreadsheet tracking (participation rates)	In progress: LCW training for admin/supervisors complete--need tracking	3-Diversity, 4-HR Staff Devp.
Cultural Competence Training-Students	Poss. 1 unit course	Researching options (consult w/Dr. Abbas)--needs coord. w/Student Services	3-Diversity
Retention: Mentoring, Professional Growth/Development	Spreadsheet tracking (satisfaction, participation rates); EEO Survey component	Faculty mentoring; began process of monitoring professional growth; need tracking from professional development	2-Hiring/Reten., 3-Diversity, 4-HR Staff Devp., 6-Professional growth
Updated Job Descriptions	Spreadsheet Proportion compl./3-year cycle	Three-year cycle: Recommended use of CODESP--works w/AP 7120 and with Staffing Plan	2-Hiring/Reten., 3-Diversity
Board Cultural Competence Training	Spreadsheet tracking (participation rates)	Recommend use of LCW training/similar to Board (same as Admins. Received)	3-Diversity
Investigation of Title 5, Harassment and Discrimination	Spreadsheet tracking (outcomes, types, dispositions, frequencies)	Set up metrics; revised forms/protocol, working on triage process, revised BPs/APs in review. Triage team training (LCW) for May.	3-Diversity; 5-Policies and Procedures
AB 1825 Training, including Harassment and Discrimination	Spreadsheet tracking (completion rates)	Keenan Safecolleges w/incorporation of P&Ps; tracking tested--allows x-sectional/longitudinal.	3-Diversity
Publications and Website Updates: EEO	Proportion complete; feedback form	In design: establishing centralized diversity website from HR page (samples collected-KR)	3-Diversity; 5-Policies and Procedures
Mission, Vision and Values Statement	Complete (revisit in 3 year cycles)	Updated both at SPC and in HR to include diversity/equity.	1-Strategic; 3-Diversity
Hiring Procedures: Sensitivity to Diversity	Binary (Y/N)--changes to questions	AP 7120; also developing w/SH various hypotheticals for interviews. Run by EEO Advisory.	3-Diversity; 5-P&Ps
Service/Mentorship to Other Districts	List of activities/actions	Title 5 Subcommittee, ACHRO/EEO, SDICCCA, Survey distribution.	3-Diversity
Academic facets: Inclusion of Diversity in Instruction	Unk.--check w/ Instruction	Check w/Instruction--this is in Strategic Plan.	Instruction Outcome
Inclusion/Exclusion Discussions-Transparency	Component of EEO Survey	Built into methods: focus groups, use of surveys and interviews; use of shared governance.	3-Diversity
Data on Job Offer Declines	Spreadsheet tracking (response type)	Designing form and spreadsheet for tracking (KR).	2-Hiring/Reten., 3-Diversity

Figure 16. Title 5 Section 53024.1 practices tied to HRS SAOs and Outputs.

4.2.2.1 Summary EEO Data

The accreditation self-study in 2002 recommended that Palomar College restructure its hiring practices to ensure a more diverse workforce within the District, and in particular, more diverse faculty; meeting this goal during a hiring freeze has proven challenging, as one clear way to increase diversity is through hiring of diverse applicants. The hiring data over 2005-2010 suggest Palomar will likely benefit from many of the systematic evaluation practices that will be implemented through the EEO Plan (Appendix C-3)—these will allow for some understanding both cross-sectionally and longitudinally as to how specific hiring and EEO practices impact diversity (e.g., timing of recruitments and committee training on diversity). Figure 17 provides an analysis of the 2009-2010 applicant demographics through each stage of the hiring process.

TOTAL – ALL POSITIONS				
Positions Open: 12				
Applicants: 926				
Ethnicity	Female:	Male:	Decline:	Underrepresented Applicants:
Caucasian	208	105	146	
African American	22	12	7	41
Hispanic	118	69	57	244
Asian	22	12	14	48
Filipino	7	7	13	27
American Indian/Alaskan	4	4	4	12
Decline	9	7	79	
				Total underrepresented: 372
				<u>Under-represented Applicants:</u> 40.2%
Interviewees: 75				
Ethnicity	Female:	Male:	Decline:	Underrepresented Interviewees:
Caucasian	30	6	7	
African American	0	1	0	1
Hispanic	17	3	0	20
Asian	0	2	0	2
Filipino	0	0	0	0
American Indian/Alaskan	0	1	0	1
Decline	1	1	6	
				Total underrepresented: 24
				<u>Underrepresented Interviewees:</u> 32.0%
Hired: 12				
Ethnicity	Female:	Male:	Underrepresented Hired:	
Caucasian	6	1		
African American	0	0	0	
Hispanic	4	1	5	
Asian	0	0	0	
Filipino	0	0	0	
American Indian/Alaskan	0	0	0	
				Total underrepresented: 5
				<u>Underrepresented Hired:</u> 41.7%

Figure 17. Aggregated applicant demographics across recruitment and hiring stages, 2009-2010.

A more detailed analysis, both in terms of changes reflected between applicant to interviewed totals by monitored group, is contained in the EEO Plan.

The employment data over the period from 2004-2010 reflect some overall improvements in terms of diversity. From 2010 employee totals, employee sex distribution were fairly even in four of the seven EE06 Occupational Categories, including full-time faculty (47% female), part-time faculty (49% female), administrators (56% female), and technical (42% female), with one of the categories that had been significantly underrepresented in 2004 (just 13% male for the professional category) climbing to 30% in 2010 (Figure 18).

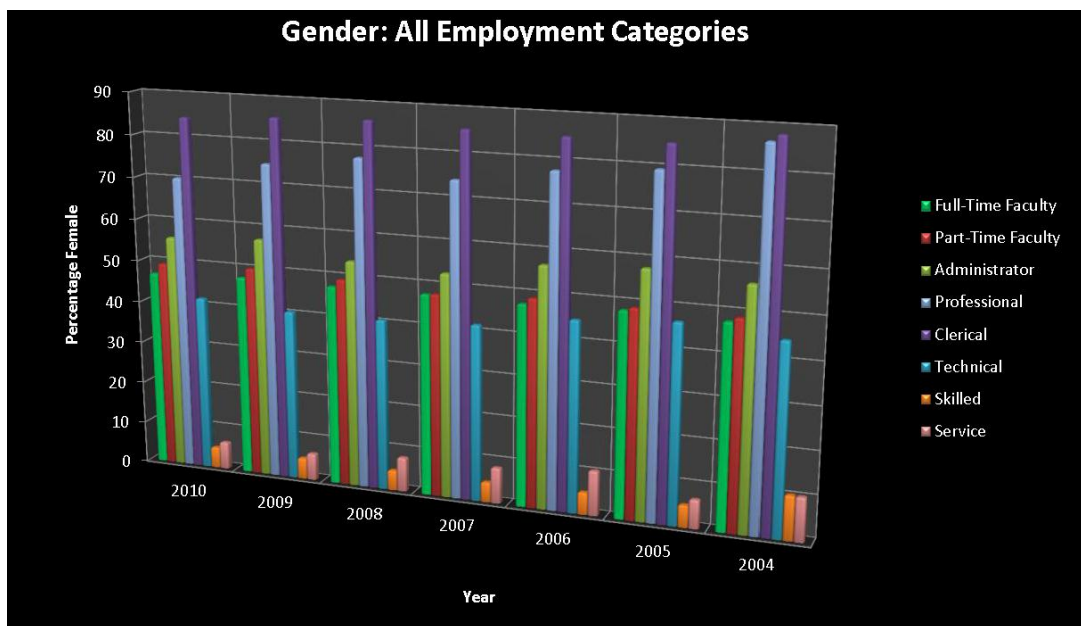


Figure 18. Sex comparison across EE06 Categories, 2004-2010 (Source: IR&P, 2011).

In terms of monitored race-ethnicity, the proportions of historically underrepresented groups have shown modest, but general improvement over the 2004-2010 timeframe. This raises two questions for analysis within the EEO Plan and the next planning cycle: (1) how is the District performing in terms of retaining diverse

employees; and (2) how is our diversity changing or not changing as a function of recruitment and hiring. With a modified hiring freeze in place for portions of the period under analysis, significant shifts in employee demographics were not evident, nor expected. Figure 19 reflects the employee totals from 2004-2010 for Title 5 EE06 reported groups by race-ethnicity collapsed across employment units. Viewed in terms of percentages, there was a slight overall decrease in White, non-Hispanic employees from 2004 to 2010 (76% to 74%), with a slight overall increase in Hispanic employees over the same timeframe (13% to 17%). By employee group, there were few changes across monitored racial-ethnic groups from 2004-2010, with the exception of the Hispanic category. For instance, under the Clerical employee group, employees identifying as Hispanic rose from 19% in 2004 to 29% in 2010, while those identifying as White, non-Hispanic dropped from 72% to 66%. A similar trend was observed in the Skilled employee group, with 26% identifying as Hispanic in 2004 and 40% in 2010, with a concurrent drop in those identifying as White, non-Hispanic from 53% in 2004 to 45% in 2010.

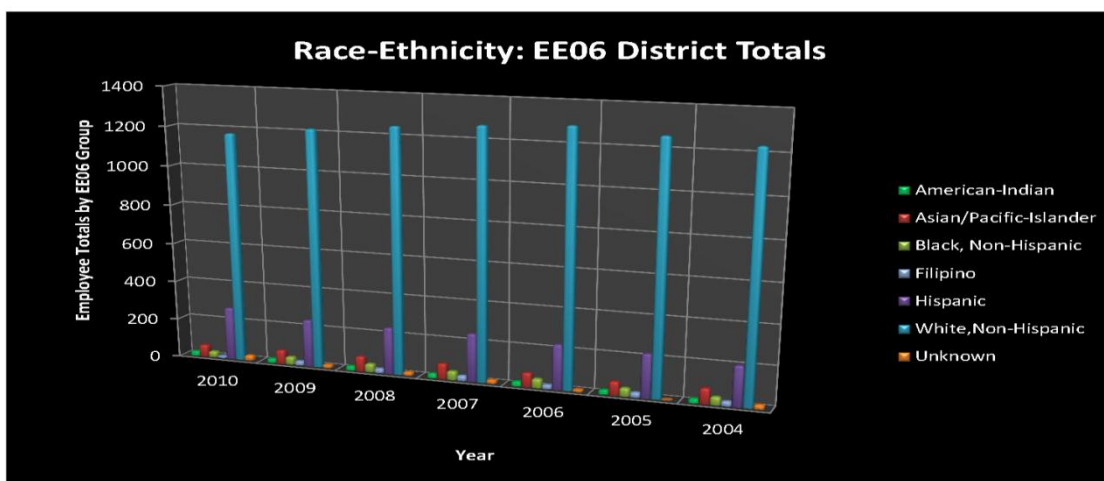


Figure 19. Race-ethnicity totals by race-ethnicity for EE06 employee groups, 2004-2010 (source: IR&P, 2010).

Again, the EEO Plan will analyze both employee and applicant demographics in greater detail and attempt to assess the impact of specific District practices on the outcome of employee diversity.

4.2.3 Non-Discrimination and Harassment

Before 2009 HRS did not have a standardized approach to discrimination and harassment investigations and tracking. Without standardization and tracking, it was difficult to discern any patterns in the numbers and types of discrimination and harassment complaints that could help inform as to which human resource practices worked, required revision and/or areas in which additional practices were warranted.

In Fall 2009, HRS commenced a standardization and assessment effort aimed at two primary objectives: (1) create a systematic set of templates and processes for discrimination and harassment complaint intake, investigation and reporting; and (2) establish a tracking system to ensure timely response and data collection from which analyses could follow that would inform future practices. Thus, the discrimination and harassment output is in a formative stage of evaluation. From these baseline standardized processes and data, revisions to discrimination and harassment procedures, as well as possible future practice revision and implementation will follow.

4.3.2.1 Discrimination and Harassment Complaints.

From October, 2009 to April, 2011, HRS received 15 Title 5 discrimination and/or harassment complaints. Of these, ten (10) advanced to full investigations, while the other 5 were eventually dismissed due to complainant non-response. Of the ten for which investigations were conducted or are in progress, the breakdown is as follows:

- Only one (10%) involved both an employee as the complainant and the respondent. One complaint involved two student workers. Thus, 9 or 90% involved students either as the complainant, respondent or both.
- Sexual harassment-only complaints comprised 60% (n=6) of those investigated, while discrimination-only comprised 20% (n=2). Combination complaints (both sexual harassment and discrimination) constituted 20% (n=2) of all complaints. One complaint of reverse discrimination (10%) was received.
- Sufficient evidence was found in two (2) or 25% of the eight (8) completed investigations; both of these complaints were based on sexual harassment. Two investigations are still in-progress.

Case analysis of discrimination and harassment complaints over the planning cycle reveals several trends, notably: (1) higher proportions of student-to-student complaints and/or complaints involving students; (2) increased use of electronic devices in harassment complaints (e.g., “sexting” and sharing of explicit photos); and (3) general misunderstanding of the concept of retaliation as pertains to discrimination and harassment. At the same time, the forms of harassment and discrimination have become more subtle and/or covert; thus, the complaints alleged less a single instance of severe conduct, but rather conduct that is both more subtle and more pervasive. Most of the complaints alleged multiple bases/protected statuses for the complaint; thus, the complexity of the investigations and, correspondingly, the time required for making an administrative determination have increased. Another complicating factor is that several cases required coordination between multiple departments and/or divisions;

in general, complaints involved at least three different departments/divisions (Human Resource Services, Student Affairs-Student Services and Campus Police). Two complaints required a risk assessment for potential violence towards others.

4.3.2.2 Process Standardization.

One area of major improvement was the standardization of notification and investigatory processes associated with Title 5 discrimination and harassment investigations. Standardized notices and forms were created for each stage of the investigation, including: notice to the Chancellor's Office of receipt of discrimination/harassment complaint; notice of findings and report template; extension request letters; notice of appeal findings; and interview protocol (Appendix C-4). As these investigations have become increasingly frequent and complex, having a standardized process better ensures fairness, thorough handling of complaints and timely compliance with Title 5 requirements. In addition, a standard triage and intake protocol has allowed for prompt e-mail notification of complaints received in HRS to other affected departments/divisions (i.e., Student Affairs and Campus Police) for coordinated response, where warranted.

4.2.4 Institutional Training and Awareness

Training and awareness focused on three aspects in this planning cycle: (1) implementation of AB 1825 Online Harassment Prevention Training; (2) conducting a Diversity Event and collecting data both on the event and diversity climate at Palomar; and (3) development of an EEO, Diversity and Equity website.

4.3.2.1 AB 1825 Harassment Training.

In compliance with AB 1825, in May, 2010 the District offered sexual harassment training to all administrators, confidential and supervisory team (CAST) employees, supervisors, managers, department chairs, deans, directors and HRS staff. 125 employees were offered training. The training was administered online using the Keenan SafeColleges course entitled “Sexual Harassment: Policy and Prevention (AB 1825 full-course),” which contained two-hours of instruction, including scenarios and quizzes. Contact information for the Vice President of Human Resource Services was provided at the bottom of each training slide and legal counsel was available for consultation to respond to any questions regarding the training.

Use of the online course was deemed a success, as it did not require additional expenses beyond what the District already incurs through Keenan and Associates for other services. Apart from normal log-in difficulties, of 125 employees who completed the course, only one experienced a technical difficulty requiring manual input of course completion; no employee complaints as to the content of the course or the delivery method were received. As of April, 2011, 96% of assigned employees had completed the training. Human Resource Services had a 100% on-time completion rate.

4.3.2.2 Diversity Event.

The EEO Advisory Committee sponsored the 7th annual Unity and Diversity Event on Thursday, April 7, 2011 (see: Appendices C-5 through C-7). The Committee begins planning for the event four months in advance, gathering recommendations for topics and keynote speakers, as well as entertainment, through interactive discussions among the Committee members. The Diversity Event consists of both afternoon and

evening events. The Committee coordinates with the Office of Student Affairs to organize and promote the afternoon event. The afternoon event began two years ago to promote and better inform the students about the evening event. The evening offers live entertainment from diverse performers, an inspirational keynote speaker, a range of different foods from around the world and panel discussions with open microphone sessions aimed at raising awareness and encouraging dialogue around current and critical diversity and equity issues. The event is attended by students, faculty, staff and members of the community. The webpage describing the April, 2011 Diversity Event is provided in Appendix C-5.

One notable change in this year's Diversity Event was the inclusion of a survey instrument to gather data about the Event and attendees, as well as get their feedback on a range of diversity topics. Fifty-nine (59) event participants filled out cards indicating their e-mail addresses; these were then input into a SurveyMonkey distribution list. One week after the event, participants received a 13-item online survey (Appendix C-8) that examined respondent perceptions of the day and evening events, means of learning about the Event, climate at Palomar College across various monitored group statuses, and possible future diversity event training needs and themes. The response rate was 30.5% (n=18) with the following breakdown: students=12 (66.7%); employees=5 (27.8%); and community members=1 (5.6%). Most respondents attended either the Evening Event only (86.7%) or the Day and Evening Events (13.3%). Over 60% of respondents had attended two or more Diversity Events, while 58.8% (n=10) indicated that they also participated in District diversity-related programs, trainings clubs or activities. The most effective form of advertising for the

Diversity Event was word-of-mouth (75% of respondents), with print and electronic/web-based advertising both coming in at 16.7% each. Notably, 72% of respondents indicated that it was either highly likely or likely that they would attend future diversity events.

The data for the remainder of the survey are depicted below, specifically: responses rating satisfaction with the Daytime and Evening Events (Figures 20 and 21, respectively), impact of event aspects on raising respondent's awareness/knowledge about diversity (Figure 22), and evaluation of District practices regarding and interest in events and/or trainings pertaining to specific monitored groups (Figures 23 and 24, respectively).

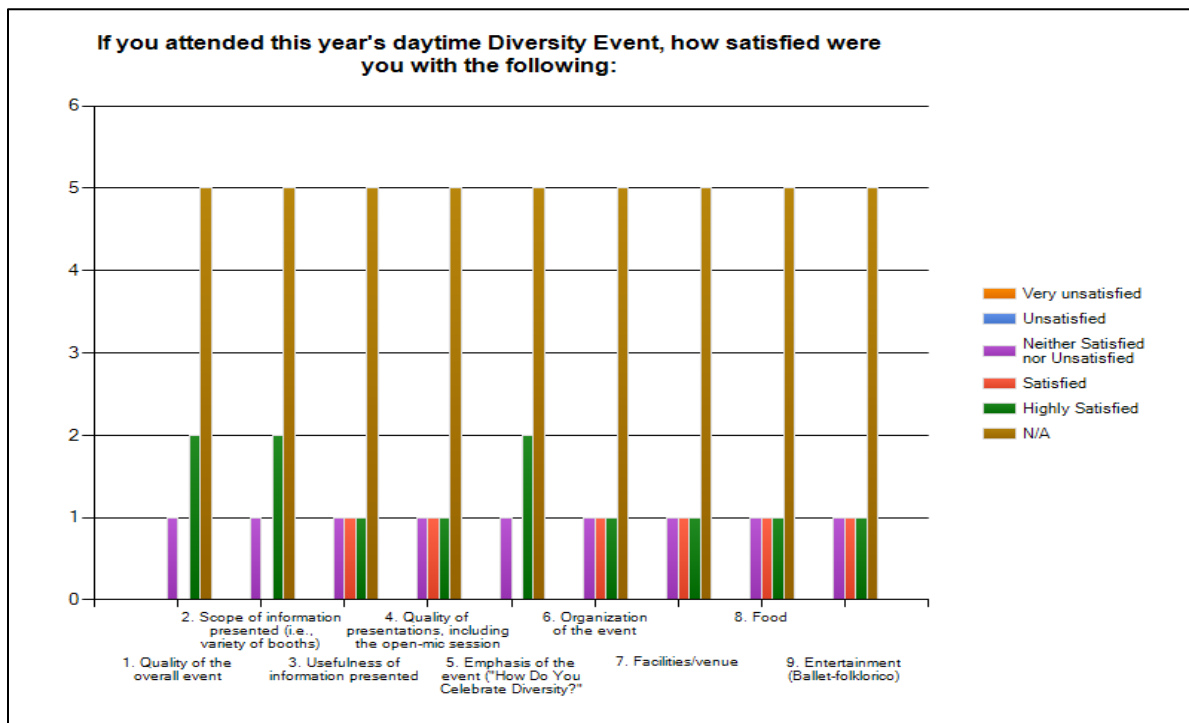


Figure 20. Respondent satisfaction with Daytime Diversity Event (2011).

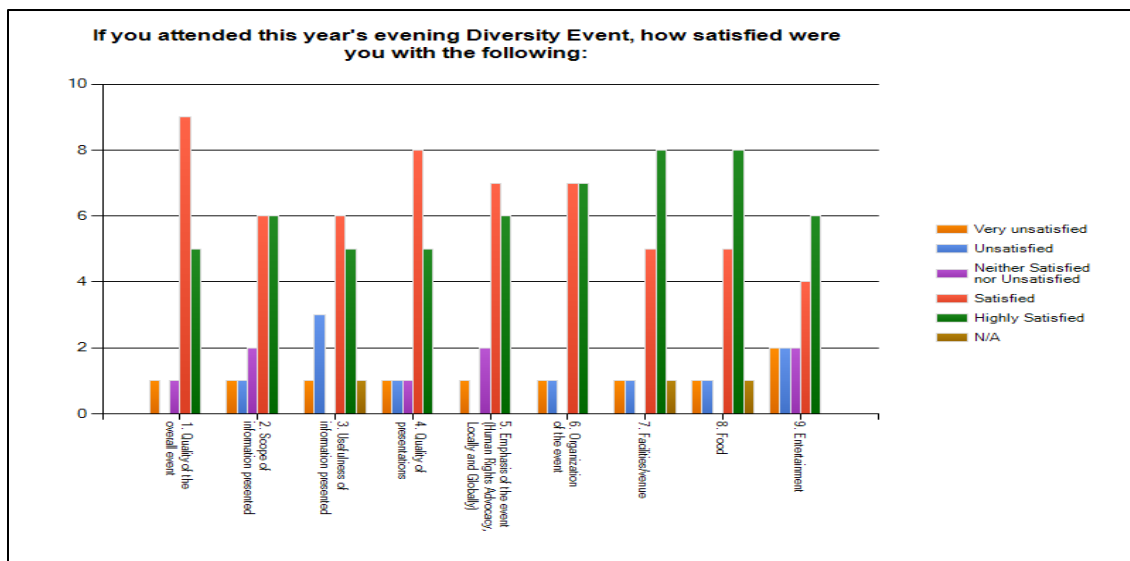


Figure 21. Respondent satisfaction with the Evening Diversity Event (2011).

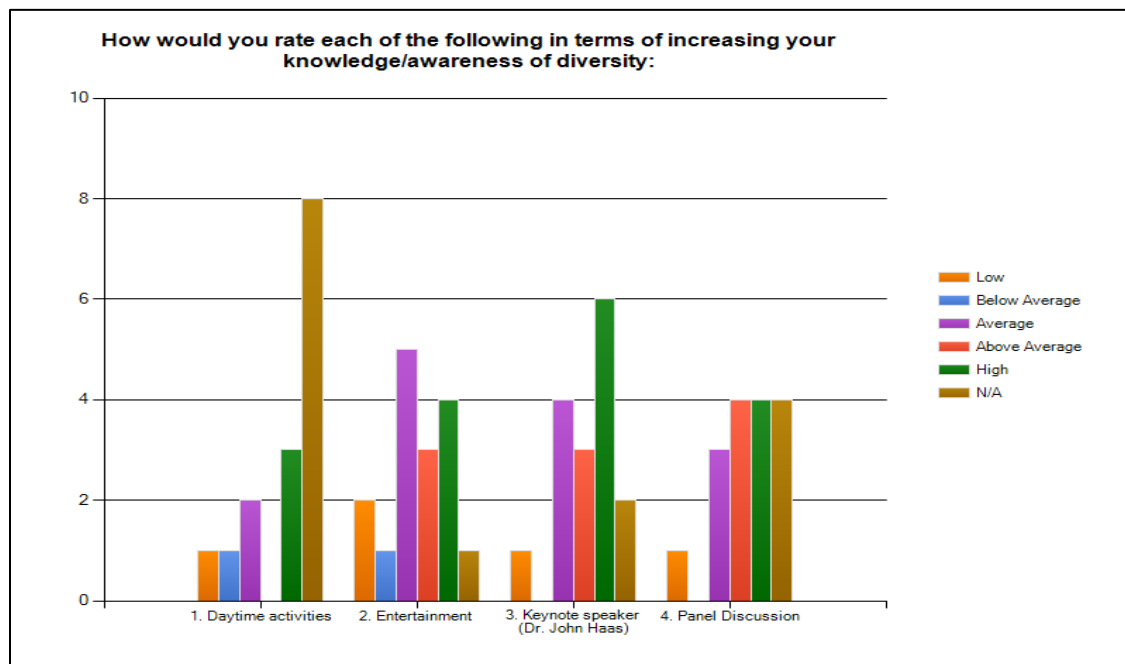


Figure 22. Respondent Perception of Diversity Event activities effectiveness in increasing knowledge/awareness (2011).

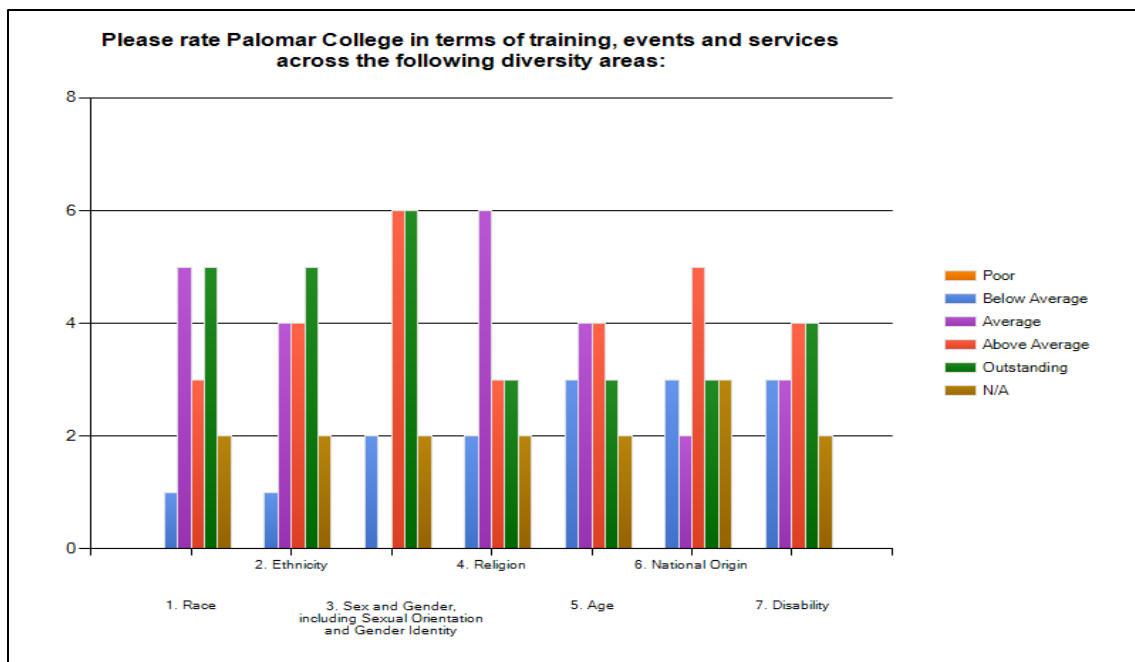


Figure 23. Respondent ratings of District practice effectiveness across various monitored categories (2011).

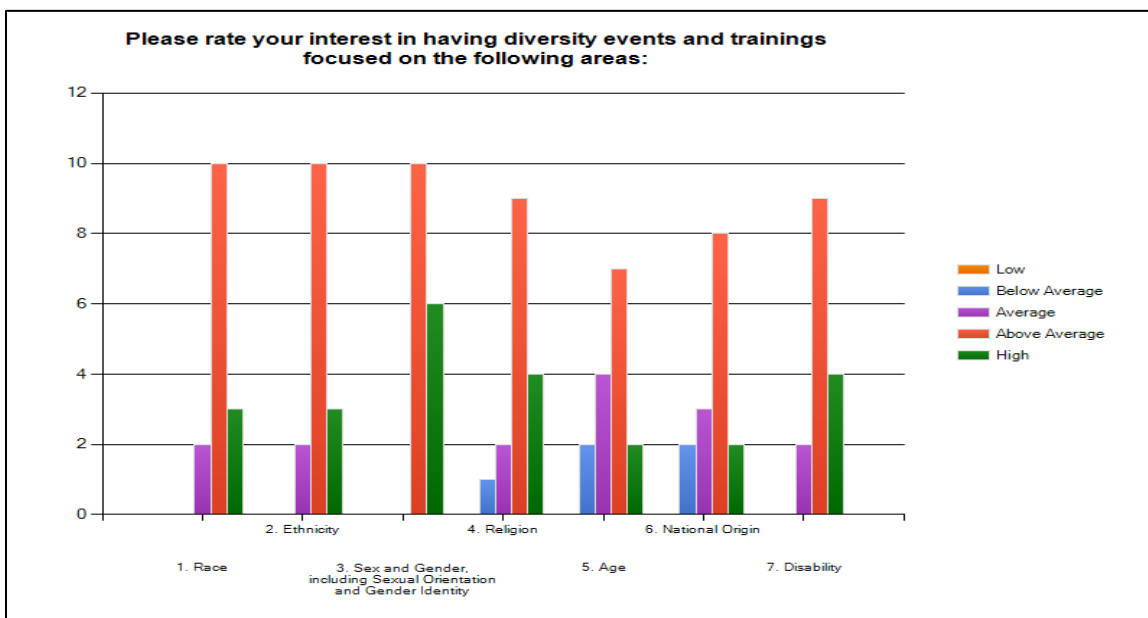


Figure 24. Respondent interest in events and trainings focused on specific monitored groups (2011).

4.3.2.3 EEO, Equity and Diversity Webpage.

In conjunction with updating the HRS website, a new need was realized: creation of an equity and diversity webpage to allow for wider distribution of the EEO Plan, basic employee training, and easy access to District forms and processes. Review of both

college and university diversity, EEO, discrimination and harassment webpage content revealed a list of common areas of coverage (see Appendix F-6). These, in conjunction with the items identified under the revised Title 5 EEO Regulations and by extension the EEO Plan, formed the basic content areas for the design of the new EEO, Equity and Diversity webpage. A color-scheme and draft sitemap was developed (Appendix C-9) and several meetings conducted with a Project Team consisting of two HRS Managers, two HRS staff members, an HRS Project Specialist and representatives from Academic Technology Resources to examine ease of use, particularly for website users with disabilities.

4.4 Resource Requirements

At present, the only resources associated with this SAO have been significant staff time. The EEO Plan itself, as well as most of the outcomes for this SAO, are funded through restricted EEO funds. Given the uncertainty of restricted funding, the EEO Plan and this SAO are designed to maximize available resources (i.e., use of existing resources like Keenan SafeColleges online training for diversity, discrimination and harassment awareness). Discrimination and harassment investigations are conducted by the Vice President of HRS along with a project specialist; again, the main cost is staff time. A breakdown of the Title 5 EEO restricted funds for 2009-10 is provided in Appendix C-10.

4.5 Timeframes

The additional work and delays associated with approval of the revised EEO Regulations caused corresponding delays in progress on implementing an EEO Plan. Steps completed towards this objective are as follows:

- 1) Review of system Model Plan and Title 5 (this revealed inherent flaws in both the methods and legality of the existing regulations)—this required development of a new EEO paradigm and methods (contained in revised Title 5 Regulations—see specifically Section 53024.1);
- 2) Revised Title 5 for compliance with Proposition 209 (approved by Board of Governors in March, 2011 and awaiting DOF approval of cost analysis).

At present, the EEO Plan is being drafted for compliance with the revised Title 5 EEO Regulations. Assuming timely approval by DOF, drafting of the EEO Plan will complete in Fall, 2011. Adoption of the EEO Plan will be rescheduled to Spring 2012, with implementation and assessment in Fall, 2012 and Fall 2013, respectively.

4.5 Next Cycle Planning Priorities

The next planning cycle for this SAO and will center on design, approval and implementation of the EEO Plan. Commensurate with this will be both the implementation of PeopleAdmin and online applicant tracking, as well as extensive training of and revising the role of the Equal Employment Opportunity (EEO) Advisory Committee. Under the new Title 5 Regulations and proposed EEO Plan, the EEO Advisory Committee takes a more central role in training and establishing planning direction for equity and diversity. Part of the proposed actions for the next planning cycle is to extend online diversity and equity training to the entire campus community and to develop a student orientation program that focuses on issues of inclusion, and discrimination and harassment policy. Training aspects will also include finalization and implementation of an Equity and Diversity website to allow easy access to policies and procedures, the EEO Plan, and relevant links and forms.

There will also be a focus on updating policies and procedures pertaining to equity and diversity, specifically: AP 3420 Equal Employment Opportunity, BP/AP 3430 Prohibition of Harassment, AP 3435 Discrimination and Harassment Investigations and Training, subject to implementation negotiations with representative unions as appropriate. In addition, a new policy on anti-hate/anti-bullying will be drafted.

Finally, the 2010-11 cycle disclosed a need for the District: investigate establishing a risk assessment instrument to assist divisions and departments in dealing with discrimination and harassment issues. Research and development will be ongoing, but to-date, the District has begun reviewing the NaBita Threat Assessment Tool. (<http://www.nabita.org/documents/THREATASSESSMENTTOOL.pdf>).

SECTION 5. SAO-4 SATISFACTION, SERVICE AND PRODUCTIVITY OF HRS STAFF

5.1 Overview

This SAO primarily focuses on two factors: (1) staffing levels within HRS; and (2) performance indicators, inclusive of productivity, from both internal and external sources. The rationale behind these focal areas was premised on a properly staffed, properly trained HRS staff being better able to serve the Institutional and Departmental vision, mission and values, and is consistent with ACCJC Accreditation Standard III.A.2 and III.A.5, as well as Goal 4 of the Strategic Plan. This is one of the SAOs for which the 2008 PRP provided some baseline data in terms of staffing levels and quality management.

5.2 Outputs

The main outputs for this SAO are: (1) identification of relative HRS staffing levels; (2) internal measurement of HRS Leadership and Staff Performance and HRS climate; (3) assessment of HRS bench-depth and training needs; and (4) external customer satisfaction.

5.2.1 HRS Staffing Levels and Priorities

HRS staffing levels can be examined and understood in several ways, each with its relative strengths and limitations. For this PRP, two primary approaches were utilized to attempt to triangulate the data: (1) comparison to an external reference group of California community college districts; and (2) internal gap analysis or current supply versus anticipated demand, including consideration of funded, but vacant positions.

5.2.1.1 Comparison Group Analysis.

For assessing across comparison groups in this planning cycle, an e-mail survey was distributed in March, 2011 to the CHRO-ALL listserv, which consists of all community college chief human resource officers statewide (survey is contained in Appendix D-1). A prior survey conducted in 2008 across a three-year span examined Palomar's HRS staffing levels against the comparison cohort (the Gooder Colleges), but had some serious limitations, not the least of which was the lack of consistency between districts and positions and roles encompassed by Human Resource Services. To address this concern, the revised survey used Palomar's HRS Staff as the basic comparison group against which districts could identify: (1) whether they had comparable positions and the number of employees in such positions; and (2) whether such positions/functions were handled within or outside of HRS. The response rate for this revised survey was 27.78% (n=20); however, one incomplete response and three outlier responses led to an adjusted response rate of 22% (n=16), of which three (3) were Gooder Colleges.

For purposes of this analysis, comparative HRS staffing levels were based largely on self-reported permanent employee totals using Palomar as a baseline, as well as FTES totals extrapolated from the Chancellor's Office Data Mart using base FTES from the Recalculation Apportionment Reports (<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/FiscalStandardsInformation/FiscalDataAbstract/tabid/340/Default.aspx>). The HRS Staff information was then adjusted for differences in the scope of work assigned to each District's Human Resources organization. After examination of the data, adjustments required two assumptions: (1) that all districts offer employee benefits and this job may

be performed outside of HRS (thus a comparable 1.0 position was assigned); and (2) that all districts have something equivalent to PeopleSoft for tracking employees and that this function likely occurs outside of HRS where no staff were assigned by respondents (thus, a 1.0 position was assigned for comparison purposes). The data and adjustments are presented in Appendix D-2. Figure 25 below shows the comparison across the 16 districts, with the red line extending across from Palomar's totals for HRS employee to permanent employees served. When looking at adjusted totals, Palomar is in the top-half in terms of ratio of permanent employees served per HRS employee.

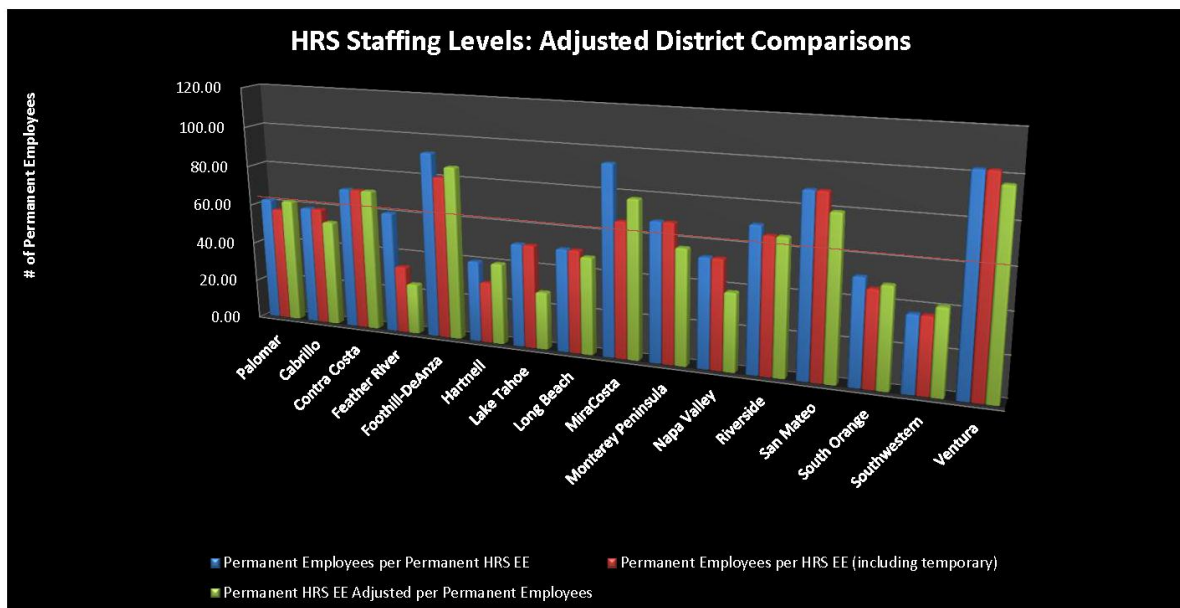


Figure 25. HRS staffing level comparison across 16 districts (2010-2011) adjusted.

Optimal productivity is difficult to measure within HRS and comparatively across districts; what is clear, however, is that considerations of service quantity and quality were significant factors to HRSPC, as both were listed as Staffing Master Plan prioritization factors for new and vacant HRS positions. Maintenance of both quantity

and quality of service depends on adequate staffing levels; both quality and quantity of service can be impacted where the number of employees served per HRS employee increases.

5.2.1.2 Gap Analysis.

Gap analysis was conducted largely through interactive discussions with HRS leadership and staff and based on final recommendations from HRSPC through the staffing plan's staffing levels and prioritizations (Appendix D-3). From these data, the gaps in Employment Services and HRS leadership, particularly an Operations Manager and HRS Analyst, were ranked highest. At present, HRS is staffed largely by specialists; to some extent, cross-training is being utilized to allow continuation of service in the event of employee absences and to respond to variable workload. In addition, the prioritization form established the need for an HRS generalist, as this would maximize flexibility. One position not originally anticipated, but likely to be added will be a PeopleAdmin Help Desk position to respond to HRS's shift to online applications and applicant tracking.

An area for further analysis will be estimating the impact of other Division's minimum and optimum staffing levels on HRS staffing needs, as the primary unit of analysis for HRS staffing is number of HRS staff per employees served. Thus, the next planning cycle will look closely at how HRS's staffing levels align with ranges provided by the other divisions.

5.2.2 HRS Climate, Leadership and Staff Performance

Another critical aspect in understanding HRS performance involves employee satisfaction and performance measures. This is critical not only in terms of improving quality and quantity of service, but also in terms of better assuring HRS employee retention through maintenance of a healthy employment climate and culture.

5.2.2.1 Staff SWOT Analysis.

In July, 2009, HRS Staff participated in an all-day workshop intended to assess the performance of the department across a wide-range of measures. The workshop itself was built around results from a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis and interviews with a facilitator that had been completed in the month prior. Sixteen (16) key factors were identified as critical to the success of the HRS Staff and/or were perceived as needing improvement. To enable future evaluation of these baseline factors, an online survey was developed in May, 2010 using a simple five-point Likert scale to assess current versus past perceptions across the sixteen factors (Appendix D-4). Additional space for comments was provided in conjunction with each factor. The survey contained three basic parts as pertains to climate: (1) HRS general climate; (2) staff perceptions of leadership interactions; and (3) staff perceptions of staff interactions. In addition, there was a section on bench-depth and cross-training that will be discussed later.

5.2.2.2 Climate Analysis.

Climate analysis consisted of a survey item aimed to address change in HRS climate across HRS staff-identified critical factors (Figure 26). Climate is defined here as those factors critical to HRS staff and leadership in maximizing performance and job

satisfaction, including trust, collaboration, communication, knowledge, accountability and cooperation. On the whole, respondents indicated a trend of climate improvement across all factors, with considerable improvement for factors of “trust” and “openness of communication” (85.6% indicating somewhat-to-far better this year as compared to last year). Areas for continued attention include “effectiveness of communication” and “consistency of leadership decision-making,”

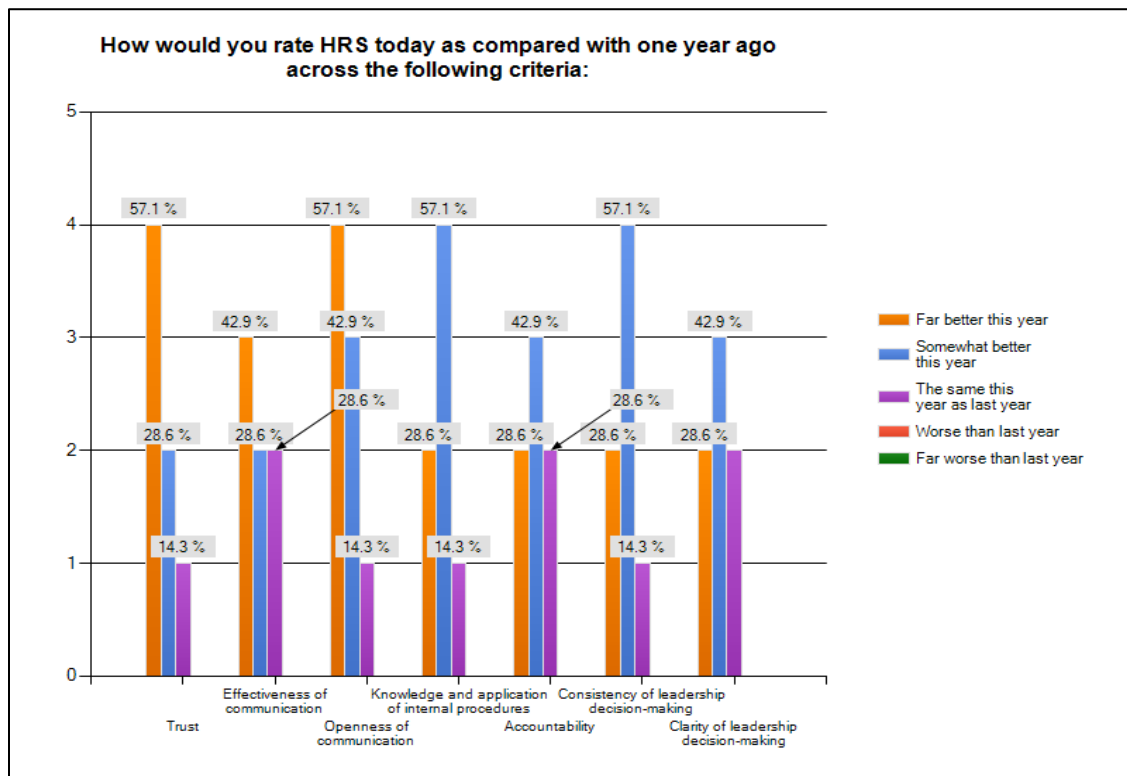


Figure 26. HRS Climate Factor Comparison 2009 to 2010.

5.2.2.3 Leadership Analysis.

Leadership analysis contained both a 360-degree analysis of three members of the leadership team combined with a self-analysis, as well as the HRS climate survey. The initial assessment involved use of a self-administered online survey designed around the Administrator’s Survey and customized to address each Leadership Team

member's specific scope of responsibility (Appendix D-5). The purpose of the review was to permit a more thorough examination of strengths and areas for improvement as perceived from a broader range of perspectives than typically addressed via a standard evaluation process. Each leadership team member incorporated survey results into his/her evaluation, particularly in addressing areas for improvement.

Data from the HRS climate survey examined leadership as a unit, rather than individually as in the 360-degree analysis. All factors received scores of average or above; highest ratings were in terms of leadership accountability and trust (both with 77.8% indicating above average ratings), while areas for improvement centered on the two communication factors (Figure 27).

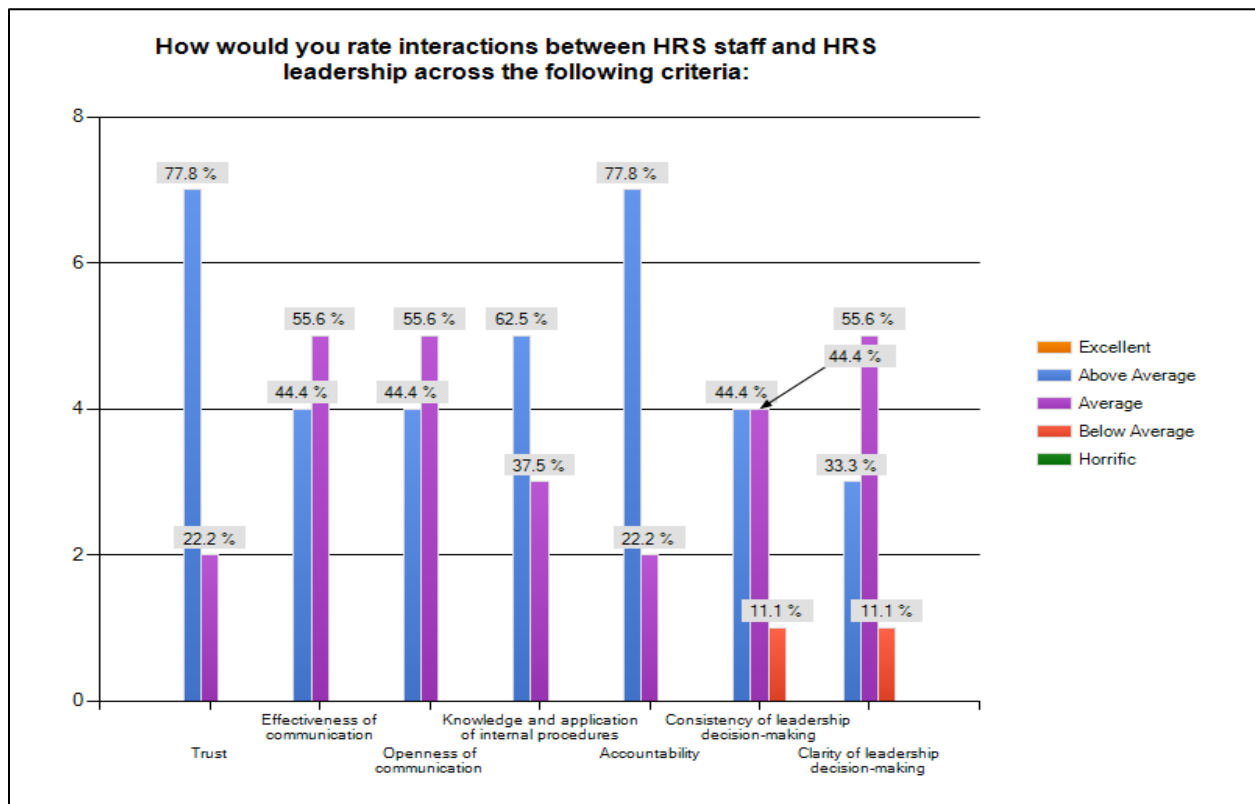


Figure 27. HRS Staff perception of leadership to staff interaction (2010).

5.2.2.3 Staff Analysis.

A third area for climate analysis were interactions among staff members. The HRS climate survey revealed average to above average ratings across factors, with highest satisfaction levels for openness of communication, and lower ratings for trust and effectiveness of communication (Figure 28).

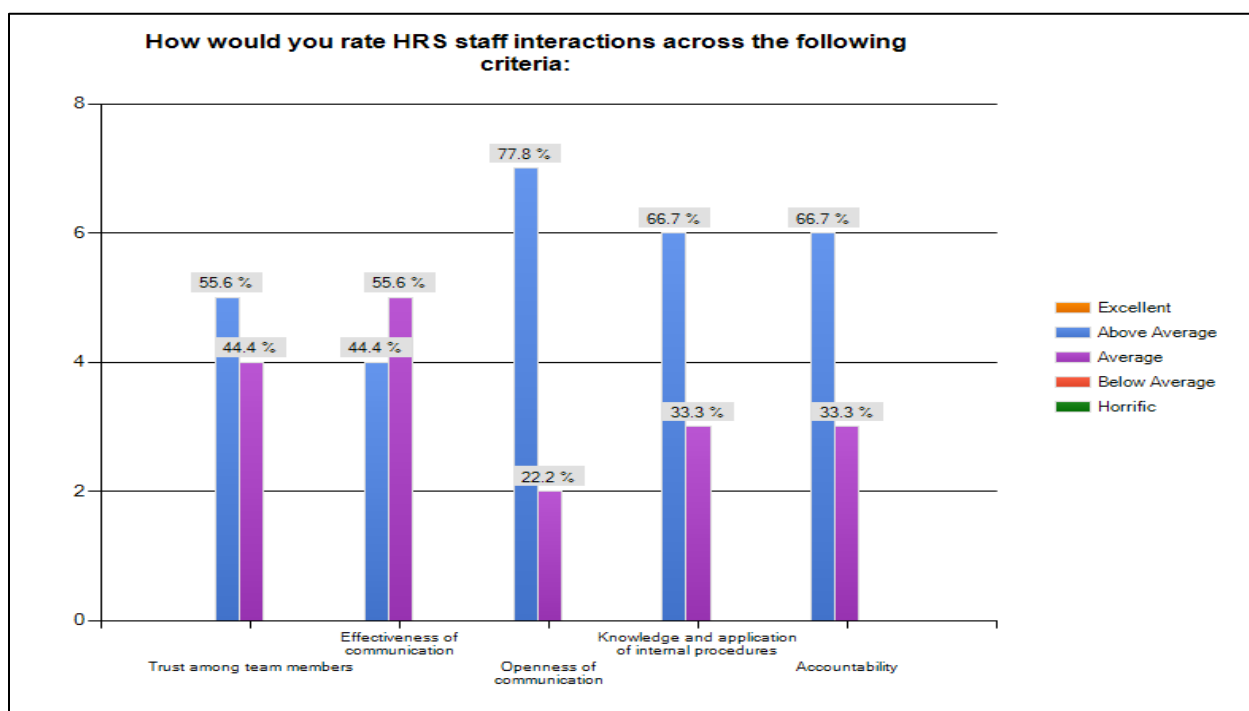


Figure 28. Staff Assessment of Climate Factors (2010).

5.2.3 HRS Training and Bench-Depth Development

Bench-depth is indicative of the ability to absorb absences and variable workload. Cross-training can also serve as a means for temporarily meeting increased and variable workloads and for reallocating work as demands increase from growth and the addition of the two new educational centers.

For cross-training and bench depth analysis, data were collected via an online survey distributed to HRS staff (Appendix D-4). Of the nine respondents, 6 (66.67%) indicated they had participated in cross-training within the past year. Figure 29 shows HRS Staff perceptions as to the importance of cross-training in terms of service.

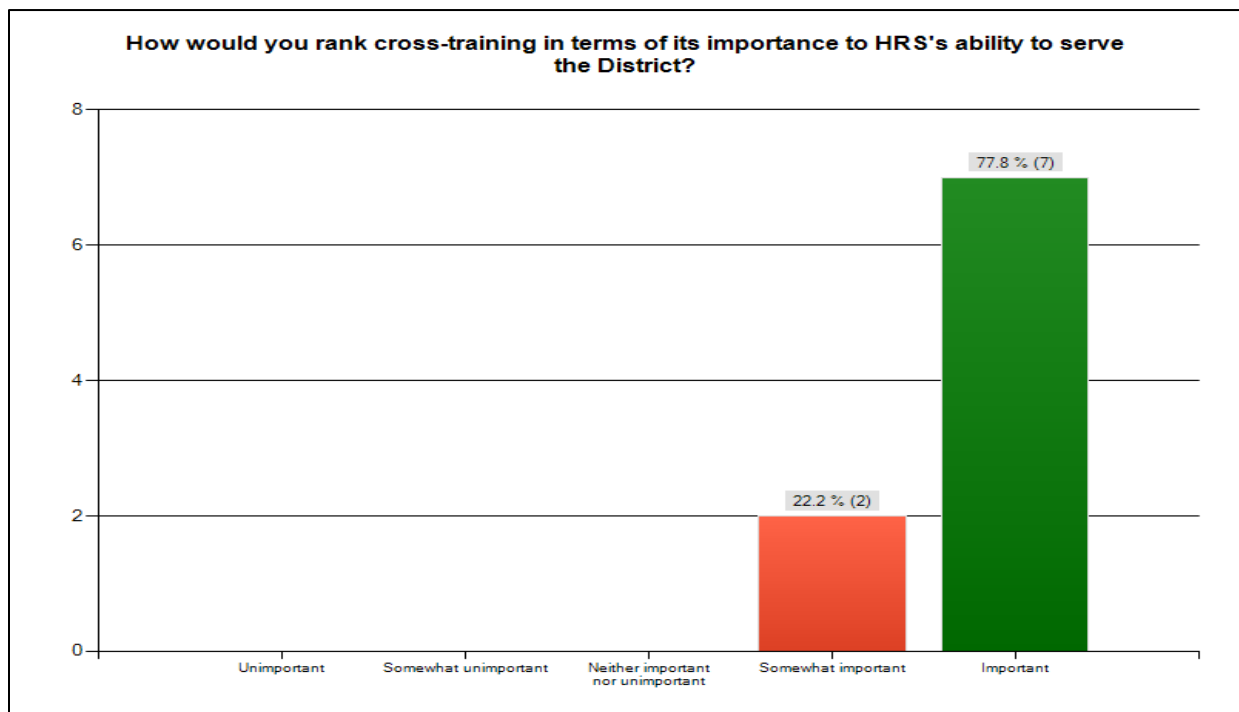


Figure 29. Staff Perception of Cross-Training Importance (2010).

Given the stated need for cross-training, ongoing efforts are being made to identify areas for which training would be helpful and delivered in two modalities: (1) one-on-one training time between employees; and (2) group trainings on matters of general importance to staff.

5.2.3.1 One-on-One Trainings.

One area for continued development is the systematic design of one-on-one cross-training. For the leadership team, cross-training on discrimination and harassment investigations allowed for greater flexibility in interview scheduling and

resultant expedition of investigations. Among staff, cross-training has allowed for better coverage in terms of: workers' compensation, employment services, and processes associated with short-term and student workers. The next cycle will include greater cross-training in a staff-identified area of concern: benefits. With only one benefits specialist, this area has high volume with minimal support; it is anticipated that cross-training in this area will yield higher service levels.

5.2.3.2 HRS Group Trainings.

In 2010-2011, HRS leadership conducted three (3) online and four (4) in-person HRS staff trainings based on feedback from staff as to critical training areas, as well as current priorities for HRS. Online training topics included: (1) AB 1825 Harassment Policy and Prevention; (2) SafeZones Policy training; and (3) Mandated Reporters Policy training. The live trainings focused on HRS staff and covered the following areas, as identified by leadership assessment of need and feedback from the HRS Staff Survey: (1) Governing Board Policies and Administrative Procedures; (2) Planning, Program Review and Service Area Outcomes; (3) Recruitment and Hiring Processes; and (4) Staffing Plan Basics. Staff trainings can be accessed at: <http://www.palomar.edu/hr/researchandplanning/>. Future trainings will focus on: (1) records retention and destruction processes; (2) discrimination and harassment investigation laws, policies and procedures; and (3) fundamentals of labor relations.

5.2.4 External Service Measures

The previous HRSPRP relied on a survey of five key customer service areas drawn from a District institutional effectiveness survey. Specifically, the survey focused on the following areas: accuracy of information; timeliness of information; timeliness of

filling positions; adequacy of staff training and development programs; and fairness. While the results reflected overall moderate to high-level respondent satisfaction across most measures and groups, several trends were evident. Satisfaction decreased as a function of time in service, while the Confidential and Supervisory Team (CAST) revealed a lower satisfaction rate as compared to other employment groups, particularly in response to providing adequate staff training and development programs (approximately 70% indicating neutral or lower score). Scores were particularly high across HRS fairness measures with the exception of consistent policy and procedure application, a condition that may in part be attributable to the current changes occurring with the Board policies and procedures and efforts to bring HRS forms and practices into alignment.

What was less clear, however, was how to address the specific issues identified in the survey or the “why” behind the lower satisfaction response areas. As such, the next planning cycle will develop and implement a more detailed, mixed-methods approach to customer service and will allow for open-ended responses to enable better understanding of data and translation into practice.

5.3 Resource Requirements

The major resource requirement for this area is staff time; specifically, the HRS Analyst will need to design and administer a new external customer service satisfaction instrument. In addition, the HRS Analyst will need to design and deliver, under the guidance of the Vice President of HRS, staff trainings on the identified areas. Further, the Manager of Operations will need to implement cross-trainings to address identified service area vulnerabilities.

5.4 Timeframes

The timeframe for this SAO is ongoing. Formative evaluation of HRS staff climate factors has been completed; implementation and summative evaluation will occur in the next planning cycle. External measures of satisfaction were last completed for the previous PRP; however, the data were not particularly informative for practice revision. Thus, the next planning cycle will be a formative one for development, distribution and analysis of a new external customer satisfaction instrument.

5.5 Next Cycle Planning Priorities

This cycle focused heavily on evaluating internal measures of HRS performance; a shift in HRS leadership structure made this analysis time-critical to ensure further revisions weren't warranted. The next cycle will focus on implementing practices based on these data, including staff trainings as identified in various survey instruments, focusing specifically on: records retention and destruction, discrimination and harassment laws and processes, and labor relations basics. One-on-one trainings will be designed to maximize staff performance, and will focus particularly on benefits.

The formative focus for the next planning cycle will be revision and administration of an external customer service instrument. The instrument will aim not only to gather quantitative measures of customer satisfaction across HRS performance criteria, but also will include qualitative components to help identify differences between respondent groups, as well as specific practices for implementation or improvement.

SECTION 6. SAO-5 POLICIES, PROCEDURES AND EMPLOYEE HANDBOOKS/AGREEMENTS

6.1 Overview

This SAO focuses on cohesion between the documents by which employees are informed of standard practices, policies, procedures, and reciprocal obligations. Driven by ACCJC Standard III.A., requirements of collective bargaining, and the importance of shared governance, this SAO focuses largely on HRS's interaction with various District constituencies.

6.2 Outputs

Three main outputs fall under this SAO: (1) HRS assigned District policies and administrative procedures (contained largely under Chapter 7 Human Resource Services and Chapter 3 General Institution); (2) employee handbooks and collective bargaining agreements; and (3) HRS practices and forms related to implementation of policy and procedure and legal requirements.

6.2.1 HRS Assigned District Policies and Administrative Procedures

A large portion of this SAO consists of development and revision of Governing Board policies and administrative procedures. HRS activities are largely governed under policies and procedures contained in Chapter 7 Human Resource Services, with several also contained in Chapter 3 General Institution (approved policies and procedures are accessible online at: <http://www.palomar.edu/GB/LeftNav/PoliciesAndProcedures.html>). As of Spring, 2011, HRS has drafted and presented before the Policies and Procedures Task Force 96 of the HRS-assigned policies and procedures from Chapters 3 and 7 (Figure 27). Delays

in advancing policies and procedures through SPC and onto the Governing Board have largely been a function of two factors: (1) response/holds from other District governance (specifically the Faculty Senate) for policies and procedures posited as within their purview; and (2) demand to bargain holds due to implementation issues for policies and procedural matters touching on subjects argued as within the scope of bargaining.

Figure 27 details the progress on HRS-assigned Chapter 3 and 7 policies and procedures, as well as “assists” (defined as policies and procedures for which HRS assists other assigned divisions in drafting due to intersection with HRS subject matters).

Project type	Total Assigned	Total Drafted	Proportion Drafted of Assigned	Number Presented to Task Force	Proportion of Drafted Presented	Number with Negotiations/Other Group Holds	Number Presented to SPC/Governing Board	Proportion Approved by SPC/Governing Board
Chapter 7 Policies	36	36	100.00%	36	100.00%	4	31	86%
Chapter 7 Procedures	48	47	97.92%	47	100.00%	6	41	85%
Chapter 3 Policies	7	7	100.00%	7	100.00%	1	3	43%
Chapter 3 Procedures	7	6	85.71%	6	100.00%	2	4	57%
Other Chapter Policies	1	1	100.00%	1	100.00%	0	1	100%
Other Chapter Procedures	1	1	100.00%	1	100.00%	0	1	100%
Assists	22	14	63.64%	14	100.00%	4	11	73%
Totals	122	112	91.80%	112	100.00%	17	92	75.41%

Figure 27. Progress on HRS-Assigned Chapter 3 and 7 Board Policies and Administrative Procedures.

In addition, HRS responded to a couple of specific 2009 ACCJC recommendations regarding policies and procedures, specifically a District Code of Ethics and a stronger policy statement on diversity. Regarding a code of ethics, HRS lead the drafting process that resulted in adoption of a revised District Board Policy (BP 3050) Institutional Code of Ethics. <http://www.palomar.edu/GB/Board%20Policies%20-%20Final/Chapter%203%20BP/BP%203050%20Institutional%20Code%20of%20Ethics.pdf--adopted> April, 2011).

With regards to the diversity policy, the District currently follows BP 7100 Commitment to Diversity (<http://www.palomar.edu/GB/Board%20Policies%20-%20Final/Chapter%207%20BP/BP%207100.pdf>). This broad statement, however, was never intended to stand as the sole reflection of Palomar's commitment to diversity, but rather was to work in conjunction with numerous policies and procedures, as well as the EEO Plan, to promote a climate of inclusion. Since the ACCJC's recommendations, HRS has advanced several policies and procedures designed to promote diversity, including: BP/AP 7120 Recruitment and Hiring (which begins with a strong statement regarding equal employment opportunity), BP 3410 Non-Discrimination, BP 3420 Equal Employment Opportunity, BP/AP 3430 Prohibition of Harassment, AP 3435 Discrimination and Harassment Investigations and Training. Also, HRS has played a central role in revising the Title 5 EEO Regulations that are central both to the District's diversity efforts, as well as the implementation of its main diversity planning document, the EEO Plan. Thus, HHRS views diversity less as a reflection of a single policy, but more as a fabric of policies, procedures and plans aimed to take a comprehensive and in-depth approach to a complex and vital component of our District.

6.2.2 Employee Handbooks and Collective Bargaining Agreements

This planning cycle focused on producing a comprehensive agreement for the classified bargaining unit (CCE/AFT). The District presented its first comprehensive proposal to the CCE in September, 2009. The District's comprehensive proposal contains 28 articles. As of March, 2011, the District and bargaining representatives from the CCE had made the following progress: 13 articles (46%) had tentative agreements; 9 articles (32%) were in active negotiations (awaiting proposals or

counterproposals); and 6 articles (21%) were awaiting CCE's response to the initial District comprehensive proposal.

6.2.3 HRS-District Practices and Forms Updates and Alignment

One area still under development is review and revision of HRS forms to align with newly enacted policies and procedures. This process requires both a review of the substantive contents of forms, as well as determination as to effective means of distribution and, where applicable, receipt of forms. A mechanism for efficient delivery was tested on HRS staff using the Keenan SafeColleges website's policy course option and a newly revised form for Mandated Reporters (Appendix E-1)—this approach was viewed as far more cost effective in terms of HRS staff time and reproduction costs (i.e., employees could view the documents online and then simply print signature pages as needed). A remaining issue is determining effective distribution methods for those who do not have computer access, as well as a list of those employees falling within this category. In addition, the next planning cycle will seek to determine: (1) which forms require revision given the current Governing Board policy and procedures; (2) which forms require hard copy versus mere electronic acknowledgment of receipt; and (3) which groups need to receive what forms.

6.3 Resource Requirements

Most of the resources in this area are human resources; specifically, the Vice President Human Resource Services who serves both as a member of the Policies and Procedures Task Force and as the District's Chief Negotiator. Legal research and analysis is performed by the HRS Analyst, while HRS practice and form revisions and updates are conducted jointly by the HRS Analyst and the HRS Operations Manager.

Contract administration resides primarily with the VP of HRS and the HRS Operations Manager.

Other resource requirements are minimal cost, including: access to the Collective Bargaining database and use of the ACHRO/EEO Listserv for survey administration and comparative data collection. In the future (Fall, 2012), the District will need to gain access to a legal research database like Lexis-Nexis or Westlaw. This need was identified during HRSPC's feedback for the Technology Master Plan 2016, but was not listed as a tiered initiative (<http://www.palomar.edu/strategicplanning/TMP2016.pdf>). Thus, this may be an expense that will fall to HRS.

6.4 Timeframes

Timeframes here are difficult to project, as they depend on availability of and feedback from a variety of District groups. The remaining HRS-assigned policies and procedures are anticipated to go to the Policies and Procedures Task Force in Fall, 2011, with final approval by Spring, 2012. Implementation and updates of the HRS-assigned Policies and Procedures will be ongoing; however, the next planning cycle will focus heavily on form and practice review and revision for alignment with approved policies and procedures.

CCE negotiations may be complete by Spring, 2012. PFF negotiations should commence in May-June, 2011. The revision of the Administrative Association (AA) Handbook will commence in Fall, 2011 with an anticipated draft completion in Spring, 2012. The 2012-13 planning cycle will then focus on revision of the CAST Handbook.

6.5 Next Cycle Planning Priorities

The next planning cycle priorities include: completion of remaining policies and procedures; updating of forms and practices to align with approved Governing Board policies and administrative procedures; finalization of the CCE's comprehensive agreement; and revision to the Administrative Association Handbook.

SECTION 7. SAO-6: EMPLOYEE PERFORMANCE FEEDBACK AND TRAINING

7.1 Overview

In May, 2010, a meeting between planning and operational staff revealed the following primary objectives to be analyzed under this SAO generally, and professional feedback and growth specifically: (1) providing programs and opportunities that allow for matching/aligning employee skills with changing needs/climate and needs of District and students; and (2) increasing staff satisfaction, skills, retention and promotion through opportunities for growth and development. In addition, the 2009 Accreditation Site Team revealed concerns about the evaluation policy and processes in its Recommendation #6. This SAO is largely driven by ACCJC Standard III.A.1, which speaks to regular evaluations, employment of qualified personnel, and opportunities for professional growth, as well as Standard III.A.5, which addresses professional development.

7.2 Outputs

For this SAO, outputs include: employee training (online and live); evaluations (policy, processes and timeframes); and website development. Most of the outputs are revisions to existing processes. For example, the District's Evaluation Policy required revision, as did its process and timeframe for evaluation, to allow for greater clarity as to expectations in this area and to respond to concerns identified by the 2009 Accreditation Site Team. Similarly, the website revisions reflect awareness of difficulties

in navigation; revision has thus focused both on the appearance of the website (ease and visibility of content areas), as well as how the information/content is organized.

7.2.1 Employee Training

Employee training this year focused on two primary objectives: (1) greater involvement of planning councils and committees (HRSPC and EEO Advisory) in HRS planning; (2) use of existing structures to promote employee learning. Both the Vice President of HRS and a project specialist presented several trainings on the key HRS planning documents, including: the background and development of HRS SAOs and the PRP document, the Staffing Master Plan process and document, and the Title 5 EEO Regulations and EEO factor model (see Appendix A-5 for list of meeting dates and corresponding trainings/presentations, as well as the HRS Planning site at: <http://www.palomar.edu/hr/researchandplanning/default.htm>). To further promote HRSPC and EEO Advisory roles, the next planning cycle will include a proposed schedule of presentations and trainings on relevant matters pertaining to HRS planning and, particularly, EEO (Appendix A-6).

The second goal was achieved through use of both online and live group trainings. Online trainings were made available through the Keenan SafeColleges website, which provides a range of human resource-relevant trainings, including: diversity awareness, conflict resolution, harassment prevention, and abuse reporting. Working with employees from HRS for Professional Growth and from the Faculty for Professional Development, HRS created a range of online courses for eligible employees to take for credit (see Appendices F-1 and F-2, respectively). In addition, a couple of policy courses were created and piloted with HRS staff for use with

specialized training materials on Mandatory Reporters and SafeZones. As part of this training, feedback on the online format was requested—only positive responses were received, and so the online training process appears to have worked well for the employees who participated. Over the next planning cycle, HRS will explore ways to expand training to all employees and across a wider-range of subject areas, particularly policies and procedures. All courses are accessible via the Keenan SafeColleges website at: <http://palomar.keenan.safecolleges.com/training/home>.

Live trainings were made available to a broad base of employees through Liebert, Cassidy, Whitmore's Southern California Employment Relations Consortium (Appendix F-3). The next planning cycle will include developing a method to better identify employee training needs, as well as examine attendance trends and attendee evaluations of the various live trainings.

7.2.2 Evaluations

In the 2009 Site Visit by the Accrediting Commission for Community and Junior Colleges (ACCJC), the report recommended that Human Resources Services improve performance evaluation practices. The report noted that Human Resource Services was to “establish and monitor a follow up system to ensure all employees are evaluated annually or less frequently when agreed to by employment agreements.” Other concerns pertained to due process aspects of administrator evaluations. To address these concerns, HRS: (1) revised existing processes to clarify timeframes for evaluations; and (2) revised existing Board Policy to better ensure due process for administrator evaluations.

7.2.2.1 Evaluation Process and Timeframes.

Classified evaluation due dates have not been aligned with the employees anniversary date; this created difficulty in ensuring timely evaluation completion and tracking. To correct this in PeopleSoft, HRS established the following guidelines:

- Probationary employee performance evaluations are due six (6) months after the employee's hire date in a career position.
- Career employee performance evaluations are due annually on the employee's original hire date in a career position. When revising the date, HRS ensured that there was at least a six month period of review within the position. If it was less than six months in the position for review, then the employee would be rolled to the next year's review date. In no case would an employee go longer than 18 months without a review. If the evaluation was already past due, the due date was changed to the most recent anniversary date.

HRS created an internal process to better standardize the evaluation process and timeframes (Appendix F-4). The next planning cycle will examine evaluation completion rates utilizing the new process and timeframe. HRS has also created Excel spreadsheets and pivot tables to assist in evaluation notification and completion tracking. In 2010-11, the Strategic Planning Council granted Strategic Planning Project Funding (SPPF) funds for the acquisition and implementation of a PeopleAdmin software license. This software when implemented will automate the evaluation notification and tracking processes.

7.2.2.1 Evaluation Due Process for Administrators-Revision to Board Policy.

Based on concerns raised by the Accreditation Team in 2009, BP 7150 Employee Evaluation (Appendix F-5) was revised to address concerns about due process.

7.2.3 Website Development

An HRS website project team, consisting of two HRS managers, a project specialist and several HRS staff, was tasked to assess the needs for website redesign to make access to information both easier and more comprehensive. This process involved several steps: (1) researching and comparing current websites from other institutions for content, design and ease of use (Appendix F-6 includes content comparisons); (2) determining the basic structure, content and design of the website (see Appendix F-7 for draft designs); and (3) coordinating with Academic Technology to work on redesign and implementation. This output did not progress as quickly as anticipated due to transitions in project assignment within Academic Technology. HRS is currently meeting with Academic Technology to finalize format and content of the website.

7.3 Resource Requirements

The bulk of resources required for this SAO are HRS staff hours, although some work with other District groups is required, like Academic Technology for completion of the website updates. Online training will be managed by the HRS Analyst; this will require minimal time in setting up and administering via e-mail notification training

courses like new employee orientations (coordinated with the Benefits Specialist) and policy and procedure trainings. In addition, the HRS Analyst will develop a method for identifying employee training needs using the online platform. Monitoring and recording evaluation completion rates will fall largely to the HRS Manager-Operations and a personnel technician. The website project team will need to continue working on updating the website.

7.4 Timeframes

Employee training will be ongoing. This planning cycle consisted largely of piloting the use of online training as an efficient and effective means for covering a broad-range of HRS materials. The next planning cycle will expand both the training courses offered (to include a broader list of policy courses specific to Palomar College), as well as the numbers of employees to which the training is offered. HRS will continue to work with Professional Growth and Professional Development to offer HRS-related training courses online.

For this planning cycle, the Evaluation Policy (BP 7150 Employee Evaluations) has been updated and no further work is anticipated. Evaluation rates need to be measured post-implementation of the new evaluation timeframe and process. Monitoring of evaluation completion rates will be ongoing.

Website development and updates will continue, with a full design of the new site anticipated in Summer, 2011. After content review with HRS, EEO Advisory and HRSPC, it is anticipated that the new website will go live in Fall, 2011 or Spring, 2012

7.5 Next Cycle Planning Priorities

The next planning cycle will focus on the following planning priorities:

- Tracking of evaluation completion rates using the new process for determining evaluation timeframes;
- Expansion of current online training offerings and extension to all employees;
- Creation of a new employee online orientation training packet.
- Creation of a means for employee training needs identification.
- Implementation of a new HRS website that is more user-friendly and comprehensive in scope.

SECTION 8. SAO-7: INFORMATION REQUESTS AND RECORDS

8.1 Overview

The primary objective of this SAO is ensuring proper records retention, retrieval and destruction; this SAO is driven largely by the requirements of Title 5 Section 59020 et seq. pertaining to records classification, retention and destruction and Palomar College Governing Board Policy and Administrative Procedure (BP/AP) 3310 Records Retention and Destruction; and ACCJC Accreditation Standard III.A.3.b and Administrative Procedure (AP) 7145 and associated collective bargaining agreements and employee handbooks, which address personnel files. The major considerations under this SAO are: ensuring confidentiality of information; providing public access to information, where appropriate; and developing and maintaining efficient and effective records classification, retention, retrieval and destruction processes.

8.2 Outputs

Outputs associated with the SAO include: records retention-scanning (Singularity), information/data requests, and records classification, retention and destruction form and process standardization.

8.2.1 Records Retention-Scanning

One major implementation from the last planning cycle was the transition from hard copy to Title 5 compliant duplicate files using scanning through Singularity (formerly Hershey). The rationale behind this transition was the realization that District files were vulnerable given their being single and hard copy only; thus, a natural

disaster (like the 2007 San Diego firestorms) prompted a transition to electronic retention methods.

With new implementation of Singularity, HRS examined the current progress for scanning of currently active District employees (Figure 30). Scanning progress is measured based on estimated completion of active personnel files across the following employment groups: Classified and Confidential and Supervisory Team (CAST), Full-Time Faculty, Part-Time Faculty, and Administrators.

Singularity Scanning Progress (SAO - 7)								
Employment Unit	Spring 2010		Summer 2010		Fall 2010		Spring 2011**	
	#/Total	%	#/Total	%	#/Total	%	#/Total	%
Classified/CAST	310/420	100%*		100.00%		100.00%		100.00%
FT Faculty	7/282	2%	149/282	52.83%	249/282	88.30%	263/282	93.26%
PT Faculty								
Admin.	0/54	0%	0/54	0%	2/54	3.70%	2/54	3.70%

= scanned during period
 Total = Est. Total Files
 % = Proportion Completed

*110 files (26%) had been scanned prior to Spring, 2010.
 **Spring totals are in progress (as of end of January, 2011).

Figure 30. Singularity Scanning Progress by Employee Group.

Future analysis will examine whether it is more cost-effective to retain this function in-house or to outsource it based on the number of inactive employee files and the scanning rate per file.

8.2.2 Information/Data Requests

A considerable amount of HRS time and resources are allocated to a fairly invisible function: responding to information and data requests. The general public, as well as the District's bargaining units, often request information pertaining to District functions. In addition, requests for production in association with legal proceedings require significant staff time both for retrieval and reproduction of documents. As this area had not been measured previously, this evaluation cycle sought to produce a form that would allow for easy tracking of large document requests. A form was designed, reviewed and revised based on feedback from HRS staff (Appendix G-1). The next evaluation cycle will involve implementation of the form and tracking process to attempt to estimate time and resources associated with information/data requests and, where possible, to attempt to identify ways in which to optimize staff performance in this area, as measured by time from request to production and number of documents produced.

8.2.3 Records Process Standardization, Retrieval and Updates

This output has two elements: forms standardization for updating to current laws and regulations, and organization of existing stored files for easier retrieval. The first part of this output experienced delays as a result of a demand to bargain hold on the governing Board Policy and Administrative Procedure, BP/AP 3310 Records Retention and Destruction, with AP 7145 Personnel Files. With both BP/AP 3310 and AP 7145 advancing through the Policies and Procedures Task Force, with approval anticipated in Spring, 2011, this output will become a priority for the next planning cycle. Draft forms for submitting document classification and destruction requests have already been

designed and will be finalized through legal counsel once BP/AP 3310 receives final approval.

The second part largely focused on organization and creating content logs for the HRS file room in which closed personnel files and other HRS files are retained. A numbering system had to be developed to identify file locations and facilitate retrieval (see Appendix G-2 for file room map and numbering assignments). The next planning cycle will attempt to catalogue the contents of the HRS file room and determine feasibility of off-site storage and/or destruction, where appropriate, due to space considerations and records preservation needs.

8.3 Resource Requirements

Records-related activities are a huge and largely invisible cost for HRS. Document production and retrieval is time-consuming; scanning processes are highly labor-intensive. The largest resources required are not adequately tracked—they consist of HRS personnel time in retrieving, screening for confidentiality and exemptions, and reproducing requested material; this year produced a form for records requests that will better allow HRS to estimate the time and cost associated with various document requests and to plan accordingly. The next planning cycle will seek to pilot the form and discern more efficient practices based on the data provided.

8.4 Timeframes

This SAO is still largely in the formative stage; the policies and procedures governing records retention and destruction, as well as personnel files, are being approved during this planning cycle. As a result, implementation in terms of HRS

practices has been delayed. It is anticipated that records retention, destruction and retrieval protocols and standardized forms and naming conventions, along with appropriate trainings, will be developed and administered in the next planning cycle.

The scanning process associated with Singularity has also faced considerable delays due to staffing constraints. Based on this, HRS leadership has decided to spend the first part of the planning cycle reassessing the manner in which files are scanned to see whether: (1) it can be done more efficiently without significant compromise in quality, security and/or access to scanned files; and (2) whether it would be more economical to outsource some or all of the remaining files for scanning.

8.5 Next Cycle Planning Priorities

The priorities for the next planning cycle will include: continued implementation of Singularity scanning of active employees and continued implementation of the HRS file room-retained hard file logging. Newly implemented processes will include establishing clearer records retention and destruction protocols and associated forms, in conjunction with passage and approval of BP/AP 3310 Records Retention and Destruction, as well as HRS staff training on Title 5 records classifications (this was noted by staff as a training need—see SAO-4). In addition, HRS will work with Information Services and Finance and Administrative Services to design and implement an administrative procedure for electronically stored information (ESI).

APPENDICES

Appendix A-1. Palomar College Strategic Plan 2013 Annual Action Plan.

Palomar College Strategic Plan 2013 Action Plan - YEAR 1 Goal 1: Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPFAS	FASPC	Equipment Master Plan: 1. Establish a work group 2. Identify types of equipment to be included in plan 3. Gather data regarding existing equipment to include useful life remaining 4. Research new improved equipment options 5. Analyze data and prepare a draft of Equipment Master Plan 2016 for review and input by FASPC 6. Present draft to SPC for approval * Planning councils will develop methods for prioritizing equipment needs as part of the PRP processes	Fall 2010 - Draft Spr 2011 - Final	* Complete and conduct an on-going review of the Equipment Master Plan 2016 in accordance with the college's Integrated Planning and Resource Allocation Model and Planning Cycle timeline * Priority lists established for councils
VPHRS	HRSPC	Staff Plan: 1. Research other plans & processes 2. Identify data, systems, and resource requirements 3. Design plan, including faculty hiring priorities, hiring assumptions, and planning council priorities 4. Implement with available resources 5. Assess effectiveness of plan 6. Update plan and plan process as necessary * Planning councils will develop methods for prioritizing staff position as part of the PRP processes	1. Fall 2009 2. Spr 2010 3. Fall 2010 4. Spr 2011 5 & 6. Fall 2012	* Process defined and implemented * Process assessed annually
Objective 1.2: Establish a method in each planning council to evaluate the effectiveness of the previous year's allocations and to prioritize current year allocations.				
VPFAS	FASPC	FASPC: 1. Develop and implement a resource allocation request and justification report for distribution of FAS Division's existing discretionary funds and additional funds requested to support MP2022, SP2013 and Division's PRP goals and objectives 2. Develop a method for prioritizing requests to be submitted to SPC 3. Develop a process to evaluate the effectiveness of the method used to allocate and prioritize budget allocations for FY2010-11 and modify as appropriate prior to prioritizing FY2011-12 resource allocation requests	1. Spr 2010 2. Spr 2010 3. Fall 2010	Process defined, and implemented, which is fair, equitable, and flexible to needs of the Division.

Palomar College Strategic Plan 2013 Action Plan - YEAR 1

Goal 1: Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPHRS	HRSPC	HRSPC: 1. Establish working group 2. Define evaluation method 3. Review budget allocations, expenditures, and service area outcome measures 4. Make modifications to PRP and planning priorities as a result of evaluation 5. Report to HRSPC and SPC.	1. Fall 2010 2. Fall 2010 3. Spr 2011 4. Spr 2011 5. Spr 2011	* Defined method of evaluating effectiveness of allocations and priorities * Annual report to planning councils
VPI	IPC	IPC: 1. Develop a process to evaluate the effectiveness of its planning priorities and effectiveness of resources allocated 2. Administer evaluation 3. Analyze data 4. Modify priority process and resource allocation PRP process	1. Spr 2011 2. Spr 2011 3. Fall 2011 4. Fall 2011	* Implementation of evaluation process * Updated/modified process per evaluation
VPSS	SSPC	SSPC: 1. Use the PRPs to set priorities and then reallocate revenue as necessary to meet those priorities. 2. Create a procedure for evaluating the previous year's priorities and to reassess the allocations implemented in the Spring.	1. Spr 2010 2. Spr 2011 Ongoing	* SSPC establishes and adopts list of priorities * SSPC implements evaluation plan
Objective 1.3: Modify the budget development process, ensuring that Program Review and Planning, Strategic Planning and Master Planning priorities are the basis of resource allocation decisions.				
VPFAS	Budget Committee	1. Develop a Resource Allocation Model that identifies revenues available to fund expenditure needs of discretionary and non-discretionary costs based upon an assured targeted FTES for the District. 2. Modify existing chart-field to include identification codes for goals and objectives identified in MP2022, SP2013, and all Planning Council PRP needs.	1. Complete all by Fall 2010	Provide reporting mechanisms of budget and financial data for analysis by any program or department in regards to resource allocation decisions.

Palomar College Strategic Plan 2013 Action Plan - YEAR 1

Goal 2: Strengthen programs and services in order to support our students' educational goals.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
<i>Objective 2.4 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.</i>				
VPI / CoCord LOC	LOC / IPC	1. Create an annual timeline with relevant activities. 2. Update timeline bi-annually.	Ongoing as stated in project steps	Percent rate of course and program SLOs completed; GE/Institutional SLOs identified; SAO assessment plans identified; assessment cycle completed for courses and programs.
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	Percent rate of course SLOs completed; SAO assessment plans identified; assessment cycle completed for courses and programs.
VPFAS	FASPC	1. Complete SAOs and 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 3. Evaluate process on an annual basis in accordance with ACCJC standards	1. Fall 2010 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. Spr 2010 2. Fall 2010 3. Spr 2011 4. Spr 2012 5. Fall 2012 and ongoing	HRS Service Area Outcomes that are relevant to SP 2013, are evaluated regularly, and updated as necessary

Palomar College Strategic Plan 2013 Action Plan - YEAR 1

Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 4.1 Complete an EEO plan.				
VPHR	EEO Advisory Comte	1. Review System Model Plan and Title 5 2. Revise Title 5 for compliance with Prop. 209 3. Prepare Draft EEO plan version for pre-Title 5 revision compliance 4. Adopt plan (Governing Board) 5. Implement plan 6. Assess plan effectiveness and/or as indicated by revised Title 5 7. Revise plan as necessary and/or as indicated by revised Title 5	1. Fall 2009 2. System-wide writing committee est. Spr 2011 3. Fall 2010 4. Fall 2010 5. Spr 2011 6. Spr 2012 and/or as indicated by revised Title 5 7. As necessary and/or as indicated by revised Title 5	Implemented EEO Plan
Objective 4.2 Develop a staffing plan that identifies minimum and optimum staffing levels throughout the district.				
VPHR	HRSPC	1. Research & evaluation of existing plans and planning processes 2. Design planning process and implementation method 3. Implement plan 4. Assess plan effectiveness (see objective 4.3) 5. Revise/update plan annually 6. Revise process as appropriate	1. Fall 2009 2. Spr 2010 3. Fall 2010 (for FY 2011-12) 4. Fall 2013 5. Spr 2013 6. Fall 2013 and/or as necessary	Staffing plan that is integrated with strategic planning process
Objective 4.3 Evaluate the extent to which staffing plans and decisions reflect the needs expressed in the Council and College-wide priorities.				
Supt / President	SPC, IPC, SSPC, FASPC, HRSPC	1. Complete staffing plan (to include evaluation process, measures, and method) 2. Planning Councils develop methods by which they will evaluate their staffing priorities and hiring recommendations using the PRP process 3. Integrate staffing evaluation process and method into SPC's annual evaluation	1. Fall 2010 2. Spr 2011 3. Spr 2011	* Completed Staffing Plan * Evaluation of staffing plans to council and college-wide priorities completed annually

Appendix A-2. Draft Outline of Program Review Plan.

Draft Outline: Program Review Plan **February 1, 2011**

Section 1. Introduction

- 1.1 Overview
- 1.2 Objectives
- 1.3 Context and Resources

Section 2. Process and Timeframes

- 2.1 Process
- 2.2 Roles and Responsibilities
- 2.3 Planning Cycles and Timeframes

Section 3. SAO-1: SAO and Evaluation Model Development

- 3.1 Overview
- 3.2 Outputs
 - 3.2.1 HRS Mission, Vision and Values
 - 3.2.2 SAO Revisions Based on Accreditation Recommendations
 - 3.2.3 Systematic Evaluation Model Development
 - 3.2.4 Resource Requirements
- 3.3 Timeframes
- 3.4 Resource Requirements
- 3.5 Summary and Next Steps

Section 4. SAO-2: Recruitment, Hiring and Retention

- 4.1 Overview
- 4.2 Outputs
 - 4.2.1 Staffing Plan
 - 4.2.2 Job Description Analysis
 - 4.2.3 Advertising

February 1, 2011

Draft-HRSPC

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4.3 Timeframes

4.4 Resource Requirements

4.4 Resource Requirements

4.5 Summary and Next Steps

Section 5. SAO-3: Equity and Diversity

5.1 Overview

5.2 Outputs

5.2.1 Equal Employment Opportunity (EEO) Plan

5.2.2 Non-discrimination and Harassment Investigations

5.2.3 Institutional Training and Awareness

5.3 Timeframes

5.4 Resource Requirements

5.5 Summary and Next Steps

Section 6. SAO-4: Satisfaction, Productivity, Service and Performance of HRS Staff

6.1 Overview

6.2 Outputs

6.2.1 HRS Staffing Levels and Priorities

6.2.2 Service Measures

6.2.3 HRS Leadership and Staff Performance

6.2.4 Training and Bench-Depth Development

6.3 Timeframes

6.4 Resource Requirements

6.5 Summary and Next Steps

February 1, 2011

Draft-HRSPC

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Section 7. SAO-5: Policies, Procedures and Employee Handbooks/Agreements

7.1 Overview

7.2 Outputs

7.2.1 HRS Assigned District Policies and Administrative Procedures

7.2.2 HRS-District Practices and Forms Alignment

7.2.3 Employee Handbooks and Collective Bargaining Agreements

7.2.4 Benefits

7.3 Timeframes

7.4 Resource Requirements

7.5 Summary and Next Steps

Section 8. SAO-6: Performance Feedback and Training

8.1 Overview

8.2 Outputs

8.2.1 Training and Professional Growth

8.2.2 Website Update

8.2.3 Evaluations

8.3 Timeframe

8.4 Resource Requirements

8.5 Summary and Next Steps

Section 9. SAO-7: Information Requests and Records Retention, Retrieval and Destruction

9.1 Overview

9.2 Outputs

9.2.1 Information/Data Requests

9.2.2 Records Retention-Scanning

February 1, 2011

Draft-HRSPC

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9.2.3 Records Processes

9.3 Resource Requirements

9.4 Summary and Next Steps

Section 10. Analysis and Recommendations

Section 11. Appendices

February 1, 2011

Draft-HRSPC

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Appendix A-3. Ties between Accreditation Standards, Strategic Plan 2013, SAOs and Planning Priorities.

Newly Proposed HR Outcomes (N=7)	Ties to Accreditation Standards	Ties to Draft Strategic Plan 2013	Outputs from 2010-2011 Planning Cycle	Outputs (Priorities) for 2011-2012 Planning Cycle
1. Design and Update HR Outcomes and Systematic Evaluation Model to Reflect Institutional Planning Updates and Increased Program Complexity.	Standard III.A. Human resource planning is integrated with institutional planning. Standard III.A.6. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	Values: "Through ongoing planning and self-evaluation, we strive to improve performances and outcomes." Goal 1: <u>Goal 2-Objective 2.4</u> . SAOACs.	Created HRS mission, vision and values. Designed evaluation model. Revised SAOs, metrics and PRP.	Update SAOs, metrics and PRP. Establish more precise ties to budget/resource tracking for SAOs.
2. Optimize Resources towards Recruitment, Hiring, and Retention of a Highly Qualified Faculty and Staff.	Standard III.A. The institution employs qualified personnel to support student learning. Standard III.A.1.a (job descriptions, selection criteria, hiring qualified personnel), and III.A.2 (sufficient numbers of employees).	Values: Excellence in teaching, service; Access: To programs and services. Goal 4: Objective 4.2 Staffing Plan.	Design and implement Staffing Plan. Purchase of PeopleSoft packages (PeopleAdmin). Recruit and hire new positions.	Ongoing data analysis for Staffing Plan. Implementation of PeopleSoft packages. Implementation of PeopleAdmin online application and applicant tracking system. Establish methods/measures for job description analyses and advertising effectiveness/ROI. Perform first annual evaluation of process, solicit input from
3. Promote Equity and Diversity through Improved EEO, Non-Discrimination and Harassment Practices.	Standard III.A (encourage diversity); Standard III.A.3.a; Standard III.A.4 a-c: (issues of equity and diversity).	Mission: Serve students of diverse origins; Values: Equity and diversity. Goal 4-Objective 4.1: Complete EEO Plan.	Drafted and passed (BOG) Title 5 EEO Revisions with DOF study. AB 1825 training implemented and tracked. Harassment and discrimination process streamlined/forms and files standardized; complaints tracked. Diversity Event and metric established.	Complete EEO Plan once Title 5 revisions approved by DOF. Create Equity and Diversity webpage. Revised and administer standardized harassment-discrimination training (laws and regulations to Palomar practice). Implementation of PeopleAdmin online application and applicant tracking system.
4. Improve Satisfaction, Productivity, Service and Performance of HR Staff.	Standard III.A (employs qualified personnel to support); Standard III.A.2. (sufficient staff) and Standard III.A.5. (opportunities for development).	Values: Excellence in service; Goal 4: Support diverse staff to meet needs of students.	Survey complete for SWOT, 360-leadership, bench depth and cross-training (HRS). Staffing levels assessment. Staff trainings completed: policies and procedures, PRP-SAOs and hiring process.	External service measure-customer satisfaction. Conduct 2-week surveys of customer satisfaction at the midpoint of each academic semester.
5. Design, Implement and Disseminate Updated and Cohesive Policies and Procedures and Employee Handbooks.	Standard III.A. (equitable treatment); Standard III.A.1.a. (hiring, equivalency criteria and processes); Standard III.A.1.b. (evaluation ethics); Standard III.A.1.d. (written code of ethics).	Values: Integrity, Trust, and Equity.	Tracked percentages of drafted and implemented policies and procedures. COE comprehensive proposal.	Draft and pass remaining chapter 3 and 7 policies and procedures. Revise AA Handbook.
6. Identify, Develop and Provide Opportunities for Employee Performance Feedback and Continued Professional Growth.	Standard III.A.1 (evaluated regularly; provided opportunities for professional development); Standard III.A.1. (employing qualified personnel); Standard III.A.1.c. (SLOs on evaluations); Standard III.A.5. (professional development).	Values: Improve performances, self-evaluation, excellence in teaching and service.	Revised evaluation procedure to standardize timeframes. Drafted and approved revisions to BP 7150 Employee Evaluations. Added online offerings in diversity-human resources to both Professional Growth and Professional Development. Revised evaluation timeframes and process. Initial redesign of HRS webpage revisions.	Continued tracking of evaluations to include completion rates. Design instrument to allow for identification of employee training needs. Expand online training to all employees. Establish benefits and worker's comp measures. Set up standard online orientation training plan. Implement revised HRS webpage.
7. Ensure Legally Compliant and Standardized Records Retention and Destruction Processes.	Standard III.A.3.b. (personnel records).	Values: Trust; Integrity.	Singularity percentages scanned; standardized forms drafted for information/data requests and document destruction. Policies and procedures approved: BP/AP 3310 Records Retention and Destruction; AP 7145 Personnel Files.	Draft and approve new policy on ESI (electronically stored information). Implement forms and track information/data requests. Standardize classifications and destruction of hard copies.

Appendix A-4. Human Resource Services PRP Linkage to 2010-11 Budget Development

Human Resource Services PRP Linkage to 2010-11 Budget Development

The Human Resource Services Program Review Plan 2010 (PRP) identifies and describes the division's planning activities in terms of seven service area outcomes (SAOs).

1. Develop Service Area Outcomes: Develop SAOs and a model to evaluate HRS effectiveness in implementing the SAOs.
2. Enhance Recruitment, Hiring, and Retention: Staff recruitment activities appropriately to support faculty hiring, and implement online applicant/applicant tracking software to minimize need for additional recruitment staffing, and to better support the District's EEO Plan.
3. Promote Equity and Diversity: Develop and Implement an updated EEO Plan.
4. Improve Customer Satisfaction: Identify HRS customer satisfaction and methods to enhance the productivity, service, and performance of HRS staff.
5. Employee Agreements and Procedures: Negotiate, design, implement, and disseminate updated and cohesive employee -related policies and procedures, and collective bargaining agreements/employee handbooks.
6. HRS Staff Development: Identify, develop and provide opportunities for performance feedback, training and professional growth, and evaluations.
7. Records Automation: Implement digital employee records backup and ensure legally compliant and standardized records retention, retrieval, and destruction processes.

In the 2010 budget, HRS allocated its staffing resources to the PRP SAOs based upon the following budget assumptions:

- Continuation of a modified District-wide hiring freeze for staff positions, and hiring 20 full-time faculty members.
- Elimination of all District equipment funds
- No COLA or additional apportionment

Given these assumptions and PRP SAOs, the HRS budget required the following actions.

1. Augmentation to support critical staffing needs over and above hiring freeze limitations
2. Reallocation of budget for 4xxx and 5xxx accounts
3. Acquisition of supplemental non-labor funding.

HRS sought and was granted approval for two full time positions as critical staffing to support SAOs 2, 3, 4, 6, and 7. HRS reallocated budgets for HRS 4xxx and 5xxx accounts to maintain effort levels for SAOs 2, 6, and 7. Because HRS did not have sufficient budget to support critical software implementation costs for on-line application/applicant tracking system and software upgrades to support the District-wide staffing plan, HRS requested and was allocated \$67,000 from the District SPFF priority funds for on-line recruitment/applicant tracking, and \$45,000 in SPFF funds for the acquisition and implementation of software to support staff planning. These budget augmentations were made from 2010-11 SPFF priority funds.

HRS_PRP-Budget_Linkaage_v1_1-24-11

Appendix A-5. HRS Planning Input from Councils and Committees Pertaining to PRP Implementation.

Steps taken by Planning Councils to adapt PRP process to IPM and RAM-Human Resource Services 01.26.2011		
Date	Activity	Evidence/Documents (Use hyperlinks if possible)
10/01/09	Equal Employment Opportunity Plan Overview to EEO Advisory Committee	http://www.palomar.edu/committees/eoec/2009/10%20201%2009%20%20EEO%20Minutes.pdf PowerPoint Slides: Model of EEO Plan Factors, Revised EEO Plan Approach to Title 5
10/02/09	Overview of Accreditation Recommendations; Mission, Vision & Values and SAOs with discussion of costs to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2009/HRSPC%20Minutes%2010%202%2009.pdf
11/06/09	Equal Employment Opportunity Plan Overview to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2009/HRSPC%20Minutes%2011.6.09.%20(Rev.%202.5.10).pdf
02/04/10	Status Update on EEO Plan/Title 5 Regulations to EEO Advisory Committee	PowerPoint Slides: Model of EEO Plan Factors, Revised EEO Plan Approach to Title 5 http://www.palomar.edu/committees/eoec/2009/2%204%2010%20EEO%20Minutes.pdf
03/05/10	Accreditation-IPM/Strategic Planning-HR SAO and Technology Priorities (tie to RAM) for PeopleSoft Add-ons/HR Technology Needs- Overview to/ Input from HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2009/HRSPC%20Minutes%203.5.10.pdf PDF: Accred_IPM_Strategic Plan_HRSAO Tie Chart
04/16/10	Overview of Staffing Plan Outline to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2009/HRSPC%20Minutes%204.16.10.pdf PDF: Staffing Plan Outline (same as: Staffing Plan Outline 04272010)
04/16/10	Discussion of Staffing Plan and Connection to Resource Allocation- PeopleSoft Add-Ons to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2009/HRSPC%20Minutes%205.7.10.pdf
PRP/IPM/RAM Implementation Form 01/26/2011		

Steps taken by Planning Councils to adapt PRP process to IPM and RAM-Human Resource Services 01.26.2011

04/27/10	Staffing Plan Document Overview and Outline to SPC	http://www.palomar.edu/strategicplanning/SPCminutes/2010/042710%20SPC%20Minutes.pdf Staffing Plan Outline: http://www.palomar.edu/strategicplanning/SPCAttachments/2010%20Attachments/042710%20Attachment/Staffing%20Plan%20Outline.pdf
09/07/10	Staffing Plan Methods Presentation to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2010/Minutes/HRSPC%20Minutes%209.7.10.pdf PowerPoint Presentation: Staffing Plan_HRSPC_Presentation_090710
09/21/10	Staffing Plan Methods Presentation to SPC	http://www.palomar.edu/strategicplanning/SPCminutes/2010/092110%20SPC%20Minutes.pdf PowerPoint Presentation http://www.palomar.edu/strategicplanning/SPCAttachments/2010%20Attachments/092110%20Attachments/Exhibit%20E1.pdf
09/21/10	Staffing Plan Progress on Council Trainings and Prioritizations to HRSPC	http://www.palomar.edu/strategicplanning/hrspc/2010/Minutes/HRSPC%20Minutes%209.21.10.pdf
10/13/10	Staffing Plan Trainings to SPC and IPC (levels and prioritization)	Documents in folder: Staffing Plan Training Council Packets
10/21/10	Staffing Plan Trainings to F&ASPC (levels and prioritization)	Documents in folder: Staffing Plan Training Council Packets
10/26/10	Staffing Plan Training to HRSPC (levels and prioritization)	Documents in folder: Staffing Plan Training Council Packets
10/26/10	Update on Staffing Plan Council Trainings and Prioritization Process to SPC	http://www.palomar.edu/strategicplanning/SPCminutes/2010/102610%20SPC%20Minutes.pdf
11/02/10	RAM-Cost Approximation for PeopleSoft Add-Ons to HRSPC	Word Document: PeopleAdmin Options_Cost Options to HRSPC http://www.palomar.edu/strategicplanning/hrspc/HRSPC%20Minutes%2011.16.10.pdf

PRP/IPM/RAM Implementation Form
01/26/2011

Steps taken by Planning Councils to adapt PRP process to IPM and RAM-Human Resource Services 01.26.2011

11/17/10	Staffing Plan Training to President's Division	Documents in folder: Staffing Plan Training Council Packets
12/07/10	Update of Budget-ties to Strategic Plan 2013, PeopleSoft Add-Ons and Staffing Plan	http://www.palomar.edu/strategicplanning/hrspc/HRSPC%20Agenda%2012-7-10.pdf Minutes to be approved at the February 1 st meeting.

Notes:

Strategic Planning-IPM to SAOs. The tie between Accreditation Standards, the IPM and Strategic Planning, and Human Resources Services seven (7) SAOs was overviewed on March 5, 2010 (see relevant chart). This established the connections between the District's planning objections and the indicated service area outcomes with specific outputs.

EEO Plan. The EEO Plan was overviewed to the EEO Advisory Committee on 10/01/09 and to HRSPC on 11/06/09. The overview included an explanation of the changes in Plan components as a probable result in paradigm shifts to the governing Title 5 EEO Regulations. Status as to the Title 5 EEO Regulations revision process has been provided on a regular basis to both HRSPC and the EEO Advisory Committee. The revised Title 5 EEO Regulations are going for review with the Consultation Council on 11/18/10.

Staffing Plan. The Staffing Plan outline was presented to HRSPC and SPC in Spring, 2010. An outline of the Plan's contents and methods, including use of Council prioritization and staffing minimums and optimums, was presented to HRSPC and SPC in September, 2010. Council trainings for Plan prioritization and levels has been ongoing, with four Councils (SSPC, IPC, HRSPC and F&ASPC) receiving training in October, 2010, and the President's Division scheduled for November 17, 2010.

HRSPC Prioritization of SAOs-Outputs and Resource Allocation. Resource allocation has been focused primarily on needs associated with the largest anticipated capital cost, upgrades to PeopleSoft (Position Control and PeopleAdmin) and design/implementation of the two major HRS-driven plans, the Staffing Plan and the EEO Plan.

Name: _____

 PRP/IPM/RAM Implementation Form
 01/26/2011

 Please submit completed forms to Berta Cuaron and
 Glynda Knighten by **Tuesday, November 16.**

Appendix A-6. HRS Planning Schedule for Councils and Committees (draft).

HRS Planning Schedule for Councils and Committees						
2011-2012						
HRSPC						
Plan/Project	Documents	Anticipated	Actual Date	Summary of Presentation	Feedback	Follow-up
EEO	Revised Title 5 Regulations	04/11				
	Consultation Digest	04/11				
	DOF Study and Analysis	04/11				
PRP	Draft Program Review Plan	05/11				
	Final of PRP-Recommendation	05/11				
EEO Plan	Final of EEO Plan-Information	11/11				
EEO Advisory						
Plan/Project	Documents	Anticipated	Actual Date	Summary of Presentation	Feedback	Follow-up
EEO	Revised Title 5 Regulations	04/11				
	Consultation Digest	04/11				
	DOF Study and Analysis	04/11				
PRP	Training on PRP-SAOs	05/11				
	Final of PRP-Information	05/11				
EEO Plan	First Reading of EEO Plan	10/11				
	Second Reading of EEO Plan-Rec'd	11/11				
SPC						
Plan/Project	Documents	Anticipated	Actual Date	Summary of Presentation	Feedback	Follow-up
EEO	PRP-First Reading	05/11				
	PRP-Second Reading	05/11				
EEO Plan	EEO Plan-First Reading	11/11				
	EEO Plan-Second Reading	12/11				

Appendix B-1. Advertising Resource List.

Palomar College Employment Advertising Resources

Standard Advertising Provided for All Permanent Positions:

Palomar Resources:

- Palomar College 24-Hour Job Line: (760) 891-7201
- Palomar College website: www.palomar.edu/HR
- Job board outside of Human Resource Services
- Palomar College Employment Opportunity Bulletin (hard copy sent to all departments; electronic copy to campus community via General Information email on Fridays that new positions open)

External Websites:

- California Community College Registry website: www.cccregistry.org
- Southern California Higher Education Recruitment Consortium website: www.socalherc.org
- California's Job Bank website: www.caljobs.ca.gov; all ads placed on CalJOBS are cross-listed automatically on the America's Job Bank website at www.ajb.dni.us.
- Ed-Join website: www.ed-join.org
- HigherEdJobs.com
- HotJobs.com
- SanDiego.Craigslist.org

Standard Additional Advertising for Faculty and Higher-Level (Director and Above) Administrative Positions:

Print Publications:

- Chronicle of Higher Education
- North County Times
- San Diego Union Tribune

Websites:

- ChronicleCareers.com (job board hosted by the Chronicle of Higher Education)
- InsideHigherEd.com
- IMDiversity.com
- [National Minority Faculty Identification Program](http://NationalMinorityFacultyIdentificationProgram.org)

Bulk Mailings of Position Announcements:

- HR and other appropriate department(s) at all CCCs, UCs, and CSUs and the chancellor's office of each system
- HR and appropriate department(s) of institutions designated by the U. S. Department of Education as serving historically underrepresented students (such as Historically Black Colleges and Universities)
- Bulk email to appropriate candidates listed in the CCC Registry's database

Other:

- CCC Registry Job Fair (takes place in January of each year; held in Los Angeles)

Specialized and Discipline/Department-Specific Advertising:

Administrative and Supervisory Positions:

- All positions: [Association of California Community College Administrators website](http://AssociationofCaliforniaCommunityCollegeAdministrators.org)
- Director, dean, and executive administrator positions; and department/position-specific ads in major professional journals and/or websites (such as the CASBO and WACUBO websites for Fiscal Services positions).
- Lower-level administrative and supervisory positions: Additional at-cost advertising, including newspaper ads, may be requested and are paid for by the hiring department.

Classified and Child Development Center Teacher Positions:

- Ads will be placed in the North County Times and San Diego Union Tribune only for positions that have historically had large percentages of applicant pools reporting a newspaper as a primary advertising resource (such as custodial positions).
- Additional at-cost advertising, including newspaper ads, is paid for by the hiring department.

Faculty Positions:

- One ad per recruitment in the North County Times and San Diego Union Tribune.
- HR will pay for the first \$200 of discipline/position-specific advertising beyond the standard resources listed above. The hiring department pays the remainder.

Appendix B-2. Advertising Resources (Aggregated) for 2009-10.

2009-10 Advertising Data: All Positions Applicants			2009-10 Advertising Data: All Positions Interviewees		
Advertising Resource	No. of Applicants	Percent of Applicants	Advertising Resource	No. of Applicants	Percent of Applicants
Chronicle - Web	1	0.11%	Colleague/Friend/Relative	13	17.33%
Colleague/Friend/Relative	63	6.80%	Decline	8	10.67%
Decline	79	8.53%	Human Resource Services	2	2.67%
Human Resource Services	9	0.97%	Other (unspecified)	1	1.33%
Job Line	2	0.22%	Paper: North County Times	1	1.33%
Other (unspecified)	1	0.11%	Web: CalJOBS	1	1.33%
Paper: North County Times	8	0.86%	Web: Craigslist	4	5.33%
Paper: Union Tribune	7	0.76%	Web: EdJoin	3	4.00%
Web: CalJOBS	34	3.67%	Web: HERC	2	2.67%
Web: Craigslist	200	21.60%	Web: HigherEdJobs	6	8.00%
Web: EdJoin	131	14.15%	Web: HotJobs	3	4.00%
Web: HERC	8	0.86%	Web: Palomar College	28	37.33%
Web: HigherEdJobs	35	3.78%	Web: Registry	3	4.00%
Web: HotJobs	41	4.43%			
Web: InsideHigherEd	1	0.11%			
Web: Other	24	2.59%			
Web: Palomar College	253	27.32%			
Web: Registry	27	2.92%			
Web: CalJobs	2	0.22%			

2009-10 Advertising Data: All Positions Hires		
Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	2	16.67%
Decline	3	25.00%
Human Resource Services	1	8.33%
Web: HERC	1	8.33%
Web: Palomar College	5	41.67%

Color Key:		
Most indicated resource		
2nd most indicated resource		
3rd most indicated resource		

Appendix B-3. Advertising Resources for AA and CAST Positions 2009-11.

2009-10 AA/CAST Advertising Data: Applicants			2009-10 AA/CAST Advertising Data: Interviewees		
Advertising Resource	Number of Applicants	Percent of Applicants	Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	5	7.14%	Colleague/Friend/Relative	1	16.67%
Decline	10	14.29%	Decline	1	16.67%
Web: CalJOBS	2	2.86%	Web: HERC	1	16.67%
Web: Craigslist	14	20.00%	Web: HigherEdJobs	1	16.67%
Web: EdJoin	12	17.14%	Web: Palomar College	1	16.67%
Web: HERC	1	1.43%	Web: Registry	1	16.67%
Web: HigherEdJobs	5	7.14%			
Web: HotJobs	1	1.43%			
Web: Other	1	1.43%			
Web: Palomar College	15	21.43%			
Web: Registry	3	4.29%			
Web: CalJobs	1	1.43%			

2009-10 AA/CAST Advertising Data: Hires		
Advertising Resource	Number of Applicants	Percent of Applicants
Web: HERC	1	100.00%

Color Key:		
Most popular resource		
Second most popular resource		
Third most popular resource		

2010-11 AA/CAST Advertising Data: Applicants			2010-11 AA/CAST Advertising Data: Interviewees		
Advertising Resource	No. of Applicants	Percent of Applicants	Advertising Resource	No. of Applicants	Percent of Applicants
Colleague/Friend/Relative	21	9.72%	Colleague/Friend/Relative	3	11.54%
Decline	15	6.94%	Decline	3	11.54%
Human Resource Services	2	0.93%	Web: Craigslist	1	3.85%
Web: CalJOBS	8	3.70%	Web: EdJoin	4	15.38%
Web: Craigslist	35	16.20%	Web: HERC	2	7.69%
Web: EdJoin	30	13.89%	Web: HigherEdJobs	3	11.54%
Web: HERC	2	0.93%	Web: Other	1	3.85%
Web: HigherEdJobs	15	6.94%	Web: Palomar College	7	26.92%
Web: HotJobs	10	4.63%	Web: Registry	2	7.69%
Web: Other	29	13.43%			
Web: Palomar College	45	20.83%			
Web: Registry	4	1.85%			

2010-11 AA/CAST Advertising Data: Hires		
Advertising Resource	Number of Applicants	Percent of Applicants
Web: HERC	1	33.33%
Web: Palomar College	2	66.67%

Color Key:		
Most indicated resource		
Second most indicated resource		
Third most indicated resource		

Note: Data reflects applicants, interviewees, and hires for positions filled at or before the March 8, 2011 Governing Board meeting.

Appendix B-4. Advertising Resources for Full-Time Faculty Positions 2009-11.**2009-10 Faculty Advertising Data: Applicants**

Advertising Resource	Number of Applicants	Percent of Applicants
Chronicle - Web	1	8.33%
Colleague/Friend/Relative	3	25.00%
Decline	1	8.33%
Paper: Union Tribune	1	8.33%
Web: HigherEdJobs	2	16.67%
Web: Palomar College	3	25.00%
Web: Registry	1	8.33%

Color Key:

Most popular resource

Second most popular resource

Third most popular resource

2009-10 Faculty Advertising Data: Interviewees

Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	3	75.00%
Web: Palomar College	1	25.00%

2009-10 Faculty Advertising Data: Hires

Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	2	100.00%

2010-11 Faculty Advertising Data: Applicants

Advertising Resource	Number of Applicants	Percent of Applicants
Chronicle - Print	1	0.27%
Chronicle - Web	15	4.00%
Colleague/Friend/Relative	54	14.40%
Decline	28	7.47%
Human Resource Services	5	1.33%
Other (unspecified)	1	0.27%
Web: CalJOBS	6	1.60%
Web: Craigslist	27	7.20%
Web: EdJoin	28	7.47%
Web: HERC	8	2.13%
Web: HigherEdJobs	73	19.47%
Web: HotJobs	1	0.27%
Web: InsideHigherEd	2	0.53%
Web: Other	13	3.47%
Web: Palomar College	65	17.33%
Web: Registry	48	12.80%

Color Key:

Most popular resource

Second most popular resource

Third most popular resource

2010-11 Faculty Advertising Data: Interviewees

Advertising Resource	Number of Applicants	Percent of Applicants
Chronicle - Print	1	2.22%
Chronicle - Web	2	4.44%
Colleague/Friend/Relative	14	31.11%
Decline	5	11.11%
Web: CalJOBS	1	2.22%
Web: Craigslist	2	4.44%
Web: EdJoin	1	2.22%
Web: HERC	1	2.22%
Web: HigherEdJobs	5	11.11%
Web: Other	4	8.89%
Web: Palomar College	7	15.56%
Web: Registry	2	4.44%

2010-11 Faculty Advertising Data: Hires

Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	1	16.67%
Decline	1	16.67%
Web: Other	1	16.67%
Web: Palomar College	3	50.00%

Note: Data reflects applicants, interviewees, and hires for positions filled at or before the March 8, 2011 Governing Board meeting.

Appendix B-5. Advertising Resources for Classified Positions 2009-11.

2009-10 Classified Advertising Data: Applicants			2009-10 Classified Advertising Data: Interviewees		
Advertising Resource	Number of Applicants	Percent of Applicants	Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	55	6.52%	Colleague/Friend/Relative	9	13.85%
Decline	68	8.06%	Decline	7	10.77%
Human Resource Services	9	1.07%	Human Resource Services	2	3.08%
Job Line	2	0.24%	Other (unspecified)	1	1.54%
Other (unspecified)	1	0.12%	Paper: North County Times	1	1.54%
Paper: North County Times	8	0.95%	Web: CalJOBS	1	1.54%
Paper: Union Tribune	6	0.71%	Web: Craigslist	4	6.15%
Web: CalJOBS	32	3.79%	Web: EdJoin	3	4.62%
Web: Craigslist	186	22.04%	Web: HERC	1	1.54%
Web: EdJoin	119	14.10%	Web: HigherEdJobs	5	7.69%
Web: HERC	7	0.83%	Web: HotJobs	3	4.62%
Web: HigherEdJobs	28	3.32%	Web: Palomar College	26	40.00%
Web: HotJobs	40	4.74%	Web: Registry	2	3.08%
Web: InsideHigherEd	1	0.12%			
Web: Other	23	2.73%			
Web: Palomar College	235	27.84%			
Web: Registry	23	2.73%			
Web: CalJobs	1	0.12%			

2009-10 Classified Advertising Data: Hires		
Advertising Resource	Number of Applicants	Percent of Applicants
Decline	3	33.33%
Human Resource Services	1	11.11%
Web: Palomar College	5	55.56%

Color Key:		
	Most popular resource	
	Second most popular resource	
	Third most popular resource	

2010-11 Classified Advertising Data: Applicants			2010-11 Classified Advertising Data: Interviewees		
Advertising Resource	Number of Applicants	Percent of Applicants	Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	115	9.25%	Colleague/Friend/Relative	12	10.71%
Decline	86	6.92%	Decline	9	8.04%
Human Resource Services	16	1.29%	Human Resource Services	3	2.68%
Job Line	1	0.08%	Paper: North County Times	2	1.79%
Other (unspecified)	6	0.48%	Paper: Other	1	0.89%
Paper: North County Times	27	2.17%	Professional Journal	1	0.89%
Paper: Other	14	1.13%	Web: CalJOBS	4	3.57%
Paper: Union Tribune	11	0.88%	Web: Craigslist	27	24.11%
Professional Journal	2	0.16%	Web: EdJoin	15	13.39%
Web: CalJOBS	60	4.83%	Web: HERC	2	1.79%
Web: Craigslist	441	35.48%	Web: HigherEdJobs	4	3.57%
Web: EdJoin	148	11.91%	Web: InsideHigherEd	1	0.89%
Web: HERC	3	0.24%	Web: Other	5	4.46%
Web: HigherEdJobs	16	1.29%	Web: Palomar College	23	20.54%
Web: HotJobs	31	2.49%	Web: Registry	3	2.68%
Web: InsideHigherEd	4	0.32%			
Web: Other	30	2.41%			
Web: Palomar College	222	17.86%			
Web: Registry	10	0.80%			

2010-11 Classified Advertising Data: Hires		
Advertising Resource	Number of Applicants	Percent of Applicants
Colleague/Friend/Relative	4	23.53%
Decline	1	5.88%
Human Resource Services	2	11.76%
Web: Craigslist	1	5.88%
Web: EdJoin	2	11.76%
Web: HERC	1	5.88%
Web: Other	1	5.88%
Web: Palomar College	5	29.41%

Color Key:		
	Most popular resource	
	Second most popular resource	
	Third most popular resource	

Note: Data reflects applicants, interviewees, and hires for positions filled at or before the March 8, 2011 Governing Board meeting.

Appendix B-6. Implementation Costs Associated with Position Management.

Cost Component	Cost Factors	Estimated Cost
License Fee		\$70,000
First year support	22% of license fee	\$15,400
Consulting/training services	6 weeks @ \$150 per hr. + \$1,500 per week travel expenses	\$45,000
HRS staff time		
Functional Specialist	80% time for 4 months = 500 hrs	
Supervisor	120 hrs	
User training	12 hrs per staff member	
Fiscal services staff time		
Functional Specialist	80% time for 4 months = 500 hrs	
Supervisor	120 hrs	
User training	20 hrs per staff member	
IS staff time		
Programmer	50% time for 4 months = 320 hrs	
DBA	80 hrs	
Supervisor	120 hrs	
Project management	120 hrs	

Appendix C-1. Title 5 EEO Regulations: Consultation Council Digest.

Consultation Council Digest

Title: Proposed Revisions to Title 5: Equal Employment Opportunity Regulations

Date: November 18, 2010 draft

Contact: Randy Rowe, ACHRO/EEO Representative

Re: To provide the Consultation Council with background information and proposed revisions to Title 5: Equal Employment Opportunity (EEO) Regulations

Background

Impetus for Proposed Revisions

Proposition 209, passed by California voters in 1996, prohibits public institutions from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin. The broad interpretation given Prop. 209 by the California Supreme Court effectively outlawed the use of affirmative action plans in California community colleges. At the time, the Board of Governors directed staff to develop new regulations that would comply with the law but would maintain the maximum effort of achieving diversity in hiring. The Chancellor's Office responded with amended regulations in August 12, 2002, replacing affirmative action with equal employment opportunity, "EEO" planning and hiring requirements. Thus, the revised Title 5 EEO regulations retained certain proscribed pre-Proposition 209 approaches and practices.

These approaches have raised two concerns for community college human resource (HR) and EEO professionals. First, they have become dated. For nearly ten years the system has been without valid and accurate availability data, which are necessary to comply with the certification process of initial applicant pools required in the current regulations. Despite numerous efforts and the expenditure of tens of thousands of dollars, it has not been possible to develop valid and reliable data. Nor does the development of such data appear probable within the context of today's demographics and mobile society. Second, this process has also raised significant concern among district human resources directors that stopping a recruitment for lack of diversity could constitute a Proposition 209 violation.

Therefore, the current revision process aimed to modernize the regulations in terms of legal constraints, methods and a focus on districts' practices, while retaining the commitment to increasing the inclusion of traditionally underrepresented groups in employment in California's community college system.

Summary of Process

Approximately three years ago, community college HR and EEO professionals brought their concerns to the Chancellor's Office about the outdated terminology, methodologies and potential for legal liability in the current regulations. Together, the field and Chancellor's Office developed a collaborative effort to share information and gather statewide feedback on the law and current regulations, best practices for promoting, and accurately measuring and assessing employee diversity, and how to design regulations that would best serve California's dynamic and growing community college student population.

Under this process, the statewide EEO and Diversity Advisory Committee (led by the Chancellor's Office and comprised of representatives from constituent groups including HR/EEO, faculty and classified staff) formed a task force to draft new regulatory language. The task force, like the Advisory

Committee, included the Chancellor's Office and included constituent groups. After extensive consultation with professionals in the field, the Task Force established broad goals and principles for Title 5 revisions. Then, a writing team assembled from among its members began its work. The primary goals charged to the writing team were to develop new EEO strategies that would:

- better align with the current legal and social context;
- provide HR and EEO professionals with better tools which are legal and methodologically sound, and practice-oriented; and
- continue to demonstrate and expect meaningful and effective efforts to maximize diversity and identify and eliminate barriers to the employment opportunities for underrepresented groups.

After the writing team developed an initial draft, with extensive feedback from the Title 5 Task Force and Chancellor's Office, it was shared with HR and EEO professionals throughout the state in a series of regional meetings. In addition, the representative from the Academic Senate and members of the writing team shared an overview of the proposed regulations at the Senate's Diversity and Equity Institute, as well as during the 2010 spring plenary session. Over the past three years, representatives from the field and the Chancellor's Office have also prepared joint presentations for each ACHRO conference to provide updates and solicit feedback. After further refinement of the draft regulations, based on all of this information, staff in the Chancellor's Office reviewed the regulations for legal, policy, and potential mandated cost claims. The product of these efforts is what is presented here to the Consultation Council.

Overview of Revisions

Central to the revisions is how data is collected and used. Under the current regulations, data is collected in snapshots, relies on questionable external data, and is potentially used to make specific hiring decisions. This has generated the legal concerns referenced above, and left much unanswered in terms of the very essence of equal employment opportunity and district practices. Further, common factors residing outside of district control (e.g., pipeline effects and economic climate) remained indistinguishable from factors amenable to district influence and control.

Thus, these regulations constitute a paradigm shift. The traditional approach has been to hold districts accountable for outcomes, measured by comparisons to external reference groups. The proposed approach holds districts accountable for implementing practices designed to increase diversity and eradicate barriers to underrepresented groups. Under the proposed model, districts have both the independence and the responsibility to design and implement strategies that make sense for their particular communities. It emphasizes, and expects, systematic self-evaluation of practices that are focused at the district level. It is expected that data is still collected and important. However, how it is collected and used is different. Instead of relying on a single specific test or set of numbers, a more systematic and integrated design allows districts to measure and assess diversity from various angles and through various means relative to known populations. Districts are provided with the flexibility to utilize practices that best meet the needs of their diverse populations, as well as an opportunity to optimize available resources. Chancellor's Office oversight is secondary, in that it is triggered by a district's failure to take responsibility for developing and implementing EEO strategies on its own.

Aside from technical changes, below is an overview of the substantial changes and associated rationales.

Current regulations	Proposed regulations
<p>Remedy for discrimination: Pool certifications are based on comparison of diversity of applicants with expected rates in availability data provided by Chancellor's Office and from the qualified applicant pool. Where analysis indicates underrepresentation due to flaws in hiring process, districts are required to re-recruit before hiring.</p>	<p>Remedy for discrimination: Modernization of methodology to include multiple strategies for optimal flexibility for local solutions and preventative practices. <i>Which</i> strategies to use is optional. However, implementing diversity/EEO plans and meaningful strategies is required. Rationale: Avoid overreliance on a single measure; allow for district flexibility and increased validity/reliability. Replaces costly and time consuming certification process with practices aimed at prevention and a broader array of lawful strategies designed to maximize diversity rather than react to underrepresentation.</p>
<p>Sources of accountability: EEO plans reviewed and approved by Chancellor's Office. Applicant pools are required to be certified.</p>	<p>Sources of accountability: Chancellor's Office may impose from among the multiple strategies <i>if</i> they find a pattern of discrimination complaints or other indicators that a district is not employing effective practices, and <i>after</i> the district has been given notice and an opportunity to correct. Rationale: Recognizes limited resources/staff in the Chancellor's Office, as well as provides for advance disclosure of more specific practices which might be required should problems be identified.</p>
<p>EEO for persons with disabilities: Goals and timetables allowed because preferential treatment on the basis of disability is not prohibited by Prop 209. Thus, disability treated differently from other monitored groups.</p>	<p>EEO for persons with disabilities: Disabled applicants are treated consistently with all other applicants, and afforded the benefits and protections of all other protected groups under the law, as well as the proactive practices-based approaches districts are to utilize to maximize diversity. Of course, this is in addition to all rights specifically afforded to disabled applicants under the American Disabilities Act and Fair Employment & Housing Act. Rationale: By employing a consistent approach for applicants in ALL underrepresented groups, the regulations are more consistent, coherent, practical and cost effective. It also eliminates the tension of requiring different treatment of one group within regulations designed by their very name to ensure equal treatment. Further, because</p>

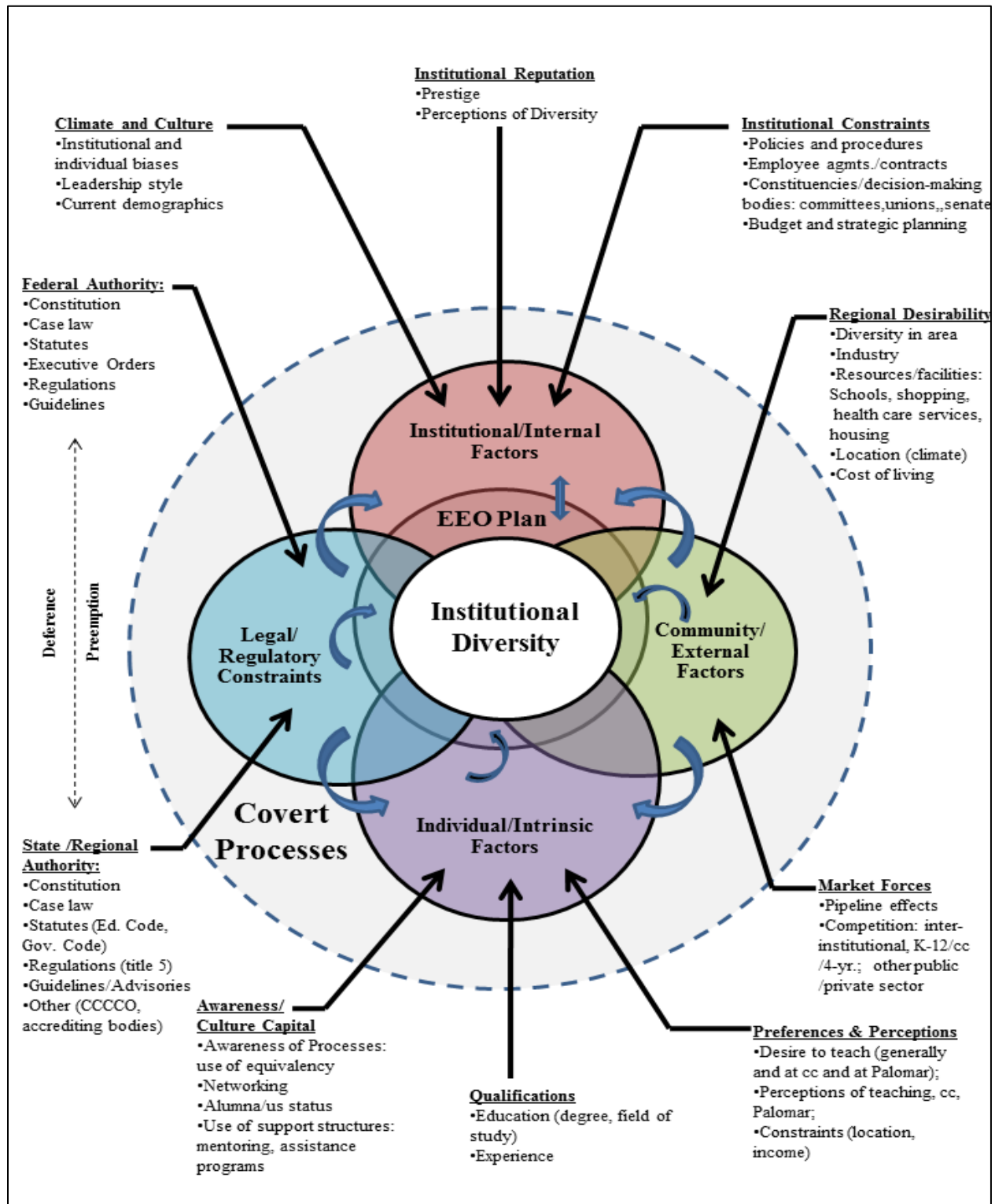
	the Task Force sees the revisions as offering more effective and modern approaches to diversity, this revision does not reflect a diminished commitment to expanding opportunities for disabled applicants
Allowable interim appointments: One year, with additional year based on “business necessity”	Allowable interim appointments: 2 years, without a required showing of business necessity. Rationale: One-year limit is not workable because the recruitment process for leadership positions takes so long. Business necessity, as defined in the regulation, is a standard that is virtually impossible to meet rendering the extension possibility extremely unlikely. A cleaner approach is to allow two years with no extensions,

Conclusion

The proposed regulations present an exciting opportunity for California’s Community Colleges. The Task Force acknowledges and thanks Tosh Shikasho, Steve Bruckman, and Jonathan Lee for helping to envision and design this process and fully embracing it from beginning to end.

Further, this inclusive and collaborative process has done what it is supposed to do create a product that reflects the best thinking of professionals from constituent groups and memorializes our common ground. The end result is a vision of EEO that works for the 21st Century. It is fitting that California Community Colleges take the lead to chart this course.

Appendix C-2. EEO Plan Factor Model.



Appendix C-3. Hire Demographics by Employment Unit and Monitored Group, 2005-2010.

Palomar College Demographic Data for Hires, 2005-06 through 2009-10

Administrative Hires:

Year	American Indian	Asian	Black	Filipino	Hispanic	White	Total Minority Hires	Total Hires
2005-06	0.0%	25.0%	25.0%	0.0%	0.0%	50.0%	50.0%	4
2006-07	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	2
2007-08	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	6
2008-09	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	2
2009-10*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0

*Note: The District did not recruit for administrative positions in 2009-10.

Full-Time Faculty Hires:

Year	American Indian	Asian	Black	Filipino	Hispanic	White	Total Minority Hires	Total Hires
2005-06	5.6%	11.1%	11.1%	0.0%	11.1%	61.1%	38.9%	18
2006-07	0.0%	25.0%	0.0%	0.0%	0.0%	75.0%	25.0%	8
2007-08	0.0%	8.3%	8.3%	0.0%	8.3%	75.0%	25.0%	12
2008-09	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%	4
2009-10	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	2


Professional Non-Faculty Hires:

Year	American Indian	Asian	Black	Filipino	Hispanic	White	Total Minority Hires	Total Hires
2005-06	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	1
2006-07	33.3%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%	3
2007-08	0.0%	20.0%	20.0%	0.0%	0.0%	60.0%	40.0%	5
2008-09	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	2
2009-10	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	1



Classified Unit Hires:

Year	American Indian	Asian	Black	Filipino	Hispanic	White	Total Minority Hires	Total Hires
2005-06	1.9%	1.9%	3.8%	0.0%	53.8%	38.5%	61.5%	52
2006-07	0.0%	6.7%	8.9%	0.0%	26.7%	57.8%	42.2%	45
2007-08	0.0%	8.8%	8.8%	1.8%	26.3%	54.4%	45.6%	57
2008-09	0.0%	0.0%	0.0%	9.1%	45.5%	45.5%	54.5%	11
2009-10	0.0%	0.0%	0.0%	0.0%	44.4%	55.6%	44.4%	9

Appendix C-4. Standardized Discrimination Interview Protocol.

PALOMAR COLLEGE Discrimination/Harassment Investigation Notes			
CASE INFORMATION:			
Case Name: John Doe		Page: <u>1</u> of <u> </u>	
Note-Taker: John Tortarolo		Date:	
Name(s) of Interviewee(s): Complainant Andrew Edwards (AE)		Interview #:1	
Relationship(s) to Complainant: <input checked="" type="checkbox"/> Complainant. <input type="checkbox"/> Respondent <input type="checkbox"/> Witness <input type="checkbox"/> Other			
Attendees (Initials): John Tortarolo (JT), Karen Robinson (KR), John Doe (JD)			
Additional Information: (INSERT COMPLAINT SUMMARY)			
CASE TYPE:			
<input checked="" type="checkbox"/> Discrimination. <input type="checkbox"/> Harassment <input type="checkbox"/> Both Basis:			
<input checked="" type="checkbox"/> Student-Student. <input type="checkbox"/> Employee-Employee <input type="checkbox"/> Student-Employee <input type="checkbox"/> Employee-Student			
<input type="checkbox"/> Other (explain):			
OPENING:		CLOSING:	
Summary of Reason for Interview	<input type="checkbox"/>	No Further Contact with Accused	<input type="checkbox"/>
Copy of Harassment/Discrimination Policy	<input type="checkbox"/>	Right to file with Dept. of Ed. Office for Civil Rights	<input type="checkbox"/>
Confidentiality of Process	<input type="checkbox"/>	Overview of Process and Timeframes for Invest.	<input type="checkbox"/>
No Retaliation for Participation	<input type="checkbox"/>		<input type="checkbox"/>
Imminent Threat/Harm-Police Referral	<input type="checkbox"/>		<input type="checkbox"/>
Preservation of Evidence	<input type="checkbox"/>	Follow-up Required and Type:	<input type="checkbox"/>
Notify HR if Further Contact/Conduct/Information	<input type="checkbox"/>		

Appendix C-5. Diversity Event Webpage.



**Unity in Diversity:
Human Rights Advocacy,
Globally and Locally
Thursday, April 7, 2011
Student Union (SU Building)**

Join Palomar College in celebrating its 7th annual Unity in Diversity event! Enjoy live entertainment, refreshments from a variety of cultures, listen to engaging speakers and share your thoughts during a panel discussion on this year's Unity in Diversity theme, "Human Rights Advocacy, Globally and Locally." This year's keynote speaker is Dr. John Haas, Professor of History at Cerritos College and founder of the Global Consortium for Sustainable Peace.

This event is free to the public! Hosted by the Palomar College Equal Employment Opportunity Advisory Committee. **Questions?** Call (760) 744-1150 ext. 2608. [Click here for driving directions and maps.](#) Parking is free on the evening of the event.

Palomar College faculty: Professional Development hours are available for attending this event! For more information, [visit the PD website.](#)

Afternoon program is from 11:00 a.m. to 2:30 p.m. Visit ASG, student club, and department booths and enjoy a Ballet Folklorico performance at 11:15 and lunch at 11:30. PC3H will host an open mic session from 12:30 - 2:00 on the topic "How Do You Celebrate Diversity?"

★ [Afternoon Event Flyer](#)

Evening Program is from 5:00 p.m. to 8:30 p.m. Enjoy live entertainment, refreshments, and a panel discussion on this year's theme.

★ [Panelist and Entertainment Biographies](#)

★ [Evening Event Flyer](#)

Please Join Us!

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Palomar College is an Equal Opportunity Employer and an educational leader committed to quality learning.

Appendix C-6. Daytime Diversity Event Flier.

Diversity Day Event



Come celebrate with us!!!

SU-QUAD from 11AM-2PM
12:30-2PM PC3H open mic session
“How Do You Celebrate Diversity”

There will be food, entertainment and music
All food donations will go to the relief efforts
for Japan

Hosted by the Office of Student Affairs,
the Student Government (ASG) and PC3H

Evening event in the SU building to follow at 5PM
Students are welcome to attend

Appendix C-7. Evening Diversity Event Flier.

Human Rights Advocacy, Locally and Globally

Thursday, April 7th
5:00 PM
Palomar College Student Union

Dr. John Haas - Keynote Speaker

Panelists:

- John Haas
- Freshteh Bethel
- Frank Puchi
- Siria Martinez
- Rocky Brady
- Kevin Ayala Moore

unity in diversity 2011

Contact Lisa Hornsby
at 744.1150 x 2201
for further information

PALOMAR COLLEGE
Learning for Success

Appendix C-8. Diversity Event Survey.

Diversity Event Survey
1. Diversity Event Survey
This is a brief survey intended to get your feedback on the Diversity Event, as well as suggestions for future event topics and diversity training needs. Thank you for your participation!
2. Background Information
Please provide some general information about yourself. This information will be used for data analysis and future planning purposes only.
1. Please indicate your primary status (select only one option):
<input type="radio"/> 1. Student
<input type="radio"/> 2. Faculty
<input type="radio"/> 3. Staff
<input type="radio"/> 4. Community member
Other (please specify)
<input type="text"/>
2. Including this year's Diversity Event, how many Diversity Events at Palomar College have you attended in total:
<input type="radio"/> 1. One
<input type="radio"/> 2. Two
<input type="radio"/> 3. Three
<input type="radio"/> 4. Four or more
3. Apart from this Diversity Event, have you attended and/or participated in other Palomar diversity-focused programs, trainings, activities and/or clubs:
<input type="radio"/> 1. Yes
<input type="radio"/> 2. No
If yes, please list which one(s):
<input type="text"/>

Diversity Event Survey

4. How did you hear about this Event (you may choose more than one option):

- ☐ 1. Online/electronically (website, e-mail)
- ☐ 2. Print advertisement (posters, fliers)
- ☐ 3. Word-of-mouth (friend, colleague)

Other (please specify)

3. Diversity Event and Diversity at Palomar

This is a brief survey intended to evaluate the Diversity event itself, as well as identify areas of interest and/or need for future events and trainings. Please note that some questions pertain to only the daytime or evening activities, as indicated.

5. Which of the following did you attend this year (please select only one option):

- ☐ 1. Daytime Diversity Event
- ☐ 2. Evening Diversity Event
- ☐ 3. Both the Daytime and Evening Diversity Events

6. If you attended this year's daytime Diversity Event, how satisfied were you with the following:

	Very unsatisfied	Unsatisfied	Neither Satisfied nor Unsatisfied	Satisfied	Highly Satisfied	N/A
1. Quality of the overall event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Scope of information presented (i.e., variety of booths)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Usefulness of information presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Quality of presentations, including the open-mic session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Emphasis of the event ("How Do You Celebrate Diversity?")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Organization of the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Facilities/venue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Entertainment (Ballet-folklorico)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/comments:

Diversity Event Survey

7. If you attended this year's evening Diversity Event, how satisfied were you with the following:

	Very unsatisfied	Unsatisfied	Neither Satisfied nor Unsatisfied	Satisfied	Highly Satisfied	N/A
1. Quality of the overall event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Scope of information presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Usefulness of information presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Quality of presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Emphasis of the event (Human Rights Advocacy, Locally and Globally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Organization of the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Facilities/venue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Entertainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/comments:

8. How would you rate each of the following in terms of increasing your knowledge/awareness of diversity:

	Low	Below Average	Average	Above Average	High	N/A
1. Daytime activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Entertainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Keynote speaker (Dr. John Haas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Panel Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Diversity Event Survey

9. Please rate Palomar College in terms of training, events and services across the following diversity areas:

	Poor	Below Average	Average	Above Average	Outstanding	N/A
1. Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sex and Gender, including Sexual Orientation and Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. National Origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/comments (please specify)

10. Please rate your interest in having diversity events and trainings focused on the following areas:

	Low	Below Average	Average	Above Average	High
1. Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sex and Gender, including Sexual Orientation and Gender Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. National Origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other/comments (please specify)

11. How likely are you to attend future diversity events:

- ☐ 1. Unlikely
☐ 2. Somewhat likely
☐ 3. Neither likely nor unlikely
☐ 4. Likely
☐ 5. Highly likely

Comments:

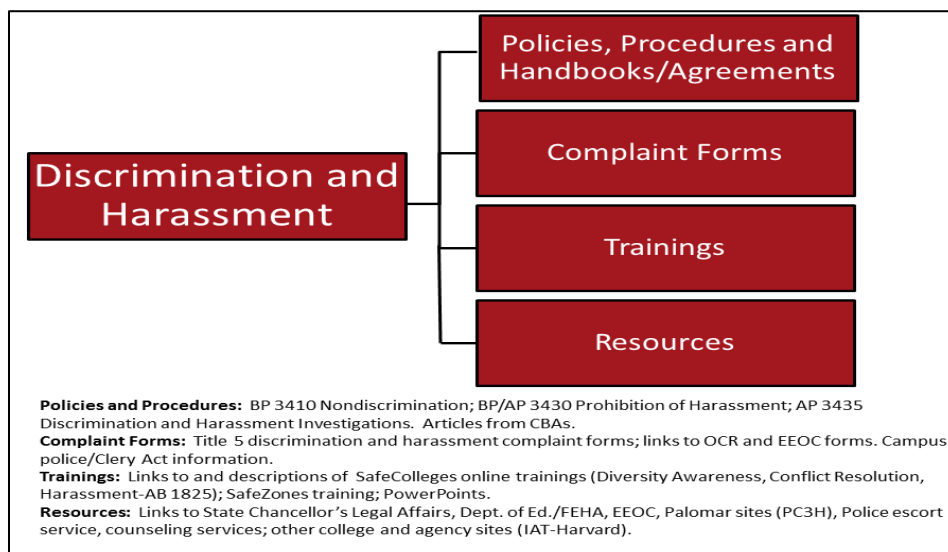
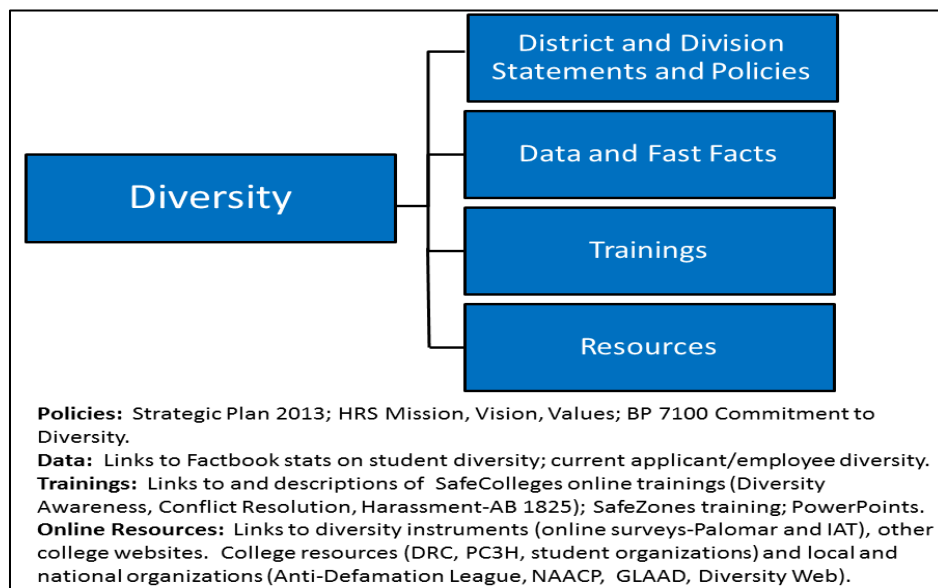
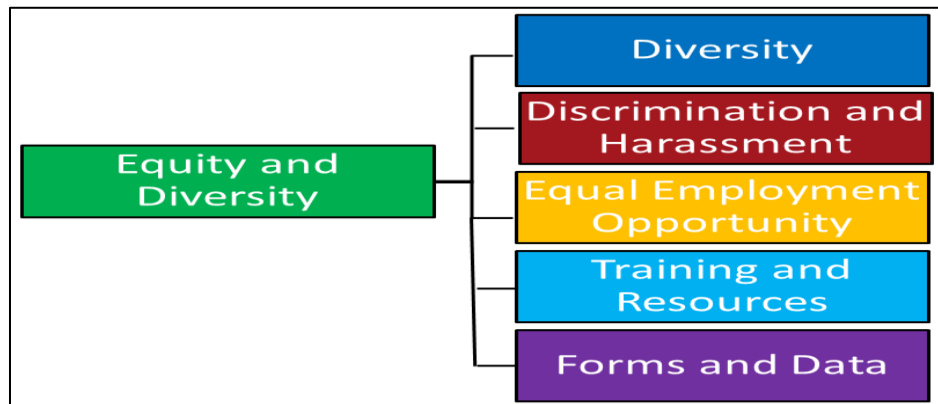
Diversity Event Survey

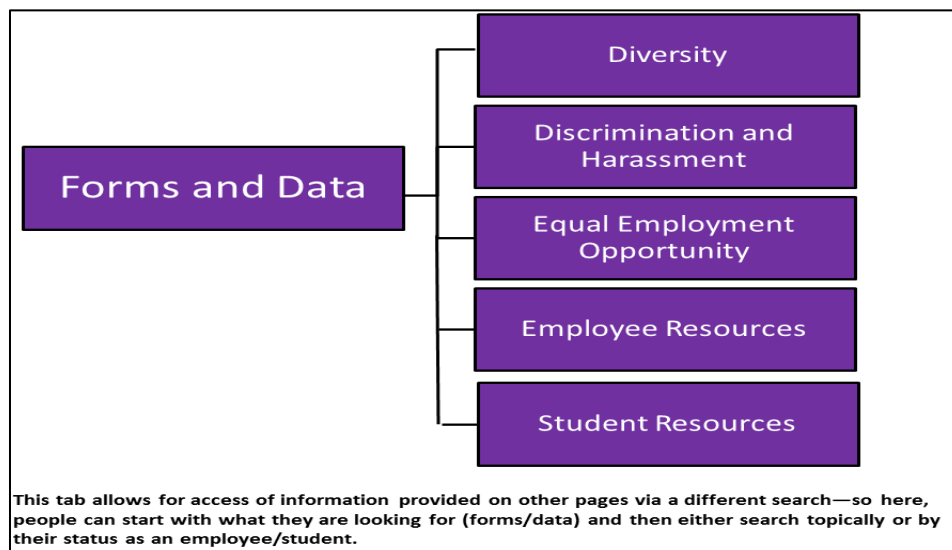
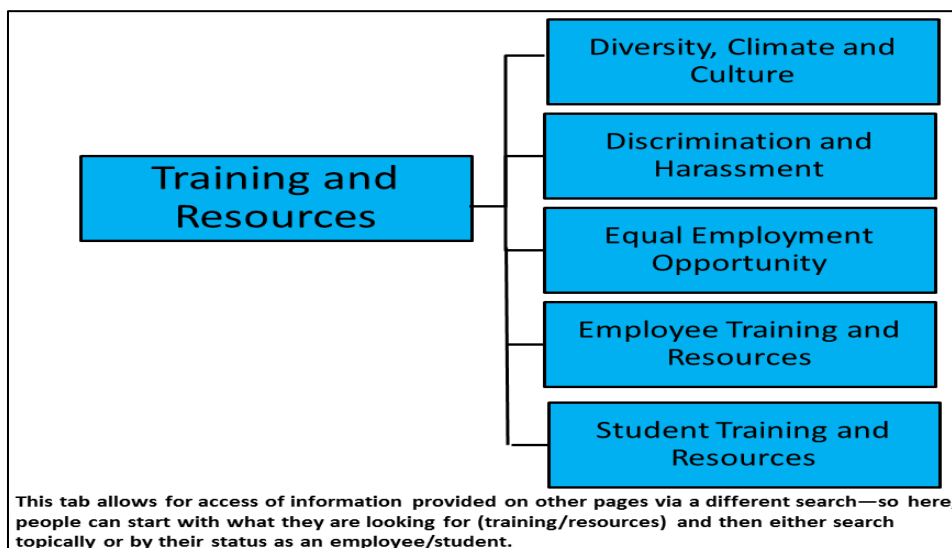
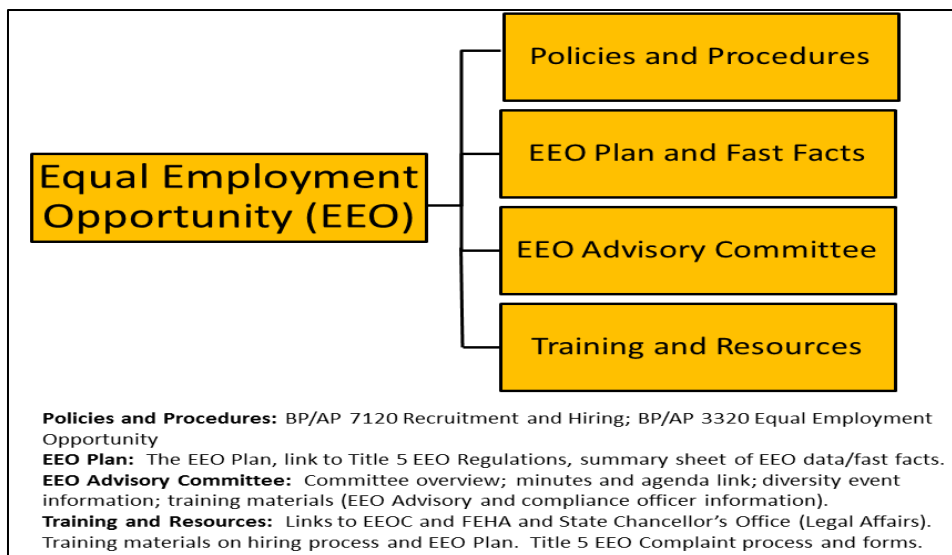
12. How can we improve the Diversity Event for next year (please indicate if speaking specifically to daytime or evening Event):

13. Please add any additional comments, questions or suggestions here:

4. Thank you for your participation!

Appendix C-9. EEO, Equity and Diversity Webpage Draft Sitemap.





Appendix C-10. EEO Fund District Expenditure Report (FY 2009-10).

Equal Employment Opportunity Fund District Expenditure Report <i>Fiscal Year 2009-10</i>			
District Name: <u>Palomar Community College</u>			
Report	AB 1725 EEO (Diversity) Allocation Fund		
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 65,740.00		
(b) 2009-10 Allocation	\$ 9,016.00		
(c) 2009-10 Expenditures (Same total listed below in column 1)	\$ 14,193.38		
Unexpended Allocations (a + b - c)	\$ 60,562.62		
USE WHOLE DOLLARS			
Controlling Account	AB 1725 EEO (Diversity) Allocation Fund	Other Funds	Total
1000 Academic Salaries		2,080.28	2,080.28
2000 Classified Salaries	1,050.00	200,115.81	201,165.81
3000 Employee Benefits		51,755.90	51,755.90
4000 Supplies & Materials	345.35		345.35
5000 Other Oper. Exp. & Svcs.	12,798.03	21,442.00	34,240.03
6000 Capital Outlay			
7000 Other Outgo			
Totals	14,193.38	275,393.99	289,587.37
<i>I certify that this expenditure or local report is complete and accurate.</i>			
Please Print:			
Name: <u>John Tortarolo</u>		Title: <u>Vice President Human Resource Services</u>	
Phone: <u>(760) 744-1150 x2531</u>		E-Mail Address: <u>jtortarolo@palomar.edu</u>	

Equal Employment Opportunity Fund
District Performance Report
Fiscal Year 2009-10

Print District Name: **Palomar Community College**

Please describe all activities in the Performance Indicator section (i.e. attended job fairs, advertised, etc.) by indicating how many persons were contacted, applied, and hired for district positions. Your description should be as specific and succinct as possible. If you need more space, attach separate sheet(s) of paper.

USE WHOLE DOLLAR AMOUNTS

(1) Activities	(2A) AB 1725 EEO (Diversity) Fund Expenditures	(2B) Other Fund Expenditures	(3) Performance Indicator(s)
1. Outreach and recruitment.	\$10,686.65	\$269,298.95	See Attached
2. In-service training on equal employment opportunity.	\$0	\$0	See Attached
3. Accommodations for applicants and employees with disabilities pursuant to title 5 section 53025.	\$0	\$0	See Attached
4. Other activities to promote equal employment opportunity.	\$3,506.73	6,095.04	See Attached
5. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$0	\$0	See Attached

Print Name: John Tortarolo

Print Title: Vice President Human Resource Services

Phone: (760) 744-1150 x2531

E-Mail Address: jtortarolo@palomar.edu

Appendix D-1. Human Resources Staffing Level Questionnaire.

From: Chief Human Resources Officers [mailto:CHRO-ALL@LISTSERV.CCCCO.EDU] **On Behalf Of** Tortarolo, John S.

Sent: Monday, March 28, 2011 12:48 PM

To: CHRO-ALL@LISTSERV.CCCCO.EDU

Subject: HR Staffing Levels - Request for Information

Dear Colleagues,

In conjunction with our program review planning, we are attempting to evaluate our current HR staffing levels and scope of work. We would appreciate your feedback regarding your own organization to assist in our analysis. We will be happy to provide respondents with copies of the results. We'd appreciate receiving your feedback by Friday, April 8, 2011 if at all possible.

Specifically, we would appreciate your response to the following questions:

- (1) What is your District's current permanent employee headcount?
- (2) What is your current permanent employee headcount within Human Resources?
- (3) How many short-term/temporary and student workers do you use, on average, in HR?
- (4) Which of the following positions are within your HR Department/Division (or rough equivalencies) and how many employees within each position? For this question, please also identify if this work is done outside of HR, approximately how many people perform this function and the corresponding organization/department performing the work:
 - CHRO/VP
 - Director/Operations Manager
 - Supervisor (Other)
 - HR Analyst
 - Benefits Specialist
 - IT/Functional Specialist
 - Employment Technician
 - Administrative Assistant
 - Human Resource Assistant
 - Office Specialist/Receptionist

In addition, if possible, please provide either a copy of or hyperlink to your current HR organizational chart. As always, if you have any questions, please don't hesitate to contact me. Thank you in advance for your assistance!

Best regards,
John

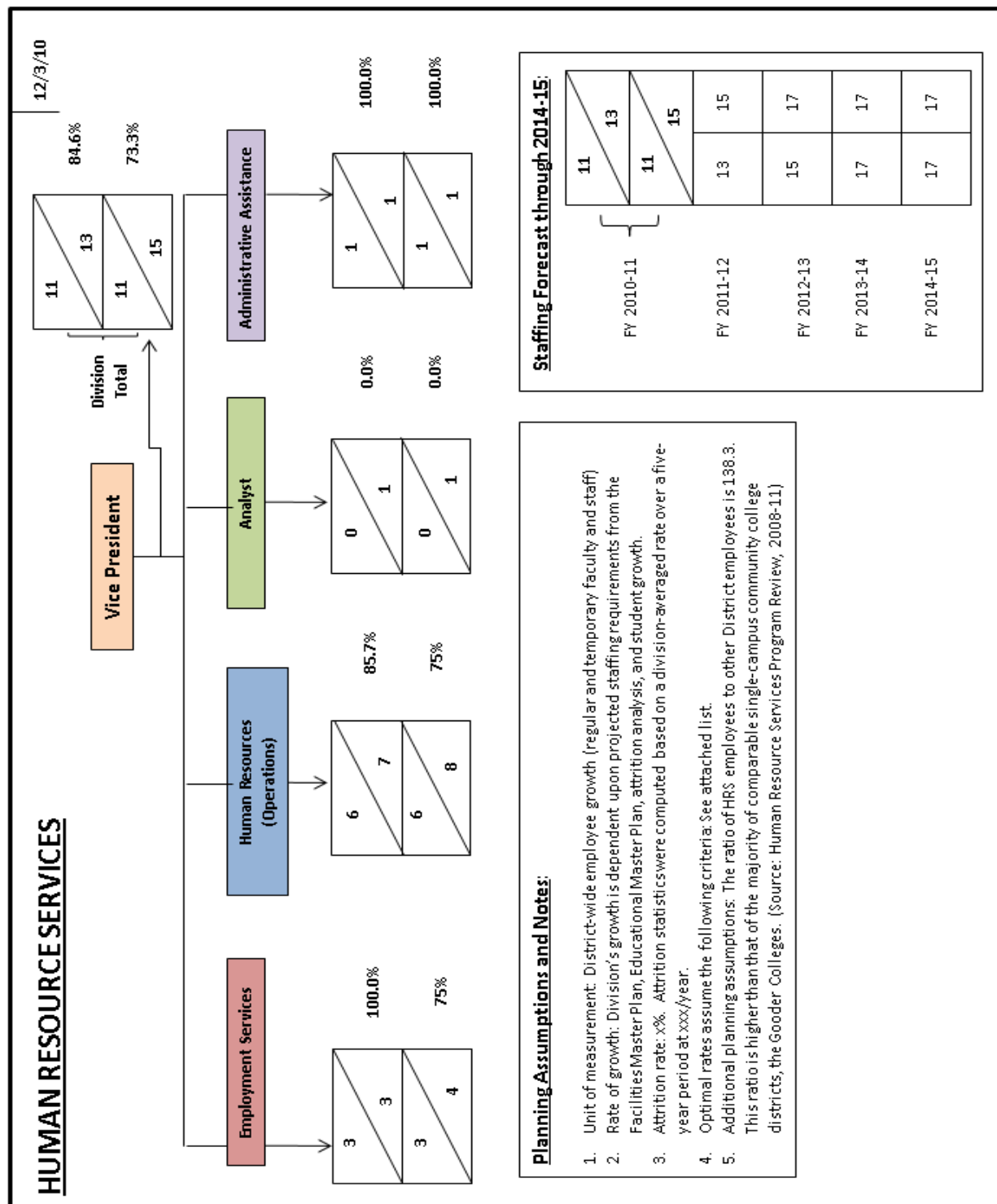
John Tortarolo
Assistant Superintendent/Vice President
Human Resource Services
Palomar College
1140 West Mission Rd.
San Marcos, CA 92069

Appendix D-2. HRS Staffing Levels Comparison (2010-11) with Adjusted Totals.

Human Resource Services Staffing Levels-District Comparisons (2010-2011)

District (n=20)	Averages	Palomar	Cabrillo	Contra Costa	Feather River	Foothill-DeAnza	Hartnell	Lake Tahoe	Long Beach	MiraCosta	Monterey Peninsula	Napa Valley	Riverside	San Mateo	South Orange	Southwestern	Ventura
FTES (Realty) 2009-10 Funded		19,437.89	11,350.13	29,715.15	1,555.93	32,054.09	6,819.38	1,838.63	20,418.70	10,802.99	7,886.15	5,807.83	26,245.38	21,036.46	26,161.62	15,528.49	25,841.11
Permanent Employee Headcount-District	942.95	749.00	507.00	1,070.00	102.00	1,300.00	244.00	129.00	872.00	471.00	344.00	270.00	1,068.00	800.00	986.00	670.00	1,750.00
Permanent Employee Headcount-HRS	10.06	12.00	8.50	15.00	2.00	14.00	6.00	2.50	17.00	5.00	5.00	5.00	15.00	9.00	19.00	16.00	17.00
Short-Term Temporary/Student Workers-HRS		1.00	0.00	0.00	1.00	2.00	2.00	0.00	0.00	2.00	0.00	0.00	1.00	0.00	2.00	2.00	0.00
FTES to HRS Permanent Employees		1,619.82	1,355.31	1,961.01	777.97	2,292.44	1,136.56	735.45	1,201.10	2,168.60	1,577.23	1,161.57	1,748.89	2,337.27	1,576.94	970.53	1,520.07
FTES to HRS Permanent Employees-Adjusted		1,619.82	1,164.75	1,961.01	388.98	2,133.61	1,136.56	475.58	1,134.37	1,800.50	1,314.36	829.69	1,640.34	2,103.55	1,338.09	970.53	1,455.62
Permanent Employees to HRS Permanent Employees	88.51	62.42	59.65	71.33	61.00	92.86	40.67	51.60	51.29	94.20	68.80	54.00	71.20	88.89	51.89	37.22	102.94
Permanent Employees to HRS Permanent Employees-Adjusted		62.42	53.37	71.33	25.50	86.67	40.67	26.67	48.44	78.50	57.33	38.57	66.75	80.00	43.30	41.88	97.22
Permanent Employees to HRS All (perm and temp)	82.62	57.62	59.65	71.33	34.00	81.25	30.50	51.60	51.29	67.29	68.80	54.00	66.75	88.89	46.95	37.22	102.94
Total HRS Employees (Permanent and Temp)	10.81	13.00	8.50	15.00	3.00	16.00	8.00	2.50	17.00	7.00	5.00	5.00	16.00	9.00	21.00	18.00	17.00
Human Resource Services																	
Vice President		1.00	0.00	1.00	0.00	1.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00	1.00	1.00	1.00	1.00
Director/Operations Manager		1.00	1.00	1.00	1.00	2.00	0.00	1.00	1.00	1.00	0.00	1.00	3.00	0.00	3.00	1.00	2.00
Supervisor (Other)		1.00	1.00	1.00	0.00	1.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	2.00
HR Analyst		0.00	1.00	3.00	0.00	3.00	0.00	1.00	0.00	0.00	1.00	1.00	1.00	1.00	0.00	3.00	2.00
Benefits Specialist		1.00	1.00	1.00	0.00	1.00	1.00	0.00	0.00	1.00	1.00	0.00	1.00	2.00	1.00	2.00	2.00
IT/Functional Specialist		1.00	0.00	1.00	0.00	0.00	1.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00
Personnel/Employment Technician		3.00	2.00	1.00	1.00	1.00	1.00	0.00	3.00	2.00	1.00	2.00	7.00	1.00	9.00	1.00	3.00
Administrative Assistant		1.00	1.50	1.00	0.00	1.00	1.00	0.00	2.00	0.00	0.00	0.00	2.00	0.00	1.00	2.00	2.00
Human Resource Assistant		2.00	0.00	1.00	0.00	4.00	1.00	0.50	3.00	0.00	0.00	1.00	1.00	1.00	2.00	1.00	3.00
Office Specialist/Receptionist		1.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	0.00	0.00	0.00	1.00	1.00	0.00
Other		0.00	0.00	4.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00	1.00	1.00	3.00	0.00
Total		12.00	8.50	15.00	2.00	14.00	6.00	2.50	17.00	5.00	5.00	5.00	15.00	9.00	19.00	16.00	17.00
Human Resource Services: Adjusted Totals																	
Vice President		1.00	0.00	1.00	0.00	1.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00	1.00	1.00	1.00	1.00
Director/Operations Manager		1.00	1.00	1.00	1.00	2.00	0.00	1.00	1.00	1.00	0.00	1.00	3.00	0.00	3.00	1.00	2.00
Supervisor (Other)		1.00	1.00	1.00	0.00	1.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	2.00
HR Analyst		0.00	1.00	3.00	0.00	3.00	0.00	1.00	0.00	0.00	1.00	1.00	1.00	1.00	0.00	3.00	2.00
Benefits Specialist		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00
IT/Functional Specialist		1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Personnel/Employment Technician		3.00	2.00	1.00	1.00	1.00	1.00	0.00	3.00	2.00	1.00	2.00	7.00	1.00	9.00	1.00	3.00
Administrative Assistant		1.00	1.50	1.00	0.00	1.00	1.00	0.00	2.00	0.00	0.00	0.00	2.00	0.00	1.00	2.00	2.00
Human Resource Assistant		2.00	0.00	1.00	0.00	4.00	1.00	0.50	3.00	0.00	0.00	1.00	1.00	1.00	2.00	1.00	3.00
Office Specialist/Receptionist		1.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	0.00	0.00	0.00	1.00	1.00	0.00
Other		0.00	0.00	4.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	0.00	1.00	1.00	3.00	0.00
Total		12.00	9.50	15.00	4.00	15.00	6.00	4.50	18.00	6.00	6.00	7.00	16.00	10.00	20.00	16.00	18.00

Appendix D-3. HRS Staffing Minimums, Optimums, Priority Factors and Prioritizations (from Staffing Master Plan 2016).





Staffing Plan: Priority Factors Form

Division: Human Resource Services

Date: 11/22/10

The purpose of this form is to identify the most significant factors for prioritizing staffing needs within the division and to connect them to the District's Strategic Plan. Some examples of factors to consider: Adequate staffing to support a specific service/function; health and safety; technology impacts, regulatory and legal influences; quality of service (actual factors are dependent upon function/services of division). For ease of use, no more than four priority factors should be used.

After completing this form, rank each position within the division in each of the identified priority factors (P1, P2, P3, P4) on the Vacant/Proposed Positions worksheet. The spreadsheet will automatically calculate the total priority factor score (TPF) for each position. Use the total score for each position as a guide to providing a final priority ranking (R) for each position within the division on the spreadsheet.

	Priority Factor	Information About Priority Factor	Linkage to Strategic Plan	Score Value
				1-5
	<i>Example: Bench depth (available employees to fill specific functions)</i>	<i>Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation</i>	<i>Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)</i>	
P1	District-Internal Planning Priorities	Centrality of Position to fulfilling District Strategic Planning; alignment with institutional and Division mission, vision and values.	SAO-1 ties the seven (7) HRS-SAOs to the Strategic Plan 2013. Position's value when viewed in terms of functions within the 7 HRS-SAOs. See attached spreadsheet for ties between strategic planning and HRS-SAOs. SAO-1; Goal 2, Objective 2.4-Implement SAOs.	

P2	External Legal-Regulatory Drivers	Legal/Regulatory/External Agency/Risk Assessment: Compliance with Title 5 requirements (e.g., position's relation to externally required functions like the EEO Plan and implementation, conducting discrimination and harassment investigations, records retention, labor relations and contract administration, recruitment and hiring).	HRS-SAO-2 Recruitment and Hiring and HRS-SAO-3 Equity and Diversity under SP Goal 4, Objectives 4.1 and 4.2; HRS-SAO 5 (labor relations and policies and procedures); and HRS-SAO-7 records retention.	
P3	Quantity of Service	Matters of efficiency and wait times for responses (e.g., the position's relative value in satisfying the amount of work required, like information requests, processing employee paperwork).	SP Goal 4: Sufficient staff; HRS-SAO 4 (Staff productivity); and HRS-SAO 7 information production.	
P4	Quality of Service	Position's value to ensuring accurate, reliable service and greater breadth of service.	SP Goal 2: Strengthen Programs and Services. HRS-SAO-6 Professional growth/evaluation-review of quality/accuracy of work. HRS-SAO-4 bench depth/cross-training. Values statement-improved performance.	

Vacant and Proposed Positions: Human Resource Services

Position #	Department	Position Title	Pay Group	Grade	Step	FTE	Notes	P1	P2	P3	P4	TPF	R
5708	Human Resource Services	Manager of Human Resource Services	ADM	G59	1	1	Reorganization - 2010-11	5	5	5	5	5	1
6386	Human Resource Services	Human Resources Analyst	ADM	G53	1	1	New position - 2010-11	5	5	4	5	19	2
TBD	Human Resource Services	HR Generalist	CLS	G23	1	1	New position - 2011-12	4	4	5	5	18	3
TBD	Human Resource Services	Systems Module Functional Assistant	CLS	G30	1	1	New position - 2011-12	4	4	5	4	17	4
TBD	Human Resource Services	HR Research Assistant	ADM	TBD	1	1	New position - 2012-13	3	4	3	3	13	5
TBD	Human Resource Services	HR Generalist	CLS	G23	1	1	New position - 2012-13	2	3	4	3	12	6

Appendix D-4. HRS Staff Survey.

1. Cross-Training and Staff Training Needs

This section is designed to identify the value of and potential areas for HR cross-training.

1. Cross-training involves learning how to perform HR job functions outside those you normally perform in order to increase the flexibility of the office in meeting service demands. In the past year, have you been involved in cross-training?

☐ Yes

☐ No

Other (please specify)

2. If you were involved in cross-training in the past year, in what specific type of cross-training did you participate (i.e., position, duties other than those associated with your regular position)? If you did not participate in cross-training, enter "NA" for "not applicable."

3. How would you rank cross-training in terms of its importance to HR's ability to serve the District?

☐ Unimportant

☐ Somewhat unimportant

☐ Neither important nor unimportant

☐ Somewhat important

☐ Important

4. List three areas within HR and/or Employment Services in which you believe cross-training would be most valuable.

1.

2.

3.

5. For general training made available to all HR staff, what three areas do you think would be most helpful? (Examples of previous trainings include policies and procedures basics and program review-service area outcomes).

1.

2.

3.

2. HR Culture and Climate Assessment.

This section will contain a series of questions designed to evaluate the interactions between HR staff members and between HR staff and HR leadership, as well as how HR functions as a whole.

1. How would you rate HR staff interactions across the following criteria:

	Excellent	Above Average	Average	Below Average	Horrrific
Trust among team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and application of internal procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. How would you rate interactions between HR staff and HR leadership across the following criteria:

	Excellent	Above Average	Average	Below Average	Horrrific
Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and application of internal procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency of leadership decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of leadership decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. How would you rate HR today as compared with one year ago across the following criteria:

	Far better this year	Somewhat better this year	The same this year as last year	Worse than last year	Far worse than last year
Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and application of internal procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency of leadership decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of leadership decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4. Please provide specific examples of how HR leadership can better support you in your job.

5. In best serving the District's employees, what do you think are HR's three biggest strengths as a whole:

1.
2.
3.

6. In best serving the District's employees, what do you think are HR's three biggest challenges/limitations as an organization:

1.
2.
3.

3. Additional Comments, Concerns and Suggestions

This section is to provide for additional feedback that you think might improve HR staff and leadership functioning and/or service to the District's employees.

1. Please provide any feedback, questions or concerns below:



Appendix D-5. HRS Leadership-Individual 360 Survey.

1. Job Performance Feedback for HRS Leadership-Individual

Thank you for taking the time to complete this survey of my job performance over the past year. The survey consists of 15 brief rating and comment questions and includes a "not applicable" option for areas outside of your knowledge, as well as a place for additional comments where applicable. The rating should be for the entire content of the question--thus, it's an average of my performance across several areas. If you have any questions, please don't hesitate to ask me. Thanks again!

1. Planning and Organization: Please rank my performance in terms of how I have developed achievable objectives and goals; set logical and effective courses of action; made efficient use of all resources; and worked cooperatively and collaboratively with faculty, staff, and students in situations calling for teamwork.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing.

Comments:

2. Leadership Qualities: Please rank my performance in terms of whether I have inspired confidence, respect, enthusiasm and cooperation; performed duties and responsibilities with integrity and high professional standards; and was accessible for consultation and appointments.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

3. Oral and Written Communication: Please rank my performance in terms of whether I have delivered articulate presentations; prepared clear and concise written communication; and responded promptly to requests for information and assistance.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing.

Comments:

4. Judgment/Decision Making: Please rank my performance in terms of whether I have analyzed situations and data and made appropriate decisions; formed objective opinions; exercised foresight; demonstrated flexibility and resourcefulness; and related decisions, activities, goals and objectives to the philosophy and goals of the District.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

5. Initiative: Please rank my performance in terms of whether I was self-motivated, and was able to work independently and sought greater responsibility.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

6. Creativity: Please rank my performance in terms of whether I developed and implemented new ideas and methods when appropriate.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

7. Attitude: Please rank my performance in terms of whether I was committed to District objectives and philosophy; whether I represented the community well; and whether I was collegial in my dealings with others.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

8. Knowledge and Experience: Please rank my performance in terms of whether I knew and followed institutional policies and practices; solved problems appropriately; and whether my professional development reflected self-awareness of deficiencies of knowledge and experience and need/desire for continued growth.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

9. Sensitivity: Please rank my performance in terms of whether I demonstrated interest in developing, utilizing and celebrating the talents of co-workers and team members; whether I listened to, considered and respected the views of others and provided appropriate feedback; and whether I provided opportunities for others to fully participate in group decisions.

- ☐ Weak
- ☐ Below Satisfactory
- ☐ Satisfactory
- ☐ Above Satisfactory
- ☐ Strong
- ☐ Not applicable/no basis for knowing

Comments:

10. Relationships with Other College Groups: Please rank my performance in terms of whether I collected and used input from others when making decisions and the extent to which I participated in the shared governance process.

- ☐ Weak
☐ Below Satisfactory
☐ Satisfactory
☐ Above Satisfactory
☐ Strong
☐ Not applicable/no basis for knowing

Comments:

11. Please rate my performance from 1 to 5 across the following aspects of my job:

	Weak	Below Satisfactory	Satisfactory	Above Satisfactory	Strong	N/A
Board Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EEO, Title 5 and Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Research and Analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiations Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardization of Forms, Filing and Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination Investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments:

12. Please provide three (3) areas of my job in which you feel I could improve my performance.

One:

Two:

Three:

13. Please provide three (3) areas of my job in which you feel I have performed well over the past year.

One:


Two:

Three:

14. Please indicate any other ways in which I could provide better support and service to you in your job/duties.

15. Please feel free to add any other comments, feedback, concerns or questions here:

Appendix E-1. Mandated Reporter Form.

	<p>Human Resource Services</p> <p>Mandated Reporter Statement of Reporting Responsibilities</p>
---	--

Employee Name (print): _____

As defined in Penal Code §1165.7, you are a mandated reporter of child abuse and neglect (see attached Penal Code sections). If, in your professional capacity or within the scope of your employment, you have knowledge or reasonable suspicion of abuse or neglect, you must report the incident(s) to any police or sheriff's department, county probation department (if designated by the county to receive reports), or the county welfare department as soon as practicably possible. Within 36 hours of making the report, you must complete and submit the Suspected Child Abuse Report form SS 8572, either electronically or by fax, to the agency who took your initial telephone report. Copies of and guidelines for completing form SS 8572 can be obtained either through Human Resource Services or online via the State's Office of the Attorney General's website at <http://ag.ca.gov/childabuse/forms.php>

Please refer to the attached Penal Code §11166 and §11172 for additional information on your reporting responsibilities, penalties and safeguards as a mandated reporter. Please note that once you make a report of child abuse/neglect, your identity as a mandated reporter will be kept confidential and can only be disclosed consistent with the provisions of Penal Code §11167.

I have been provided a copy of Penal Code §1165.7, §11166, and §11167. I understand my reporting responsibilities under Penal Code §11166 and will comply with my legal obligation as a mandated reporter to report child abuse and neglect.

Employee Signature: _____ **Date:** _____

See also: BP/AP 3518 Child Abuse Reporting.
<http://www.palomar.edu/GB/Board%20Policies%20-%20Final/Chapter%203%20BP/BP%203518%20Child%20Abuse%20Reporting.pdf>
<http://www.palomar.edu/GB/Board%20Procedures%20-%20Final/Chapter%203%20AP/AP%203518%20Child%20Abuse%20Reporting.pdf>
 Human Resource Services
 Personnel File

Appendix F-1. Professional Growth-HRS Online Course E-mail Notification.

From: Vastola, Jennie
Sent: Thursday, November 11, 2010 9:09 AM
To: Classified Staff; CAST; AA Classified Administrators
Subject: Professional Growth Program for Spring 2011



Attention: All Permanent Classified Employees

The Professional Growth program is designed to provide incentive to **permanent classified employees** to enhance and/or update their performance through continuing education and participation in professional organizations and Palomar College committees. The Professional Growth program allows for released time for work-related classes up to four hours per week per semester.

If you wish to begin a Professional Growth program and have not already attended a **Professional Growth Training Workshop**, please plan to attend the next workshop scheduled for **Monday, November 15, 2010 at 1:00 p.m.** or **Tuesday, November 16, 2010 at 9:00 a.m.** in the **Governing Board Room**. **Please RSVP to Jennie Vastola at jvastola@palomar.edu or x2531.**

Each new program requires approval in advance by the Professional Growth Committee. If you have previously attended a Professional Growth Training Workshop and plan to begin a **new Professional Growth program in Spring 2011**, please submit a completed Professional Growth packet to Human Resource Services no later than the **deadline date Friday, December 10, 2010** (there are no exceptions for late admissions). *(Refer to our web page at <http://www.palomar.edu/hr/pgclassified> for guidelines and necessary forms).*

If you are currently enrolled in a Professional Growth program, any changes/additions also require approval in advance *(the form is located at <http://www.palomar.edu/hr/pgclassified/Request%20for%20Approval-Change&Addition-Fill.pdf>)*. **For Spring 2011, the deadline for change/addition submissions is Friday, December 10, 2010** (there are no exceptions for late submissions).

If your program is complete, please submit the **Notice of Completion** (<http://www.palomar.edu/hr/pgclassified/Notice%20of%20Completion-Fill.pdf>) along with the

appropriate backup documentation to Human Resource Services no later than **February 15, July 15, or September 15** of the semester following program completion.

If you have any questions, please do not hesitate to contact me. All information, guidelines, deadline dates and forms for the Professional Growth program may be found on our web page at <http://www.palomar.edu/hr/pgclassified>.

If you are just beginning or continuing your Professional Growth program, the Foundation is offering mini-grants up to \$500 for each classified employee. Additional information and forms can be found on the Foundation web page at http://www.palomar.edu/foundation/pdf_files/ExcTeachingClassified.pdf

***NEW* for Spring 2011!**

ONLINE TRAINING PACKAGES (all courses are provided through Keenan & Associates SafeColleges website)

- A. Conflict Management, Sexual Harassment Short Course, Diversity Awareness, SafeZones Policy**
- B. Sexual Harassment Policy and Prevention–Full Course**
- C. Sexual Harassment Policy and Prevention-Full Course, SafeZones Policy**
- D. Sexual Harassment Policy and Prevention-Full Course, Conflict Management, Diversity Awareness, SafeZones Policy**

******* All Professional Growth forms may now be filled out online *******
(however, you will still need to print, sign & submit the appropriate number of hard copies to HR)

NOTE: Please post this for those in your department who may not have access to e-mail.

Thank you!

Jennie Vastola

Administrative Assistant to the
Assistant Superintendent/Vice President
Human Resource Services
Palomar Community College
(760) 744-1150 x2531

Appendix F-2. Professional Development-HRS Online Course E-mail Notification.

From: pdoffice
Sent: Wednesday, February 16, 2011 8:38 AM
To: Adjunct Faculty; Permanent Faculty; Classified Staff; CAST
Subject: FW: PD Workshop Feb. 22-25

Professional Development Opportunity

February 22 - February 25, 2011

(760) 744-1150 ext. 2253

[Palomar College | Professional Development Office](#)

[Palomar College eServices & PeopleSoft SA/HR Sign In Page](#)

[Home](#)

[General Info](#)

[Activities](#)

[Contracts](#)

[Classified & Administrators](#)

[Registration](#)

[Resources](#)

[Needs Assessment](#)

[FAQs](#)

[Contact Us](#)

Just Added

Professional Development Online Training

Keenan SafeColleges Training

Code #393

Hosted by: Human Resource Services

Date: Ongoing

Location: <http://palomar.keenan.safecolleges.com>

PD Hours: Up to 4 Hours

Description: These online workshops focus on the topics of conflict management, diversity awareness, SafeZones training, and sexual harassment prevention. Complete instructions and course descriptions are attached to this email. Please contact the PD office at pdoffice@palomar.edu if you have any questions.

Workshops Meeting Next Week

Students as Audience: Letting Students Hear Their Own Writing

Code #394

Hosted by: Deborah Paige, English Department

Date: Tuesday, February 22, 2011

Time: 11:00 a.m. - 12:30 p.m.

Location: LL-109

PD Hours: 1.5 Hours

Description: Wimba voicemail is an effective way to read and respond to student writing. Instructors attending this workshop will both produce and respond to a brief draft (composed during the workshop), thereby familiarizing themselves with Wimba. Besides learning to use yet another cool technology tool, instructors will



Palomar College Professional Development

Online Training in Human Resources Areas: Overview and Options

With the help of Palomar College's Human Resources department, Palomar College faculty can complete some of their Professional Development hours by participating in on-line workshops focusing on the topics of conflict management, diversity awareness, SafeZones training, and sexual harassment prevention. All courses are provided online through Keenan's SafeColleges website, and are easily accessible under your PD contract submission page.

To receive credit for the classes, log in to your PD contract via eServices, go to the Media tab, and select the Keenan SafeColleges Training, **PD Code #393**. After you have added this to your PD contract, you can sign in at any time to take the courses at the SafeColleges website, which is located at: <http://palomar.keenan.safecolleges.com/>. Your username is your Palomar College employee ID number. The PD Code is #393 for all SafeColleges courses. You will indicate the number of PD hours earned when you complete your PD Contract (the maximum number of hours for viewing these online workshops is 4 PD hours).

Course Descriptions:

- **Conflict Management: Staff to Staff (Full Course)**: This course provides basic conflict management skills training for all school or school district employees. This course describes the most common reasons for conflicts among co-workers in school; teaches the most effective techniques to resolve common disagreements; and helps staff members use problem-solving strategies to keep a conflict from escalating. **0.5 PD hours**
- **Diversity Awareness (Full Course)**: The goals of the course are to provide staff with an awareness of how a diverse workforce strengthens a school or district. **0.5 PD hours**
- **Safe Zone Training (Policy)**: This course is intended to increase awareness of issues related to sex, gender and sexual orientation, as well as to inform members of the community on the importance and value of becoming LGBTQ allies. **1 PD hour**
- **Sexual Harassment: Policy and Prevention (California AB1825 Full)**: This course is a more extensive treatment of the topics contained in the short-course option. (Note: You cannot receive for credit if taking the Sexual Harassment: Staff-to-Staff Full Course.) **2 PD hours**
- **Sexual Harassment: Staff-to-Staff (Full Course)**: This course provides background information on sexual harassment; offers scenarios for staff-to-staff sexual harassment; identifies indicators of inappropriate behaviors; and states the legal rights, responsibilities, and liabilities of institutions and individuals. (Note: You cannot receive for credit if taking the Sexual Harassment Policy and Prevention California AB1825 Full) **0.5 PD hours**

Appendix F-3. Liebert, Cassidy, Whitmore Trainings (2010-11).

LIEBERT CASSIDY WHITMORE
EMPLOYMENT LAW | EDUCATION LAW | LABOR RELATIONS | MANAGEMENT TRAINING

2010/2011 Workshop Schedule

Southern California Community College Districts **Employment Relations Consortium**

August 27, 2010 – “Limits on an Employer’s Right to Medical Information”

date: Friday, August 27, 2010
time: 9:00 a.m. to 12:00 p.m.
location: Webinar
audience: Human Resources, Risk Managers

September 17, 2010 – “Crisis Management – How to Approach Chaos in an Organized and Thoughtful Manner”

date: Friday, September 17, 2010
time: 9:00 a.m. to 12:00 p.m.
location: North Orange County CCD
audience: Supervisors, Managers and Administrators

September 17, 2010 – “Human Resources Roundtable”

date: Friday, September 17, 2010
time: 1:00 p.m. to 4:00 p.m.
location: North Orange County CCD
audience: Human Resources Managers and Staff

October 15, 2010 – “Name That Section: Frequently Used Education Code and Title 5 Sections for Community College Districts”

date: Friday, October 15, 2010
time: 9:00 a.m. to 12:00 p.m.
location: Palomar College
audience: Managers, Supervisors and Human Resources Professionals

October 15, 2010 – “Checking References: The Most Important Part of the Hiring Process”

date: Friday, October 15, 2010
time: 1:00 p.m. to 4:00 p.m.
location: Palomar College
audience: Supervisors, Managers and Administrators

Los Angeles (310) 981-2000 • Fresno (559) 256-7800 • San Francisco (415) 512-3000
www.lcwlegal.com

**Southern CA CCDs ERC
2010/2011 Schedule**

November 5, 2010 – “Ethics in Public Service”

date: Friday, November 5, 2010
time: 9:00 a.m. to 12:00 p.m.
location: Webinar
audience: Board Members, Supervisors and Managers

February 4, 2011 – “Handling Grievances”

date: Friday, February 4, 2011
time: 9:00 a.m. to 12:00 p.m.
location: Ventura County CCD
audience: Supervisors, Managers and Administrators

February 4, 2011 – “Sick and Disabled Employees”

date: Friday, February 4, 2011
time: 1:00 p.m. to 4:00 p.m.
location: Ventura County CCD
audience: Supervisors and Managers

March 4, 2011 – “Managing Performance Through Evaluation”

date: Friday, March 4, 2011
time: 9:00 a.m. to 12:00 p.m.
location: South Orange County CCD
audience: Supervisors, Managers and Administrators

April 8, 2011 – “Evaluation, Discipline and Non Re-employment of Contract Faculty”

date: Friday, April 8, 2011
time: 9:00 a.m. to 12:00 p.m.
location: San Diego CCD
audience: Human Resources Managers, Instructional Administrators at all levels and Department Chairs

April 8, 2011 – “Going Outside the Classified Service: Short-Term Employees, Substitutes and Professional Experts”

date: Friday, April 8, 2011
time: 1:00 p.m. to 4:00 p.m.
location: San Diego CCD
audience: Human Resources Managers, Instructional Administrators at all levels and Department Chairs

**Southern CA CCDs ERC
2010/2011 Schedule**

May 13, 2011 – “Finding the Facts: Disciplinary and Harassment Investigations”

date: Friday, May 13, 2011

time: 9:00 a.m. to 12:00 p.m.

location: Ventura County CCD

audience: District Office Administrators, Site Administrators and Human Resources Staff

May 13, 2011 – “Super Manager or Super Spy: The Use of Technology in Monitoring Employee Conduct”

date: Friday, May 13, 2011

time: 1:00 p.m. to 4:00 p.m.

location: Ventura County CCD

audience: Supervisors and Managers

Appendix F-4. Evaluation Notification Procedures and Timeline.

Evaluation Notification Procedures and Timeline:

Human Resource Services will send out the following notices to Supervisor's notifying them of the status of their employee evaluations. Completed evaluations must be signed by the reviewer, employee and supervisor and must be returned no later than 30 days past the due date.

- **First Notice** (60 Days prior to due date) – This notice will list all performance evaluations which are due in the next 60 days. The supervisor should schedule the meeting with the employee for the performance evaluation review. The employee will also be notified that they are due for evaluation at this time.
- **Second Notice** (30 Days prior to due date) – This reminder notice will list all performance evaluations which are due in the next 30 days.
- **Late Notice** (30 Days after due date) – This notice will be sent after the evaluation is 30 days past due. This notice will be sent to the supervisor and the appropriate senior and executive administrators; and the Human Resources Manager will be copied.
- **Follow-up Notice** (15 Days after late notice) – If the performance evaluation isn't received 15 days after the late notice is sent, the Human Resource Services Manager will follow-up as needed.

Appendix F-5. Board Policy (BP) 7150 Employee Evaluation (revised).

PALOMAR COMMUNITY COLLEGE DISTRICT POLICY	BP 7150
1	HUMAN RESOURCES
2	BP 7150 EMPLOYEE EVALUATIONS
3	References:
4	California Constitution Article I, Section 7(a);
5	Education Code Sections 70902 and 87663-87683;
6	Accreditation Standards III.A.1.b, III.A.3.a, and IV.B.1
7	All faculty and permanent staff members will periodically undergo a performance evaluation.
8	
9	All evaluations shall be conducted in accordance with the District's policies and procedures on nondiscrimination. The Governing Board shall ensure that all employee evaluations are conducted under the direction of the employee's supervisor and in a manner that promotes fairness and accuracy. This process shall include, but not be limited to, advance notice to the evaluated employee both as to the time and process of the evaluation, and shall provide the evaluated employee an opportunity to review the content of the evaluation. The evaluated employee shall have an opportunity to be heard as to the content of the evaluation and shall have the right to have his/her comments attached for inclusion in the personnel file and/or provided to the Governing Board for any purpose.
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	The procedures for employee evaluations are delineated in the applicable collective bargaining agreement or employee handbook.
20	
21	Also see BP/AP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, and BP/AP 2435 titled Evaluation of the Superintendent/President.
22	
Date Adopted: 12/9/08 Rev: GB 02/16/2010	
<i>(Replaces current Palomar Policy 173 and Procedure 173)</i>	

Appendix F-6. Website Content Topics Map.

HR Website				
Current Site: Personnel Information, Employment Opportunities, Benefits, Professional Growth, Forms, Handbooks, Policies, Salary Schedules, Job Descriptions, HR Staff Directory				
Employment	Current Employees	Handbooks/Agreements	Equity/Diversity	Benefits
HR Forms	Academic Personnel	Info on State Budget	Guidelines for Disability Related Accommodations	Benefits Administration
Employee Relations	Professional Development	Collective Bargaining Agreements	Forms	Workers' Comp
Recruitment Services	Staff Training Opportunities	Labor Laws	African-American	Health & Welfare
Job Descriptions	Salary Schedules & Ranges	Faculty Bargaining Agreement	Americans with Disabilities	Employee Assistance
Employment Opportunities	HR Staff	Tentative Agreements	Asian American	Retirement
Application Packets	Training & Development	Classified Bargaining Agreements	Blind and Low Vision	Open Enrollment
Contracts	Classification & Compensation	Benefits/Policies/ Handbooks	Deaf and Hard of Hearing	Wellness
Staffing Requisition	Compensation Schedules	Classified Employee Handbook	Elder Care & Seniors	Medical
Minimum Qualifications	HR Board Deadline Dates	Full-Time & Adjunct Faculty Handbook	General Disabilities	Prescription Drugs
Foreign Transcript Evaluation Services	District Training	CCC Registry	Hispanic/Latino/Chicano	Dental
Labor Relations	For Staff & Faculty Only	Union Contracts	Lesbian/Gay/ Bisexual	Vision
Organizational Chart	Career Incentive	Union Agreements	Mobility/Physical Disabilities	Group Term Life Insurance
Program Review	Classification Review	Whistleblower Protection	Native American/ Indigenous	Flexible Spending Accounts
Telephone Job Hotline	Hiring Committee Training		Women's Issues	Supplemental Term Life Insurance
Community Education	Leave of Absence		Equal Opportunity Employer	District Benefit Package

HRS PROGRAM REVIEW PLAN 2010-2011

HR Website				
Employment	Current Employees	Handbooks/Agreements	Equity/Diversity	Benefits
Current Job Openings	Risk Management		EEOAC	Faculty CalPERS Medical Enrollment Info
Minimum Qualifications for Faculty & Administrators in CA Community Colleges	Workforce Planning		Employment Selection Procedures	Annual Policy Notification
Tobacco Free	Online Training		Minutes of Meetings	Health Plan Links
Campus evacuation maps	Sponsored Programs		Diversity Committee	Paid Time Off
Applicant Login	Publications		Mission Statement	Flexible Benefit Plans
HR Publications	Employee Counseling		Diversity Training	Leave of Absence
Foreign Degree Holders	Employee Motivation		Diversity Vision Statement	
Faculty Equivalency Supplement			Harassment & Discrimination Information	
College Jobs Registry			Harassment & Discrimination Policies, Forms & Procedures	
E-Verify			Disability & Support Services	
New Employee Orientation			Diversity Events & Celebrations	
HR Gateway			Diversity Action Council	
Furlough Information			Diversity Awareness, Pluralism and Inclusion	
Prospective Employee Info			Safe Zones	
Calendar			Diversity Scholars	
Send a Support Request			Facts & Figures	
H1N1 Information			Statement from the Pres.	
			Conversations on Diversity	
			Demographics	
			University Programs	
			Recognition & Research	
			Student Clubs & Organizations	
			Community Resources	
			Faculty Resources	
			Regional/National Resources	
			How to use and Interpret U.S. Census Data	
			Strategic Plan	
			Safe Space	

Appendix F-7. Webpage Draft Designs.



PALOMAR COLLEGE
Learning for Success

Human Resources Services

[Palomar College eServices](#) | [Blackboard](#) | [Directory](#) | [Contact](#) | [Safety](#)

Quick Links: [Go](#)

[Students](#) | [Faculty](#) | [Community](#) | [Employment](#) | [Alumni & Donors](#) | [Doing Business with Palomar](#)

Welcome to the Human Resources Services Homepage



Human Resources Services is located in the Administrative Services building.
1140 West Mission Road
San Marcos, CA 92069
Room A-1
[See Campus Map](#)

Applicant Resources Short description About Applicant Resources Goes Here

Benefits Short description About Benefits Goes Here

Equity & Diversity Short description About Equity & Diversity Goes Here

Forms & Handbooks Short description About Forms & Handbooks Goes Here

FAQs Short description About Frequently Asked Questions Goes Here

[EEO Advisory Committee seeks Community Members](#)

[District Holiday Schedule](#)

[Bilingual Interpreters List \(updated 7/6/2010\)](#)

[2009-11 PFF/District Agreement](#)

[Bilingual Interpreters List](#)

Contact Us:


Monday - Thursday 7:30 am - 5:00 pm
Friday 7:30 am - 4:30 pm

1140 W. Mission Road, Bldg. A
San Marcos, CA 92069
[Staff Directory](#)

Important News, Deadlines & Events

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Palomar College is an Equal Opportunity Employer and an educational leader committed to quality learning.



PALOMAR COLLEGE
Learning for Success

Welcome Mabuhay

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Getting Started at Palomar

[Apply for Admission](#)

[Class Schedule](#)

[Register for Classes](#)

[Academic Calendar](#)

[College Catalog](#)

[Financial Aid/Scholarships](#)

[General Information about Palomar College](#)

[Class Schedule](#)

Summer 2010

Summer 2010 offers multiple classes between June and August. Registration has begun.

[View Class Schedule](#) | [Register](#)

Fall 2010

Fall 2010 full semester classes will begin August 23. Registration begins July 6.

[View Class Schedule](#) | [Register](#)

WELCOME TO HUMAN RESOURCE SERVICES- Providing superior service for success.

Human Resource Services is dedicated to provide the superior support and services required for the success of our diverse campus community, our most valuable asset.

APPLICANT RESOURCES

EMPLOYEE RESOURCES

FAQs

BENEFITS

EQUITY AND DIVERSITY

FORMS & HANDBOOKS

Important Deadlines and Events:

- Online training for discrimination and harassment
- Applications are being accepted for:
- Deadlines for benefits changes:

Contact us:

Our hours are Monday-Thursday 7:30am-5:00pm and Friday 7:30am-4:30pm.
1140 W. Mission Rd., Bldg. A
San Marcos, CA 92069
760-744-1150 ext. 2609.
(LINK TO HR STAFF LIST)

Palomar Community College District 1140 West Mission Road, San Marcos, CA 92069-1487 Telephone: 1 760 744-1150

Appendix G-2. File Room Inventory (File Map).