

PALOMAR COMMUNITY COLLEGE DISTRICT

STAFFING MASTER PLAN 2018-23







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CHAPTER ONE

EXECUTIVE SUMMARY

Palomar College is a public two-year community college located in San Marcos, California, approximately 30 miles north of San Diego. The District enrolls approximately 30,000 full-time and part-time students per year. Residents of California are charged only \$46 per unit. At Palomar College, students may choose from over 200 associate's degree and certificate programs, complete the first two years of a bachelor's degree, or enjoy personal enrichment classes for lifelong learning.

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Palomar College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of

Schools and Colleges (ACCJC/WASC), an institutional accrediting body recognized by the Council of Higher Education Accreditation and the U.S. Department of Education. The ACCJC identifies the importance of staffing as it relates providing a well-functioning and efficient institution. As such, a staffing plan is one method that is recognized to address these needs. This is why the District embarked on the mission of instituting and implementing a staffing plan that could serve as a guidepost to meet its needs. It not only is designed to provide current staffing data but also longitudinal information based on trends and other relevant data that can help the District plan and prepare for future staffing needs.

The generalized findings from the Plan, based on research drawn from data, indicate the District needs to plan and prepare for significant staffing losses that could comprise close to half the District staff, faculty and administration within the next five (5) years. Currently, over 65% of all employees are over the age of 45. While the District currently enjoys the benefit of the experience and history of veteran employees, the departure of employees who become retirement-eligible could significantly deplete the District of this valuable and reliable asset over the next few years.





Although employees can leave the District for a host of reasons, the data demonstrated that more employees separate due to retirement. As new staff are hired, diversifying the workforce in accordance with the Equal Employment Opportunity Plan is a specific goal the District is working to improve. Although slight improvements have been made, there is a significant difference between the diversity of students in comparison to employees. While the District should not focus on reaching a quota, comparative analyses assist in recognizing the community it serves.

Hiring staff over time also requires analyses of current and long-term annual budget(s). The District is currently within a stability period in the midst of a new funding formula implemented by the state. During this period, the District has also recognized that deficit spending must be mitigated to balance revenues and expenditures. Therefore, as staffing is assessed, all factors should be accounted for, including departmental need and structure given the current dynamics within the institution. This includes the cost of hiring either part-time or full-time employees along with the benefit(s), statutory, and ongoing technology needs.

Overall, future planning should focus on succession planning that includes an assessment process to review current and future staffing needs, hiring a more diverse workforce, and working toward a balanced budget that includes all costs relative to staffing.

OVERVIEW OF THE PLAN

The Palomar Community College District's Staffing Master Plan 2018-23 ("Plan") is the District's second comprehensive Staffing Master Plan and one of the District's three master plans. Over the five-year planning cycle, the Plan will guide the District in determining a sufficient number of employees and identifying and prioritizing the District's specific staffing needs for classified, confidential, supervisory, and administrative positions in alignment with its vision, mission, and values. Full-time faculty positions will continue to be filled according to the established procedures discussed in detail in the Plan.

The Plan is the product of Human Resource Services (HRS) as assigned in Year 1 of the District's Strategic Plan 2013 Action Plan. Integrated with other major planning mechanisms, the District will utilize long- and short-term planning assumptions to drive its staffing projections. Through annual updates, the District will report on its progress toward achieving staffing optimization.

The Plan provides a broad overview of various factors that impact staffing including current procedures and processes. It also addresses recommendations to mitigate and address staffing needs but it does not provide exact solutions to address future staffing. Every department has unique and varying needs when it comes to providing sufficient staff to accomplish the mission of the District. What every department should take away from the Plan is an awareness of implications that will impact staffing over time. Further, recommendations for planning and preparing for staff losses should be addressed well before employees separate from the District. Finally, the hiring of new staff should always demonstrate that the District is moving in a direction that exemplifies its commitment to diversity [1].

¹<https://www2.palomar.edu/pages/governingboard/files/2017/06/BP-7100-Commitment-to-Diversity-adopted-11-8-11.pdf>



CHAPTER TWO

PLAN METHODOLOGY

The initial concept of the Staffing Master Plan, originally developed for the 2010-16 Plan, is shown in Figure 1 below. The Plan assesses the District's minimum and optimum staffing levels through an analysis of a variety of planning influences and data. The District then uses the data derived through the Plan and a review of available fiscal resources to determine long- and short-range staffing projections, which are reviewed on an ongoing basis. The District monitors and evaluates the Plan annually to determine its effectiveness in identification and prioritization of staffing needs. The District updates the Plan accordingly to ensure its continued efficacy.

DISTRICT INTEGRATION AND STRATEGIC PLAN

The District is committed to its Mission, Vision, and Values and the defined goals under the Strategic Plan (SP) 2019. These goals distinguish the importance of staffing as it relates to strategic alignment and continuous institutional improvement. Specifically, the goals and objectives identified in the SP include the following:

- Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.
- Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the District's diverse student body and community.

- Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

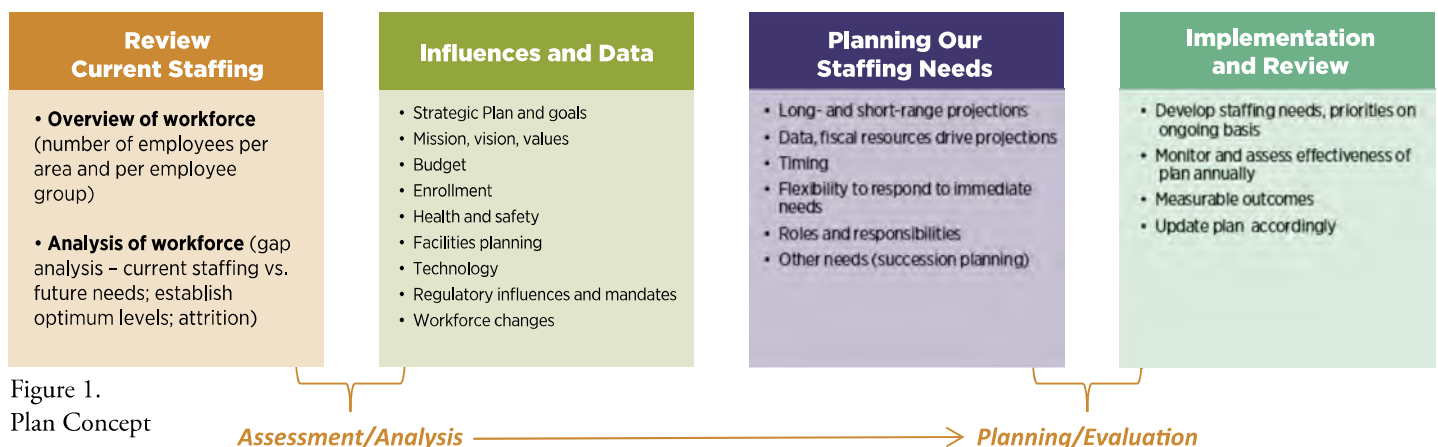
These articulated objectives define the importance of staffing for key positions but also the significance of continuous improvement in hiring, retention and diversity hiring efforts. Because professional development can support employee retention, ongoing trainings will subsequently be addressed.

ACCREDITATION REQUIREMENTS

Staffing planning is largely driven by accreditation standards developed by Palomar College's accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC). These standards require member institutions to fulfill the following requirements:

- Maintain a sufficient number of employees
- Align programs and services with the institution's mission
- Integrate program review, planning, and resource allocation
- Utilize institutional planning to address long- and short-term resource needs

In 2015, the ACCJC provided an External Evaluation Report in response to the District's 2015 Institutional Self Evaluation of Educational Quality & Institutional Effectiveness in Support of Reaffirmation of Accreditation. This report included a



recommendation related to determining sufficiency of staffing levels. Specifically, as stated under Recommendation #4, it required the District to "... develop a college wide [sic] process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes." The Plan will not only address this recommendation but provide additional factors that has and will impact staffing over time.

LINKS TO OTHER DISTRICT PLANS AND RESOURCE ALLOCATION

The Plan connects to the District's other broad plans through the District's Integrated Planning Model (IPM) and its Resource Allocation Model (RAM) to determine optimum staffing levels, prioritize and approve requested positions, and determine that staffing needs are aligned with available fiscal resources. These plans include:

- Master Plan 2022
- Technology Master Plan
- Departmental Program Review and Planning (PRP) documents

The IPM, above plans, and the RAM are posted on the District's website at:

<http://www.palomar.edu/strategicplanning>

The Plan is most directly linked to the District's Strategic Plan, which contains goals and objectives related to recruitment and hiring, and the Equal Employment Opportunity Plan, which defines and assesses practices for recruitment and hiring of individuals of diverse backgrounds. All three of these plans impact the District's overall staffing practices and decisions, as indicated in Figure 2.

FACULTY OBLIGATION NUMBER (FON)

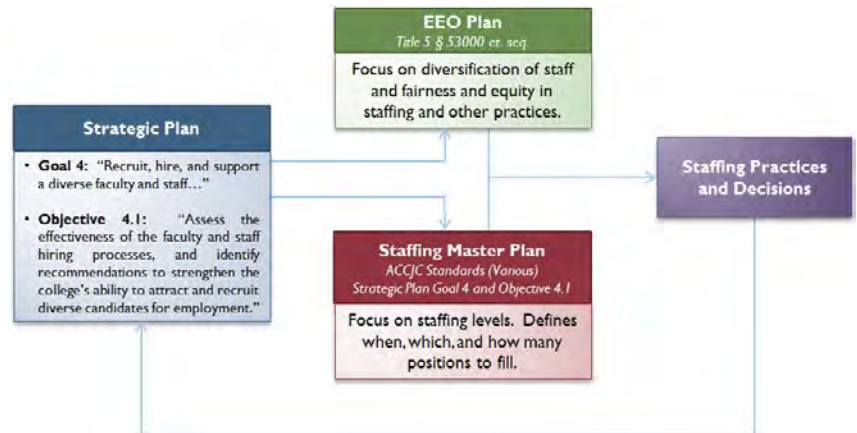
The Full-Time Faculty Obligation (FON) is the number of full-time faculty a district is required to employ to maintain compliance with Title 5 Section 51025. Originating from the passage of Assembly Bill 1725 in 1988, the bill established a goal of reaching 75 percent of instructional hours taught by full-time faculty. The baseline standard for full-time faculty levels was established in 1988-89. From this baseline, the compliance standard is proportionately increased with the growth of funded credit FTES.

Figure 3. Ten-Year Trend – Full-Time Ratio

Ten Year Trend: Palomar College Full-time Ratio									
Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
56.26	54.2	54.5	54.5	52.1	49.2	45.8	51.7	50.8	52.7

Figure 3 provides a ten-year history comparing the college's Full-time Equivalent Faculty (FTEF) attributable to full-time faculty with the Full-time Faculty Obligation Number (FON) established by the Chancellor's Office. The required FON fluctuates as it is calculated based on funded credit FTES. Over time, as a result of budget cuts and enrollment declines, both the FON and Actual FTEF have decreased.

Figure 2. Staffing Practices and Decisions



50% LAW

The Fifty Percent Law is a state compliance requirement stipulating that each fiscal year, each community college district is to spend 50 percent of the current expense of education for the payment of salaries and benefits of classroom instructors. Codified in Education Code Section 84362 and California Code of Regulations Section 59200, the intent of the requirement is to "limit class size and contain the relative growth of administrative and non-instructional costs."

Title 5 Section 59204 defines salaries of classroom instructors as "that portion of salaries paid for purposes of instruction of students by full-time and part-time instructors employed by a district and all salaries paid to classified district employees who are: (a) assigned the basic title of "Instructional Aide" or other appropriate title designated by the governing board that denotes that the employees' duties include instructional tasks, and (b) employed to assist instructors in the performance of their duties, in the supervision of students, and in the performance of instructional tasks."



CHAPTER THREE

WORKFORCE ANALYSIS

CURRENT STAFFING

The District's employee headcount in all employment categories for the past five (5) years (Figure 4) demonstrates a slight increase except in the category of educational administrators, which remained relatively flat. Full-time faculty has demonstrated a slight increase over the past five (5) years. Classified staff have steadily grown over the past five (5) years as well. Although classified administrators appear to have grown the most significantly, it was previously identified that during the 2014-15 year some positions were coded incorrectly. Subsequently, these positions were placed in the correct category of classified administration. Nonetheless, this classification has shown a slight increase in the past few years.

	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty (F/T)	252	249	251	275	273
Faculty (P/T)	860	900	881	811	765
Classified	352	335	371	376	387
Ed. Admin.	18	20	14	18	18
Class. Admin.	11	25	28	34	37
Total	1,493	1,529	1,545	1,514	1,480

Figure 4. Employee Headcount, 2013-14 through 2017-18.

ATTRITION

Attrition occurs for primarily two reasons: retirement and separations. Excluding the 2014-15 data wherein the District experienced a high number of retirees due to a Supplemental Retirement Plan (SRP), the District has demonstrated an annual attrition rate of approximately 8% across all permanent employee groups over the past five (5) years (Appendix I).

In review of attrition across distinct classifications, the range of variance based on any given year has not provided consistent trends to determine groups that may or may not be experiencing higher losses of employees (Figure 5). This data will require further analysis over time to discern if any reason(s) might exist for these separations from the District.

In Spring 2015, the District offered a SRP to eligible employees.

	2013-14	2014-15	2015-16	2016-17
Administrators	3.2%	37.5%	4.8%	13.5%
F/T Faculty	3.4%	11.7%	0.8%	3.3%
Prof. (NonFaculty)	26.9%	33.3%	12.5%	18.8%
Clerical/Secretarial	7.8%	31.6%	35.0%	15.9%
Technical/Paraprofessional	12.4%	37.2%	25.2%	23.8%
Skilled Crafts	4.5%	22.7%	23.8%	0.0%
Service/Maintenance	5.9%	29.1%	20.5%	12.5%

Figure 5. Attrition by Classification Type.

The SRP significantly impacted the District's attrition rate for 2014-15, which led to the retirement of 89 permanent employees across all employee groups. This percentage was significantly higher than previous years. As illustrated in Figure 6, the District experienced attrition at 12.36% that year from its permanent workforce.

2015 SRP Retirees and Percent Employees Retired per Employee Group

Employee Group	# Retirees	Total Employees (2014-15)	Percent SRP Retirees in Group
Faculty (Full-Time)	28	265	10.57%
Classified	45	382	11.78%
Confidential & Supervisory	2	25	8.00%
Administrators	14	48	29.17%
Total	89	720	12.36%

Figure 6. SRP Retirees.

Since the SRP, the District has recognized the importance of replacing vacant positions and planning for future staffing. Evaluating potential future attrition through possible retirements is critical. Based on state regulations under the California Public Employee Retirement System (CalPERS) and the California State Teachers Retirement System (CalSTRS) have identified retirement factors which include age and vested service time in each respective system. Because age is one significant indicator for possible retirement, the District has assessed the demography in this particular area for all employees (Figure 6b.).

	2013-14	2014-15	2015-16	2016-17	2017-18
Under 25	0.1%	0.3%	0.5%	0.3%	0.3%
25-29	3.4%	3.0%	4.3%	4.0%	3.5%
30-34	7.4%	7.3%	9.3%	7.9%	7.9%
35-39	10.4%	10.1%	11.3%	10.6%	10.3%
40-44	10.5%	10.7%	12.2%	11.5%	12.8%
45-54	25.6%	25.4%	25.1%	25.4%	24.9%
55-64	28.7%	29.3%	26.1%	28.4%	28.4%
65 & Over	13.7%	13.9%	11.3%	12.0%	11.9%

Figure 6b. Age Demographics

The above data indicates a high number of employees that have reached the minimum age of retirement, which can start at 50 for employees who entered the retirement system prior to the 2013 California Public Employees' Pension Reform Act (PEPRA). The Act instituted new varying age limits for retirement. Age is but one factor, however, toward meeting retirement as years of service is another significant element.

For this reason, the District reviewed data that met retirement systems parameters for retirement. This data assessed employees who are currently eligible for retirement today (Figure 7). As represented in the chart, 30% of all permanent District employees (specifically, 219 out of 520) are eligible for retirement.

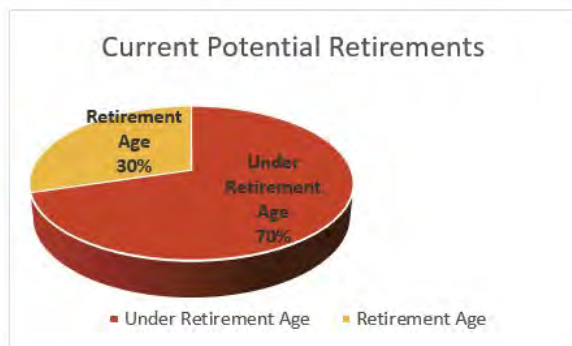


Figure 7. Potential retirements

In addition to current potential retirements, employees who will be eligible for retirement within the next five (5) years is another factor that the District needs to consider when planning and preparing for its future staffing needs (Figure 8). As identified in Figures 7 and 8, the District will see a significant shift from 30% of its employees eligible for retirement in 2017-18 to more than 47% over the next five (5) years.

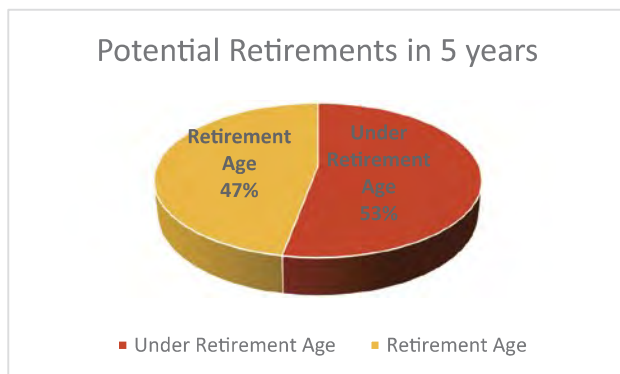


Figure 8. Retirements in 5 years

There are also employees who separate from the District for a variety of reasons other than retirement, which is also significant data to capture (Figure 9)

	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty (F/T)	2	2	1	5	5
Supervisory	1	0	1	1	5
Classified	12	18	12	13	20
Administration	0	2	2	2	3
Total	13	20	15	16	28

Figure 9. Non-Retirement Separations.

Non-retirement separations from the District have been less common in comparison to retirements. In review of this data, the District has identified the average age of retirement as 66. This data point is relevant to determining future budgeting needs relative to hiring new employees to the District.

DIVERSITY

The District has taken active measures towards building a diverse workforce that is not only representative of the community but also includes the diverse landscape of the nation. Palomar College is a Hispanic-serving institution, which reflects the diversity of our student demographics and the importance of increasing the diversity of our hires to ensure a richer learning experience for our students. Recruitment and hiring practices focus on building diversity in many ways as indicated through policy and procedure as well as the District's Equal Employment Opportunity (EEO) Plan. These efforts will extend into the future.

The District has made gradual progress over the last five (5) year period towards building a more racially and ethnically diverse workforce as indicated in Figure 10.

	2013-14	2014-15	2015-16	2016-17	2017-18
Asian/Pacific Islander	3.6%	4.3%	5.8%	5.4%	5.6%
Black, Non-Hispanic	2.0%	1.8%	2.7%	3.0%	2.8%
Filipino	1.2%	1.2%	1.6%	1.9%	1.9%
Hispanic	13.9%	14.3%	17.7%	17.9%	17.7%
Multi-Ethnic	0.5%	0.7%	0.0%	0.0%	0.0%
Native American	1.5%	1.4%	1.5%	1.7%	1.8%
White, Non-Hispanic	76.0%	73.9%	67.4%	66.7%	66.1%
Unknown	1.2%	2.4%	3.3%	3.4%	4.1%

Figure 10. Employee Race/Ethnicity

Racial/ethnic diversity of employees have gradually increased in some groups. The District has also recognized a change in student demographics. Although we have seen progress in some racial/ethnic groups others have remained relatively static over time (Figure 10.). Yet, recent data over the past year has demonstrated improvements across all historically underrepresented groups relative to race and ethnicity (Appendix II). Because gender has been balanced at roughly 50%, the District has met a balanced hiring approach in this area (Appendix II).

Over the past several years, student diversity (Figure 11) has grown at a more exponential rate in comparison to the ethnicity of our employees. Although the intent of the data is not based on reaching a quota, the comparative data serves as a guidepost to assess how the institution is increasing in employee diversity relative to the student population it serves. This data serves as an indicator of an area in which the District needs to continue to improve.

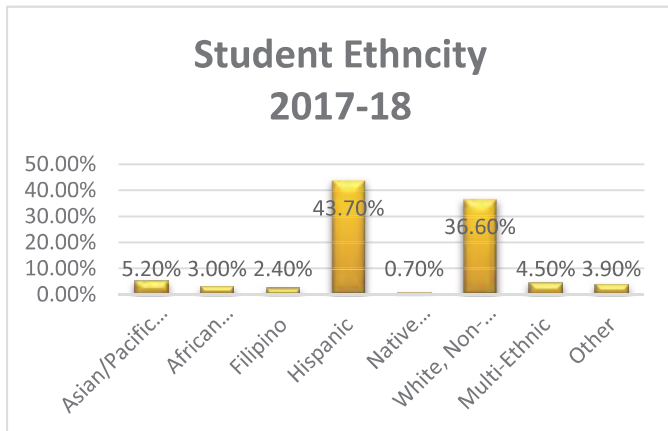


Figure 11. Student Race/Ethnicity

COLLEGE COMPARISONS

California Community Colleges are public institutions designed to provide an open educational environment for all. Programs and needs can vary based on the dynamics of the communities that the District serves. While taking into account the uniqueness of each institution, comparisons also exist. For example, the District is a single college and not considered a multi-campus district. As such, gauging or comparing how it is structured relative to its student population and staffing can provide valuable insights as to how similar institutions are serving their communities through staffing (Figure 12.).

The District is one of the largest single college districts in California. The colleges selected in Figure 12 are of similar size based on the number of full-time equivalent students (FTES). The District is in the top third percentile of FTES in relation to the colleges listed in Figure 12. The most comparable colleges to the District based on FTES include Long Beach (9,227.27), El Camino (8,655.18) and Cerritos (8,248.76). The overall staffing for these similarly sized districts indicate little variance aside from Cerritos, which has roughly 300 fewer employees, but is also the smaller of the three (3) colleges. The most notable difference among the colleges when compared with the District is the number of educational administrators. The District ranges from 5-10 fewer employees in this category. When comparing faculty, the District has the lowest number of full-time, tenure-track faculty but has a range of 200-300 more part-time, temporary faculty than comparator districts.

The number of classified administrators within the District's peer group is similar. The District's classified professionals' unit, which include staff with specialization and expertise in certain fields of study, is the second most numerous among the other institutions.

Figure 12. Comparable College Staffing.(CCCCO Datamart, 2017)

District	FTES	Ed. Admin	Faculty (F/T)	Faculty (P/T)	Class. Admin.	Class. Prof'l	Class. Support	District Total
Cabrillo	4,488.72	18	181	375	22	0	217	813
Cerritos	8,248.76	23	298	584	25	23	297	1250
Chaffey	7,666.67	19	234	811	20	20	281	1385
El Camino	8,655.18	28	342	613	30	86	343	1442
Glendale	6,472.25	26	203	600	33	10	294	1166
Long Beach	9,227.27	26	321	687	34	31	502	1601
Mt. San Antonio	12,813.16	45	426	895	56	7	601	2030
Palomar	8,721.27	18	275	812	34	64	312	1515
Pasadena	11,307.54	33	404	831	41	8	315	1632
Rio Hondo	5,687.27	20	200	334	15	3	270	842
San Joaquin Delta	6,544.33	15	228	374	4	42	412	1075
Santa Barbara	6,892.17	20	235	494	34	31	284	1098
South-western	6,913.82	27	217	732	28	0	349	1353

Classified support staff within the District appears to be within the average, with the exception of Long Beach. Thus, while most of the classifications appear similar, the two (2) areas with the most distinct differences are within the part-time, temporary faculty and educational administration categories, which appear greater and lesser, respectively, when compared to the other institutions.

Although the classified professional category seems to be on the higher end for the District in comparison to other institutions, a deeper analysis is needed to determine how other institutions may be categorizing this group of employees within their internal institutional protocols.



² <http://www2.palomar.edu/pages/hr/files/2016/06/EEO-Plan-2016-FINAL-6.14.2016.pdf>





CHAPTER FOUR

PLANNING PROCESSES AND STAFFING FORECAST

The District plans to utilize several resources for guiding department heads in the annual staffing plan processes, to include:

- Program Review Plan (PRP)
- Fiscal Resources
- Student Enrollment
- Educational and Facilities Master Plan
- Technology Plan

Staffing requests paid from grants or other non-District funding resources will be made on an as-needed basis by way of a Position Authorization Request form (PAR). However, at times, the District's Executive Cabinet may prioritize certain positions for immediate recruitment based on ensuring legal or other aspects of operating the District are met.

PLANNING PROCESSES

PROGRAM REVIEW PLAN

The Program Review and Planning (PRP) process assists the District in determining both short-term and long-term needs. Specifically, the purpose of the PRP process is “to assess the progress toward achieving stated goals and make decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.”

Annually, each department develops a PRP to outline its upcoming goals and objectives, which should link directly to institutional strategic goals and objectives. Part of each PRP includes a staffing section that predicts, with appropriate justification, the staffing needs of the department for the upcoming year. This staffing section includes current employee headcounts, minimum staff needed to carry out the department's functions, and optimum staffing needs. Each department is charged with correlating staffing needs with student headcount or other appropriate data points.

FISCAL RESOURCES

California Community Colleges have historically been funded based on the number of full-time equivalent students (FTES) via a formula that generates a specific dollar amount per student. The District has a base FTES generation of \$113,283,775 based upon 19,200 FTES. During the 2017-18 year, however, the state has undergone a shift from this prior model to a new funding formula based on 70% of future additional funding for each district tied to enrollment size; 20% on how many qualifying students receive state financial aid based on being from low-income families; and the remaining 10% would entail the number of degrees and certificates granted and the share of students who completed them within three years. Every district will be held harmless for the next three fiscal years while undergoing the shift in the budget formula from FTES to student performance. The final funding formula is planned for the 2020-21, which will shift to a 60%-20%-20% Student Success Funding Model. It is uncertain how this new model will impact the District over time, particularly since the District is within a stability period due to declining enrollment.

RESOURCES REQUIRED

Resources required to implement a staffing plan should include training, facilities, and technology, also known as “total cost of ownership”. The breakout of total cost of ownership is below. (Note: these are estimates as assumptions have been made based on the average cost of full time employee hiring.)

FACILITIES

Average Space Assumption:

- The average office space required per 1 FTE employee ranges from 80 – 100 assignable square footage (ASF)

Average Space Cost Assumption:

- New office per ASF - \$600

TECHNOLOGY AND EQUIPMENT

Technology standards for employees who are assigned to individual workspaces require:

- One computer (Windows desktop computer or laptop with docking station)
- District standard productivity software
- Network connectivity
- One phone
- Access to a networked printer

Some positions share technology resources that are used by multiple employees, such as in a counter service assignment.

Additional or specialty technology resources (such as a tablet computer, Macintosh computer, local printer or non-standard software) are provided to employees with appropriate justification based on the requirements of their position, authorized by the employee's administrator, and funded by departmental funds.

Technology equipment as described above is acquired for employees entering new positions at an approximate total initial cost of \$4,000. New position equipment is acquired using departmental funds. Employees filling vacant positions are assigned to use technology equipment as described above that was formerly used by the previous incumbent.

The estimated ongoing standard technology equipment cost per employee is \$570/year. Technology equipment is replaced using centrally managed institutional funds set aside for that purpose on a yearly cycle, pending available funding and institutional spending priorities.

FINANCIAL

Average cost assumptions (FY 2018-19 Salary Schedule and Benefits worksheet):

- Full-time faculty with Health/Welfare and Statutory Benefits:
 - Grade C, Step 8: \$129,192
- Average administrator with Health/Welfare and Statutory Benefits
 - Grade 70, Step 1: \$175,987
- Average confidential/supervisory employee with Health/Welfare and Statutory Benefits
 - Grade 48, Step 1: \$111,197
- Average classified employee with Health/Welfare and Statutory Benefits:
 - Grade 27, Step 1: \$100,820

STUDENT ENROLLMENT

Some positions and departments have staffing needs that directly correlate with student headcount or FTES. The District has not historically based staffing decisions on student enrollment directly. Rather, it has used an approach to replace vacant positions, reclassify

positions, or establish new positions based on the District's needs.

The District is currently in stability funding, which typically triggers a more measured approach to determine overall District needs based on declining enrollment. Essential to the operations of the District, non-faculty positions that are tied directly to student enrollment may be prioritized over positions that do not have this relationship with student needs.

Despite the decline in student enrollment, the District is poised for student growth through strategic planning and the outreach efforts to the 67 K-12 school districts located within the District's borders. To further this effort, the District has opened two new education centers – the North Center in Fallbrook, and the South Center in Rancho Bernardo – to provide services within the local communities in those geographic locations.

STAFFING FORECASTS

Based on the data analyses provided in Chapter 3, the overarching District plans, and the current and anticipated future state of the District, staffing needs are being determined based on the following drivers:

- Increased staffing due to center openings
- Attrition
- Resource Allocation Model
- College comparisons
- Staff diversity
- New and replacement staff by department
- Shifting focus
- Technology
- Geographic location

These drivers require the District to address staffing but also to do so in a way that is more predictable and structured based on data. Each of these drivers will be listed below along with how the District should respond to replace and fill new or vacant positions as they arise.

FALLBROOK AND RANCHO BERNARDO CENTER OPENINGS

During the 2017-18 year, the District opened two new centers, which produced 47 new positions. An adequate number of staff was hired in all employee groups from faculty, staff, CAST, and administration to ensure student needs would be met. As the centers grow in student population, the District will need to monitor, on a semester and yearly basis, each center's staffing needs.

ATTRITION

Employee separations impact staffing within every department. The District could currently lose up to 30% of its workforce and up to 47% in the next five years through retirements. Divisions that may be impacted more significantly should start planning and preparing for potential replacement staff through strategic recruitment efforts or succession planning. Important in this

process is the assessment of organizational needs and a deep analysis of departmental structure commonly referred to as organizational charts. A review of the internal structure should include the department supervisors and administrators assessing job descriptions to determine if employees are truly performing the work outlined in the descriptions. If employees are performing duties and responsibilities that are misaligned with their job descriptions, a restructure or reorganization may be required. This process should entail a review of all positions, both permanent and temporary, in departments to ensure the reorganization process includes an overall review of the workforce needed to operate the department as well as a cost-analysis of all positions.

Internal employees who are interested in advancing into higher level positions should be provided opportunities to participate in professional development and mentorship programs, as approved by their supervisors.

Over the next five (5) year period the following recommendations should be considered:

- Review organizational charts to analyze current staffing levels.
- Assess all staffing within each department, including permanent and temporary assignments.
- Review job descriptions to assess appropriate staff alignment.
- Determine if succession planning is needed within the departments.
- Based on current or future staffing needs, plan and prepare to address additional staffing needs through the PRP process.
- Provide and support ongoing professional development training for current employees to enhance the knowledge, skills and abilities to further their careers within the District.

RESOURCE ALLOCATION MODEL

The tracking and subsequent funding of positions as well as the District's ability to fund program and/or departmental needs is dependent upon appropriate allocation of resources. PRPs are the mechanism used to determine the year-to-year needs of departments, which may result in the District's allocation of resources to fund requests under the review process. The new funding formula and the District's current stability status require the District to continually assess student growth, as well as revenue and expenditures that relate to staffing in an effort to meet its needs.

Currently, the District is expending 90% of all its fiscal resources toward compensation and benefits. As a consequence, the District has 10% of its general funds available to run the entire District, including funding program/departmental needs, enhancing technology, paying its bills, and any other related costs not associated with grant or earmarked funding sources. Thus, the allocation of the 10% requires careful management and apportionment to sustain the added costs over time.

For the above-mentioned reasons or any other reasons that can cause the District to institute precautionary measures when budgeting, a "hiring chill" may be implemented. This approach is more methodical and strategic, allowing for hiring only the most essential positions. The implementation steps include:

1. The hiring manager discusses the need to fill one or more positions with the dean/director.
2. The dean/director discusses the staffing need(s) with the vice president of the division.
3. The vice president shares the request(s) with Executive Cabinet for final review and approval based on overall District needs and funding.
4. Once approved by Executive Cabinet, the hiring manager initiates the position authorization request through the approval process.

When the District is not experiencing budgetary issues, the position authorization process will be utilized, as described in Chapter 5.

Over the next five (5) year period the following recommendations should be considered:

- Assess overall staffing needs in relation to student enrollment trends/data.
- Continue to assess stability funding in relation to new funding formula
- Allocate resources based on guidelines established under the Program Review process.

COLLEGE COMPARISONS

A comparison of similarly-sized California Community Colleges to the District indicates a lower number of full-time faculty and educational administrators than the District's closest comparators. The number of full-time faculty hired each year is dependent primarily on the FON established by the Chancellor's Office and available finances to fund additional positions.

Educational administrators are defined in state regulations as administrators who have "...direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program" of a community college district. The number of educational administrators is thusly dependent on two main factors: identifying programs and departments requiring the leadership of an educational administrator, and the District's organizational structure.

These differences prompt a need to review staffing in these two employee groups to determine if the District's staffing levels are adequate to meet the needs of its students. Over the next five (5) year period, the District should consider the following steps to determine sufficient staffing in these two groups:

- Review the organizational structure and individual educational administrator positions of similarly-sized districts, and compare them to the District's to determine potential staffing gaps and needs.
- Assess current staff and administrator positions to realign or (re)classify current or new positions to meet the District's needs.

³ California Code of Regulations, Title 5, § 53402

STAFF DIVERSITY

The District has experienced some increases in the ethnic diversity of its students, and modest increases are also evident in the ethnic diversity of employees in some of the District's job categories. The District intends to continue its efforts to diversify its employees to ensure the fulfillment of its mission, two values of which are:

- Diversity in learning environments, philosophies, cultures, beliefs, and people, and;
- Inclusiveness of individual and collective viewpoints in collegial decision-making processes.

The EEO Plan 2016-19 specifies various approaches the District utilizes to attract and select diverse, well-qualified applicant pools and hires. Over the next five (5) year period, the District will continue to follow its EEO Plan while identifying novel ways to improve upon its record of increasing the diversity of its employees. Strategies should include:

- Continue existing targeted recruitment efforts to diverse groups through advertising and outreach.
- Assess the effectiveness of existing advertising and outreach efforts to determine which ones should be retained and which may be modified or ended.
- Expand selection committee training and District Compliance Officer training efforts for currency of relevant philosophies and approaches to the selection process (i.e., the impact of implicit bias).
- Engage the District's EEO Advisory Committee and other relevant groups in determining other avenues of improving advertising and outreach not currently in practice.
- Develop the new 2019-22 EEO Plan, to be issued July 2019, with an assessment of previous efforts stated in the 2016-19 EEO Plan and including the District's new practices and proposed efforts for the future.

NEW AND REPLACEMENT STAFF BY DEPARTMENT

The District should evaluate long-term staffing needs based on institutional goals and objectives. Currently, the District employs many short-term employees and part-time faculty as part of its regular operations. A concerted effort should be made to strategically staff areas to meet long-term goals, evaluating the need for reorganization or restructuring of departments and divisions to best utilize staffing resources, ensuring there is no duplication of effort, and to prevent frequent department turnover of hourly staff.

SHIFTING FOCUS

The California Community College (CCC) system is designed to work with and for the community to meet the needs of learners who enter the system. To this end, the State Chancellor has provided the following long-term vision and goals for the California Community Colleges to meet by 2020. [4]

- Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

- Increase by 35% the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percentage of exiting Career and Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five (5) years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In the District's ongoing efforts to align itself with both the unique needs of the community and the vision of the State Chancellor, appropriate staffing is critical.

Thus, over the next five (5) year period the following recommendations should be considered:

- Determine staffing needs to enhance outreach efforts to bolster student enrollment and success.
- Assess current and future staffing needs within the area of Career Technical Education (CTE).
- Assess resource allocation in relation to staffing the above-stated efforts under the PRP process.

TECHNOLOGY

Automation is essential toward providing efficiency as well as a streamlined approach when processing various points of data. This requires replacement of old systems, computers and various other technological equipment as well as providing essential equipment for new employees who join the workforce. Therefore, technology needs that will affect individual employees as well as programs or software systems more broadly used by departments should be factored into overall staffing costs as they relate to individual staff or departmental staffing needs.

During the 2017-18 year, Human Resource Services (HRS) underwent a business process analysis conducted by the Strata Group wherein the most significant finding was the need for automation. In fact, this was the most commonly expressed aspirational item identified by the various constituents who participated in the process. In designing an integrated, automated system or database

⁴<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf>

in HRS, the following items were identified with the advent of a more advanced technological system(s).

- Correct data, inspiring trust
- Automation
- Effective communication
- Monitored progress with real-time status
- Knowledge of procedures
- Buy-in by constituents
- Hiring linked to the District's mission and Strategic Plan

Work productivity and cost should be evaluated to compare the cost of employing short-term employees and part-time faculty as opposed to permanent employees; for example, training costs, recruitment efforts, new hire processing, and other costs. An emphasis should be placed on the value of permanent positions for long-term staffing.

Based on the above factors, the following recommendations should be considered over the next five (5) years.

- Identify and factor into the hiring process the technology equipment and related costs to assist employees in their work (i.e. current and new hires) for both short-term and long-term needs (i.e. replacement costs).
- Identify equipment and/or software as well as related costs to assist departments with efficiencies.
- Continuously assess and upgrade equipment, over time, as related to current and future staffing.
- Identify all areas that require significant staff time to complete to determine if automated processes and procedures can be implemented for expediency and efficiency.
- Provide short and long-term goals, including related costs to build upon current and/or more effective technological systems and solutions.

GEOGRAPHIC LOCATION

Palomar College's service area is in the northeastern portion of San Diego County. The service area mirrors that of the rest of the county, with a steady growth in overall population, but a significant amount of the population is over 60 [5]. This demographic has resulted in the labor force participation rate decreasing over time as the workforce experiences more retirements. Therefore, competition for qualified employees will continue to increase. Additionally, San Diego County has experienced a steady increase in the cost of living, as indicated by the Consumer Price Index. This increase includes the cost of housing. These factors may make it more difficult to attract qualified applicants and retain them. Efforts should be made to create career paths for the District's existing workforce and provide succession planning.

⁵ 2050 Regional Growth Forecast (adopted October 2011), Palomar Community College District





CHAPTER FIVE

IMPLEMENTATION PROCEDURES

Procedures for following this plan will include:

- Position request/approval (non-faculty positions)
- Faculty position prioritization/approval
- Professional development
- Succession planning

POSITION AUTHORIZATION PROCESS

Upon the approval of a position, either through the PRP process or based on other reasons, each supervisor requesting a new or vacated position must fill out a Position Authorization Request form (PAR). This form requires information about the position requested, including funding and other specifications related to the position. This process subsequently receives approval from the appropriate Vice President, and then is forwarded to Fiscal Services to approve or disapprove the funding for the position. Once approved by Fiscal Services, HRS prepares the position for the Executive Cabinet's review. As required by the District's collective bargaining agreement with the Council of Classified Employees/AFT #4522 (CCE), HRS will provide CCE an opportunity to review and provide input on new positions in the bargaining unit. The District prepares new positions only for the Governing Board's review and final approval. All new and replacement positions are recruited in accordance with Administrative Procedure 7120 – Recruitment and Hiring.

FULL-TIME FACULTY PRIORITIZATION AND APPROVAL

Full-time faculty positions are requested, prioritized, and approved outside of the Plan through a process that is separate from other types of positions. The District utilizes the state-established full-time faculty obligation (FON) issued by the California Community Colleges Chancellor's Office each fall semester to determine the number of new full-time faculty to be hired for the following academic year. The FON corresponds to the number of full-time equivalent students (FTES) enrolled at the District. Each year, the College attempts to hire enough full-time faculty to exceed the FON.

The Instructional Planning Council (IPC) Subcommittee determines full-time faculty hiring priorities each year. During each spring semester, the Subcommittee reviews faculty hiring requests submitted by departments and develops a list of disciplines to hire for the following academic year. The Subcommittee submits the list to the Superintendent/President as a recommendation. Each fall, after receiving the FON from the Chancellor's Office, the District determines the total number of full-time faculty positions to be hired for the following academic year from the priority list. Further discussion of the faculty hiring priorities and process can be found on the District's website on the Instructional Planning Council webpage at <http://www2.palomar.edu/pages/ipc>.

PROFESSIONAL DEVELOPMENT

In Fall 2017, the District expanded what had historically been a professional development (PD) program specifically for faculty to an all-college PD program. This step was the first in ensuring all District staff were included in opportunities for professional development. Although non-faculty employees had always been allowed to attend PD workshops, the District had not taken steps to ensure there was training provided specifically for their needs. Classified staff, CAST members, and classified administrators have had the opportunity to participate in the Professional Growth Program (PGP), but it is important to note the distinctions between the Professional Growth Program and the Professional Development program. The PGP is a program created for employees to reach long-term goals and is prescriptive in terms of what types of activities are eligible for the program and when employees may participate in them. PD, however, includes training that can be completed throughout the year to meet the ongoing training and development needs of employees. PD also includes the onboarding of new employees.

Although the District has made great strides in providing PD to all employees, there is still progress to make. Better technology training for employees is necessary to help them use the technology available to them effectively and efficiently on a daily basis. Training in Microsoft Office applications, WordPress web design software, and PeopleSoft is needed. PD that targets Palomar College processes and

⁷ <https://www2.palomar.edu/pages/ipc/faculty-hiring-priority/>

systems is also a necessity. A comprehensive onboarding training will ensure all employees receive the information and resources needed to successfully begin their careers at Palomar College.

A dedicated space is needed for training that does not compete with the District's instructional schedule. At present, many times space for trainings is limited to classroom availability, which limits the variety and frequency of workshops that the District can provide.

SUCCESSION PLANNING

Succession planning is a procedure that sets in motion a guided process to train and prepare internal staff to apply for internal promotion. This process assists with staffing losses that occur over time and prevents significant hiring gaps that may exist in certain positions. The succession planning process is not a pre-selection process that identifies who will fill specific seats. Rather, it identifies who might be interested and well suited to learn and transition into higher-level positions. Succession planning is an ongoing process that helps to identify a pool of candidates through an assessment process to help them develop skills that can prepare them for advancement while retaining them to ensure the organization demonstrates a return on the training investment.

With the potential employee losses the District may experience over the next few years, it will be critical to develop a succession planning model to retain current and future staff. Although the District desires to recruit highly qualified candidates to join the workforce, there is a monetary cost with this effort. Refocusing part of this cost and effort by retaining and growing qualified internal candidates helps to build capacity for employees who are both skilled and interested in moving into higher-level positions within the District. They can assist in strengthening the District based on their demonstrated commitment and dedication.

By 2020, a shortage of five (5) million workers will exist in the United States with education being amongst the top 10 industries. This means the District will be vying for the same candidates as other surrounding colleges to replace its faculty, staff and administration. As we continue to look toward the future, the implementation of the recommended strategies will ensure the District is poised and prepared to make the necessary changes to mitigate its staffing needs.



⁸ Bidwell, Allie. "Report: Economy Will Face Shortage of 5 Million Workers in 2020."

⁹ U.S. News, <https://www.usnews.com/news/articles/2013/07/08/report-economy-will-face-shortage-of-5-million-workers-in-2020>



APPENDIX I

TABLE I.

Palomar Historical Attrition Rates Based on Fall Staff Data (MIS EB)
Submissions to the CCCCCO, 10-Year Average

Total All Occupations			
Year	Fall Headcount	Annual Attrition	% Attrition
2017-18	715	Unavail.	Unavail.
2016-17	703	68	9.70%
2015-16	664	106	16.00%
2014-15	720	180	25.00%
2013-14	711	50	7.00%
2012-13	724	64	8.80%
2011-12	728	45	6.20%
2010-11	746	56	7.50%
2009-10	765	44	5.80%
2008-09	783	35	4.50%
2007-08	779	49	6.30%
10-Yr. Avg.	726	136	18.80%

TABLE II.

Palomar Historical Attrition Rates Based on Fall Staff Data (MIS EB)
Submissions to the CCCCCO, 2007-08 through 2017-18

Year	1. All Admins.			2. Faculty (F/T)			3. Prof'l Non-Faculty			4. Clerical/Secretarial			5. Technical/Paraprof'l			6. Skilled Crafts			7. Service/Maintenance		
	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition
2017-18	55			273			71			106			143			19			48		
2016-17	52	7	13.50%	275	9	3.30%	64	12	18.80%	113	18	15.90%	132	16	12.10%	19	0	0.00%	48	6	12.50%
2015-16	42	2	4.80%	251	2	0.80%	40	5	12.50%	163	57	35.00%	103	26	25.20%	21	5	23.80%	44	9	20.50%
2014-15	48	18	37.50%	265	31	11.70%	24	8	33.30%	212	67	31.60%	94	35	37.20%	22	5	22.70%	55	16	29.10%
2013-14	31	1	3.20%	266	9	3.40%	26	7	26.90%	218	17	7.80%	97	12	12.40%	22	1	4.50%	51	3	5.90%
2012-13	31	5	16.10%	260	15	5.80%	33	9	27.30%	226	20	8.80%	100	9	9.00%	20	0	0.00%	54	6	11.10%
2011-12	32	4	12.50%	272	12	4.40%	36	6	16.70%	217	10	4.60%	101	5	5.00%	21	2	9.50%	49	6	12.20%
2010-11	34	3	8.80%	273	21	7.70%	37	3	8.10%	233	21	9.00%	103	5	4.90%	20	1	5.00%	46	2	4.30%
2009-10	35	3	8.60%	283	16	5.70%	36	2	5.60%	238	14	5.90%	106	6	5.70%	20	1	5.00%	47	2	4.30%
2008-09	39	5	12.80%	288	12	4.20%	36	1	2.80%	242	9	3.70%	108	4	3.70%	21	1	4.80%	49	3	6.10%
2007-08	34	1	2.90%	289	12	4.20%	35	3	8.60%	250	24	9.60%	103	5	4.90%	21	0	0.00%	47	4	8.50%
10-Yr. Avg.	40	10	25.80%	271	40	14.80%	40	12	30.80%	197	34	17.20%	109	26	24.00%	21	4	17.10%	49	10	20.60%

Note: Highlighted areas indicate data which is not yet available.

Source, Tables I and II: Palomar College Institutional Research and Planning, Staff Attrition Data, 2007-08 through 2016-17.xlsx; April 26, 2018
(Note: An employee is considered to have attrited during the year if she/he was not in the same EE06 occupation the following Fall.)

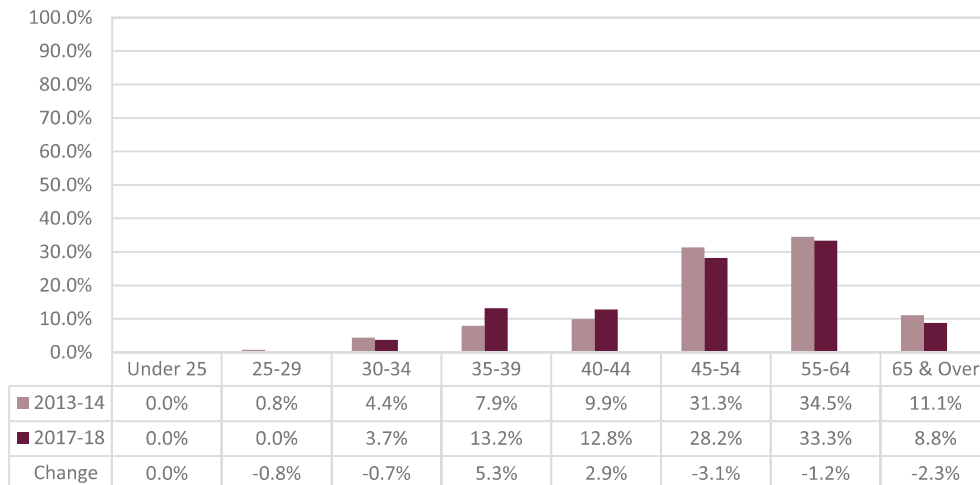




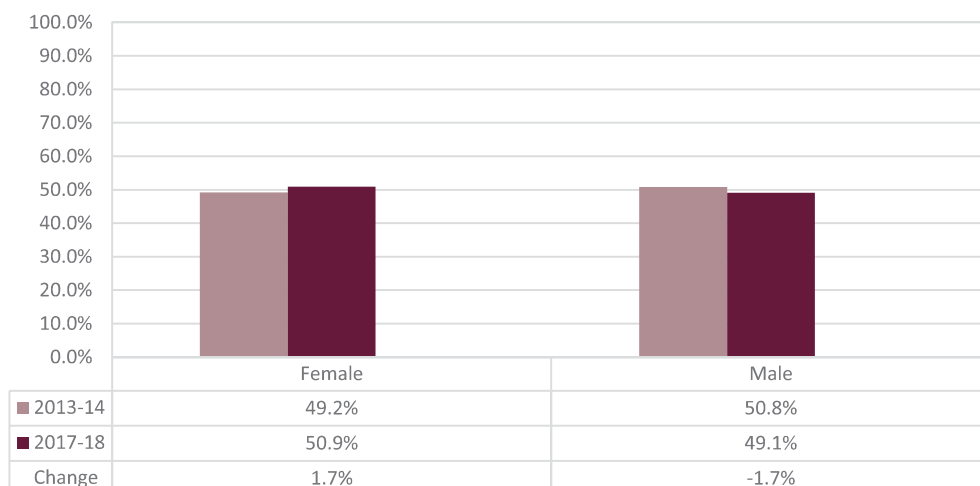
APPENDIX II

FULL-TIME FACULTY COMPARISON

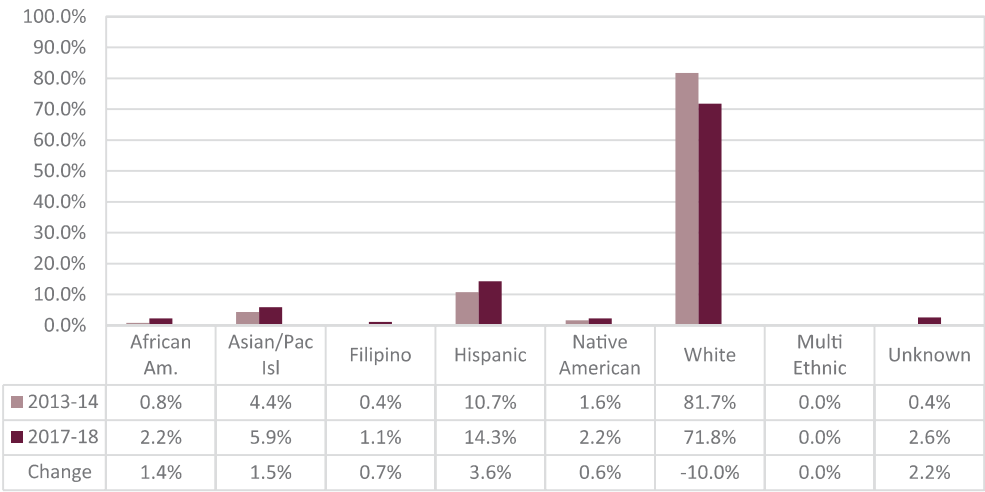
Full-Time Faculty Comparison



Full-Time Faculty Gender by Academic Year

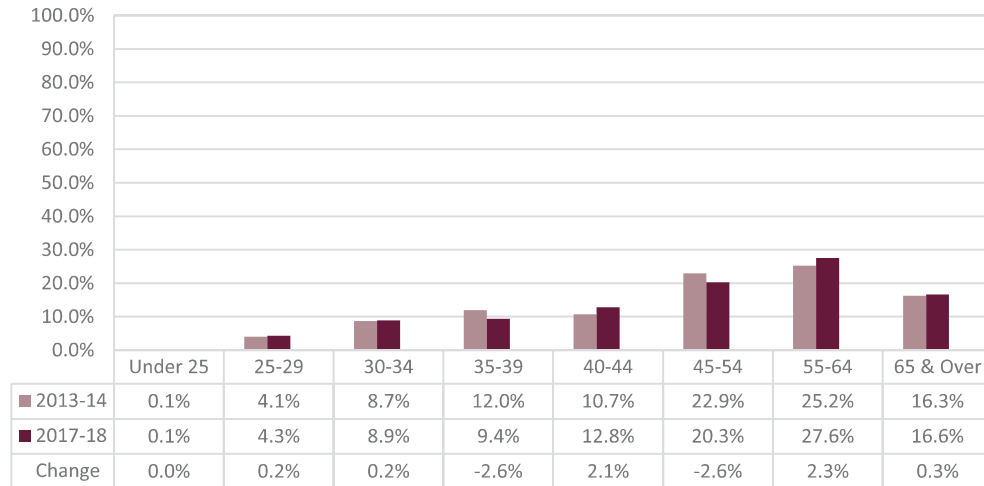


Full-Time Faculty Ethnicity by Academic Year

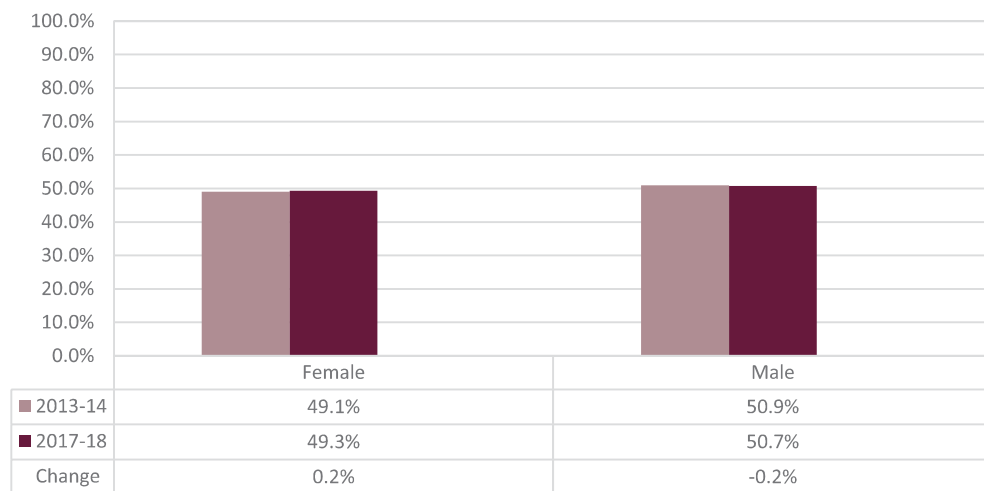


PART-TIME FACULTY COMPARISON

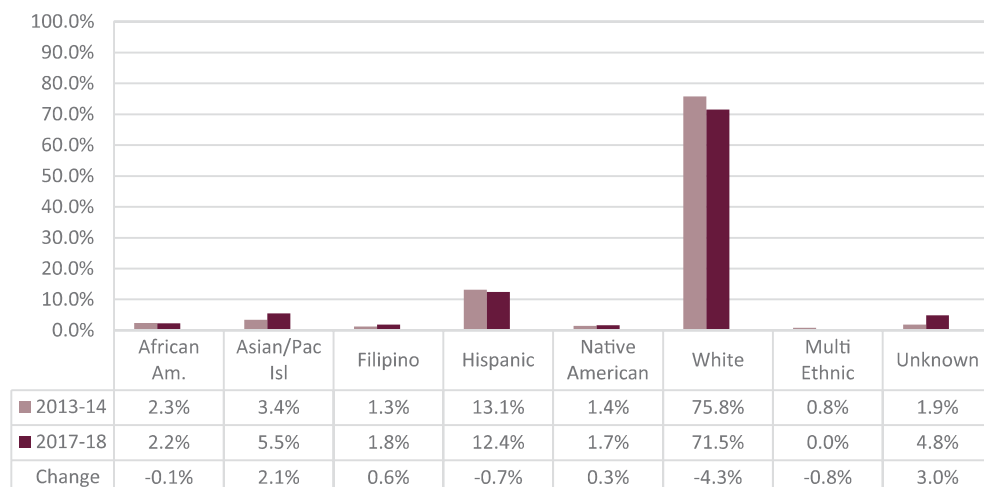
Part-Time Faculty Age by Academic Year



Part-Time Faculty Gender by Academic Year

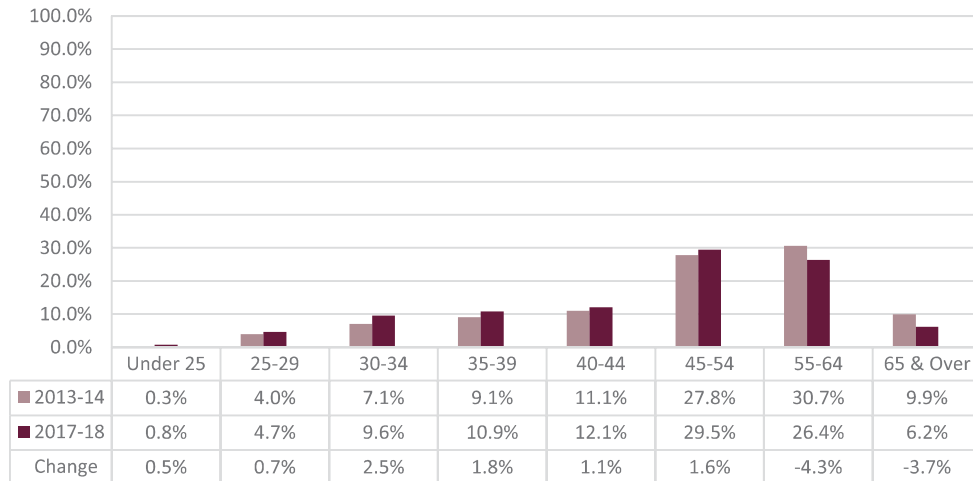


Part-Time Faculty Ethnicity by Academic Year

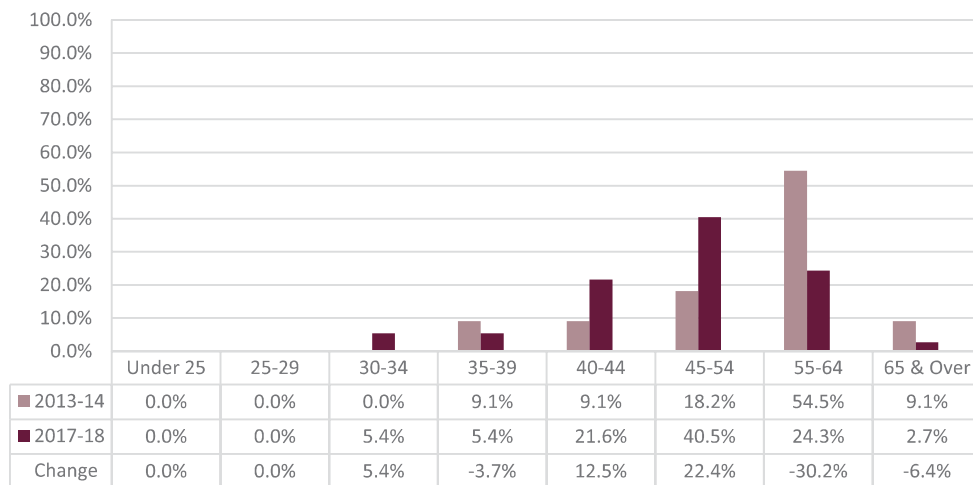


CLASSIFIED STAFF COMPARISON

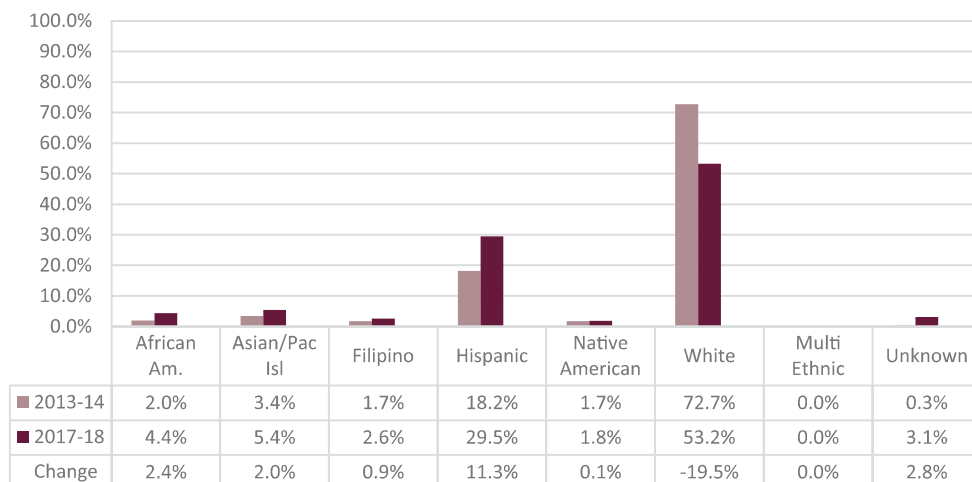
Classified Staff Age by Academic Year



Classified Administrator Age by Academic Year

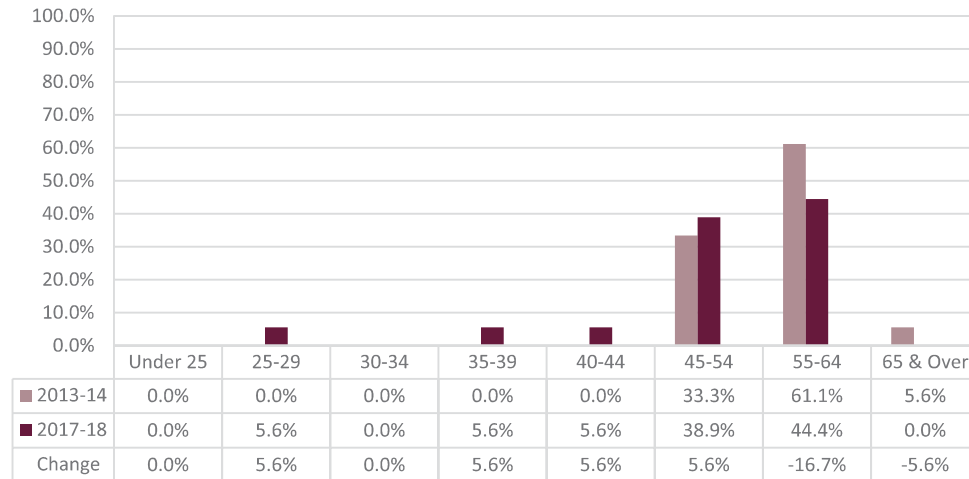


Classified Staff Ethnicity by Academic Year

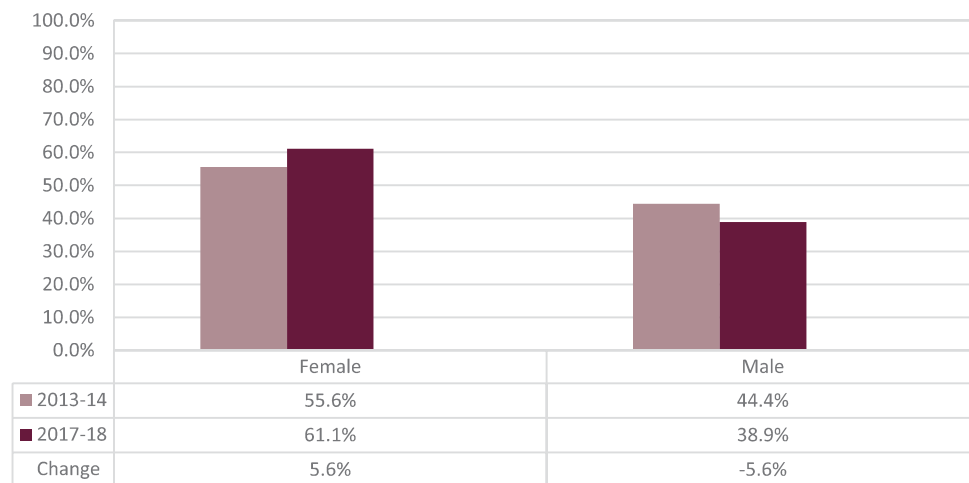


EDUCATIONAL ADMINISTRATOR COMPARISON

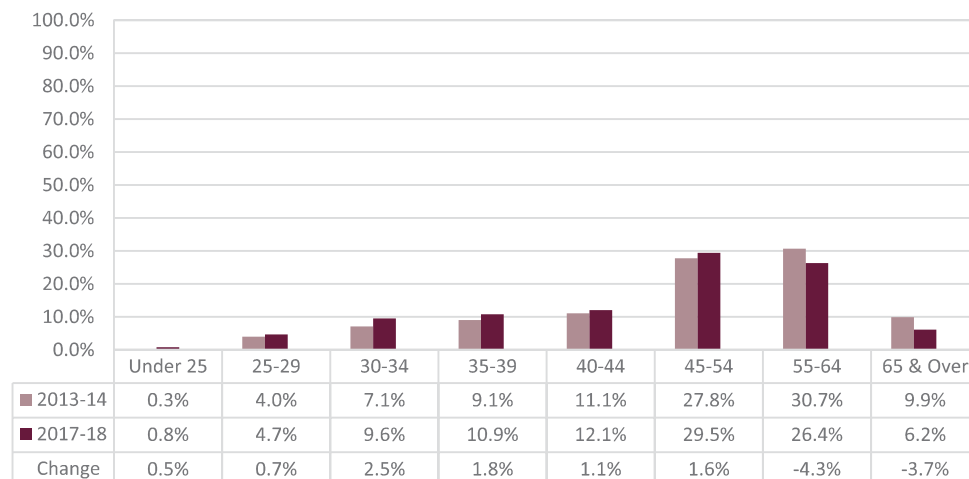
Educational Administrator Age by Academic Year



Educational Administrator Gender by Academic Year

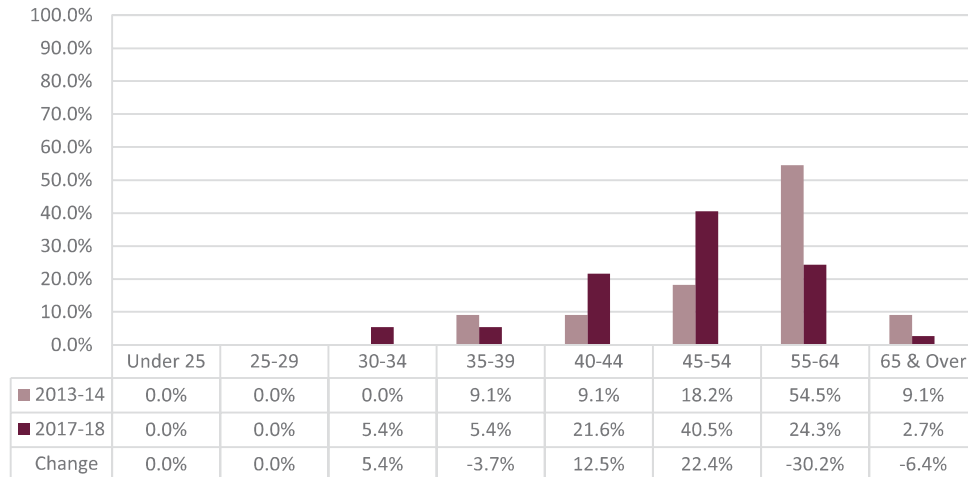


Classified Staff Age by Academic Year

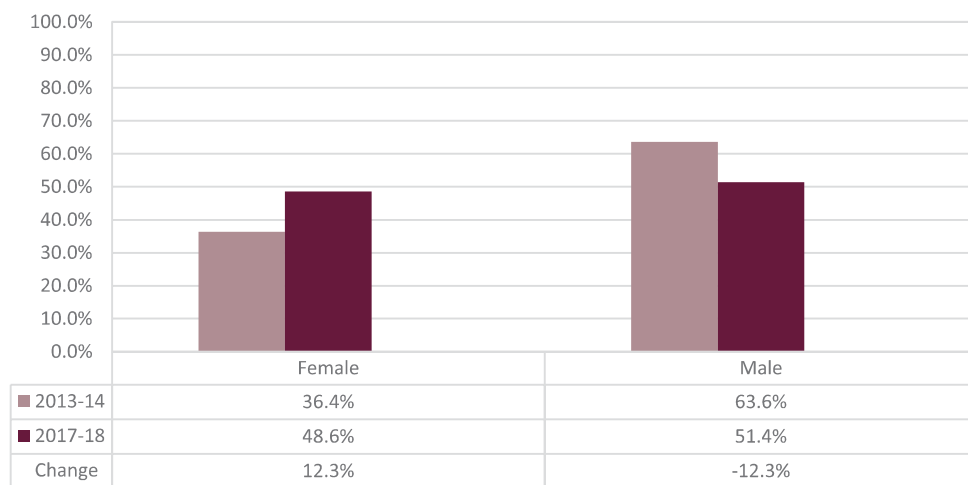


CLASSIFIED ADMINISTRATOR COMPARISON

Classified Administrator Age by Academic Year



Classified Administrator Gender by Academic Year



Classified Administrator Ethnicity by Academic Year

