

## Palomar College-Institutional Review and Planning Human Resource Services Programs

### Purpose of Institutional Review/Program Review and Planning

Human Resource Services (HRS) assesses progress toward achieving goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. ~~This evaluation~~ Such assessments and resultant decisions are grounded in data collected through ~~uses upon~~ a mixed-methods approach. ~~both quantitative and qualitative data.~~

- I. HRS mission and purpose. HRS supports students' learning for success and student learning outcomes with the following functions:
  - Recruiting ~~the most~~ a highly qualified and diverse faculty and staff;
  - Supporting the retention of staff with thorough fair and equitable employment support and HRS operational activities;
  - Maintaining up-to-date, confidential personnel records that accurately reflect the work history, assignments, and pay of all employees;
  - Providing a high level of quality, consistent customer services to all applicants, employees, and the public;
  - Providing information ~~necessary~~ for employees to make informed life decisions;
  - Seeking new and innovative solutions to employee problems, challenges and issues;
  - Achieving a highly productive, qualified, and motivated HRS staff.
- A. *Data: To complete the HRS program review, qualitative and quantitative data ~~was~~ were collected. HRS collected data from external sources, the internal Palomar College Institutional Effectiveness Survey, and Palomar College applicant and hiring statistics. HRS also collected quantitative and qualitative data from the Palomar College Facilities Master Plan 2022, the California Community Colleges Chancellor's Office regarding the Model Equal Employment Opportunity Plan, and observations of Palomar College.*

1. External comparison of HRS staffing to HR staffing in cohort of 15 largest single college districts

NOTE: The data in Table 1 is not final. The data was obtained from the Chancellors Office Data Mart, and requires validation for the FTES and employee count information. The HR Staff information was obtained by interview with representatives of the co-hort colleges, and adjusted for differences in the scope of work assigned to each college's Human Resources organization. Further revision will be required once this table is researched and data potentially adjusted.

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COLLEGE	FTES 04-05	FTES 05-06	FTES 06-07	HR STAFF	EE/HR	FTES/HR	FACULTY	FTES/FAC.	CLASS.	FTES/CLASS.	ADMIN.	FTES/ADMIN.
Cabrillo	10,811	10,267	10,302	10	89	1030	66%	17	30%	39	4%	303
Canyons	9,167	10,428	11,299	14	59	807	70%	19	22%	62	8%	179
Cerritos	18,338	19,135	18,710	7	166	2673	68%	24	28%	58	4%	367
Chaffey	14,047	13,645	13,784	12	96	1149	71%	17	25%	48	4%	287
El Camino	16,233	15,322	15,619	10	138	1562	68%	17	28%	41	4%	269
Glendale	14,197	14,497	14,482	9	126	1609	67%	19	27%	51	6%	216
Long Beach	15,472	15,753	15,817	18	86	879	66%	16	31%	33	3%	323
Mt. San Antonio	26,930	27,469	30,087	18	101	1671	67%	25	29%	56	4%	478
Pasadena	23,125	23,107	23,258	10	152	2326	73%	21	24%	64	3%	506
Rio Hondo	13,569	14,307	14,419	10	81	1442	62%	29	34%	53	4%	424
San Joaquin	14,852	15,114	15,661	14	84	1119	54%	25	43%	31	3%	489
Santa Barbara	12,873	13,144	16,041	11	118	1458	71%	17	24%	51	5%	255
Sonoma	19,272	20,567	20,863	12	150	1739	73%	16	25%	47	2%	509
Southwestern	14,112	13,636	15,343	12	110	1279	72%	16	24%	49	4%	260
Averages	15928	16171	16835	12	111	1482	68%	20	28%	49	4%	348
Palomar	21,180	20,223	20,627	12	141	1719	70%	16	27%	45	3%	448

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2. Palomar College Institutional Effectiveness Survey – Human Resource Services Tables

**Table 9. Human Resources Effectiveness**

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Palomar's Human Resource Services department provides accurate information.	480	4.6%	8.1%	16.9%	54.6%	15.8%
Palomar's Human Resource Services provides information in a timely manner.	478	4.2%	7.7%	19.0%	52.1%	16.9%
Employment Services, the recruiting portion of Human Resources, acts to fill positions quickly and efficiently.	429	5.4%	15.6%	23.3%	41.3%	14.5%
Palomar provides adequate staff training and development programs for staff and faculty.	492	7.1%	17.9%	18.3%	43.7%	13.0%

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**Table 10a. "Palomar's HR Services provides information in a timely manner" by Length of Employment**

	Length of Employment			
	Less than 1 Year (N=29)	1 Year to Less than 5 Years (N=93)	5 Years to Less than 10 Years (N=128)	10 Years or More (N=228)
Strongly Disagree	0.0%	0.0%	7.8%	4.4%
Disagree	0.0%	6.5%	5.5%	10.5%
Neither Agree nor Disagree	3.4%	11.8%	21.1%	22.8%
Agree	69.0%	57.0%	51.6%	48.2%
Strongly Agree	27.6%	24.7%	14.1%	14.0%

**Table 10b. "Palomar's HR Services provides information in a timely manner" by Employee Classification**

	Employee Classification				
	Full-time Faculty (N=112)	Part-time Faculty (N=105)	Classified Staff (N=193)	Confidential & Supervisory (N=26)	Administrator Classified or Educational (N=39)
Strongly Disagree	3.6%	1.0%	5.7%	11.5%	2.6%
Disagree	4.5%	2.9%	11.4%	15.4%	7.7%
Neither Agree nor Disagree	28.6%	17.1%	14.0%	23.1%	17.9%
Agree	44.6%	58.1%	55.4%	34.6%	51.3%
Strongly Agree	18.8%	21.0%	13.5%	15.4%	20.5%

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**Table 10c. "Palomar provides adequate staff training and development programs for faculty and staff" by Employee Classification**

	Employee Classification				
	Full-time Faculty (N=112)	Part-time Faculty (N=117)	Classified Staff (N=195)	Confidential & Supervisory (N=26)	Administrator Classified or Educational (N=39)
Strongly Disagree	2.7%	5.1%	8.2%	23.1%	10.3%
Disagree	14.3%	7.7%	23.6%	23.1%	28.2%
Neither Agree nor Disagree	17.0%	13.7%	21.0%	26.9%	15.4%
Agree	44.6%	54.7%	40.5%	23.1%	35.9%
Strongly Agree	21.4%	18.8%	6.7%	3.8%	10.3%

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**11. Human Resources Fairness**

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Human Resources policies and procedures are applied fairly and consistently to all employees.	416	9.9%	15.6%	20.7%	42.1%	11.8%
Students, employees, and job applicants are treated equally and respectfully regardless of their background (e.g., ethnicity, gender, age, disability).	433	3.0%	4.8%	15.9%	49.4%	26.8%
for and understanding of diversity in its programs and services.	466	1.5%	3.2%	15.2%	57.9%	22.1%

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3. Palomar College applicant and hiring statistics

**Full-Time Faculty Applicants, Interviewees, and Hires, 2005-06 through 2007-08**

Year	Total # of Positions/Hires	Total # of Applicants	# Minority Applicants	% Minority Applicants	Total # of Interviewees	# of Minority Interviewees	% Minority Interviewees	# Minority Hires	% Minority Hires
2005-06	18	679	220	32.4%	134	51	38.1%	7	38.9%
2006-07	8	315	64	20.3%	68	7	10.3%	2	25.0%
2007-08	12	288	76	26.4%	70	19	27.1%	3	25.0%

**Part-Time Faculty Hires, 2005-06 through 2007-08\***

Year	Total # of Positions/Hires	Minority Hires	% Minority Hires
2005-06	153	27	17.6%
2006-07	208	44	21.2%
2007-08	225	57	25.3%

*\* Note: No data available for applicants and interviewees*

**Administrative Applicants, Interviewees, and Hires, 2005-06 through 2007-08**

Year	Total # of Positions/Hires	Total # of Applicants	# Minority Applicants	% Minority Applicants	Total # of Interviewees	# of Minority Interviewees	% Minority Interviewees	# Minority Hires	% Minority Hires
2005-06	4	39	14	35.9%	30	10	33.3%	2	50.0%
2006-07	2	70	18	25.7%	13	2	15.4%	0	0.0%
2007-08	6	93	19	20.4%	48	6	12.5%	0	0.0%

**Classified Applicants, Interviewees, and Hires, 2005-06 through 2007-08**

Year	Total # of Positions/Hires	Total # of Applicants	# Minority Applicants	% Minority Applicants	Total # of Interviewees	# of Minority Interviewees	% Minority Interviewees	# Minority Hires	% Minority Hires
2005-06	52	693	356	51.4%	251	136	54.2%	32	61.5%
2006-07	45	835	332	39.8%	254	100	39.4%	19	42.2%
2007-08	58	1274	596	46.8%	324	144	44.4%	26	44.8%

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4. Facilities Master Plan 2002: Palomar College projects significant growth in the next 15 years. The Facilities Master Plan 2022 anticipates that the total college enrollment will grow from the current 33,000 students to approximately 50,000 students in 15 years. To accommodate this growth, the voters passed Proposition M in 2006. This measure funds a virtually complete rebuilding of the San Marcos campus, significant remodeling at the Escondido center, and the development of two new educational centers: one in the northern portion of the District's territory, and one in the southern portion over the next 15 years. This projected growth will require HRS to staff the growth at the San Marcos campus, ~~with~~ and initial staffing at the two new educational centers within the next 5 years. The Fallbrook (northern) educational center should open to students in the fall 2011, and there is no projected date for opening the southern center at this time.
  
5. HRS has incurred additional assignments in several key areas:
  - a) Equal Employment Opportunity: Consistent with the requirements of California Code of Regulations (CCR) title 5 § 53003(a), the California Community Colleges Chancellor's Office has required a new Equal Employment Opportunity Plan from all community colleges. Both the ~~compilation~~ design of the initial plan and its ongoing plan-administration will require detailed and ongoing continuous data collection and analysis not required by previous plans;
  - b) Negotiations Support: Palomar has recently finished negotiating its second contract with full and part-time faculty. ~~The District~~ negotiates annually with permanent classified staff, and conducts meet and confer meetings with unrepresented employees. The negotiations process has become increasingly complex, and there are few resources devoted to contract research and/or development of District negotiating positions and strategies.
  - c) Development of Board Policies and Procedures, and HRS Internal Procedures: The College is currently engaged in drafting, revising, and implementing new governing board policies and procedures following in conjunction with the Community College League of California's standards and local requirements. In addition, HRS does not systematically maintain internal policies and procedures. HRS must quantify specify its methods and practices of establishing and maintaining internal procedures in order to develop and lacks uniformity in internal procedures' content and quality.
  
6. HRS staff is new at their assignments and have not been cross-trained in other assignments in HRS.
  
7. All personnel records, including both active and closed personnel files, are permanent records of the District. There currently is no backup for these records; only original hard copy records exist. The storage for permanent records is not environmentally controlled. In the event of a catastrophic disaster such as earthquake, fire, or flood that might destroy or damage



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the records, the District could not recreate the records, which are required both for current operations and for actions such as lawsuits, research, and/or requests for data from other public or educational institutions.

### B. *Analysis and Reflection*

1. External Data – HRS 15 college cohort comparison: While Palomar HRS has **approximately** the same number of employees as the **cohort's** average of the cohort, it serves a **notably** significantly higher than average **number** of customers **when measured either in terms of FTES to HRS ratio or college employee (EE) to HRS ratio.** ~~in both FTES per HRS employee and college employees per HRS employee.~~ Palomar HRS serves 141 full-time equivalent employees (FTEF) per HR employee, while the average for the cohort is 111 FTEF per HR employee. Palomar HRS also serves more full-time equivalent **students** (FTES) than the cohort average, serving 1719 FTES per HRS employee compared to 1482 FTES per HR employee for the cohort. Palomar HRS has the fourth highest ratios of both FTE: HRS employee and FTES: HRS employee in the cohort, exceeded only by Sonoma, Pasadena, and Cerritos Community College Districts.

While there is no existing measure of optimal productivity in community college HR groups today, the data indicate that HRS is more productive and efficient than many of the cohort HR organizations. While this is positive for HRS, the observations of administration and staff is that HRS is about as “lean and mean” as it can be, and further significant workload would be beyond the **present** capability of HRS. Further workload without additional staff would result in a reduction of service to employees and students that would be unacceptable to the **District college.**

When measured against employee totals, Palomar has a slightly **higher** number of percentage of total faculty as compared to the cohort (**70% and 68%, respectively**) ~~as a percentage of total Palomar employees (70%) than the cohort (68%) does does,~~ and about the same percentage of classified employees ~~as a percentage of total employees~~ (27% and 28% for Palomar and the cohort, **respectively**). **The average class size is approximately 10% larger for the cohort (49 FTES average) than at Palomar (45% average).**

The comparability in ratios of faculty to total employees and classified to total employees would **suggest indicate** that Palomar is staffed proportionately similar to the college cohort. Palomar has not analyzed the average 10% larger class size at the cohort, but it may indicate somewhat lower course caps at Palomar than at the cohort colleges.

The percentage of total staff representing administrators at Palomar (**3%**) is lower than at the average of the cohort group (4%). Only one community college district (Sonoma) has a lower average of administrators, while 10 districts have a higher number of administrators as a percentage of total staff. Palomar's number of FTES per administrator (448) is **considerably** significantly higher than the cohort average (348), and is the fifth highest ratio in the cohort.

The 25% smaller administrator to total staff ratio at Palomar is difficult to compare to the cohort without further data and analysis. ~~Qualitatively~~ the college has a very broad span of control for its deans compared to other cohort colleges, and does not have the

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associate or assistant dean level of administrator levels present at some of the other cohort colleges, while some other cohort colleges do. Other key roles in administration may be lacking at Palomar.

### 2. Palomar College Institutional Effectiveness Survey – Human Resource Services Data

Palomar surveyed four key customer service issues areas in the recent college institutional effectiveness survey: **LIST OUT**. Overall, moderate to high-level respondent satisfaction with HRS service is evidenced in the 70.4% positive score for combined “agree” and “strongly agree” responses aggregated across all surveyed areas. HRS demonstrated positive results when the scores for “agree” and “strongly agree” are combined the positive score was constituted 70.4% of responses indicating moderate-to-high level satisfaction with HRS service. In “provides information in a timely manner”, the positive score was 69%. In “acts to fill positions quickly and efficiently,” the positive score was 55.8%. Moreover, in “provides adequate staff training and development programs for staff and faculty,” the positive score was 56.7%.

Also notable were the relatively low negative scores when calculated as an aggregate of “strongly disagree” and “disagree” responses. The negative score for “provides accurate information” was 12.7%; the negative score for “provides information in a timely manner” was 11.9%; the negative score for “acts to fill positions quickly and efficiently” was 21%, and the negative score for “provides adequate staff training and development programs for staff and faculty” was 25%.

The neutral scores (“neither agree nor disagree”) for “provides accurate information” was 16.9%; the neutral score for “provides information in a timely manner” was 19%; the neutral score for “acts to fill positions quickly and efficiently” was 23.3%; and the neutral score for “provides adequate staff training and development programs for staff and faculty” was 18.3%.

For the question regarding HRS’s providing information in a timely manner, responses demonstrated an inverse relationship between positive scores and length of service, with a higher proportion of positive scores for those with shorter service periods. Neutral responses exhibited a positive relationship with length of service. Those who neither agreed nor disagreed with the statement grow in number as service grew. In addition, there was a substantial significant increase in negative scores from respondents with for service of 5 or more years of service. When analyzing the responses on this same item by employment classification, relative consistency in a moderately high-rate of positive scores is evident for most groups: full-time faculty (63.4%), part-time faculty (79.1%), classified staff (68.9%), and administration (71.8%). Positive responses were lowest in the confidential and supervisory group (50%).

For the statement “provides adequate staff training and development programs for faculty and staff”, positive results were highest for the full and part-time faculty (66% and 73.5%, respectively) and lowest for confidential and supervisory employees (26.9%).

For the question For the items regarding “human resource fairness”, results were positive in all three aspects: fair policy and consistent policy application (53.9%), equal and respectful treatment of students, employees, and job applicants (76.2%), and understanding of diversity in programs and services (80%). The largest negative score rating was for fair policy and consistent policy application (25.5%), with low negative ratings scores for equal and respectful treatment of students, employees, and job applicants (7.8%), and understanding of diversity in programs and services (4.7%).

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3. One of the outcomes of the accreditation self-study in 2002 was the recommendation that Palomar College restructure its hiring practices to ensure a more diverse workforce within the District, and in particular, more diverse faculty. The hiring data for the 2005-08 institutional review cycle indicates that Palomar is making strides towards meeting the accreditation visiting team's recommendation. In each year of this past review cycle, the percentage of minority hires has been higher than those of the years prior to 2002 self-study, with the exception of executive and administrative positions. Notably, in 2005-06, 38.9% of faculty hired and 61.5% of classified employee hires were of minority ethnic backgrounds – the highest percentages since the 2002 accreditation visit and in the last ten years. The percentage of minority candidates who received interviews has also increased. These gains are mainly a result of more extensive advertising on Internet-based employment websites, highlighting the District's commitment to diversity and equal employment opportunity on position announcements and, for faculty positions, recruiting earlier in the hiring season when a greater number of qualified and diverse candidates are actively seeking academic employment.

Conversely, the percentage of minority candidates who applied, interviewed, and were hired for executive and administrative positions decreased in 2006-07 and 2007-08 to 0.0%. In prior years, with the exception of 2004-05, a larger percentage of diverse candidates applied, interviewed, and were hired. HRS will need to identify additional methods for recruiting minority candidates for executive and administrative positions to ensure greater diversity in the District's leadership team.

While Palomar is making progress toward a diverse work force, there are opportunities for improvement in recruiting methods and practices. HRS has begun to modify its recruiting materials and website to reflect the Palomar culture and more effectively advertise its ~~attraction~~ ~~appeal?~~ ~~attractiveness?~~ as a major educational institution in San Diego County. Funding for web development, though, is nonexistent in the 2008-09 budgets. Investment in a major rework of the employment web presence is central to effectively establishing the Palomar "brand" and attracting a continually diverse work force. ~~The projected increase in workload demands will be met with a need for more highly trained and capable HRS employees, which will only heighten the importance of cross-training and skills development. As workload demands increase, the need for more highly trained and capable HRS employees will also increase, focusing our needs for cross training and skills development.~~

4. HRS ~~lacks~~ is insufficiently staffed in its Employment Services division to hire at an accelerated rate. The division has one employment supervisor, one employment technician, and one senior office specialist II. This staff currently hires all permanent faculty, classified staff, CAST employees, and administrators. ~~A significant~~ ~~The projected~~ increase in hiring ~~that would be~~ required to staff and maintain staffing for growth and two new educational centers would require more employment technicians. At least one new technician would be required for growth, and one new technician for each ~~of the~~ new educational centers. One additional clerical position may also be required. Additional staff will also be required to provide ongoing HRS support for additional faculty, staff and administrators hired for growth and ~~the~~ new educational centers. Current HRS staffing levels simply will not support significant additional workload.

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5. The new assignments in equal employment opportunity, negotiations support, and policy/procedure development require specific, highly-skilled administrative resources. The position of HR Analyst has been established, but filled on a temporary basis. HRS must fill this position permanently to provide the resources required to address these new workload factors.
6. HRS must establish a cross-training schedule to increase HRS staff flexibility. Cross-training can also serve as the basis for temporarily meeting increased **and variable** workloads, and for reallocating work as demands increase from growth and the new educational centers.
7. HRS must back-up personal records. Hard copy back-up is impractical and insufficient. ~~not practical~~. HRS must implement digital record back-ups. HRS should embark upon a program of digital back up of key personnel records and provide for both on and off-site storage of backup records to address disaster recovery needs.

II. HRS Plan

A. *Plan and progress*

PLAN 2008-2011	PROGRESS 2008-09	PROGRESS 2009-2010	PROGRESS 2010-2011
<p>Recruitment and hiring</p> <ul style="list-style-type: none"> <li>• Revise all aspects of position advertising and communications to <del>enhance</del> <b>promote</b> attraction of a highly qualified, diverse work force</li> <li>• Enhance skill sets of recruitment staff</li> </ul>	<ul style="list-style-type: none"> <li>• Redesigned and streamlined position announcements drafted for full-time faculty positions.</li> <li>• Planning council discussion underway for “branding” Palomar culture in recruitment materials and web information.</li> <li>• Staff skill sets reviewed.</li> </ul>		
<p>Staffing new educational centers</p> <ul style="list-style-type: none"> <li>• Identify staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Timing for new centers identified</li> </ul>	•	•

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PLAN 2008-2011	PROGRESS 2008-09	PROGRESS 2009-2010	PROGRESS 2010-2011
<p>requirements for new centers</p> <ul style="list-style-type: none"> <li>• Identify staffing requirements for existing San Marcos campus and Escondido educational center</li> <li>• Compare HRS recruitment staffing levels and capabilities to projected need of college</li> <li>• Identify resources <del>needed</del> <b>required</b> to meet projected college needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversations with Instruction, Student Services, and Administrative Services initiated to project initial campus center staffing levels and timing.</li> <li>• Current HRS staffing levels and cohort comparison identified.</li> </ul>		
<p>Meeting service requirements</p> <ul style="list-style-type: none"> <li>• Identify all HRS functions, products, and services</li> <li>• Design means of measuring performance in delivery of products and services</li> <li>• Measure performance and monitor results</li> <li>• Use performance measurement results to refine product and service</li> </ul>	<ul style="list-style-type: none"> <li>• All HRS functions, products and services identified in all-hands offsite meeting.</li> <li>• HRS staffing has drafted point of service surveys for performance measurement.</li> <li>• Ongoing program review discussions held in HRS as part of each monthly staff meeting.</li> <li>• Additional staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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PLAN 2008-2011	PROGRESS 2008-09	PROGRESS 2009-2010	PROGRESS 2010-2011
delivery	focused on program review initiated.		
<p>Dealing with increased program complexity</p> <ul style="list-style-type: none"> <li>• Identify aspects of increased program complexity</li> <li>• Design plan to address aspects of increased complexity</li> <li>• Secure resources as necessary with requisite capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Program complexity areas of concern have been identified as EEO Plan applicant availability data; electronic personnel file record keeping, electronic applicant flow, multi-site HRS staff support, development of HR generalist staff capability via additional cross training and establishment of new positions to address multi-site faculty and staff; other complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Improving processes and procedures</p> <ul style="list-style-type: none"> <li>• Create process flow for existing processes and procedures</li> <li>• Identify future needs taking increased complexity, workload, into account</li> </ul>	<ul style="list-style-type: none"> <li>• HRS should document existing process flows 2008-09 as part of electronic document record system.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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PLAN 2008-2011	PROGRESS 2008-09	PROGRESS 2009-2010	PROGRESS 2010-2011
<ul style="list-style-type: none"> <li>• Determine gaps between existing processes/procedures and those required for the future.</li> <li>• Redesign processes to address gaps.</li> </ul>			

*B. Resources Needed*

PLAN	RESOURCES REQUIRED
Recruitment and hiring	Additional employment technician staff positions; electronic applicant flow system software, programming, web resources, and technical support
Staffing new educational centers	Additional employment technician staff positions; electronic applicant flow system software, programming, web resources, and technical support
Meeting service requirements	<p>Process flow documentation assistance, process re-engineering assistance, resources for forms changes, programming and analysis for PeopleSoft modifications, <b>purchase of Hershey document management system</b>, document management training, analysis of personnel documents and imaging indexing and access requirements.</p> <p>Additional staff to meet needs in employee benefits, workers compensation, personnel record management, recruiting, analysis, and</p>

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PLAN	RESOURCES REQUIRED
	administrative support.
Dealing with increased program complexity	Additional professional HRS resources (HR Analyst position), support from Institutional Planning and Research for obtaining relevant applicant availability data, support from Chancellor's <b>System Office</b> on re-interpretation of <b>CCR title 5</b> to address regional challenges of each community college <b>via valid and reliable methods</b> .
Improving processes and procedures	<p>Expert resources to flow chart existing processes, identify new requirements, identify gaps between existing and new processes, and design process changes to fill gaps. Additional staffing needed to write and maintain <b>internal</b> policies and procedures.</p> <p>Current functions, roles and responsibilities have been identified as follows:</p> <ul style="list-style-type: none"> <li>a. Recruitment for all faculty and classified positions</li> <li>b. Employee Benefits</li> <li>c. Workers Compensation</li> <li>d. Employee Relations</li> <li>e. Personnel Record Administration</li> <li>f. Contract Negotiation and Administration</li> <li>g. Employee Recognition Programs</li> <li>h. Human Resource Policies and Procedures</li> <li>i. PeopleSoft HR Data Administration</li> </ul>

*C. Barriers and challenges*

Barriers and Challenges	Linkage to College Strategic Plan
Tight HRS staffing, need for employees, new skill sets, and cross training	
Tight and declining budgets	



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Increasing reliance on expensive technology, need for technology investment	
Growth and new/remodeled facilities increasing workload for HRS staff	

III. Accomplishments from previous planning cycle

During the past **two** years, HRS has completed work to address the significant recommendations from the previous accreditation visit – the formal evaluation of each college employee on a regular basis. With the adoption of the agreement between the District and the Palomar Faculty Federation (PFF), every faculty member, full-time and part-time, has a defined evaluation period and content that is administered by the Tenure Evaluation Review Board (TERB) and included in the agreement (Article 17). Completed evaluations are included in the faculty member’s personnel file in HRS. HRS has participated in negotiating an appeal process for evaluations that further enhances the process.

HRS has also designed and implemented a process for monitoring and following up on evaluations for classified employees, administrators, confidential employees, managers, and supervisors. HRS notifies ~~supervision~~ **supervisors** of evaluation schedules and monitors completion of the evaluation. HRS regularly informs higher management levels on the status of evaluations and works with them to ensure that overdue evaluations are completed.

IV. Accomplishments in current planning cycle

HRS Plan	Linkage to College Strategic Plan
<p>Human Resource Services (HRS) has formalized a two-year planning cycle in which the organization plans, implements plans, monitors performance, and reviews planning /performance data for development of updating/improving planning. The entire HRS staff participates in all phases of the planning cycle. Within HRS, a significant portion of each staff meeting is devoted to developing plans, identifying means to measure progress, and evaluating data feedback.</p> <p>The HRS Planning Council (HRSPC) also spends a portion of many of its meetings throughout the year discussing the HRS plan and progress <b>on</b> the plan. Noteworthy discussion topics during 2007-2008 included the HRS three-year staffing plan, development of more applicant-friendly job postings, revising the District’s Equal Employment Opportunity Plan, recruiting advertisement strategies, and the recommendations of committees who report to HRSPC. These include the Staff Development and Training Committee’s recommendation for a grant process, and the</p>	

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<p>EEO Advisory Committee's work on the annual diversity public event.</p> <p>HRS has initiated a process of identifying <b>its future</b> resource/staffing needs and tying the resource requirements to known and/or anticipated college planning processes. In 2007 and again in 2008, HRS presented a five-year staffing plan to HRSPC. The staffing plan incorporated known resource needs such as employee relations, classification, and negotiation, as well as anticipated needs from the implementation and subsequent administration of an expanded EEO plan, and future demands for recruitment support to staff the North Educational Center in Fallbrook, and a South Education Center at a location to be determined in the southern portion of the Palomar service area. The plan also incorporates student growth and new program requirements as they become known.</p> <p>HRS will be the council responsible for initiating and coordinating a new process for identifying the long-term planning needs for <b>District staffing</b>.</p>	
<p>HRS has begun cross-training of employees with assignments in employee benefits, workers' compensation, and (employee) <b>employment?</b> services. HRS has identified new staffing needs and skill sets to support critical needs. HRS is staffing some essential activities with a temporary employee. HRS is deferring other functions temporarily pending staffing decisions.</p> <p>HRS has identified technology needs for providing backup for critical employee records. The college has executed a contract with Hershey Systems for a digital record keeping system, leveraging the capabilities of an existing vendor. Hershey has designed the initial data structure for conversion and scanning of HRS data. HRS has purchased a high-speed scanner for document conversation. The HRS Functional Data Specialist <b>has already been</b> trained at Hershey.</p>	

1. Are there other resources that you need (including data) to complete your discipline review and planning?

System-wide applicant availability data from the Chancellor's office would be extremely desirable in finalizing and implementing the **District's**

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(college's) new Equal **Employment** Opportunity plan, and in monitoring the college's progress in employing a diverse faculty and staff. However, recent reports from the Chancellor's Office indicate that **valid and reliable applicant data are unavailable**, although CCR title 5 requires **their inclusion**. The college's chief human resource officer is working as part of the Association of Chief Human Resource Officers with the Chancellor's Office to review this issue and determine how title 5 can be re-written so that compliance is achievable with existing **available** data.

2. Other comments/recommendations

Please identify staff who participated in the development of this planning document:

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Date

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Vice President Review and Signature

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Date