STRATEGIC PLANNING COUNCIL AGENDA

Date:	October 26, 2010
Starting Time:	2:00 p.m.
Ending Time:	4:00 p.m.
Place:	MB-15

CHAIR: Deegan
MEMBERS: Barton, Brannick, Cerda, Claypool, Cuaron, Dowd, Francis, Furch, Halttunen, Hoffmann, Hogan-Egkan, Kelber, Kovrig, Laughlin, Lucero, Maunu, Shattuck, Sivert, Talmo, Titus, Tortarolo, Vernoy
RECORDER: Ashour

	Attachments	**Time**
A. MINUTES		10 min
1. Approve Minutes of October 19, 2010		
B. ACTION ITEMS/SECOND READING		0 min
1. Accreditation Steering Committee Governance Structure Form		
C. ACTION ITEMS/FIRST READING		10 min
1. Governing Board Policies 2720, 4005, 4023	Exhibit C1	
2. Administrative Procedures 4023, 4228 4400, 5055	Exhibit C2	
D. ACCREDITATION RECOMMENDATIONS AND PROGRESS		25 min
1. Accrediting Commission Actions and Policy Updates	Exhibit D1	
E. INTEGRATED PLANNING MODEL		60 min
1. Goal 4 Obj 4.3 Staffing Plan – Progress Report	Exhibit E1	
2. Confirm FY 2011-2012 District planning Priorities and objectives		
F. INFORMATION/DISCUSSION		0 min
1. Classification Study Update		
G. REPORTS OF PLANNING COUNCILS		10 min.
1. Finance & Administrative Services Planning Council – Bonnie Ann Dowd		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Mark Vernoy		
H. REPORT FROM PC3H COMMITTEE		5 min
I. OTHER ITEMS		

A regular meeting of the Palomar College Strategic Planning Council scheduled for October 26, 2010, was held in MB-15. President Robert Deegan called the meeting to order at 2:00 p.m.

<u>ROLL CALL</u>
Present: Barton, Brannick, Cerda, Claypool, Deegan, Francis, Furch, Hogan-Egkan, Hoffmann, Kelber, Kovrig, Laughlin,
             Lucero, Maunu, Sivert, Titus, Tortarolo, Vernoy
Absent: Dowd, Halttunen, Shattuck, Talmo, Wick
Recorder: Cheryl Ashour
Guests: Joan Decker, Shawna Hearn, Kathy Davis for Chris Wick

A. <u>MINUTES</u>
    1. **Approve Minutes of October 19, 2010**
        MSC (Kovrig/Cuaron) to approve the Minutes of October 19, 2010 as revised

B. <u>ACTION ITEMS/SECOND READING</u>
    1. **Accreditation Steering Committee Governance Structure Form**
        Berta Cuaron stated that the form was not ready for action/second reading. It will be on the next SPC agenda.

C. <u>ACTION ITEMS/FIRST READING</u>
    1. **Governing Board Policies 2720, 4005, 4023 (Exhibit C1)**
        There was discussion on BP 2720 regarding the sentence: "In addition, no other person shall make serial communications to Board Members." It was felt that people would think they could not speak to every Governing Board Member on a specific subject. Alternative wording was suggested. It was decided to return BP 2720 back to the Policies and Procedures Task Force to revise the sentence.

        MSCU (Cuaron/Brannick) to move BP 4005 and 4023 to Action/Second Reading
        MSCU (Brannick/Francis) to approve BP 4005 and 4023

    2. **Administrative Procedures 4023, 4228, 4400, and 5055 (Exhibit C2)**
        AP 4023 was pulled at the request of Monika Brannick. She requested that it be sent back to the Policies and Procedures Task Force to talk about incorporating AP 4105 Distance Education into AP 4023.

        There was discussion on the first sentence of AP 4228. A suggestion was made, and everyone concurred, to revise the wording to read: "With an approved petition, students may be permitted to repeat courses in which a "C" or better grade was earned when there was a significant lapse of time, two years, since the grade was obtained:"

        MSCU (Brannick/Laughlin) to move AP 4228 to Action/Second Reading
        MSCU (Brannick/Tortarolo) to approve AP 4228 as amended (Candi Francis opposed)

        There was discussion on the strike-out portion in the third paragraph of AP 4400: "General fund monies will not be expended to establish or to maintain community service classes or seminars." Vice President Cuaron stated that money is given up-front as a loan so that the classes can begin, but they are paid back before the semester ends. Mr. Kovrig stated that he reads Title 5 to mean that the College cannot loan the money up-front, even if the College does not ultimately pay for the course. It was decided to send AP 4400 back to the Faculty Senate Advisory Committee to review and revise if necessary. It will then return to the Policies and Procedures Task Force before coming back to SPC. Vice President Cuaron will explain SPC's concerns to the committee.

MSCU (Vernoy/Claypool) to move AP 5055 to Action/Second Reading
MSCU (Brannick/Furch) to approve AP 5055 as written

D.   ACCREDITATION RECOMMENDATIONS AND PROGRESS

1.   **Accrediting Commission Actions and Policy Updates (Exhibit D1)**
Vice President Cuaron distributed and briefly discussed three policies that the Accrediting Commission brought as a first reading in June, 2010: Policy Statement on Diversity, Policy on Integrity, and Policy on Institutional Degrees and Credits.

E.   INTEGRATED PLANNING MODEL

1.   **Goal 4 Obj 4.3 Staffing Plan – Progress Report (Exhibit E1)**
Shawna Hearn presented a progress report on the Staffing Plan. The following was discussed:
   - Ties to Strategic Plan 2013
   - Staffing Plan Overview
   - Staffing Plan Elements
   - Staffing Plan Process
   - Timeline and Milestones
   - Next Steps

Ms. Hearn gave an overview of what the Planning Councils have been asked to do:
   - Focus on the division level
   - Components of Planning Council Staffing Recommendations
   - Organization Chart
       o Completing the Org Chart: Minimum, Budgeted, and Optimum Staffing Levels
       o Completing the Org Chart: Forecasting Staffing Needs
       o Completing the Org Chart: Planning Assumptions/Notes
   - Position Prioritization and Rankings

Vice President Tortarolo reviewed the Staffing Plan process. He thanked Mark Vernoy and Lynda Halttunen for their assistance in testing the process. The Task Force has some more work to do such as deciding to use one or multiple attrition rates; however, they are confident the Staffing Plan will be completed on time. It was asked if the funded-but-vacant positions would be filled first. Vice President Tortarolo responded that each Council will prioritize their funded-but-vacant positions together with their new positions. Each Council will determine their priority list and decide which positions to fund. There was a question about the process of determining how much money each Council would receive. President Deegan responded that SPC will discuss and decide on a method to divide the money.

2.   **Confirm FY 2011-2012 District Planning Priorities and Objectives**
The final FY 2011-2012 District Planning Priorities and Objective list was reviewed and discussed. Minor corrections were made to the document.

President Deegan proposed an objective for funding and asked SPC Members for their input. He will be requesting funds on the Tier-1 form for money to pay for a six-hour retreat for SPC a few days before Plenary. The money would pay faculty and purchase food. Content of the retreat was discussed. This request will be evaluated and prioritized with all other requests at the November 23 meeting.

F.   INFORMATION/DISCUSSION

1.   **Classification Study Update**
Vice President Tortarolo stated that the Classification Study and all the appeals have been completed. Recommendations were made and they were sent to the Consultant. The Consultant will analyze the recommendations and make final adjustments to the Study. The Governing Board will receive the Study at the November 9, 2010 Governing Board meeting. The District will then negotiate the implementation of the Classification Study with the CCE. The Meet and Confer process will also begin with AA and CAST.

G. REPORTS OF PLANNING COUNCILS

    1. Financial and Administrative Services Planning Council – No report

    2. Human Resource Services Planning Council – No report

    3. Instructional Planning Council – No report

    4. Student Services Planning Council – No report

H. REPORT FROM PC3H COMMITTEE

Monika Brannick reported that the rally was very successful and emotional. It was the highlight of the PC3H movement, demonstrating the tremendous progress the College has made. A webinar is scheduled for November 3, 2010, from 12:00 p.m. to 1:30 p.m. in the Governing Board Room. She thanked Mark Vernoy for paying for event.

I. OTHER ITEMS

Barbara Kelber recognized Teresa Laughlin and Peter Bowman for their hard work on the successful Political Economy Days this week.

J. ADJOURNMENT

There being no remaining items the meeting was adjourned at 4:00 p.m.

Palomar Community College District Policy   **BP 2720**

Governing Board
Proposed revisions dated 10/15/10

BP 2720   COMMUNICATIONS AMONG GOVERNING BOARD MEMBERS

Reference:
> Government Code Section 54952.2

Members of the Governing Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Governing Board. In addition, no other person shall make serial communications to Board Members.

NOTE: *The language in* **green ink** *reflects revisions from the Policy and Procedure Task Force Meeting on October 15, 2010.*

Date Adopted: 11/13/2007
Date Revised:

(The sentence in green ink was recommended by the League's Policy and Procedure Service Update #17)

Palomar Community College District Policy   **BP 4005**

Instructional Services
DRAFT as of 10/15/10

BP 4005   FORMAL COMMUNICATION OF MATTERS OF
               INSTRUCTION

References:
> No references

> ❖ **From current Palomar College BP 3.05 titled Formal Communication of Matters of Instruction**

In matters relating directly to instruction, the faculty member involved, the department chairperson/director, the division dean, and the Assistant Superintendent/Vice President for Instruction should be contacted, ~~preferably~~ in that order.

---

*NOTE: This is a policy unique to Palomar College. The information in **black ink** is current Palomar College Policy 3.05 titled Formal Communication of Matters of Instruction with no date. This policy was reviewed by the Policy and Procedure Task Force on October 15, 2010.*

Date Adopted:
(Replaces current Palomar Policy 3.05)

Palomar Community College District Policy **BP 4023**

Instructional Services
DRAFT as of 10/15/10

BP 4023   COURSE OUTLINE

References:
Title 5 Sections 55002, 55003, 55044, 55050, 55130, 55150, 55151, 55152, and 55153

❖ **From current Palomar College BP 303 titled Course Outline**

All courses listed in the Palomar College Catalog must have an official course outline, compliant with ~~meeting~~ Title 5 Section 55002 ~~of Title 5 guidelines~~, on file in the O~~o~~ffice of the Assistant Superintendent/Vice President for Instruction. ~~EC 55002~~

NOTE: *The language in* **black ink** *is from current Palomar College Policy 303 titled Course Outline with no date. The language in* **green ink** *reflects revisions from the Policy and Procedure Task Force Meeting on October 15, 2010.*

Date Adopted:
(Replaces current Palomar College Policy 303)

Palomar Community College District Procedure   **CCLC No. 4023**

Instructional Services
DRAFT as of 10/15/10

AP 4023   COURSE OUTLINE

References:
   Title 5 Sections 55002, 55003, 55044, 55050, 55130, 55150, 55151, 55152, and 55153

❖ **From current Palomar AP 303 titled Course Outline**

The following information must be contained in each course outline for A.A. Degree applicable courses:
- Course number and title
- Unit value
- Expected number of contact hours for the course as a whole
- Prerequisites, co-requisites, and advisories
- Basic skills requirements
- Catalog description
- Specific course objectives
- Content in terms of specific body of knowledge
- Required reading
- Critical thinking
- Required writing
- Outside assignments
- Instructional and evaluation methodology

~~Course number and title, unit value, minimum number of semester hours, entrance requirements, basic skills requirements, scope of course, specific course objectives; content in terms of specific body of knowledge; required reading; required writing; outside assignments; instructional methodology, grading policy and standards, and repeatability.~~

Local requirements:
- Minimum number of weekly lecture semester hours and/or minimum number of weekly laboratory semester hours
- Open entry/Open exit category
- A list of readings including one textbook no older than five years of the current year
- Course repetition, if applicable
- Grading restrictions such as Pass/No Pass Only or Graded Only

The following information must be contained in each course outline for ~~N~~non-A.A. Degree applicable courses:
- Course number and title
- Unit value
- Expected number of contact hours for the course as a whole
- Prerequisites, co-requisites and advisories
- Basic skills requirements
- Catalog description,
- Specific course objectives
- Content in terms of specific body of knowledge
- Required reading
- Critical thinking
- Required writing
- Outside assignments
- Instructional and evaluation methodology

~~Course number and title, unit value, minimum number of semester hours, basic skills requirements, entrance requirements, scope of course, specific course objectives, content in terms of specific body of knowledge, required reading, instructional methodology, grading policy and standards, and repeatability.~~

Local requirements:
- Minimum number of weekly lecture semester hours and/or minimum number of weekly laboratory semester hours
- Open entry/open exit category
- A list of readings including one textbook no older than five years of the current year
- Course repetition if applicable
- Grading restrictions such as Pass/No Pass Only or Graded Only

The following information must be contained in each course outline for a Noncredit course:
- Course number and title
- Contact hours, advisories, or course entry expectations *(optional)*
- Catalog description
- Objectives
- Content in terms of specific body of knowledge
- Methods of instruction
- Examples of assignments and/or activities (out of class work is optional)
- Methods of evaluation (grades optional).

Course outlines are reviewed by the program/department and division dean on a cycle as recommended by the Curriculum Committee. ~~five year cycle with 20 percent reviewed annually. At the end of each spring semester, the Instruction Office provides~~

~~to the department chairpersons/directors and division deans a list of the course outlines due for review. Course outlines should be approved and forwarded to the Instruction Office by the end of April the following year.~~

Office of Primary Responsibility: Instructional Services

NOTE: *The language in **black ink** is from current Palomar Procedure 303 titled Course Outline with no date. The language in **green ink** was added by Instructional Services. Additional language in **green ink** was added during the Policy and Procedure Task Force Meeting on October 15, 2010.*

Date Approved:
(Replaces current Palomar Procedure 303)

Palomar Community College District Procedure **AP 4228**

Instructional Services
Proposed Revisions as of 10/15/10

AP 4228 COURSE REPETITION – SIGNIFICANT LAPSE OF TIME

Reference:
     Title 5 Section 55043

With an approved petition, sStudents may be permitted or ~~required~~ allowed to repeat courses in which a "C" or better grade was earned where there was a significant lapse of time, two years, since the grade was obtained ~~and~~ or:

- ~~Three years have lapsed or a~~ To meet a recency ~~prerequisite~~ requirement for a course or program ~~has been established~~ or
- An institution of higher education to which a student wishes to transfer has established a recency requirement that the student cannot satisfy without repeating the course

When a student needs to repeat an activity course due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition may be permitted by petition.

When a course is repeated due to a significant lapse of time, the District shall disregard the previous grade and credit when computing a student's grade point average.

Students may secure the required petition at the Records Office.

Office of Primary Responsibility: Student Services

NOTE: *This procedure was reviewed by the Policy and Procedure Task Force on October 15, 2010. The language in* **green ink** *reflects revisions from the Policy and Procedure Task Force Meeting on October 15, 2010.*

Date Approved: SPC 12/15/09
Date Revised:

Palomar Community College District Procedure   **AP 4400**

Instructional Services
DRAFT as of 10/15/10

AP 4400   COMMUNITY SERVICES

References:
> Education Code Sections 78300 ~~et seq.~~;
> Title 5 Section~~s 55002 and~~ 55160~~(b)~~

Through its Workforce and Community Development Office, the District shall offer classes and seminars which meet the civic, vocational, literacy, health, homemaking, technical, and general education needs of the community. These classes and seminars should contribute to the physical, mental, moral, economic, and/or civic development of the individuals or groups ~~and enrolled in them~~ and may be offered to adults or minors.

Categories for community services courses and seminars include, but are not limited to, ~~the fields of~~ visual and performing arts, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics.

Community services courses shall not be referred to as noncredit. These courses are not for credit and are expected to be financially self-supporting ~~General fund monies will not be expended to establish or to maintain community service classes or seminars~~. The Workforce and Community Development Office shall establish structures and collect fees from students enrolled in community services classes and seminars. These fees will be used to maintain all aspects of the office and its operation. Classes may also be provided for remuneration by contract, or with contributions or donations of individuals or groups.

The Workforce and Community Development Office staff will adhere to all current District operational ~~and Faculty Senate advisory~~ hiring procedures and policies ~~when hiring and paying of staff and contracting for services~~.

Workforce and Community Development staff will adhere to the following process when developing the Community Services Program:

- Review proposals received from potential instructors
- Send an email with details (including the proposer's name) of classes being considered to: Department Chairs, PFF, Faculty Senate, Workforce Advisory Group
  - The email will invite questions or concerns regarding proposed classes
  - Issues will be addressed or the proposals will be declined

- Inform Department Chairs, PFF, Faculty Senate, and members of the Workforce Advisory Group prior to submission of board agenda items (by the 2nd Monday of the month preceding the Governing Board Meeting)
- Obtain approval of the Governing Board prior to the publication of the schedule

Office of Primary Responsibility: Instructional Services

*NOTE: The language in **green ink** reflects revisions from the Policy and Procedure Task Force Meeting on October 15, 2010.*

Date Approved: SPC 9/15/09;
Date Revised:

PALOMAR COMMUNITY COLLEGE DISTRICT PROCEDURE   **AP 5055**

AP 5055   ENROLLMENT PRIORITIES

References:
        Education Code Section 66025.8;
        Title 5 Section 58106

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See Board Policy and Procedure 4260 titled Prerequisites, and Co-requisites, and Advisories)

Enrollment may be limited due to the following:

- health and safety considerations
- facility limitations
- faculty workload
- availability of qualified instructors
- funding limitations
- regional planning
- legal requirements
- contractual requirements

No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

Special registration assistance may be given to disabled students. It may also be given to a limited number of disadvantaged students upon specific recommendation of the Assistant Superintendent/Vice President for Student Services.

Students will be assigned registration appointments in the following priority scheme:

1. DISABILITY RESOURCE CENTER, EOP&S, and TRIO/SSS Students, eligible veterans, and active duty military personnel who are
   a. Continuing students or,
   b. New, returning, and transfer students who submit an application and complete assessment and orientation prior to the deadline date.

2. New, returning, transfer, and continuing students who complete orientation and assessment in the immediate period of time prior to the deadline date.

3. Continuing students (students who are actively registered at census the prior semester or actively registered in a course as of the deadline date) are assigned appointments on the basis of units completed at Palomar College.

4. New, returning, or transfer students who are not in category 2.

5. Non-high school graduates age 15 to 18.

Some classes may have waiting lists for students wanting to enroll:

   A. The department chair and the dean will establish the wait list size. The practice of establishing an unlimited wait list as a measure of demand for a course is to be minimized.

   B. All instructors should follow the wait list system. However, if an instructor will not follow the wait list system, no wait list will be established for those sections taught by that instructor

   C. Admittance into a closed class will occur only with permission of the instructor.

Office of Primary Responsibility: Enrollment Services

NOTE: *This procedure was reviewed by the Policy and Procedure Task Force on October 15, 2010.*

Date Approved: SPC 4/08/2008
Date Revised:
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Policy Statement on Diversity
(Adopted January, 1994)

How an institution deals with diversity is an important indicator of its integrity and effectiveness. Institutions accredited by the Commission consider diversity issues in a thorough and professional manner. Every institution affiliated with the Commission is expected to provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is served by the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the condition of institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission.

The Commission Statement on Diversity is designed to guide institutions and evaluation teams in the self study and site visit process and to indicate how institution-wide reviews of issues of diversity should be documented in the self study and visiting team reports. The Accrediting Commission, taking into account the mission of the institution and the entirety of the self study and peer review processes, will evaluate the institution's effectiveness in addressing issues of diversity.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Policy on Integrity
(First Reading, June 2010)

Background:

The Accrediting Commission for Community and Junior Colleges expects each member institution to subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations – including the Commission, and the general public.

Policy Elements:

1. *The institution expects that the college community including the board, administration, faculty, staff, and students will act responsibly and with integrity. Institutional leadership fosters an atmosphere and environment within which issues of integrity can be considered openly. Moreover, members of the college community understand and assume responsibility in the pursuit of integrity.*

2. *The institution's relationship with internal and external constituencies is characterized by integrity, honesty, clarity, and fairness.*

3. *The institution has policies to ensure academic honesty, and policies and procedures to prevent conflict of interest throughout the organization including board decision making and contracting, and policies on due process: these are reviewed regularly.*

4. *The institution manages its academic, student support, and administrative function responsibilities for students with integrity and honesty.*

5. *The institution establishes and publicizes clear policies ensuring institutional integrity that contain clear statements of responsibility and how grievances are resolved.*

6. *The institution, in its relationship with the Commission, demonstrates honesty and integrity, and it complies, at all times, with the Accreditation Standards, Eligibility Requirements, and Commission policies.*

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Policy on Institutional Degrees and Credits
(First Reading June 2010)

Background:

The Commission requires that all member institutions comply with all applicable federal, state, laws, policies, regulations, and requirements including the requirements for the number of credits which can be earned for each course, the number of credits required for each certificate program, and the number of credits required for each associate degree.

The Commissions Standards (particularly II) and Eligibility Requirements 8 and 9 require institutions to meet generally accepted practices when awarding credits for student achievement by using the Carnegie Unit where applicable. Assessment and student learning require evidence of:

1. academic study of sufficient content, breadth, and length;
2. levels of rigor appropriate to the programs and/or degrees offered;
3. statements of expected student learning outcomes relevant to the disciplines;
4. direct evidence of student learning; and,
5. assessment results which provide sufficient evidence that students are achieving key institutional and program learning outcomes.

Policy Elements:

The Commission believes that assessment evidence of student learning is convincing when an institution's academic offerings are of appropriate academic content, breadth, length, and rigor. Student learning requires students and faculty to spend time engaged in the teaching-learning process. Relevant governmental agencies set reasonable and suitable expectations for time spent earning degrees and credits. The following definitions are applicable.

1. **Contact hour or clock hour:** a unit of measure which represents a hour of scheduled instruction given to a student.
2. **Credit or credit hour:** a unit of measure representing the equivalent of a hour (50 minutes) of instruction per week over the entire term and is applied to the total number of credit hours needed for completing requirements for a degree, diploma, certificate or other institutional award.
3. **Semester credit hour or semester hour:** a semester hour must include at least 15 clock hours of instruction. The actual amount of academic work which goes into a single semester credit hour is often calculated as follows:
   a. One lecture, seminar, or discussion credit hour represents 1 hour per week of

1

Federal regulations as direct assessment programs.

A direct assessment program is an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing assessment results.

Direct assessment of student learning means a measure by the institution of what a student knows and what the student can demonstrate in terms of a body of knowledge and identified student learning outcomes at the course, program, and institutional levels which comprise the learning outcomes for the program. These measures provide evidence that a student has command of a specific subject, content area, or skills or that the student demonstrates a specific quality such as creativity, analysis or synthesis associated with the subject matter or program. Examples of direct measures include projects, papers, examinations, presentations, performances, and portfolios.

To be eligible, direct assessment programs must meet the requirements in 34 CFR 668.10. The institution must establish a methodology to reasonably equate the direct assessment program to credit or clock hours for the purposes of complying with applicable regulatory requirements. Institutions with direct assessment programs must apply to the Secretary of Education (http://edocket.access.gpo.gov/cfr_2007/julqtr/pdf/34cfr668.10.pdf) for approval and must include documentation from ACCJC indicating that the Commission has evaluated the institution's offering of direct assessment program(s) and has included the program(s) in the institution's grant of accreditation.

3

PALOMAR COLLEGE
Learning for Success
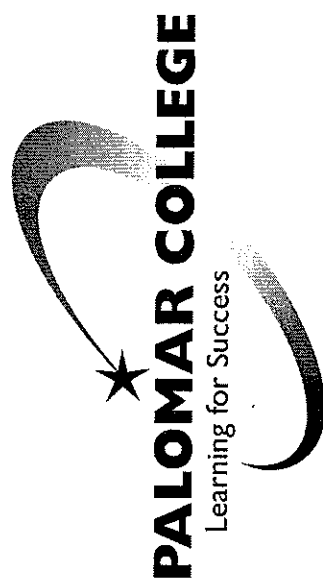
Staffing Plan:
Planning Council
Staffing Recommendations

October, 2010

The Staffing Plan in Context: Ties to Strategic Planning

From Strategic Plan 2013:

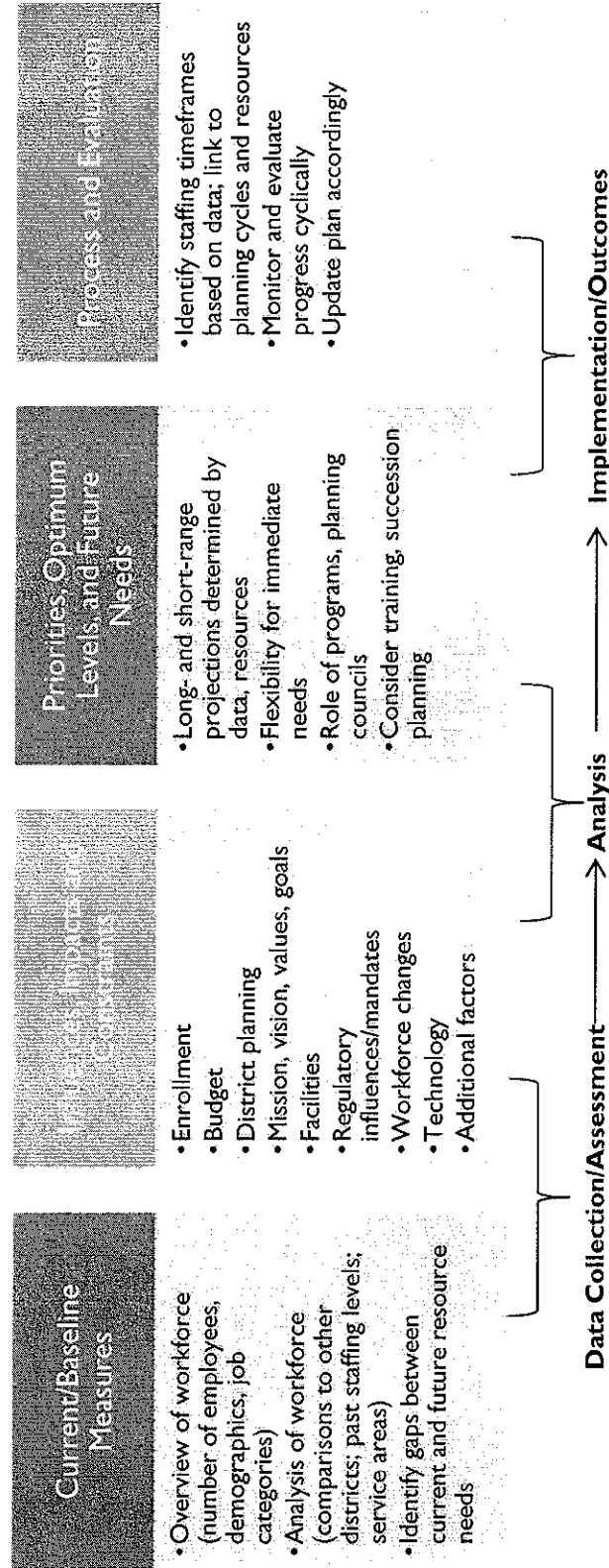**Goal 4:** Recruit, hire, and support diverse faculty and staff to meet the needs of students.

Objective 4.1: Complete an EEO plan.

Objective 4.2: Develop a staffing plan that identifies minimum and optimum staffing levels throughout the district.

Objective 4.3: Evaluate the extent to which staffing plans and decisions reflect the needs expressed in the Council and College-wide priorities.

Staffing Plan Overview

Current/Baseline Measures

- Overview of workforce (number of employees, demographics; job categories)
- Analysis of workforce (comparisons to other districts; past staffing levels; service areas)
- Identify gaps between current and future resource needs

Determining Influences: City/Regional

- Enrollment
- Budget
- District planning
- Mission, vision, values, goals
- Facilities
- Regulatory influences/mandates
- Workforce changes
- Technology
- Additional factors

Priorities, Optimum Levels and Future Needs

- Long- and short-range projections determined by data, resources
- Flexibility for immediate needs
- Role of programs, planning councils
- Consider training, succession planning

Process and Evaluate

- Identify staffing timeframes based on data; link to planning cycles and resources
- Monitor and evaluate progress cyclically
- Update plan accordingly

Data Collection/Assessment ———→ Analysis ———→ Implementation/Outcomes

- Minimum & Optimum Staffing Level: How Many?
- Prioritization: In What Order, When, and Why?
- Planning Council and Data Driven: Effectiveness & Efficiency
- Linked to and Informed By Relevant Plans & Processes
- Rolling 6-Year Plan (Budget Year + 5 Future Years); Annual Update

Staffing Plan Elements

Staffing Plan Document
(April 2009 SPC Outline—reviewed and updated annually; revised with five-year planning cycle)
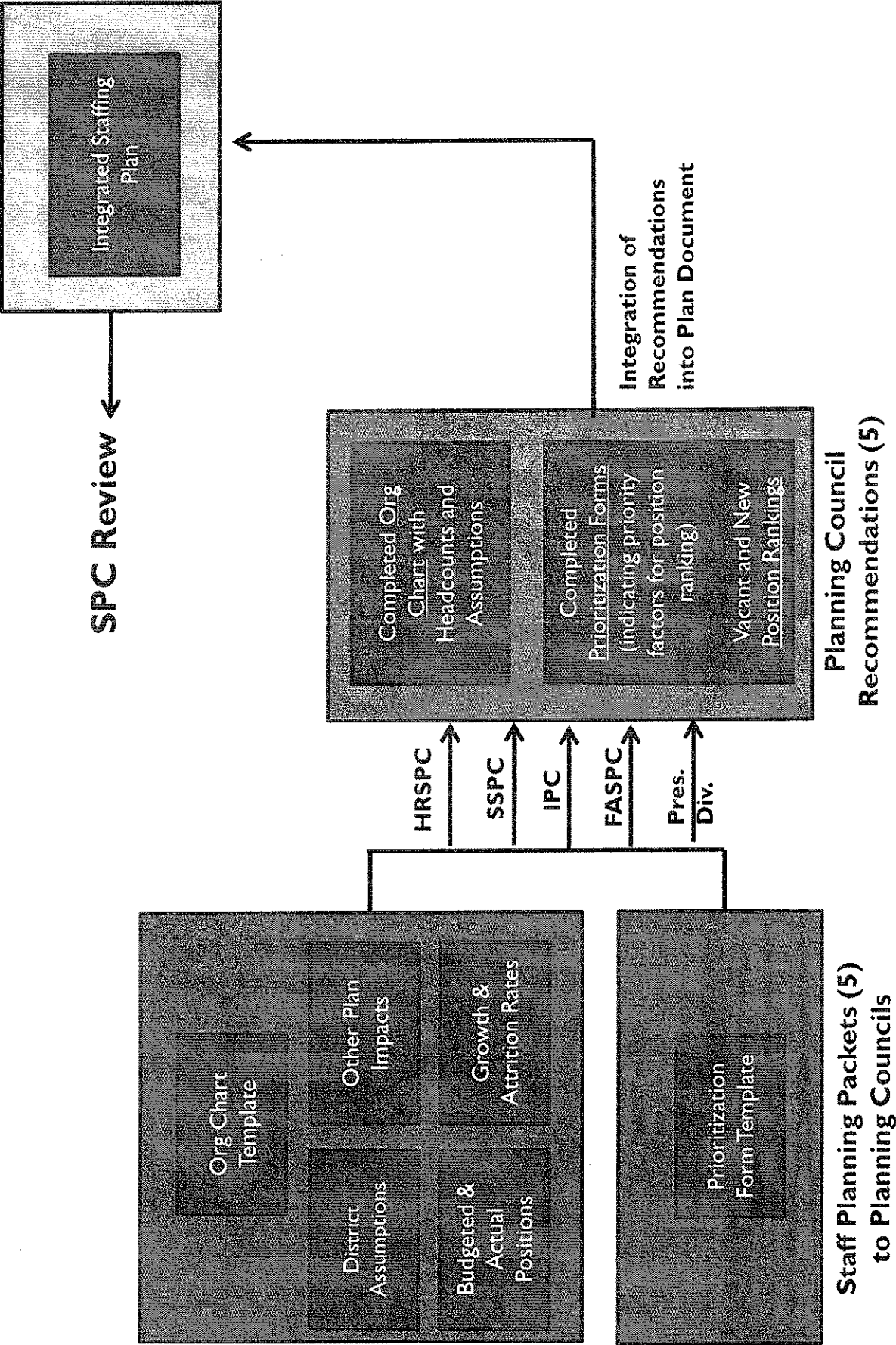
Planning Council Recommendations
(updated annually)

Executive Division Data
(updated annually)

District-Wide Assumptions
(reviewed annually; revised as needed)
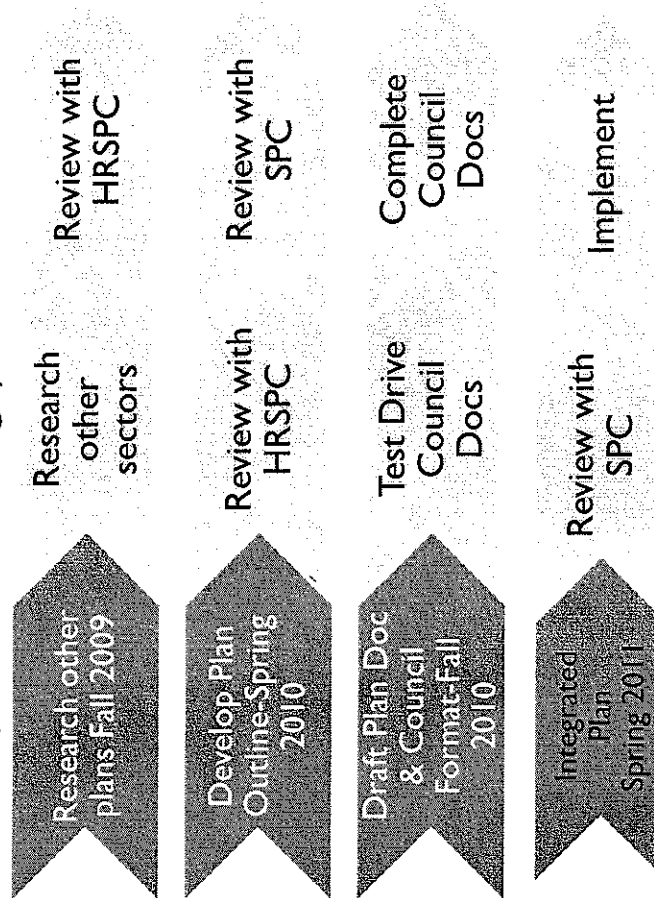
Constraints
(reviewed annually; revised as needed)

Linkage To/From Other Plans
(reviewed annually; revised as needed)

Staffing Plan Process

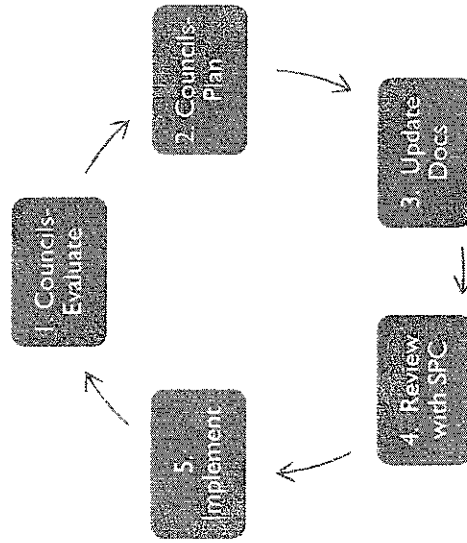**SPC Review**

Integrated Staffing Plan

Integration of Recommendations into Plan Document

Planning Council Recommendations (5)

Completed Org Chart with Headcounts and Assumptions

Completed Prioritization Forms (Indicating priority factors for position ranking)

Vacant and New Position Rankings

HRSPC

SSPC

IPC

FASPC

Pres. Div.

Staff Planning Packets (5) to Planning Councils

Org Chart Template

Other Plan Impacts

Growth & Attrition Rates

District Assumptions

Budgeted & Actual Positions

Prioritization Form Template

Timeline and Milestones

Formative Plan for 2011-12
(Initial Plan Design)

Research other plans Fall 2009	Research other sectors / Review with HRSPC
Develop Plan Outline-Spring 2010	Review with HRSPC / Review with SPC
Draft Plan Doc & Council Format-Fall 2010	Test Drive Council Docs / Complete Council Docs
Integrated Plan Spring 2011	Review with SPC / Implement

Thereafter: Summative Plan
(Ongoing Annual Update)

1. Councils-Evaluate
2. Councils-Plan
3. Update Docs
4. Review with SPC
5. Implement

Next Steps

- Train Councils and Initiate Council Recommendation Process (10/10)
- Complete Plan Document (12/10)
- Integrate Council Recommendations into Plan Document (2/11)
- Review with SPC (3/11)
- Implement (4/11)

Planning Council Staffing Recommendations: Overview

Focus on the division level:

• **Staffing recommendations are determined by the Planning Councils** so that recommendations are in alignment with each division's staffing needs; also, ensures that the process is tied to shared governance due to the Planning Council's involvement.

• **Divisions are sensitive to the specific levels of service** needed to support operations in their areas, and where staffing may currently be lean or adequate.

• **Each division has a different unit of measurement** based on its primary purpose(s)to compare staffing levels to services provided to develop appropriate optimum staffing rates. Examples for each division are as follows:

- Instructional Services: Full-time Equivalent Students (FTES)
- Student Services: Student headcount
- Finance & Administrative Services: Square footage (for some Facilities staff)
- Human Resource Services: Number of employees served

• Utilizing an overall unit of measurement to determine staffing levels for each division and performing analysis at the division level will, in most cases, provide enough data to generate accurate optimal staffing rates.

Planning Council Staffing Recommendations: Overview (continued)

Components of Planning Council Staffing Recommendations

- **Organization chart and planning assumptions:**
  - Depicts overall current employee headcount and anticipated staffing needs through FY 2014-15.
  - Indicates how many positions are currently filled versus funded.
  - Provides an overview of areas that may be particularly understaffed and/or may have significant staffing needs in the future.
  - Shows what planning assumptions (unit of measurement; data provided by HR, information from other plans, etc.) were used to determine optimum staffing.
  - New positions needed to provide optimum headcount can be identified based on data in the org chart.

- **Prioritization and new positions:**
  - Vacant positions are prioritized according to four specific factors related to strategic planning and a division's primary purpose.
  - Positions are ranked in order of priority according to the pre-determined priority factors.

A note about faculty positions: Faculty positions are included in the total minimum and optimum headcount for the appropriate divisions; however, due to the established faculty prioritization process, vacant faculty positions should not be included as a part of the prioritization/new position component.

Planning Council Staffing Recommendations: Organization Chart

Completing the Org Chart: Minimum, Budgeted, and Optimum Staffing Levels

• For each department/program of the division and the division as a whole, **identify the minimum, budgeted, and optimum staffing level for the current fiscal year.**

- *Current:* Total number of employees currently in the division (headcount)
- *Budgeted:* Total number of currently funded (budgeted/actual) positions currently in the division
- *Optimum:* Current number of employees needed to provide an optimal level of service based on unit of measurement

- *Ratio 1:* Ratio of current employee headcount to current funded positions
- *Ratio 2:* Ratio of current employee headcount to optimum employee headcount

Example: In Student Services, 1 employee is needed for every 250 students. The department currently has 150 employees, 200 budgeted positions, and optimally, adding 10 additional positions would support the department's services.

150	200
75.0%	
210	71.4%

• **List new positions needed** (proposed positions) on the Vacant/Proposed Positions worksheet.

Planning Council Staffing Recommendations:
Organization Chart

Completing the Org Chart: Forecasting Staffing Needs

• For each future year of the plan (through 2014-15), **indicate the minimum and optimum number of staff needed** based on the division's unit of measurement, expected growth, and anticipated attrition.

• **Minimum and optimum employee headcount for future years** (forecasted staffing needs) is based on maintaining the number of employees per unit of measure at (minimum) or above (optimum) the projected growth rate per unit of measure. Example: To maintain 1 employee per 250 students served, each time the number of students rises by 250, 1 additional employee would be needed.

Planning Council Staffing Recommendations:
Organization Chart

Completing the Org Chart: Planning Assumptions/Notes

• *Unit of measurement:* Indicate the unit of measurement used (i.e. FTEs, student headcount, square footage, etc.)

• *Rate of growth:* Input the expected rate of growth for future planning years.

• *Attrition rate:* This rate is a fixed formula provided by HR based on rates of employee turnover within the division. If the rate requires adjustment due to unusually high or low turnover, indicate such in the notes.

• *Growth projections:* Indicate how the division arrived at the rate of growth. Example: Growth projections are based on 1 employee per 200 students, which is based on the use of an annualized, unduplicated headcount for FY 2010-11 of 39,000, divided by a total division budgeted position count of 185.

• *Optimal staffing rates:* Indicate what growth expectations/planning assumptions were used to determine optimal staffing levels.

• *Additional planning assumptions/notes:* Add any additional planning assumptions that are expected to impact staffing and/or other information to consider in determining future staffing needs.

Planning Council Staffing Recommendations:
Position Prioritization and Rankings

Identify Prioritization Factors

• **The Planning Council decides upon a maximum of four individual factors to use in prioritizing vacant/proposed positions and identifies them on the Prioritization Form.**

 - Most important criteria: Factors need to tie directly to strategic planning. Identify how each factor serves specific objectives in the Strategic Plan.

 - Factors should be independent of growth calculations/optimum staffing levels identified in the org chart.

 - Consider: Nature of work of the position; availability of other staff to fill the gap; legal requirements that impact staffing levels, and so forth.

 - Assign a point value to each factor to use in ranking positions (recommended: 1-5 points). Factors can be weighted, if needed, depending on the importance of each factor.

Ranking Positions

• **Assign a score for each priority factor for each position** on the Vacant/Proposed Positions worksheet. Then, total the scores for each position to determine the total priority factor.

• **Rank the positions by total priority factor.** If positions have identical total scores, consider the weight/importance of the individual priority factor scores to determine how the positions should be ranked.

Submit completed Planning Council Recommendations
to Human Resource Services in:

December, 2010

DIVISION

Date

Vice President

Division Total

Department/Program 1

Current	Budgeted	Ratio 1 (%)
Current	Optimum	Ratio 2 (%)

Department/Program 2

Current	Budgeted	Ratio 1 (%)
Current	Optimum	Ratio 2 (%)

Department/Program 3

Current	Budgeted	Ratio 1 (%)
Current	Optimum	Ratio 2 (%)

Staffing Forecast through 2014-15:

	Current	Budgeted
	Current	Optimum
FY 2010-11	Min	Opt
FY 2011-12	Min	Opt
FY 2012-13	Min	Opt
FY 2013-14	Min	Opt
FY 2014-15	Min	Opt

Planning Assumptions and Notes:

1. Unit of measurement: [i.e. FTEs, student headcount, square footage, etc.]
2. Rate of growth: x%. [Unit of measurement] growth is assumed at a rate of x% per year.
3. Attrition rate: x%. Attrition statistics were computed based on a division-averaged rate over a five-year period at xxx/year.
4. Growth projections are based on 1 employee per [unit of measurement], based on xxx.
5. Optimal rates assume the following ratios/growth expectations:
6. [Additional planning assumptions/notes as appropriate]

PALOMAR COLLEGE

Staffing Plan: Priority Factors Form
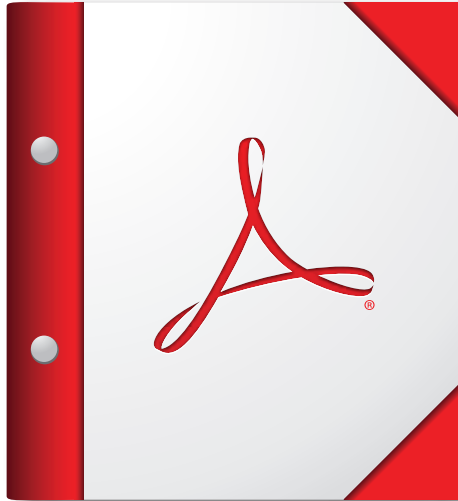
Division: **Date:**

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

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

Priority Factor	Information About Priority Factor	Linkage to Strategic Plan	Score Value
Example: Bench depth (available employees to fill specific functions)	_Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation_	_Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)_	1-5
P1			
P2			
P3			
P4			

For the best experience, open this PDF portfolio in Acrobat 9 or Adobe Reader 9, or later.

Get Adobe Reader Now!