



STRATEGIC PLANNING COUNCIL AGENDA

Date: March 19, 2013
Starting Time: 2:00 p.m.
Ending Time: 3:45 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Cerda, Claypool, Cuaron, Davis, Farmer, Holmes, Keeney, Larson, Laughlin, Lienhart, Magnuson, Maunu, Moore, Navarro, Owens, Peisl, Perez, Stewart, Talmo, Titus, Tortarolo, Vernoy, Wick

RECORDER: Ashour

| | Attachments | Time |
|---|-------------|--------|
| A. <u>MINUTES</u> | | 2 min |
| 1. Approve Minutes of March 5, 2013 | | |
| B. <u>ACTION ITEMS/SECOND READING</u> | | 5 min |
| 1. Staffing Master Plan Year 3 Addendum | Exhibit B1 | |
| C. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u> | | 5 min |
| 1. Accrediting Commission Actions and Policy Updates | | |
| 2. Progress of the ACCJC Annual Report | | |
| D. <u>INFORMATION/DISCUSSION</u> | | 25 min |
| 1. Student Success Task Force Recommendations | | |
| 2. Budget Update | | |
| 3. Budget Committee Recommendation | | |
| E. <u>INTEGRATED PLANNING MODEL</u> | | 60 min |
| 1. SPC Timeline Check-In | | |
| 2. Strategic Plan 2016 Timeline Check-In | | |
| 3. Progress Report on Plans (Master Plan, Staffing, Technology Strategic) | Exhibit E3 | |
| 4. Continue discussion of Vision, Mission and Values | | |
| F. <u>REPORTS OF PLANNING COUNCILS</u> | | 5 min. |
| 1. Finance & Administrative Services Planning Council – Ron Perez | | |
| 2. Human Resource Services Planning Council – John Tortarolo | | |
| 3. Instructional Planning Council – Berta Cuaron | | |
| 4. Student Services Planning Council – Mark Vernoy | | |
| G. <u>REPORT FROM PC3H COMMITTEE</u> | | 5 min |
| H. <u>OTHER ITEMS</u> | | |



STRATEGIC PLANNING COUNCIL MEETING MINUTES March 19, 2013

A regular meeting of the Palomar College Strategic Planning Council scheduled March 19, 2013, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Michelle Barton, Debbi Claypool, Berta Cuaron, Robert Deegan, Calvin One Deer (for Magnuson), Greg Larson, Teresa Laughlin, Shannon Lienhart, Christina Moore, Zeb Navarro, Wilma Owens, Ron Perez, Kate Stewart, Rich Talmo, Mark Vernoy
Absent: Phil Cerda, Kathy Davis/Aaron Holmes, Johnathan Farmer, Rachel Keeney, Kendyl Magnuson, Leanne Maunu, Tatiana Peisl, Sherry Titus, John Tortarolo, Chris Wick
Recorder: Cheryl Ashour
Guests: Joan Decker, Brent Gowen, Shawna Cohen

A. MINUTES

1. Approve Revised Minutes of March 5, 2013

MSC (Vernoy/Tortarolo) to approve the Minutes of March 5, 2013

B. ACTION ITEMS/SECOND READING

1. Staffing Master Plan Year 3 Addendum

MSC (Vernoy/Hearn) to approve the Staffing Master Plan Year 3 Addendum as presented

Michelle Barton answered a question regarding why the full time faculty numbers were different in A6 and A12; A6 reflected actual teaching faculty, while A12 includes those on assignment, etc. Shawna Cohen and President Deegan responded to a question about why people were not counted in the Escondido and other centers in A7; the reason is that A7 concerned space added and no space was added to those centers. Space is lost as well as added when buildings are built on the San Marcos campus and older buildings are removed.

C. ACCREDITATION RECOMMENDATIONS AND PROGRESS

1. Accreditation Commission Actions and Policy Updates

Berta Cuaron stated that at the next meeting a briefing of last week's team workshop will be provided. A copy of the Annual Report will also be brought for information.

2. Progress of the ACCJC Annual Report

Michelle Barton stated that the Accrediting Commission made quite a few changes to the Annual Report. A writing team was formed to identify new standards and achievement data. The Faculty Senate reviewed the information and made recommendations. Ms. Barton discussed the achievement data and the recommended standards.

D. INFORMATION/DISCUSSION

1. Student Success Task Force Recommendations

Greg Larson reported that the Student Score Card (ARC 2.0), as part of Recommendation 7, has arrived. The Student Score Card measures student achievement.

2. Budget

Ron Perez presented an update of the 2012-13 Fund 11 Adopted vs Current Projections. He reviewed the beginning balance, revenue, expenditures, ending fund balance and changes in the fund balance. He also reviewed the 2013-14 budget assumptions regarding apportionment, base FTES, step/column, benefits increase, salaries and associated benefits, vacancy savings, faculty replacements, and Fund 69 Actuary.

3. Budget Committee Recommendation

Ron Perez discussed the Budget Committee's recommendation regarding monies from Fund 41 (RDA). He reviewed how much money is in the account and how it can be used. Since the College no longer receives instructional equipment money from the State, the Budget Committee recommended that the money be used for this purpose this year. Any remaining balance will carry forward. Two-thirds of the money will be used for computers for labs, classrooms, faculty and staff, and one-third will pay for equipment, with 85% going to Instruction, 6% to Student Services, 6% to Finance and Administrative Services, 3% to Human Resource Services, and 0% to the President's group.

E. INTEGRATED PLANNING MODEL**1. SPC Timeline Check-In**

Michelle Barton reviewed the upcoming tasks.

2. Strategic Plan 2016 Timeline and Activities

Michelle Barton reviewed the upcoming tasks.

3. Progress Report on Plans (Master Plan, Staffing, Technology, Strategic Plan)

Berta Cuaron discussed the progress of the Educational Master Plan, Ron Perez discussed the progress of the Facilities Master Plan and Technology Plan, and Michelle Barton discussed the progress of the Staffing Plan and the Strategic Plan. **(Exhibit E3)**

4. Vision, Mission and Values

Michelle Barton reminded members that a summary of the Mission statement conversations was sent to members, who were requested to take it to their constituent groups and collect feedback. Representatives for SSPC, FASPC, IPC, PFF, Faculty Senate, and CCE discussed the feedback they received. After discussion it was decided to keep the existing Mission statement but blend student achievement language into it. Michelle Barton, Brent Gowen, Berta Cuaron, Greg Larson, Teresa Laughlin, and Mark Vernoy formed a writing group to do the work; this item will return at the next SPC meeting.

F. REPORTS OF PLANNING COUNCILS**1. Finance and Administrative Services Planning Council**

No report.

2. Human Resource Services Planning Council

No report.

3. Instructional Planning Council

Berta Cuaron reported that IPC discussed PRP allocations and faculty position requests at their last meeting.

4. Student Services Planning Council

Mark Vernoy reported that SSPC discussed the recommendation from the budget committee; the Vision, Mission, and Values; global issues from the PRP process; and a safety and security plan.

G. REPORT FROM PC3H COMMITTEE

President Deegan reported that the reception at the library for the AIDS quilt was very nice.

H. OTHER

President Deegan stated that the representatives at the Strategic Planning Educational Forum from UCSD, CSUSM, Fallbrook, Escondido, and San Marcos high schools gave good feedback on what Palomar College is doing well and what needs to be improved. He asked everyone to attend the business forum tomorrow.

H. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:50 p.m.



**PALOMAR COMMUNITY COLLEGE DISTRICT
STAFFING MASTER PLAN 2016**

YEAR 3 UPDATE, 2012-13

Contents

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Staffing Master Plan 2016 Year 3 Update, 2012-13: Overview

History of the Plan and the Planning Process

The District established the Staffing Master Plan (Plan) in 2010-11 to link staffing needs directly to the District's overarching institutional planning mechanisms. (<http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf>) The Plan is six years in length with an update prepared annually to allow the District's planning groups, which include the four divisional planning councils and the Superintendent/President's Group (SPG) of direct reports, to update staffing priorities. These priorities are derived from planning groups' analysis of the District's planning assumptions and their relationship to staffing needs. The Plan is the product of the Human Resource Services (HRS) department as assigned in Year 1 of the District's Strategic Plan 2013 Action Plan. Currently, the District is in Year 3 of the Plan.

The planning groups provide important feedback to HRS each year regarding the planning process. Based upon feedback from the planning councils and SPG, in Year 3, the planning process was streamlined and focused solely on affirming divisional planning assumptions and priority factors and reassessing and reprioritizing staffing needs. Minimum and optimum staffing levels, as originally identified in divisional organization charts in the initial year of the Plan and the Year 2 update, will now be required only during Year 1 of each subsequent six-year Plan unless a substantive change to any area of the organization occurs, necessitating the development of appropriate staffing levels for that particular area.

During the initial year of the Plan, the planning groups determined minimum and optimum staffing levels for their respective areas through a review of the District's organizational structure and District-wide plans and assumptions. The District's plans can be found at the following links:

- Educational Master Plan 2022
(<http://www.palomar.edu/strategicplanning/MasterPlan2022Update03012011.pdf>)
- Strategic Plan 2013
(<http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf>)
- Technology Master Plan 2016
(<http://www.palomar.edu/strategicplanning/TMP2016.pdf>)
- Divisional Program Review and Planning reports
(<http://www.palomar.edu/irp/PRPCollection.htm>)

The planning groups also determined planning assumptions unique to the specific functions and services of their areas to further assist in identifying appropriate staffing levels and staffing needs.

Each planning group used the District-wide and divisional planning assumptions to develop a set of priority factors that tie directly to the goals and objectives of the District's Strategic Plan. The planning groups then reviewed their areas' vacant and budgeted positions against the priority factors to prioritize the positions in order of recruitment preference as a guideline to determine when positions should be filled, with positions ranked as #1 as being the highest priority. Planning groups also proposed and prioritized new positions to fulfill expected future needs of their areas.

At the beginning of each year's Staffing Master Plan update cycle, HRS provides an orientation to each planning group on the purpose and requirements of the Plan and updates to District-wide planning assumptions. Appendix A includes the training materials for Year 3. The planning groups then reaffirm or update their divisional assumptions and priority factors and reevaluate and update their staffing priorities. At the conclusion of each year's update cycle, the planning groups provide evaluative feedback to HRS regarding the efficacy of the Plan. HRS uses this feedback to make future modifications to the planning process.

Year 3 District Assumptions and Other Planning Factors

Updated planning assumptions for the Year 3 update are documented as part of the training materials in Appendix A. In summary, student and employee headcounts were reduced compared to the Year 2 update, which reflects the significant fiscal constraints faced by the California Community Colleges system and state of California in recent years. Employee attrition rates fell slightly and facilities/space projections remained the same as in the Year 2 update, and the District's modified hiring freeze remains in place.

Flexibility of the Plan and the Planning Process

The Staffing Plan is designed to respond to shifting staffing needs that occur over time due to changes in planning assumptions and other factors. The planning groups prioritize existing positions only once each year during a fixed time period; however, retirements, resignations, and promotions may occur throughout the year once an update is completed. Depending upon a division's planning assumptions, priorities, and needs, it may be necessary that positions that have become vacant after an update and prior to the next update be prioritized higher and addressed sooner than positions on a given year's list. In these cases, the following year's update should note actions taken and changes made to the priority list. In summary, the staffing priorities set by the planning groups serve as a guideline to when positions should be filled, and all positions are reviewed individually in line with District needs and available resources prior to recruitment.

The Year 3 update reflects staffing priorities for positions at the District's San Marcos and other existing locations. The Year 4 update will address recommendations for staffing the North and South Centers, which at this writing are expected to open within the 2015-17 timeframe.

Staffing Master Plan 2016 Year 3 Update, 2012-13: Analysis of Staffing Priorities of Individual Planning Groups

Introduction

This section is a summary of each planning group's staffing changes and priorities for the Year 3 update. Appendix B contains each planning group's specific priorities.

Superintendent/President's Group (SPG)

SPG retained all prioritized positions indicated in the Year 2 update and shifted rankings slightly to address staffing needs within the Institutional Research and Planning department. No positions have been filled in the Superintendent/President's Division in 2012-13 thus far primarily due to the District's ongoing hiring freeze.

The Division has opened a Title III/STEM Institutional Research Analyst position that the District anticipates filling within the 2012-13 fiscal year. The Title III/STEM Institutional Research Analyst position, formerly referred to in Year 2 as a Research and Evaluation Technician, was reprioritized from #7 to #4 in Year 3 when funds through one of the District's two Science, Technology, Engineering, and Mathematics (STEM) grants became available to fill the position. The District is currently recruiting for this position out of sequence due to the timing of the funding. The Administrative Support – Grants position, prioritized as #4 in Year 2 was reprioritized to #7 in Year 3 in order to accommodate the immediate need to fill the Title III/STEM Institutional Research Analyst position. All other proposed positions will be developed and recruited in concert with fiscal resources and prioritized against the overall staffing needs and workload of the District.

Finance and Administrative Services Planning Council (FASPC)

As in the first year of the Plan and Year 2, Finance and Administrative Services (FAS) has largely filled positions in order of priority ranking. FAS has filled some positions outside of the prioritization process to address immediate health and safety needs and functional gaps within the division. FAS filled a total of ten (10) positions in Year 3.

Four of the positions filled by FAS in Year 3 appeared in Year 2's priorities and fell within the division's top ten prioritized positions. All four positions are Administrative Association and Confidential and Supervisory Team (CAST) positions that had remained vacant for over a year. Filling these positions remedied the lack of permanent leadership within the division. These positions include the Assistant Superintendent/Vice President, Finance and Administrative Services; the Director, Facilities; the Administrative Assistant, Finance and Administrative Services; and the Supervisor, Custodial Services.

FAS' remaining six positions filled in Year 3 consisted of five critical positions that were replaced soon after they became vacant to address health, safety, and technology

needs and one new Administrative Association position to close functional gaps and streamline operations within the Fiscal Services department. The five replacement positions consist of three Custodian I positions, a Maintenance Painter, and a Programmer Analyst. A new position, Manager, Fiscal Services, was developed to combine the responsibilities of three administrative and supervisory positions within Fiscal Services: the Manager, Fiscal Accounting; the Accounts Payable Supervisor; and the Supervisor, District Cashiering Services.

FAS' budgeted/vacant and proposed positions remain nearly the same as in Year 2. Five recent vacancies due to promotions and retirements within the division have been added and the division has proposed to recruit for the following positions: Buyer; Database Administrator; Manager, Construction and Facilities Planning; Supervisor, Environmental Health and Safety; and a Health and Safety Technician. Other positions include three new Custodian I positions in anticipation of increased needs corresponding with the construction of the North and South Centers. FAS identified some vacant positions as needing reevaluation to correspond with changes in operations and functions.

Human Resource Services Planning Council (HRSPC)

The Human Resource Services (HRS) department maintained its prior-year staffing levels in Year 3, filling no positions. HRS' staffing workload, however, has increased sharply as a result of the passage of Proposition 30, causing HRS to review its staffing priorities with attention to how the department can most expediently fulfill staffing needs for the entire District over the next several years.

In Year 3, HRS maintained its two critical vacant positions of Manager, Human Resource Services and Human Resources Analyst as the top-ranked positions to fill. HRS reorganized the order in which its proposed positions were prioritized and added and removed proposed positions. Two Employment Technicians were added to the proposed positions list. An additional Benefits Specialist and two more HR Generalist positions were added and ranked to correspond with an increase in benefits and personnel support that will become necessary as the South and North Centers open. HRS removed the Administrative Support, HR Research Assistant, and Systems Module Functional Assistant positions from the proposed positions list as the need for support in these areas is not immediate. These changes are necessary to accommodate the expected ongoing increase in the recruiting, personnel support, and benefits workload anticipated due to District growth as the North and South Centers prepare to open and easing of fiscal constraints.

Instruction Planning Council (IPC)

Due to budget constraints and the District's modified hiring freeze, Instructional Services utilized the flexibility of the Plan to fill thirteen replacement and new positions that were critical to District operations, even though there were other position needs on the division's list of prioritized positions. Seven of these recruitments were for positions that

became vacant as a result of transfers of existing classified employees within the division. Six new positions were added to the division, five of which were classified positions, which were necessary to support the immediate staffing needs created by the awarding of the Science, Technology, Engineering, and Mathematics (STEM) I and STEM II grants to the District. The sixth new position was an Administrative Association position, Manager, Educational Television and KKSM Radio Operations, which was essential to provide more consistent supervision to the functional areas it oversees and to ensure compliance with FCC regulations.

The District did not fill any full-time faculty positions during Year 3; however, recruitments for nineteen faculty positions within Instructional Services and Student Services (see Student Services Planning Council section) are currently underway and expected to be filled for the 2013-14 academic year. Seventeen of these positions were identified in the faculty position priorities process conducted by the Instruction Planning Council (IPC) Subcommittee in 2012-13 as indicated in Appendix C. One position is a librarian and one is an immediate replacement for a crucial position in Nursing Education. The District is filling these full-time faculty positions to ensure that at a minimum it fulfills its Faculty Obligation Number (FON) enacted by the California Community Colleges Chancellor's Office. These new faculty hires will also ease the impact of a large number of faculty retirements that occurred in 2010-11 and 2011-12. Appendix D provides a review of the description of the FON and the College's philosophy on faculty hiring.

Instructional Services made significant updates to its priority rankings and added several proposed positions in Year 3, with attention to providing broader instructional support. The division has placed an emphasis on institutionalizing staffing needs resulting from the implementation of successful student support activities funded by the Title V/Hispanic Serving Institution (HSI) and STEM I and II grants. Priority rankings are limited strictly to classified, CAST, and administrative positions as faculty priorities are determined by the process completed by the IPC Subcommittee each academic year. The four top-ranked positions are de facto requests to institutionalize four Title V/HSI/Basic Skills Initiative (BSI) funded positions to District funding. Positions 5-8 are four new proposed instructional and office support positions that will support the activities in the new Teaching and Learning Center (TLC) on the San Marcos campus. The high success of the Escondido Center TLC was the catalyst for the creation of a similar facility.

The remaining priority list of seventeen positions is the result of a careful review of position requests submitted through the annual Program Review and Planning (PRP) process. The prioritization of both new and existing positions is a thorough process completed each year by IPC. The list for Year 3 is a reflection of this important process that considers new directions in academic programs, operational changes, reorganization, and vacant positions in Instruction and Instructional Support areas. In Year 3, seven vacant positions resulting from attrition were added to the priorities list.

Student Services Planning Council (SSPC)

Student Services filled a total of eleven non-faculty positions in Year 3. Of these positions, four were prioritized and seven were critical replacements filled to address urgent operational needs within the division. The positions were filled across several areas of the division: the Assistant Superintendent/Vice President, Student Services position; a Career Center Coordinator, a Counseling Services Specialist, a Counseling Services Supervisor, an Assessment/School Relations Coordinator, and a GEAR UP specialist in Counseling; the Director, Enrollment Services and an Academic Evaluator/Advisor – Transcript Fees in Enrollment Services; an Academic Department Assistant in Athletics; and a Police Officer I and a Community Service Officer in the Palomar College Police Department.

As was also the case for Instruction, Student Services did not hire any new full-time faculty in Year 3 due to budget constraints. In 2011-12, IPC's faculty priorities included three new faculty positions in Student Services, which include an Assistant Professor/Counselor and two positions in the Disability Resource Center to address staffing gaps due to recent faculty retirements in that department. The District is currently recruiting for these positions.

All of Student Services' prioritized vacant and proposed positions identified in Year 2 were carried over to Year 3. The division opted to add five proposed positions in several departments to provide direct student support and meet health and safety requirements for the District. Two of these positions are new Veterans Services Technician positions, both of which are currently open to the public, to support the District's growing population of veterans. The other new proposed positions include an Assessment Technician to support the Title III/STEM grant, which is currently under recruitment; an Enrollment Services Specialist; and a Police Officer I. Several of Student Services' positions are ranked differently in Year 3 than in Year 2 to address the division's current staffing needs.

APPENDIX A.

**Staffing Master Plan 2016: Year 3 Update Training and
Planning Assumptions, Fall 2012**

**Appendix A. Staffing Master Plan 2016: Year 3 Update Training and
Planning Assumptions, Fall 2012**



Staffing Master Plan 2016: Year 3 Addendum

***Planning
Council and
SPG Training***

Fall 2012



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

A Brief Overview

- Purpose: To systematically identify and prioritize District staffing needs
- Six-year planning cycle with annual addenda/updates – currently in third year
- Tied to accreditation and various planning mechanisms
- Staffing needs are data-driven and identified by planning councils/SPG

Planning Council/SPG Recommendations

- How many positions? (Minimum and optimum staffing levels)
- Which positions, and when to fill them? (Prioritization)
- Why are specific positions needed? (Priority factors tied to planning and data)

STAFFING PLAN OVERVIEW



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

Related accreditation standards and District planning influences:

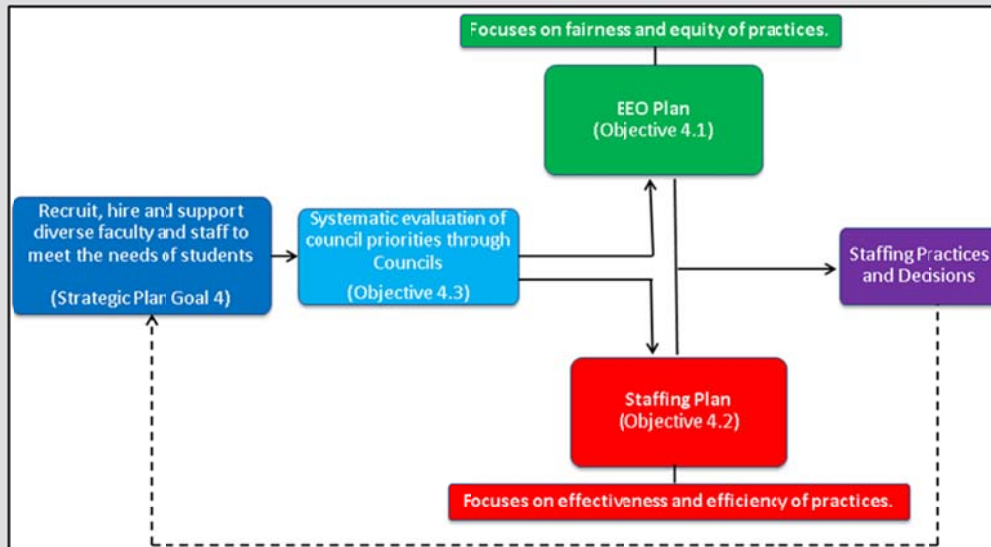
| Accreditation | Strategic Plan 2013 | HRS Program Review & Planning |
|--|---|--|
| <ul style="list-style-type: none"> • Standard I – Institutional Mission and Effectiveness: The District uses quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. • Standard III.A. – Human Resources: The District employs qualified personnel to support student learning and improve institutional effectiveness. Integrate HR planning with institutional planning. • Standard III.A.2.: The District maintains a sufficient number of qualified full-time faculty, staff, and administrators to support Palomar's mission and purposes. • Standard III.A.6.: HR planning is integrated with institutional planning. The District systematically assesses the use of human resources and uses the results of evaluation as the basis for improvement. | <ul style="list-style-type: none"> • Values: Improvement of performance and outcomes through ongoing planning and self-evaluation. • Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. • 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. <p><small>*These objectives were originally listed in Strategic Plan 2013 for Year 1 – 2010-11.</small></p> | <ul style="list-style-type: none"> • Service Area Outcome 2 – Recruitment, Hiring, and Retention: Optimize resources towards recruitment, hiring, and retention of a highly qualified faculty and staff. |

THE STAFFING PLAN IN CONTEXT

Relationship to Accreditation and Planning



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012



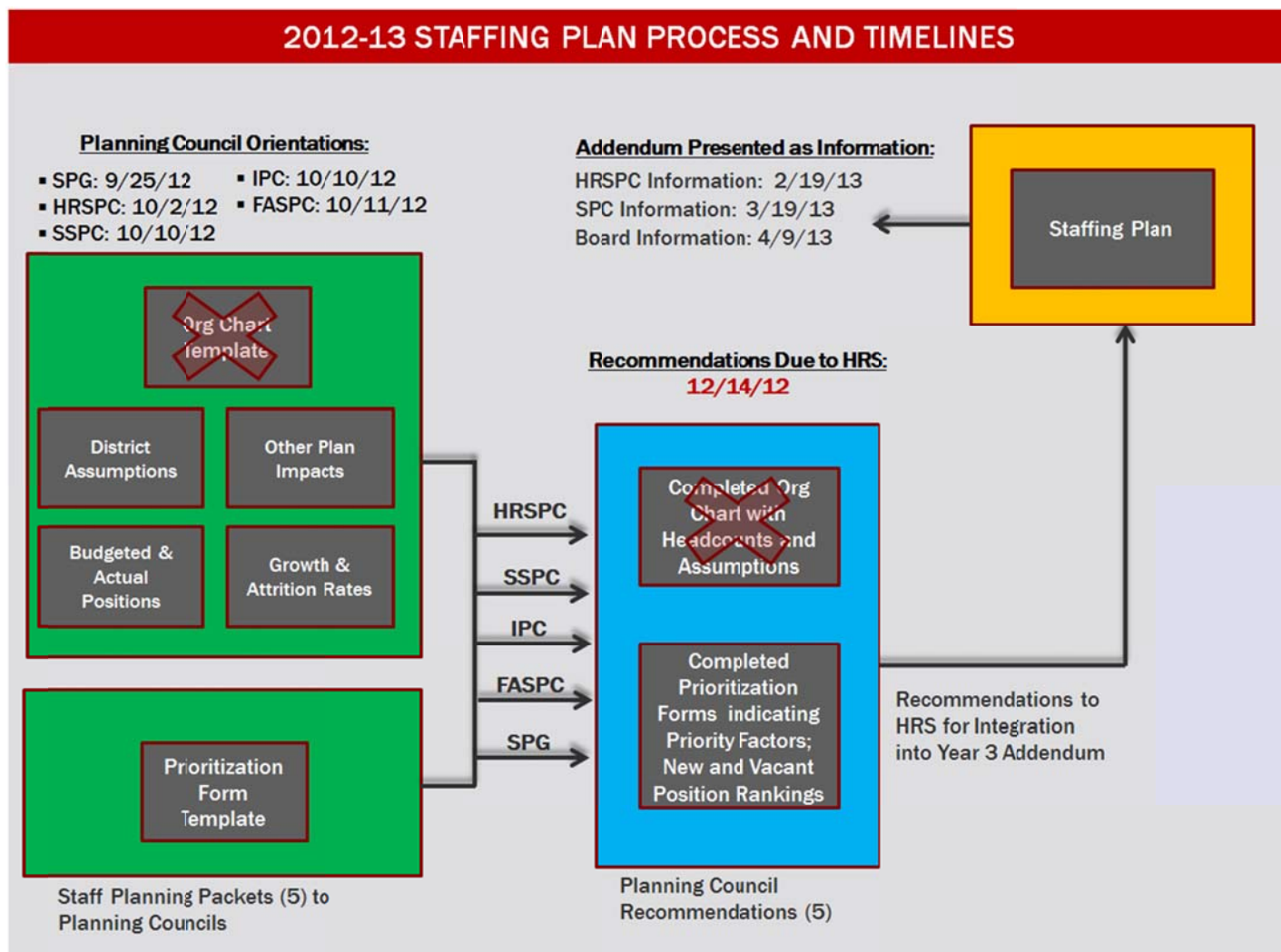
- **Strategic Plan** identifies the goal of hiring diverse faculty and staff
- **Staffing Plan** identifies staffing levels and priorities (HRS SAO 2 – Recruitment/Hiring)
- **EEO Plan** identifies methods, outcomes, and practices to achieve diversity in staffing (HRS SAO 3 – Diversity/EEO)

THE STAFFING PLAN IN CONTEXT

Relationship to District and HRS Planning



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

■ Student Headcount and FTES

Palomar College Student Headcount, 2005-06 through 2011-12.

| 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---------|---------|---------|---------|---------|---------|---------|
| 45,490 | 47,650 | 50,123 | 49,336 | 47,575 | 42,576 | 38,320 |

Sources: California Community Colleges Chancellor's Office Student Demographics by Academic Year, 2004-05 through 2010-11; California Community Colleges Chancellor's Office Enrollment Status Report for Palomar College, 2011-12.

Palomar College Recalculation Apportionment FTES, 2006-07 through 2011-12.

| | General Apportionment Funded FTES | | | Actual FTES Reported for Apportionment Funding | | |
|------------|--------------------------------------|--------|-----------|---|--------|-----------|
| | Total | Credit | Noncredit | Total | Credit | Noncredit |
| FY 2010-11 | 19,797 | 18,900 | 897 | 20,251 | 19,354 | 897 |
| FY 2009-10 | 19,438 | 18,186 | 1,252 | 20,958 | 19,706 | 1,252 |
| FY 2008-9 | 20,183 | 18,846 | 1,338 | 20,461 | 19,108 | 1,354 |
| FY 2007-8 | 19,469 | 18,097 | 1,372 | 20,005 | 18,469 | 1,536 |
| FY 2006-7 | 19,407 | 17,820 | 1,587 | 19,407 | 17,820 | 1,587 |
| FY 2005-6 | 19,326 | 17,812 | 1,514 | 19,326 | 17,812 | 1,514 |

Data extracted from California Community Colleges Chancellor's Office Recalculation Apportionment Reports, 2005-06 through 2010-11 (all figures rounded to whole numbers).

■ Employee Headcount by Employment Group, 2006-07 through 2011-12

| Year | Administrators, Supervisors, Confidential | Full-Time Faculty | Child Development Teachers | Classified | Total |
|---------|---|----------------------|----------------------------------|------------|-------|
| 2011-12 | 77 | 258 | 8 | 382 | 725 |
| 2010-11 | 80 | 273 | 9 | 387 | 749 |
| 2009-10 | 83 | 284 | 9 | 393 | 769 |
| 2008-09 | 85 | 294 | 10 | 401 | 790 |
| 2007-08 | 84 | 294 | 9 | 398 | 785 |
| 2006-07 | 83 | 295 | 10 | 408 | 796 |

Sources: Palomar College Active Employee Reports, 2005-06 through 2010-11 (dated September 1 of each year); Palomar College Active Employee Count Report dated August 8, 2012

**PLANNING
ASSUMPTIONS
AND IMPACTS**



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

Budget and Hiring Freeze:

- Focus on filling replacement positions
- Flexibility: Prioritized positions filled as needed and as budget allows
- Assume that District is operating at minimum staffing levels

Space/Facilities:

- North and South Centers likely to be delayed until at least 2014
- Staffing recommendations for centers to be held until organizational structure developed
- Space analysis overview:

***Staffing Plan Space Analysis for San Marcos Campus, North and South Centers
2006-7 to 2014-15).***

| Year | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------|---------|-------------|---------|---------|--------------------------|-----------------|-----------------|-------------------------|---------|
| GSF @ SM | 591,425 | 698,425 | 662,414 | 662,414 | 764,499 | 794,499 | 956,371 | 913,872 | 976,825 |
| Space Added | | NS Building | MB | | HS, MD, Sprung Structure | IT, Planetarium | Humanities, TLC | T-Bdg, Theatre Addition | Library |
| GSF @ South Center | | | | | | | | 100,000 | |
| GSF @ North Center | | | | | | | | 150,000 | |

Source: Facilities Master Plan 2020 and Staffing Plan Space Analysis Overview 2006-2015 (Facilities, 2011).

**PLANNING
ASSUMPTIONS
AND IMPACTS**



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

2011-12 Positions Filled by Council/Group

| | Finance & Administrative Services | Human Resource Services | Instruction | Student Services | Superintendent/ President's Group | Total Filled |
|----------------------|---|-------------------------------|-------------|---------------------|--------------------------------------|--------------|
| Prioritized Filled | 7 | 0 | 0 | 8 | 0 | 15 |
| Unprioritized Filled | 10 | 0 | 16 | 16 | 1 | 42 |
| Faculty Filled* | N/A | N/A | 0 | 0 | N/A | 0 |
| Total Filled | 17 | 0 | 16 | 24 | 1 | 58 |

**Note: Faculty positions are prioritized through IPC's faculty priorities process, which is separate from the staffing plan.
Data provided for information only.*

Staffing Summary by Council/Group

- **SPG:** Filled 1 critical replacement position
- **FASPC:** Filled 7 top-prioritized positions; filled 10 critical replacement positions
- **HRSPC:** No positions filled
- **IPC:** No prioritized positions filled; filled 7 critical replacement and 9 new positions – 5 of the new positions support STEM grants
- **SSPC:** Filled 8 prioritized positions (mostly top- and middle-ranked); filled 13 critical replacement and 3 new positions

ANNUAL ADDENDUM

2011-12 Staffing Summary



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

Priority Factors are four individual factors, tied directly to strategic planning and related directly to a specific functional division of the District, which are used to prioritize vacant and proposed positions. Review the Priority Factors Form and decide whether:

- **The priority factors are still applicable.** If not, the council/group may make changes; however, any new factors must relate to strategic planning; the District's vision, mission, and values; and student success.
- **The priority factors are still scored/weighted appropriately.** The council/group may choose to assign higher scores to individual factors that are more important or relevant.

If making changes to priority factors:

- Revise the Priority Factors Form as appropriate.
- Include an explanation of how any changed factors serve specific objectives of the Strategic Plan.

ANNUAL ADDENDUM

*Planning
Council/SPG
Priority Factors*



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

Prioritizing Positions

(Budgeted/Vacant and Proposed Positions worksheet)

Instructions:

- Determine whether additional proposed positions are needed, and if so, insert into the worksheet.
- Assign an individual score for each priority factor for each individual position in the P1-P4 columns.
- Sum the total priority factor (total score) in the TPF column.
- Input the ranking of each position in the Rank column (1 = highest priority).
- Example:

| 2013-2014 Prioritizations | | | | | |
|---------------------------|----|----|----|-----|------|
| P1 | P2 | P3 | P4 | TPF | Rank |
| 4 | 3 | 5 | 2 | 14 | 10 |

Additional considerations:

- Replacement positions are usually assumed to be of higher priority than new or proposed positions.
- *No ties in prioritizations!* If two positions have an identical total priority factor (TPF) score, the council/group will need to consider the importance of individual priority factors to determine which position is of higher priority.
- Faculty positions are prioritized through a separate process by IPC rather than the Staffing Plan.

ANNUAL ADDENDUM

*Planning
Council/SPG
Prioritizations*



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

- **No organizational chart updates required for the Year 3 addendum.** Based on feedback from the planning councils/SPG, organization charts will now be required only once during the formative year (year 1) of each six-year Staffing Master Plan.
- **Staffing Master Plan and Year 2 Addendum:**
www.palomar.edu/strategicplanning
(Under *Current Plans and Reports* section)
- **Final date to submit prioritizations to HRS:**
Friday, December 14, 2012
- **Questions?**
Shawna Hearn, ext. 2608 or shearn@palomar.edu

ANNUAL ADDENDUM

*Resources and
Due Date*



Appendix A. Staffing Master Plan 2016: Year 3 Update Training and Planning Assumptions, Fall 2012

Palomar Historical Attrition Rates Based on Fall Staff Data (MIS EB) Submissions to the CCCCCO

[An employee is considered to have attrited during the year if she/he was not in the same EE06 occupation the following Fall.]

| EE06 Occupation | Total all Occupations | | | 1 Educational & Classified Administrators | | | 2 Full-Time Faculty | | | 3 Professional (NonFaculty) | | | 4 Clerical/Secretarial | | | 5 Technical/Paraprofessional | | | 6 Skilled Crafts | | | 7 Service/Maintenance | | |
|-----------------|-----------------------|------------------|-------------|---|------------------|-------------|---------------------|------------------|-------------|-----------------------------|------------------|-------------|------------------------|------------------|-------------|------------------------------|------------------|-------------|------------------|------------------|-------------|-----------------------|------------------|-------------|
| | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite | Head Count | Annual Attrition | Pct Attrite |
| AcaYr | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-12 | 728 | 45 | 6.2% | 32 | 4 | 12.5% | 272 | 12 | 4.4% | 36 | 6 | 16.7% | 217 | 10 | 4.6% | 101 | 5 | 5.0% | 21 | 2 | 9.5% | 49 | 6 | 12.2% |
| 2010-11 | 746 | 56 | 7.5% | 34 | 3 | 8.8% | 273 | 21 | 7.7% | 37 | 3 | 8.1% | 233 | 21 | 9.0% | 103 | 5 | 4.9% | 20 | 1 | 5.0% | 46 | 2 | 4.3% |
| 2009-10 | 765 | 44 | 5.8% | 35 | 3 | 8.6% | 283 | 16 | 5.7% | 36 | 2 | 5.6% | 238 | 14 | 5.9% | 106 | 6 | 5.7% | 20 | 1 | 5.0% | 47 | 2 | 4.3% |
| 2008-09 | 783 | 35 | 4.5% | 39 | 5 | 12.8% | 288 | 12 | 4.2% | 36 | 1 | 2.8% | 242 | 9 | 3.7% | 108 | 4 | 3.7% | 21 | 1 | 4.8% | 49 | 3 | 6.1% |
| 2007-08 | 779 | 49 | 6.3% | 34 | 1 | 2.9% | 289 | 12 | 4.2% | 35 | 3 | 8.6% | 250 | 24 | 9.6% | 103 | 5 | 4.9% | 21 | 0 | 0.0% | 47 | 4 | 8.5% |
| 2006-07 | 789 | 67 | 8.5% | 38 | 8 | 21.1% | 288 | 8 | 2.8% | 36 | 7 | 19.4% | 250 | 20 | 8.0% | 111 | 17 | 15.3% | 19 | 0 | 0.0% | 47 | 7 | 14.9% |
| 2005-06 | 777 | 50 | 6.4% | 38 | 3 | 7.9% | 280 | 9 | 3.2% | 39 | 3 | 7.7% | 250 | 23 | 9.2% | 107 | 6 | 5.6% | 19 | 0 | 0.0% | 44 | 6 | 13.6% |
| 2004-05 | 772 | 76 | 9.8% | 39 | 6 | 15.4% | 274 | 8 | 2.9% | 30 | 6 | 20.0% | 255 | 34 | 13.3% | 107 | 7 | 6.5% | 19 | 4 | 21.1% | 48 | 11 | 22.9% |
| 2003-04 | 777 | 63 | 8.1% | 40 | 7 | 17.5% | 267 | 9 | 3.4% | 31 | 7 | 22.6% | 253 | 19 | 7.5% | 118 | 15 | 12.7% | 20 | 1 | 5.0% | 48 | 5 | 10.4% |
| 2002-03 | 837 | 136 | 16.2% | 41 | 11 | 26.8% | 295 | 32 | 10.8% | 44 | 23 | 52.3% | 267 | 39 | 14.6% | 119 | 23 | 19.3% | 19 | 1 | 5.3% | 52 | 7 | 13.5% |
| 10-Yr Avg | 775 | 62 | 8.0% | 37 | 5 | 13.8% | 281 | 14 | 4.9% | 36 | 6 | 16.9% | 246 | 21 | 8.7% | 108 | 9 | 8.6% | 20 | 1 | 5.5% | 48 | 5 | 11.1% |

APPENDIX B.

Staffing Summaries for District and Planning Groups, 2012-13

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| | Superintendent/ President's Group | Finance & Administrative Services | Human Resource Services | Instructional Services | Student Services | Total Filled |
|------------------------|---|---|-------------------------------|---------------------------|---------------------|-----------------|
| # Prioritized Filled | 0 | 4 | 0 | 0 | 4 | 8 |
| # Unprioritized Filled | 0 | 6 | 0 | 13 | 7 | 26 |
| % Prioritized Filled | 0.0% | 40.0% | 0.0% | 0.0% | 36.4% | 23.5% |
| % Unprioritized Filled | 0.0% | 60.0% | 0.0% | 100.0% | 63.6% | 76.5% |
| # Faculty Filled* | N/A | N/A | N/A | 0 | 0 | 0 |
| Total Filled | 0 | 10 | 0 | 13 | 11 | 34 |

* Faculty positions are prioritized through IPC's faculty priorities process, which is separate from the Staffing Master Plan.



Staffing Plan: Priority Factors Form

Division: Superintendent President's OfficeDate: 12/08/10

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

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

| Priority Factor | Information About Priority Factor | Linkage to Strategic Plan | Score Value |
|--|--|---|-------------|
| <i>Example: Bench depth (available employees to fill specific functions)</i> | <i>Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation</i> | <i>Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)</i> | 1-5 |
| P1 Student Success | Staff available to provide direct support to instruction and student services which results in increased student success and improved student learning outcomes. | Strategic Plan 2013 - Goal 2: Strengthen programs and services in order to support our students' educational goals. | 0-3 |
| P2 Critical Function | Staff vacancy will result in considerable interruptions within a District function. Represents a "must have" position in order for department to function | Strategic Plan 2013 – Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. | 0-5 |
| P3 New Program Area | Staff to carry out new program/function deemed important to institution; personnel not available to perform required work. Specific experienced needed. | Strategic Plan 2013 - Goal 2: Strengthen programs and services in order to support our students' educational goals. | 0-1 |
| P4 Increased workload | Staff available to support increased workload and assignments. | Strategic Plan 2013 – Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. | 0-2 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant and Proposed Positions | | | | | | | | | | | | 2013-2014 Prioritizations | | | | |
|--|-----------------------------------|-------------------------------------|-----------|-------|-----|---|----|----|----|----|-----|---------------------------|--|--|--|--|
| Position # | Department | Proposed Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank | | | | |
| TBD | Institutional Research & Planning | Grants Manager | ADM | TBD | 1 | New position (proposed); 2013-14 | 3 | 1 | 1 | 1 | 6 | 1 | | | | |
| TBD | Communications & Marketing | Webmaster | CLS | TBD | 1 | New position (proposed); 2013-14 | 2 | 1 | 1 | 1 | 5 | 2 | | | | |
| TBD | Advancement | Assistant Director, Foundation | ADM | TBD | 1 | New position (proposed); 2013-14 | 2 | 1 | 1 | 1 | 5 | 3 | | | | |
| 6537 | Institutional Research & Planning | Title III/STEM Research Analyst | ADM | 53 | 1 | 2012-13; recruiting. This position will be hired out of priority order as it is a funded position in the college's Title III STEM grant. Grant funds will pay 100% of position. | 2 | 0 | 1 | 2 | 5 | 4 | | | | |
| TBD | Communications & Marketing | New Media Specialist | CLS | TBD | 1 | New position (proposed); 2013-14 | 2 | 1 | 1 | 1 | 5 | 5 | | | | |
| TBD | Advancement | Alumni Coordinator | CLS | TBD | 1 | New position (proposed); 2013-14 | 1 | 0 | 1 | 1 | 3 | 6 | | | | |
| TBD | Institutional Research & Planning | Administrative Support - Grants | CLS | TBD | 1 | New position (proposed); 2014-15 | 2 | 0 | 1 | 2 | 5 | 7 | | | | |
| TBD | Advancement | Administrative Support - Foundation | CLS | TBD | 1 | New position (proposed); 2014-15 | 1 | 0 | 1 | 2 | 4 | 8 | | | | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13



Staffing Plan: Priority Factors Form

Division: Finance & Administrative Services

Date: 02/09/11

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 |
|--|--|---|-------------|
| <i>Example:</i> Bench depth (available employees to fill specific functions) | <i>Example:</i> Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation | <i>Example:</i> Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4) | 1-5 |
| P1 Adequate Staffing to support a specific service/function | Adequate staffing to provide critical administrative support divisional functions | Strategic Goals 1, 2, 4, 5, & 6 | 1-5 |
| P2 Health, Safety & Security | Staffing necessary to ensure health, safety & security of students, staff, faculty, and district assets | Strategic Goals 1, 2, & 6 | 1-5 |
| P3 Technology Impacts | Staffing necessary to provide critical technology support services | Strategic Goal 1, 2 & 6 | 1-5 |
| P4 Regulatory & Legal Influences | Staffing required by law and/or providing critical administrative support of tasks required of regulatory bodies | Strategic Goals 1, 2, 3, 4, 5, & 6 | 1-5 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Prioritized Budgeted/Vacant and Proposed Positions | | | | | | | | | | P1 | P2 | P3 | P4 | TPF | Rank |
|--|---|--|-----------|-------|------|--|--|--|--|----|----|----|----|-----|------|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | Prioritized positions are ranked holistically against Finance and Administrative Planning Council's four priority factors. | | | | | | | | |
| 6265 | Facilities | Manager, Construction | ADM | G52 | 1 | Relace C. Miller (use funds to develop new position) | | | | | | | | | 1 |
| 5609 | Information Services/Network & Technical Services | Information Services Network Specialist | CLS | G40 | 1 | Replace R. Sanchez (use funds to develop new position) | | | | | | | | | 2 |
| 5722 | Information Services/Network & Technical Services | Information Services Network Assistant | CLS | G35 | 1 | Replace G. Peterson | | | | | | | | | 3 |
| 5672 | Facilities/Building Services | Masonry & Concrete Skilled Maintenance Mechanic | ADM | G27 | 1 | Replace J. Bennett (use funds to develop new position) | | | | | | | | | 4 |
| 5655 | Facilities Planning/EHS/Inventory Control | Manager, Facilities Planning/Environmental Health & Safety | ADM | G66 | 1 | Replace K. Hudson-MacIsaac (use funds to develop new position) | | | | | | | | | 5 |
| 5845 | Information Services | Information Services Support Specialist | CLS | G28 | 1 | Replace J. Ellis | | | | | | | | | 6 |
| TBD | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | New position (proposed) | | | | | | | | | 7 |
| TBD | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | New position (proposed) | | | | | | | | | 7 |
| TBD | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | New position (proposed) | | | | | | | | | 7 |
| TBD | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | New position (proposed) | | | | | | | | | 7 |
| TBD | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | New position (proposed) | | | | | | | | | 7 |
| TBD | Facilities/Building Services | Building Controls Network Specialist | CLS | TBD | 1 | New position (proposed) | | | | | | | | | 8 |
| TBD | Facilities/Building Services | Skilled Maintenance Technician | CLS | G17 | 1 | New position (proposed) | | | | | | | | | 9 |
| 5751 | Payroll Services | Payroll Technician | CLS | G22 | 1 | Replace J. Wood | | | | | | | | | 10 |
| 5596 | Fiscal Services/Fiscal Accounting | Accounting Technician | CLS | G22 | 1 | Replace B. McCluskey | | | | | | | | | 11 |
| TBD | Fiscal Services/Fiscal Accounting | Lead Cashier | CLS | TBD | 1 | New position (proposed; use funds from #5592) | | | | | | | | | 12 |
| 5671 | Facilities/Grounds Services | Supervisor, Grounds Services | ADM | G45 | 1 | Replace R. Kratoski | | | | | | | | | 13 |
| 5580 | Purchasing Services | Buyer | CLS | G22 | 1 | Replace K. Simonds | | | | | | | | | 14 |
| 5719 | Information Services/Network & Technical Services | Information Services Senior Network Specialist | CLS | G45 | 1 | Replace M. Dimmick | | | | | | | | | 15 |
| 5059 | Information Services | Supervisor, Media | ADM | G44 | 1 | Replace L. Hoffman | | | | | | | | | 16 |
| 5062 | Information Services | Media Equipment Technician | CLS | G20 | 1 | Replace M. Champaign | | | | | | | | | 17 |
| 5061 | Information Services | Media Equipment Technician | CLS | G20 | 1 | Replace P. Lewis | | | | | | | | | 18 |
| 5728 | Fiscal Services/Fiscal Accounting | Senior Accounting Assistant | CLS | G20 | 1 | Replace T. Lambert | | | | | | | | | 19 |
| 6258 | Fiscal Services/Budgeting | Fiscal Services Technician | CLS | G22 | 0.45 | Replace L. Gommel | | | | | | | | | 20 |
| 6409 | Facilities | Proposition M Construction Assistant | CLS | G22 | 1 | New position | | | | | | | | | 21 |
| 5808 | Facilities/Facilities Planning | Inventory Control Specialist | CLS | G19 | 1 | Replace D. Rabe | | | | | | | | | 22 |
| 5577 | Business & Contract Services | Director, Business and Contract Services | ADM | G70 | 1 | Replace K. Jay | | | | | | | | | 23 |
| TBD | Business & Contract Services | Contracts Analyst | CLS | TBD | 1 | New position (proposed) | | | | | | | | | 24 |
| TBD | Business Support Services | Lead Storekeeper | CLS | TBD | 1 | New position (proposed) | | | | | | | | | 25 |
| TBD | Business Support Services | Storekeeper | CLS | G16 | 1 | New position (proposed) | | | | | | | | | 26 |
| TBD | Business Support Services | Storekeeper | CLS | G16 | 1 | New position (proposed) | | | | | | | | | 27 |
| TBD | Business & Contract Services | Manager, Business Support Services | ADM | TBD | 1 | New position (proposed) | | | | | | | | | 28 |
| TBD | Business & Contract Services | Business Services Technician | CLS | G20 | 1 | New position (proposed) | | | | | | | | | 29 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant Positions - Current Recruitments | | | | | | | 2013-2014 Prioritization | | | | |
|--|----------------------------------|---|-----------|-------|-----|---|--------------------------|----|----|----|----------|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF Rank |
| 5581 | Purchasing Services | Buyer | CLS | G22 | 1 | Replace P. Bergeron (recruiting) | | | | | |
| 5608 | Information Services/Programming | Database Administrator | CLS | G5 | 1 | Replace L. Caradang (recruiting; retires 2/28/13) | | | | | |
| 5602 | Information Services/Programming | Information Services Manager, Systems and Programming | ADM | G69 | 1 | Replace S. McClure (recruiting) | | | | | |
| 6401 | Facilities/Custodial Services | Custodian I | CLS | G8 | 1 | Replace R. Gallagher (recruiting) | | | | | |
| 2013-14 Unprioritized Budgeted/Vacant Positions | | | | | | | P1 | P2 | P3 | P4 | TPF Rank |
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | | | | | |
| 5645 | Facilities/Building Services | Auto Mechanic/Maintenance Locksmith | CLS | G24 | 1 | Replace C. Matanane (use funds to develop new position) | | | | | N/A |
| 5659 | Facilities/Custodial Services | Custodian II | CLS | G12 | 1 | Replace R. Edwards | | | | | N/A |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13



Staffing Plan: Priority Factors Form

Division: Human Resource Services

Date: 1/19/2012

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

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

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

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant Positions | | | | | | | 2013-2014 Prioritization | | | | | | |
|-----------------------------------|-------------------------|----------------------------------|-----------|-------|-----|--|--------------------------|----|----|----|-----|------|--|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank | |
| 5708 | Human Resource Services | Manager, Human Resource Services | ADM | G59 | 1 | Replace D. Allen; reorganization - 2013-14 | 5 | 5 | 5 | 5 | 20 | 1 | |
| 6386 | Human Resource Services | Human Resources Analyst | ADM | G53 | 1 | New position - 2013-14 | 5 | 5 | 4 | 5 | 19 | 2 | |
| 2013-14 Proposed Positions | | | | | | | 2013-2014 Prioritization | | | | | | |
| Position # | Department | Proposed Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank | |
| TBD | Human Resource Services | Employment Technician | CLS | G22 | 1 | New position - 2013-14 | 4 | 4 | 5 | 5 | 18 | 3 | |
| TBD | Human Resource Services | HR Generalist | CLS | TBD | 1 | New position - 2013-14 | 4 | 4 | 5 | 4 | 17 | 4 | |
| TBD | Human Resource Services | Benefits Specialist | CLS | G23 | 1 | New position - 2014-15 | 4 | 4 | 4 | 4 | 16 | 5 | |
| TBD | Human Resource Services | Employment Technician | CLS | G22 | 1 | New position - 2014-15 | 3 | 4 | 4 | 4 | 15 | 6 | |
| TBD | Human Resource Services | HR Generalist | CLS | TBD | 1 | New position - 2014-15 | 3 | 3 | 4 | 4 | 14 | 7 | |
| TBD | Human Resource Services | HR Generalist | CLS | TBD | 1 | New position - 2015-16 | 3 | 3 | 4 | 3 | 13 | 8 | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13



Staffing Plan: Priority Factors Form

Division: **Instruction**

Date: 1/25/12

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 |
|---|--|---|-------------|
| <i>Example: Bench depth (available employees to fill specific functions)</i> P1 Health & Safety | <i>Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation</i> Ensures health and safety practices are adequately supported in classroom, laboratory, and shop environments for successful teaching and learning for students | <i>Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)</i> Goal 2: Objective 2.4 – Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness | 1-5 |
| P2 Program Accreditation (NURS, DA, EME, Police, Fire) | Compliance with external accreditation standards ensures program(s) remains in good standing with external agency to allow awarding of student completion, certification, and licensing | Goal 2: Objective 2.4 – Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness | 0-3 |
| P3 Student Success (direct classroom support) | Directly support student learning activities in the classroom, labs, and other instructional support services | Goal 2: Objective 2.4 – Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness | 0-3 |
| P4 Department/Program Support (includes growth, technology support, financial impact, available employees to fill specific positions [bench depth]) | Directly supports added department and program growth needs with foundational supplies, materials, equipment, technology, and services in support of the increased number of students being served | Goal 2: Objective 2.4 – Implement Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs) at the course, program, and institutional level to further improve institutional effectiveness | 0-3 |

Updated 1.26.12

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Prioritized Budgeted/Vacant and Proposed Positions | | | | | | | 2013-2014 Prioritizations | | | | | | |
|--|-------------------------|--|-----------|--------|------|--|---|----|----|----|-----|------|----|
| Position # | Department | Position Title | Pay Group | Grade* | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank | |
| 6438 | Languages & Literature | Title V/HSI Tutorial Specialist | CLS | G22 | 1 | Transition from grant funding to general funds (incumbent: J. Perez Ambroci) - BSI/HSI grants; transfer from Instruction to Languages and Literature; 11 months; Escondido TLC | Prioritized positions are ranked holistically against Instructional Planning Council's four priority factors. | | | | | | 1 |
| 6435 | Languages & Literature | Title V/HSI Instructional Support Assistant I | CLS | G16 | 1 | Transition from grant funding to general funds (incumbent: C. Lew) - BSI/HSI grants; transfer from Instruction to Languages and Literature; 11 months; Escondido TLC | | | | | | | 2 |
| 6472 | Languages & Literature | Title V/HSI Office Specialist I | CLS | G10 | 0.5 | Transition from grant funding to general funds (incumbent: J Pina) - BSI/HSI grants; transfer from Instruction to Languages and Literature; 11 months | | | | | | | 3 |
| 6437 | Languages & Literature | Title V/HSI Project Supervisor | CA5T | G45 | 1 | Transition from grant funding to general funds (incumbent: D. Avila) - BSI/HSI grants; transfer from Instruction to Languages and Literature; 12 months | | | | | | | 4 |
| TBD | Languages & Literature | Title V/HSI Staff Assistant | CLS | G23 | 1 | New position (proposed); needed to support San Marcos TLC; 12 months | | | | | | | 5 |
| TBD | Languages & Literature | Title V/HSI Instructional Support Assistant II | CLS | G22 | 1 | New position (proposed); needed to support San Marcos TLC; 11 months | | | | | | | 6 |
| TBD | Languages & Literature | Title V/HSI Office Specialist | CLS | G10 | 1 | New position (proposed); needed to support San Marcos TLC; 11 months | | | | | | | 7 |
| TBD | Languages & Literature | Title V/HSI Office Specialist | CLS | G10 | 0.45 | New position (proposed); needed to support San Marcos TLC; 11 months | | | | | | | 8 |
| 5001 | Fallbrook Center | Education Center Specialist | CLS | G18 | 1 | Replace N. Complan | | | | | | | 9 |
| 5050 | Library | Senior Library Media Technician | CLS | G19 | 1 | Replacement for P. Wade (retires 1/25/13); 12 months | | | | | | | 10 |
| TBD | Graphic Communications | Instructional Support Assistant III | CLS | G25 | 1 | New position (proposed); 12 months | | | | | | | 11 |
| 5300 | Nursing Education | Health Programs Specialist | CLS | G20 | 1 | Replacement for B. Richards (retired 12/31/12); 11 months | | | | | | | 12 |
| TBD | ESL | Tutorial Specialist | CLS | G22 | 1 | New position (proposed); 11 months | | | | | | | 13 |
| TBD | Photography | Instructional Support Assistant I | CLS | G16 | 0.45 | New position (proposed); 10 months; evening hours | | | | | | | 14 |
| 5867 | Life Sciences | Instructional Support Assistant IV | CLS | G27 | 0.75 | Increase from 0.75 FTE to 1 FTE (incumbent: L. Vega-Galana) | | | | | | | 15 |
| 6066 | American Indian Studies | Academic Department Assistant | CLS | G23 | 0.6 | Increase from 0.6 FTE to 1 FTE (incumbent: M. Collins) | | | | | | | 16 |
| TBD | Performing Arts | Performing Arts Stage Technician | CLS | TBD | 1 | New position (proposed); 10 months | | | | | | | 17 |
| 5144 | World Languages | Instructional Support Assistant III | CLS | G25 | 1 | Replacement for V. Gutierrez | | | | | | | 18 |
| 5048 | Library | Library Media Technician III | CLS | G17 | 1 | Replacement for M. Russell (retired 12/31/12); 12 months | | | | | | | 19 |
| 5039 | Library | Manager, Library | ADM | G52 | 1 | Replacement for K. Gannett (retired 3/31/12); 12 months | | | | | | | 20 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Unprioritized Budgeted/Vacant and Proposed Positions | | | | | | | 2013-2014 Prioritizations | | | | | |
|--|--|--|-----------|--------|---------|--|---|----|----|----|-----|------|
| Position # | Department | Position Title | Pay Group | Grade* | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank |
| TBD | Academic Technology Resource Center | Instructional Computer Lab/Help Desk Specialist | CLS | G30 | 1 | New position (proposed) | Unprioritized positions will be approved for recruitment on an as-needed basis. | | | | | |
| TBD | Academic Technology Resource Center | Webmaster | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Academic Technology Resource Center | Staff Trainer | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Academic Technology Resource Center | Motion Graphic Specialist | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Art/Boehm Gallery | Instructional Support II (Gallery Preparatory) | CLS | G22 | 0.45 | New position (proposed); 12 months | | | | | | |
| 5865 | Art/Boehm Gallery | Senior Office Specialist | CLS | G14 | 0.45 | Replace S. Nemish | | | | | | |
| 5316 | Camp Pendleton | Education Center Specialist | CLS | G16 | 0.75 | Replace S. Butler | | | | | | |
| TBD | Child Development | Academic Department Assistant | CLS | G15 | 0.3/0.7 | Replace C. Kaptein | | | | | | |
| | | | | G23 | 1 | Scenario 1: Increase 0.60 ADA, Child Development/Multicultural Studies to 1.0 ADA, Child Development (vacant - see unprioritized positions below). Scenario 2: Create new 1.0 ADA, Child Development position and increase 0.40 FTE ADA, Multicultural Studies position to 1.0 FTE ADA, Multicultural Studies (vacant - see unprioritized positions below). | | | | | | |
| TBD | Media Studies | Instructional Support Assistant II (Photography) | CLS | G22 | 0.45 | New position (proposed) | | | | | | |
| TBD | Media Studies | Instructional Support Assistant II | CLS | G22 | 1 | New position (proposed) | | | | | | |
| TBD | Media Studies | Instructional Support Assistant II (Radio, TV, & Cinema) | CLS | G22 | 0.45 | New position (proposed) | | | | | | |
| 6346 | Media Studies | Instructional Support Assistant I (Photography) | CLS | G16 | 0.45 | Replace J. Sebring | | | | | | |
| TBD | Computer Science & Information Systems | Instructional Support Assistant III | CLS | G25 | 1 | New position (proposed) | | | | | | |
| 6508 | Computer Science & Information Systems | Instructional Support Assistant III | CLS | G25 | 0.45 | Replace M. Wettlaufer (#6031) and A. Hudson (#6170) | | | | | | |
| TBD | Computer Science & Information Systems | Systems Analyst | CLS | TBD | 1 | New position (proposed); highly technical discipline with need for skilled employee | | | | | | |
| TBD | Earth, Space & Aviation Sciences | Office Specialist I (Planetarium) | CLS | G10 | 1 | New position (proposed) | | | | | | |
| TBD | PCTV (formerly Educational Television) | Production Coordinator | CLS | G23 | 1 | New position (proposed) | | | | | | |
| 6222 | PCTV (formerly Educational Television) | Manager, Marketing Services | ADM | G56 | 1 | Replace L. Gropen | | | | | | |
| 5064 | PCTV (formerly Educational Television) | Staff Assistant | CLS | G25 | 1 | Replace M. DeLeon | | | | | | |
| 5068 | PCTV (formerly Educational Television) | Senior Office Specialist | CLS | G14 | 1 | Replace M. Grace | | | | | | |
| 6361 | Emergency Medical Education | Clinical Coordinator | CLS | G23 | 1 | Replace S. Skov | | | | | | |
| TBD | English as a Second Language | Instructional Support Assistant I | CLS | G16 | 1 | New position (proposed); Escondido Center | | | | | | |
| TBD | English as a Second Language | Student Specialist (Escondido) | CLS | TBD | 1 | New position (proposed); Escondido Center | | | | | | |
| 6476 | English as a Second Language | Non-Credit Matriculation Program Supervisor | ADM | G45 | 1 | New position (proposed) | | | | | | |
| 6296 | English as a Second Language | Non-Credit Matriculation Assistant | CLS | G23 | 1 | Replace J. L. Ramirez | | | | | | |
| 6328 | English as a Second Language | ESL Student Specialist | CLS | G20 | 0.45 | Replace M. Davalos de Sanchez | | | | | | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Unprioritized Budgeted/Vacant and Proposed Positions | | | | | | | 2013-2014 Prioritizations | | | | | |
|--|---|---|-----------|--------|------|---|---|----|----|----|-----|------|
| Position # | Department | Position Title | Pay Group | Grade* | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank |
| 5318 | Escondido Center | Director, Extended Education | ADM | G68 | 1 | Replace N. Miyamoto | Unprioritized positions will be approved for recruitment on an as-needed basis. | | | | | |
| TBD | Fallbrook Center | Education Specialist | CLS | TBD | 1 | New position (proposed) | | | | | | |
| 5765 | Instruction | Administrative Assistant | ADM | G48 | 1 | Replace S. Holt | | | | | | |
| 5029 | Instruction | Curricular Schedules Technician | CLS | G24 | 1 | Replace K. White; recruiting | | | | | | |
| 6231 | Instruction | Senior Administrative Secretary | CLS | G23 | 1 | Replace S. Owen | | | | | | |
| TBD | Languages & Literature | Title V/HSI Tutorial Specialist | CLS | G22 | 1 | New position (proposed); BS/HSI grants | | | | | | |
| 5071 | Languages and Literature | Dean, Instructional | ADM | G75 | 1 | Replace S. McDonald (Interim: S. Sivert); recruiting | | | | | | |
| 5232 | Mathematics & the Natural & Health Sciences | Dean, Instructional | ADM | G75 | 1 | Replace C. Francis (Interim: D. Sourbeer); recruiting | | | | | | |
| TBD | Mathematics & the Natural & Health Sciences | Tutorial Specialist - STEM | CLS | G22 | 1 | Institutionalize Title III/STEM position | | | | | | |
| TBD | Mathematics & the Natural & Health Sciences | Instructional Support Assistant III - STEM | CLS | G25 | 1 | Institutionalize Title III/STEM position | | | | | | |
| 5699 | Mt. Carmel Center | Education Center Specialist | CLS | G18 | 0.5 | Replace H. Reynolds | | | | | | |
| 6396 | Mt. Carmel Center | Administrative Aide | CLS | G11 | 0.45 | Replace D. Swartzlander | | | | | | |
| TBD | Nursing Education | Student Success Advisor | CLS | TBD | 1 | New position (proposed) | | | | | | |
| 5231 | Occupational & Non-Credit Programs | Senior Administrative Secretary | CLS | G23 | 1 | Replace C. Hamada | | | | | | |
| 5230 | Occupational & Non-Credit Programs | Staff Aide | CLS | G20 | 1 | Replace R. Diaz | | | | | | |
| TBD | Performing Arts | Instructional Support Assistant III (Technical Theatre) | CLS | G25 | 1 | New position (proposed) | | | | | | |
| TBD | Performing Arts | Accompanist (Dance) | CLS | TBD | 1 | New position (proposed) | | | | | | |
| 5877 | Performing Arts | Instructional Support Assistant I (Music) | CLS | G16 | 0.4 | Replace A. Cloyd | | | | | | |
| TBD | Performing Arts | Costumer (Dance) | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Performing Arts | Lighting Production Coordinator | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Performing Arts | Music Lab Assistant | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Physics & Engineering | Instructional Support Assistant III (Engineering) | CLS | G25 | 1 | New position (proposed) | | | | | | |
| 6538 | Public Safety Programs | Police Academy Coordinator | ADM | G41 | 1 | New position (approved to recruit) | | | | | | |
| 6100 | Reading Services | Instructional Support Assistant I | CLS | G16 | 0.3 | Replace J. Higgins | | | | | | |
| TBD | Reading Services | Instructional Support Assistant I | CLS | G16 | 1 | New position (proposed) | | | | | | |
| TBD | Reading Services | Instructional Aide | CLS | TBD | 1 | New position (proposed); 11 months | | | | | | |
| 5694 | Social & Behavioral Sciences | Dean, Instructional | ADM | G75 | 1 | Replace M. Vernoy (Interim: J. Cater); recruiting | | | | | | |

Unprioritized positions will be approved for recruitment on an as-needed basis.

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Unprioritized Budgeted/Vacant and Proposed Positions | | | | | | | 2013-2014 Prioritizations | | | | | |
|--|-----------------------------------|--|-----------|--------|------|--|---------------------------|----|----|----|-----|------|
| Position # | Department | Position Title | Pay Group | Grade* | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank |
| 6525 | Trade and Industry | Trade and Industry Instructional Lab Technician (Auto/Diesel/Auto Body) | CLS | G19 | 1 | New position; recruiting | | | | | | |
| 6526 | Trade and Industry | Trade and Industry Instructional Lab Technician (Cabinet & Furniture Technology) | CLS | G19 | 0.5 | New position (approved to recruit) | | | | | | |
| 6527 | Trade and Industry | Trade and Industry Instructional Lab Technician (Welding) | CLS | G19 | 0.45 | New position; recruiting | | | | | | |
| 6528 | Trade and Industry | Trade and Industry Instructional Lab Technician (Welding) | CLS | G19 | 0.45 | New position; recruiting | | | | | | |
| TBD | Trade and Industry | Instructional Support Assistant (all courses and programs) | CLS | TBD | 1 | New position (proposed) | | | | | | |
| TBD | Trade and Industry | Tool Room Assistant/Urban Wood Assistant (Cabinet & Furniture Technology) | CLS | TBD | 1 | New position (proposed) | | | | | | |
| 6058 | Tutoring Services | Tutor | CLS | G15 | 1 | Replace M. Padilla | | | | | | |
| TBD | Tutoring Services | Tutorial Specialist | CLS | G22 | 1 | New position (proposed); support ESL department | | | | | | |
| 5773 | Tutoring Services | Tutorial Assistant | CLS | G9 | 0.8 | Replace R. Johnson | | | | | | |
| TBD | Tutoring Services | Tutor (EOP&S) | CLS | G15 | 0.45 | New position (proposed); similar position formerly held by B. Bowden (#6027; resigned 8/19/05) | | | | | | |
| 5324 | Wellness Center | Wellness Center Assistant | CLS | G16 | 0.5 | Replace R. Vinci Gladish | | | | | | |
| 5725 | Workforce & Community Development | Director, Workforce & Community | ADM | G60 | 1 | Replace D. Allen | | | | | | |
| 5313 | Workforce & Community Development | Senior Administrative Secretary | CLS | G23 | 1 | Replace C. Amely | | | | | | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant Faculty Positions | | | | | | | Faculty positions are identified and prioritized through Instructional Planning Council's faculty prioritization process. This data is provided for information only. |
|---|---|---------------------|-----------|-------|-----------|---------------------------------------|---|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | |
| 5373 | American Indian Studies | Assistant Professor | FAC | C | 1 | Replace S. Crouthamel | |
| 5372 | American Indian Studies | Assistant Professor | FAC | C | 1 | Replace L. Locklear | |
| 5079 | Art | Assistant Professor | FAC | C | 1 | Replace A. Lugo | |
| 5081 | Art | Assistant Professor | FAC | C | 1 | Replace C. Oatman | |
| 5385 | Behavioral Sciences | Assistant Professor | FAC | C | 1 | Replace D. O'Neil | |
| 5382 | Behavioral Sciences | Assistant Professor | FAC | C | 1 | Replace K. Huffman | |
| 5383 | Behavioral Sciences | Assistant Professor | FAC | C | 1 | Replace T. Humphrey | |
| 5388 | Behavioral Sciences | Assistant Professor | FAC | C | 1 | Replace Z. Seech | |
| 5330 | Business Administration | Assistant Professor | FAC | C | 1 | Replace D. Forsyth | |
| 5701 | Business Administration | Assistant Professor | FAC | C | 1 | Replace S. Gordon | |
| 5235 | Chemistry | Assistant Professor | FAC | C | 1 | Replace D. Boyajian | |
| 5348 | Communications | Assistant Professor | FAC | C | 1 | Replace R. Sheppard | |
| 5798 | Communications | Assistant Professor | FAC | C | 1 | Replace P. Stachelek | |
| 5191 | Cooperative Education | Assistant Professor | FAC | C | 1 | Replace B. McDonough | |
| 5196 | Design & Consumer Education | Assistant Professor | FAC | C | 1 | Replace N. Galli | |
| 5446 | Economics, History & Political Science | Assistant Professor | FAC | C | 1 | Replace M. Drinan | |
| 5447 | Economics, History & Political Science | Assistant Professor | FAC | C | 1 | Replace L. Lee | |
| 5185 | Emergency Medical Education | Assistant Professor | FAC | C | 1 | Replace B. Fried | |
| 5095 | English | Assistant Professor | FAC | C | 1 | Replace C. Barkley | |
| 5101 | English | Assistant Professor | FAC | C | 1 | Replace A. Hohman | |
| 5106 | English | Assistant Professor | FAC | C | 1 | Replace S. McDonald | |
| 5109 | English | Assistant Professor | FAC | C | 1 | Replace J. Tagg | |
| 5110 | English | Assistant Professor | FAC | C | 1 | Replace S. Wozniak | |
| 5121 | English as a Second Language | Assistant Professor | FAC | C | 1 | Replace L. Henson | |
| 5420 | Health, Kinesiology & Recreation Management | Assistant Professor | FAC | C | 1 | Replace J. Cnossen (retired 12/16/12) | |
| 5435 | Health, Kinesiology & Recreation Management | Assistant Professor | FAC | C | 0.55/0.45 | Replace P. Waterman | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant Faculty Positions | | | | | | | Faculty positions are identified and prioritized through Instructional Planning Council's faculty prioritization process. This data is provided for information only. |
|---|---------------------------------------|-------------------------------|-----------|-------|---------|--|---|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | |
| 5036 | Library | Assistant Professor/Librarian | FAC | C | 1 | Replace H. J. Baker; recruiting | |
| 5263 | Life Sciences | Assistant Professor | FAC | C | 1 | Replace G. Alderson | |
| 5260 | Life Sciences | Assistant Professor | FAC | C | 1 | Replace R. Ferges | |
| 5261 | Life Sciences | Assistant Professor | FAC | C | 1 | Replace C. Francis (former position) | |
| 5698 | Life Sciences | Assistant Professor | FAC | C | 1 | Replace M. Gage | |
| 5415/5134 | Multicultural Studies/World Languages | Assistant Professor | FAC | C | 0.6/0.4 | Replace L. Garzon | |
| 6366 | Nursing Education | Assistant Professor | FAC | C | 1 | Replace L. Bertotti | |
| 6412 | Nursing Education | Assistant Professor | FAC | C | 1 | Replace D. Browne | |
| 6006 | Nursing Education | Assistant Professor | FAC | C | 1 | Replace K. McGurk; recruiting | |
| 6412 | Nursing Education | Assistant Professor | FAC | C | 1 | Replace G. Schroder | |
| 5147 | Performing Arts | Assistant Professor | FAC | C | 1 | Replace P. Gach | |
| 5149 | Performing Arts | Assistant Professor | FAC | C | 1 | Replace W. Hawkins | |
| 5167 | Reading Services | Assistant Professor | FAC | C | 1 | Replace S. Musgrove | |
| 5220 | Trade and Industry | Assistant Professor | FAC | C | 1 | Replace M. Coppedge | |
| 5219 | Trade and Industry | Assistant Professor | FAC | C | 1 | Replace C. Feddersohn (retired 12/14/12) | |
| 5135 | World Languages | Assistant Professor | FAC | C | 1 | Replace C. Gomez | |
| 5137 | World Languages | Assistant Professor | FAC | C | 1 | Replace E. Peixoto | |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13



Staffing Plan: Priority Factors Form

Division: STUDENT SERVICES

Date: 1 FEBRUARY 2011

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 |
|--|--|--|-------------|
| <i>Example: Bench depth (available employees to fill specific functions)</i> | <i>Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation</i> | <i>Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)</i> | 1-5 |
| P1 Meeting a health and safety need/concern | STAFF NECESSARY FOR CAMPUS STAFF AND STUDENTS TO REMAIN SAFE AND HEALTHY | Strategic Plan Goal: 2.3 | 0-5 |
| P2 Required for legal, audit and/or regulatory mandates | STAFF NECESSARY TO KEEP THE CAMPUS IN COMPLIANCE WITH LEGAL, AUDIT AND REGULATORY REQUIREMENTS. | Strategic Plan Goal: 2.3 Implement the GRAD campaign | 0-5 |
| P3 Impact of technology on department needs | STAFF NEEDED TO UTILIZE TECHNOLOGY IN ORDER TO COLLECT DATABASES AND REPORT TO THE STATE. | Strategic Plan Goal: 2.3 Implement the GRAD campaign which encourages students to take responsibility for achieving their educational goals | 0-5 |
| P4 Provide an adequate level of staffing for operations | STAFFING NEEDED TO SERVE STUDENTS SEEKING ADMISSION, ASSESSMENT, COUNSELING, OTHER SERVICES, COMPLETION AND SUCCESS | Strategic Plan Goal: 2.3 Implement the GRAD campaign which encourages students to take responsibility for achieving their educational goals | 0-5 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Prioritized Budgeted/Vacant and Proposed Positions | | | | | | 2013-2014 Prioritizations | | | | | |
|--|---|-----------------------------------|-----------|-------|------|---|---|----|----|----|----------|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF Rank |
| 6122 | Disability Resource Center | ASL/English Interpreter | CLS | G31 | 0.25 | Replace S. Musser | Prioritized positions are ranked holistically against Instructional Planning Council's four priority factors using 2012-13 rankings as a guideline. | | | | 1 |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed) - replace R. Banks, #6063 | | | | | 2 |
| TBD | Evaluations & Records | Enrollment Services Specialist | CLS | G20 | 1 | New position (proposed) | | | | | 3 |
| 6255 | Disability Resource Center | ASL/English Interpreter | CLS | G31 | 0.45 | Replace S. Comfort | | | | | 4 |
| 5714 | Financial Aid, Veterans' & Scholarship Services | Financial Assistance Specialist | CLS | G20 | 1 | Replace P. Serafin | | | | | 5 |
| TBD | Athletics | Athletics Trainer | CLS | G28 | 1 | New position (proposed) | | | | | 6 |
| 6078 | Counseling | Counseling Services Specialist | CLS | G20 | 0.45 | Replace M. Castillo | | | | | 7 |
| TBD | Financial Aid, Veterans' & Scholarship Services | Financial Assistance Advisor | CLS | G24 | 1 | New position (proposed) | | | | | 8 |
| TBD | Counseling | Counseling Services Specialist | CLS | G20 | 1 | New position (proposed) - Assessment | | | | | 9 |
| 5868 | Police Department | Police Sergeant | ADM | G50 | 1 | Replace L. Martin | | | | | 10 |
| TBD | Disability Resource Center | Instructional Support Assistant I | CLS | G16 | 1 | New position (proposed) | | | | | 11 |
| TBD | Police Department | Lead Community Service Officer | CLS | G14 | 1 | New position (proposed) - replace D. McPherson, #6192 | | | | | 12 |
| TBD | Transfer Center | Counseling Services Specialist | CLS | G20 | 1 | New position (proposed) | | | | | 13 |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed) | | | | | 14 |
| 6507 | Police Department | Chief of Police | ADM | G67 | 1 | New position (replace T. Plotts, #5200) | | | | | 15 |
| TBD | Evaluations & Records | Enrollment Services Specialist | CLS | G20 | 1 | New position (proposed) | | 0 | 5 | 4 | 13 |
| 6369 | Police Department | Community Service Officer | CLS | G11 | 1 | New position | | | | | 16 |
| TBD | Athletics | Sports Information | CLS | TBD | 1 | New position (proposed) | | | | | 17 |
| TBD | Career Center | Counseling Services Specialist | CLS | G20 | 1 | New position (proposed) | | | | | 18 |
| TBD | Police Department | Dispatcher | CLS | TBD | 1 | New position (proposed) | | | | | 19 |
| | | | | | | | | | | | 20 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Prioritized Budgeted/Vacant and Proposed Positions | | | | | | | 2013-2014 Prioritizations | | | | | | |
|--|-----------------------|---|-----------|-------|------|--|---|----|----|----|-----|------|----|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank | |
| 5456 | Student Services | Administrative Assistant | ADM | G48 | 1 | Replace D. Greene | Prioritized positions are ranked holistically against Instructional Planning Council's four priority factors using 2012-13 rankings as a guideline. | | | | | | 21 |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed) | | | | | | | 22 |
| TBD | Police Department | Lead Community Service Officer | CLS | G14 | 1 | New position (proposed - replace K. Boguta, #6195) | | | | | | | 23 |
| TBD | Police Department | Senior Office Specialist | CLS | G14 | 1 | New position (proposed - replace L. Herritt, #6136) | | | | | | | 24 |
| 5546 | EOP&S | Director, EOP&S/CARE | ADM | G68 | 1 | Replace A. Stadler (Interim: M. San Agustin) | | | | | | | 25 |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed; replace M. Scranton, #6060) | 5 | 4 | 4 | 5 | 18 | 26 | |
| 6533 | Evaluations & Records | Academic Evaluator/Advisor - Title III/STEM | CLS | G24 | 0.45 | New position; recruiting; Increase to 1 FTE; move to general funding | 0 | 5 | 5 | 5 | 15 | 27 | |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed) | | | | | | | 28 |
| TBD | Police Department | Dispatcher | CLS | TBD | 1 | New position (proposed) | | | | | | | 29 |
| TBD | Career Center | Director, Career Center | ADM | TBD | 1 | New position (proposed) | | | | | | | 30 |
| 6079 | Counseling Services | Counseling Services Specialist | CLS | G20 | 0.45 | Replace N. Kovrig | | | | | | | 31 |
| TBD | Police Department | Police Officer I | CLS | G31 | 1 | New position (proposed) | | | | | | | 32 |
| TBD | Career Center | Employment Coordinator | CLS | TBD | 1 | New position (proposed) | | | | | | | 33 |
| 5459 | Counseling Services | Staff Assistant | CLS | G23 | 1 | Replace C. Moore | | | | | | | 34 |
| TBD | Police Department | Dispatcher | CLS | TBD | 1 | New position (proposed) | | | | | | | 35 |

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Unprioritized Vacant/Budgeted Positions | | | | | | | 2013-2014 Prioritizations | | | | | |
|---|---|--|-----------|-------|------|---|---|----|----|----|-----|------|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | P1 | P2 | P3 | P4 | TPF | Rank |
| 5509 | Counseling Services | Dean, Counseling Services | ADM | G75 | 1 | Replace L. Halttunen | Unprioritized positions will be approved for recruitment on an as-needed basis. | | | | | |
| 6394 | Counseling Services | Counseling Services Supervisor | ADM | G45 | 1 | Replace D. Amodeo; recruiting | | | | | | |
| 6351 | EOP&S | EOP&S Staff Assistant | CLS | G23 | 1 | Replace M. Tucker | | | | | | |
| 6534 | Financial Aid, Veterans' & Scholarship Services | Veterans Services Technician | CLS | G23 | 1 | New position; recruiting | | | | | | |
| 6535 | Financial Aid, Veterans' & Scholarship Services | Veterans Services Technician | CLS | G23 | 1 | New position; recruiting | | | | | | |
| 6288 | Grant Funded Student Programs | GEAR UP Program Research Specialist | CLS | G25 | 1 | Replace J. Johnson-Foster | | | | | | |
| 6237 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | Replace C. Cruz | | | | | | |
| 6260 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | Replace H. Navarrete | | | | | | |
| 6364 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | Replace M. Godinez | | | | | | |
| 6390 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | Replace C. Martinez Pantoja | | | | | | |
| 6514 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | New position | | | | | | |
| 6515 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | New position | | | | | | |
| 6516 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | New position | | | | | | |
| 6517 | Grant Funded Student Programs | GEAR UP Outreach Coordinator | CLS | G20 | 1 | New position | | | | | | |
| 6418 | Grant Funded Student Programs | TRIO/EOC Outreach Coordinator | CLS | G20 | 1 | Replace J. Perez Ambrocio | | | | | | |
| 6268 | Grant Funded Student Programs | TRIO/EOC Outreach Coordinator | CLS | G20 | 1 | Replace M. Snyder | | | | | | |
| 6275 | Grant Funded Student Programs | GEAR UP/Upward Bound Guidance Services Advisor | CLS | G16 | 1 | Replace N. Herrera Martinez | | | | | | |
| 5568 | Health Services | College Health Nurse | CLS | G35 | 1 | Replace S. Mayfield | | | | | | |
| 5834 | Health Services | College Health Nurse | CLS | G35 | 1 | Replace P. Webb | | | | | | |
| 6490 | Health Services | Health Services Nurse Practitioner | CLS | G49 | 1 | Replace C. Cravens; recruiting | | | | | | |
| 5566 | Health Services | Staff Assistant | CLS | G23 | 1 | Replace M. McCrory | | | | | | |
| 5707 | Health Services | Senior Office Specialist | CLS | G14 | 0.45 | Replace R. Gallagher | | | | | | |
| 6529 | Enrollment Services | Enrollment Services Specialist | CLS | G20 | 1 | New position (proposed - replace L. Stuart, #5480, 0.5 FTE) | | | | | | |
| 6194 | Police Department | Community Service Officer | CLS | G11 | 1 | Replace C. Guerra; recruiting | | | | | | |

Unprioritized positions will be approved for recruitment on an as-needed basis.

Appendix B. Staffing Summaries for District and Planning Groups, 2012-13

| 2013-14 Budgeted/Vacant Faculty Positions | | | | | | | Faculty positions are prioritized separately through Instructional Planning Council's faculty priorities process. This data is provided as information only. |
|---|------------------------------|--|-----------|-------|------|---|--|
| Position # | Department | Position Title | Pay Group | Grade | FTE | Notes | |
| 5512 | Counseling | Assistant Professor/Counselor | FAC | C | 1 | Replace J. Dise | |
| 5521 | Counseling | Assistant Professor/Counselor | FAC | C | 1 | Replace M. Miller (recruiting new position) | |
| 5498 | Physical Education/Athletics | Assistant Professor/Coach | FAC | C | 0.45 | Replace P. Waterman; 0.55 FTE in P.E. | |
| 5540 | Disability Resource Center | Assistant Professor | FAC | C | 1 | Replace J. Mills (recruiting new position) | |
| 5541 | Disability Resource Center | Assistant Professor/Counselor/Enabler | FAC | C | 1 | Replace R. Tait-Brown (recruiting new position) | |
| 6087 | Counseling | Assistant Professor/Counselor | FAC | C | 1 | Replace J. Lesser | |
| 6312 | EOP&S | CalWORKs Counselor/Assistant Professor | FAC | C | 1 | Replace B. Wright | |
| 5549 | EOP&S | EOP&S and CARE Counselor/Assistant Professor | FAC | C | 1 | Replace L. Galloway | |

APPENDIX C.

Faculty Hiring Priority Recommendations for 2013-14

Appendix C. Faculty Hiring Priority Recommendations for 2013-14

Faculty Hiring Priority Recommendations for 2013-14
Instructional Planning Council
May 9, 2012

| Priority | Department/Discipline |
|---|------------------------------------|
| 1 | Biology #1 |
| 2 | Emergency Medical Education (EME) |
| 3 | Alcohol & Other Drugs (AODS) |
| 4 | Sociology #1 |
| 5 | Fire Technology |
| 6 | Automotive Technology |
| 7 | Political Science |
| 8 | Geology |
| 9 | Welding |
| 10 | American Indian Studies |
| 11 | English |
| 12 | Biology #2 |
| 13 | English as a Second Language (ESL) |
| 14 | Disability Resource (DRC) #1 |
| 15 | Art—Glass |
| 16 | Psychology #1 |
| 17 | Reading |
| 18 | Math #1 |
| 19 | American Sign Language (ASL) |
| 20 | Music--choral |
| 21 | History |
| 22 | Chemistry |
| 23 | Microbiology |
| 24 | Spanish |
| 25 | Philosophy |
| 26 | Anthropology |
| 27 | Cinema |
| 28 | Economics |
| 29 | Cabinet & Furniture Technology #1 |
| 30 | German |
| Remaining position requests were not prioritized. | |

Recommendation from IPC Subcommittee 05.04.12
Reviewed and approved by IPC 05.09.12
Presented to SPC as information on 05.15.12

APPENDIX D.

Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

Appendix D. Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

DRAFT

Full-time Faculty Obligation and 75/25 Ratio

What is the Full-time Faculty Obligation (FON)?

Assembly Bill 1725 set a goal that full-time faculty account for 75% of instruction hours in the classroom. Regulations (California Code of Regulations, Title 5, Sections 51025 and 53300 et. seq) require that those districts not meeting the 75% goal maintain their base number of faculty and apply a percentage of their growth revenue toward hiring new full-time faculty. To monitor progress towards the goal, the Chancellor's Office (CO) annually calculates a Full-time Faculty Obligation Number (FON) for each district.

To calculate the FON, the CO does the following:

- Takes the district's final FON from the prior year.
- If the district received growth in funded credit Full-time Equivalent Students (FTES), the CO applies the percentage growth to the FON to determine the district's new FON.
- If the district's funding is cut, the FON is adjusted down accordingly.

When determining if it meets its FON, the College:

- Takes the count of current faculty including counselors,
- Adds to that count the number of "late" retirees (retirees or separations that occurred within 45 days of the end of the previous year's Spring semester), and
- Adds the FTEF generated by classified staff teaching as part of their workload.

If the resulting number exceeds the FON, the District is in compliance. If the resulting number does not meet the FON, the Chancellor's Office deducts the replacement cost of each faculty count below the FON from the district's apportionment.

What is the 75/25 ratio?

The 75/25 ratio refers to the 75% goal identified in AB1725. Sometimes individuals interpret the 75/25 ratio to mean that 75% of faculty on a college's campus must be full-time. However, the ratio refers to hours taught or spent counseling, not headcount. For example,

- A contract faculty member typically teaches five courses. If each course represents .20 of a full-time load, the total FTEF generated by the full-time faculty member is 1.0 or 100%.
- Three adjuncts may teach one course each with a load of .20 for a total of .60 or 60% FTEF.
- Using this example, the total FTEF for the four faculty is 1.60 or 160% and the percentage of full-time equivalent faculty equals 1.00/1.60 or .625 or 62.5%.

75/25 Workgroup Recommendation – Prepare summary describing FON and 75/25 ratio.
March 27, 2012

Appendix D. Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

Districts must report their 75/25 ratio as part of the FON compliance paperwork. However, colleges are not penalized for failing to improve the ratio.

The Effects of Funding

Each year the California Community College's Board of Governors (BOG) must decide if the state has adequately funded the Community College system at the level that allows for the implementation of the FON. If the BOG determines that the system has not been adequately funded, changes that would increase a district's FON are not applied. In addition, during years where funding is not sufficient to implement the FON, the BOG can modify the compliance requirement and allow districts to either meet the FON established by the Chancellor's Office, or show that the percentage of full-time equivalent faculty attributable to full-time faculty (the 75/25 ratio) has remained the same or increased.

Each year since 2008-09, the BOG has determined that the California Community College System has not been adequately funded to allow for the implementation of the FON compliance system. As a result, the Chancellor's Office has required that Palomar meet the FON compliance number established in 2008-09.

Moving into 2011-12, the FON for almost half of the districts decreased as a result of the significant budget cuts.

75/25 Workgroup Recommendation – Prepare summary describing FON and 75/25 ratio.
March 27, 2012

Appendix D. Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

IPC Subcommittee Summary of Process for Prioritizing Full-time Faculty Positions

In Spring 2006, the Faculty Senate and the Instructional Planning Council (IPC) established the IPC Subcommittee. Each academic year, the IPC Subcommittee is responsible for developing a prioritized list of full-time instructional faculty position requests by discipline. In the prioritization process, it is the role of the Subcommittee to take a global perspective on full-time faculty position needs and ultimately to develop a prioritized list that best supports the diverse academic programs of the College as a whole. Each year the Subcommittee evaluates the process and may recommend updates to the data, criteria, and process. The prioritization process does not include counselors nor librarians. The determination as to when counselors and librarians are hired is done through the use of a formula that was developed by a subcommittee of IPC and SSPC members in Spring 2005.

Membership:

1. Eight faculty members who are members of IPC
2. Two faculty members appointed by the Faculty Senate
3. Five Instructional Deans who are members of IPC
4. Vice President for Instruction, who convenes and facilitates the process

Process:

Each academic discipline may submit a position request or requests each academic year for consideration by the Subcommittee. The general steps taken by the Subcommittee in prioritizing the position requests include the following:

1. Subcommittee establishes the annual timeline.
2. Members receive a complete set of position requests.
3. Members individually review all position requests.
4. Subcommittee meets and collectively reviews and discusses all position requests. When clarification of information is necessary, a member of the Subcommittee follows up.
5. Subcommittee discusses and agrees on weighted criteria.
6. Subcommittee considers recent hiring of full-time faculty in its deliberations and prioritization process.
7. Members individually prioritize all position requests (usually in groups of ten).
8. Subcommittee meets (one or two meetings, as needed) and collectively develops one prioritized list where individual positions are distinctly ranked as #1, #2, etc.
9. Prioritized list is reviewed and endorsed by the IPC.
10. Prioritized list is then forwarded to the Strategic Planning Council as information.
11. Prioritized list is then forwarded as a recommendation to the Superintendent/President for the subsequent hiring year.

Updated 5.10.12

Appendix D. Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

Palomar College

Philosophy and Criteria for Determining Full-time Faculty Hiring

Palomar College values the important role and responsibilities of its full-time faculty. The College recognizes the day-to-day responsibilities of full-time faculty members with respect to all areas of academic and professional matters as well as their contributions to the College as a whole. Full-time faculty members provide the vision and leadership for educational master planning and program development and review and ensure the integrity, continuity, and stability of the College's academic programs. Full-time faculty members are the vital connection for student engagement through a variety of co-curricular activities, advisement, and office-hour interaction. Full-time faculty members contribute to the College through many leadership roles and participate in shared governance. Consequently, Palomar College is committed to increasing the number of full-time faculty positions as academic needs require and economic conditions permit.

Each Fall semester, the Superintendent/President and Vice Presidents of the College discuss and project the number of full-time faculty positions to be hired for the next academic year. The process for determining this number is guided by the following considerations:

- The Faculty Obligation Number (FON) set by the California Community College Board of Governors.

In times of fiscal growth or funding stability [Do we need to qualify the preceding phrase with "State," as in "State fiscal growth" . . . ?], Palomar College is committed to exceeding the FON. In times of State fiscal crisis or funding instability, the College is committed to maintaining the FON.

- The College's ratio of full-time to part-time FTEF.

This ratio measures the College's progress towards the "ideal" but unfunded goal of a 75/25 ratio as prescribed by AB 1725. In this last decade at the College, this ratio has remained at or near 55/45, and so a more realistic local goal is 60/40. This ratio, of course, is influenced by a number of factors. A 60/40 ratio, for instance, will signal progress for the College if it is achieved by the addition of a large number of full-time faculty. It will signal decline if it is achieved by cancelling classes and thus reducing the number of part-time faculty.

- The College's FTES cap and projected growth FTES.

These measures will influence student enrollment numbers and the amount of funding available to permit full-time faculty hiring. During times of State fiscal crisis or State funding instability, the availability of funding for full-time faculty hiring is limited because of the College's fiscal responsibility to maintain overall minimum budgetary and operational needs and mandated reserves.

Appendix D. Full-Time Faculty Obligation and College Philosophy on Hiring Faculty

- The number of full-time faculty separations (retirements, resignations, transfers) from the previous academic year.
- Past history of the success or failure of recruitments in various disciplines.

This information will impact the number of recruitments that should be initiated in order to ensure that the FON is achieved.

Updated 5.10.12.

DRAFT

Summary Of Master Plans

March 19, 2013

Strategic Plan

DRAFT

Strategic Plan 2013

Progress Report

1) *Provide a brief summary and status report for Strategic Plan 2013.*

In 2010, the college approved Strategic Plan 2013. The plan presented the college's Vision, Mission, Values, and Goals. Each year, SPC reviewed progress on the plan and measures of institutional effectiveness, identified objectives for each goal, and established an action plan for accomplishing the objectives. As guided by the college's Resource Allocation Model (RAM), the college annually allocated Strategic Planning Priority Funds (SPPF) to support the priorities identified in the strategic plan. Additional SPPF were allocated to help support priorities identified through the Program Review and Planning Processes. Over the course of the Strategic Plan, SPC has allocated approximately \$1.1 million in SPPF. Appendix A provides a breakdown of SPPF allocations by goal. A brief summary of work completed for each goal appears below.

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

The college addressed five unique objectives for this goal. Work completed includes the following:

- Updated or prepared the Educational Master Plan, Facilities Plan, Technology Plan, and Staffing Plan in accordance with our Integrated Planning Model.
- Modified the budget development process to ensure that Program Review and Planning, Strategic Planning, and Master Planning priorities serve as the basis for resource allocation decisions.
- Implemented an annual evaluation of the Integrated Planning Model.
- Established methods for communicating the college's planning models, vision, mission, values, and goals.

SPC allocated \$13,000 to this goal to support the implementation of the Community College Survey of Student Engagement (CCSSE). Results from the CCSSE were mapped to the college's Institutional Learning Outcomes and included as part of the college's institutional effectiveness reporting.

Goal 2: *Strengthen programs and services in order to support our students' educational goals. (Yrs. 1,2)*

Goal 2: *Increase student retention, success, and completion by identifying and implementing academic and non-academic student support strategies designed to reach more students. (Yr. 3)*

The college completed or is in the process of completing nine objectives as part of this goal. Brief highlights of the work include the following:

- Completed plans to open a teaching and learning center on the San Marcos Campus.
- Implemented a process for ensuring the quality of distance education offerings.
- Developed / implementing several projects to improve student completion of English, mathematics, reading and ESL course sequences.
- Implemented and continues to implement the GRAD program through student initiated activities and ON COURSE faculty professional development workshops designed to increase active student learning in the classroom.
- Institutionalized Student Learning Outcomes and Service Area Outcomes Assessment Cycles.
- Provided support for the implementation of the academic advising module.
- Articulated a process for supporting the application of innovative teaching and learning projects through the SPPF allocation process.

SPPF allocations for this goal totaled \$685,786. Of this amount, \$539,586 supported instructional and student support services activities. SPC allocated the remaining \$146,200 to HRSPC and FASPC to implement activities intended to strengthen the technology infrastructure of their service areas.

The college has made excellent progress implementing the SLOAC and SAOC cycles and has assessed its implementation as proficient according to the ACCJC's rubric for Student Learning Outcomes Assessment. The work completed to ensure the quality of distance education efforts was commended as exemplary by the accreditation follow-up site team. Fall 2012 Basic skills course success rates have increased over the last two years. Workgroups are assessing support services to ensure that the college is implementing these services in the most efficient and effective way. Several of the objectives continue to remain as "in progress" and are proposed to move forward into the next Strategic Plan.

Goal 3: *Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.*

The college completed five objectives for this goal. Brief highlights of the work include the following:

- Completed glossary of governance terms.
- Completed and implemented annual governance and orientation program. Program is incorporated into annual meeting calendars of all planning councils.
- Completed and implemented a revised governance self-evaluation assessment tool and process in which an assessment is conducted at the end of each year and the results are incorporated and discussed during the annual governance orientation meetings.

- Developed a centralized archive documenting SPC meeting minutes and decisions, governance structure recommendations, and other items related to the college's governance history.

Groups working on these objectives did not request SPPF support. SPC has participated in the annual orientation twice and all planning councils participated in an orientation this past year where the results, including areas of strengths and opportunities, of the governance self-evaluation assessments were shared and discussed.

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

The college completed or is in the process of completing three objectives for this goal. Highlights include the following:

- A six year staffing plan that identifies minimum and optimum staffing levels throughout the district and includes an annual evaluation and update to ensure that ongoing assessment of staffing needs are examined and priorities are adjusted to meet those needs.
- Developing a draft EEO plan upon final direction from the Chancellor's office.

The year three update of the six year staffing plan is completed. SPC allocated \$112,000 SPPF to support the objectives for this goal. Human Resource Services is using the funding to implement a technology infrastructure to support the implementation of the staffing and EEO plans.

Goal 5: *Ensure that existing and future facilities support learning, programs, and services.*

The college completed or is in the process of completing four objectives for this goal. Brief highlights of the work include:

- Purchased site for a South Education center.
- Continued to update timelines for opening north and south education center.
- Funded and implemented several items from the college's Emergency Preparedness Plan.

The South Education center site was purchased using funds from the college's bond initiative. As a result of the state's budget crisis and cuts to the college's budget, the college has adjusted the timelines for opening the north and south education centers. SPC allocated \$21,700 to support the implementation of the Emergency Preparedness Plan. Additional funds outside of SPPF were allocated to help fund the plan as well. However, there are some remaining items that still need to be addressed.

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

The college completed or is in the process of completing three objectives for this goal. Brief highlights of the work include the following:

- Completed Technology Master Plan update
- Identified process for integrating the assessment of technology solutions to meet current and future technology needs into the Technology Plan

SPC allocated \$24,421 to help replace and update existing education technology. The college still needs to identify a budget line item for replacing and maintaining technology and equipment.

2) Are we making adequate progress on this plan? Why or why not?

The college has made adequate progress on Strategic Plan 2013. This plan was the first Strategic Plan developed by the college with an associated funding source. SPC assigned a workgroup to every objective and the workgroups crafted and implemented plans for completing them. SPC determined that 20 out of 30 objectives were completed and removed from them from the plan. Much of the work on the ongoing objectives is longer term and may need additional funding to fully implement.

SPPF has supported the implementation of the SLOACs and SAOACs through peer support groups and by supporting the implementation of the ILO assessment process. If the Learning Outcomes Council determines that these two initiatives should continue, the college will need to identify ongoing funding sources. Funding of ongoing technology and maintenance continues to be an item that the college should address by means other than SPPF. Finally, SPC may consider a set of criteria for judging whether or not an objective should be removed from the plan. In some cases, a process was developed and implemented to address a specific objective in the plan, yet the objective was carried over to the next year in order to monitor or continue to implement the work.

3) What priorities from Strategic Plan 2013 should the college consider as it crafts Strategic Plan 2016?

- Continue efforts to improve student completion of Basic Skills course sequences.
- Identify ongoing funding for technology and SLOACs/SAOCS.
- Integrate standards and targets for improvement relevant Institutional Effectiveness measures to ensure that the college remains compliant with accreditation and standards and directives from ACCJC and the continued accountability reporting established by the state.
- Continue to address recommendations and legislation resulting from the Student Success Task Force.

APPENDIX
Strategic Plan 2013
SPPF Allocations by Strategic Goal

2010-2013 SPPF Allocations by Strategic Plan Goal

| Goal | YEAR | PROJECT NAME & NUMBER | CLASS (GOAL/OBJECTIVE) | AMOUNT AWARDED |
|------------------------|------|--|--|----------------|
| Goal #1 | | | | |
| 1 Year 1 | | CCSSE SURVEY (0811923) | 13P14 (STRATEGIC PLAN 2013 1.4) | 13,000 |
| Total Goal #1 | | | | 13,000 |
| Goal #2 | | | | |
| 2 Year 1 | | SLOAC (0811921) | 13P24 (STRATEGIC PLAN 2013 2.4) | 40,000 |
| 2 Year 1 | | GRAD CAMPAIGN (0811922) | 13P23 (STRATEGIC PLAN 2013 2.3) | 70,000 |
| 2 Year 2 | | UPGRD/MDRNZ ASSESSMENT CPU LAB (0811961) | 23P22 (STRATEGIC PLAN 2013 2.2) | 57,750 |
| 2 Year 2 | | SSPC MRKTG/ONSGT SLO/SAO ANLYS (0811962) | 23P24 (STRATEGIC PLAN 2013 2.4) | 4,000 |
| 2 Year 2 | | ACADEMIC ADVISING MODULE - GRAD (0811964) | 13P23 (STRATEGIC PLAN 2013 2.3) | 40,000 |
| 2 Year 2 | | LGBTQ STUDY ROOM (0811966) | 23P27 (STRATEGIC PLAN 2013 2.7) | 2,000 |
| 2 Year 2 | | SUMMER BRIDGE 2012 (0811968) | 23P27 (STRATEGIC PLAN 2013 2.7) | 42,000 |
| 2 Year 2 | | ACA ESL 1st YR SEMINAR AESLFYS (0811969) | 23P22 (STRATEGIC PLAN 2013 2.2) | 12,745 |
| 2 Year 2 | | ESL ON COURSE CURRICULUM IP (0811972) | 23P22 (STRATEGIC PLAN 2013 2.2) | 9,750 |
| 2 Year 2 | | GRAD - UNIVERSITY FIELD TRIPS (0811973) | 23P23 (STRATEGIC PLAN 2013 2.3) | 2,400 |
| 2 Year 2 | | SLOAC/SAOAC SUPPORT (0811974) | 23P24 (STRATEGIC PLAN 2013 2.4) | 60,000 |
| 2 Year 2 | | PERFORMING HEARTS INT LRNG PRJ (0811975) | 23P27 (STRATEGIC PLAN 2013 2.7) | 8,880 |
| 2 Year 2 | | IMPLEMENT THE GRAD CAMPAIGN (0811976) | 23P23 (STRATEGIC PLAN 2013 2.3) | 40,400 |
| 2 Year 3 | | INFO LITRCY MODULES SPPF 12-13 (0811991) | 33P25 (STRATEGIC PLAN 2013 2.5) | 28,500 |
| 2 Year 3 | | MBTI - SPPF 12-13 (0811992) | 33P26 (STRATEGIC PLAN 2013 2.6) | 800 |
| 2 Year 3 | | EDUCATIONAL PLANS - SPPF 12-13 (0811993) | 33P22 (STRATEGIC PLAN 2013 2.2) | 18,040 |
| 2 Year 3 | | COMET SELF-HELP STN SPPF 12-13 (0811994) | 33P22 (STRATEGIC PLAN 2013 2.2) | 3,000 |
| 2 Year 3 | | LEAPstart SPPF 12-13 (0811995) | 33P22 (STRATEGIC PLAN 2013 2.2) | 7,150 |
| 2 Year 3 | | EMBEDDED TUTORS MATH #1 (0811996) | 33P23 (STRATEGIC PLAN 2013 2.3) | 17,882 |
| 2 Year 3 | | EMBEDDED TUTORS MATH #2 (0811997) | 33P23 (STRATEGIC PLAN 2013 2.3) | 4,051 |
| 2 Year 3 | | EMBEDDED TUTORS READING (0811998) | 33P23 (STRATEGIC PLAN 2013 2.3) | 14,080 |
| 2 Year 3 | | ESL ON COURSE CUR INTEGRT PRJS (0811981) | 33P23 (STRATEGIC PLAN 2013 2.3) | 4,171 |
| 2 Year 3 | | SUMMER BRIDGE & 1ST YR EXP STU (0811982) | 33P21 (STRATEGIC PLAN 2013 2.1) | 11,190 |
| 2 Year 3 | | ASG GRAD CAMPAGIN (0811983) | 33P24 (STRATEGIC PLAN 2013 2.4) | 20,000 |
| 2 Year 3 | | UNIVERSTIY FIELD TRIPS (0811984) | 33P24 (STRATEGIC PLAN 2013 2.4) | 2,722 |
| 2 Year 3 | | GRAD/ON COURSE PROJECT (0811985) | 33P24 (STRATEGIC PLAN 2013 2.4) | 8,075 |
| 2 Year 3 | | GE/ILO ASSESSMENTS (0811986) | 33P25 (STRATEGIC PLAN 2013 2.5) | 10,000 |
| Total Goal #2A | | | | 539,586 |
| 2 Year 1 | | COMMITMT ACCTG MODULE (0811926) | 13P24 (STRATEGIC PLAN 2013 2.4) | 131,200 |
| 2 Year 1 | | PS FIXED ASSETS MODULE (0811927) | 13P24 (STRATEGIC PLAN 2013 2.4) | 15,000 |
| Total Goal #2B | | | | 146,200 |
| Total Goal #2 | | | | 685,786 |
| Goal #3 | | | | |
| 3 | NA | No requests for allocations. Work completed using existing resources | | 0 |
| Total Goal #3 | | | | 0 |
| Goal #4 | | | | |
| 4 Year 1 | | PEOPLEADMIN MODULE (0811924) | 13P41 (STRATEGIC PLAN 2013 4.1) | 67,000 |
| 4 Year 1 | | PS POS CONTROL MODULE (0811925) | 13P42 (STRATEGIC PLAN 2013 4.2) | 45,000 |
| Total Goal #4 | | | | 112,000 |
| Goal #5 | | | | |
| 5 Year 2 | | SPPF FASPC PRP PRIORITIES (0811965) | 23P52 (STRATEGIC PLAN 2013 5.2) | 21,484 |
| 5 Year 3 | | SECURITY AUTH ONLINE TRNG PROG (0811988) | 33P52 (STRATEGIC PLAN 2013 5.2) | 1,200 |
| 5 Year 3 | | BALLISTIC HELMETS SPPF 12-13 (0811989) | 33P52 (STRATEGIC PLAN 2013 5.2) | 5,500 |
| 5 Year 3 | | EMERGENCY COMMUNICATION EQPMNT (0811977) | 33P52 (STRATEGIC PLAN 2013 5.2) | 15,000 |
| Total Goal #5 | | | | 43,184 |
| Goal #6 | | | | |
| 6 Year 2 | | REPL/UPGRADE EXISTING ED TECH (0811963) | 23P61 (STRATEGIC PLAN 2013 6.1) | 24,421 |
| 6 Year 2 | | SPPF SSPC PRP PRIORITIES (0811967)* | 23P61 (STRATEGIC PLAN 2013 6.1) | 16,113 |
| Total Goal #6 | | | | 40,534 |
| PRP Priorities | | | | |
| 7 Year 1 | | IPC PRP PRIORITIES (0811928) | I24 (INSTRUCTIONAL PLANNING COUNCIL PRP 24) | 47,834 |
| 7 Year 1 | | IPC PRP Priorities | I61 (INSTRUCTIONAL PLANNING COUNCIL PRP 61) | 12,370 |
| 7 Year 1 | | SSPC PRP PRIORITIES (0811929) | S12 (STUDENT SERVICES PLANNING COUNCIL PRP 12) | 25,801 |
| 7 Year 2 | | SPPF HRSPC PRP PRIORITIES (TBD) | TBD | 2,685 |
| 7 Year 2 | | SPPF IPC PRP PRIORITIES (TBD) | TBD | 93,990 |
| 7 Year 3 | | SPPF 12-13 IPC PRP PRIORITIES (0811987) | I24 (INSTRUCTIONAL PLANNING COUNCIL PRP 24) | 20,047 |
| 7 Year 3 | | BALANCE TO PLANNING COUNCILS (SSPC, FASPC, & HRSPC) | TBD | 8,592 |
| Total PRP | | | | 211,319 |
| Total SPPF Allocations | | | | \$ 1,105,823 |

A-1

* This line item should be included in the section title PRP priorities. SPC allocated \$16,113 to SSPC to address PRP priorities. When account strings were established they were inadvertently established for Goal #6.

Educational Master Plan

March 19, 2013

EDUCATIONAL MASTER PLAN

<http://www.palomar.edu/strategicplanning/MasterPlan2022Update03012011.pdf>

1. Provide a brief summary and status report on the Educational Master Plan.

The adoption of Palomar College's Education and Facilities Master Plan 2022 (EFMP 2022) in 2002 has provided a focused direction for Palomar. The planning and vision for the on-going development and updating of academic programs and support services are extensive and enthusiastic. Faculty, staff, and administrators were forward thinking and optimistic about how Palomar could grow and improve its comprehensive curriculum to meet the needs of its large, diverse student community.

With the passing of Prop M in November 2008, a \$694 million general obligation bond, development and enhancement of the academic programs and support services are being realized as new facilities are being constructed and/or renovated. The teaching and learning physical environments continue to be improved through the implementation of the Facilities Master Plan in support of the commitment to the success of the diverse student population served at Palomar College. The opening of five buildings -- Natural Sciences, Health Sciences, Multi-disciplinary, Industrial Technology Center, and the Planetarium -- in the past six years have all supported the academic programs with enhanced and/or additional instructional space, laboratories, state-of-the art technology and training aids, and areas for both faculty and students to interact and engage in learning activities outside of the formal classroom setting.

Active involvement of faculty and staff in the design of each of these new instructional facilities has ensured that the classroom and laboratory environments support the pedagogy utilized by faculty and that the teaching and learning spaces include improved and expanded classroom technology, modern equipment, training aids, and instructional support areas. It will be important with future planning and budgeting that on-going funding is provided to maintain instructional equipment and technology to support the diverse academic program of Palomar. The faculty has also been proactive in revising curriculum and updating certificate and degree options to assist students in achieving their educational and career goals.

Although the State's fiscal crisis that began in 2008-09 has caused class reductions and reduced support services over the past four years, it has also created a renewed focus on the primary mission of GE/Transfer, Career/Technical Education, and Basic Skills. Palomar has remained committed to its comprehensive academic program and rigor while also being responsive to student community needs, economic trends, and legislative directives.

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2. Are we making adequate progress on this plan? Why or why not?

Progress on the Educational Master Plan was primarily contingent on the building of new facilities to increase instructional capacity and to update the teaching and learning environments, with the expectation that additional State funding would be available to support FTES growth. Proposition M has paved the way for progress on the San Marcos campus as well as the renovation of the Escondido Center and the acquisition of property for both the North and South Centers.

Palomar is making good progress on its Educational Master Plan in terms of academic program development and instructional support services. Aggressive facility planning, design, construction, and occupancy continue to move Palomar forward with full involvement of faculty and staff in support of its Educational Master Plan to meet the needs of its diverse student community. The College continues to be mindful of the relevance of its Educational Master Plan ten years later and has thoughtful discussions and makes necessary adjustments to the EFMP as dictated by trends and new trends that impact its academic programs and support services. Over the past ten years, the State fiscal climate, legislative mandates, workforce changes, population trends, and technological developments have all prompted review, repackaging, and/or development of academic programs. Important to the continued progress of the Educational Master Plan will be on-going resources to maintain instructional equipment and technology and appropriate staffing levels to support both classroom and support service areas.

An update to the EFMP in 2009 incorporated specific planning and projections for the North and South Centers. Timelines and planning for design, construction, and occupancy of the two new Centers are in place; their implementation is dependent upon the State's fiscal outlook and Palomar's potential for growth. The academic program focus for each Center is in the early stages of discussion, and the necessary staffing levels for each will follow.

Overall, in spite of the past five years of the State fiscal crisis, Palomar has continued to make adequate progress on its Educational Master Plan, although at a slower pace than originally projected.

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3. In order for the college to meet the program and support goals and objectives of the Educational Master Plan, what must we address in the next three years? What should be our priorities?

To continue to move forward on the Educational Master Plan in the next three years, Palomar College will:

- remain focused on maintaining programs that are current and relevant to degree and transfer requirements, respond to workforce needs and trends, and support basic skills for incoming students;
- respond to legislative and accreditation requirements relevant to increasing student success in the completion of certificates and degrees;
- improve the Program Review and Planning process to ensure program currency and relevance to student needs and successful outcomes;
- review and adjust scheduling patterns to support the needs of the ever-changing, diverse student community;
- consider and plan for the impact of distance education pedagogy on academic programs and student interest;
- establish budget line-item resources to support on-going replacement of instructional equipment, training aids, and technology;
- develop a focus of the academic program and a tentative class schedule for the North Education Center that would generate 1,000 FTES in its first academic year of operation;
- develop a focus of the academic program and a tentative class schedule for the South Education Center that would generate 1,000 FTES in its first academic year of operation.

Facilities Master Plan

March 19, 2013

FACILITIES MASTER PLAN

<http://www.palomar.edu/strategicplanning/MasterPlan2022Update03012011.pdf>

1. Provide a brief summary and status report on the Facilities Master Plan.

- Began construction on the Escondido Center Re-Imaging project.
- Began construction on the Humanities Building.
- Began construction on the Teaching Learning Center.
- Began construction on the Theatre Remodel and Expansion.
- Continued construction on Horse Ranch Creek Road.
- Opened the Industrial Technology Building.
- Opened the Multimedia Lab and Planetarium Building.
- Completed construction of the 12kV Electrical Infrastructure Upgrade.
- Completed construction of the Fire Alarm Infrastructure Upgrade.
- Developed a construction parking lot on the three (3) acres adjacent to San Marcos campus.
- Coordinated District design groups with architectural teams on the following projects: LRC (Library), Child Development Center, and South Education Center.

2. Are we making adequate progress on this plan? Why or why not?

Yes: we have completed all projects that were underway on time.

3. In order for the college to meet the program and support goals and objectives of the Facilities Master Plan, what must we address in the next three years? What should be our priorities?

In the next three years it is anticipated that the College will break ground on several new projects, including (in no particular order):

- Childhood Development Center
- Baseball Field
- Library / LRC
- Athletics / Kinesiology Complex
- South Education Center
- North Education Center
- LLRC – Student Services (Planning)

In order to complete these projects with the minimum disruption to the San Marcos campus, keeping the projects in budget and delivered in time, the following priorities should be addressed:

1. Develop a Phasing Plan to use as a supplemental tool for implementing the Facilities Master Plan.
2. Address infrastructure needs for each Master Plan project ahead of the ground breaking for these projects.
3. Design and build additional student parking prior to the ground breaking of the Athletics / Kinesiology Complex in order to offset the parking areas used for the project.
4. Shift the project delivery methods from CM / Multi Prime contracts to CM / At Risk contracts and Design / Build contracts.

Staffing Master Plan

March 19, 2013

STAFFING PLAN

1. Provide a brief summary and status report on the Staffing Plan

The District established the Staffing Master Plan (Plan) in 2010-11 to link staffing needs directly to the District's overarching institutional planning mechanisms.

(<http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf>) The Plan is six years in length with an update prepared annually to allow the District's planning groups, which include the four divisional planning councils and the Superintendent/President's Group (SPG) of direct reports, to update staffing priorities. These priorities are derived from planning groups' analysis of the District's planning assumptions and their relationship to staffing needs. The Plan is the product of the Human Resource Services (HRS) department as assigned in Year 1 of the District's Strategic Plan 2013 Action Plan. Currently, the District is in Year 3 of the Plan.

The planning groups provide important feedback to HRS each year regarding the planning process. Based upon feedback from the planning councils and SPG, in Year 3, the planning process was streamlined and focused solely on affirming divisional planning assumptions and priority factors and reassessing and reprioritizing staffing needs. Minimum and optimum staffing levels, as originally identified in divisional organization charts in the initial year of the Plan and the Year 2 update, will now be required only during Year 1 of each subsequent six-year Plan unless a substantive change to any area of the organization occurs, necessitating the development of appropriate staffing levels for that particular area.

During the initial year of the Plan, the planning groups determined minimum and optimum staffing levels for their respective areas through a review of the District's organizational structure and District-wide plans and assumptions. The District's plans can be found at the following links:

- Educational Master Plan 2022
(<http://www.palomar.edu/strategicplanning/MasterPlan2022Update03012011.pdf>)
- Strategic Plan 2013
(<http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013YEAR3.pdf>)
- Technology Master Plan 2016
(<http://www.palomar.edu/strategicplanning/TMP2016.pdf>)
- Divisional Program Review and Planning reports
(<http://www.palomar.edu/irp/PRPCollection.htm>)

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The planning groups also determined planning assumptions unique to the specific functions and services of their areas to further assist in identifying appropriate staffing levels and staffing needs.

Each planning group used the District-wide and divisional planning assumptions to develop a set of priority factors that tie directly to the goals and objectives of the District's Strategic Plan. The planning groups then reviewed their areas' vacant and budgeted positions against the priority factors to prioritize the positions in order of recruitment preference as a guideline to determine when positions should be filled, with positions ranked as #1 as being the highest priority. Planning groups also proposed and prioritized new positions to fulfill expected future needs of their areas.

At the beginning of each year's Staffing Master Plan update cycle, HRS provides an orientation to each planning group on the purpose and requirements of the Plan and updates to District-wide planning assumptions. The planning groups then reaffirm or update their divisional assumptions and priority factors and reevaluate and update their staffing priorities. At the conclusion of each year's update cycle, the planning groups provide evaluative feedback to HRS regarding the efficacy of the Plan. HRS uses this feedback to make future modifications to the planning process.

The Staffing Plan is designed to respond to shifting staffing needs that occur over time due to changes in planning assumptions and other factors. The planning groups prioritize existing positions only once each year during a fixed time period; however, retirements, resignations, and promotions may occur throughout the year once an update is completed. Depending upon a division's planning assumptions, priorities, and needs, it may be necessary that positions that have become vacant after an update and prior to the next update be prioritized higher and addressed sooner than positions on a given year's list. In these cases, the following year's update should note actions taken and changes made to the priority list. In summary, the staffing priorities set by the planning groups serve as a guideline to when positions should be filled, and all positions are reviewed individually in line with District needs and available resources prior to recruitment.

The Year 3 update reflects staffing priorities for positions at the District's San Marcos and other existing locations. The Year 4 update will address recommendations for staffing the North and South Centers, which at this writing are expected to open within the 2015-17 timeframe.

2. Are we making adequate progress on this plan? Why or Why not?
 - a. Areas of Progress:
 - i. Annual evaluation and assessment of non-faculty staffing needs is systematically performed by the college's shared governance planning

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- councils and the Superintendent/President's Group, and combined with the faculty planning process performed by the Instructional Planning Council. By integrating the results of these two processes, the Staffing Master Plan provides a comprehensive understanding of future staffing needs at the point in time that the Staffing Master Plan/Annual Update is completed.
- ii. The Staffing Master Plan has focused attention on comprehensively understanding and documenting future staffing needs, and is informed (and is informed by) the District's other planning processes, the District's other Master Plans, the Integrated Planning Model, and the Revenue Allocation Model.
 - iii. The Staffing Master Plan has identified changing staffing needs and priorities that were informally understood but not specifically documented prior to the Staffing Master Plan.
- b. Areas where Progress is not Adequate.
- i. State funding for all staffing needs is inadequate.
 - ii. The plan contains an overwhelming number of future priorities, and it is difficult to see how these priorities will be met.
3. As we continue to implement Master Plan 2022, what staffing needs should we be considering?
- a. The Year 4 Update should begin to quantify and prioritize the positions needed for staffing the North Educational Center and the North Educational Center.
 - b. The Year 4 Update and subsequent updates should continue to address the changing staffing needs and staffing priorities for the college.
4. In order for the college to meet the program and support goals and objectives of the Staffing Plan, what must we address in the next three years? What should be our priorities?
- a. Items identified in 3 above should be addressed in the appropriate Plan Update.

Technology Master Plan

March 19, 2013

TECHNOLOGY PLAN

<http://www.palomar.edu/strategicplanning/TMP2016.pdf>

1. Provide a brief summary and status report on the Technology Plan

Strategic Plan 2013 Goal 6/Objective 6 was to update Technology Master Plan 2005 to address access, training, evaluation, disaster preparedness and data security, and ongoing technology, maintenance and replacement. Technology Plan 2016 fulfilled this objective and has proven to be a respectable guide for the identification of future Districtwide priorities and objectives related to technology. The Plan recommended a number of initiatives that the District needed to undertake to optimize its technology environment and grouped them by implementation timeframe.

- Tier 1 Initiatives offered desirable benefits using existing resources and requiring little or no funding and the implementation timeframe was 1 to 3 years.
- Tier 2 Initiatives were similar to Tier 1, but required additional funding, assessment and planning and were envisioned to be completed in 4-6 years.
- Tier 3 Initiatives required further study to determine feasibility and cost benefit.

2. Are we making adequate progress on this plan? Why or Why not?

Yes, to date, ten (10) Tier 1 initiatives have been completed and 22 are in progress or partially completed. Additionally, eight (8) Tier 2 and Tier 3 initiatives were started and two (2) have been completed.

3. As we continue to implement Master Plan 2022, what technology needs should we be considering?

The following technology needs were identified by the Technology Plan Workgroup:

- Microsoft's latest product suite (Windows 8, Office 2013, Internet Explorer 10)
- Mobile Devices (laptops and tablets)
- Virtual Desktop Infrastructure (VDI) for student labs

4. In order for the college to meet the program and support goals and objectives of the Technology Plan, what must we address in the next three years? What should be our priorities?

In priority order, the college must address the following:

- Funding for ongoing maintenance and replacement of technology
- Wireless network capacity and coverage
- Technical aptitude and skills of its faculty and staff