



STRATEGIC PLANNING COUNCIL AGENDA

Date: April 15, 2014
Starting Time: 2:00 p.m.
Ending Time: 3:45 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Claypool, Cuaron, Davis, Dimmick, Falcone, Gilroy, Gonzales, Holmes, Larson, Laughlin, Lienhart, Maunu, Moore, Navarro, Perez, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez, Wick

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		2 min
1. Approve Minutes of April 1, 2014		
B. <u>ACTION ITEMS/SECOND READING</u>		10 min
1. Board Policy 5110-Counseling Services; BP 5130-Financial Aid Veterans and Scholarship Services; BP 5140-Disability Resource Center-Disabled Student Program & Services; BP 5700-Athletics	Exhibit B1	
2. Administrative Procedure 4240-Academic Renewal; AMENDED-AP 5055-Enrollment Priorities; AP 5130-Financial Aid Veterans and Scholarship Services	Exhibit B2	
C. <u>ACTION ITEMS/FIRST READING</u>		10 min
1. Chapter 2 Policies and Procedures Updates	Exhibit C	
D. <u>INTEGRATED PLANNING MODEL</u>		45 min
1. SPC Timeline Check-In		
2. Institutional Effectiveness Report	Exhibit D2	
E. <u>INFORMATION/DISCUSSION</u>		30 min
1. FY 14-15 Budget Assumptions	Exhibit E1	
2. Staffing Plan First Reading	Exhibit E2	
F. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
G. <u>REPORTS OF PLANNING COUNCILS</u>		10 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 – Adrian Gonzales		
H. <u>REPORT FROM PC3H COMMITTEE</u>		5 min
I. <u>OTHER ITEMS</u>		



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
April 15, 2014**

A regular meeting of the Palomar College Strategic Planning Council scheduled April 15, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Barton, Claypool, Cuaron, Deegan, Dimmick, Falcone, Gilroy, Gonzales, Holmes, Larson, Laughlin, Lienhart, Maunu, Moore, Navarro, Perez, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez
Absent: Davis, Wick
Guests: Shawna Cohen, Joan Decker, Debra Doerfler, Kendyl Magnuson
Recorder: Cheryl Ashour

A. MINUTES

1. Approve Minutes of April 1, 2014

MSC (Larson/Sourbeer) to approve the Minutes of April 1, 2014 as written

B. ACTION ITEMS/SECOND READING

1. Board Policy 5110-Counseling Services; 5130-Financial Aid Veterans and Scholarship Services; 5140-Disability Resource Center-Disabled Student Program & Services; 5700-Athletics (Exhibit B1)

MSC (Cuaron/Barton) to approve Board Policy 5110-Counseling Services, as written

MSC (Cuaron/Sourbeer) to approve Board Policy 5130-Financial Aid Veterans and Scholarship Services, as written

MSC (Sourbeer/Holmes) to approve Board Policy 5140-Disability Resource Center-Disabled Student Program and Services, as written

MSC (Sourbeer/Barton) to approve Board Policy 5700-Athletics, as written

2. Administrative Procedure 4240-Academic Renewal; AP 5055-Enrollment Priorities; AP 5130-Financial Aid Veterans and Scholarship Services (Exhibit C2)

Kendyl Magnuson stated that there is an additional revision to AP 5055-Enrollment Priorities: Lines 72 and 109 should include "FW, MW" to the sentence "Grades of W, I, F, and NP are excluded." The sentence should read "Grades of W, I, F, FW, MW, and NP are excluded."

MSC (Cuaron/Sourbeer) to approve AP 4240-Academic Renewal, as written

MSC (Larson/Sourbeer) to approve AP 5055-Enrollment Priorities, as amended

MSC (Cuaron/Sourbeer) to approve AP 5130-Financial Aid Veterans and Scholarship Services, as written

C. ACTION ITEMS/FIRST READING

1. Chapter 2 Policies and Procedures Updates

The Policies and Procedures Committee instituted a regular review cycle; Chapter 2 is the first chapter to be reviewed. The review process was discussed. This item will return for action/second reading at the next SPC meeting.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-In

Michelle Barton discussed the upcoming activities.

2. Institutional Effectiveness Report (Exhibit D2)

Michelle Barton stated that the institutional effectiveness report is one way to monitor progress and update and refine the annual plan. She reviewed the report in detail; the first section was an overview of student headcount and demographics, staff demographics, enrollments and distribution of course offerings, and progress and achievement. The second section was Palomar College's Institution-Set Standards: course

success rate, degree and certificates, and transfers. The last section was the Palomar College Scorecard: completion, persistence, 30 units completed, remediation, CTE completion, and student equity.

E. INFORMATION/DISCUSSION

1. FY 14-15 Budget Assumptions (Exhibit E1)

Ron Perez distributed and discussed the assumptions that will build the Palomar College 2014-15 budget. He stated that the tentative budget will go to the Governing Board in June and the final budget will go to the Governing Board in September for approval.

2. Staffing Plan First Reading (Exhibit E2)

Shawna Cohen discussed the Year 4 Update of the Staffing Master Plan 2016. She reviewed sections of the report: overview, history and process, analysis, and data. She presented highlights from the plan: the top priorities by the Councils were filled; PRPs were used to fuel staffing needs directly; prioritizations were more realistic this year. Lastly, she discussed the next steps for future years, specifically regarding the opening of the South Center in 2017-18 and its impact on staffing. This item will return for a second reading at the next SPC meeting.

F. ACCREDITATION RECOMMENDATIONS AND PROGRESS

1. Accrediting Commission Actions and Policy Updates

There were no actions to report.

2. Accreditation Self-Evaluation Update

There were no updates to report.

G. REPORTS OF PLANNING COUNCILS

1. Finance and Administrative Services Planning Council

Ron Perez reported that FASPC reviewed the staffing plan and timeline for PRPs at the last meeting.

2. Human Resource Services Planning Council

No report.

3. Instructional Planning Council

Berta Cuaron reported that IPC allocated funds for PRPs at the last meeting.

4. Student Services Planning Council

Adrian Gonzales reported that SSPC discussed student equity strategies at the last meeting.

H. REPORT FROM PC3H COMMITTEE

No report

I. OTHER ITEMS

1. Title V Grant

Michelle Barton discussed the opportunity to file for a Title V Grant; a decision will need to be made as soon as possible as the grant is due May 9. A technology-based request is being considered. Discussion ensued. Adrian Gonzales and Ms. Barton will speak to the Faculty Senate at its May 21st meeting.

J. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:26 p.m.

STUDENT SERVICES
REV 1/24/14

BP 5110 COUNSELING SERVICES

References:

Education Code Sections 78210 et seq.;
Title 5 Section 51018

Counseling services are an essential part of the educational mission of the District.

The Superintendent/President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units in an academic term, students enrolled provisionally, and students on academic or progress probation.

See **Procedure-AP 5110** titled Counseling as well as **BP Policy 5050** titled **Matriculation Student Success and Support Program**.

STUDENT SERVICES

REV 1/24/14

Update #23: This policy was revised to update the legal references.

Update #20 Revised to clarify the meaning of "covered services."

BP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
Education Code Sections 66021.6, 76037, and 76300;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended

The Financial Aid, Veterans' & Scholarships Services Office is responsible for the administration of federal, state, and institutional financial aid programs (i.e., fee waiver, grants, federal work study and loans), internal and external scholarships, and the Veterans Educational Benefits program.

All financial aid programs will adhere to guidelines, procedures, and standards issued by federal and state laws and other applicable regulatory and institutional requirements.

The Financial Aid, Veterans' & Scholarships Services Office shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Any student suspended or expelled from the College shall be ineligible for scholarships, loans, grants-in-aid, or any other financial aid given or guaranteed by the College, state, or federal government, during the period of the suspension or expulsion.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of

- the nature of its educational program,
- the nature of its financial charges,
- the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing ~~covered services~~ educational programs, marketing, advertising, recruiting or admissions services concerning the

37 District's educational programs, financial charges, and employment of graduates to
38 assure compliance with this policy.

39 The Superintendent/President shall establish procedures wherein the District shall
40 periodically monitor employees' and vendors' communications with prospective students
41 and members of the public and take corrective action where needed.

42 This policy does not create a private cause of action against the District or any of its
43 representatives or service providers. The District and its Governing Board do not waive
44 any defenses or governmental immunities by enacting this policy.

45 See AP 5130 titled Financial Aid, Veterans' & Scholarships Services as well as BP 5500
46 titled Standards of Conduct.

STUDENT SERVICES

REV 3/7/14

Update #20 This policy was revised to reflect recent changes to Title 5 regarding accommodation of disabled students.

Update #23: revised to add technology accessibility as a DSPS service.

BP 5140 DISABILITY RESOURCE CENTER (DRC)/ DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

References:

Education Code Sections 67310 and 84850;
Title 5 Sections 56000 et seq. and 56027

Students with disabilities shall be ~~assisted to participate whenever possible in the regular educational~~ reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

Disability Resource Center (DRC)/Disabled Student Programs and Services (DSPS) shall be the primary provider for support programs and services that facilitate equal educational opportunities for ~~disabled students~~ students with disabilities who can profit from instruction as required by federal and state laws.

DRC/DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in DRC /DSPS.

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Superintendent/President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The Superintendent/President shall assure that the DRC/DSPS conforms to all requirements established by the relevant law and regulations.

See AP Procedure 5140 titled Disability Resource Center (DRC)/Disabled Students Programs and Services (DSPS).

Changes in yellow are suggested by CCLC via the Updates process. Changes in green are from the P&P Committee meeting of 3/7/14

Date Adopted: 04/08/2008; Revised:

STUDENT SERVICES

REV 1/24/14

This procedure was revised to update the name of the Commission of Athletics.

BP 5700 ATHLETICS

References:

Education Code Sections 78223, 66271.6, 66271.8, and 67360 et seq.

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Superintendent/President shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCCAA) California Community Colleges Commission on Athletics Constitution, and Sports Guides, and appropriate Conference Constitution regarding student athlete participation.

The District shall assume financial responsibility for the Athletic Program.

See AP Administrative Procedure 5700 titled Athletics.

INSTRUCTIONAL SERVICES

REV 12-16-13

AP 4240 ACADEMIC RENEWAL**References:**

Title 5 Sections 55044 and 55046

A student may petition for up to thirty (30) units of previous substandard (D, F, FW, NC/NP) course work attempted at Palomar College or any other institution to be disregarded when computing the grade point average (GPA). Academic Renewal is not allowed if course work to be disregarded has previously been used to fulfill degree, certificate, or transfer certification requirements.

Note: *Current and potential financial aid students are advised that all units attempted will count in the "total units attempted" limit for financial aid eligibility. Academic Renewal does not eliminate units for financial aid purposes.*

Procedures:

- The student completes a Petition for Academic Renewal with a counselor's assistance. Forms are available from the Counseling or Records Offices. Petitions are submitted to the Records Office
- ~~The majority of course work in the term(s)~~ At least 50% of the units attempted in the terms under consideration must be substandard, the total GPA of which is less than 2.0; and must no longer reflect the student's current level of performance and capabilities
- Two years must have passed since attempting the course work to be excluded from GPA calculation
- The student must have successfully completed 24 semester units since the term(s) to be disregarded, either at Palomar or another regionally accredited college or university
- The student must have a minimum 2.0 GPA since the time of attempting the course work to be disregarded
- The petition will be reviewed by Records Office personnel for compliance with policy and procedures. The student will be notified by mail and/or email of the approval or denial of the request

Academic Renewal does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institution.

Students who have attempted more than thirty (30) units in the terms to be disregarded may submit a Student Petition to the Academic Review Committee for consideration.

Date Approved: SPC 3/16/2010*(Replaces current Palomar Procedure 419)*

Annotation of Permanent Record:

It is important to understand that the student's permanent record (transcript) will be annotated in such a manner that all course work will remain legible, insuring a true and complete academic history. Academic renewal actions are irreversible- and these courses may not be taken again within the Palomar College District for academic credit.

Office of Primary Responsibility: Student Services

STUDENT SERVICES

REV 4/1/14

This procedure was revised in legal Update 20 issued by the Policy and Procedure Service in April 2012 to reflect the amendment to Education Code Section 66025.8 regarding priority enrollment for members of the Armed Forces and the addition of Section 66025.9 providing priority enrollment for foster youth. Additional changes are being suggested by Enrollment Services.

AP 5055 ENROLLMENT PRIORITIES**References:**

Education Code Section **s** 66025.8 **and 66025.9**;
Title 5 Section 58106

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

Enrollment may be limited due to the following:

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

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

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

DEFINITIONS

- a. Active Duty Military - Students who **has have** verified that **he/she is** they are currently on active duty and **is are** identified in the student system.

NOTE: The **yellow highlighted** language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services. **Reference lines 241-242** added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11

(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

- 37 b. Foster Youth - Students under the age of 25 who verify that they are current or
38 former Foster Youth as identified in the student system.
39
40 c. CalWORKs – Students who are recipients of California Work Opportunity and
41 Responsibility to Kids (CalWORKs) as identified in the student system.
42
43 d. Disability Resource Center (DRC) - Students who are receiving Disability
44 Resource Center support programs and services.
45
46 e. Extended Opportunity Programs and Services (EOPS) - Students who meet the
47 eligibility criteria for EOPS services and are verified in the student system.
48
49 f. Continuing Student - Students who was were enrolled in the previous semester
50 (summer not included).
51
52 g. Educational Plan - Students with a declared major who have developed an
53 academic plan as identified in the student system.
54
55 h. Fully-Matriculated - Students who have completed assessment, orientation and
56 have an educational plan on file as identified in the student system.
57
58 i. Non-Matriculated - Students who have NOT completed one or more of the
59 following services: orientation, assessment or an educational plan.
60
61 j. New Students - Students entering Palomar College for the first time with no
62 previous academic history at the district.
63
64 k. Returning Students - Students returning to Palomar College after an absence of
65 one or more semesters (Summer not included).
66
67 l. Concurrently Enrolled – Students who are concurrently enrolled at a four-year
68 institution or high school while attending community college.
69
70 m. Students with 90+ Units - Students who have earned 90 or more earned units
71 completed at Palomar College. Earned units are defined in title 5 55023 as
72 courses with grades of A, B, C, D, or P. Grades of W, I, F, FW, MW, and NP are
73 excluded. Also excluded are all Basic Skills and Non-credit ESL. of credit
74 coursework at Palomar College, but excluding basic skills and non-credit ESL
75 units.
76
77 n. Veteran - Student who has verified that he/she has been discharged from military
78 service within the past four- 15 years as identified in the student system.
79

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012.
Changes in red and blue are from Student Services. Reference lines 241-242 added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

- 80 o. High Unit Majors – Academic programs that require more than 40 units in the
81 major.
- 82
- 83 p. Students in their last term of attendance – Students who have been approved by
84 a counselor, have an approved transfer plan from the Transfer Center, or who
85 have petitioned to graduate by the early petition deadline and who have indicated
86 that the next term will be their last term of attendance prior to graduation or
87 transfer. Participation in this priority group is afforded to a student only one time
88 (no exceptions).
- 89
- 90 q. Approved Special Programs – Any program or special group of students may
91 petition to the Registration Committee for inclusion in the “Approved Special
92 Programs” registration priority group. Criteria for inclusion should include but is
93 not limited to: a requirement for the completion of orientation, assessment, and
94 the development of an educational plan and the program or group is subject to
95 additional requirements to maintain a full-time load or specialized course of study
96 from an outside governmental agency that is officially recognized by Palomar
97 College or other governing body that is officially-recognized by Palomar College.
98 governing body. All petitions for inclusion as an “Approved Special Program”
99 must submit this request through the Registration Committee to render a
100 decision. Petitions must demonstrate the need, possible consequence for not
101 having priority, and the ways in which the program or group benefits their
102 students. Any approval by the Registration Committee remains in effect until it is
103 revoked by the committee. No group or number of groups will be approved that
104 would result in a substantial loss of access to the groups of students who follow
105 this priority group.
- 106

107 Students will be assigned registration appointments on the basis of degree-applicable
108 earned units completed at Palomar College. †Earned units are defined in title 5 55023 as
109 courses with grades of A, B, C, D, or P. Grades of W, I, F, FW, MW, and NP are
110 excluded. Also excluded are all Basic Skills and Non-credit ESL.† Registration
111 appointments are assigned in the following priority scheme:

112

- 113 • **Category Group 1.** (SSSP Categories 1 and 2) Disability Resource Center
114 (DRC) ~~RESOURCE CENTER~~, EOP&S, ~~TRIO/SSS Students~~, foster youth,
115 CalWORKS, eligible veterans, and active duty military personnel who are
- 116 ○ Continuing students and,
- 117 ⊖ New, returning, and transfer students who submit an application and
118 complete assessment, and orientation and development of an education plan
119 prior to the deadline date (Foster Youth and DRC students are exempted
120 encouraged from the requirement to complete assessment, orientation and
121 development of an education plan).

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012.
Changes in red and blue are from Student Services. Reference lines 241-242 added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11

(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). units in the following order:

- a. ~~Below 90 units (by descending unit order)~~
 - b. ~~90 units and above (by ascending unit order)~~
Students who would otherwise qualify for Category Group 1, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. (Foster youth are exempted from these requirements.) Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.
- **Group 2. (SSSP Category 3)** Students in their last term of attendance prior to graduation or transfer
 - Appointments are assigned by descending unit order for all earned units completed at Palomar College (as defined earlier in this Administrative Procedure)
 - **Category 2 Group 3.** New, returning, transfer, and continuing students who complete orientation, ~~and~~ assessment and development of an educational plan in the immediate period of time prior to the deadline date, usually the first day of class for the preceding full academic term

~~Appointments are assigned in the following order:~~

- a. ~~Below 90 units (by descending unit order)~~
 - b. ~~90 units and above (by ascending unit order)~~
- Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). (Students who would otherwise qualify for Category Group 3, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services. Reference lines 241-242 added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

Group 4. (SSSP Category 3) Students participating in approved special programs.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 4, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Category 3 Group 5. (SSSP Category 3)** Continuing students ~~(students~~ who are actively registered at census the prior semester or actively registered in a course as of the deadline date).

~~Appointments are assigned in the following order:~~

- ~~a. Below 90 units (by descending unit order)~~
- ~~b. 90 units and above (by ascending unit order)~~

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 5, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Category 4 Group 6.** New, returning, or transfer students who are not in category-group23.

~~Appointments are assigned in the following order:~~

- ~~a. Below 90 units (by descending unit order)~~
- ~~b. 90 units and above (by ascending unit order)~~

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Category Group 6, but have 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure excluding Basic Skills and Non-credit ESL] or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Category Group 7. Exemptions

NOTE: The yellow highlighted language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services. Reference lines 241-242 added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11

(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

Group 7. New **Returning** or continuing students with 90 or more completed earned units of credit coursework completed at Palomar College [as earned units are defined earlier in this Administrative Procedure ~~excluding Basic Skills and Non-credit ESL~~] and/or students who have been on Academic or Progress Probation for two or more consecutive terms.

~~Appointments are assigned by ascending unit order, starting at 90.5 units, for all earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure).~~

- ~~Category 5~~**Group 8.** Non-high school graduates age **15 16** to 18. Students less than **15 16** years of age require permission of the instructor to enroll in classes.

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

- ~~○ The department chair and the dean will establish the wait list size. The practice of establishing an unlimited wait list as a measure of demand for a course is to be minimized.~~
- ~~○ All instructors should follow the wait list system. However, if an instructor will not follow the wait list system, no wait list will be established for those sections taught by that instructor.~~
- ~~○ Admittance into a closed class will occur only with permission of the instructor.~~

A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

Also see AP 5011 titled Admission and Concurrent Enrollment of High School and Other Young Students

Office of Primary Responsibility: Enrollment Services

NOTE: The **yellow highlighted** language is from legal Update 20 disseminated to districts in April 2012. Changes in red and blue are from Student Services. **Reference lines 241-242** added at SPC 4-1-14

Date Approved: SPC 4/08/2008, Revised: 10/26/2010; 5/17/2011; 12/06/11
(Replaces Palomar College Policies 402 and 402.1 as well as Procedures 402 and 402.1)

STUDENT SERVICES

REV 1/24/14

This policy was revised to update the legal references.

AP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES**References:**

Education Code Section 66021.6 and 76300;
Title 5 Sections 58600 et seq.
20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.

Financial Aid programs available include:

- BOGW – Board of Governors Enrollment Fee Waiver Program for California residents
- Cal Grants (Cal Grant B, C)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- William D. Ford Federal Direct Student Loan Program
- Institutional Emergency Student Loans

Financial Aid Application Process

Applications are available on eServices and information is available at
www.palomar.edu/fa

Scholarship information

Applications for Palomar College scholarships may be accessed using. Applications for external scholarships require a separate application available in the Financial Aid Office.

Veterans Educational Benefits Program

Federal Veterans Educational Benefits Program and Department of Defense Educational Benefits Program is available at the District. Students can apply to receive their benefits at the San Marcos campus. Information is available at
www.palomar.edu/fa

Compliance

All financial aid, scholarships, and Veterans Educational Benefits Program must adhere to guidelines, procedures, and standards issued by federal and state laws and regulations and institutional policies.

Misrepresentation

Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

See BP 5130 titled Financial Aid, Veterans' & Scholarships Services

Office of Primary Responsibility: Financial Aid, Veterans' & Scholarships Services

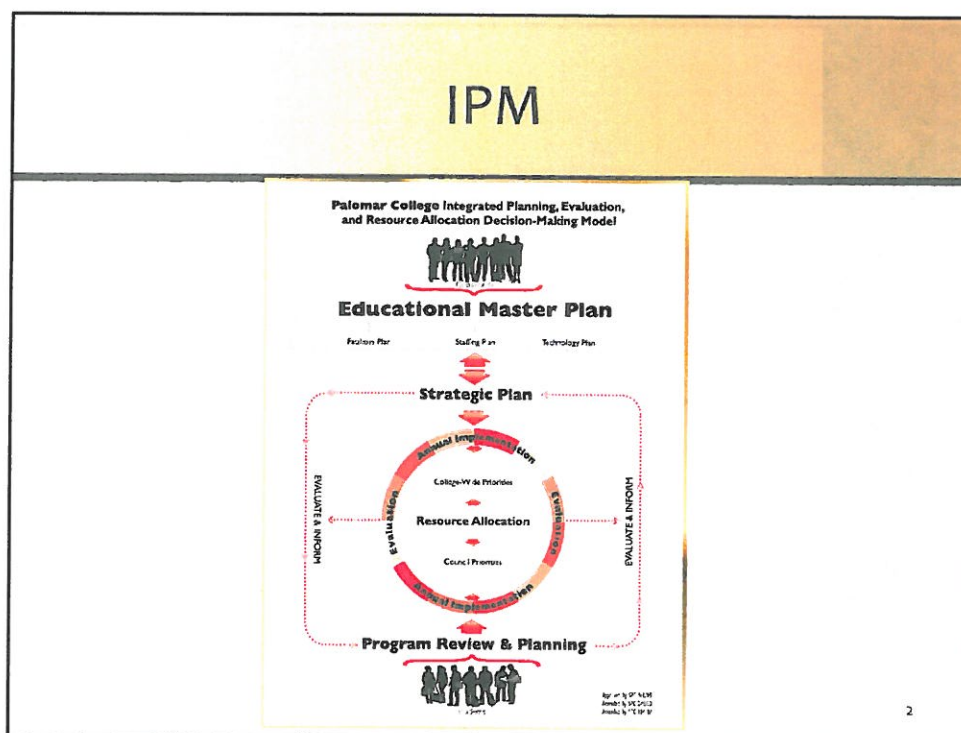


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Monitoring Strategic Plan 2016
through Institutional Effectiveness
April 15, 2014



Overview

- Student Headcount and Demographics
- Staff Demographics
- Enrollments and Distribution of Course Offerings
- Progress and Achievement
 - Institution-Set Standards / Course Success rates
 - Scorecard
 - Other

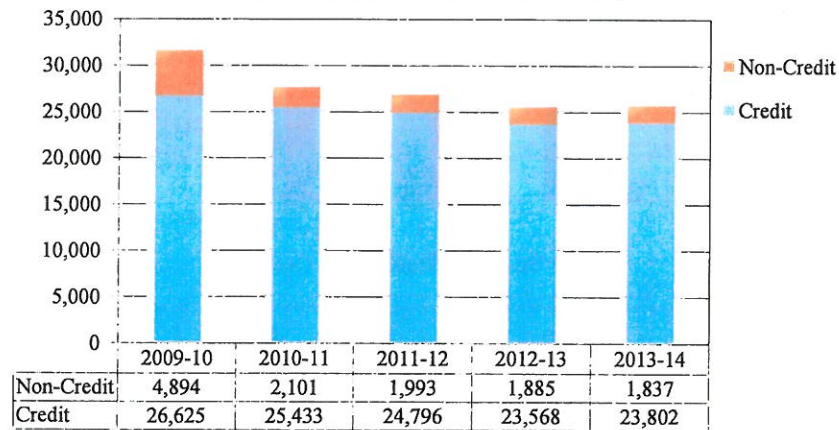
3

Student Headcount and Demographics

4

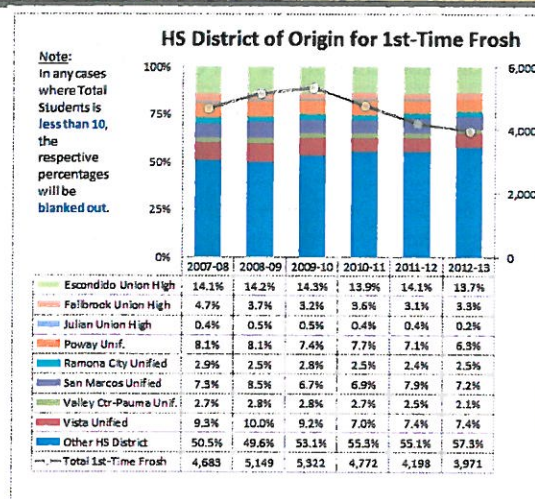
Student Headcount

Fall Headcount: Credit and Non-credit



5

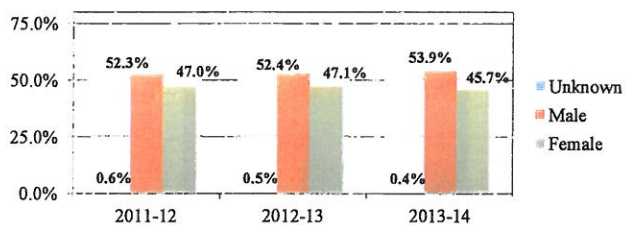
Student Headcount – First-time Freshman



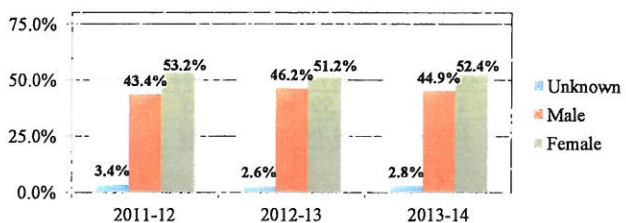
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Gender

Fall Credit Students by Gender

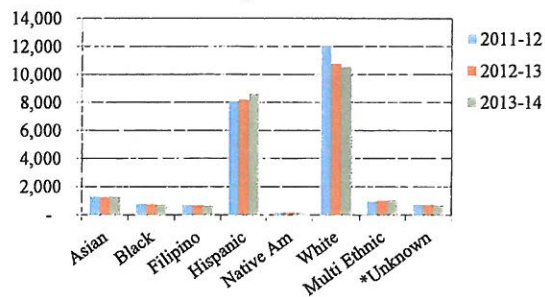


Fall Non-credit Students by Gender

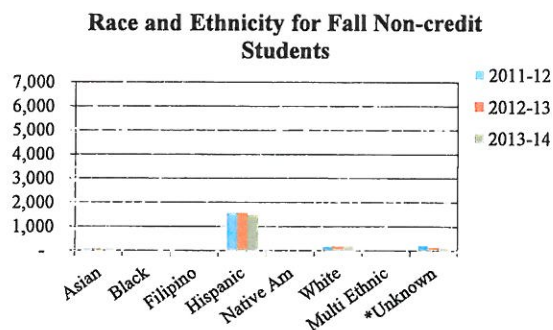


Race and Ethnicity - Credit

Race and Ethnicity for Fall Credit Students



Race and Ethnicity - NonCredit



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Age

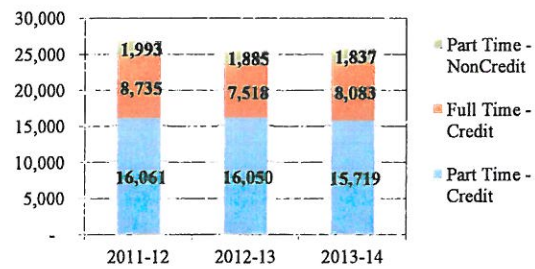
Students by Age Group

Age Group	Credit Students			NonCredit Students		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
17 & Under	3.0%	2.6%	2.4%	1.3%	0.7%	1.0%
18-20	37.1%	37.7%	36.5%	5.9%	5.9%	6.3%
21-24	25.2%	25.6%	26.6%	12.4%	15.0%	13.6%
25-29	12.6%	12.4%	13.3%	18.0%	16.5%	16.7%
30-34	6.1%	6.1%	6.3%	11.7%	15.4%	14.6%
35-39	3.6%	3.7%	3.7%	11.8%	11.0%	12.5%
40-44	3.1%	3.1%	2.9%	9.4%	10.7%	9.9%
45-54	5.5%	5.1%	4.7%	17.0%	14.7%	14.8%
55-64	2.8%	2.6%	2.5%	7.0%	5.8%	6.1%
65 & Over	1.1%	1.1%	1.1%	5.4%	4.1%	4.5%
Unknown	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%
Headcount	24,796	23,568	23,802	1,993	1,885	1,837

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Full/Part-time Status

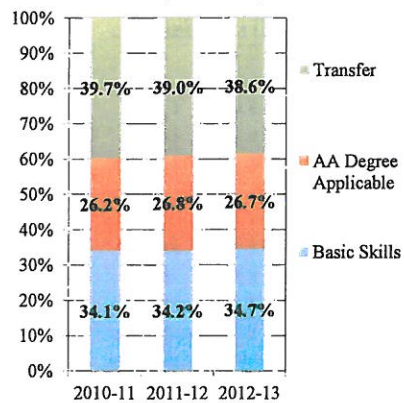
Full- or Part-time Status of Fall Students



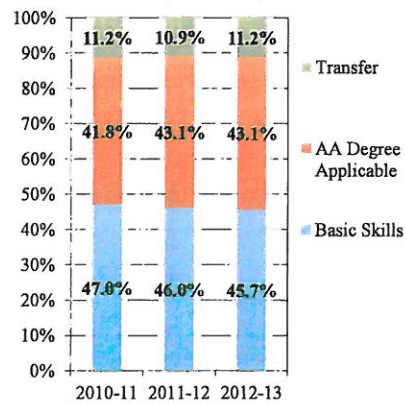
11

Student Placement Level

All Placements in English
(N=42004)

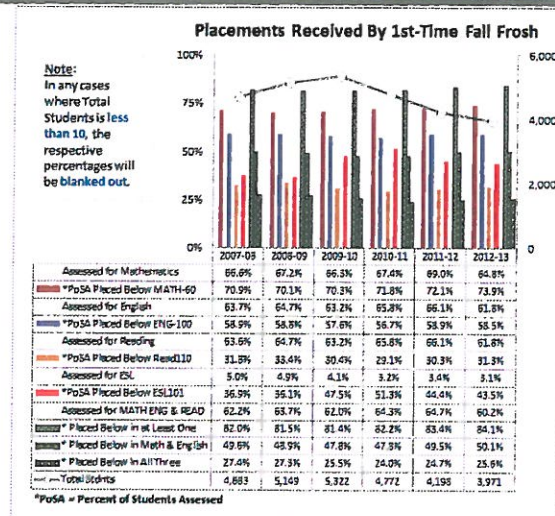


All Placements in Math
(N=44388)



12

Student Placement Level – First Time Freshman



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Summary

- Student headcount is declining
 - Overall and first-time entering
- Demographics, in general, are consistent over time with the exception of race/ethnicity
- Significant number of students who take our assessments are placed in below college level coursework
 - 80% of entering freshman place below in at least one subject
 - 50% of entering freshman place below in both math and English
- Implications?

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Staff Demographics

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Staffing Levels

Employee Classification

	2009-10	2010-11	2011-12	2012-13	2013-14
Full-Time Faculty	283	273	262	260	252
Part-Time Faculty	861	848	813	827	860
Classified Staff	447	439	377	433	352
Educational Administrator	23	22	19	19	18
Classified Administrator	12	12	13	12	11
<i>Total</i>	1,626	1,594	1,484	1,551	1,493

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Staff Demographics

Staff Ethnicity by Employment Classification

	Full-Time Faculty	Part-Time Faculty	Classified Staff	Educational Administrator	Classified Administrator
Asian/Pac Isl	4.4%	3.4%	3.4%	11.1%	0.0%
Black, Non-Hispanic	0.8%	2.3%	2.0%	5.6%	0.0%
Filipino	0.4%	1.3%	1.7%	0.0%	0.0%
Hispanic	10.7%	13.1%	18.2%	11.1%	18.2%
Multi Ethnic	0.0%	0.8%	0.0%	0.0%	0.0%
Native American	1.6%	1.4%	1.7%	5.6%	0.0%
Unknown	0.4%	1.9%	0.3%	0.0%	0.0%
White, Non-Hispanic	81.7%	75.8%	72.7%	66.7%	81.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

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Full-time Faculty Obligation

Palomar College Full-time Faculty Obligation Fall 2009 - Fall 2013

Fall	Total FTE Faculty	FT Faculty Obligation	Difference Between FT Faculty Obligation and Total FT Faculty	% of FTEF Attributable to FT Faculty
2013	270.18	257.80	12.38	49.19
2012	267.86	266.80	1.06	52.14
2011	289.92	285.80	4.12	54.48
2010	286.88	285.80	1.08	54.46
2009	291.70	285.80	5.90	54.20

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Training Needs - Accreditation

Table 15a. Needed Technology Training Is Provided by Employee Classification

		Palomar provides the technology training I need to do my job successfully				
Employee Classification		Strongly Disagree		Neither Agree or Disagree		Strongly Agree
		Count	Disagree	Disagree	Agree	Agree
Full-time	Count	4	4	19	60	37
Faculty	%	3.2%	3.2%	15.3%	48.4%	29.8%
Part-time	Count	3	9	21	80	47
Faculty	%	1.9%	5.6%	13.1%	50.0%	29.4%
Classified Staff	Count	13	22	32	68	18
	%	8.5%	14.4%	20.9%	44.4%	11.8%
CAST & Administrators	Count	3	8	12	21	8
	%	5.8%	15.4%	23.1%	40.4%	15.4%
Total	Count	23	43	84	229	110
	%	4.7%	8.8%	17.2%	46.8%	22.5%

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Enrollments and Distribution of Course Offerings

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Enrollments and Course Offerings

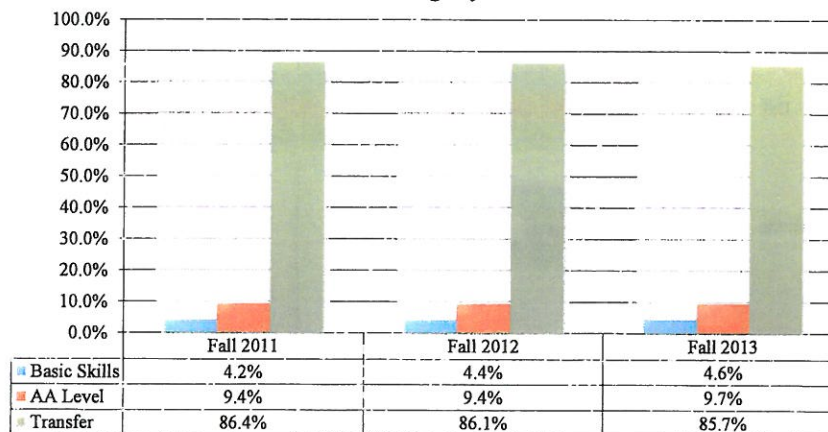
Course Offerings and Productivity

Metric	2011-12	2012-13	2013-14
Course Offerings	4,985	4,766	5,082
Census Load %	87.5%	87.2%	83.1%
FTEs	19,593	18,653	18,886
WSCH/FTEF	478	469	445

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Course Offerings

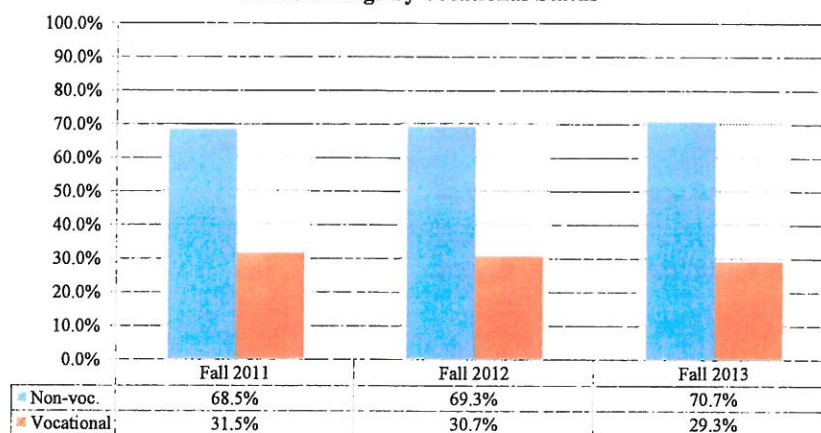
Fall Course Offerings by Course Level



22

Course Offerings

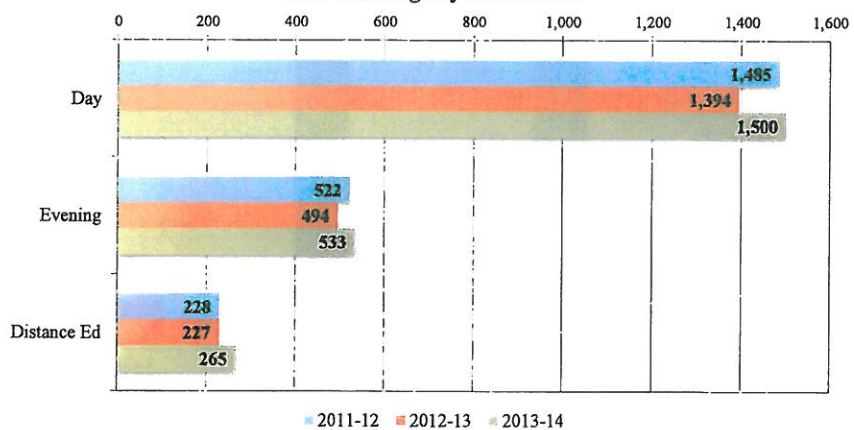
Fall Offerings by Vocational Status



75

Course Offerings

Fall Offerings by Class Time



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Summary

- Declining enrollments paired with increased offerings is impacting our FTES and productivity metrics
- Overwhelming majority of courses offered are transfer-level courses
- One third of the courses offered fall into vocational education and one in 12 courses are distance education
- Implications?

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Student Progress and Achievement

Institution-Set Standards

Course Success Rates

Scorecard

Equity

26

Institution-Set Standards

- Required to have them
 - Identified level of performance determined by the institution to be acceptable
 - Used to assess both institutional and programmatic performance
 - Assessed for “reasonableness” and “effectiveness” by peer external evaluators
- Not a goal, but they have to be reasonable. We cannot set standards based on the “minimum” value over time unless we have some logic to support

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Institution-Set Standards

- For this year, we have three
 - Course success rates
 - Degree and Certificates
 - Transfer
- Scorecard Metrics
 - At the state level – system-wide goals
 - Addressed in our upcoming equity plan
 - All constituent groups participated in the development of them
- Include institution-set standards as part of our institutional effectiveness review

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2014 ACCJC Annual Report Institution-Set Standards

Metric	Standard	Actual	Met
Course Success Rate	70%	71%	✓
Degrees	1,100	1,170	✓
Certificate	1,200	1,402	✓
Transfer Count	1,745	2,060	✓
Transfer Rate	40%	41%	✓

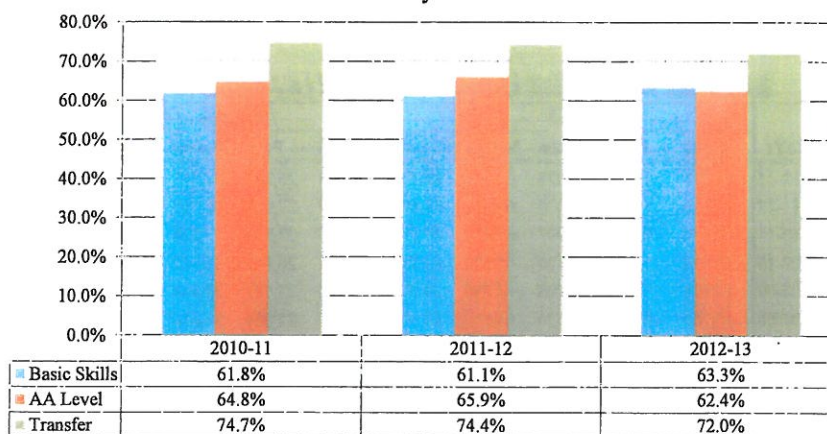
Standards to Consider Adding Next Year

Metric	Standard	Actual	Met
Basic Skills Improvement	TBD	Due out April	
SPAR	TBD	Due out April	

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Course Success Rates

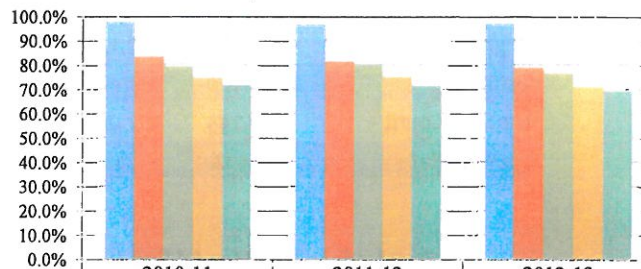
Success Rate by Course Level



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Course Success Rates

Success Rate by SAM Code



	2010-11	2011-12	2012-13
A-Apprenticeship	97.8%	96.9%	97.1%
B-Advanced Occupational	83.3%	81.6%	79.1%
C-Clearly Occupational	79.3%	80.3%	77.0%
D-Possibly Occupational	74.8%	75.0%	71.1%
E-Non-occupational	72.0%	71.5%	69.5%

Course Success Rates

Success and Retention Rate for Online Courses and Like Face-to-Face Courses

AcaYr	Online					Like Face-to-Face				
	Enroll	Pass	Retain	%Pass	%Retain	Enroll	Pass	Retain	%Pass	%Retain
2012-13	11,591	7,580	10,022	65.4%	86.5%	39,420	26,789	36,561	68.0%	92.7%
2011-12	10,913	7,568	10,000	69.3%	91.6%	38,588	27,027	36,565	70.0%	95.0%
2010-11	12,070	8,107	10,997	67.2%	91.1%	39,316	27,373	37,224	69.6%	94.7%
2009-10	11,626	7,631	10,426	65.6%	89.7%	38,288	26,115	35,947	68.2%	93.9%
2008-09	10,898	6,958	9,703	63.8%	89.0%	34,462	23,587	32,454	68.4%	94.2%
2007-08	10,763	6,618	9,536	61.5%	88.6%	34,015	22,864	31,616	67.2%	92.9%
Total	67,861	44,462	60,684	65.5%	89.4%	224,089	153,755	210,367	68.6%	93.9%

Summary

- Met each institution-set standard
- Course success rates vary by course level
 - Transfer level highest success rates
- Course success rates vary by SAM occupational code
- When comparing to “like” on-campus courses, the difference between online course success rates and on-campus course success is not striking.
- Implications?

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Scorecard

34

Student Success Scorecard Metrics

- Completion or momentum points
- Broken down by demographic variables
- Prepared / Unprepared / Total
- Metrics
 - Persistence
 - 30+ Units
 - Completion (SPAR)
 - Remedial
 - CTE Completion
 - CDCP

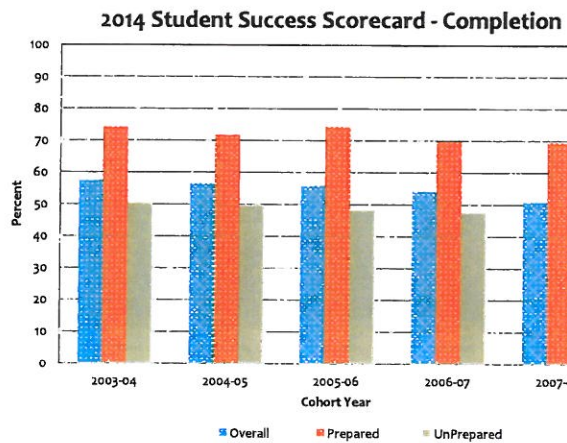
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Scorecard Website

- <http://scorecard.cccco.edu/scorecard.aspx>
- <http://testsite.cccco.edu/arcc/>

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Completion (SPAR)



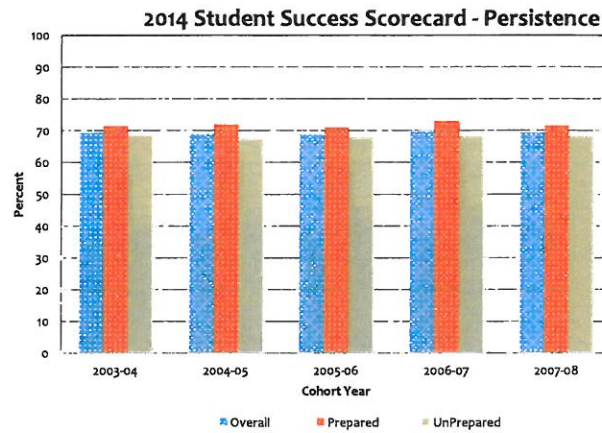
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Scorecard - SPAR

Report Year	2014 Scorecard SPAR (as of 3/3/2014 DOD download)															
Had Outcome	Total		Yes										No			
Transfer			AAAS sans: Xfer		Certificate sans: Xfer & AAAS		Transfer Prep'd ONLY		SubTotal		No Outcome		SubTotal			
Outcome	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct
2003-2004	3,220	100.0%	1,546	48.0%	94	2.9%	39	1.2%	164	5.1%	1,843	57.2%	1,377	42.8%	1,377	42.8%
2004-2005	3,379	100.0%	1,594	47.2%	120	3.6%	43	1.3%	145	4.3%	1,902	56.3%	1,477	43.7%	1,477	43.7%
2005-2006	3,406	100.0%	1,568	46.0%	118	3.5%	30	0.9%	178	5.2%	1,884	55.6%	1,512	44.4%	1,512	44.4%
2006-2007	3,736	100.0%	1,618	43.3%	139	3.7%	44	1.2%	216	5.8%	2,017	54.0%	1,721	46.0%	1,721	46.0%
2007-2008	3,989	100.0%	1,588	39.8%	158	4.0%	51	1.3%	221	5.5%	2,019	50.6%	1,970	49.4%	1,970	49.4%

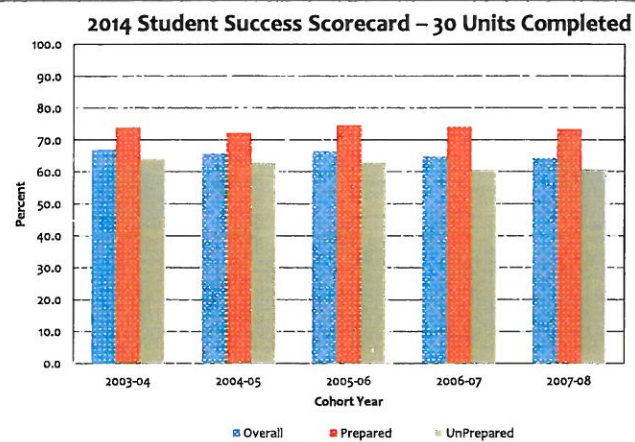
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Persistence



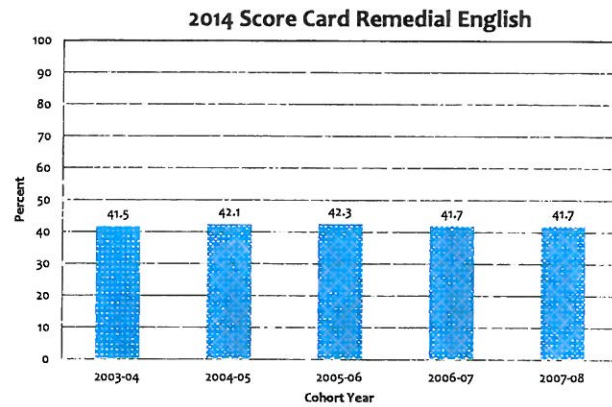
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30 Units Completed



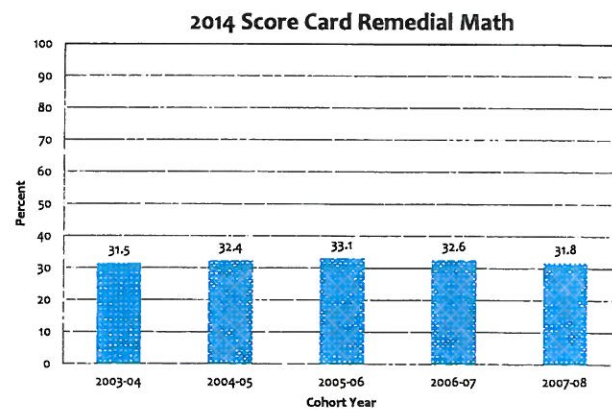
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Remediation



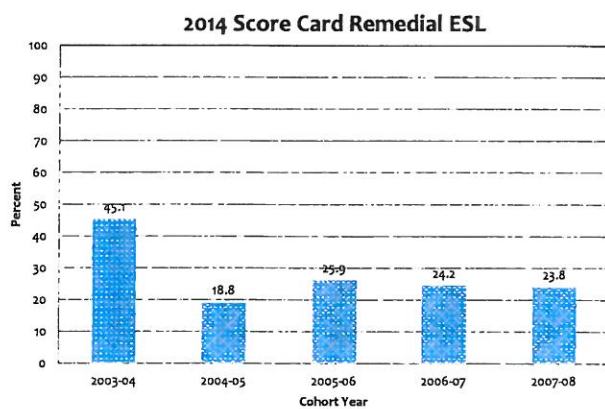
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Remediation



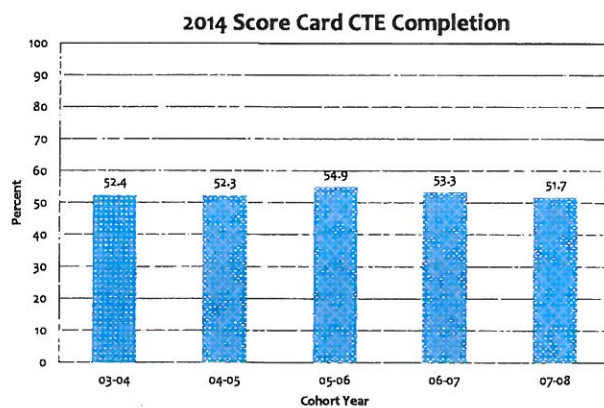
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Remediation



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CTE Completion



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Scorecard Summary

- Prepared students succeed.
- Performance across five years pretty consistent with the exception of SPAR.
 - Size of cohorts increased over the past five years, yet the volume of transfers and transfer prepared outcomes have not increased at the same rate.
 - Both prepared and unprepared students persist (three consecutive terms) at similar rates.
- Completion of remediation continues to be a concern.
- Implications?

45

Student Equity Revisited

Student Equity Measures & Disproportionate Impact

Success Indicators		Subpopulations			
		Gender	Age	Race	Disability
Access	Enrollment	No	No	No	No
Course Completion	Successful Course Completion	No	No	Yes	No
ESL & Basic Skills Completion	English	No	Yes	Yes	Yes
	ESL	Yes	Yes	Yes	No
	Math	Yes	No	Yes	No
Degree & Certificate Completion	Persistence	No	No	Yes	No
	30 Units	No	Yes	Yes	No
	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	Yes	Yes	Yes	No
Transfer	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	Yes	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

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Student Equity Revisited

Student Equity Measures & Disproportionate Impact: Prepared

		PREPARED Subpopulations			
Success Indicators		Gender	Age	Race	Disability
Access	Enrollment				
Course	Successful Course				
Completion	Completion				
ESL & Basic	English				
Skills	ESL				
Completion	Math				
Degree &	Persistence	No	No	No	No
Certificate	30 Units	No	No	No	No
Completion	Completion	No	No	Yes	No
	Degrees & Certificates	Yes	Yes	No	No
Transfer	Transfer	No	No	No	No
	Transfer Prepared	Yes	Yes	No	No
	Transfer-Related Outcome	No	No	No	No

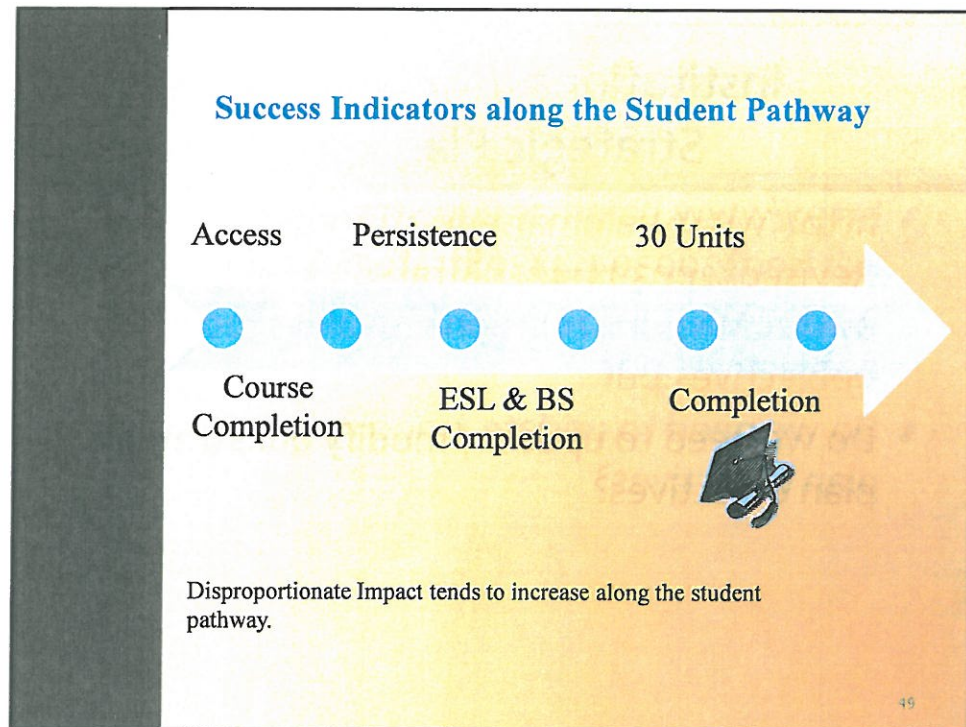
17

Student Equity Revisited

Student Equity Measures & Disproportionate Impact: Unprepared

		UNPREPARED Subpopulations			
Success Indicators		Gender	Age	Race	Disability
Access	Enrollment				
Course	Successful Course				
Completion	Completion				
ESL & Basic	English	No	Yes	Yes	Yes
Skills	ESL	Yes	Yes	Yes	No
Completion	Math	Yes	No	Yes	No
Degree &	Persistence	No	No	Yes	No
Certificate	30 Units	No	Yes	Yes	No
Completion	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	No	No	Yes	No
Transfer	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	No	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

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Take Aways???

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Institutional Effectiveness Strategic Plan 2016

- <http://www.palomar.edu/strategicplanning/Revised%20030414%20Strategic%20Plan%202016%20Mission%20Vision%20Values%20and%20objectives.pdf>
- Do we need to update / modify our strategic plan objectives?

51

FY 14-15

BUDGET ASSUMPTIONS

- **3.0% Access Funding**
 - 564 FTES (Approx)
- **COLA**
 - 0.86%
- **Discretionary Budgets**
 - Roll Over
 - Studying budget impact of restoring a portion of reductions
- **Step/Column Advances**
 - All salary schedules
- **Benefits**
 - Health (7%)
 - Dental & Vision (0%)
 - PERS (11.442%) – current rate
 - STRS (No Change)
- **Faculty Hires**
 - 9
- **Vacancies**
 - Sweep & Reallocate based upon district needs
- **Actuary Contribution Fund 69**
 - Additional \$1M, for a total of \$2.7M



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

Year 4 Update, 2013-14

- DRAFT v. 1 -

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Staffing Master Plan 2016 Year 4 Update, 2013-14 Overview

History of the Plan and Overview of 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. 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 the 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 4 of the Plan. The Plan and its updates can be accessed through the following links:

- **Staffing Master Plan 2016:**

- <http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf>

- **Year 2 Update:**

- http://www.palomar.edu/strategicplanning/Staffing_Master_Plan%20Addendum_Y2_Final_050312.pdf

- **Year 3 Update:**

- <http://www.palomar.edu/strategicplanning/StaffingPlanUpdate-Y3-2012%2013.pdf>

Minimum and optimum staffing levels were originally identified in divisional organization charts in the initial year of the Plan and the Year 2 update. Changes to these levels are 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.

Each planning group uses District-wide and divisional planning assumptions to develop a set of priority factors to be used in prioritizing positions that tie directly to the goals and objectives of the District’s overarching Strategic Plan. 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. District-wide plans and divisional Program Review and Planning (PRP) reports, which are used to determine planning assumptions, can be accessed through the following links:

- **Educational Master Plan 2022:**

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

- **Strategic Plan 2016:**

<http://www.palomar.edu/strategicplanning/Revised%20030414%20Strategic%20Plan%202016%20Mission%20Vision%20Values%20and%20objectives.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>

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. Each planning group reviews District-wide planning assumptions and data in PRPs to identify staffing needs for the following year. The planning groups then reaffirm or update their priority factors and reevaluate and update their staffing priorities. The planning groups review their areas' vacant positions against their selected 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 the highest priority. Planning groups also propose new positions to fulfill expected future needs of their areas.

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. Based upon feedback from the planning councils and SPG, in Year 4, the position prioritization process required the planning groups to prioritize only those positions that could realistically be filled within the fiscal year 2014-15 due to the ongoing modified hiring freeze and fiscal constraints. Unprioritized positions will not be funded until prioritized and approved to recruit, and replacement of existing vacant positions will continue to be assumed of higher priority than new or proposed positions.

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.

Year 4 District-Wide Planning Assumptions and Other Planning Factors

The District's Strategic Plan 2016 was introduced during the Year 4 planning process. Some planning groups aligned their priority factors with the new goals and objectives of the new Strategic Plan during this planning cycle, while the others retained alignment with the Strategic Plan 2013 goals and objectives due to the limited timeframe of the planning process. All planning groups will include the Strategic Plan 2016 goals and objectives in their priority factors during Year 5.

The following District-wide planning assumptions were considered during the Year 4 planning process:

- **Students:** Student headcount experienced slight reductions compared to the Year 3 update, which reflects the continuing fiscal constraints faced by the California Community Colleges system and the State of California in recent years.
- **Employees:** The District's modified hiring freeze remains in place; employee attrition rates rose slightly with a larger number of retirements than in recent years while employee headcount fell slightly from Year 3 calculations.
- **Facilities and space planning:** Facilities/space projections shifted forward slightly due to updated timelines for completion of facilities. The new South Center is projected to open in 2017-18, and development of staffing projections for both the North and South Centers will be held until the Year 5 Plan update. Thus, the Year 4 update focuses solely on staffing needs at the San Marcos campus and existing District locations.

Updated District-wide planning assumptions for the Year 4 update are documented in Appendix A.

Staffing Master Plan 2016 Year 4 Update, 2013-14: 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 4 update. Appendix B contains each planning group's specific Year 4 priorities for 2014-15.

Superintendent/President's Group (SPG)

SPG hired the position of Assistant Director of the Foundation. This position was prioritized as #3 on the 2013-14 list of vacant/proposed positions. SPG also recruited for the Title III/STEM Institutional Research Analyst, its #1 priority for 2014-15; however, the search failed. The job description was refined and revised to better attract a qualified pool of candidates with the requisite skills needed for this particular assignment. Both of the positions are funded through sources outside the District's general fund.

This year, SPG is carrying forward all seven positions remaining on its list of vacant/proposed positions. The top priority is the Title III/STEM Institutional Research Analyst. All other positions are prioritized in the same order as last year with one exception: the Administrative Support – Grants position was reprioritized using the SPG's priority factors and moved up one ranking. This position is now ranked #5 out of the seven positions. All positions ranked #2-#7 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 three years of the plan, Finance and Administrative Services (FAS) has largely filled positions in order of priority ranking. During the current planning cycle, FAS 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 nine positions in Year 4.

Three of the positions filled by FAS in Year 4 were new positions approved during fiscal year 2012-13. All three positions are Administrative Association and Confidential and Supervisory Team positions and include Manager, Construction and Facilities Planning; Manager, Fiscal Services; and Supervisor, Environmental Health and Safety. The Manager, Construction and Facilities Planning combined duties from the vacated Manager, Construction and the Manager, Facility Planning/Environmental Health and Safety positions. The Manager, Fiscal Services position combined duties from three administrative and supervisory positions within the Fiscal Services department: the Manager, Fiscal Accounting; the Accounts Payable Supervisor; and the Supervisor, District Cashiering Services positions. The Supervisor, Environmental Health and

Safety position absorbed the remaining duties of the vacated Manager, Facility Planning/Environmental Health and Safety position.

FAS' remaining six positions filled in Year 4 consisted of critical positions that were replaced soon after they became vacant to address health, safety, administrative and technology needs. The six replacement positions consist of Buyer; Custodian I; Director, Facilities; Information Services Manager, Systems and Programming; Maintenance Painter; and a Supervisor, Custodial Services. FAS also changed an existing Accountant position by increasing the FTE from 50% to 100%.

FAS' budgeted/vacant and proposed positions proposed for 2014-15 remain nearly the same as in Year 3. 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 utilized its Year 3, 2012-13 staffing priorities to focus on increased needs in the leadership, operations, recruitment, and human resources planning functions of the department. Towards the end of Year 3, HRS filled the two Employment Technician positions, included on the Year 3 prioritized positions list and ranked at #3 and #6, to support recruiting functions. One subsequently resigned during Year 4, 2013-14.

During Year 4, the department filled the critical vacancy of Manager, Human Resource Services, which was identified as the #1 prioritized position in Year 3. The Supervisor, Employment Services position was reclassified to the position of Human Resources Analyst, fulfilling the #2 priority of Year 3.

In Year 4, HRS shifted its staffing priorities to consider future District-wide personnel support needs corresponding with anticipated future District growth as assessed in HRS' Program Review Plan, 2012-14. The Human Resource Services Planning Council (HRSPC) maintained the same priority factors developed in Year 1 of the Plan, realigning the factors with the District's newly-approved Strategic Plan 2016. HRS proposed positions in Year 4 that will support specific human resources functions, which supplanted the three Human Resources Generalist and Benefits Specialist positions identified in Year 3. These requests include the following positions:

- Two confidential Administrative Support positions to provide intermediate-level administrative assistance for general department operations and the collective bargaining process
- Two Employment Technician positions to support the increased recruiting workload
- One Leaves Technician position to process employee leaves and assist the Benefits Specialist

- One Legal Analyst to assist in the coordination of collective bargaining and employee relations functions
- One Personnel Technician position to provide additional human resources support to permanent employees and decrease the growing workload of the existing Personnel Technician position

The above positions are prioritized across a three-year timeframe commencing in 2014-15 and ending in 2016-17.

Instruction Planning Council (IPC)

While budget constraints continued the District's modified hiring freeze in 2013-14, progress has been made in filling 12 of the 20 positions prioritized for Instruction. Of the 12 positions that have been filled, eight of them were positions that transitioned from the Title V/HSI grant funds and new positions to staff the new Teaching and Learning Center on the San Marcos campus. The other four filled positions provide support in various instructional areas. The remaining eight positions that were not filled have been reconsidered for prioritization in 2014-15. IPC again has utilized its priority factors of (a) health and safety, (b) program accreditation requirements, (c) direct classroom, lab or other support services, and (d) direct department or program support for day-to-day activities to update its priority list.

The Instructional Planning Council has prioritized 22 positions for 2014-15 consideration and is representative of multi-discipline program and service needs. These position requests were submitted through the Program Review and Planning process, which provides the opportunity for all academic departments and instructional support units to identify staffing needs. The 2014-15 prioritized list reflects careful review and global consideration of all academic areas and support service needs. The annual update to the Staffing Master Plan 2016 allows for flexibility and adjustment to priorities as position needs change daily due to employee retirements, resignations, or promotion, as well as needs that develop through program and support service changes.

The District hired 21 new full-time faculty for the 2013-14 academic year. As the District did not hire any new faculty in 2012-13, these new faculty were a welcome addition to the College's full-time faculty ranks after high numbers of retirements the two previous years. Hiring this many faculty ensured that Palomar also fulfilled its full-time faculty obligation number (FON). The recruitment and hiring of nine new full-time faculty for the Fall 2014 semester is underway.

Faculty position priorities are established as a recommendation to the Superintendent/President by the Instructional Planning Council (IPC) Subcommittee. This committee's annual work also ensures a global review of position needs across all academic disciplines and allows for ongoing changes that occur in academic disciplines. Position requests can be submitted by all academic departments and can include both quantitative and qualitative data as justification for the position. The work of the IPC Subcommittee is in progress this Spring 2014 semester and a prioritized, recommended

list of full-time faculty positions to be filled in Fall 2015 will be submitted to the Superintendent/President in May. A description on the College's philosophy of faculty hiring and the IPC Subcommittee process is included in Appendix D-0. This planning process has worked effectively for the past eight years.

Student Services Planning Council (SSPC)

Student Services filled a total of 15 positions across the various areas of the division. Of these positions, six were classified positions that were prioritized to fill in the 2013-14 academic year. They included an Academic Evaluator/Advisor, an Enrollment Services Specialist, a Financial Assistance Specialist, two Veterans Services Specialists, and a GEAR UP Specialist. Based upon increased workload due to grant activities, three classified, categorically funded GEAR UP Site Coordinator positions were filled outside of the prioritizations process.

Also included in the 13 new hires were three new faculty positions in two areas of the division, Counseling Services and the Disability Resource Center. These three positions include an Assistant Professor/Counselor, an Assistant Professor/Disability Resource Center Counselor, an Assistant Professor/Learning Disability Specialist. All these positions were approved to fill for 2013-14 through IPC's faculty priorities process. For the 2014-15 academic year, Student Services received support through the IPC's prioritization process to hire a new Assistant Professor/Counselor for the 2014-15 academic year and the District is currently recruiting for this position.

The remaining positions that were hired for the 2013-14 academic year were leadership positions in several areas across the division. These positions included the Assistant Superintendent/Vice President, Student Services; the Dean, Counseling Services; and a Counseling Services Supervisor.

For the 2014-15 academic year, the Student Service Planning Council has prioritized a total of 11 positions. All of the positions were identified to address safety and compliance issues, improve student access and success, and strengthen communication. The 11 positions include two Police Sergeants, two Police Officers, a Senior Academic Evaluator/Advisor, an Athletic Trainer, a Staff Assistant for the Transfer Center, a Counseling Services Specialist, an Academic Advising/Financial Aid Functional Analyst, an ASG and Club Coordinator, and a Sports Information Specialist.

APPENDIX A.

**Staffing Master Plan 2016:
Year 4 Update Orientation and Planning Assumptions, Fall 2013**

Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

The following Year 4 update orientation, which includes planning assumptions for 2014-15 staffing prioritizations, was provided by Human Resource Services personnel to the four divisional planning councils and SPG in Fall 2013.



Staffing Master Plan 2016: Year 4 Update

*Planning
Council and
SPG Training*

Fall 2013



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

A Brief Overview

- Purpose: To systematically identify and prioritize District staffing needs
- Six-year planning cycle with annual updates – currently in fourth year (inaugural year was 2010-11)
- 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 4 Update Orientation and Planning Assumptions, Fall 2013

Related accreditation standards and District planning influences:

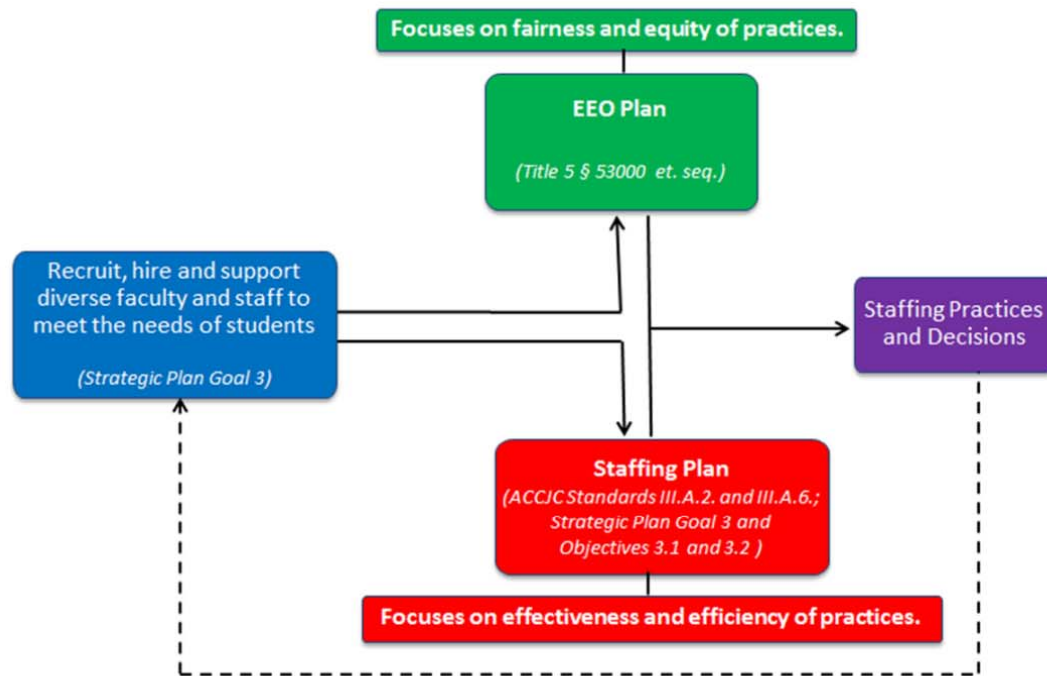
Accreditation	Strategic Plan 2016	HRS PRP, 2012-14
<ul style="list-style-type: none"> • Standard I – Institutional Mission and Effectiveness: The District uses quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation 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: Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. • Goal 3 (HR and Professional Development): Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement. • Objective 3.1: Rebuild staffing levels to support priorities identified in <i>Staffing Plan 2016</i>. 	<ul style="list-style-type: none"> • Goal 1: Provide ongoing human resource planning, assessment, and evaluation that reflects engagement in the college’s planning processes. • Goal 2: Optimize resources towards recruiting, hiring, and retaining highly qualified employees.

THE STAFFING PLAN IN CONTEXT

Relationship to Accreditation and Planning



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013



THE STAFFING PLAN IN CONTEXT

*Relationship to
Planning and
Regulatory
Requirements*

- **Strategic Plan** identifies the goal of hiring diverse faculty and staff
- **Staffing Plan** identifies staffing levels and priorities
- **EEO Plan** identifies methods, outcomes, and practices to achieve diversity in staffing



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

Student Headcount and FTES:

Palomar College Student Headcount, 2006-07 through 2012-13.

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
47,650	50,123	49,336	47,575	42,576	38,319	36,426

Sources: California Community Colleges Chancellor's Office Student Demographics by Academic Year, 2006-07 through 2010-11; California Community Colleges Chancellor's Office Enrollment Status Report for Palomar College, 2011-12 through 2012-13.

Palomar College Recalculation Apportionment FTES, 2005-06 through 2010-11.

	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).

Student Success Scorecard Data: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=061>

Space/Facilities:

- Humanities Building completion expected in 2014
- South Center opening expected 2017 (staffing estimates required in 2014-15 update)

Staffing:

- 2012-13 overall attrition rate: 8.0%
- Most divisions filled positions according to Staffing Plan prioritizations in Year 3 (2012-13)

**ANNUAL
UPDATE**

*Planning
Assumptions*



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

Planning Assumptions:

- **Modified hiring freeze continues for general fund positions**
 - Priorities based on health/safety and other critical needs
 - Categorically-funded positions are generally not subject to the hiring freeze

- **Realistic prioritizations by planning councils/SPG**
 - Only prioritize those positions that can realistically be filled within this fiscal year
 - All other positions listed as unprioritized and unfunded
 - Replacement positions are usually assumed to be of higher priority than new or proposed positions

- **Prioritization of faculty positions**
 - Faculty positions are prioritized through a separate process by the Instructional Planning Council (IPC)
 - The Faculty Obligation Number (FON) will be met or exceeded in the 2013-14 Plan update.

**ANNUAL
UPDATE**

*Planning
Assumptions*



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

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.** 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 and/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.
- Strategic Plan 2016 will likely require changes!

**ANNUAL
UPDATE**

Priority Factors



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

Prioritizing Positions

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:

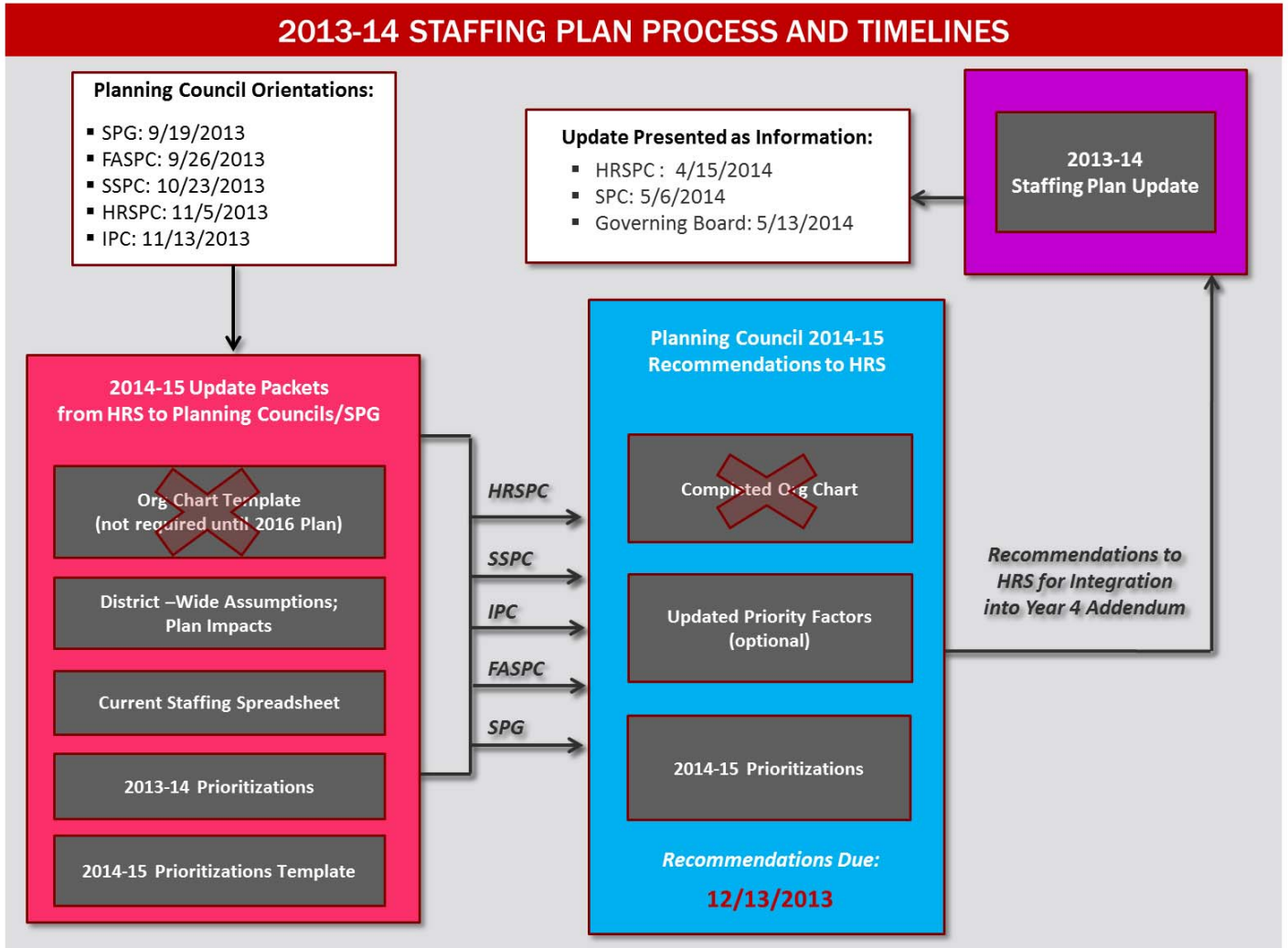
- *No ties in prioritizations!* If two positions have an identical total priority factor (TPF) score, the council/group will need to consider the importance of individual priority factors to determine which position is of higher priority.
- Positions with identical TPF scores must be “force ranked” so that each position has a unique prioritization number.

ANNUAL UPDATE

*Planning
Council/SPG
Prioritizations*



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013



**Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation
and Planning Assumptions, Fall 2013**

Data and Reports

- **Staffing Master Plan 2016 and Years 2 and 3 Updates:**
www.palomar.edu/hr/researchandplanning
(Year 3 update includes staffing summaries)
- **Strategic and Master Planning:**
www.palomar.edu/strategicplanning
- **Program Review and Planning documents:**
www.palomar.edu/irp/PRPCollection.htm

Due Date and Contact:

- **Final date to submit prioritizations to HRS:**
Friday, December 13, 2013
- **Questions?**
Shawna Cohen, ext. 2608 or scohen@palomar.edu

Thank You!

**ANNUAL
UPDATE**

Resources



Appendix A. Staffing Master Plan 2016: Year 4 Update Orientation and Planning Assumptions, Fall 2013

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

[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	724	64	8.8%	31	5	16.1%	260	15	5.8%	33	9	27.3%	226	20	8.8%	100	9	9.0%	20	0	0.0%	54	6	11.1%
2012-13	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%
10-Yr Avg	764	55	7.2%	36	5	12.5%	277	12	4.4%	35	5	13.5%	241	19	8.0%	106	8	7.4%	20	1	5.0%	48	5	10.9%

APPENDIX B.

Year 4 Staffing Priorities for All Planning Groups

Appendix B. Year 4 Staffing Priorities: Superintendent/President's Group



Staffing Plan: Priority Factors Form

Division: Superintendent President's Office

Date: 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. Year 4 Staffing Priorities: Superintendent/President's Group

2014-15 Staffing Priorities: Superintendent/President's Group (SPG)												2014-15 Prioritizations				
Position #	Department	Proposed Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank				
6537	Institutional Research & Planning	Title III/STEM Institutional Research Analyst	ADM	53	1	2014-15 (or earlier): Grant funded - prioritized out of order as the position is funded through the Title III Grant										
TBD	Communications & Marketing	Webmaster	CLS	TBD	1	2013-14	2	2	1	1	6	2				
TBD	Institutional Research & Planning	Grants Manager	ADM	TBD	1	2013-14	3	1	1	1	6	3				
TBD	Communications & Marketing	New Media Specialist	CLS	TBD	1	2013-14	2	1	1	1	5	4				
TBD	Institutional Research & Planning	Administrative Support - Grants	CLS	TBD	1	2014-15	2	0	2	1	5	5				
TBD	Advancement	Alumni Coordinator	CLS	TBD	1	2014-15	1	0	1	1	3	6				
TBD	Advancement	Administrative Support - Foundation	CLS	TBD	1	2014-15	1	0	1	2	4	7				

Appendix B. Year 4 Staffing Priorities: Finance and Administrative Services



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: 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 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. Year 4 Staffing Priorities: Finance and Administrative Services

2014-15 Staffing Priorities: Finance and Administrative Services							2014-15 Prioritizations						
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank	
TBD	Information Services	Technology Trainer	CLS		1	Previously in HR						Positions prioritized during 2012-13 (Y3)	
5845	Information Services	Information Services Support Specialist	CLS	G28	1	Replace J. Ellis						update or recruited	
TBD	Facilities/Custodial Services	Custodian I	CLS	G8	1	New position (proposed)						Immediately after retirement/ resignation	
TBD	Facilities/Custodial Services	Custodian I	CLS	G8	1	New position (proposed)							
5722	Information Services/Network & Technical Services	Information Services Network Assistant	CLS	G35	1	Replace G. Peterson							
5645	Facilities/Building Services	Auto Mechanic/Maintenance Locksmith	CLS	G24	1	Replace C. Matanane (use funds to develop new position) (Locksmith)							
TBD	Facilities/Building Services	Skilled Maintenance Technician	CLS	G17	1	New position (proposed)							
5671	Facilities/Grounds Services	Supervisor, Grounds Services	ADM	G45	1	Replace R. Kratoski							
5672	Facilities/Building Services	Masonry & Concrete Skilled Maintenance Mechanic	ADM	G27	1	Replace J. Bennett (use funds to develop new position) (Mechanic)							
5649	Facilities/Building Services	Maintenance Painter	CLS	G24	1	Replace D. Sorenson							
5821	Facilities/EHS	Facilities & Safety Technician	CLS	G27	1	Replace J. Emerson							
5062	Information Services	Media Equipment Technician	CLS	G20	1	Replace M. Champaign							
5061	Information Services	Media Equipment Technician	CLS	G20	1	Replace P. Lewis							
TBD	Purchasing and Warehouse	Lead Storekeeper	CLS	TBD	1	New position (proposed)							
5577	Business & Contract Services	Director, Business and Contract Services	ADM	G70	1	Replace K. Jay							
TBD	Facilities/Building Services	Building Controls Network Specialist	CLS	TBD	1	New position (proposed)							
TBD	Facilities/Custodial Services	Custodian I	CLS	G8	1	New position (proposed)							
5755	Facilities/Building Services	Assistant Maintenance Electrician	CLS	G24	1	Replace R. Gallagher							
TBD	Business & Contract Services	Manager, Business Support Services	ADM	TBD	1	New position (proposed) (Delete)						These positions have been removed from prioritization and will not be included in the Year 5 update.	
TBD	Business & Contract Services	Contracts Analyst	CLS	TBD	1	New position (Delete)							
TBD	Business & Contract Services	Business Services Technician	CLS	G20	1	New position (proposed) (Delete)							
6409	Facilities	Proposition M Construction Assistant	CLS	G22	1	New position (Delete)							
5808	Facilities/Facilities Planning	Inventory Control Specialist	CLS	G19	1	Replace D. Rabe (Delete)							
6258	Fiscal Services/Budgeting	Fiscal Services Technician	CLS	G22	0.45	Replace L. Gommel (Delete)							
5596	Fiscal Services/Fiscal Accounting	Accounting Technician	CLS	G22	1	Replace B. McCluskey (Delete)							
TBD	Fiscal Services/Fiscal Accounting	Lead Cashier	CLS	TBD	1	New position (Delete)							
5728	Fiscal Services/Fiscal Accounting	Senior Accounting Assistant	CLS	G20	1	Replace T. Lambert (Delete)							
5059	Information Services	Supervisor, Media	ADM	G44	1	Replace L. Hoffmann (Delete)							
5719	Information Services/Network & Technical Services	Information Services Senior Network Specialist	CLS	G45	1	Replace M. Dimmick (Delete)							
5580	Purchasing and Warehouse	Buyer	CLS	G22	1	Replace K. Simonds (Delete)							
TBD	Purchasing and Warehouse	Storekeeper	CLS	G16	1	New position (proposed) (Delete)							
TBD	Purchasing and Warehouse	Storekeeper	CLS	G16	1	New position (proposed) (Delete)							
Current Recruitments (Funded)													
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	Prioritization						
TBD	Facilities	Proposition M FF&E Coordinator	CLS	G40	1	New position	Current recruitments prioritized and/or approved for recruitment in Y3						
5751	Fiscal Services/Payroll	Payroll Technician	CLS	G22	1	Replace J. Wood (Keep - in process of hiring)							
5609	Information Services/Network & Technical Services	Information Services Systems Engineer	CLS	G40	1	Replace R. Sanchez (use funds to develop new position)							

Appendix B. Year 4 Staffing Priorities: Human Resource Services



Staffing Plan: Priority Factors Form

Division: Human Resource Services

Date: 11/2013

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
P1 District and HRS internal planning priorities	The position's impact in fulfilling the Strategic Plan mission statement, goals, and objectives and the HRS Program Review Plan's mission statement and goals.	SP 2016 mission statement, Goal 3 and Objectives 3.1, 3.2, 3.3, and 3.4; HRS Program Review Plan 2012-14 mission statement and goals 1-6.	0-5
P2 External legal and regulatory impacts; risk assessment	The position's relevance in ensuring compliance with ACCJC standards, relevant sections of the Education Code and Title 5, and other required legal and regulatory factors.	SP 2016 mission statement, Goal 3 and Objectives 3.1, 3.2, 3.3, and 3.4; HRS Program Review Plan 2012-14 mission statement and goals 1-6.	0-5
P3 Quantity of service	How effectively the position contributes to maximum staff productivity by ensuring that sufficient staff are available to provide efficient service in all functional areas of the department with minimal wait times for customers.	SP 2016 Goal 3 and Objective 3.1; HRS Program Review Plan 2012-14 mission statement and goals 1, 4, and 6.	0-5
P4 Quality of Service	The position's value in ensuring accurate, reliable services are provided across all functional areas of the department.	SP 2016 mission statement, Goal 3 and Objectives 3.1, 3.2, 3.3, and 3.4; HRS Program Review Plan 2012-14 mission statement and goals 1, 3, 4, and 6.	0-5

Appendix B. Year 4 Staffing Priorities: Human Resource Services

2014-15 Staffing Priorities: Human Resource Services												
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	2014-2015 Prioritization					
TBD	Human Resource Services	Administrative Support (Confidential)	CAST	TBD	1	Similar in scope to Sr. Administrative Secretary	P1	P2	P3	P4	TPF	Rank/Year
TBD	Human Resource Services	Leaves Program Technician	CLS	TBD	1		5	5	5	5	20	1 (2014-15)
TBD	Human Resource Services	Employment Technician	CLS	22	1		3	5	5	5	17	2 (2014-15)
TBD	Human Resource Services	Legal Analyst	ADM	TBD	1		4	4	5	4	17	3 (2014-15)
TBD	Human Resource Services	Employment Technician	CLS	22	1		4	5	5	5	19	1 (2015-16)
TBD	Human Resource Services	Administrative Support (Confidential)	CAST	TBD	0.45		4	4	5	4	17	2 (2015-16)
TBD	Human Resource Services	Personnel Technician	CLS	22	1		2	4	5	5	16	3 (2015-16)
TBD	Human Resource Services						2	4	5	5	16	1 (2016-17)
Current Recruitments (Funded)												
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	2013-2014 Prioritization					
5708	Human Resource Services	Manager, Human Resource Services	ADM	G59	1	Replace D. Allen; reorganization - 2013-14 Filled - L. Hornsby; started 2/12/2014	P1	P2	P3	P4	TPF	Rank
							5	5	5	5	20	1

Appendix B. Year 4 Staffing Priorities: Instruction



Staffing Plan: Priority Factors Form

Division: Instruction

Date: 12/1/10

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 Health & Safety	Ensures health and safety practices are adequately supported in classroom, laboratory, and shop environments for successful teaching and learning for students	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
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 1.13.11

Appendix B. Year 4 Staffing Priorities: Instruction

2014-15 Staffing Priorities: Instruction			2014-2015 Prioritizations									
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPE	Rank
TBD	Graphic Communications	Instructional Support Assistant III	CLS	G25	1							1
5315	Camp Pendleton Education Site	Education Center Coordinator	CLS	G20	1							2
5001	Fallbrook Education Site	Education Center Specialist (45%)	CLS	G18	0.45							3
TBD	Nursing Education	Student Success Coordinator	CLS	TBD	1							4
5048	Library	Library Media Technician III	CLS	G17	1							5
6346	Photography	Instructional Support Assistant I (45%)	CLS	G16	0.45							6
5144	World Languages	Instructional Support Assistant I	CLS	G16	1							7
TBD	Academic Technology Group	Instructional Computer Lab/Help Desk Specialist	CLS	G30	1							8
TBD	Child Development	Office Specialist (CHDV Center)	CLS	G10	1							9
TBD	American Sign Language	Instructional Support Assistant	CLS	TBD	1							10
TBD	Communications (Digital Broadcast Arts)	Instructional Support Assistant I (DBA/CINE) (45%)	CLS	G16	0.45							11
TBD	Mathematics	Instructional Support Assistant I (Math Center)	CLS	G16	1							12
TBD	Journalism	Instructional Support Assistant I (10-month)	CLS	G16	1							13
6328	English as a Second Language	ESL Student Specialist Escondido (45%)	CLS	TBD	0.45							14
TBD	Performing Arts	Costume Shop Coordinator	CLS	TBD	1							15
5050	Library	Senior Library Media Technician	CLS	G19	1							16
TBD	Reading Services	Instructional Support Assistant I (10-month)	CLS	G16	1							17
TBD	Cabinet & Furniture Technology	Tool Room Assistant/Urban Wood Assistant	CLS	TBD	1							18
TBD	Boehm Gallery	Instructional Support Assistant II/Gallery Preparator (45%)	CLS	G22	0.45							19
5773	Tutoring Services	Tutorial Assistant	CLS	G9	1	Position #5773 was 75%						20
TBD	Computer Science & Information Systems	Instructional Support Assistant III (CSNT)	CLS	G25	1							21
TBD	Palomar College TV	Production Coordinator	CLS	G23	1							22

Appendix B. Year 4 Staffing Priorities: Instruction

Current and Approved Recruitments (Funded): Instruction			2013-2014 Priorizations									
Position #	Department	Position Title	Pay Group	Grade*	FTE	Notes	P1	P2	P3	P4	TPF	Rank
5813	Academic Technology Resource Center	Manager, Academic Technology	CLS	G60	1	Replace T. Gray; recruiting						N/A
6066	American Indian Studies	Academic Department Assistant	CLS	G23	1	Replace M. Collins; approved to recruit						16
5090	Art	Instructional Support Assistant III	CLS	G25	1	Replace R. McCann; recruiting (filled 12/2013: J. Meares)						N/A
5315	Camp Pendleton Center	Education Center Coordinator	CLS	G20	1	Replace M. Foraker; approved to recruit						N/A
6014	Child Development Center	Master Teacher I/II	CHDV	CTRCT	1	Replace K. Miller; recruiting						N/A
6508	Computer Science & Information Systems	Instructional Support Assistant III	CLS	G25	0.45	New position (approved to recruit)						N/A
6361	Emergency Medical Education	Clinical Coordinator	CLS	G23	1	Replace S. Skov; recruiting (filled 3/2014: A. Do)						N/A
5116	English	Academic Department Assistant	CLS	G23	1	Replace P. Whitman; recruiting (filled 1/2014: D. Drake)						N/A
5129	English as a Second Language	ESL Program Assistant	CLS	G18	1	Replace J. Villalobos Acuna; approved to recruit						N/A
6296	English as a Second Language	Non-Credit Matriculation Assistant	CLS	G23	1	Replace J. L. Ramirez; recruiting (filled 2/2014: C. Cruz)						N/A
5316	Fallbrook Center	Education Center Specialist	CLS	G15	0.45	Replace C. Kaptein; approved to recruit						N/A
5071	Languages and Literature	Dean, Instructional	ADM	G75	1	Replace S. McDonald (Interim: S. Sivert); recruiting						N/A
6438	Languages and Literature	Tutorial Specialist	CLS	G22	1	Replace J. Perez Ambrocio; approved to recruit						N/A
6562	Languages and Literature	Teaching and Learning Center Assistant	CLS	G20	1	New position; recruiting						N/A
6547	Languages and Literature	Office Specialist (TLC)	CLS	G10	1	New position (filled 1/2014: D. Lopez)						N/A
5048	Library	Library Media Technician III	CLS	G17	1	Replace M. Russell; approved to recruit						19
5039	Library	Manager, Library	ADM	G52	1	Replace K. Gannett (filled 11/2013: C. Sterling)						20
5050	Library	Senior Library Media Technician	CLS	G19	1	Replace P. Wade (filled 2/2014: D. Morris)						10
5286	Mathematics	Academic Department Assistant	CLS	G23	1	Replace M. Ellis; recruiting						N/A
6550	Mathematics & the Natural & Health Sciences	Title III/STEM Project Supervisor	ADM	G45	1	New position (filled 1/2014: J. Nelson)						N/A
5352	Media Studies	Academic Department Assistant	CLS	G23	1	Replace E. Ann Delgado; recruiting						N/A
6568	Performing Arts	Instructional Support Assistant I (Music)	CLS	G16	1	New position; approved to recruit						N/A
6538	Public Safety Programs	Police Academy Coordinator	ADM	G41	1	New position (filled 1/2014: K. Florman)						N/A
6527	Trade and Industry	Trade and Industry Instructional Lab Technician (Welding)	CLS	G19	0.45	New position; recruiting						N/A
6526	Trade and Industry	Trade and Industry Instructional Lab Technician	CLS	G19	0.45	New position; approved to recruit						N/A
6528	Trade and Industry	Trade and Industry Instructional Lab Technician (Welding)	CLS	G19	0.45	New position; recruiting						N/A
5144	World Languages	Instructional Support Assistant III	CLS	G25	1	Replace V. Gutierrez (filled 3/2014: H. Doan)						18
5235	Chemistry	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
5447	Economics, History & Political Science	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
5095	English	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
5039	Library	Librarian/Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
5260	Life Sciences	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
6468	Mathematics	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A
5348	Media Studies	Assistant Professor	FAC	CTRCT	1	New position; recruiting						N/A

Appendix B. Year 4 Staffing Priorities: Instruction

2013-14 Prioritized Positions (Unfunded): Instruction						2013-2014 Prioritizations						
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
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
TBD	Graphic Communications	Instructional Support Assistant III	CLS	G25	1	New position (proposed); 12 months						11
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
TBD	Performing Arts	Performing Arts Stage Technician	CLS	TBD	1	New position (proposed); 10 months						17
2013-14 Unprioritized Vacant/Budgeted Positions (Unfunded): Instruction						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)						Unfunded and unprioritized positions identified in Year 3 (2012-13).
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						
6262	Art/Boehm Gallery	Senior Office Specialist	CLS	G14	0.45	Replace S. Nemish						
5865	Camp Pendleton Center	Education Center Assistant	CLS	G16	0.75	Replace S. Butler						
6084	Career & Technical Education	Perkins Budget Technician	CLS	G22	0.45	Replace S. Garland						
TBD	Computer Science & Information Systems	Instructional Support Assistant III	CLS	G25	1	New position (proposed)						
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	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)						
6328	English as a Second Language	ESL Student Specialist	CLS	G20	0.45	Replace M. Davalos de Sanchez						
5318	Escondido Center	Director, Extended Education	ADM	G68	1	Replace N. Miyamoto						
TBD	Fallbrook Center	Education Specialist	CLS	TBD	1	New position (proposed)						
6492	Instruction	Administrative Technician - Accreditation	CLS	G30	1	Replace G. Knighten						
5029	Instruction	Curricular Schedules Technician	CLS	G24	1	Replace K. White						
6231	Instruction	Senior Administrative Secretary	CLS	G23	1	Replace S. Owen						

Appendix B. Year 4 Staffing Priorities: Instruction

2013-14 Unprioritized Vacant/Budgeted Positions (Unfunded): Instruction (continued)							2013-2014 Priorizations					
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
TBD	Languages and Literature	Title V/HSL Tutorial Specialist	CLS	G22	1	New position (proposed); BSI/HSL grants						
5269	Life Sciences	Instructional Support Assistant IV	CLS	G27	1	Replace C. Hall						
6545	Languages and Literature	Title III/STEM Tutorial Specialist	CLS	G22	0.45	New position						
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						
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						
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)						
5230	Occupational & Non-Credit Programs	Staff Aide	CLS	G20	1	Replace R. Diaz						
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						
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; deactivated - replaced by #6568						
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)						

Appendix B. Year 4 Staffing Priorities: Instruction

2013-14 Unprioritized Vacant/Budgeted Positions (Unfunded): Instruction (continued)							2013-2014 Prioritizations					
Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
6100	Reading Services	Instructional Support Assistant I	CLS	G16	0.3	Replace J. Higgins	Unfunded and unprioritized positions identified in Year 3 (2012-13).					
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						
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	0.75	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 Development	ADM	G60	1	Replace D. Allen						
5313	Workforce & Community Development	Senior Administrative Secretary	CLS	G23	1	Replace C. Amely						

Appendix B. Year 4 Staffing Priorities: Instruction

2013-14 Vacant Faculty Positions: Instruction						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	
5372	American Indian Studies	Assistant Professor	FAC	CTRCT	1	Replace L. Locklear
5079	Art	Assistant Professor	FAC	CTRCT	1	Replace A. Lugo
5385	Behavioral Sciences	Assistant Professor	FAC	CTRCT	1	Replace D. O'Neill
5388	Behavioral Sciences	Assistant Professor	FAC	CTRCT	1	Replace Z. Seech
5396	Behavioral Sciences	Assistant Professor	FAC	CTRCT	1	Replace H. Davis
6426	Behavioral Sciences	Assistant Professor	FAC	CTRCT	1	Replace M. Miller
5330	Business Administration	Assistant Professor	FAC	CTRCT	1	Replace D. Forsyth
5335	Business Administration	Assistant Professor	FAC	CTRCT	1	Replace G. Noble
5701	Business Administration	Assistant Professor	FAC	CTRCT	1	Replace S. Gordon
5191	Cooperative Education	Assistant Professor	FAC	CTRCT	1	Replace B. McDonough
5196	Design & Consumer Education	Assistant Professor	FAC	CTRCT	1	Replace N. Galli
5101	English	Assistant Professor	FAC	CTRCT	1	Replace A. Holman
5106	English	Assistant Professor	FAC	CTRCT	1	Replace S. McDonald
5108	English	Assistant Professor	FAC	CTRCT	1	Replace J. Stafford
5110	English	Assistant Professor	FAC	CTRCT	1	Replace S. Wozniak
5420	Health, Kinesiology & Recreation Management	Assistant Professor	FAC	CTRCT	1	Replace J. Cnossen
5435	Health, Kinesiology & Recreation Management	Assistant Professor	FAC	CTRCT	0.55/0.45	Replace P. Waterman
5037	Library	Librarian/Assistant Professor	FAC	CTRCT	1	Replace J. Cater
5261	Life Sciences	Assistant Professor	FAC	CTRCT	1	Replace C. Francis (faculty position)
5263	Life Sciences	Assistant Professor	FAC	CTRCT	1	Replace G. Alderson
5267	Life Sciences	Assistant Professor	FAC	CTRCT	1	Replace D. Sourbeer (former position)
5798	Media Studies	Assistant Professor	FAC	CTRCT	1	Replace P. Stachelek
5415/5134	Multicultural Studies/World Languages	Assistant Professor	FAC	CTRCT	0.6/0.4	Replace L. Garzon
6366	Nursing Education	Assistant Professor	FAC	CTRCT	1	Replace L. Bertotti
6412	Nursing Education	Assistant Professor	FAC	CTRCT	1	Replace D. Browne
5147	Performing Arts	Assistant Professor	FAC	CTRCT	1	Replace P. Gach
5149	Performing Arts	Assistant Professor	FAC	CTRCT	1	Replace W. Hawkins
5172	Speech/Forensics/ASL	Assistant Professor	FAC	CTRCT	1	Replace P. Mills
5789	Speech/Forensics/ASL	Assistant Professor	FAC	CTRCT	1	Replace S. Hill
5219	Trade and Industry	Assistant Professor	FAC	CTRCT	1	Replace C. Feddersohn
5135	World Languages	Assistant Professor	FAC	CTRCT	1	Replace C. Gomez
5137	World Languages	Assistant Professor	FAC	CTRCT	1	Replace E. Peixoto
6457	World Languages	Assistant Professor	FAC	CTRCT	1	Replace R. Giraldez Betron

Appendix B. Year 4 Staffing Priorities: Student Services



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 IN ORDER 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 DATA 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 AND OTHER SERVICES TO FACILITATE 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. Year 4 Staffing Priorities: Student Services

2014-15 Staffing Priorities: Student Services							2014-2015 Prioritizations								
Position #	Department	Position Title	Pay Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank		
5868	Police Department	Police Sergeant *(1)	ADM	G50	1.0	Parking Fees	Replace L. Martin	Prioritizations calculated holistically against SSP's four priority factors.					129	1	
TBD	Police Department	Police Officer *(1)	CLS	G31	1.0	Parking Fees	New position (proposed - South Center)							126	2
TBD	Evaluations and Records	Senior Academic Evaluator/Advisor	CLS	G27	1.0	General /SSSP	Proposed to lead the Transfer Credit/Degree Audit Project							110	3
TBD	Athletics	Athletics Trainer	CLS	G28	1.0	TBD	New position (proposed)							126	4
5534	Transfer Center	Staff Assistant	CLS	G23	1.0	General Fund	Replace C. Amely							96	5
TBD	Financial Aid, Veterans' & Scholarship Services	Academic Advising/Financial Aid Functional Analyst	CLS	TBD	1.0	General /SSSP	Proposed to support TranCrdt/DegreeAdt/Imaging/CommPlan							102	6
TBD	Office of Student Affairs	ASG and Club Coordinator	CLS	G39	1.0	General Fund	New position (proposed)							105	7
6078	Counseling /Assessment Center	Counseling Services Specialist	CLS	G20	0.45	General Fund	Replace M. Castillo (request to change position to a full-time position)							108	8
TBD	Athletics	Sports Information	CLS	TBD	1.0	TBD	New position (proposed)							103	9
6134	Police Department	Police Sergeant *(2)	ADM	G50	1.0	Parking Fees	Replace M. Bea							116	10
TBD	Police Department	Police Officer *(2)	CLS	G31	1.0	Parking Fees	New position (proposed - South Center)							115	11
Current and Approved Recruitments (Funded): Student Services							2013-2014 Prioritizations								
Position #	Department	Position Title	Pay Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank		
5554	EOP&S	EOP&S Staff Assistant	CLS	G23	1.0	EOP&S	Replace A. Cardona Gonzalez	Prioritized and unprioritized positions from Year 3 and Year 4 that are current recruitments or approved to recruit					N/A	N/A	
5731	Evaluations & Records	Academic Evaluator/Advisor - Transcript Fees	CLS	24	1.0	Transcript Fees	Replace E. McFeely; recruiting							N/A	N/A
5561	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Advisor	CLS	G24	1.0	General Fund	Replace L. Magsullit							N/A	N/A
6551	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position (filled 1/2014 - J. Reyna)							N/A	N/A
6552	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position (filled 1/2014 - A. Algarin)							N/A	N/A
6553	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position (filled 1/2014 - C. Ivoho)							N/A	N/A
6555	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position; approved to recruit							N/A	N/A
6556	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position; approved to recruit							N/A	N/A
6557	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	23	1.0	GEAR UP	New position; approved to recruit							N/A	N/A
6268	Grant Funded Student Programs	TRIO/EOC Outreach Coordinator	CLS	20	1.0	Ed. Opp'y Centers	Replace M. Snyder; recruiting							N/A	N/A
6563	Grant Funded Student Programs	TRIO/ETS Outreach Coordinator	CLS	20	1.0	Ed. Talent Search	New position; recruiting							N/A	N/A
6507	Police Department	Chief of Police	ADM	G67	1.0	Parking Fees	New position (replace T. Plotts, #5200); recruiting						N/A	N/A	
6134	Police Department	Police Sergeant *(2)	ADM	G50	1.0	Parking Fees	Replace M. Bea; approved to recruit						10	10	
5456	Student Services	Administrative Assistant	ADM	G48	1.0	General Fund	Replace D. Greene; recruiting						21	21	

Appendix B. Year 4 Staffing Priorities: Student Services

2013-13-14 Prioritized Positions (Unfunded): Student Services										2013-2014 Prioritizations									
Position #	Department	Position Title	Pay Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank						
6122	Disability Resource Center	ASL/English Interpreter	CLS	G31	0.25	General Fund	Replace S. Musser						1						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed) - replace R. Banks, #6063						2						
TBD	Evaluations & Records	Enrollment Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						3						
6255	Disability Resource Center	ASL/English Interpreter	CLS	G31	0.45	General Fund	Replace S. Comfort						4						
5714	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Specialist	CLS	G20	1.0	BFAP	Replace P. Serafin						5						
TBD	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Advisor	CLS	G24	1.0	TBD	New position (proposed)						8						
TBD	Counseling	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed) - Assessment						9						
TBD	Disability Resource Center	Instructional Support Assistant I	CLS	G16	1.0	TBD	New position (proposed)						11						
TBD	Police Department	Lead Community Service Officer	CLS	G14	1.0	Parking Fees	New position (proposed) - replace D. McPherson, #6192						12						
TBD	Transfer Center	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						13						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						14						
TBD	Evaluations & Records	Enrollment Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						16						
6369	Police Department	Community Service Officer	CLS	G11	1.0	Parking Fees	New position						17						
TBD	Career Center	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						19						
TBD	Police Department	Dispatcher	CLS	TBD	1.0	Parking Fees	New position (proposed)						20						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						22						
TBD	Police Department	Lead Community Service Officer	CLS	G14	1.0	Parking Fees	New position (proposed) - replace K. Boguta, #6195						23						
TBD	Police Department	Senior Office Specialist	CLS	G14	1.0	Parking Fees	New position (proposed) - replace L. Herritt, #6136						24						
5546	EOP&S	Director, EOP&S/CARE	ADM	G68	1.0	EOP&S	Replace A. Stadler (Interim: M. San Agustin)						25						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed; replace M. Scranton, #6060)						26						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						18						
TBD	Police Department	Dispatcher	CLS	TBD	1.0	Parking Fees	New position (proposed)						28						
TBD	Career Center	Director, Career Center	ADM	TBD	1.0	TBD	New position (proposed)						29						
TBD	Career Center	Director, Career Center	ADM	TBD	1.0	TBD	New position (proposed)						30						
6079	Counseling Services	Counseling Services Specialist	CLS	G20	0.45	General Fund	Replace N. Kovrig						31						
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						32						
TBD	Career Center	Employment Coordinator	CLS	TBD	1.0	TBD	New position (proposed)						33						
5459	Counseling Services	Staff Assistant	CLS	G23	1.0	General Fund	Replace C. Moore						34						
TBD	Police Department	Dispatcher	CLS	TBD	1.0	Parking Fees	New position (proposed)						35						

Appendix B. Year 4 Staffing Priorities: Student Services

2013-14 Unprioritized Positions (Unfunded): Student Services													2013-2014 Prioritizations				
Position #	Department	Position Title	Pay Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPE	Rank				
6351	EOP&S	EOP&S Staff Assistant	CLS	G23	1.0	EOP&S	Replace M. Tucker										
5561	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Advisor	CLS	G24	1.0	General Fund	Replace L. Magsulit										
6237	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace C. Cruz; funding used for GEAR UP Site Coordinator										
6260	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace H. Navarrete; funding used for GEAR UP Site Coordinator										
6364	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace M. Godinez; funding used for GEAR UP Site Coordinator										
6390	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace C. Martinez Pantoja; funding used for GEAR UP Site Coordinator										
6514	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator										
6515	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator										
6516	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator										
6517	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator										
6288	Grant Funded Student Programs	GEAR UP Program Research Specialist	CLS	G25	1.0	GEAR UP	Replace J. Johnson-Foster										
6275	Grant Funded Student Programs	GEAR UP/Upward Bound Guidance Services Advisor	CLS	G16	1.0	50% GEAR UP/ 50% Upward Bound	Replace N. Herrera Martinez										
6418	Grant Funded Student Programs	TRIO/EOC Outreach Coordinator	CLS	G20	1.0	Ed. Opp'y Centers	Replace J. Perez Ambrocio										
5568	Health Services	College Health Nurse	CLS	G35	1.0	Health Fees	Replace S. Mayfield										
5834	Health Services	College Health Nurse	CLS	G35	1.0	Health Fees	Replace P. Webb										
5566	Health Services	Staff Assistant	CLS	G23	1.0	Health Fees	Replace M. McCrory										
5707	Health Services	Senior Office Specialist	CLS	G14	0.45	Health Fees	Replace R. Gallagher										
2013-14 Vacant Faculty Positions: Student Services													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	Funding Source	Notes										
5512	Counseling	Assistant Professor/Counselor	FAC	C	1.0	General Fund	Replace J. Dise										
5521	Counseling	Assistant Professor/Counselor	FAC	C	1.0	General Fund	Replace M. Miller										
5498	Physical Education/Athletics	Assistant Professor/Coach	FAC	C	0.45	General Fund	Replace P. Waterman; 0.55 FTE in P.E.										
5540	Disability Resource Center	Assistant Professor	FAC	C	1.0	General Fund	Replace J. Mills - position # used for L. Van Dyke										
5541	Disability Resource Center	Assistant Professor/Counselor/Enabler	FAC	C	1.0	DSPS	Replace R. Tait-Brown - position # used for L. Waite										
6087	Counseling	Assistant Professor/Counselor	FAC	C	1.0	General Fund	Replace J. Lesser - position # used for S. Lovelace										
6312	EOP&S	CalWORKS Counselor/Assistant Professor	FAC	C	1.0	CalWORKS	Replace B. Wright										
5549	EOP&S	EOP&S and CARE Counselor/Assistant Professor	FAC	C	1.0	EOP&S	Replace L. Galloway										

APPENDIX C.

Faculty Hiring Priority Recommendations for 2014-15

Appendix C. Faculty Hiring Priority Recommendations for 2014-15

Faculty Hiring Priority Recommendations for 2014-2015
Instructional Planning Council Subcommittee

Priority	Department/Discipline
1	Biology #1
2	English #1
3	Mathematics #1
4	History #1 (American)
5	Cinema
6	Chemistry
7	Philosophy
8	Anthropology #1 (Anthropology)
9	German
10	Cabinet & Furniture Technology
11	Economics
12	Biology #2
13	English #2
14	Reading
15	Psychology
16	Speech
17	Music (Choral/Vocal & Theory)
18	Emergency Medical Education
19	Sociology
20	Multicultural Studies
21	American Sign Language
22	Italian
23	American Indian Studies
24	Mathematics #2
25	Child Development
26	Computer Science & Information Systems
27	History #2 (World-Asian/African focus)
28	English #3
29	Photography
30	English as a Second Language
31	Kinesiology #2 (Women's)
32	Administration of Justice
33	Anthropology #2 (Archaeology)
Remaining position requests were not prioritized.	

Recommendation from IPC Subcommittee, 04.17.13
Approved by IPC, 04.25.13
Presented to SPC as information, 05.07.13

APPENDIX D.

Full-Time Faculty Prioritizations Process, Hiring Philosophy, and Full-Time Faculty Obligation (FON)

Appendix D. Full-Time Faculty Prioritizations Process, Hiring Philosophy, and FON

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.

Appendix D. Full-Time Faculty Prioritizations Process, Hiring Philosophy, and FON

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 Prioritizations Process, Hiring Philosophy, and FON

- 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

Appendix D. Full-Time Faculty Prioritizations Process, Hiring Philosophy, and FON

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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 Prioritizations Process, Hiring Philosophy, and FON

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