



STRATEGIC PLANNING COUNCIL AGENDA

Date: October 7, 2014
Starting Time: 2:00 p.m.
Ending Time: 3:45 p.m.
Place: **AA-140**

CHAIR: Deegan

MEMBERS: Barton, Claypool/Davis, Cuaron, Dentoni, Dimmick, Falcone, Gaspar, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, San Juan, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez, Wick

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		2 min
1. Approve Minutes of September 16, 2014		
2. Approve Minutes of September 30, 2014		
B. <u>ACTION ITEMS/SECOND READING</u>		45 min
1. Accreditation Self-Evaluation, Standards III and IV	Exhibit B1	
2. Student Equity Plan	Exhibit B2	
3. Student Success and Support Program (3SP) Plan		
4. Board Policies 2015-Student Trustee and 7211-Faculty Service Areas and Competencies	Exhibit B4	
5. Administrative Procedure 7365-Discipline And Dismissal-Classified Employees	Exhibit B5	
C. <u>ACTION ITEMS/FIRST READING</u>		10 min
1. Board Policies 3530-Weapons on Campus; And 3720-Computer and Network Use	Exhibit C1	
2. Administrative Procedures 3540-Sexual Assaults On Campus; 3720-Computer and Network Use; 5011-Admissions & Concurrent Enrollment of High School & Other Young Students; 7120-Recruitment and Hiring	Exhibit C2	
D. <u>INTEGRATED PLANNING MODEL</u>		30 min
1. SPC Planning Calendar		
2. SP 2016 Year 2 Action Plan	Exhibit D2	
3. SPPF Allocation Timeline		
E. <u>ACCREDITATION RECOMMENDATIONS AND PROGRESS</u>		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Accreditation Self-Evaluation Update		
F. <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		
G. <u>REPORT FROM PC3H COMMITTEE</u>		5 min
H. <u>OTHER ITEMS</u>		



STRATEGIC PLANNING COUNCIL MEETING MINUTES October 7, 2014

A regular meeting of the Palomar College Strategic Planning Council scheduled October 7, 2014, was held in AA-140. President Robert Deegan called the meeting to order at 2:00 p.m.

ROLL CALL

Present: Barton, Claypool, Cuaron, Deegan, Dentoni, Dimmick, Falcone, Gaspar, Gonzales, Holmes, Larson, Lienhart, Navarro, Perez, Sourbeer, Stockert, Talmo, Titus, Tortarolo, Velazquez
Recorder: Cheryl Ashour
Absent: Laughlin, Moore, San Juan, Wick
Guests: Joan Decker, Brent Gowen

Robert Deegan welcomed the new ASG representatives, Michael Dentoni and Mario Gaspar. SPC members introduced themselves.

A. MINUTES

1. Approve Minutes of September 16, 2014

MSC (Cuaron/Larson) to approve the Minutes of September 16, 2014

2. Approve Minutes of September 30, 2014

MSC (Cuaron/Larson) to approve the Minutes of September 30, 2014

B. ACTION ITEMS/SECOND READING

1. Draft of Accreditation Self-Evaluation, Standards III and IV (Exhibit B1)

Berta Cuaron stated that Standards III and IV are coming as second reading; it is important to get feedback from members. What SPC is approving is that the general content is there and acknowledging that there has been the opportunity for college-wide input. The draft will go to the Governing Board during a workshop. The Self-Evaluation is presently over 400 pages, but each report will be reduced to 20-30 pages; the reduction will come out of the descriptive summaries because the same information is in the evidence portion. Ms. Cuaron acknowledged Aaron Holmes and Marty Furch for their work putting together the evidence and website.

Ms. Cuaron led a discussion and review of the following:

- III.A.-Human Resources. The co-chairs for this Standard are Barbara Kelber and Shawna Cohen.
- III.B.-Physical Resources. The co-chairs for this Standard are Chris Miller and Marilee Nebelsick-Tagg
- III.C.-Technology Resources. The co-chairs for this Standard are Lillian Payn and Don Sullins
- III.D.-Financial Resources. The co-chairs for this Standard are Phyllis Laderman and Greg Larson
- IV.A.-Decision-Making Roles and Processes. The co-chairs for this Standard are Norma Miyamoto and Monika Brannick
- IV.B.-Board and Administrative Organization. The co-chairs for this Standard are Michelle Barton and Lori Waite

MSC (Cuaron/Sourbeer) to approve the Accreditation Self-Evaluation, Standards III and IV

2. Student Equity Plan (Exhibit B2)

Adrian Gonzales stated that there were no substantive changes to the document since the first reading. The two items still being discussed are: the type of employee that might be hired to help with the activities; and, faculty advising and how faculty might engage in the counseling/advising discussion. Adjustments were made to the 3SP Plan and the Student Equity Plan so they complement each other. An Executive Summary and Budget Summary are being developed and will be ready for the Governing Board meeting next week. The Academic Senate will be sent an updated version for their Monday meeting. Mr. Gonzales requested that second reading be tabled until the next meeting.

MSC (Cuaron/Barton) to table the vote. This item will return for action/second reading at the next regular SPC meeting

3. Student Success and Support Program (3SP) Plan

MS (Cuaron/Titus) to approve the Student Success and Support Program (3SP) Plan. Motion not carried.

Brian Stockert stated that the presentation of the final draft of the 3SP Plan went to the Faculty Senate yesterday, where the Plan was approved. In response to Faculty Senate feedback, revisions were made: a provision in the Plan was added to provide training for instructional faculty in academic advisement; and PFF contract language will be used regarding direct student contact by counselors. The Budget Plan was revised to include \$50,000 for faculty advisement.

SPC members requested an opportunity to review the final draft before voting to approve the Plan, as it was not provided for today's meeting. After discussion, it was decided to hold a special meeting on October 10 for action/second reading of the Student Success and Support Program (3SP) Plan. Mr. Stockert will send the final draft of the 3SP Plan to Cheryl Ashour to distribute to members.

MSC (Cuaron/Titus) to table the vote until the October 10 meeting

4. Board Policies 2015-Student Trustee; 7211-Faculty Service Areas and Competencies (Exhibit B4)

MSC (Titus/Larson) to approve Board Policy 2015-Student Trustee as written

MSC (Larson/Cuaron) to approve Board Policy 7211-Faculty Service Areas and Competencies as written

5. Administrative Procedure 7365-Discipline and Dismissal-Classified Employees (Exhibit B5)

MSC (Sourbeer/Larson) to approve Administrative Procedure 7365-Discipline and Dismissal-Classified Employees as written

C. ACTION ITEMS/FIRST READING

1. Board Policies 3530-Weapons on Campus; 3720-Computer and Network Use (Exhibit C1)

Adrian Gonzales discussed the changes to BP 3530 and Ron Perez discussed the changes to BP 3720. Board Policies 3530 and 3720 will return for action/second reading at the next regular SPC meeting.

2. Administrative Procedures 3540-Sexual Assaults on Campus; 3720-Computer and Network Use; 5011-Admissions & Concurrent Enrollment of High School and Other Young Students; 7120-Recruitment and Hiring (Exhibit C2)

Adrian Gonzales discussed the changes to AP 3540, Ron Perez discussed the changes to AP 3720, Kendyl Magnuson discussed the changes to AP 5011, and John Tortarolo discussed the changes to AP 7120. Administrative Procedures 3540, 3720, 5011, and 7120 will return for action/second reading at the next regular SPC meeting.

D. INTEGRATED PLANNING MODEL

1. SPC Timeline Check-In

Michelle Barton discussed the upcoming tasks.

2. SP 2016 Year 2 Action Plan (Exhibit D2)

Michelle Barton distributed the final draft of the SP 2016 Year 2 Action Plan. She led a discussion on the objectives in the Plan and revisions were made. Discussion ensued on if there are methods to show how SLO's have demonstrated an improvement in student success, incorporating this information in the Strategic Plan when it is updated, and discussing it in more detail at a later meeting in SPC or IPC.

3. SPPF Allocation Timeline

Michelle Barton stated that SPPF requests will be due to the person accountable for the objective by November 3, the prioritized requests are due to Cheryl Ashour by noon on November 13, and SPPF requests will be allocated at the November 18 SPC meeting. There have been a few changes made to the memo that will be sent to the campus community:

- If a person's request addresses multiple objectives, he/she will be asked to identify the objective it best fits under and only submit it under that objective; i.e., one objective for each request

- If there are multiple persons responsible for an objective, people are asked to send their request to only one of them. The persons responsible will meet to discuss the requests
- If the person responsible determines that a request does not fit the objective, the requestor will be notified as soon as possible.

It was requested that a report be provided on the funds that were allocated last year, how the money was spent, and the outcomes. Ms. Barton stated that the SPPF process was changed to ensure that we get that report. She reminded members that the funds may not have been fully spent because the process began late.

The memo to the campus community will be sent tomorrow.

E. ACCREDITATION RECOMMENDATIONS AND PROGRESS

1. Accrediting Commission Actions and Policy Updates

There were no actions to report.

2. Accreditation Self-Evaluation Update

There was no update to report.

F. REPORTS OF PLANNING COUNCILS

1. Finance and Administrative Services Planning Council

Ron Perez reported that Diane Lach from Aramark is retiring; the new manager will begin mid-November, Chapter 6 Board Policies and Procedures will be coming to SPC, and a representative from Human Resource Services will be coming to FASPC to talk about the Staffing Plan.

2. Human Resource Services Planning Council

John Tortarolo reported that HRSPC will be discussing the Staffing Plan at its next meeting.

3. Instructional Planning Council

Berta Cuaron reported that IPC is tweaking the Year 2 PRP Process and Timeline and evaluating available resources.

4. Student Services Planning Council

Adrian Gonzales reported that SSPC discussed the Student Equity and 3SP Plans at its last meeting. SSPC was presented a first reading of the combined Matriculation/Transfer Committee and Student Equity Committee.

G. REPORT FROM PC3H COMMITTEE

Sherry Titus reported that Palomar College will be represented at the Pride at the Beach event in Oceanside. There is a panel for Political Economy Days on Thursday, October 16; the topic is the state of LGBTQ athletes in American sports.

H. OTHER ITEMS

1. Community College System Budget Request (Exhibit H1)

Robert Deegan distributed and reviewed the Chancellor's Office System Budget request, which was approved by the Board of Governors.

2. Tom Torlakson Invited to Palomar College by the Classified and Faculty Unions

Shannon Lienhart reported that the Classified Union and the Faculty Union have invited the candidate for State Superintendent, Tom Torlakson, to come to Palomar College; he has accepted and will come on October 28 from 4:00 p.m. to 6:00 p.m. The location will be announced later. A North County labor alliance was created with five of the K-12 systems in North County: Carlsbad, Oceanside, Vista, San Marcos and Escondido. They will be invited to the Tom Torlakson event.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 3:30 p.m.

Standard III.A. -- Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Abstract of Standard III.A.

The College systematically plans for human resource needs, integrates this planning with other institutional planning, and promotes dialogue on these matters through shared governance. The Human Resource Services Planning Council and other councils and committees engage in regular dialogue to support institution-wide planning in

- Staffing
- Employee benefits
- Equal employment opportunity
- Staff diversity
- Professional development / professional growth
- Employee wellness.

The results of human resource-related planning are implemented with public policies and procedures, collective bargaining, and constituent group dialogue. This implementation advocates and demonstrates integrity and equitable treatment of all employees and students and assures compliance with all relevant federal and state law. Included in these formal writings are

- Governing Board policies and procedures
- Hiring procedures
- Employee evaluation procedures and forms for systematic, regular evaluation
- Americans with Disabilities Act procedures
- Collective bargaining agreements
- Employee handbooks
- Employee benefit information
- Complaint procedures
- Equal employment opportunity guidelines
- Human resource advisory web content.

The College actively and publicly recruits regionally, statewide, and nationally to fill positions, requiring that all positions have well-defined responsibilities and authorities to support the needs of the College. The Faculty Hiring Procedure, developed by the Faculty Senate,

assures that fulltime faculty have the primary role in the selection process to ensure that new faculty bring the discipline, expertise, and teaching skills necessary to contribute to the College's Mission and to support the success of the diverse student population. Similar procedures are in place for non-faculty selection, in which faculty, staff, and administrators participate as appropriate.

The College actively demonstrates its commitment to equity and diversity. This commitment is reflected in the College's hiring procedures, outreach efforts, periodic assessment of the diversity of the College's employees, strategic planning and Governing Board goals and objectives, and demonstration of fair and equitable administration of relevant Governing Board policies and procedures.

All employees are systematically and regularly evaluated in accordance with Governing Board policies and procedures and as defined by collective bargaining agreements or employee handbooks. Employee evaluations recognize the professional performance of the employee and identify areas of professional improvement. Evaluations for faculty and others responsible for student progress toward achieving stated student learning outcomes include a component addressing student learning outcomes, and/or an evaluation of employee effectiveness in performing projects and assignments that directly affect achieving these outcomes.

Employee effectiveness is supported by an extensive Professional Development program for all faculty and a similar Professional Growth program for all classified staff and administrators. The Professional Development program lends itself to additional opportunities for staff and administrators.

The College's collective whole of institution-wide planning integrated with human resource planning, comprehensive policies and procedures, ongoing and robust shared governance dialogue among constituent groups, and the organizational departments [syntax?] assure that the selection, retention, and fair and equitable treatment of all the College's employees support the continued success and learning of the students.

The College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes a six-year Staffing Plan. The Staffing Plan with annual updates developed by the planning councils ensures on-going assessment and budgeting consideration of human resource needs to support the College's Mission.

Standard III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The District's employment practices ensure that only well-qualified candidates who will best serve the College's diverse students are hired. Guided by Governing Board policies and procedures and the contracts and handbooks for the various employee groups, Palomar College ensures that only those candidates with the appropriate education, training, and experience are selected for employment with the District.

- All faculty and administrators hired by the College meet the minimum qualifications for their discipline/position as recommended by the Academic Senate for California Community Colleges, and published by the California Community Colleges Chancellor's Office.
- Faculty may meet qualification requirements through equivalency, which is an academic and professional matter overseen by the Faculty Senate. The College has established minimum qualifications for all classified staff that clearly define the education, training, experience, knowledge, and skills essential for successful performance in the position.
- Vacant position job descriptions are reviewed prior to recruiting for the position to ensure that the position functions still support the needs of the department and the College. Periodic classified study is conducted to assess job descriptions and compensation in relationship to other similar employees.

Standard III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary.

Selection Policies and Procedures.

The District has very clear policies and procedures for the establishment, recruitment, and selection of faculty, classified staff, and administrative positions. (III.A/1-5 ~~Evidence: B.P. 7120, B.P. 2510, B.P. 3410; , B.P. 3420; faculty Hiring Procedure~~). The College's Policies and Procedures Committee has recommended for adoption a comprehensive administrative procedure for recruitment and hiring through the College's shared governance process, clarifying and streamlining the similarly comprehensive recruiting and hiring procedures in the Governing Board Manual (III.A/6-8 ~~A.P. 7120—Draft; Policies & Procedures Committee Meeting Highlights, March 7, 2014, Governing Board Manual Recruitment Procedures~~). Hiring policies and procedures are posted publicly on the Governing Board and Faculty Senate websites, and information about the selection process is also available to employment applicants through the College's online application portal (*Evidence: III.A/9 Links to Governing Board and III.A/5 Faculty Senate website hiring procedures; III.A/10 PeopleAdmin link to FAQs*). All selection policies and procedures comply with Title 5 of the California Code of Regulations, sections 53000 et seq. (*Evidence: Title 5, CCR, sections 53000 et seq.*)

Human Resource Services (HRS) administers the College's selection process. This responsibility is carried out independently of College faculty, administration, and staff to ensure the process is fair, consistent, and legally compliant. HRS staff train hiring committee members in the College's recruitment procedures, including confidentiality and relevant legal information prior to their participation (*Evidence: III.A/11 Selection Committee Training; III.A/12 Selection Committee Training for Faculty*). HRS reviews all applications for minimum qualifications and screens applications and selection committee materials for compliance with applicable laws, statutes, and regulations, and applicable District policies and procedures (III.A/13 ~~A.P. 7127, III.A/5 Faculty Hiring Procedure~~). HRS maintains all selection procedure and applicant records for three years in case the legality and/or consistency of a recruitment is questioned or appealed [as required by Title 5, CCR, sections 59020 et seq] (*Evidence: III.A/16 Title 5, CCR, sections 59020 et seq.; III.A/14 completed recruitment files in HRS storage, Title 5, CCR, sections 59020 et*

seq. No need to cite title 5 here, if it is reference directly in the text. If the reference comes out and the evidence is required, give it a link)

The Selection Process.

Full-time faculty hiring procedures and criteria are an academic and professional matter and established by the College's Faculty Senate (*Evidence: (III.A/2 B.P. 2510; III.A/5 ~~Faculty Hiring Procedure~~)*). The full-time faculty establish application screening and interview criteria for each individual faculty position that assess each applicant's expertise in the discipline or service area, teaching effectiveness, scholarly activities, and potential to contribute positively to the College's Mission. Applicants for faculty positions are required to conduct teaching demonstrations to further demonstrate these skills (*Evidence: III.A/5 ~~Faculty Hiring Procedure~~; III.A/15 ~~Sample First-Level Interview Questions~~*). The College's faculty play a significant role in new faculty selection. The membership of first-level faculty selection committees is comprised solely of full-time faculty. Second-level selection committees feature significant faculty membership (*III.A/5 ~~Faculty Hiring Procedure~~*).

[Criteria for selection of faculty include Necessary Qualifications and Preferred Qualifications: academic preparation, curriculum development experience, teaching experience, professional development activities to maintain currency in the discipline, scholarly activity (publishing, reviewing, presenting, researching), a philosophy of teaching, pedagogical strategies, student-centered, syllabi and teaching demonstration during the interview. The process was developed by the Faculty Senate.]

Part-time faculty are currently hired through a decentralized process in which departments review applications and interview applicants without prior approval of applications and recruitment materials by HRS. HRS staff ensure all new part-time faculty are qualified to teach (see Qualifications section below) per the California Community Colleges Board of Governors regulations. In 2014, the College began a dialogue through the Faculty Senate and HRS about strengthening the part-time faculty hiring process to bolster the College's diversity and quality of hires, as part-time faculty are a logical source of full-time faculty applicants. A detailed discussion of this concept appears in Standard III.A.4.b. (*Evidence: III.A/16-20*) letter from John Tortarolo to Gregory Larson regarding Faculty Hiring Procedures, May 21, 2014; Equal Employment Opportunity Governing Board Report, May 13, 2014; Equal Employment Opportunity Advisory Committee meeting minutes, February 6, 2014 and May 1, 2014; Faculty Senate meeting minutes). **[which faculty senate minutes specifically?]**

Non-faculty selection committees screen applications and develop interview criteria to assess each applicant's expertise in the occupational **[“occupational”?]** area. These committees are comprised of College staff and faculty, with membership dependent on the type of position. Director-level and above administrator positions require selection committee membership comprised of most **[“most”?]** College constituent groups (*Evidence: III.A/11 ~~Selection Committee Training~~; III.A/21 ~~Palomar College Selection Committee Membership Requirements~~*).

[Move this paragraph on “diversity: to III.A.4.?”] All selection committees are encouraged to form their membership with respect to diversity to encourage a broad variety of

perspectives in the selection process in accordance with the California Code of Regulations, Title 5, section 53024. All selection committees are required to include at least one member from an outside department to further ensure an array of viewpoints are considered (*Evidence: III.A/5 Faculty Hiring Procedures; III.A/22 Recruitment Information for the Committee Chair*).

Selection committees for faculty and administrator positions include a non-voting District Compliance Officer (D.C.O.) as a required committee member. The D.C.O. is a Palomar College faculty member or administrator whose role is to ensure that the hiring process is conducted fairly and consistently for each candidate. D.C.O.s receive extensive training from HRS staff in equal employment opportunity history, laws, and regulations, as well as the College's hiring procedures. D.C.O.s may halt the hiring process to prevent or reverse a potential breach of employment regulations (*Evidence: III.A/5 Faculty Hiring Procedures; III.A/24 Recruitment Information for the Committee Chair; Title 5, CCR, section 53024; III.A/25 District Compliance Officer training*). **[Reiterate this matter in IIIA.4.]**

Selection committee members are required to conduct reference checks on candidates before hire to verify answers given during the interview and statements made in application materials. Both listed references and individuals not listed on applications who have a prior work relationship with candidates may be contacted. HRS verifies all candidates meet employment requirements prior to hire.

Qualifications.

The College adheres to the minimum qualifications for full- and part-time faculty and educational administrators established by the Academic Senate for the California Community Colleges and published by the California Community Colleges Chancellor's Office (*III.A/24 Evidence: Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2012*).

The College requires that all college-level coursework and academic degrees be attained from institutions accredited by U.S. Department of Education-recognized agencies. Coursework and degrees completed at institutions outside of the United States must be evaluated by a recognized organization, and, if needed, translated by a recognized credentials evaluation organization (*III.A/27, III.A/10*). (*Evidence: Title 5, CCR, section 53406; General Information employment FAQs on HRS website.*)

Faculty who do not meet the minimum qualifications established by the Academic Senate for California Community Colleges undergo the College's equivalency process, which is maintained by the Faculty Senate's Equivalency Committee in accordance with California Education Code section 87359. The Equivalency Committee reviews, approves, or denies equivalency requests through a process defined in the District's Administrative Procedure 4015 – Minimum Qualifications and Equivalencies (*III.A/28-30*) (*Evidence: Faculty Senate Committee Membership—Spring 2014; California Education Code section; Application for Equivalency; A.P. 4015*).

Minimum qualifications for other position types are established during the position classification process and ratified by the District's Governing Board (**III.A/25** *Evidence: Job description webpages for classified and Administrative/Confidential and Supervisory Team positions; (III.A/26 sample Board items approving new/reclassifications).*

All positions require as a minimum qualification sensitivity to and understanding of the diverse backgrounds of students, faculty, and staff in a community college in compliance with Title 5, section 53022 of the California Code of Regulations and the College's Mission Statement (**III.A/31**) (*Evidence: Title 5, section 53022; Palomar College vision, mission, and values*). Reasonable, specific preferred qualifications that are higher than or outside of the required minimum qualifications may also be added to any position announcement following HRS review to ensure that such qualifications comply with Title 5, section 53006 and will not cause adverse impact to candidates of any background.

Job Descriptions and Position Announcements.

The College establishes job descriptions for each classified, supervisory, confidential, and administrator classification (**III.A/25** (*Evidence: Job description webpages for classified and Administrative/Confidential and Supervisory Team positions*). HRS develops position announcements to advertise recruitments for all faculty and non-faculty positions. Announcements for faculty positions serve as the job description for the position being filled. Announcements for other position types contain language from the established College job description for each classification. Job descriptions and position announcements relate directly to the College's Mission, Values, and goals, and accurately describe all essential and marginal functions and qualifications as required by the California Code of Regulations, Title 5, section 53022 (*Evidence: Sample position announcements and (III.A/25). III.A/35 job descriptions for each position type; Title 5, CCR, section 53022*).

At the beginning of each recruitment, HRS advertises each position in a wide variety of venues to attract a qualified, diverse pool of candidates. The College utilizes an on-line application system, PeopleAdmin, to post permanent vacancies and provide comprehensive application completion instructions to ensure broad access to the College's positions. Part-time faculty positions are posted on the College website. Advertising for faculty positions is in accordance with the District's Faculty Hiring Procedure. As required by the California Code of Regulations, Title 5, section 53021, the District advertises all faculty and educational administrator vacancies on the California Community Colleges Registry web site (**III.A.33-35, III.A/5**) (*Evidence: Employment Advertising List; PeopleAdmin link; Part Time Faculty Openings link; Faculty Hiring Procedure; Title 5, CCR, section 53021*).

Self-Evaluation.

The College meets the Standard. The criteria and procedures for selection of personnel are clearly stated and comply with all regulatory requirements. All selection procedures are conducted in accordance with the District's Strategic Plan and in concert with the Vision, Mission, Values, and goals of the College. The College ensures that all employees are well-

qualified for their positions in accordance with state-mandated and District-approved minimum qualifications. HRS' independent role in the selection process for permanent positions ensures that applicants are treated equitably and consistently, that all stages of the process comply with applicable legal regulations, and that each recruitment is confidential.

The success of the College's selection procedures is evident in that the majority of new hires are retained after probation and new full-time faculty reach tenure. Most employees continually receive satisfactory performance evaluations, evidencing that College personnel are well-qualified to perform their responsibilities. Further discussion of the evaluations process and results appears in Standard III.A.1.b. (III.A/36, III.A/37) *Evidence: Full-time faculty hiring statistics, 2008—2013; Governing Board minutes identifying tenured faculty, 2008—2013).*

The College consistently seeks ways to improve its selection practices. Ongoing collaboration through the College's shared governance process has led to the development of Administrative Procedure 7120 (III.A/6), which, once implemented, will codify the District's selection procedures for all permanent position types into a single document to clarify existing practices. The Faculty Senate and the College are currently engaging in a discussion on how to improve the full- and part-time faculty hiring processes to yield more qualified, diverse applicants and hires.

Actionable Improvement Plans.

None.

Standard III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary.

Palomar College has established evaluation policies and procedures that reflect the commitment articulated in its Mission Statement to provide a quality, rigorous teaching and learning environment supported by essential services (III.A/31).

The College continues to assess and modify its processes to improve the effectiveness of its employees to support student learning and success. Human Resources regularly evaluates its procedures and modifies them as needed to ensure that employee evaluations are systematic and timely (III.A/48 -----) [Evidence links].

All full and part-time faculty are evaluated systematically using forms recommended by the Faculty Senate and agreed to by the PFF and the District (III.A/38-41)[~~PFF CBA Article 17-Evaluation, TERB Calendar, TERB website and forms, TERB website instructions~~]. The faculty evaluation criteria include performance of teaching, counseling, or librarian responsibilities as well as participation in institutional responsibilities and other activities appropriate to expertise. Recommendations for improvement are addressed with an improvement plan and appropriate follow-up.

Classified bargaining unit employees are systematically evaluated according to procedures and criteria agreed upon with the District. Improvement plans are developed with follow up to address any performance concerns (III.A/42)[~~CCE CBA Article 18-Evaluations~~].

All administrative, supervisory, and confidential personal are evaluated regularly and systematically utilizing procedures and criteria established in the unit handbook. Improvement plans are developed with follow-up to address any employee performance concerns (III.A/43, III.A/44) [~~AA Handbook, CAST Handbook~~].

All employee evaluation policies and procedures are negotiated with the bargaining unit or representative body for each employee group: faculty, classified staff, employees in the Confidential and Supervisory Team (CAST), and administrators. These bodies maintain an active interest in the quality and design of the evaluation procedure and criteria. All groups value consistency and encourage formal, timely, and documented performance reviews. (III.A/39, III.A/43-47). [~~Evidence links Terb Calendar, AA/CAST handbooks, CBA classified, CBA faculty, Link to forms~~]. **[Performance criteria for each position are developed based on**

the specific responsibilities and essential contributions to the department, division, and College services and operations in supporting the Mission.]

The District maintains policies and procedures that ensure confidentiality and facilitate communication and support between employee and supervisor or peers (III.A/49 ~~(part of CBA 17)~~)[Evidence links]. All employees have the opportunity to comment on their evaluations, whether they agree or disagree with the findings of their supervisor or evaluation Committee. All original employee evaluations are maintained in the employee's personnel file and are secured in Human Resources. All employees are encouraged to view their individual evaluations as key opportunities to enter into cycles of performance assessment leading and action for improvement. (III.A/50-52). ~~Self Evaluation form, Article for Improvement Plans, Template for Improvement Plan~~)[Evidence links]

[Summarize process by each group: Faculty, Classified Staff, CAST/Administrators, President.]

Superintendent/President.

The evaluation of the Superintendent/President is a systematic process defined by Administrative Procedure 2435. The Governing Board formally evaluates the college Superintendent/President annually (III.A/53) [Evidence link, AP-2435]. **[A more detailed description of this evaluation appears in Standard 4B.]**

Administrative Association (Executive Administrators, Senior Administrators, Classified Administrators and Educational Administrators) /Confidential and Supervisory Team (AA/CAST).

All administrative, supervisory, and confidential personal are evaluated annually and systematically using procedures and criteria agreed to in the meet and confer process ~~AA/CAST Evaluation Instructions, CAST evaluation form, AA evaluation form, and AA/CAST Handbooks~~. These evaluation procedures provide an assessment of employee performance and/or completion of goals for the evaluation period. This collaborative process encourages professional growth and communication between employee and supervisor. Improvement plans are developed when necessary to address performance areas of concern with timely follow-up (III.A/54-56, III.A/43, III.A/44) ~~(II.A-27, III.A-36 AA/CAST Handbooks)~~.

Classified Staff.

Classified employees are evaluated using a process and criteria mutually agreed upon by the District and the CCE/AFT ~~(Classified Evaluation form)~~. The classified staff evaluation process provides feedback on an employee's job performance, acknowledging both strengths of performance and areas for growth. New probationary classified staff receive two performance evaluations from their supervisor during their first year of employment; this process provides opportunity to communicate job expectations and provide feedback on performance during the probationary period. After the probationary period, classified staff are evaluated annually on their anniversary date. Improvement plans are developed when necessary to address

performance areas of concern with timely follow-up (**III.A/45, III.A/57, CCE Agreement, Classified Eval form**). **Christine Winterle will run a report on which evaluations are up to date during the fall semester to add as evidence. [Are all evaluations up to date? Are they done on the anniversary date?]**

Faculty.

In recent years Palomar College has sharpened its approach to faculty evaluation, focusing on probationary faculty formation and the central goal of improvement across faculty groups. College members' awareness of requirements relating to Student Learning Outcomes has informed rich dialogue regarding revision of forms, policies, and procedures. The most overt element of this revised approach is a fundamental change in language intended to encourage cycles of peer review, self-evaluation, communication, and action, with the goal of improvement. (**III.A/38, III.A/52, III.A/ 58-----61-----**)~~[Evidence links]~~

Faculty evaluations are conducted pursuant to Article 17 of the Collective Bargaining Agreement (CBA), which addresses the evaluation of all faculty: probationary, tenured, temporary, and part-time. ~~[Evidence links]~~ Appendix L of the CBA covers the evaluation of Child Development Center Teachers. The policies and forms included in the CBA are the result of negotiations between the District and the Palomar Faculty Federation (PFF), following consultation with the Faculty Senate. The review and revision of Article 17 has been the subject of extensive dialogue and collaboration, and the revised Article 17 was successfully negotiated in July 2013. (**III.A/38, III.A/62 appendix L, III.A/63** ~~emails showing communication Kelber~~) ~~[Evidence link — annotated Article 17 will indicate the scope of the change]~~

Performance standards are established for faculty by the appropriate faculty groups: teaching faculty, counseling faculty, and library faculty. Revisions of forms have resulted in changes in performance standards, and these standards are tied to the elements included in student evaluations of instructors, which have also been recently revised. Students were invited to participate in the development of the current student evaluation forms (**III.A/64**). Significant changes in performance standards for faculty include more specific attention to student learning and service area outcomes, as well as more specific requirements relating to the inclusion of SLOs on syllabi and the communication of course objectives and goals in course materials (**III.A/47 TERB Website forms – make sure same as reference on earlier page**).

Governing Board policy establishes the Tenure & Evaluations Review Board (TERB), which consists of ten faculty members representing each instructional division, student services, the faculty at large, and the PFF. The Assistant Superintendent/Vice President for Instruction also serves as a voting member of the TERB and provides administrative support for faculty evaluations. The TERB is chaired by a tenured faculty member, the Tenure & Evaluations Coordinator, appointed by the Faculty Senate and affirmed by the Superintendent/President. (**III.A/65**). The Coordinator reports directly to the Vice President for Instruction and oversees the development and implementation of evaluation policies and procedures, representing the TERB in regular consultation with the Faculty Senate and the PFF.

During the academic year, TERB meets bi-weekly to fulfill its responsibilities and holds special meetings to review specific evaluations and improvement plans.

Probationary Faculty.

Probationary faculty evaluation has been most directly affected by the revision of Article 17, as the four-year probationary review now focuses more on early awareness of problem areas and formative action to bring about improvement when necessary. (III.A/38) **[Anywhere that reference 38 comes up (Article 17), we'll need a specific page or section to reference]**

Tenure Evaluation Committees (TECs, specific to Probationary Faculty evaluation) are formed during the first fall semester of a faculty member's probationary status, and departments attempt to keep membership consistent for all four years of probationary status whenever possible. Three tenured faculty members (two from within the evaluatee's department and one from an outside department) and two administrators, generally the division dean and the appropriate Assistant Superintendent/Vice President, comprise the membership of all tenure evaluation committees for probationary faculty. (III.A/38, III.A/66)

The evaluation process for probationary faculty consists of several components, which are described in Article 17 of the CBA (III.A/38) ~~(link)~~. **[Barb mentioned there is now an appeals process and will email Brent. There will likely be evidence for this.]**

Tenured Faculty.

Tenured faculty members are evaluated by their peers every three years after being granted tenure. Evaluation protocols are outlined in Article 17 of the CBA (III.A/38)(Evidence link).

Part-time Faculty

Part-time faculty members are evaluated by a full-time faculty member from the same department or from a closely-related discipline. Peer Review is essential to the maintenance of high standards and subject matter expertise in all instructional programs. The part-time faculty forms and protocols have undergone extensive revision in the past three years, and the District continues to refine evaluation processes to encourage improvement. (III.A/67-69) -----**Barb will fill in evidence)**

Self-Evaluation.

The College meets the Standard. All employee groups are evaluated using a systematic approach at regular intervals to encourage improvement and provide regular feedback on employee performance. The evaluation process supports the District's Mission, Vision, and Values by emphasizing each employee's contribution to a supportive teaching and learning environment where student success is the primary goal.

The PeopleSoft Performance Review email notification to managers/supervisors has assisted HRS with evaluations due dates and follow-up on employees with improvement plans. HRS continues to assess the effectiveness of its overall evaluation procedures and to collaborate with the appropriate bargaining unit or group to improve (III.A/70, III.A/71 ~~Memo 5-16-14, Christine's Report, tracking of need for evaluation~~).

The results of the "Accreditation Employee Survey 2013" point to strong general agreement that the employee evaluation process provides assessments of job performance and recommendations for improvement (III.A/72).

Actionable Improvement Plans.

None.

Evidence

Name
PFF Contract http://www2.palomar.edu/pages/hr/files/2014/01/PFF-Contract-FY13-14.pdf
Administrative Association Team Handbook - http://www2.palomar.edu/pages/hr/files/2013/02/Admin-Assn-Handbook-1-30-2003.pdf
Confidential and Supervisory Team (CAST) Handbook - http://www2.palomar.edu/pages/hr/files/2013/02/CASTHandbook2-14-2006.pdf
CCE Handbook- http://www2.palomar.edu/pages/hr/files/2013/05/CCE-Contract-2014-16.pdf
Confidential and Supervisory Team (CAST)Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/05/CAST-Evaluation-Form-3-12-07.doc
Administrative Association Team Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/02/Administrative-Employee-Eval-Form-3-12-07.doc
Administrative Association Team/CAST Evaluation Instructions http://www2.palomar.edu/pages/hr/files/2013/02/AdminCASTEvalInstructions.pdf
Classified Evaluation Form - http://www2.palomar.edu/pages/hr/files/2013/10/ClassEmplEvalForm.doc
Classified Evaluation Instructions - http://www2.palomar.edu/pages/hr/files/2013/10/ClssEvalInstructions.pdf
Professional Development Booklet of Workshops and Events
Employee Performance Evaluation Data provided by Christine Winterle, Personnel Technician, Human Resource Services,
Performance Evaluation Memo to Supervisors – Christine has this on file
Sample performance evaluation report to Vice Presidents and President – Christine has this on file
Evaluation of the Superintendent/ President - AP 2435 - http://www.palomar.edu/gb/Procedures%20-%20Administrative%20-%20Final/Chapter%202%20AP/AP%202435.pdf

Standard III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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Descriptive Summary.

Student Learning Outcomes are a shared concern across employee groups, as each employee's performance is evaluated in relation to the District's Mission "to provide an engaging teaching and learning environment for students of diverse origins, experiences, abilities, and goals." Each employee is asked to share in the Mission and to be "committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world" (III.A/31, III.A/73, III.A/74). (TBD) [Evidence link – discussions ongoing]

All faculty teaching, counseling, and librarian evaluation forms have been revised to include an element directly related to the faculty member's participation in the development and assessment of student learning outcomes. [~~Evidence links—pending negotiations.~~] In addition, all full-time faculty members are required to complete a Self-Evaluation form as an element of their individual evaluations. The TERB, following consultation with the Faculty Senate and PFF, has recommended a revised Self-Evaluation form that focuses on the College's Mission and requires faculty members to reflect on their work in relation to their specific disciplines and student learning outcomes, as well as in relation to their contributions to the broader teaching and learning environment. [pending negotiation]. (III.A/75-77) (TBD)

Instruction is taking place in many areas outside the classroom, and tutoring services **Reading, Writing, and Math Centers** are an important resource for students. [Evidence links] Tutoring services have expanded dramatically with the establishment of the Teaching and Learning Centers and the STEM Center, while other long-established student support services continue to contribute to student success. [Evidence links] To ensure the effectiveness of these services, tutors receive formal training and are evaluated regularly [Evidence links] (III.A/78 TBD)

Non-faculty personnel provide critical support to students directly or indirectly through the job functions they perform for the College, which assist the College in producing its stated Student Learning Outcomes (SLOs) and, for non-instructional areas, Service Area Outcomes (SAOs). The personnel evaluation process ensures that all non-faculty personnel are evaluated and that performance is improved based on specific components of job performance directly related to each employee's duties and responsibilities. Through consistent qualitative evaluations and improvement of employees' work performance, the College supports student achievement of course, program, and GE/IL Outcomes, and this process ensures continuous systematic improvement of the College's non-faculty personnel. **[NOTE: The College is in the beginning stages of looking into how and what component of evaluations should directly evaluate SLOs for non-faculty personnel. The VP of HRS will need to discuss this with various employee groups.]**

[All support and service departments and units throughout the College's operations have identified Service Area Outcomes (SAOs) and assess them regularly. These outcomes help these areas determine their effectiveness in supporting instruction and ultimately student learning.]

Administrative staff members play a critical role in the production of Student Learning Outcomes, as they support, encourage, and implement the systematic review of programs and any consequent requests for resources or plans for improvement. Administrative staff evaluations involve considerations of the administrator's effectiveness in these significant functions. [Evidence links – in development]. (III.A/79 Interview W. John Tortarolo)

In divisions, departments, and disciplines, as well as in their own classrooms, faculty members are engaged in the work of connecting students' learning to meaningful and appropriate measures of that learning. ~~[Evidence links]~~ Through Program Review and Planning (PRP) processes, disciplines, departments, and programs make explicit connections between the development and assessment of SLOs and the effectiveness of their work in helping students achieve those outcomes. ~~[Evidence links]~~ Disciplines, departments, and programs reflect on SLOAC data collected in the TracDat database and include that information in the comprehensive analysis they conduct. ~~[Evidence links—examples from PRP's, etc.]~~ They also consider students' persistence, retention, and completion. ~~[Evidence link]~~ By focusing on curriculum, scheduling, and resource needs, many departments and disciplines have made changes in course content or sequencing in order to better support students' progress in their areas. ~~[Evidence links]~~ These requirements have resulted in the articulation of many extremely creative and thoughtful approaches to Student Learning Outcomes Assessment Cycles (SLOACs). (III.A/80 ~~PRP website showing multi-discipline PRPs~~) **[Course and program level learning outcomes are the same, regardless of the method of delivery. Faculty gather data, analyze, reflect on, and discuss it, and make any necessary changes to curriculum or pedagogy to improve student learning. The Reading Department made curricular changes in 2012-13 by revising courses to improve student development of reading levels, leading to improved learning outcomes. TracDat is the College's system that supports all work on learning outcomes. Regularly, faculty input outcome results, their discussions and reflections on the data, and future plans.]**

Several activities have emerged from the discussions surrounding Palomar's General Education/Institutional Learning Outcomes (GE/ILO) assessment projects. After Information Literacy was assessed, the Learning Outcomes Council began work on the "Dashboard" project, which is a self-paced tutorial that leads students through the process of accessing and using information in their courses (III.A/81 ~~Dashboard~~).

Professional Development. **[Condense this section]**

Each Fall semester begins with a plenary session for both part-time and full-time faculty members, at which the Student Learning Outcomes Coordinators speak to the faculty about Student Learning Outcome Assessment Cycles (SLOACs) and the goals of the academic year. The SLO Coordinators also offer Professional Development workshops during the academic year, as well as breakout sessions during the plenary events (III.A/82 ~~PD workshops related to SLOAC—see @A or Wendy or Marty~~).

In Palomar College's continued implementation of SLOACs, the Instruction Office offers regular SLOAC workshops for both part-time and full-time faculty. The Learning Outcomes Coordinators organize these workshops, and all faculty can receive PD hours for their SLOAC work (**III.A/83 PD Manual**).

In addition to offering other online, self-paced classes, the Academic Technology Resource Center offers at least twenty professional development workshops each semester to help faculty learn computer skills that will benefit them as DE/CE instructors (**III.A/85 PD workshops ATRC**).

Self-Evaluation.

The College meets the Standard. The College is approaching the inherent changes with SLOs thoughtfully and with the commitment to support faculty purview of curriculum development and authentic assessment. With students' success as the primary focus, dozens of substantive changes have brought evaluation forms, policies and protocols into alignment with the priorities outlined in Standard IIIA.

Actionable Improvement Plans.

None.

Evidence. [The Evidence grids will appear at the end of the 3A report.]

Copies of PD workshop calendars

Copies of plenary agendas

"A Guide to Faculty Professional Development at Palomar College" booklet

POET website at <http://www2.palomar.edu/poet/>

Standard III.A.1.d.

The institution upholds a written code of professional ethics for its personnel.

Descriptive Summary.

Palomar College expects and upholds high standards of professional ethics for all employees and Governing Board trustees. The College's Mission, Vision, and Values foster a supportive and positive teaching and learning environment created by a professional and ethical faculty, staff, and administration (**III.A/86**) (~~Evidence: Strategic Plan 2016~~).

The institution has a written code of ethics in Board Policy (BP) 3050 for all of its employees and Governing Board trustees (**III.A/87**). BP 3050 states that

"The District is committed to the highest ethical standards in furtherance of our mission of education and public service:

Excellence in teaching, learning, and service;
Integrity as the foundation for all we do;
Access to our programs and services;
Equity and fair treatment of all in our daily interactions;
Diversity in learning environments, philosophies, cultures, beliefs, and people;
Inclusiveness of individual and collective viewpoints;
Mutual respect and trust through transparency, civility, and open communications;
Creativity and innovation in engaging students, faculty, staff, and administrators;
Physical presence and participation in the community."

This policy is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements.

The Governing Board (~~Evidence: BP 2715~~), Faculty (~~Evidence: Constitution of the Faculty~~), Confidential and Supervisory Team (~~Evidence: CAST Code of Ethics~~), and the Administrative Association (~~Evidence: Palomar Community College District Administrative Association Statement of Ethics~~) each has an individual code of ethics that is posted on the District website. The classified employee group follows and supports the institutional code of ethics (**III.A/88-91**)

[See the first Follow-Up Report for a description of the Liebert, Cassidy, and Whitmore workshop held in March 2010. Also the institutional code of ethics is reviewed regularly by the Policies and Procedures Committee.]

[Note: Debra Doerffler should have a hard copy of Liebert Cassidy's presentation that they made to the Board and all administrators. If she doesn't have it, we can request a copy for the report from Liebert Cassidy. Also, we should have attendance records from the session.] (III.A/92, III.A/93**, per Shawna)**

Self-Evaluation.

The College meets the Standard. District Board Policy 3050 states the commitment to professional, ethical behavior necessary to support the College's Mission and student success. The Code of Ethics is available on the College's website in the Governing Board Policies and Procedures, and all new employees review and receive a copy during their orientation and with their hiring material documents.

Actionable Improvement Plans.

None.

Evidence

- Add Liebert Cassidy Presentation to Evidence

Name
Institutional Code of Ethics BP 3050 http://www.palomar.edu/GB/Policies%20-%20Board%20Policies%20-%20Final/Chapter%203%20BP/BP%203050%20Institutional%20Code%20of%20Ethics.pdf
Governing Board Code of Ethics/Standard of Practice BP 2715 http://www.palomar.edu/GB/Policies%20-%20Board%20Policies%20-%20Final/Chapter%202%20BP/BP%202715.pdf
Constitution of the Faculty of Palomar College http://www.palomar.edu/gb/PDF%20docs/Notice%20regarding%20BP%20and%20AP%20amended%20with%20manual%20attached.pdf (Page 136-137)
Palomar Community College District Administrative Association Statement of Ethics http://www.palomar.edu/aa/documents/FinalAASstatementofEthics.pdf
Confidential And Supervisory Team (CAST) Statement of Ethics http://www.palomar.edu/cast/ethics.html

Standard III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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Descriptive Summary.

The College has well-defined and effective planning procedures for identifying the number of qualified full-time faculty, staff, and administrators appropriately prepared and with the requisite experience to support the College's Mission and purposes. The College's Program Review and Planning (PRP) processes ensure unit/department level input and requests for staff and administrative level needs. While fulltime faculty position needs are also identified in the PRP processes, a separate process facilitated by the Instructional Planning Council prioritizes these requests. The Staffing Plan (SP) and the annual updates of hiring priorities for non-faculty positions are driven by PRP processes (III.A/94-97). The College's administration organizes administrative and support staffing in consultation with the departments. The planning councils (IPC, SSPC, FASPC, HRSPC) develop the annual Staffing Plan priority updates, and the vice presidents utilize this information in the weekly assessment of staffing needs, vacancies, and resources available.

[Since 2008, corresponding to the decline in the College's student FTES and headcount, employee headcount across all employment groups has decreased as illustrated in Table III.A.2.-1 below.] In 2008, the College enacted a modified hiring freeze for permanent non-faculty positions in response to the statewide fiscal downturn. Vacant positions were evaluated on a case-by-case basis, only critical positions essential to operations were filled, and employees assisted in completing the work of vacant positions. Close review of each vacant position and reorganization options have been on-going during the modified hiring freeze. Essential services were maintained throughout the freeze through the collective efforts and commitment of all employees. Although the State's fiscal recovery has been slow, the College continues to modify its hiring freeze to align with slow FTES and revenue restoration. The College recognizes the stress of its low staffing levels and continues to plan for improvement as it aligns continuous revenues with expenditures. *Strategic Plan 2016*, Goal #3 addresses this need and is discussed in more detail in Standard III.A.xx.

The College's number of permanent full-time faculty (and part-time faculty) is driven primarily by the College's funded Full-Time Equivalent Students (FTES) to assure a sufficient number of qualified faculty to support the College's Mission and academic programs. The hiring procedures described in III.A.1 detail the applicable selection processes. Since 2008, corresponding to the decline in the College's student FTES and headcount, employee headcount across all employment groups has decreased as illustrated in Table III.A.2.-1 below.

Table III.A.2.-1: Palomar College Permanent and Part-Time Faculty Employees

and Student Headcount, Fall 2013 and Fall 2008 Need to add funded FTES for each year

Data Group	Fall 2013 Headcount	Fall 2008 Headcount
Administrators	37	45
Full-Time Faculty*	266	288
Part-Time Faculty	861	883
Classified**	407	450
Total Employee Headcount	1,571	1,666
Total Student Headcount	25,939	31,589

**Includes certificated Child Development Center teachers*

***Includes non-exempt supervisory and confidential personnel*

(Source: California Community Colleges Chancellor's Office Employee Headcount Distribution by District, Fall 2013 and Fall 2008)

[Add to the chart a line for Funded FTES. Merge the chart into paragraph two above.]

Despite this decline, number of qualified full-time faculty has met or exceeded the FON each year.

(III.A/94-97)*(Evidence: Staffing Master Plan 2016 and annual updates)*

(IIIA/86).

[Keep this paragraph?] The District has an average attrition rate of 7.2% over the past ten years across all permanent employee job categories. Retention rates across all employment categories generally fell from 2003-04 through 2011-12 and then rose slightly across most categories in 2012-13 due to a larger number of retirements and resignations than usual that year. *(Evidence: Palomar Historical Attrition Rates Based on Fall Staff Data [MIS EB] Submissions to the CCCCCO, January 28, 2014)***(III.A/98)**

Number of Full-Time Faculty

The College utilizes the state-established full-time faculty obligation (FON) issued by the California Community Colleges Chancellor's Office each fall semester to determine the number of new full-time faculty to be hired for the following academic year. The FON corresponds to the number of full-time equivalent students (FTES) enrolled at the College. Despite the fiscal uncertainties since 2008 and reduction in FTES revenues, the College demonstrated its commitment to provide a base number of fulltime faculty to provide quality instruction and to fulfill the governance responsibilities of faculty *(Evidence: CCCCCO annual FON reports;*

~~CCCCO annual employee headcount reports; Staffing Master Plan 2016 and annual updates) (III.A/99, III.A/100, III.A/94-97).~~

Tenure-track faculty hiring priorities are determined by the Instructional Planning Council (IPC) Subcommittee (reference relevant response section) each year. The IPC priority subcommittee reviews faculty hiring requests from disciplines and develops a list that it submits to the Superintendent/President as a recommendation. Each Fall, the CCC Board of Governors determines the FON for each District, and the College determines the total number of fulltime faculty positions to be hired for the following academic year from the priority list. Further discussion of the faculty priorities process appears in standard III.A.6. ~~(Evidence: IPC minutes; faculty priority lists; Staffing Master Plan 2016 and annual updates)~~ (III.A/101, III.A/102, III.A/94-97)

Six-Year Staff Planning

The six-year *Staffing Plan 2016* is one of the College's long-term plans, which determines staffing needs for classified, supervisory, and administrative positions. The Human Resource Services Planning Council facilitates the Staffing Plan process, including the annual updates. Faculty needs are also discussed in the *SP 2016*. (Further discussion of *SP 2016* appears in Standard III.A.6.) Hiring priorities and the number of new full-time faculty being hired are included in the SP for informational purposes.

SP 2016 assumed at its inception that the District was operating at minimum staffing level due to the District's fiscal state and ongoing modified hiring freeze. In 2010-11, the first year of *SP 2016*, each of the District's departments identified minimum and optimum staffing levels for non-faculty positions for the six-year planning period. Departments used College-wide and other relevant planning assumptions to develop these staffing projections. The SP is updated annually and comprehensively re-written every six years. The optimum staffing number for each department serves as a guideline for ideal staffing levels.

Annually, the College's planning councils corresponding to the four Assistant Superintendent/Vice Presidents' areas, and the departments reporting directly to the Superintendent/President (Superintendent/President Group (SPG Group)), develop a prioritized list of position needs based on requests submitted in department/unit PRPs. The annual SP update merges this information and is presented to SPC each Spring as information for discussion and an assessment of progress toward improving staffing levels (III.A/94-97) ~~(Evidence for all of the above: SMP 2016 and its annual updates).~~

Contingency Staffing Needs

Critical and immediate staffing needs often arise throughout the year that must be filled outside of *SP 2016*. Departments may request a new or vacant position to be filled by submitting a position request to the Dean and Vice President. These positions are submitted to the Human Resource Services (HRS) department, and are reviewed for critical need and an available budget by the executive administration (III.A/103, III.A/94-97, III.A/104) ~~(Evidence: Position Authorization; Staffing Master Plan 2016 and annual updates; Interview with John Tortarolo).~~

Self-Evaluation.

The College meets the Standard. Despite difficult fiscal years from 2008-2012, fulltime faculty staffing levels have been minimally sufficient to provide the instruction necessary to support the success of the student community and to fulfill the various non-classroom responsibilities of fulltime faculty.

Classified staff and administrators have been responsive to the demands of reduced staffing levels. The successful hiring of critical positions through contingency staffing allowed the College to endure the statewide fiscal crisis and to ensure that the essential services supported student learning and needs while maintaining the College's fiscal stability. The Staffing Plan process continues to guide on-going planning and assessment of human resource needs.

The Plan includes Objective 3.1, which requires that the College “[r]ebuild staffing levels to support priorities identified” in *SMP 2016*. The College has allocated significant monies in 2015 (see Standard III.A.xx for a more complete discussion).

[State that the College needs to evaluate the IPM and the RAM to see whether they provide for a long term commitment to rebuild staffing levels—if not here then in 4A?]

Actionable Improvement Plans.

[The plan in III.D.1.b. is pertinent here too.]

Standard III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary.

The Policies and Procedures Committee (previously a task force) was formalized as a standing committee in the governance structure in _____. The committee has established a three-year review cycle for all policies and procedures, or more frequently as needed.

Palomar College develops its personnel policies and procedures through shared governance committees. Ultimately the Governing Board approves policy, and the Strategic Planning Council approves procedures. (Procedures appear on the Governing Board's agenda as information items.) These policies and procedures are posted on the Governing Board's website, on the **Human Resource Services website** **[would this be the personnel pages on the HR website?(III.A/106)]**, in the minutes of the **Human Resource Source Planning Council** and the **Equal Employment Opportunity Advisory Committee**, and in the **College's Program Review Plan [?]**, **Staffing Master Plan**, and **EEO Plan**. The District has updated the majority of its *Governing Board Policies and Procedures* to incorporate revised and collective bargaining agreements, labor and case laws, the California Education Code, changes to Title 5 of the California Code of Regulations, and the needs of the institution. **[Refer specifically to BPs 2200 and 2410.] (III.A/105 GB policies and procedure website, HR website, III.A/107 hrspe minutes, eeo ad min., III.A/ 109, colleges prog rev., SMP, EEO plan BPs 2200, 2410) (III.A/106-12, III.A/94) [This references HRSPC minutes and EEO Advisory Committee minutes. We will need a specific date for these minutes]**

Palomar College provides each new employee an orientation packet that includes a copy of the appropriate employee handbook or negotiated agreement and other pertinent information and Board policies. New employees are provided with relevant policies and procedures to ensure knowledge and awareness. They are asked to sign an acknowledgement receipt of the documents, including the non-discrimination and harassment policy **[Code of Ethics/BP 3050]**, and to indicate that they have read them. ~~(Ref.??)~~ Administrators also receive a copy of their individual employment agreement ~~(Ref.??)~~ and a copy of the Administrator's Handbook. With new collective bargaining agreements or employee handbooks, administrators and supervisors are briefed on the significant changes in the documents to ensure knowledge, awareness, and consistent implementation **(III.A/113, III.A/114)** ~~evidence: hiring orientation packet, Liebert Cassidy Presentation.~~

The College subscribes to the Community College League of California's policy and procedures updates **[What's the formal name of these updates?]**, which guide the reviews and revisions conducted by the Policies and Procedures Committee. The District's policies and

procedures are available to the College community and the general public on the College's website.

[Include the following bullet points:

- **Key addition to discussion-the Policies and Procedures Committee periodic review of all policies and procedures, including employment procedures.**
- **Discussion of the legal updates provided by the CCLC and the process the College goes through to incorporate the changes into its policies and procedures. (or, reference Standard 4 if appropriate.**
- **Continuous policy and procedure update role of Policies and Procedures Committee as new issues require new policies and procedures.]**

Evidence

- **Links to Board Policies and Administrative Procedures**
- **Links to agendas and minutes of Policies and Procedures Committee]**

Self-Evaluation.

The College meets the Standard.

Actionable Improvement Plans.

None.

Standard III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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Descriptive Summary.

The College formally establishes, updates, disseminates, and adheres to all its employment policies and procedures through a broad spectrum of ongoing employee, constituent, leadership, and administrative engagement.

Self Evaluation.

The College meets the Standard.

The College engages and supports establishing and adhering to uniform employment policies and procedures through the collective efforts of shared governance, union negotiations, employee leadership councils, and active Governing board engagement.

- Governing Board Policies and Procedures (III.A/117, III.A/118)[link, GB P & P Chapters 3 and 7]
- Faculty Hiring Procedure III.A/5 [link, Hiring Procedure on Faculty Senate website]
- Online Application Process (III.A/34) [link, HRS/PeopleAdmin Portal]
- Human Resources Services website employee procedure information (III.A/119)[multiple links to "Personnel Information" page for each employee union/group on HRS website]
- Unlawful discrimination/sexual harassment complaint procedures (III.A/120-122)[GB Policy link, links to HRS and Student Affairs webpages]
- Online sexual harassment awareness and prevention training (III.A/123)[link, Keenan SafeColleges Palomar College Portal]
- Collective bargaining agreements (III.A/45, III.A/46)[links, PFF & CCE CBAs on HRS webpage]
- Unrepresented employee handbooks (III.A/43, III.A/44)[links, AA and CAST Handbooks on HRS webpage]
- Equal Employment Opportunity Plan (III.A/110)[link, <http://www2.palomar.edu/pages/hr/files/2013/02/EEO-Plan-2013.pdf>]
- Shared governance participation (III.A/124-126)[policies & procedures committee minutes, SPC minutes, EEO Advisory Committee minutes, HRSPC minutes] [which minutes specifically, for each please]
- Periodic faculty/staff communication (III.A/127-130)[document, all faculty/staff emails re unlawful discrimination/sexual harassment by VP Tortarolo, emails regarding pay during 2013 fire]

The College establishes its employment formal policies and procedures through the Policies and Procedures Committee, SPC, and the Governing Board [P & P Committee]

structure/membership/reporting relationship, P & P minutes, SPC structure, minutes, Governing Board minutes where P&P are approved], and negotiates these policies and procedures with the appropriate bargaining units and meet-and-confer groups [~~PFF & CCE Handbooks, cite Gov.Code 25470 et seq?~~ (III.A/131-137, III.A/45, III.A/46). **[which minutes specifically, for each please]**

Only ____ formal grievances were filed during the past six years; the grievances were resolved by contractual procedures. No complaints were filed by CAST or administrators. One public complaint was filed; it was judicially resolved in favor of the College (III.A/138).~~[McMahon v. Palomar College].~~

The hiring procedures for each employee group are well defined, adhered to, and reviewed regularly to improve the process based on feedback from selection committees, employees, and public applicants. The Faculty Hiring Procedure engages all full-time faculty in a fair, equitable, and uniform process to recommend selection for new full-time faculty, an academic and professional matter at the College (III.A/5, III.A/139) ~~Faculty Hiring Procedure, Faculty Senate Academic and Professional Matters~~. Hiring processes have specific EEO compliance oversight [III.A/23, III.A/11, III.A/22, III.A/5, III.A/6, III.A/8) ~~compliance officer training, selection committee training, selection committee chair training,~~ faculty hiring procedure, (draft AP-7120, Governing Board Manual]. The College's Online Application System ~~[Link to PeopleAdmin & College Recruitment pages/, HRS Employment Pages, PeopleAdmin Portal]~~ and the District's website [link, HRS employment web page] provide the broadest possible equal access to all position applicants (III.A/34).

The College's Equal Employment Opportunity Advisory Committee ~~[links to role, membership, (20 and or 21?or?)minutes]~~ monitors compliance with EEO policies and procedures through the review of hiring statistics and information, and oversees of college unlawful discrimination cases and trends (III.A/140, III.A/108 **[use same sample minutes for other citation on p. 24?]**). ~~[EEO Advisory Committee role ink, EEO advisory agendas/minutes(20 and/or 21?or?).]~~

Actionable Improvement Plans

None.

Standard III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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Descriptive Summary.

Human Resource Services (HRS) classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations. Personnel files of the College's employees are securely maintained and locked in the HRS office and retained according to document retention policies and standards. HRS makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his/her designated representative, the appropriate supervisor/administrator, and HRS staff. These practices ensure that HRS permits only appropriate individuals to review personnel files (III.A/141) ~~Personnel File review request evidence~~). In most cases, these include the employee and her/his designated union or employee group representative, and auditors who periodically and confidentially review the transcripts of faculty to ensure that the District employs only appropriately qualified faculty to teach, and HRS staff (III.A-142 ~~Personnel Records~~). Direct supervisors and administrators to which the employee reports can review performance related documentation only. Prior to transfer or promotion, potential supervisors to whom the employee may report can view the performance documentation for a finalist prior to a hiring decision. [Throughout this section, point to BPs and APs. (III.A/143 AP 7145?)] [Note to Marti – check for reference to 7145 if/when add'l text is added]

All electronic employee data is secure and maintained in PeopleSoft and in Singularity, the College's electronic records management database. All data in PeopleSoft and Singularity is backed up and stored in accordance with the District's Disaster Recovery plan (III.A/144) (http://infoservices.palomar.edu/PCCD_DisasterRecovery_Plan071014.docx). Information Services ensures all applications, including PeopleSoft, use strong password standards and user accounts are current. The District's network security system is based on Cisco's self-defending Network Architecture (more detail is in Standard 3C.1.a), and the HRS Systems Module Functional Specialist manages user accounts to ensure access to data is restricted to those who need it for a legitimate business purpose (III.A/145) ~~Christine's interview with Cindy Fisher~~). All applicant data is stored on PeopleAdmin's secure Cloud server, and the web based applicant portal is hosted on a secure internet connection (III.A/146) ~~Christine has requested supporting documentation~~).

Self-Evaluation.

The College meets the Standard. The District's personnel record policies and procedures adhere to local, State, and Federal laws. Practices are in place to guarantee the security and confidentiality of employment records. All employees can submit a written form to request access to their employment records or allow a designate to do so in accordance with the law. The College has begun implementation of a new electronic records management system called Onbase to meet the continuing document storage needs of the College. OnBase provides a single location to store

electronic employee files, making them instantly retrievable for HRS staff and ensuring the College continues to be in compliance with document retention standards and regulations.

Actionable Improvement Plans.

None.

Evidence

Name
AP 7145 PERSONNEL FILES - http://www.palomar.edu/gb/Procedures%20-%20Administrative%20-%20Final/Chapter%207%20AP/AP%207145%20Personnel%20Files.pdf
Education Code Section 87031
Labor Code Section 1198.5
Personnel File Review Request - http://www2.palomar.edu/pages/hr/files/2013/08/personnel-file-rev-req.pdf
Lisa Hornsby interview with Christine Winterle
Christine Winterle interview with Cindy Fisher
District Disaster Recovery Plan http://infoservices.palomar.edu/PCCD_DisasterRecovery_Plan071014.docx

Standard III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

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The College's Mission Statement, which includes its Vision and Values, demonstrates its focus on equity and diversity through three value statements:

- Equity and the fair treatment of all in our policies and procedures
- Diversity in learning environments, philosophies, cultures, beliefs, and people
- Access to our programs and services.

The College's *Strategic Plan 2016* Goal #3 specifically addresses the Mission Statement equity and diversity values: "Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement." (III.A/86, III.A/31)

The College and the Faculty Senate are engaged in dialogue in academic year 2014-15 with two objectives addressing this goal: 1) Review and update the full-time Faculty Hiring Process, and 2) establish a uniform part-time Faculty Hiring Process (*evidence: VP Tortarolo board presentation at May 2014 GB meeting; III.A/147, III.A/16*) ~~letter from VP Tortarolo to Greg Larson re processes, Faculty Hiring Procedure~~.

The Governing Board has also established Board Policies (B.P.) and Administrative Procedures (A.P.) that codify a commitment to providing a discrimination- and harassment-free educational and working environment that promotes diversity and embraces all, regardless of background. These policies and procedures include:

- B.P. 3410 – Nondiscrimination (III.A/3)
- B.P. 3420 – Equal Employment Opportunity (III.A/4)
- B.P. 3430 and A.P. 3430 – Prohibition of Harassment (III.A/148, III.A/149)
- B.P. 7100 – Commitment to Diversity (III.A/150)
- B.P. 7120 – Recruitment and Hiring ((III.A/1).

As a result of the College's adherence to these policies and procedures, there have been no successful applicant challenges to the College's equity and diversity employment practices.

The District's Equal Employment Opportunity (EEO) Plan takes a systematic, practices-based approach to creating a culturally competent, diverse academic environment and workforce. The EEO Plan ensures compliance with the EEO regulations enumerated in Title 5, sections 53000 et. seq. of the California Code of Regulations (CCR).

College events promote and support a celebration of diversity from many perspectives. The annual Unity in Diversity Event is a forum that explores local, regional, and global diversity

and equity issues (III.A/151-153) (~~evidence: Diversity event agendas, speaker bios~~). The PC3H Committee (Palomar College Commitment to Combat Hate) promotes College-wide understanding of lesbian, gay, bisexual, and transgender issues (III.A/154). The Pride Center, established in Spring ____, serves as a resource and safe place for LGBT students, supported by the administration, faculty, and staff (III.A/155) (~~Pride Center hours, description, resources~~). Student events and groups celebrate and support under-represented groups (*Ev: Black History Month, Caesar Chavez' birthday, diverse clubs and activities in Student Services*)(III.A/156-170). The Student Support and Success Program (3SP), Summer Bridge program, the Teaching and Learning Centers in Escondido and San Marcos, the Science, Technology, Engineering, and Math (STEM) program, and other outreach programs described in detail in Standards II.A, II.B, and II.C provide programs and services to serve the College's diverse student population, including at risk students requiring basic skills development, English as a Second Language, under-represented populations, Latino, African-American, and first-generation college students. **[Rewrite the previous sentence for parallelism.]** The College is also currently developing a new Student Equity Plan in which it will identify goals and strategies to increase the success of students who fall significantly below the achievement levels of the College and State norms.

(~~Evidence: Strategic Plan 2016; (III.A/3) B.P. 3410 – Nondiscrimination; B.P. 340—Equal Employment Opportunity; B.P. 3430—Prohibition of Harassment; A.P. 3430—Prohibition of Harassment; B.P. 7100—Commitment to Diversity; (III.A /1B.P. 7120 – Recruitment and Hiring; Palomar College Equal Employment Opportunity Plan; CCR, Title 5, sections 53000 et. seq.)~~)

[Evidence table necessary here instead of/in addition to list above?]

Standard III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary.

The College engages in ongoing diversity and equity dialogue with its faculty and staff through the outreach provided by the following events, programs, and services:

- Unity in Diversity Events hosted by the EEO Advisory Committee (*Ev: agendas/programs, issues discussed, bios of panelists and speakers*)(III.A/151-153)
- Employee Benefits Fair (III.A/167)
- Team Life Wellness Events and Programs (III.A/168)
- Comprehensive Employee Mental Health Services (III.A/169)
- Employee Assistance Program (III.A/170)
- LGBT Safe Zone Training (III.A/171) (*link*)
- Pride Center (III.A/155)(*Ev: any hours, programs services info*)
- American Indian Studies department events (III.A/157)
- Black History Month (III.A/158)
- Cesar Chavez Day (III.A/159)
- Diversity Day hosted by the Associated Student Government (III.A/160)
- Library displays on specific cultures and diversity topics (III.A/161)
- Multicultural Studies department events (III.A/162)
- Palomar College Committee to Combat Hate (PC3H) events (III.A/154)
- Performing Arts productions (III.A/163)
- Political Economy Days hosted by the Economics, History, and Political Science department (III.A/164)
- Unity in Diversity event hosted by the EEO Advisory Committee [**Is this the same as what is listed in the first bullet?**]
- Veterans' Day and other events hosted by the Veterans' Services area of the Financial Aid, Veterans', and Scholarship Services department (III.A/165)
- Women's History Month events (III.A/166)
- Tarde de Familia

The Equal Employment Opportunity (EEO) Advisory Committee designs the annual Unity in Diversity event to bring faculty, staff, and students together in discussion of local, regional, and global diversity and equity issues that impact our college community. LGBT Safe Zone training heightens the awareness of all faculty and staff to the language, mores, and issues of the LGBT community in the larger college community. The Pride Center enables faculty and staff to directly work with students who identify with LGBT issues.

A number of trainings and workshops on various diversity topics are provided to employees through the Professional Development program and the Keenan SafeColleges online training portal. Employees enrolled in the Professional Development and Professional Growth programs may earn program credit for taking these courses. The Professional Development web site at www.palomar.edu/pd displays workshops and trainings that are currently available for credit. (III.A/172, III.A/173, III.A/83, III.A/85, III.A/174, III.A/175) Evidence: Professional Development web site; Keenan SafeColleges courses)

Palomar College's Pride Center, which is hosted by PC3H, is dedicated to supporting lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and employees. The Pride Center is one of only two such centers at community colleges in the United States. PC3H hosts a Safe Zone training for District employees to learn how to become allies of LGBTQ students and provide safe places on campus for students to seek support. The training materials are available to all District employees through the Keenan SafeColleges web site. Additionally, a PC3H representative has a seat on the District's EEO Advisory Committee to share information and organize diversity programs between the two committees. (~~Evidence: PC3H web site; Safe Zone training materials [AC to provide new version to JT]; screenshot of Keenan SafeColleges trainings available to all employee~~ ALREADY CITED ABOVE (III.A/176); EEO Advisory Committee membership list).

Through these ongoing college experiences, the faculty, staff (and students) experience college and professional life through the perceptions and multicultural experience of many diverse communities and populations, and gain an heightened awareness of the racial, social, cultural, ethnic, gender identification, and other perspectives of these populations. Many faculty and staff attend these events throughout each academic year.

The College periodically surveys faculty and staff on a wide range of issues, providing all employees the opportunity to weigh in on matters of importance (III.A/72)(~~Ev: Accreditation Survey~~). Departments periodically realign programs, presentations dialogues, and events to reflect current important diversity issues (III.A/177, III.A/178 ~~EEO Advisory Annual Debrief, Unity in Diversity Minutes re Annual topics~~)(~~check with Econ Poly Sci, Amer. Indian Studies, Student Affairs, others for relevant documented discussions~~). (~~Evidence: American Indian Studies department web site; Library web site; Multicultural Studies department web site; Palomar College Committee to Combat Hate web site; Palomar College online events calendar; Performing Arts department web site; Political Economy Days web site; Social and Behavioral Sciences division blog; Student Affairs web site; Unity in Diversity web site; Veterans' Services web site; Women's History Month flyers~~ (III.A/151, III.A/154, III.A/157, III.A/161-66, III.A/179-81)

Active support for and sustaining activities (Grammar?), programs, and services are led by shared governance (EEO Advisory Committee, HRSPC) and administration, faculty, and staff, and the Governing Board, to assure employees full and open pursuance of their rights without discrimination.

- Governing Board Goal 1 (III.A/182)(link to Gov. Bd. Goal 1)
- Strategic Plan 2016 Mission Statement (III.A/86) (link to SP 2016 Mission Statement)

- Strategic Plan 2016 Goal 3 (III.A/86)(Ev: *Link to SP 2016 Goal 3*)
- Board Presentations (III.A/147) (Ev: *VP Tortarolo's May 2014 board presentation*)
- Shared Governance Engagement (III.A/16 *letter to Greg Larson re Senate engagement in full-time and part-time faculty hiring processes revision*)
- EEO Advisory Committee (*governance structure, roles, membership, EEO Adv. Committee sample minutes*) **[these are listed in the evidence table as sample minutes. Please provide a sample]** (III.A/---, III.A/140, III.A/176, III.A/108)
- Governing Board Policies and Procedures (*GB P & P links*), for investigation of unlawful practices (III.A/183)
- District Unlawful Discrimination/Sexual Harassment Procedures (III.A/120, III.A/184) (*links: HRS webpage, Student Affairs web page*)
- Equal Employment Opportunity Plan (III.A/110) (*link*)
- Cultural Climate Survey (III.A/185) (*planning-Shawna Cohen needs to discuss*)
- 2013 Accreditation Survey (III.A/72) (*link*)

These processes are continually evaluated for effectiveness in their application in individual cases and need, and annually reviewed for legal update by the Policies and Procedures Committee.

The College has actively led system-wide discussion of diversity and equity issues. The College was the [**“the” or “a”?**] driving force supporting the revision of Title 5, Section 53000 *et seq* to bring Title 5 into full compliance with state law and provide community colleges throughout the state with a meaningful, relevant equal employment opportunity model (III.A/186-88) (*multiple citations, Shawna Cohen, Board of Governors regulation adoption, Vice Chancellor implementation letter*). This body of work codified the community colleges' responsibilities and diversity improvement opportunities in several key areas:

- Procedures for filing discrimination complaints;
- Establishing training for members of selection committees that focuses on the educational benefits of workplace diversity and the elimination of bias in hiring decisions;
- Longitudinal analysis of the District's workforce and applicants and determination of whether applicants of protected groups are underrepresented; and
- Identification of measures to address underrepresentation.

(III.A/189-94) (~~Evidence: Model EEO Plan; memo from Steve Bruckman, Executive Vice Chancellor and General Counselor, CCCCCO, re: District EEO Plans, April 9, 2007; Governing Board minutes, August 13, 2013; memo from Steve Bruckman re: Revision of EEO Program Regulations, September 23, 2013; Board of Governors of the California Community Colleges Revisions to Title 5 Regulations: Equal Employment Opportunity; Overview of the New Title 5 EEO Regulations presentation by Sheri Wright and Laura Schulkind, presentation handout, ACHRO Fall Institute, October 18, 2013~~) **[Between the last two paragraphs, we have 9 pieces of evidence. Do we need all of them, or do some piece of evidence cover multiple claims so that we can be more concise?]**

Standard II.B.3.d. further references many of the programs above and related services in terms of how they support students.

Self-Evaluation.

The College meets the Standard.

The College engages in ongoing dialogue with faculty and staff regarding diversity and equity issues, and offers a variety of resources, practices, and services to build and sustain engagement in these issues.

Engagement in diversity issues is fostered by a number of ongoing and periodic dialogues and programs in which faculty, staff, and students are encouraged to participate. Departments periodically review program content to update and focus on current diversity issues. The College has created and sustained specific policies and interventions that support the rights of its diversity college community of faculty, staff, and students.

Actionable Improvement Plan.

None.

Standard III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary.

The College annually reviews and publically reports its record in employment equity and diversity to the Governing Board and the college community **III.A/94, III.A/147, III.A/195, III.A/196** (*Ev: College Fact Book, Institutional Effectiveness Reports, May 2014 Governing Board Presentation, Staffing Master Plan 2016*). The College reports and analyzes the gender, ethnic, and disability demographic trends of job applicants, interviewees, and hires over a 3 year period to the Chancellors Office in compliance with EEO Plan Component 10 – Analysis of Workforce and Pool **III.A/197-199** (*Ev: Title 5 Section 53004; EEO Plan; Palomar College EEO Fund District Expenditure and Performance Reports for multiple years; Applicant Demographic reports for multiple years*).

The College's analysis of this data has supported improvement of employment process changes that can support increased diversity. These improvements have included web-based advertising, an on-line application system, updated selection committee training and applicant workshops, integration of screening committee and equivalency committee processes (*flow chart*), and the use of CODESP, a public human resources cooperative organization for the development of employee selection procedures **III.A/33** (*Ev: Advertising resource list III.A/34, III.A/194*) (*Ev: HRS/PeopleAdmin Portal*) **III.A/200-208** *flow chart*, (*Ev: link to CODESP home page, Monique Dumbrique interview, HRSPC minutes, EEO Advisory Minutes, hiring committee emails*) **[Which minutes specifically, for each?]**, *ACHRO fall 2013 Training Institute program, Southern 30/EEDEC workshop notices*). **[In this paragraph we have 12 pieces of evidence. Do we need all of them, or do some piece of evidence cover multiple claims so that we can be more concise?]**

Despite these improvements, over the past five years the College reduced hiring of faculty and staff due to the state-wide fiscal crisis and reduced FTES apportionment (**III.A/209**) (*Ev: Budget info 2008-09 to 2013-14*). While faculty and staff hiring has resumed, the College lost diverse faculty and staff to retirement during the difficult fiscal years. As a result, progress toward the employment of a more diverse faculty and staff representative of the state's population has been slow.

Insert chart here

The Governing Board recognized this issue and in its **Board Goal #1** established a task to “report on how the college is addressing the diversity of its staff through its planning process.” Subsequently, the College addressed the issue in **Strategic Plan 2016** Goal #3: “Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.”

(III.A/182, III.A/86)

In addition to reporting in its Annual Fact Book (~~Ev: Fact Book~~), in May 2014 the College completed the Board Task with a comprehensive presentation and materials (~~VP Tortarolo May 2014 Board Presentation, Employment Materials Workbook~~) and made specific recommendations to address SP 2016 Goal #3 (III.A/195, III.A/147, III.A/86). The College has since engaged the Faculty Senate in dialogue to improve full-time and part-time faculty hiring processes to enhance the College's ability to make significant progress in its diversity goals.

The College has also negotiated a Supplemental Employee Retirement Program with its representative unions, and discussed it with its meet and confer groups. One specific goal of this SERP is to provide the College the ability to significantly change the College's diversity progress with 2015, 2016, and 2017 hiring of new faculty, administrators, and staff. (III.A/210) (~~Ev: Board SERP resolution September 9, 2014 Governing Board meeting~~).

Self Evaluation.

The College meets this Standard. **[Move some of the Descriptive Summary into Self Evaluation?]**

Actionable Improvement Plan.

The College will develop and implement a plan to increase the diversity of faculty, staff, and administrators to support the student community and to respond to legislative expectations.

Standard III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary.

The College's Mission Statement includes the value of "[i]ntegrity as the foundation for all we do." The District demonstrates this value through:

- Published Codes of Ethics for the Governing Board and each employee constituent group (III.A/87, III.A/88, III.A/89, III.A/90, III.A/91) (*Ev: various ethics codes*)
- The District's Vision, Mission, and Values (III.A/31)
- Governing Board Goals (III.A/182)
- Strategic Plan 2016, 2013 (III.A/86)
- The College's shared governance structure (III.A/86, III.A/105, III.A/211) (*Evidence: Strategic Plan 2016; Governing Board Policies and Procedures web site; Governance Structure Handbook*).
- Governing Board Policies and Procedures (III.A/86, III.A/212-214) (*multiple references, don't forget Sections 4 & 5 for instruction and student services*).
- The Student Code of Conduct (III.A/215)
- Governing Board Resolutions (III.A/216-218) (*Ev: Past Board Resolutions supporting student, faculty, staff*)
- The College Catalogue (III.A/219)
- The Agreement between the District and the Palomar Faculty Federation (PFF) (III.A/45)
- The Agreement between the District and the Council of Classified Employees (CCE) (III.A/46)
- The Administrative Association Handbook (III.A/43)
- The Confidential and Supervisory Team Handbook (CAST) (III.A/44).

These writings are publicly available via the College's website at the Governing Board webpages, Human Resource Services (HRS) web site, Student Services/Student Affairs webpages, College's home page, various other College web pages, and, as required by law, are posted on an accessible, public board adjacent to the HRS office. The District's sexual harassment policy and complaint procedures are also posted on the HRS web site. (*Evidence: (III.A/3, III.A/4, III.A/148, III.A/149, III.A/86, III.A/217-219) B.P. 3410—Nondiscrimination; III.A/4 B.P. 3420—Equal Employment Opportunity; B.P. 3430—Prohibition of Harassment; A.P. 3430—Prohibition of Harassment; Governing Board policies and procedures web site; Human Resource Services forms web page; 2013-14 Palomar College Catalog; Human Resource Services office*)

Ongoing discussion among the Governing Board, the administration, the constituent groups, the representative bargaining units, the Unrepresented Employee [**Capitalized?**

“Unrepresented Employee”?] groups, and the Associated Student Government assure that the College has honesty, commitment, cohesion, and coherence in the treatment of all faculty, staff, and students.

[Include information on procedures for employee complaints regarding treatment, work environment, and like matters.]

Self Evaluation.

The College meets the Standard.

The College endorses and publicly supports integrity in all interactions with the entire college community as evidenced by its many public writings and actions. It has in place policies and procedures that demonstrate its commitment to and integrity in the treatment of administrators, faculty, staff, and students.

Actionable Improvement Plan.

None.

Standard III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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Under the coordination of the Palomar's Professional Development (PD) Office and Human Resource Services, the College provides a variety of workshops, trainings, and professional development opportunities to its faculty, staff, and administrators. The Governing Board's policy is that all employees are afforded opportunities and encouraged to participate in professional development/professional growth activities (BP 7160) (III.A/222). There are many self-designed and pre-planned activities in addition to the Professional Development and Professional Growth programs (details are delineated in Article 10 of the applicable collective bargaining agreements) offered to faculty, staff, and administrators (III.A/223)[Can we get a page number for where in article 10 please]. Offering creative and innovative professional development opportunities that engage faculty, staff, and administrators supports the College's Mission Statement and contributes to students' success, both inside and outside of the classroom—strengthening the College's commitment to helping students achieve the learning outcomes they need in order to contribute to society as responsible, global citizens.

[Refer to the Strategic Plan's Goal #3.]

The P.D. Coordinator, a fulltime faculty member with assigned time, facilitates and schedules numerous face-to-face and online P.D. opportunities for faculty. Staff and administrators are welcome to participate in these workshops. Some funding for attendance at conferences is made available through the District, Program Review and Planning processes, Perkins Grant monies, and the College's Foundation.

The College's commitment is demonstrated through the unique and extensive P.D. opportunities available to faculty, staff, and administrators.

Standard III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

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Professional Development Program

The Professional Development Program's focus is development opportunities for both fulltime and part-time faculty. Professional Development hours for faculty are included as part of Palomar College's academic calendar (which is approved each year by the California Chancellor's Office) and included in the Collective Bargaining Agreement. The College receives credit for the professional development hours that are completed and verified by faculty. The faculty fulfills and documents their professional development obligation each academic year on their Professional Development Contracts (III.A/83 manual, III.A/223, Article 10 of contract). [Can we get a page number for where in article 10 please].

Palomar College's Professional Development Coordinator is responsible for the coordination of our campus Professional Development Plan. His/her primary function is to oversee the contract and reporting procedures, develop programs to meet identified needs, and provide resources for staff and professional development activities (III.A/224). The Professional Development Office provides a guidance manual to faculty, and the workshop schedule for each new semester is available on the Professional Development Office's website, and it is distributed to all Palomar College faculty and staff at the Plenary events and each Wednesday via an email broadcast newsletter (III.A/83 manual, III.A/85 PD workshops, III.A/225 weekly emails). All staff and administrators are invited and encouraged to attend the many activities offered through this program

Palomar's faculty can fulfill their professional development obligation by participating in three types of activities: 1) Workshops, including Academic Technology seminars 2) Online, Media, and Arranged Workshops, and 3) Self-Designed Activities. Palomar encourages self-designed activities in addition to the many pre-planned activities (III.A/83 p. 12 of manual – note to Marti).

Workshops are offered directly through the Professional Development office. In the fall semester, "First Friday" workshops focus on helping new tenure-track faculty acclimate to their new roles at Palomar, and new faculty are also provided with a faculty mentor (III.A/226) (Faculty Mentor handbook (<https://docs.google.com/file/d/0ByBAeZNEZ2FWVIFqNnZ0dHlTYIE/edit>)). The College's deans and educational administrators offer a "Nuts and Bolts of Teaching at Palomar" session each semester for part-time faculty (III.A/227). The session introduces these faculty to knowledge and skills such as classroom management procedures, the use of CurricUNET, expectations for course syllabi, information about SLOs, student discipline policies, and other areas related to Palomar's classroom policies and procedures. Online workshops, videos, and

arranged activities include Keenan SafeColleges Training, at-risk behaviors, and accreditation basics, as well as online videos **[do we have an archive of sorts that shows each of these types of training have been offered?]**. Self-Designed Activities are projects that must be well-planned, professionally appropriate, and described in detail on the Professional Development Contract. There are three categories of Self-Designed activities: 1) Currency and Growth in One's Field, 2) Workplace Effectiveness, and 3) Organizational Dynamics (III.A/228 p. 22) **[Many of the in-house workshops are taught by the College's own faculty with expertise in the topic or subject area.]**

Two PD codes (under the Arranged category) make it easier for faculty to engage in SLO-related activities and to encourage their participation in the SLOAC process: Code 12 -- SLOs/Work Individually or with Colleagues and Code 13-- SLOs/Attend SLO Workshops.

Professional Growth Program

All Classified Administrators, supervisors, and staff are eligible to participate in the Classified Professional Growth Program. The Professional Growth Program is designed to provide incentive to permanent classified employees to enhance and/or update their performance through continuing education and participation in professional organizations and Palomar College governance committees. Approved activities must be job related or be part of a specific career plan (III.A/174 pr growth website) ~~AA, CAST, CCE Handbooks~~. Employees interested in the program develop their Professional Growth Plan, which must be job-related or part of a specific career plan. Points are earned for attending conferences, seminars, workshops, and/or governance committee membership. Upon completion of a Professional Growth Plan, employees can receive either an annual or one-time lump sum stipend.

Human Resource Services sends notices regarding the Professional Growth Program via email to all eligible employees in time to enroll in the Professional Growth Program for the fall, spring, and summer (III.A/175). ~~(evidence emails from Jennie Vastola)~~. HRS also ensures the Professional Growth Program information is readily available on its website (Professional Growth Program website (III.A/174). <http://www2.palomar.edu/pages/hr/employees/personnel/classified/professionalgrowth>).

Other Professional Development Opportunities

Instructional Faculty

The Professional Development Office is dedicated to providing a variety of resources for Palomar College's faculty to continue scholarship within their disciplines; to become versatile and skillful teachers, counselors, and librarians; and to meet the increasing demands of organizational and program innovation.

Palomar College participates in the Flexible Calendar Program through the California Community Colleges Chancellor's Office. The purpose of the Flexible Calendar program is to provide time for faculty to participate in professional development activities that are related to "staff, student, and instructional improvement" (III.A/229) ~~Title 5, Section 55720~~). Guidelines

for the implementation of the Flexible Calendar Program have been developed by the Faculty Development Committee of the Academic Senate for California (III.A/230).

The College also offers Palomar Online Education Training (POET), a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online. The program was developed by the Academic Technology Committee with approval by the Senate. It is administered by the Academic Technology Coordinator as a Professional Development activity. This training program assists in validating that online instructors are prepared to teach online (III.A/84) (<http://www2.palomar.edu/poet/>).

Child Development Center Teachers.

Child Development Center Teachers are provided five professional development days. All Child Development Center Teachers develop and submit an individual Professional Development Plan consisting of activities outlines in the Child Development Permit Professional Growth Manual (III.A/231) (Commission on Teacher Credentialing www.ctc.ca.gov). All development plans are reviewed and approved by the Coordinator of the Child Development Center and/or the Child Development Department Liaison. In addition, all CHDEV Teachers must maintain their permit, which requires 105 hours of professional growth in a five-year renewal period (III.A/232). (PFF Contract Appendix L 21).

Non-Faculty Personnel.

Palomar College also offers professional growth opportunities to non-faculty employee groups. These professional growth opportunities support the District's Mission, Vision, and Values by increasing workplace efficiency and effectiveness (III.A/31).

All employee groups can attend any of the workshops hosted by the Professional Development Office; these workshops are free of charge and are available during working hours. The Academic Technology Resource Center (ATRC) offers trainings in computer applications each semester, individual trainings with staff and departments upon request, and on-demand online trainings. The District hosts an annual Classified Staff Development Day (III.A/233). Numerous workshops are offered in morning and afternoon sessions for all Classified Staff to attend and enhance their knowledge and skills free of cost. This event is attended by more than 200 Classified Staff (III.A/234). Palomar also offers specialized training through appropriate departments to ensure that staff can perform their responsibilities with competence and to enhance their job knowledge and skills. The college offers online trainings through Keenan and Associates "SafeColleges" (III.A/172) (List of available trainings).

Administrative and Confidential and Supervisory employees host a monthly "Brown-Bag" Workshop, where they are informed of new policies and/or best practices (III.A/235). State mandated trainings are hosted through Keenan and Associates "SafeColleges" and completion is monitored by HRS (III.A/236, III.A/237) ~~Shawna to provide completion rates~~. Educational administrators participate in educational-related professional organizations, state-wide committees, and other professional organizations (Liberty Cassidy Whitmore training? NIMS Emergency Training?) [Is there evidence for these?]

Self-Evaluation.

The College meets the Standard. Through continued offerings and development of Professional Growth opportunities, the District is able to increase workplace efficiency and effectiveness in both service and instruction. With the new allocation of funds, there will continue to be more opportunities to offer training that meet the needs of our staff and faculty.

Actionable Improvement Plans.

None.

Standard III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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Descriptive Summary.

The Professional Development Office and Human Resource Services arranges workshops, trainings, and professional development offerings based on faculty and staff's expressed interests as defined in the needs assessment survey. Based on the outcomes of the survey, offerings are continually expanded and revised as resources and interests grow and to meet the changing needs of faculty and staff. The Professional Development Advisory Board (<http://www2.palomar.edu/pages/pd/palomar-pd/pd-advisory-board/>) reviews the annual Performance Evaluation of the Professional Development Coordinator and the annual Needs Assessment Survey results and guides the development of Palomar College's Professional Development program (III.A/238-240).

In support of the College's Mission Statement, the Strategic Plan focuses on Professional Development opportunities for faculty, staff, and administrators (III.A/31, III.A/86 specific objectives). Objective 3.3 and 3.4 address the need to increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff and to implement professional development opportunities that support faculty innovation in teaching and learning through action-based research. In support of these objectives, the Strategic Planning Council (SPC) allocated \$30,000 in Strategic Plan Priority Funding (SPPF) for the Staff Development Training Program [Do we have SPC minutes for this?]. These funds will be used to offer technology training to Palomar's staff. With this recent allocation of funds, the Staff Development and Training Committee was re-constituted in Spring 2014. The Committee, which is co-chaired by the Vice President of Human Resources and the Faculty Professional Development Coordinator, will be conducting Needs Assessment Survey in Fall 2014 to determine staff needs and ensure these needs are met. [Make a cross reference to Standard IIIC?]

Self-Evaluation.

The College meets the Standard. Through systematic evaluation of professional development, the College meets the needs of its faculty, staff and administrators. With the recent allocation of SPPF funds, there will continue to be more opportunities to offer training that meet the needs of staff and faculty.

Actionable Improvement Plans.

None.

Evidence

Name
Brown Bag Lunch Emails – Christine has these
Classified Professional Growth emails – Christine has these
Labor Code Section 1198.5
Email from Shawna Hearn regarding Keenan Safe-Colleges completion rates.
Classified Staff Development Day website - http://www2.palomar.edu/pages/hr/csdday/

Standard III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary.

The College's *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*, adopted and implemented in Spring 2010, includes a six-year Staffing Plan with annual updates. (See Standard I.B for a detailed discussion of this model.)

The *Staffing Master Plan 2016* ("SMP") [**"Master"?**] serves as the overarching planning mechanism for identifying planned staffing levels and non-faculty hiring prioritizations (III.A/94). (See section III.A.2. for further discussion.) The SMP incorporates the annual faculty hiring priorities recommended by the Instructional Planning Council and approved by the Superintendent/President. The Plan ensures that all staffing needs are developed with relevant planning assumptions, correspond with the goals and objectives in other institutional plans, and aligns with the District's stated Vision, Mission, and Values, which are included in the Strategic Plan (III.A/86). The District's *Integrated Planning Model (IPM)* ensures that the fulfillment of planning goals, including those stated in the *Staffing Master Plan 2016*, is tied directly to resource allocation through the *Resource Allocation Model (RAM)*. (III.A/242, III.A/243) (~~Evidence: Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model; Resource Allocation Model; Strategic Plan 2016, Staffing Master Plan 2016, Educational Master Plan; Program Review and Planning documents~~) **[Do we need to cite evidence stated in red text? I don't see it in the paragraph. Note to Marti]**

While the SMP covers a six year planning period, key components of the SMP are updated annually to reflect the College's current needs and operating environment (III.A/94-96) (~~Ev: Staffing Master Plan 2016 and annual update links~~). The College's departments identify staffing associated with their PRPs through the departmental planning process (III.A/244) (~~Ev: PRPs~~). The IPC, through the Faculty Hiring Priority Sub-committee, utilizes a comprehensive, well-documented assessment to identify and prioritize new faculty position hiring to the Superintendent/President. The Planning Councils (IPC, SSPC, FASPC, HRSPC) and departments reporting directly to the Superintendent/President evaluate, prioritize, and recommend non-faculty staffing needs annually based upon PRPs, retirements, resignations, and other staff attrition (III.A/245) (~~Ev: SMP Y4 Orientation Presentation~~). Based upon each Council's consideration of the PRPs and College's other Master Plans, the SMP incorporates both faculty and non-faculty priorities into a single, comprehensive staffing plan.

A component of the PRP process is a review of the efficacy of programs and resource allocation in meeting the College's Mission, Vision, and goals (III.A/31, III.A/182) (~~EV: PRPs, Strategic Plan 2016, GB Goals~~). PRPs are updated to reflect existing program efficacy, new

programs, and faculty/staff resource allocation.

HRSPC oversees the HRS development of the SMP and the annual updates. After the end of the plan year, each Council's progress toward acquiring new staff as the SMP recommends is reviewed. This review is incorporated in the following annual SMP update.

Faculty hiring is recruited as approved by the Superintendent/President, and the non-faculty staffing recommendations in the SMP are operationalized by the Superintendent/President and the Assistant Superintendent/Vice Presidents.

Self Evaluation.

The College meets this Standard.

Between 2008-09 and 2013-14, the state fiscal crisis and resulting reduction in apportionment-based FTES funding limited the College to filling only new faculty positions and a limited number of staff positions as a modified hiring freeze was implemented in these years. The unprecedented five year fiscal crisis has prevented the College from hiring recommended by the SMP. Funding has begun to return from the state, and non-faculty hiring has resumed, albeit at a funding-constrained level. This issue has been discussed in shared governance councils and committees (III.A/246, III.A/247). (*Ev: relevant SPC and other Planning Council minutes*). Dialogue through the College's shared governance process has resulted in the College adopting SP 2016 Goal #3.1: "to rebuild staffing levels to support priorities identified in Staffing Plan 2016." (III.A/86) (*Ev: SP 2016*) The College continues dialogue on methods to achieve this goal, and included the 2014-15 fiscal year budget \$549,278 Reserve for Staffing Priorities (III.A/248). (<http://www.palomar.edu/gb/2014/2014-06-10%20exhibits.pdf>).

Actionable Improvement Plan.

None.

DRAFT

Standard III.B.: Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Abstract of Standard III.B.

At Palomar College, planning for physical resources, including facilities, equipment, land, and other assets is integrated with institutional planning and supports student learning programs and services. Planning for major projects is guided by the Palomar College *Educational Master Plan 2022*. Both long and short range planning are informed by the Palomar College *Strategic Plan 2016* and the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*. District Facilities provides support for the College for maintenance of buildings and grounds, planning, design, and construction of new buildings and renovations. The Facilities website provides information regarding processes for requesting maintenance support as well as information regarding facilities planning, the Educational Master Plan of the District, and general support.

Palomar College has a strong commitment to providing safe and secure facilities and equipment for all members of the College and for visitors to the College. The buildings have been designed and constructed to serve the needs of the College community and are equipped with up-to-date equipment to enhance teaching and learning. The College maximizes, maintains, evaluates, and improves physical resources on campus and at off-site facilities to support the College's Mission and to provide quality services. The College engages in constant and consistent cycles of planning, implementation, and evaluation to maintain safe, comfortable, accessible classrooms, laboratories, student services facilities, and information technology hardware and software.

Standard III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary.

Palomar College serves North San Diego County at the 200-acre campus in San Marcos, at its eight-acre California Post-secondary Education Commission (CPEC) approved education center in Escondido, and at four sites in rented space throughout the district: Camp Pendleton, Fallbrook, Mount Carmel, and Pauma. On the San Marcos campus, student learning is facilitated in 28 permanent buildings, each specifically designed for the unique educational needs for each of the disciplines housed therein, and 25 modular buildings. Total gross square footage is 761,930. In addition, the San Marcos campus includes 20 parking lots (III.B/1 ~~Parking Lot Counts~~), kinesiology/athletic facilities (including a shared use Wellness Center), a theatre, and an arboretum. The facilities at the Escondido Center consist of three permanent buildings and three parking lots with gross square footage of 84,925 on eight acres of land in eastern Escondido (III.B/2 ~~Space Inventory~~). Palomar College is committed to providing a safe learning environment for all students regardless of location or mode of delivery. To guide instructional safety and maintenance, the College employs criteria and measures that are set forth in federal, state, and local laws and regulations. Board policies and procedures also guide campus safety, security and access, and emergency preparedness (III.B/3 BP 3500, III.B/4, 3502, and 3505 III.B/5).

Safety.

Palomar College supports the integrity and quality of its programs and services by providing and planning for safe and sufficient physical resources. The safety of the facilities is maintained by the Facilities Department and evaluated by a cadre of health, safety, and security teams and inspected by external regulatory agencies. The Facilities Department includes safety inspections as part of its Preventative Maintenance Program.

Palomar College evaluates the physical safety of its facilities through the following:

- Preventative Maintenance Inspections by the building services, custodial, and grounds departments (III.B/6 ~~Preventative Maintenance Program~~)
- Daily and weekly safety walks of buildings and grounds by the Director of Facilities, Building Services Supervisor, Grounds Supervisor, Custodial Supervisor, Facility and Safety Technician, and Supervisor of Environmental of Health & Safety
- Medical Injury Reports received by Health Services, Campus Police, and Human Resource Services. Forms are forwarded to the Environmental Health & Safety Department (III.B/7 ~~Medical Injury Report Forms~~)

- Health and safety concerns reported to the Facilities Office, Campus Police, and the Environmental Health & Safety Department by phone and email by staff, students, and visitors (III.B/8 ~~Facilities Service Logs~~)
- Annual inspections conducted by the District's liability insurance carrier (III.B/9 ~~SWACC Report~~)
- District Safety and Security Committee activities, such as monthly reports, reviews, discussions, and recommendations of appropriate actions for identified safety concerns (III.B/10 ~~Safety & Security Committee~~). **[Is this in reference to the website itself, or are you referencing a specific meeting date/minutes? In evidence table, it cites minutes. If so, for which date? Please make sure all minutes get posted for upcoming dates if this website is cited as evidence.]**

Sufficient Physical Resources.

Palomar College engages in comprehensive facilities planning based upon instructional and student support needs. The College, with the assistance of an Educational and Facilities Master Planner, developed *Master Plan 2022* (III.B/11 ~~Master Plan 2022~~). A fundamental element of the plan is that facilities are designed to support teaching and student learning and to enhance institutional effectiveness. Palomar's current and future success in obtaining state funding for capital projects is a result of these planning efforts.

Capacity load ratios calculated from the number of weekly student contact hours (WSCH) per assignable square footage are used to indicate whether the District has sufficient space. *Master Plan 2022* identifies the space needs through 2022. Construction of the required facilities will be funded through a combination of local and state funds.

The following charts summarize the capacity of net, existing, on-campus, and assigned square footage (SF) by instructional type at the San Marcos and Escondido locations.

Table 3-1 Assigned SF San Marcos

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
Classroom	87,945	113%
Laboratory	194,149	123%
Office	102,814	106%
Library	42,620	52%
AV/TV	1,651	7%

Table 3-2 Assigned SF Escondido

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
Classroom	26,314	258%
Laboratory	11,203	102%
Office	6,958	311%
Library	4,789	190%
AV/TV	200	22%

Capacity load ratios of 100% indicate that space is adequate. Above 100% is an indicator of excess space. Below 100% indicates a shortage of space. The capacity load ratios in the tables presented indicate that additional space is needed at the San Marcos campus and that space needs to be redistributed at the Escondido Center.

In November 2006, the District electorate passed Proposition M (Prop M), a General Obligation bond providing the College the opportunity to begin implementation of the *Master Plan 2022* (III.B/12 ~~Prop M~~, III.B/11 ~~Master Plan 2022~~). The \$694 million bond allowed the College to build out the Master Plan per the following.

Construction projects that have been completed since 2008:

- MD Building
- HS Building
- Planetarium
- ITC
- T Building
- Escondido Center Reimaging Project
- Theatre/Performing Arts Center
- San Marcos TLC
- Escondido Center TLC
- STEM Center
- Humanities
- 12KV project
- San Marcos Fire Alarm Upgrade.

Projects in Progress:

- Child Development Center
- Baseball Field
- Library/LRC
- 1,600 space parking structure (Lot 12)
- South Education Center
- Athletics/Kinesiology Complex
- Arboretum.

The College actively pursues state funding to build and update its facilities. Palomar has become very competitive for state capital funds as a result of having a source of local funds generated from Prop M. The ability to contribute local funds increases eligibility for state funding.

Construction activity at the College will be constant over the next nine years. The following table summarizes the projects in order of their District assigned priority per the District's Five Year Construction Plan (III.B/13 ~~Five Year Construction Plan~~) **[is this the same as the "five year master plan" listed on p.8 as evidence link III.b.13 or is it in reference to something different, as shown on p. 23?]**, which is required to be updated and submitted to the California Community Colleges System Office annually.

Table 3-3 Building Projects

Project	Occupy Date	Square Footage
Humanities Building	2013/2014	56,170 ASF
Child Development Center	2015/2016	11,654 ASF
Baseball Field	2015/2016	N/A
Library/LRC	2016/2017	74,840 ASF
Maintenance & Operations Building	2016/2017	39,000 ASF
Parking Structure (Lot 12)	2017/2018	1,600 spaces
South Education Center	2017/2018	75,000 ASF
North Education Center	2018/2019	100,000 ASF
Athletics/Kinesiology Complex	2020/2021	56,000 ASF
Student Services One Stop Shop	2020/2021	31,500 ASF

Buildings are designed to support student learning programs and services with student learning and the end- users' functional needs as the highest priority. Faculty and staff involvement is critical during the early stages of the design and development of all projects. The design teams meet with the users to identify the program needs and to develop schematic designs and construction documents. To ensure that the needs of students and programs are supported, the Deans create building user committees to address issues raised by the faculty and staff. These groups most often include the chairs of each department that will occupy the building. Recent examples of this process are the planning of the NS Building, MD Building, Planetarium,

ITC, T Building, HS Building, Theater/Performing Arts Complex, and the Escondido Center Re-imaging Project. The institution involves all users groups and stakeholders when planning for its buildings both short and long term.

One of the core values in Palomar's Mission Statement is for the College to provide a physical presence and participation in the community. The new construction projects have given Palomar a new "university feel" to both the San Marcos campus and the Escondido Center. The new buildings on the San Marcos campus are multi-story buildings, replacing the old "K-12 style" single story buildings designed in the 1950's and 1960's. Student gathering "social spaces" enhance the college experience for Palomar's commuter students. Not only do these new buildings give Palomar College a collegiate physical presence for the students, staff, and community, they also provide improved safety and access. Unlike the old buildings they replace, the College's new buildings have state-of-the-art fire alarm and fire suppression systems, accessibility features that meet or exceed DSA standards, and InformaCast Emergency Broadcast Systems, which are now tested on a regular basis.

The development of the Humanities building project serves as the most recent example of the Palomar College facilities planning process. To determine the needs of the programs and services, the College's architects met multiple times with user groups representing several different academic/support departments to document needs and shape a fundable proposal. The departments included English, World Languages, Reading, Speech, English as a Second Language, American Sign Language, and Journalism. The building plans were then shared with the Palomar College administration prior to submission to the Division of the State Architect for formal plan review and approval. The Governing Board approved the plans before they were advertised for public construction bids.

In addition to new construction and renovation projects, the Facilities Department engages in maintenance and operational projects on existing buildings. A work request system provides a mechanism for end-users to request necessary modifications to existing facilities. The Facilities Department responds in a timely manner to requests for repairs. Work requests for modifications and remodels are reviewed and prioritized annually and reported to the Facilities Review Committee along with the funding source (III.B/14 Facilities Work Request Form). Facilities Planning meets with the end users to evaluate needs and look at available spaces, with an emphasis on more efficient use of those spaces and integration of forward technology. All projects are taken on with scheduling and ways to decrease the secondary effects of modifications and remodeling as the top priorities. By doing this, the impact on the College's functionality is greatly reduced.

Several remodels have been completed through the Work Request program:

- Math Tutoring Center remodel
- Q-9 project, which converted classroom space into several modern Video/Audio Editing booths
- Student Services Center reconfiguration
- Career Center reconfiguration
- A-1 Human Resources remodel.

Self-Evaluation.

The College meets the Standard.

The College's evaluation of classroom adequacy focuses on space, safety, and effectiveness as a learning environment. As the demand for instructional programs and services increases, Palomar is meeting it with the implementation of *Master Plan 2022* (III.B/11 ~~Master Plan 2022~~). The following projects have been completed:

- Multi-Disciplinary
- Health Sciences
- San Marcos TLC
- Escondido TLC
- Humanities
- Planetarium
- T Building Remodel
- Industrial Technology Center
- Performing Arts Complex/Theatre Remodel
- ESC Reimaging.

Access for persons with disabilities is a prime concern for the college. Aging and inadequate buildings continue to require that extraordinary efforts be made by the Facilities Department to keep them functional for persons with disabilities. Therefore, the College requested that LPA, the District's architect, prepare an ADA access plan to be implemented in tandem with *Master Plan 2022* (III.B/15 ~~ADA Master Plan~~).

The renovation of the LL Building, currently serving as the Library, into a "one-stop" Student Services Center is expected to alleviate the current crowded conditions in the Student Services Center building and will provide one centralized location for students to access services. The College submitted a Final Project Proposal (FPP) on July 1, 2008 (III.B/16 ~~LL Building FPP~~). The College is in the process of resubmitting an FPP for this project.

Actionable Improvement Plans.

None.

<i>Number</i>	<i>Name</i>
	<u>BP 3500, 3502, and 3505</u>
III.B/1	<u>Parking Lot Counts</u>

III.B/2	<u>Space Inventory</u>
III.B/3	BP 3500 Campus Safety
III.B/4	BP 3502 Campus Security and Access
III.B/5	BP 3505 Emergency Response Plan
III.B/6	<u>Preventative Maintenance Program</u>
III.B/7	<u>Medical Injury Report Forms</u>
III.B/8	<u>Facilities Service Log (print copy available)</u>
III.B/9	<u>SWACC Inspection Report (print copy available)</u>
III.B/10	<u>Safety and Security Committee Minutes</u> [re: question in bold, p. 3]
III.B/11	<u>Master Plan 2022</u>
III.B/12	<u>Prop M Website</u>
III.B/13	<u>Five Year Master Plan (print copy available)</u>
III.B/14	<u>Facilities Work Request Form</u>
III.B/15	<u>ADA Master Plan</u>
III.B/16	<u>LL Building Final Project Proposal (print copy available)</u>

The table has active links in the Number and Name columns.

Standard III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary.

Palomar College is committed to assuring effective utilization and the continuing quality of physical resources necessary to support its programs and services. In *Strategic Plan 2016*, Goal 4 focuses on ensuring that existing and future facilities and infrastructure support student learning, programs, and services (III.B/17 *Strategic Plan 2016, Goal 4*). In planning, building, maintaining, and upgrading or replacing physical resources, the College strives to provide an aesthetically-pleasing setting that promotes student learning and student social life.

Palomar College plans, builds, upgrades, and replaces facilities in a manner that assures effective utilization through the strict adherence to state guidelines for space utilization even on locally funded projects. All capital construction projects rely on the end-users' input to develop the program that drives the design that will support their needs and provide the best learning environment for student success. Maintenance of existing buildings continues to be a challenge due to operating budget shortfalls.

Palomar College engages in comprehensive facilities planning based on instructional needs. With the passage of Prop M, the College has been implementing *Master Plan 2022*. During the development of *Master Plan 2022*, the education plan was developed first and drove the facilities planning. As each new project begins, the design team meets regularly with the faculty and staff who will occupy the new building. The master plan program is verified or amended as instructional needs change. Based on the discussions, the building is designed to meet current and foreseeable needs and to be flexible enough to accommodate future curriculum changes. The most recent example of this process is the Humanities Building. The user group worked closely with the architect not only to design the floor plans, but also to make accommodations for the specialized furniture, audio/video equipment, and specialized instructional equipment in the Writing, World Languages, Reading, and American Sign Languages labs (III.B/12 *Prop M*, III.B/11 *Master Plan 2022*).

Student learning and student success have been enhanced by the recent addition to several facilities. New Teaching and Learning Centers have been constructed both at the Escondido Center and on the San Marcos campus. These new facilities promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, supplemental instruction workshops, embedded tutoring, and/or tutoring. In addition, they create a pleasant working space where students and faculty can come together and exchange ideas and develop a deeper level of student and faculty engagement.

The new STEM Center, located in the Natural Sciences Building, was designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students. The STEM grant is a collaborative effort between Palomar College and CSU San Marcos to strengthen the STEM Transfer Pathway by achieving the following:

- Increasing student participation in STEM programs by providing outreach, counseling, and guidance
- Improving students' persistence by enhancing their engagement in the STEM learning process
- Strengthening STEM programs, curriculum, and equipment
- Opening a STEM Center to provide a social and academic learning environment
- Creating a seamless transfer process between Palomar College and CSUSM.

In addition to Prop M funding, Facilities seeks other outside funding sources for HVAC and energy efficiency upgrades. New HVAC systems for the Escondido Center are now in the design phase. These new units will enhance student learning by providing an energy efficient, comfortable classroom environment. The Facilities Department was able to seek State funding for the design and the installation of this project. The Facilities Department was also recently awarded Prop 39 funding for new energy efficient lighting on both the San Marcos campus (exterior lighting) and at Escondido Center (exterior and interior lighting.) This project will replace outdated lighting technology with new state-of-the-art LED lighting. Students will appreciate the brighter exterior lighting, which will enhance nighttime safety as well.

Annually the College evaluates its effective use of existing facilities by analyzing the capacity load ratios. This evaluation is part of the Five Year Construction plan, which is approved by the Palomar College Governing Board and submitted to the California Community College's State Chancellor's office. State guidelines for space allocation are used in the design of new facilities regardless of the source of funding. During the class scheduling process, Instructional Services reviews room usage, identifies "gaps" in room scheduling, and facilitates a link between course enrollment maximums and room capacity. The Five Year Construction Plan carefully identifies the capital construction projects as established by the [Facilities Master Plan](#). **[Do we need an evidence link for this?]**

A challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online. Adjustments should be made in staffing levels to address added square footage to clean, added maintenance requirements, and added systems such as electronic HVAC and lighting controls. Despite this challenge, Palomar College has implemented several programs to ensure that the facilities are safe and support program and services requirements. The Capital Construction Program funded through Prop M and the California Community Colleges System Office Capital Outlay Program enables the District to replace aging and temporary facilities [\(III.B/18 Capital Construction\)](#). The Scheduled Maintenance and Special Repairs Program provides the funding to maintain existing buildings [\(III.B/19 Scheduled Maintenance\)](#). Funding from the System Office Hazardous Substance Program allows the College to remove asbestos floor tile, improve indoor air quality, and provide safe storage for the College's hazardous waste [\(III.B/20](#)

~~Hazardous Substance~~). The Preventative Maintenance Program, a District-funded program, ensures that facilities are safe and meet program requirements. The program includes weekly inspections by facilities supervisors and input and requests from staff and faculty. The Facilities Department maintains a monthly preventative maintenance schedule. The Building Services Department, the Grounds Services Department, and the Custodial Services Department conduct inspections biannually on all of the College's buildings. These inspections include examination of the mechanical, electrical, and lighting systems, fire/life safety systems, roofing and building envelope systems, interior wall/floor/ceiling conditions, and landscape and hardscape within the building vicinity **(III.B/6 Preventative Maintenance)**.

If a department wants to request a facility change, including remodels, renovations, computer changes, or office reorganization, it completes a Facilities Work Request Form, which is then signed by the chair, the dean, and/or the appropriate vice president. If the change represents a significant modification changing the space inventory, it must go to the Facilities Review Committee, a committee in the College's governance structure that includes student representation to ensure students' active participation in the design of the College and also to provide a student learning experience. The Facilities Work Request Form is used for health/safety/security, building, maintenance, furniture/equipment move, or event preparation requests. If there is an urgent problem, a phone call or email will result in help within the day. Safety issues are dealt with immediately. To assist with the process, the Facilities Department maintains a website that lists "Frequently Asked Questions" along with links to various facility request forms **(III.B/21 Proposed Change Form, III.B/14 Work Request Form, III.B/22 Facilities Website)**.

Self-Evaluation.

The College meets this Standard.

As a result of the passage of Proposition M, the College has undertaken an aggressive and comprehensive capital construction program that will assure effective utilization of all facilities, including new construction, renovations, and existing facilities. The College has made a commitment to continue to follow state space guidelines for state and locally funded projects.

A continual challenge for the Facilities Department is the current level of resources given the increased demands as a result of normal operational needs and construction programs being undertaken under *Master Plan 2022*. There may be an initial decrease in preventative maintenance needs when new buildings replace aging ones, but as additional space is added district-wide, more resources will be required to maintain the additional square footage. Essentially, the College will require additional maintenance funding and additional maintenance staffing to adequately clean and maintain the additional facilities that are planned and constructed. As stated, the major challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online.

Despite the shortage of resources, the Facilities Department strives to maintain, upgrade, or replace physical resources in a manner that assures effective utilization and the continuing quality necessary to support student learning and success. Relevant performance and satisfaction data was collected in the “Finance and Administrative Services Survey Report 2013.” In general, Facilities personnel were regarded as responsive, and the College was viewed as clean and well-maintained (III.B/23 ~~Finance and Administrative Services Survey Report 2013~~).

Actionable Improvement Plans.

None.

Evidence.

Number	Name
III.B/12	<u>Proposition M Website</u>
III.B/11	<u>Master Plan 2022</u>
III.B/18	<u>Capital Construction Program – Prop M</u>
III.B/19	<u>Scheduled Maintenance Projects</u>
III.B/20	<u>Hazardous Substance Program Projects</u>
III.B/6	<u>Preventative Maintenance Program</u>
III.B/17	<u>Strategic Plan 2016, Goal 4</u>
III.B/21	<u>Proposed Change Form</u>
III.B/23	<u>Finance and Administrative Services Survey Report 2013</u>

The table has active links in the Number and Name columns.

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary.

The College currently operates two locations—the San Marcos campus and the Escondido Education Center. The College offers classes at four additional sites but does not maintain the physical resources of those locations as they are rented facilities.

Palomar College assures its facilities provide a safe, secure, and healthful learning environment accessible to all through a variety of programs, procedures, and practices. Guiding the College is one of Palomar's core values: "providing access to all our programs and services." A recent example of providing a healthy learning environment is the no smoking policy on campus (III.B/24 BP 3570). The Environmental Health & Safety Office (EH&S) ensures that a systematic process is established for training District employees and that procedures are in place for performing workplace safety inspections. Training provides employees with the knowledge to perform assigned job functions safely, and workplace inspections are conducted in accordance with all applicable federal, state, and local agency regulations for air quality, operation, and inspection of safety/emergency devices and hazardous materials located through the campus (III.B/25 EH&S Training Program, III.B/26 Workplace Safety Inspections). All corrective actions are documented via electronic filing.

EH&S ensures that compliance with safety standards established by the California Occupational Safety & Health Act (Cal OSHA) is adhered to by performing routine safety inspections. Building discrepancies and any unsafe conditions identified during inspections are corrected, and all corrective actions are documented through the Building Services Preventative Maintenance Program (III.B/6 Preventative Maintenance).

Access to all facilities for persons with disabilities is critical to the Mission of Palomar College. Existing facilities were retrofitted to provide access as part of the College's ADA Accessible Path Project funded by Proposition M. Further upgrades are made when buildings are modified or when specific accommodations are requested (III.B/27 Accommodations Request Form, III.B/28 ADA Program).

With the passage of Proposition M (III.B/12), Palomar College has embarked on an aggressive capital construction program that is transforming the entire physical plant and operations of the District, with the biggest changes occurring on the San Marcos campus. As part of this program, all new construction and renovations will be fully ADA compliant with the goal to exceed standards. As part of the design review procedure, the director of the

Disability Resource Center (DRC) is included in the planning process to assist staff in making the campus and its buildings as accessible as they can be—beyond what may be required through the Department of State Architecture (DSA) accessibility plan check (III.B/15 ADA Master Plan).

In 2010, the District commissioned new emergency backup electrical generator systems for both Campus Police and Information Services. With the installation of these generators, the District's Information Technology services will run uninterrupted in the event of a power outage as well as the entire Campus Police building. In the event of a power outage, these generators supply backup power for voice communications, voicemail, email, internet, Campus Police applications, PeopleSoft Student, Blackboard, and other online educational systems that would remain operational for external use.

In 2012, the District hired a contractor to install a state-of-the-art fire alarm fiber optic network system for the entire San Marcos campus. This system replaced the overloaded existing copper wire fire alarm infrastructure. This new design permits any part of the system to be intercepted for adding new buildings without the loss of fire alarm protection for the rest of the College. The new system has the capability to support the future campus growth. Two command centers are installed: one at Facilities and another at Campus Police.

Palomar College offers evening classes in classrooms rented from Fallbrook Unified School District and Poway Unified School District. Classes are also offered at the Pauma Community Center and at the Marine Corps Base Camp Pendleton. To accommodate the schedules of active duty Marines, classes at Camp Pendleton are offered in an accelerated eight week format. The off-campus sites offer both basic skills and general education classes. Science laboratory classes are offered only at the San Marcos campus and the Escondido Center.

Because safety is a priority for Palomar College, Environmental Health & Safety, Campus Police, Risk Management, Human Resource Services, and Health Services work together to monitor the effectiveness of the programs in place. Online safety resources can be found on the Environmental Health & Safety website. A recent example of Environmental Health & Safety working together with College Police is the addition of emergency “blue phone” call boxes in Parking Lots 3, 5, 9 and 12. Surveillance cameras were installed as part of the same project. Campus Police now has the ability to receive emergency calls from these locations, and can also monitor the areas from their dispatch room using the cameras (III.B/29) EH&S Website).

Palomar College instituted a number of safety initiatives including parking lot security cameras, panic buttons in specific offices, evacuation maps throughout the campus, and classroom phones that are equipped with an EBS. Classrooms have emergency phones that are connected directly to Campus Police and also allow for emergency messages to be broadcast to the classroom. All parking lots are lighted and the campus maintains security lighting throughout the evening. The campus is closed between 11:00 p.m. and 6:00 a.m. to ensure night-time safety.

Palomar College's accelerated capital construction activity presents additional challenges to a safe and healthful environment. The College works closely with the construction managers and general contractors to ensure safety on the worksites. This safety is accomplished by restricting staff and students from the construction site, limiting the effect of and contact with construction traffic, and scheduling high hazard activities at times when there will be least impact on students and faculty. Occasions that require blasting on the construction site have been limited to time periods when there is minimum student activity on campus. On construction projects where Palomar carries the builder's risk insurance, the College's underwriter regularly sends construction safety inspectors to ensure the safety of the job site. The District's inspector of record and construction manager also provides reports of safety related concerns to the District.

The Supervisor, Environmental Health & Safety currently chairs the College's Safety & Security Committee. The purpose of this committee is to identify and address all types of safety and security concerns on campus including maintenance of equipment, the fire alarm system, any broken or substandard furnishings, and any issues that affect access. The Supervisor is also responsible for maintaining the Emergency Operations Plan. This plan has recently been updated. Under the guidance of the Supervisor, District staff receive Incident Command System training, along with other mandated emergency preparedness training ([III.B/30 Safety & Security Website](#)).

The District's Campus Police Department assigns a Community Service Officer (CSO) to Fallbrook to patrol and assist with security. Security on the military base is handled by the military police. In emergency situations, staff are trained to notify the appropriate authorities of the need for assistance. The College maintains its own police department for campus security on the San Marcos Campus and at the Escondido Center. Police officers provide a variety of services for students and staff. The College maintains its own 24-hour dispatch center and has direct lines of contact with the Escondido Police Department and San Diego County Sheriff's Department.

Self-Evaluation.

The College meets this Standard.

Palomar assures that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Information Services installed VoIP phones in every classroom and office at the San Marcos campus and Escondido Center. The phones have the ability to serve as a public address system with Inform-a-Cast software. Emergency phone towers were installed in parking lots 3, 5, 9, and 12 on the San Marcos campus for individuals to communicate with Campus Police in the event of an emergency. Video surveillance cameras have also been installed in these areas. The College is in the discussion phase of having emergency phones installed at the Escondido Center.

Palomar's Emergency Operation Plan gives guidance to responders on how to respond to a wide range of emergency scenarios. Board Policies 3505/*Emergency Response Plan* and Administrative Procedures 3515/*Reporting of Crimes* (III.B/5, III.B/31, III.B/32) require the College to establish and maintain an Emergency Response Plan. The District's Emergency Response Plan also needs to comply with the Jeanne Clery Act—also known as the “Crime Awareness and Campus Security Act.” This act requires colleges and universities across the United States to disclose information about crimes committed on and around their campuses. The College's Emergency Response Plan identifies the means by which the College will distribute information throughout the San Marcos campus and Escondido Center.

One or more of the following systems will be used for sending notifications in emergency situations:

- Palomar Alert via e-mail
- InformaCast System
- Palomar College home web page www.palomar.edu
- Bullhorns/loud speakers
- Palomar College Facebook page
- Electronic signage
- Emergency Broadcast System (EBS).

Emergency preparedness structures are in place; however, more staff members need to be trained and drills conducted more often so that staff members will know what to do in case of an emergency.

The Emergency Operations Preparedness Working Group is currently revising the Emergency Operation Plan. Completion and implementation is scheduled for the end of the 2014 fall semester (III.B/33 *Emergency Operations Preparedness Working Group Minutes*). [Which minutes specifically, which date, link?]

The Environmental Health and Safety department prides itself on providing good customer service. According to the “Finance and Administrative Services Survey Report 2013,” most of those who had used Environmental Health and Safety Services were satisfied (III.B/23 *Finance and Administrative Services Survey Report 2013*).

Actionable Improvement Plans.

None.

Evidence.

Number	Name
<i>III.B/24</i>	<i><u>BP 3570 Smoking and/or Other Tobacco Use</u></i>
<i>III.B/25</i>	<i><u>EH&S Training Program</u></i>
<i>III.B/26</i>	<i><u>Workplace Safety Inspections</u></i>
<i>III.B/6</i>	<i><u>Preventative Maintenance Program</u></i>
<i>III.B/27</i>	<i><u>Accommodations Request Form</u></i>
<i>III.B/28</i>	<i><u>ADA Architectural Barrier Removal Program</u></i>
<i>III.B/15</i>	<i><u>ADA Master Plan</u></i>
<i>III.B/29</i>	<i><u>Environmental Health and Safety Website</u></i>
<i>III.B/9</i>	<i><u>SWACC Inspection Report</u></i>
<i>III.B/30</i>	<i><u>Safety & Security Website</u></i>
<i>III.B/5</i>	<i><u>BP 3505 Emergency Response Plan</u></i>
<i>III.B/31</i>	<i><u>AP 3505 Emergency Response Plan</u></i>
<i>III.B/32</i>	<i><u>AP 3515 Reporting of Crimes</u></i>
<i>III.B33</i>	<i><u>Emergency Preparedness Working Group Minutes</u></i>
<i>III.B/23</i>	<i><u>Finance and Administrative Services Survey Report 2013</u></i>

The table has active links in the Number and Name columns.

Standard III.B.2.

To assure the feasibility and effectiveness of physical resources in support of institutional programs and service, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary.

Palomar College uses a variety of methods for planning and evaluating facilities and equipment. These methods include capacity-to-load ratios and a review of the Facilities Master Plan through an annual update of the Five Year Construction Plan (III.B/37). [I inserted this citation. It was in the evidence table, but not in text. Is it okay to reference as evidence "Non-resident Student capital Outlay Fund", print copy, here?] Facility planning and assessment are ongoing processes. This plan supports *Master Plan 2022* generally and the Facilities Master Plan specifically to address the needs of the College. The five-year Scheduled Maintenance Plan is updated annually, as is the Space Inventory Report [Is there evidence of this report? Should it be cited?]. Space utilization is reviewed in conjunction with course scheduling throughout each academic year.

Palomar College uses FUSION, a web-based application supported by the California Community Colleges Chancellor's Office, to store essential data regarding the College's facilities. This information includes space inventories, capital construction state-funded projects, and five-year scheduled maintenance and master plans. The system also allows for tracking facilities conditions and projects status. It is also a collaborative tool in communicating the scheduled maintenance and capital construction needs to the state Chancellor's Office.

Equipment is assessed on a regular basis through both institutional and departmental processes. The institution allocates resources as necessary to meet changing instructional and operational needs as evidenced in the Strategic Plan and Program Review and Planning processes as well as the four major Planning Council reviews.

Each department develops program plans to correct deficiencies and recommends improvements for their program. The Student Learning and Service Area Outcomes processes are also cycles of assessment and improvement.

The work-order system is designed to provide frequent and specific assessment information to the Director of Facilities. A total of 335 work order requests were received in FY 12/13 [Update to 2013-14?] with 319 being resolved (*Facilities Work Request Log FY2013*). [Is this the same as the "Facilities Service Log", or is the "Work Request log different?]

Self-Evaluation.

The College meets the Standard.

By a number of means, the College regularly evaluates its facilities and equipment and plans for improvement.

Each piece of equipment is replaced at the end of its useful life, and sometimes beyond that point. The College also evaluates, plans, and makes decisions regarding replacement equipment based on energy efficiency. For example, HVAC units and light fixtures are sometimes replaced if doing so decreases the total cost of ownership. Total cost of ownership will soon be added as a criterion in planning new projects.

[On the Evidence list, change “Institutional Review” to “Program Review.”]

Evidence.

Number	Name
III.B/35	<u><i>Facilities Review Committee Minutes, Equipment and Technology Needs, sample minutes</i></u>
III.B-36	<u><i>Block Grant Spreadsheets, print copy</i></u>
III.B-37	<u><i>Non-resident Student Capital Outlay Fund, print copy</i></u>
I.B-33	<u><i>Institutional Review and Planning Documents (current)</i></u>
I.B-34 ?	<u><i>Institutional Review and Planning Documents (history)</i></u>
II.B-20 or III.B/40 ?	<u><i>Student Services Planning Council Minutes, Equipment and Technology Needs, September 10, 2008</i></u>
I.A-4 or III.B/41 ?	<u><i>Strategic Planning Council Minutes, SSPC Report, December 4, 2007</i></u>

The table has active links in the Number and Name columns.

[Evidence highlighted in blue: I inserted this evidence into the text, but guessed that it is the appropriate evidence, as it was not cited.]

All other evidence listed in this table was not directly cited in the text. Please help me to identify where in the text it should be inserted.]

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary.

The College's *Integrated Planning, Evaluation, and Resource Allocation Model (IPM)* supports long-range, mid-range, and short-range planning. The *IPM* ensures that plans throughout the College are integrated and support institutional goals. At the top of the model is the College's Educational Master Plan. This plan establishes the long-range goals of the District, describes the programs the District plans to offer to meet the needs of the community, and drives all other College plans. For example, the Facilities Master Plan was developed and reflects the needs identified in the Education Master Plan. Together, these two plans make *Master Plan 2022*. *Master Plan 2022* is completed according to a twelve-year cycle with a six-year comprehensive update. Both the development and the update of the plan involve extensive internal and external environmental scans and interviews with every College program. As a result, the long-term needs, including facilities, are identified. The Facilities Master Plan provides a flexible framework to allow the District to adjust readily to changes in technologies, teaching methodologies, needs of students, and fluctuation of resources. Validation of *Master Plan 2022* occurs throughout the institutional planning process. The Facilities Review Committee evaluates the merit of facilities improvement requests. The results of this committee's evaluation are reviewed by the Finance and Administrative Services Planning Council and by the Strategic Planning Council (evidence). [What evidence are you referring to here?]

Master Plan 2022 establishes the planned configuration of the District to meet the needs of a growing population. Over the next eight to ten years, enrollment at Palomar College is expected to reach approximately 38,000 students. Without building additional sites, the College's current facilities will not be able to accommodate future growth. As a result, through *Master Plan 2022* the College has established a configuration that includes a comprehensive and renovated San Marcos campus, a renovated Escondido Center, one new center in the South, and one new center in the North.

In 2007, the Palomar College Governing Board approved the purchase of approximately 83 acres located in the northeast portion of the district for the new northern center. The Board of Governors for the California Community College approved the site as an education center in 2008 (III.B/44, III.B/45 Governing Board Minutes, Fallbrook Land Purchase June 12, 2007 and August 12, 2008).

In 2010, the Governing Board approved the purchase of a 27-acre site in the southern portion of the district for the new southern center. The site includes an existing 110,000 square foot building and a parking structure. The College expects to open the Southern Education

Center in 2017. The construction plans for this project have already been completed and submitted to DSA for plan review.

Self-Evaluation.

The College meets this Standard.

The College's Integrated Planning Model incorporates education and facilities master planning. The Education Master Plan drives the long-range Facilities Master Plan. Both plans are incorporated into one document and drive other College plans such as the mid-range Strategic Plan. *Strategic Plan 2016* addresses mid-range facilities needs of the college through Goal 4 titled Infrastructure (III.B/17).

Implementation of the aggressive capital construction plan funded by Proposition M provides much needed instructional and office space in accordance with the Facilities Master Plan (III.B/18). The bond coupled with State funds has financed the building of new facilities and the purchase of the two new education center sites. Funding for the maintenance of new space must be included in the annual budget development process. The College's Staffing Plan has identified the need for additional staff to clean and maintain the new and current space. In 2014 the College funded four new custodial positions; however, adequate staffing for the Facilities Department needs to remain a priority.

The following vacancies are listed in the 2014-15 Prioritized Positions for Facilities: Custodian I (**Four new positions and one open position will be filled in October 2014.**), Masonry & Concrete Skilled Maintenance Mechanic, Building Controls Network Specialist, Skilled Maintenance Technician, Supervisor of Grounds Services, Assistant Maintenance Electrician, Auto Mechanic, Maintenance Locksmith, Maintenance Painter, and Facility & Safety Technician (FASPC Meeting Minutes). **[Which minutes specifically, date, link?]** The Facilities Department was authorized to fill the open Custodial positions, but the other positions remain pending due to lack of District funding. Facilities positions are prioritized within the Finance and Administrative Services division. Facilities is, in effect, competing with other departments within this division to fill its vacant positions.

Total cost of ownership for capital construction includes the hard construction costs and soft costs such as design fees, testing and inspection fees, and plan check fees. However, these costs do not include routine and scheduled maintenance and operation. The College will begin to address the total cost of ownership during the design phase of new projects beginning with the Library. During the architectural planning process, the College will begin requesting cost of ownership data from the architects **[Evidence]**.

Actionable Improvement Plan.

None.

Evidence.

Number	Name
I.A-8	<u><i>Governing Board Minutes, Master Plan 2022 Approval, August 26, 2003</i></u>
III.B- 35 ?	<u><i>Facilities Review Committee Minutes, sample minutes</i></u>
III.B-34	<u><i>Finance and Administrative Services Planning Council Minutes,</i></u> <u><i>Facilities Review Committee Reports, sample minutes</i></u>
I.A-27	<u><i>Master Plan 2022</i></u>
I.A-19	<u><i>Proposition M Website</i></u>
III.B/44	<u><i>Governing Board Minutes, Fallbrook Land Purchase, June 12, 2007,</i></u> <u><i>and August 12, 2008</i></u>
III.B/45	<u><i>Board of Governors, North Education Center in Fallbrook Approval,</i></u> <u><i>September 8, 2008</i></u>
III.B-31	<u><i>California Post-secondary Education Commission Minutes , September 24,</i></u> <u><i>2008</i></u>
III.B-32	<u><i>Facilities Condition Assessment</i></u>
III.B-11	<u><i>Five Year Construction Plan, paper copy</i></u>
III.B-33	<u><i>Total Cost of Ownership, Interview with Phyllis Laderman, Director,</i></u> <u><i>Fiscal Services, October 2008</i></u>

The table has active links in the Number and Name columns.

[Evidence highlighted in blue: I have questions in bold/blue highlight within the text.]

All other evidence listed in this table was not directly cited in the text. Please help me to identify where in the text it should be inserted.]

Standard III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary.

As described in Section III.B.2.a., physical resource planning is integrated with institutional planning through the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. (See Figure X.) Physical resource planning occurs at all levels of the planning process. At the top of the *IPM* is *Master Plan 2022*, which includes the long-range facilities plan. The Master Plan drives the development of the College's three-year Strategic Plan. Every three years, upon completion of a summative review and evaluation, the College develops a new Strategic Plan, which includes institutional improvement goals and objectives the College intends to meet. Physical Resource and Equipment planning is reflected in these goals. For example, Goal #4 is "Facilities and Infrastructure addresses the facilities, technology, and emergency preparedness needs of the college" and is drawn from the Master Plan and results of Program Review and Planning (PRP) processes ([III.B/17 Strategic Plan 2016](#)). PRP processes are short-range operational planning driven by the Strategic Plan. PRP processes involve an evaluation and assessment of the effectiveness of programs through the use of quantitative and qualitative data, including the assessment of student learning and service area outcomes ([III.B/46 Program Review for 2013-2014](#)). As a result of this evaluation, units identify program goals and the resources necessary to address them. The need for changes in facilities, equipment, and technology are addressed through these processes.

Staffing to adequately clean and maintain the square footage added as the College implements the Master Plan by building new instructional space continues to be an ongoing challenge. Like all departments, the Facilities Department is advised by the Staffing Plan used to prioritize staffing needs within the division and to connect them to the District's Strategic Plan (*Staffing Master Plan 2016*) ([III.B/47](#)). Although these positions are needed, they are not currently funded. One example of the staffing shortage is in the Custodial department. The square footage cleaned per day, per custodian on the San Marcos campus is 32,379—an excessive number that does not meet the guidelines for basic cleanliness as established by the national Association of Physical Plant Administrators (APPA).

Self-Evaluation.

The College meets this Standard.

Physical resource planning engages all College constituencies and successfully ensures that physical resource planning is integrated with institutional planning through the *IPM*.

As discussed here and in III.B.2.a., adequate staffing for the Facilities Department must remain a priority.

Actionable Improvement Plans.

None.

Evidence.

Number	Name
III.B/17	<u>Strategic Plan 2016</u>
III.B/46	<u>Program Review for 2013-2014</u>
III.B/47	<u>Staffing Master Plan 2016</u>

The table has active links in the Number and Name columns.

DRAFT

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Abstract of Standard III.C.

As an institution with over 25,000 members, Palomar College requires and possesses the sophisticated technology systems necessary to operate efficiently and successfully. The members of Palomar College—students, staff, administrators, faculty, trustees—gain from the College's extensive technological resources. The College has structured facilities, hardware, software, professional support, and technology services to support student learning, student achievement, and institutional effectiveness. For example, the College makes computers and data projectors available to faculty and students in all classrooms. The College uses Oracle's PeopleSoft application to administer human resource and financial management systems. eServices organizes students' schedules and instructors' rosters. The CurricUNET application manages the College's curriculum development and approval processes, and with TracDat software faculty and staff monitor Student Learning Outcome and Service Area Outcome Assessment Cycles. Every class in the schedule has a Blackboard Learning Management system "shell" that faculty and students can utilize. Students in distance education classes evaluate their instructors by means of EvaluationKIT.

These technology resources are maintained and managed by the Information Systems (IS) department and by the Academic Technology Resource Center (ATRC). IS has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures. ATRC has primary responsibility for all areas of technology related to instruction. IS hosts the applications; ATRC uses them. Together the two departments coordinate through interdepartmental planning meetings of the IS/ATRC Workgroup and a universal ticketing system for projects with shared responsibility.

Technology planning involves many members of the College. The College's Technology Master Plan, which is on a six-year cycle, is integrated with its Educational Master Plan, which is on a twelve-year cycle. By means of the three-year Program Review and Planning (PRP) processes conducted by every unit, department, and program, the College systematically evaluates its technology resources needs and uses the results to guide improvement. IS and the Technology Master Plan Workgroup review technology requests generated by these PRP processes to ensure the College plans for the necessary hardware, software, services, and resources to fulfill its Mission. Planning is also the purview of the large and active Academic Technology Committee, a Faculty Senate Committee that coordinates faculty interests in all areas of technology.

Technology planning also addresses concerns such as disaster recovery, data security, and on-going equipment replacement. This planning defines a resource allocation process that provides redundancy of key technology systems, ensuring uninterrupted availability of critical services and protecting the College from catastrophic loss of data.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. The College is developing means to assess students' digital literacy and to provide students necessary training.

Standard III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary.

Palomar College provides extensive technology support, products, and services to meet the needs of student learning programs and services, teaching, college-wide communications, research, and operational systems. These technology resources are maintained and managed by Information Systems (IS), which has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures, and by the Academic Technology Resource Center (ATRC), which has primary responsibility for all areas of technology related to instruction.

To ensure that the College identifies its various types of technology needs, every unit, department, and program conducts Program Review and Planning (PRP) processes (III.C/1 PRP). By means of these processes, the College systematically evaluates its use of technology resources and uses the results to guide improvement. IS and the Technology Master Plan (TMP) Workgroup review technology requests generated by these PRP processes to ensure the College has the necessary hardware, software, services, and resources to fulfill its Mission. Often, plans that are the result of PRP processes enter into the College's Technology Master Plan, which is on a six-year cycle, and is integrated with its Educational Master Plan, which is on a twelve-year cycle (III.C/2, III.C/3 Technology MP and Educational MP).

Learning.

The College devotes abundant technology resources to support student learning. Students typically review the requirements of academic programs by accessing the College's online catalog and select their classes, check grades, and apply for financial aid on the College's eServices site. The College provides a Blackboard "shell" for every class—both face-to-face and distance education. The Blackboard system hosts the College's diverse online offerings as well as supports the face-to-face classroom environments with a variety of activities posted by faculty. The Commission recently approved the College's "Substantive Change Proposal—Distance Education (DE)" (III.C/4 Subst change on dist ed). Here the College reports that 86 active degree programs and 75 active certificate programs have the potential for a student to complete 50% or more of the required courses through DE. Computer labs are accessible to students throughout the College. All students have email accounts. Soon students will be better able to monitor their academic progress online; in *Strategic Plan 2016* Goal 1/Objective 4 is "Develop and implement online supplements to orientation, transfer credit evaluation, education planning, and degree audit" (III.C/5 Strat Plan 2016).

Teaching.

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center. The purpose of the ATRC is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff. The Academic Technology Department includes a manager and six support staff that assist faculty and students not only in DE classes, but in all classes. The ATRC provides trainings, classroom tech (A/V) supported by Information Systems, and professional development. The ATRC also offers services such as digitizing media, captioning, graphic creation, and website creation. The ATRC supplies faculty with Blackboard support. The Blackboard environment is used not only by faculty teaching distance education classes but also by faculty teaching face-to-face classes. **[Is there evidence for this paragraph?] [I'm thinking that the ATRC website should be sufficient here.]**

Members of Palomar College benefit from a large and active Academic Technology Committee (ATC). This Faculty Senate committee coordinates faculty interests in all areas of academic technology and advises the Senate on relevant technology matters. It

- discusses issues on technology access related to student equity,
- coordinates with faculty on technology governance committees,
- coordinates with the Curriculum Committee on distance learning courses,
- discusses pedagogical issues relating to on-line courses and changes in technology,
- discusses issues of training for on-line instructors,
- advocates for faculty concerns regarding technology, and
- discusses academic and professional issues related to courses taught in non-traditional formats such as percentages of faculty and department loads, and
- discusses digital literacy.

[Do we have sample minutes from ATC that we can use as evidence here?] [The ATC has its own website, and it also posts Minutes on a separate site. Also, the ATC reports weekly at the Senate, so summaries of ATC meetings and matters should appear in all Faculty Senate Minutes.]

Faculty employ technology resources in the design, development, and teaching of courses, such as with TracDat to collect and present SLOAC information, and with CurricUNET, the College's curriculum management system. Faculty rely on information collected by technical means, such as data provided by The Office of Institutional Research and Planning (IRP), the needs assessment survey provided by the Professional Development (PD) Office, and the Gainful Employment Index provided by Career and Technical Education (III.C/6, III.C/7). The College has "smart" classrooms and computers/internet in every fulltime faculty member's office. Faculty use eServices to check enrollments, provide progress reports on students, monitor PD contracts, and post grades. Students in distance education classes evaluate their instructors by means of EvaluationKIT.

[Evidence/link for EvaluationKit?] [I recommend that you contact Melissa Kloz in the

TERB office.]

College-wide Communications.

The College's network infrastructure in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment allow members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The College's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications. The phone system is set up to contact campus police with one button, and the emergency broadcast system provides [. . .]. **[Align with description in III.B.]** Through its website, the College communicates with students, staff, faculty, administrators, and the public.

Research.

The Office of Institutional Research and Planning (IRP) employs technology resources in collecting, analyzing, and publishing data and research. The office has access to the College's databases and maintains its own secure, dedicated server to store and maintain data in a repository. In addition, IRP employs various database, analysis, and visualization software to organize, evaluate, and present data to the campus community. IRP provides data to the ATRC, the Academic Technology Committee, and the TMP Workgroup. **[Describe the kinds of data these groups are interested in. For example?]**

Operational Systems.

The College's technology infrastructure and operating systems needs are addressed by IS through the Finance & Administrative Services Division's PRP process (III.C/8). IS and the Technology Master Plan (TMP) Workgroup review technology requests to ensure the District has the necessary hardware, software, services, and resources in place to support the needs of units and departments, and it informs the Planning Councils accordingly. Many of these needs were captured in *Technology Master Plan 2016* (III.C/2). Various groups of faculty, staff, administrators, and students contributed to the composition of this plan, which is in correspondence with the College's other master plans.

Regulatory requirements and student enrollment needs are operational issues that are addressed by IS and the applicable user departments after discussions are held at Vice-Presidents' meetings.

PeopleSoft supports the College's operational needs, including e-Services.

Self-Evaluation.

The College meets the Standard.

The ATRC and the Academic Technology Committee focus on learning, teaching, and research.

The College created the Technology Master Plan Workgroup to comment authoritatively on new software and hardware proposals and to keep the Technology Master Plan current and relevant.

Every five years IS uses surveys [**Are these the same surveys we refer to in the last section of this Standard—the ones we say are administered by Finance and Administrative Services?**] administered by Institutional Research and Planning to gather data from faculty and staff to evaluate the quality and effectiveness of its service, systems, technology infrastructure, and the District's PeopleSoft application. The results of the 2013 survey were generally positive, and for the most part the faculty and staff's 2013 evaluation of the IS Department showed an improvement over the 2008 survey in service area quality and effectiveness. For example, ratings were high for the Helpdesk, Technical Support services, and the VOIP phone system, and each aspect of the ratings improved from 2008 to 2013. Email and Internet access, rated very highly by respondents in 2008, were rated even higher in the 2013 survey (III.C/9, III.C/10) ~~FA&S Survey 2008 and 2013.~~

The 2013 survey ratings showed a decline in the effectiveness of the PeopleSoft application in all aspects of the system, with in-house training rated the lowest. To address this decline the College is considering the need to establish a Technology Trainer position.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. Recognizing the need to improve this training, the College centered Goal 3/Objective 3 of *Strategic Plan 2016* on such professional development/growth: "Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff" (III.C/5 ~~Strat plan~~).

Actionable Improvement Plans.

None.

Standard III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary.

Technology resources contribute significantly to the College's fulfillment of its Mission. The Information Services (IS) Department and the Academic Technology Resource Center (ATRC), in collaboration with the Technology Master Plan (TMP) Workgroup and the four divisional Planning Councils, provide technology services, professional support, facilities, hardware, and software for the College. Advised by information and analysis provided through Program Review and Planning (PRP) processes, the College updates the Technology Master Plan to address institutional needs and to bring about institutional improvements (III.C/1, III.C/2) .

Technology Services and Professional Support.

The IS Department within the Finance & Administrative Services Division is responsible for providing technology services to all divisions on the main campus and all off-campus centers and sites. IS manages the College's Data Center and provides system and user support for all hardware, software, and audiovisual equipment within the classrooms, student computer labs, offices, and conference rooms. Additionally, IS is responsible for operating and maintaining the District's network and telecommunications systems, administrative systems (student, financials, and human resources), and the audiovisual systems. IS is organized in the following areas, which provide service and often in collaboration with the ATRC:

- Helpdesk Services, which provides user support to students, faculty, staff, and community patrons for computer hardware/software, email, network services, Microsoft Office, and eServices, the College's self-service student and faculty application.
- Systems & Programming Services, which provides operational, technical, and programming support services for the College. IS maintains the administrative applications, which consist of the PeopleSoft systems and modules. These systems and modules are patched on a quarterly basis for security and reliability. ATRC maintains the Blackboard learning environment [Is "maintains" the right word?], which is patched with no downtime.
- Network and Data Center Services, which provides the telecommunications and hardware/software infrastructure required (1) for email, voicemail, and Internet, telephone, and wireless network services, and (2) to operate the College's administrative information and student learning systems.
- Technical Support Services, which provides support for desktop hardware/software and

for peripheral computing and audiovisual equipment used in the classrooms and offices. Technical support services are also offered to students and faculty for the creation of **["creation of"?]** and access to the College distance education platform, Blackboard,

- To support faculty and staff, ATRC provides PD workshops based on needs assessment (**III.C/6** ~~PD needs assess~~). In addition to workshops, ATRC also provides one on one support for both faculty and staff on websites and online courses. IS functional specialists work in conjunction with departments to provide support for administrative information systems. **[The LOC provides support for TracDat, true?]**

Facilities, Hardware, and Software.

In 2006 the voters in Palomar College's district passed a large bond measure— Proposition M—to build new facilities on the San Marcos campus and renovate older buildings on campus and at Escondido Center. In these almost nine years since the passage of Prop. M, the College has made steady, focused progress in the implementation of its facilities *Master Plan 2022*, requiring technology resources to keep pace (**III.C/11** ~~mp~~). Construction has required ongoing assessment of the technology needs that will support the current and future needs in the classroom. For example,

- IS staff enhanced its conduit, cable, and telecommunications infrastructure knowledge to ensure new buildings and remodels were designed and constructed with state-of-the-art technology to meet the needs of future students, faculty, and staff. Afterwards, IS developed a standard set of cable, infrastructure, and telecommunications products, and at the April 2011 Governing Board meeting, the Trustees approved establishment of a District standard for telecommunications system products to ensure selected architects and electrical contractors complied with the District's standards (**III.C/12** ~~GB minutes~~).
- Facilities staff learned new systems in order to maintain the new buildings because each is constructed with new automated technologies that support and control the building's heating, air conditioning, electrical, and door-locking functions.
- During construction of the H-building, IS staff learned new audiovisual systems, equipment, and technology in order to develop a standard set of AV system products to install in the new building's classrooms, conference rooms, and student labs. Developed in Fall 2012, the standard AV product set has been installed in three new buildings (H, T, and TLC) on the San Marcos campus and in the remodeled Escondido Center, and has replaced outdated AV systems in the NS and C buildings.

The IS Department is responsible for installing and maintaining all information technology (IT) and audiovisual (AV) hardware and software in the college's classrooms and instructional labs, including the study rooms and classroom in the TLC and all ATRC labs on the first floor of the Library.

In order to ensure the effectiveness of the District's systems and applications, the telecommunications infrastructure and the IT and AV hardware/software must be capable of operating at optimum performance. Software applications such as People Soft, CurricUNET, and TracDat are technological mainstays of the College's operations. IS maintains the operational systems that consist of the PeopleSoft functions "Campus Solutions," "Financial," and "Human Capital Management"—and corresponding modules—which are updated ("patched") on a quarterly basis for security and reliability.

[Include in Evidence links the lists of Microsoft products, of PeopleSoft modules, of major customizations made to the Campus Solutions applications, and of the applications housed in the District's Data Center.] [These lists appear in early versions of 3C—such as the March 2013 version.]

The College's system for developing, reviewing, and approving curriculum is CurricUNET. The College's repository for information necessary to Student Learning Outcome Assessment Cycles and Service Area Outcome Assessment Cycles is TracDat.

All departments within the College engage in Program Review and Planning (PRP) processes for evaluation, planning, implementation, and resource requests, including technology resources (**III.C/1 PRP**). IS and the TMP Workgroup review PRP technology requests with respect to the Technology Master Plan to ensure the District has the necessary hardware, software, services, and resources in place to support a department's need and inform the Planning Councils accordingly (**III.C/2 tech-master-plan**). The TMP Workgroup evaluates the technology and categorizes it by type and timeframe.

To ensure the District properly maintains its existing technology and does not over commit its resources, the Technology Plan includes a category for ongoing technology, maintenance, and replacement. The initiatives in this category have grown since the plan's inception in 2010, and now include the following additions:

- Implement new versions of network operating systems and applications, where appropriate, and maintain currency by applying software patches when released.
- Implement new versions of District standard operating systems, applications, and desktop productivity software, where appropriate, and maintain currency by applying software patches when available.
- Implement new functions and features in the District's Student and Administration Information Systems to improve eServices, streamline administrative tasks, and comply with federal and state regulations.
- Maintain a five-year replacement cycle for the District's servers, computers, audiovisual equipment, network infrastructure, and data center assets (**III.C/13**).

Curricular Commitments for Distance Learning Programs and Courses.

Palomar's commitment to supporting the use of technology for instructional delivery is evidenced by the District-funded staffing levels and operational resources provided through the Academic Technology Resource Center (ATRC), Information Services, and by the position of the Academic Technology Coordinator, a fulltime faculty member with 80% assigned time. The Distance Education program is facilitated by the Blackboard Learning Management System. The extensive support for online learning at the College begins with the infrastructure provided through IS and extends into the ATRC (which oversees Blackboard), the Palomar College Television Department, and the Library. **[Make reference here to CurricUNET and TracDat.]**

Provisions for Reliability, Disaster Recovery, Privacy, and Security.

[We need to address these subjects adequately—especially because in 2009 the Commission gave the college a related Recommendation. But can't we carry much of this information in an Evidence link? For instance, can we simply say that these provisions are described thoroughly in the Technology Master Plan?]

IS is responsible for the College's technology infrastructure and administrative systems and for keeping this environment reliable and secure. The technology infrastructure includes the District's Data Center, network, telecommunications, administrative, and audiovisual systems, faculty and staff desktop hardware/software, and the student labs. *Technology Master Plan 2016* requires IS to maintain currency on the District standard operating systems, applications, and desktop productivity software by installing patches and system updates when released by the District's key vendors—Microsoft, PeopleSoft, and Cisco—in order to provide quality technical services. The District utilizes the Foundation for California Community Colleges (FCCC) Microsoft Campus and Adobe Creative Cloud Enterprise license agreements to obtain the Microsoft Office and Adobe products needed to provide a quality desktop computing environment for faculty, staff, and students and regularly installs the software patches and updates released by these vendors (III.C/2 tech mp).

Network and telecommunication system upgrades are performed during semester breaks when resources are available. The District's network is comprised of several Local Area Networks (LANs) and Wireless Local Area Networks (WLANs) and a Wide Area Network (WAN). The WAN connects the San Marcos campus to the Escondido Center and three (3) education sites (Camp Pendleton, Fallbrook, and Pauma), and the San Marcos campus LAN is comprised of 50-plus buildings connecting to a core infrastructure via air-blown fiber. The Escondido Center is the largest of Palomar's off-site facilities and consists of three separate buildings connected to the LAN.

The District's network infrastructure in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment allows faculty, members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The District's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications.

All of the District's information systems are based on redundant, load- balanced, clustered systems with uninterrupted power systems (UPS) to allow controlled shutdowns and an emergency diesel generator for critical communication and emergency response systems. The scope of these information systems includes those supporting distance education systems (Blackboard[?]), along with other support system such as eServices, email, and VOIP.

District and departmental websites, network drives, Blackboard [?], and streaming media data are immediately replicated on-site and backed up offsite daily using EMC's Avamar /Data Domain data recovery solution. Maintaining backups both onsite and offsite will provide the district with a means to recover data from minor to catastrophic events such as explosion, fire, earthquake, etc. The District's Disaster Recovery Plan (III.C/14) is located on the IS home page.

The WLAN provides open access to the Internet and secured access to the local Intranet. Access is available throughout the District. IS is responsible for full implementation and management of all network devices and traffic. The District network security system is based on Cisco's self-defending Network Architecture, and with supervisory approval Virtual Private Network (VPN) connections are provided to staff from outside of the firewall.

The SourceOne application enables the District to address its information governance requirements and to comply with the Federal Rules of Civil Procedure for retrieval of electronically stored information (ESI). SourceOne email storage is private and secure, but in order to meet California Public Records Act requests and court subpoenas for ESI, all emails that pass through the District's email system are archived and available for eDiscovery.

The District's telecommunications infrastructure consists of Cisco's Internet Protocol (VoIP) Unified Computing System (UCS) hardware and software. In order to maintain a secure and reliable system, version 9 of this high Quality of Services (QoS) system was implemented in August 2013. Cisco's UCS/VoIP system integrates voicemail with email, allowing retrieval of all messages from a single source, enables faculty and staff to retain their telephone number when changing physical locations, and provides improved customer queuing services. UCS is also integrated with the InformaCast mass notification system, and together they provide an emergency notification capability to every telephone located in classrooms and offices at the San Marcos campus and the Escondido Center. Additionally, emergency text messages and emails can be sent to students, faculty, and staff regardless whether they are on or off-campus via the Blackboard Connect system.

Additionally, District policy has implemented strong passwords for its PeopleSoft and eServices applications. This policy requires students, faculty, and staff to change their password every six (6) months with commercial best practices for passwords (mixed characters, minimum length, and inability to reuse passwords based on recent history). [\[Is this a formal policy on the Governing Board's website?\]](#)

For data in motion, the District has implemented SSL/TLS-based communications on campus as well as remote communications (i.e. Blackboard [?], eServices, email over https for Exchange client, IMAPS, OWA over https). This is for all data that is not public, open

information.

Self-Evaluation.

The College meets the Standard.

The College plans and provides the resources necessary for technology services, professional support, facilities, hardware, and software to enhance the operation and effectiveness of the institution. It has evaluation/planning processes in place to make decisions about technology services, facilities, hardware, and software. It makes provisions for reliability, disaster recover, privacy, and security. The College's technology resources accommodate its curricular commitments for distance learning programs and courses.

Actionable Improvement Plans.

None.

Standard III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary.

Technology training for employees is provided by a number of units: Academic Technology, Information Services, Fiscal Services, Instructional Services (including CurricUNET and TracDat/Outcomes Database), the Professional Development office, and individual academic departments. Each department provides necessary training for specific operational systems and software applications, and each division has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative applications training.

Technology Training of Students.

Many departments/disciplines provide individual, specialized, and general training as an orientation to their academic instructional support labs. For example, the Library offers courses in [---] **[See the catalog and 2C.]** and help students navigate the World Management System index and the articles databases. The Business Department offers a wide variety of courses in Microsoft Office Suite and the internet. Programs like the Disability Resource Center help students use eServices. Graphic Communications teaches hands-on courses in the Adobe Creative Cloud Bundle and other industry standard applications. Similarly, Drafting, Fashion, Art, CSIS, and CSIT have strong computer components as every vocational industry is moving to digital information.

The Academic Technology Committee is analyzing the technology training needs of students in the area of Digital Literacy in order to prepare students to perform successfully at the college level. The ATC reviewed many available products and found that the Northstar Assessment provides the most comprehensive evaluation of student readiness for face-to-face and online courses (**III.C/15 North Star Assessment**). The Northstar Digital Literacy Project identifies and assesses basic computer digital literacy standards and modules in eight main areas: Basic Computer Use, Internet, Windows Operating System, Mac OS, Email, Word Processing (Word), Social Media, and Excel. Northstar Digital Literacy Certificates are awarded to students who pass the assessment. Committee members have met with IS, PeopleSoft, and the Disability Resource Center staff to determine the best strategy for implementing a Northstar solution at Palomar College. Since Northstar integrates with PeopleSoft, the Academic Technology Committee has determined that an automatic data transfer can occur through an SOA Gateway so that assessment results are recorded on transcripts in order to identify remediation needs. Palomar College has three approved courses to teach basic literacy skills for those in need of remediation: DR 40, DR 43.1, and DR.43.2. The ATC is ready to move forward with a

recommendation to motivate the college-wide discussion of assessing students' technological knowledge and skills.

The College provides Blackboard training to students in several ways: faculty may provide a Blackboard orientation to their class, some offer one-on-one training as needed, and Academic Technology Resource Center (ATRC) staff has developed online tutorials to help students become familiar with Blackboard. Links to Blackboard video tutorials, the Blackboard Knowledgebase, and Frequently Asked Questions (FAQs) are available on the Palomar College Blackboard support web page (Evidence: Student tutorial through Blackboard). Additional trainings include

- the Library Help Desk,
- website tutorials,
- training sessions requested by an instructor and provided by staff,
- and training provided to students by instructors.

Technology Training of Personnel.

The College uses faculty and staff surveys to assess the appropriateness and effectiveness of technology training and technical support.

The Professional Development Office formally assesses the technology training needs of faculty through the annual Professional Development Needs Assessment Survey (III.C/6) PD survey. **[Describe the technology questions on the survey.]** Faculty who had participated in technology training responded positively. **[Meaning?]** The survey also provided a mechanism to determine future training needs. Multimedia in teaching, creating and developing websites, and Blackboard topics were highest in need. Informal assessment occurs when workshop presenters ask those in attendance to name training they want to receive in the future. (Web-design and Blackboard draw the greatest interest.)

[Name the surveys the College uses to assess the technology training and technical support of staff.]

[In the following paragraphs we describe a number of types of training provided by a number of different groups. Can we describe technology training as systematic—or is it unsystematic?]

Technology training for faculty is primarily organized through the Professional Development office through online and face-to-face workshop sessions. Most of the technology training workshops are conducted by Academic Technology Resource Center staff and use hands-on approaches in which attendees use computers and other technologies to practice skills being taught. ATRC also offers individualized training.

Instructional Services offers workshops for faculty and support staff in the use of

CurricUNET, the College's curriculum management system. The SLOAC coordinator also provides training on TracDat. Fiscal Services provides training related to the budget development process, and departments provide training on the operation of specialized equipment in labs throughout the College.

The ATRC utilizes Blackboard for self-enrolled technology training. A wide variety of opportunities focused on how to effectively use technology in teaching is available each semester. Further, a number of self-paced, instructor-facilitated online workshops have been available on the Academic Technology Training website.

Palomar Online Education Training (POET) is a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online (III.C/17 POET). The program was developed by the Academic Technology Committee with approval by the Senate. It is administered by the Academic Technology Coordinator as a Professional Development activity. **[Give context to the following list.]**

- 61 faculty have completed POET training with 132 currently in training (III.C/18 ~~poet~~ ~~trained faculty~~)
- Annual Best of Palomar contest for Using Technology (III.C/19)
- Evaluation and testing of Training Software (III.C/20)

Information technology training is provided for staff when new functionality is added to the PeopleSoft applications or by the software vendor when new applications are implemented. PeopleSoft training is provided to staff by the Functional Specialists, and IS provides some training to staff when new versions of Microsoft products are installed.

Each division within the District has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative application training to faculty and staff. When a new staff member is hired or an existing staff member moves to a new position, the Functional Specialist works with the employee's supervisor to determine the appropriate PeopleSoft system security level (permission lists, roles, etc.) and access rights to other applications based on the job responsibilities. Once determined, the supervisor submits the User Access form to the IS Helpdesk to establish the employee's system rights, and application training begins. The Functional Specialists receive PeopleSoft training from the Oracle Corporation, PeopleSoft certified consulting firms, or other institutions that have already implemented the module or new functionality.

Staff are also trained through

- Professional Development workshops (III.C/21)
- Professional Growth programs (III.C/22, III.C/23)
- Web-based tutorials (i.e., PeopleSoft) (III.C/24, III.C/25) **[I inserted evidence for the bulleted items. In bullet #3, I found/listed two reference for eServices tutorials, one for Admissons staff and one for faculty. Are they appropriate to cite here? Do you have add'l suggestions?]**

The IS Department is responsible for training its staff on the Apple, Cisco, Dell, EMC, HP, Microsoft, Oracle, PeopleSoft, and VMware technologies needed to support the District's information technology systems. This training is provided through professional IT training agreements or by the technology vendor or certified systems integrator when new hardware/software is implemented.

Self-Evaluation.

The College meets the Standard.

The PD Needs Assessment Survey included questions addressing satisfaction with the training that is offered. The majority of respondents (85.6%) indicated that PD offered the programs, resources, and workshops that met their needs. Most also rated the workshops as good (88%) (**III.C/6 PD survey**).

Those attending plenary workshops complete workshop evaluations. **[What are the results of these evaluations?]**

In December 2013, an Accreditation Self-Evaluation survey was administered to faculty and staff with a total of 500 college employees completing the questionnaire (**III.C/26**). Respondents were asked about the technology and technology training the College provides for them to perform their jobs, and they generally agreed that the College provides the necessary technology and training. However, the perception that the College provides the necessary technology training varied by both employee class and division, with greater agreement coming from faculty and the Instructional Services Division. With almost 25% of the employees in the Human Resources and Finance and Administrative Services divisions stating they were not getting the technology training they needed to do their jobs, this survey reconfirmed the need for technology training.

In response, the College is developing additional approaches to providing technology training. *Strategic Plan 2016*/Objective 3.3 is "Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff" (**III.C/5 Strat. Plan**). The College has new technology training programs underway. The Strategic **[Planning?] [yes]** Council allocated \$30,000 of Strategic Plan Priority Funding to support needs assessment and technology training. **[Are there minutes for this as evidence?] [Marti, I think I forwarded to you Michelle's email with an attachment on SPPF allocations.]** Training for the Teaching and Learning Center and the Humanities building "smart" classrooms were provided by the vendor in Summer 2014, as the new facilities opened their doors to classes and student support services.

[Note to 3C writing team: The 2 questions highlighted in blue for this paragraph only are for the Accreditation team and not meant for the 3C team to answer.]

Actionable Improvement Plans.

None.

Standard III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary.

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes *Technology Master Plan 2016*, which is on a six-year cycle (III.C/27, III.C/2). The Finance and Administrative Services Planning Council (FASPC) reviews this plan annually and conducts a Year 3 Update—most recently in 2013—with a report and recommendations to the Strategic Planning Council for institutional priorities that should be addressed. The College uses this mid-cycle review to inform the development of the three year Strategic Plan.

Technology Planning.

The Technology Master Plan is one of the College's four long-range plans. It is integrated with the Educational Master Plan, the Facilities Plan, and the Staffing Plan. The Technology Master Plan also informs and is informed by the medium-range Strategic Plan (III.C/10) and the short-range Program Review and Planning processes (III.C/2, III.C/3, III.C/28, III.C/29, III.C/5, III.C/1 Tech MP, Ed MP, Facil Plan, Staff plan, Strat Plan, PRP).

The Technology Master Plan is the product of systematic assessment. The Plan has five major sections: Executive Summary, Background, Technology Systems & Services, Technology Planning Process, and Recommended Initiatives. This Plan addresses the infrastructure, hardware, software, and all other computer-based equipment necessary to support the College's learning, teaching, communications, research, and administrative needs, including ongoing equipment replacement. (Non-computer-based equipment and printing needs are identified and addressed through departments/units' Program Review and Planning processes.)

Technology Master Plan 2016 established a standing workgroup as a subgroup of the Finance and Administrative Services Planning Council. This Technology Master Plan (TMP) Workgroup is responsible for evaluating technology needs; researching, assessing, and pilot-testing new technology proposals; determining related costs and cost-effective strategies; ensuring this Plan's alignment with other long-range plans; and reporting findings and making recommendations.

This workgroup categorizes initiatives by type and by completion or implementation timeframes. The three levels of recommended initiatives optimize the College's technology environment in support of effective programs and services to all users. A Tier 1 Initiative offers highly desirable benefits, can use existing resources, requires no additional funding, addresses a user-expressed need, or is a legal, safety, or security requirement. Tied to the Strategic Plan and departments/units' Program Review and Planning processes, a Tier 1 Initiative has a completion

or implementation timeframe of one to three years. The “Technology Master Plan Year-2 Update” lists many completed/implemented Tier 1 projects **[Need evidence for Tech MP, Yr 2 update? This is a question for Accred writers, not 3C writing team]. [I think the updates are included in the current plan, so if we cite the plan, we should be good.]** For example, now all new buildings on the San Marcos campus and the Escondido Center have full wireless coverage, and most of the older buildings on the San Marcos campus have at least one access point. Also, Information Services installed an EMC backup system in the College’s Data Center.

A Tier 2 Initiative is similar to a Tier 1 but requires additional funding, assessment, and planning. Tied to the Master Plans, a Tier 2 Initiative has a completion or implementation timeframe of four to six years. For example, Information Services has installed the WebEx application, which the Helpdesk uses to provide support for staff at the Escondido Center. The Academic Technology Resource Center now uses JoinMe, a screen sharing application that facilitates meetings. A Tier 3 Initiative requires further study to determine its feasibility and cost benefit.

The Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the District’s Data Center, network infrastructure, faculty/student lab computers, and classroom audio-visual equipment would be approximately \$3 million per year. Based on the Workgroup’s recommendation, Objective 6.1 was included in *Strategic Plan 2013 –Action Plan Year Two 2011-2012* under Goal 6: “Integrate the funding of *Technology Plan 2016* into the College’s annual budget development process” (**III.C/5 Strat Plan**). Although the College planned to begin funding yearly technology replacements in 2012-2013, it could not due to projected fiscal deficits. In 2013-2014 implementation began with a one-time provision of \$2 million and an ongoing budget of \$750,000 annually. When the State’s and College’s fiscal situation improves, more funds will be dedicated to plan. One way the College is responding to this fiscal situation is by extending the life of equipment and versions of software without support if replacement or upgrade is delayed. The College also uses Federal Perkins funding, State Instructional Equipment and Learning Materials funds, and Palomar College Foundation grants to augment its support of technology **[Do we need to reference the budget here? This question is for the ALT team]. [I don’t think so, but we may need to ask Berta’s opinion here.]** For example, the College used a Foundation grant to purchase the site license of the “Read & Write GOLD” program for campus and home use for all students. Prop. M funds have also supported the initial technology needs in the construction of new facilities.

Management, Maintenance, and Operation of Technological Infrastructure and Equipment.

The Information Systems (IS) Department is responsible for the management, maintenance, and operation of the District’s technological infrastructure and equipment. IS is organized into four (4) operational units: Helpdesk Services, Systems & Programming, Network & Data Center Services, and Technical Support Service and uses Remedy, an automated work order system, to measure user demand for services, to track project progress, and to ensure work requests are fulfilled on a timely basis. (A detailed description of these operational units appears in section 3C.1.a.)

Systems for Reliability and Emergency Backup.

A detailed description of the College's systems for technology reliability and emergency backup appears in section 3C.1.a.

Self-Evaluation.

The College meets the Standard.

The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The College provides systems for reliability and emergency backup.

Actionable Improvement Plans.

None.

Standard III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary.

Decision-making.

The College uses Program Review and Planning (PRP) processes to assess its progress towards achieving its stated goals and making decisions regarding the improvement of institutional effectiveness in on-going and systematic cycles of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (**III.C/1 PRP**). In the Instructional Services and Student Services Divisions, resource allocations are tied to planning, and the Planning Councils of these divisions use the PRP process to make decisions regarding the use and distribution of technology resources. The Councils determine how to allocate the available funds, and each PRP with a technology request is reviewed, prioritized against other PRP requests, and funded based upon how well they meet a strategic goal or objective. Information Systems (IS) is consulted to avoid duplicate funding to requests. The Finance & Administrative Services Division (F&AS) uses the PRP process to identify measurable goals to influence resource allocation decisions for the division's departments on an annual basis in budget development. As a department within F&AS, IS uses the PRP process for discretionary technology resource decisions (**III.C/12**). However, like the other departments within the F&AS Division, its operating budget is driven by the use and needs of the entire District, with many fixed obligations, such as the ongoing maintenance and support of infrastructure, existing systems and technology, and software site licenses.

Reliability.

As described in section 3C.1.c., the Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the District's Data Center, network infrastructure, faculty/staff and student lab computers, and classroom audio-visual equipment will be approximately \$3 million per year, excluding the cost of software application license fees and printing services. Although the District's *Resource Allocation Model* does not include a funding line for technology, a one-time provision of \$2 million for replacement of technology and AV system upgrades was made for FY 2012-13 with an ongoing amount of \$750,000 established beginning FY2013-14 (**III.C/27 IPM**). **[How has the College used redevelopment funds for technology?]**

Policies and Procedures.

IS has established a number of policies and procedures to help keep the technology infrastructure current, secure, and reliable, including

- PS Password Requirements,
- Cross-functional Issues Resolution,
- Production Control,
- PS Financial Patch Installation,
- PS Security Changes,
- Username and Password Security.

Additionally, IS holds monthly meetings with the Instructional Services and Student Services Divisions' systems support team to ensure the PeopleSoft and other administrative applications are performing as expected and customization projects are on track, and to schedule the testing and installation of software patch/updates released for the PeopleSoft systems each quarter. The meetings include Division management and Functional Specialists and IS management and programmers.

After ensuring that other District applications are not affected, IS routinely installs Microsoft and other vendor patch/updates shortly after release. Whenever funds are allocated, IS implements the computer replacement plans for faculty, staff, and student lab computers to keep the desktop computer infrastructure current and sustainable (III.C/13).

The approved data security procedures are included in *Technology Master Plan 2016*. In addition, Information Services completed a written operational disaster recovery plan in January 2010 (III.C/14). This plan is available on Information Services' website. This disaster recovery plan successfully meets the College's external auditor's recommendation.

Improvements have been made to protecting the College's electronic data information. For example, stronger password requirements were implemented for access to all PeopleSoft administrative systems.

On campus hosted applications, websites, departmental folders, and email are now backed up nightly to the EMC Avamar/Data Domain system located at the Escondido Center.

Effective Distribution and Use of Equipment for DE Programs.

Hardware and software for Distance Education (DE) instruction are carefully selected by the Academic Technology Resource Center (ATRC), Information Services (IS), and Academic Technology Committee (ATC). Blackboard and the internet are the primary means by which faculty deliver DE classes. Every Palomar College class section has a Blackboard course site. There is wide-ranging support for online learning at Palomar College. This support includes the infrastructure provided through IS and extends into the ATRC, Palomar College Television (PCTV), and the Library. All of these areas provide not only state of the art technology, knowledgeable faculty and staff, but also mechanisms to monitor the needs of the College's

faculty and students and to make data-based decisions collaboratively.

Palomar College Television (PCTV) is another resource that provides support for distance education. In the past, PCTV's primary goal was to create TV courses, which were recorded class sessions that took place in the ETV studio, but today's video-based courses are polished and professional learning tools that are highly produced, with high-quality graphics and audio that are incorporated into Blackboard courses and other formats. Today's courses are typically produced in two 10-to-15-minute video modules per lecture, allowing the instructor more flexibility in the use of the video for enhancing student learning.

[Do we need evidence for PC TV? If so, what?] [PCTV has a website.]

Self-Evaluation.

The College meets the Standard.

The College's distribution and utilization of technology resources effectively support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plans.

None.

Standard III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary.

Technology Resources Evaluations and Planning.

Palomar College uses a tri-level approach to technology planning that includes general long-term technology planning, intermediate- to short-term technology planning, and short-term technology planning. Through the College's strategic planning process, the general long-term planning efforts have resulted in the development of the Technology Master Plan (III.C/2).

Technology planning is integrated with institutional planning at several levels. The College's *Master Plan 2022*, along with its Technology Master Plan, has provided the core of long-range planning (III.C/11, III.C/2). Other planning processes, including Program Review and Planning (PRP) (III.C/1 PRP), allow the College to adjust its technology planning for both short-term and longer term needs and available resources. The effective use of technology resources is assessed and modified based on evaluation, planning, and resource allocation procedures.

All academic and student services departments engage in PRP processes for planning, implementation, and resource requests, including technology. Technology purchases are submitted to the appropriate Planning Council for review, and it is the Planning Council's responsibility to prioritize and fund technology purchases.

Academic Technology's PRP evidences that the institution bases its technology decisions on the results of evaluation of program and service needs (III.C/30). For example, in Academic Technology's FY2012-13 PRP, a chart was provided that reflected the adoption rate of the Blackboard Learning System at the College to demonstrate the value of the system. In the 2012 spring semester, 50% of the sections being offered by the College were using a Blackboard component, and 66% of the student headcount had logged into Blackboard. These high rates of usage validated the College's investment in the Blackboard Learning Management System.

Evaluations of Effectiveness of Meeting Technology Needs.

IS uses surveys of fulltime faculty and staff administered by the Finance and Administrative Services Planning Council (FASPC) to evaluate the effectiveness of its technology purchases, programs, and service areas. A comparison of the results of the 2013 survey with the results of the 2008 survey shows that IS is improving in meeting the technology needs of faculty and staff, especially in the service areas, such as the department's responsive to

changes in technology, email, and Internet access and the Helpdesk, Systems and Programming, and Technical Support service areas (III.C/9, III.C/10 2008 and 2031 IS surveys). **[What did the survey results say about PeopleSoft applications and technologies?]**

Facilities Decisions.

Technology needs are an integral component in the design, build, and construction processes of new facilities. The Facilities Review Committee reviews and comments on requests for changes to the District's buildings and grounds and reports to FASPC (III.C/31 Facilities and Review Committee) **[Do we need minutes for this committee cite here?]**. **[Does FASPC make the decision of whether to grant the request?]** Departmental needs are addressed through the Program Review and Planning processes (III.C/1 or 30, or ?).

Self-Evaluation.

The College meets the Standard.

The College bases its technology decisions on results of evaluations of program and service needs as determined by planning processes and surveys. Technology decisions involving facilities are also made on the basis of review and evaluation.

Actionable Improvement Plans.

None.

Evidence

III.C/1	Program Review & Planning	http://www.palomar.edu/irp/ProgramReviewandPlanning.htm
III.C/2	Technology Master Plan	http://www.palomar.edu/strategicplanning/TMP2016.pdf
III.C/3	Education Master Plan	
III.C/4	Sustantive Change Proposal – Distance Education	
III.C/5	Strategic Plan 2016	
III.C/6	needs assessment survey provided by the Professional Development (PD) Office	
III.C/7	Gainful Employment Index provided by Career and Technical Education	
III.C/8	Finance & Administrative Services PRP	http://www.palomar.edu/irp/2013PRPSubmissions/FAS%20PRP%20Summary%20FY2010-11%202011-12%20and%202012-13.pdf
III.C/9	F&AS Survey – 2008	http://www.palomar.edu/irp/PRPCollection.htm
III.C/10	F&AS Survey – 2013	http://www.palomar.edu/irp/PRPCollection.htm
III.C/11	Master Plan 2022	
III.C/12	Governing Board minutes April 12, 2011	http://www.palomar.edu/GB/2011/041211%20Bd%20Min.pdf
III.C/13	Computer Replacement Plan	http://infoservices.palomar.edu/PropM/ISLabComputerReplacementPlan2013-14.pdf

III.C/14	Disaster Recovery Plan	http://infoservices.palomar.edu/
III.C/15	Northstar Assessment	Northstar Digital Literacy Assessment
III.C/16	Blackboard Support Website	https://www2.palomar.edu/pages/atrc/blackboard/student-information/
III.C/17	POET: Palomar Online Education Technology (POET) Academic Technology Resource Center Site	http://www.palomar.edu/atrc/
III.C/18	POET trained faculty	http://www2.palomar.edu/poet/trained-instructors.htm
III.C/19	Annual Faculty Contest for Using Technology	http://www2.palomar.edu/pages/onlineshowcase/
III.C/20	Evaluation of Training Software	MODULES-1-3-REPORT-Nov21.pdf
III.C/31	Facilities Review Committee	http://www.palomar.edu/adminserv/frc/frcmain.htm
III.C/21	Professional Development workshops	http://www2.palomar.edu/pages/pd/pd-workshops/
III.C/22	Professional Growth Programs – Article 26 Professional Growth	http://www2.palomar.edu/pages/hr/files/2013/02/ARTICLE-26.pdf
III.C/23	HR website – Classified Professional Growth	http://www2.palomar.edu/pages/hr/employees/personnel/classified/professionalgrowth/
III.C/24	Staff eServices Tutorials	http://www.palomar.edu/admissions/eServicesStaff.htm
III.C/25	Faculty eServices Tutorials	http://www.palomar.edu/admissions/eservicesfac10.htm

III.C/26	Accreditation Self-Evaluation survey 2013	
III.C/27	<i>Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model</i>	
III.C/28	Facilities Plan	
III.C/29	Staffing Plan	
III.C/30	Academic Technology PRP	http://www.palomar.edu/irp/2012_13_SocandBehSci.html

- IS Study - July 2003: <http://www.palomar.edu/irp/briefs/IS%20Survey.pdf>
- IS Organization: <http://infoservices.palomar.edu/personnel.htm>
- Technology Master Plan Addendum: http://www.palomar.edu/strategicplanning/TMP2016_UpdateYear3_Addendum1_Rev2.pdf
- Computer Schedule: http://infoservices.palomar.edu/PropM/ComputerReplacementSchedule_PropM.pdf
- :
- :
- FASPC Meeting Minutes, April 14, 2011 - Technology Master Plan Workgroup Report: <http://www.palomar.edu/adminserv/council/2010-2011/FASPC%20Minutes%204%2028%2011.pdf>
- IS Procedures: <http://infoservices.palomar.edu/>
- Community College Survey of Student Engagement (CCSSE): <http://www.palomar.edu/irp/2011CCSSEReport.pdf>
- Computer Literacy & Information Competency (CLIC): http://www.palomar.edu/ROPcompapps/CLIC/clie_computer_literacy_informa.htm
- Interview with Leanne Maunu in regards to technology training: <https://docs.google.com/document/d/1mmaQ1csY056K7OCMy7o57TI8u24FDcDmsAgcm6WaKJM/edit>
- Interview with Terry and David Gray in regards to technology training: <https://docs.google.com/document/d/1mQt6351REjXPGx6jLGmFarWGnvmGKpTPbMHrn1-OoyQ/edit>
- Informal Assessment of student technology literacy: https://docs.google.com/document/d/1D_PM9ymcTQ0iiQMWiXMXWVeUiD8U5DCWT52a6fJf0QQ/edit#heading=h.29apevkpcgl2

- ATRC YouTube Channel: <http://www.youtube.com/palomaratrc>
- ATRC Online tutorials: [ATRC Training Fall 2013](#) (links for this and one below are both for spring)
- ATRC Online tutorials: [ATRC Training Spring 2013](#)
- Student online readiness self-assessment: <http://www.palomar.edu/areyouready/>

DRAFT

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Abstract of Standard III.D.

[Open with a “snapshot” of the 2014/15 total overall budget and FTES.] The District has maintained sufficient resources to maintain current programs and to support improvements even though the State has significantly reduced funding to all community Colleges as a result of the weak economy. Early on in the economic crisis, the District took steps to prepare for reduced funding, including implementing a modified hiring freeze and cutting discretionary spending. These actions enabled the District to weather the reductions in funding and sustain a 5% reserve, which the Board of Trustees is fully committed to maintaining. **[The College handled well the state’s fiscal crisis—continued to offer a breadth of classes, summer school, no furloughs, no layoffs. But in order to handle this crisis, the College spent its ending fund balance.]** In addition, funding was set aside for institutional improvements determined by the District’s strategic goals and plans. Funding requests were required to be linked to a specific Strategic Plan goal to ensure that the funds were being used to develop, maintain, and enhance programs in support of the District’s mission.

The District has always managed its financial affairs with integrity and in a manner that ensures financial stability. Budgets, including budget assumptions, are vetted through the shared governance process, culminating with the Board approving both the tentative and adopted budgets in accordance with the legislated time frames. Financial reports, with an actual to budget comparison, are brought to the Board on a quarterly basis and shared with the governance groups as well. Annual audits are performed by an outside CPA firm and include reviews of both the District’s financial information and the District’s internal controls. There have been no material findings in years. The results of the audit are presented to the Board by an employee of the audit firm. The auditors also perform a financial and performance audit of the District’s bond program, and there has never been a finding on either of these reports. All of these reports and budgets are posted on line on the District’s website for public viewing.

There is always a reasonable expectation of both short-term and long-term financial solvency because the District follows its own Resource Allocation Model when preparing its budget. Budgeting in accordance with this Model would indicate any issues concerning solvency early enough to allow the District to take measures to correct the issues. The District continues to

maintain its 5% reserve and funds its retirement expenses on a pay-as-you-go basis while moving funds to an irrevocable trust to reduce its liability.

Standard III.D.1.

The institution's mission and goals are the foundation for financial planning.

Standard III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary.

The integration of institutional and financial planning begins with the District's Integrated Planning, Evaluation, and Resource allocation Decision-Making Model (IPM) and the Resource Allocation Model (RAM), which is at the core of the District's planning model (III.D/1 IPM, III.D/2 RAM). The IPM provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The IPM establishes coordination and concurrence of the District's long-, medium-, and short-range plans. The Educational, Facilities, Staffing and Technology Master Plans are the District's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning is the short-range planning mechanism. Currently the District has established *Strategic Plan 2016* (III.D/3 strategic plan). At the center of the IPM is the RAM, which is for the purpose of assigning resources as identified in the Master Plan (III.D/4 master plan) and the Strategic Plan.

By means of the IPM and RAM the District has established Strategic Plan Priority Funding (SPPF) (III.D/5 SPPF). Annually, the Strategic Planning Council (SPC) allocates resources to support District-wide priorities as identified in Master Plan 2022 (long-range planning) and the Strategic Plan (medium-range planning). The SPC is chaired by the District's president and has membership representing faculty, administration, staff and the Associated Student Government. The SPC monitors implementation of the IPM and RAM throughout the year and reviews progress on the current Action Plan. Additionally, Planning Councils, departments, other groups, or individuals can apply for SPPF funding to accomplish goals and objectives set by the Strategic Plan. Examples of goals and objectives supported by SPPF in the 2013-14 academic year include advancing the College's General Education/Institutional Learning Outcomes project, the staff technology training program, and the emergency preparedness plan.

Program Review and Planning (PRP) is the District's short-range planning (III.D/6 PRPs). PRP processes are three-year cycles conducted across the District by all instructional departments and non-instructional units. These processes are monitored in an ongoing manner by each of the District's four divisional Planning Councils (III.D/7 GOV. STRUCT, III.D/--- WHICH MINUTES?). Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives funded through the PRP process are driven by and tied to institutional goals in the Strategic Plan.

Academic departments, as part of the Program Review and Planning process, determine Student Learning Outcomes relevant to the District's mission and identify resources needed to achieve

these outcomes. The Instructional Planning Council (IPC) reviews resource requests and forwards recommendations to SPC. In addition, IPC allocates resources based on PRP priorities—not only new monies but existing budgets. The Finance & Administrative Services Planning Council (F&ASPC) annually reviews proposed budgets of all Finance & Administrative Services (F&AS) departments, ensuring alignment with the mission, goals, and objectives of the District's existing Strategic Plan. FASPC reports to SPC. The Human Resources Planning Council, which reports to SPC, develops the plans, budgets, and expenditure projections of the Human Resource Services Department (III.D/--- WHICH MINUTES?). [I'll need to check with Adrian before incorporating the following note: The Student Services Planning Council doesn't have an "additional resource" allocation discussion but does look at SPPF and staffing plan priorities. In the PRP discussion SSPC looks at using funds within a department.] (HHD.12)

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of the Strategic Plan 2016. By means of these processes, all departments/units contribute to the coordination and coherence of the District's institutional system of evaluation, planning, implementation, and re-evaluation.

[Bring in the fact that the Board receives regular updates on fiscal planning and the IPM, the Quarterly 311, the tentative budget, and the adopted budget. Briefly describe the Board Finance Committee.]

Self Evaluation.

The College meets the Standard. The District has implemented a comprehensive process for integrating financial planning with institutional planning. By using the IPM, RAM, and PRP, resources are allocated to support District-wide priorities as identified in the District's Master Plan and Strategic Plan. This ensures that planning is done for the short-term, medium-term, and long-term. The District's shared governance process through the planning councils and SPC integrates annual planning and program reviews into the budget and planning process.

Actionable Improvement Plans.

None.

Standard IIID.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary.

The district develops a realistic annual budget based on projected revenues from the State, known fixed costs, and projected expenditures (III.D/15-17) ~~distr. budget, 14/15 budg dev, budg dev instr~~. The Vice President of Finance and Administrative Services presents multi-year budget projections to SPC based on economic factors, political factors such as passage of relevant propositions, area demographics, and projected FTES. These are presented as budget assumptions (III.D/18 ~~multi-year analysis report~~); III.D/--- WHICH MINUTES?. [What about revenue from other sources like grants and the Foundation?]

The Strategic Planning Council and the Budget Committee are informed, review, and discuss the budget outlook and assumptions as the budget development process begins each year. In accordance with the RAM, fixed costs are budgeted, and departments, in the past, developed their discretionary budgets for hourly support staff, supplies, printing, and other operational needs based on a review of a three-year worksheet comparing actual expenditures to budgeted amounts and could request additional funds with justification (III.D/2 ~~ram~~, III.D/16-17 ~~budg dev, budg dev and instr~~). With the current decline in funding from the State, discretionary budgets have been cut, and the planning councils have been given the task of determining the allocation of discretionary funds within their divisions. [What is the specific role and responsibility of the Budget Committee? Name examples of specific activities, such as reviews and recommendations on Fund 69, Fund 41, actuarial studies, and the temporary modification to RAM. This description can be taken from the formal governance structure (the Governance Structure Handbook?).] (III.D/15 (Palomar Community College District Budget 2014-15, III.D/19 Fiscal Svcs Budget Dev. Timetable FY2014-15) [These two pieces of evidence were listed, but where in the paragraph is best to cite them?]

Also in accordance with the RAM, a commitment is made by the District to fund the comprehensive schedule of classes in order to meet the needs of the student community as well as to generate the district's FTES base and growth, to fund the faculty, staff, and administrative resources essential to provide the support services to students, and to fund the basic operational needs of the district (III.D/2, III.D/15 ~~budget~~).

Self-Evaluation.

The College meets this standard. The District supports its institutional planning by assessing realistically all revenues and expenditures. The RAM ensures that a balanced budget is always maintained. [But we're now deficit spending, right? So do we need an Actionable Improvement Plan about maintaining a balanced budget? Here or in 3D.1.d. or 3D.2.c.?

Actionable Improvement Plans.

None.

Standard III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary.

Palomar has identified its long-range financial priorities through its Educational and Facilities Master Planning process (III.D/4 master plan). As a result of this process, short-range financial plans are addressed and that align with long-range planning. Several components of the long-range plans will be accomplished as a result of the passage of Prop M in 2006 (III.D/20 prop-m). [See Phyllis about composing the answer to these questions: **By what process does the College align short-range financial planning with long-range planning? Is long range planning dependent on FTE increase/decrease from State? Ensure we keep large college cap. Based around State fiscal. Long range planning of maintenance.**]

Financial reserves are maintained by the District in order to meet unexpected obligations as well as budget emergencies. Current reserves are maintained at a minimum 5% of the district operating budget (III.D/15 budget). Designated projects are also constantly reviewed for their appropriateness and availability of resources to help balance the budget (III.D/21 designated proj list). (HHD.1, HHD.3)

The district has also addressed the long-term liability for health benefits for retirees. In FY04-05, the district had all departments budget for the costs of health benefits. Fund 69, the Post-Retirement Health Benefits Fund, has been established to meet long term planning goals for funding present and future benefits obligations. In addition, the Governing Board authorized a transfer of \$3.6 million to an irrevocable trust fund with the Community College League of California (III.D/15 budget). A new actuarial study is done every two years, with the next one scheduled for 2014 (III.D/22, III.D/23 PCCD Audit Report). [2013-14 do we need a sentence here to tie in "Audit Report" or just remove evidence citation?]

Self Evaluation.

The College meets the Standard. The District considers both short-term and long-term priorities including identifying and preparing for liabilities and future obligations. The District has continued to balance its budgets and is committed to maintaining a 5% reserve. The long-term liability for health benefits for retirees is monitored and reviewed on an annual basis. The amount the College contributes to this "Fund 69" is actuarially-driven and reviewed by the Budget Committee, which provides recommendations on implementation.

Actionable Improvement Plans.

None.

Standard III.D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

Descriptive Summary.

In accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, District-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) process are at the center of the District's resource allocation decisions (III.D/1, III.D/2). The Strategic Plan, Master Plans, and the PRPs influence the District's budget development and resource allocation processes (III.D/3 strategic plan, III.D/4 master plan, III.D/5 PRPs and III.D/6 budget development).

[Use an example, such as PRPs indicating the need for technology resources, which are then funded by RDA funds.]

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support District-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes (III.D/5 sppf).

To make certain that the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the District's budget development activities (III.D/24). The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations – modifying plans, processes, and allocations as necessary (III.D/9-10 budg dev and instructions).

The District provides opportunities for all District constituents to give input into the yearly budget development process. This allows the District to clearly define and follow its guidelines and processes for financial planning and budgeting. A number of constituent groups such as the Budget Committee, the Planning Councils, and ultimately the Strategic Planning Council (SPC) take part in the budget process (III.D/7 gov struct). At the Budget Committee meetings, budget planning for the District as well as the process and protocol for campus funding priorities are discussed. The time frame for developing the budget is also approved by the Budget Committee, which is comprised of members from staff, faculty, students, and administrators. The discussions and decisions from each meeting are disseminated to each respective constituency

through oral or written reports at their respective meetings and by posting to the District website (III.D/----- [which minutes specifically?])

Once the Budget Committee approves the budgeting timeline, it is then distributed along with the budget methodology to all of the departments (III.D/19 ~~file sves bud dev timeline~~). The budget development document is also posted on the website (III.D/25) [Which website, website link?]. The Budget Committee meets every second and fourth Tuesday of the month during the Fall and Spring semesters. Minutes for the Budget Committee meetings are posted on Palomar's website (III.D/7 [specific minutes or just website for minutes posted?]).

After each unit's budget is developed, the budgets are reviewed by the Vice President of Finance & Administrative Services, submitted through the appropriate planning councils, the Strategic Planning Council, and ultimately are approved by the Governing Board (III.D/15). Minutes for each committee are posted on Palomar Community College District's website. (III.D/----- [which minutes specifically?])

Self Evaluation.

The College meets the Standard. Every constituency is represented on the District's planning councils and the Budget Committee. This allows for financial planning at the District to have input from all constituencies and for financial information to be readily available to everyone. The District treats financial data and the process of developing financial plans as a transparent process.

Actionable Improvement Plans.

None.

Standard III.D.2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.2.a.

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary.

As required by the California Education Code, an annual audit by an outside Certified Public Accounting firm is performed and the results presented to the Governing Board by a representative of the audit firm. Along with the fact that the District continues to maintain an unqualified opinion status, since the year ending June 30, 2008, there has been only one reportable, although immaterial, finding regarding To Be Arranged Hours (TBA) (III.D/23 audit report). This was in the audit report ending June 30, 2011, and was immediately corrected in the District's PeopleSoft system. Since the last accreditation report the District has changed auditors, and the new auditors have had no findings over the last two years. This is for both the District records and the Performance and Financial audits for the District's Proposition 39 General Obligation Bond Program (III.D/26 prop 39). The Proposition 39 audits are also presented by the auditors to the District's Independent Citizens' Oversight Committee (ICOC) as well as the Governing Board.

A financial status of the District is presented to the Board on a quarterly basis, along with the State required 311Qs, which provide information about revenues and expenditures and how well the District is doing financially compared to the budget and the latest news from the State. All 311Qs, as well as the annual 311, are posted on the Fiscal Services website (III.D/27-fs website).

As stated in the response for III.D.1.d. in accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, District-wide priorities identified in the Strategic Plan and Planning Council priorities developed from the Program Review and Planning (PRP) processes are at the center of the District's resource allocation decisions (IIID./1, III.D/2,III.D/24 Annual Planning, Resource Allocation, and Evaluation Timeline). The Strategic Plan, Master Plans, and the PRPs are focused on student learning and influence the District's budget development and resource allocation processes. [How?] (III.D/3, III.D/4 strategic plan, master plan, III.D/6 PRPs (III.D/--- - [which minutes specifically, and where in the text is the most appropriate to cite them?]

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support District-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes (III.D/5 spff).

Self Evaluation.

The College meets the Standard.

The financial documents for the District have a high degree of credibility and accuracy. This is proven by the fact that the District consistently obtains an unqualified opinion audit and has had no material findings in six years. The audits for the District's bond program have never had a finding. The budget reflects appropriate allocation and use of financial resources to support student learning programs and services because it is driven by the *IPM* and the *RAM*.

Actionable Improvement Plans.

None.

Standard III.D.2.b.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary.

Audit reports are presented to both the Governing Board and Independent Citizens' Oversight Committee as soon as the reports are available. Through this presentation, they are made aware of any findings and recommendations for corrections, and an update on the prior year findings are documented in the current audit report (III.D/23 audit report III.D/26 Prop 39 General Obligation Bond Performance and Financial Audits 2013-14). **Is this the appropriate place to cite prop 39...? I moved it here, from the bottom of the paragraph.** The only reportable audit finding, although it was immaterial in nature, was immediately corrected after it was reported for June 30, 2011. Audit results, budgets, and updates on fiscal conditions are routinely shared through the shared governance process including the Budget Committee, Independent Citizens' Oversight Committee, Planning Councils, the Strategic Planning Council, the Finance Committee and the Board of Trustees (III.D/28 ICOC website). In addition all 311Qs, 311s, budgets and audit reports are posted on the Fiscal Services website in a timely manner (III.D/27 fs website). **(III.D/--- minutes , III.D/28 ICOC website. [Are there specific minutes? Where is most appropriate to cite them in the text?]**

Self Evaluation.

The College meets the Standard. The only reported finding in years was immediately corrected, and subsequent audits no longer carried the finding. When a finding occurs, the District's response is written in the audit report so that any actions can be communicated appropriately.

Actionable Improvement Plans.

None.

Standard III.D.2.c.

Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary.

Financial information is continually shared throughout the District in a timely manner. The President/Superintendent of Palomar College holds all-college forums on a regular basis to share information on the status of the State budget as well as the District's budget. The Vice President of Finance and Administrative Services shares financial information with the Budget Committee, Finance Committee, Planning Councils, Cabinet meetings, Vice President meetings, the Strategic Planning Council, the Independent Citizens' Oversight Committee, and the Governing Board. (III.D/---- minutes, III.D/28 ICOC website) [Which minutes specifically?]

These communications take various forms, including reports from PeopleSoft, multiyear projections, cash flow analysis, State budget projections, apportionment reports, enrollment statistics, budget assumptions, 311Qs, 311s, Tentative and Adopted budget reports, and the audit report (III.D/29, III.D/23 Audit report 2013-14, III.D/26 prop 39 perf and fin audits). This can include statistics such as the ending balances for the unrestricted fund for the last three years, which are \$13.6 million for FY 12-13, \$18.5 million for FY 11-12 and \$22.8 million for FY 10-11 (III.D/15 budget) [Add 13-14 and maybe a table?]. Also shared with everyone is the fact that the District has not had to do any short-term borrowing to meet cash flow needs, but as the fund balance continues to decline as a result of the State continuing to underfund community colleges, the District has prepared itself that it may have to borrow cash in the near future.

Fiscal Services also maintains a website that allows anyone to access the 311Qs, 311s, Budgets, Audits and a recap of expenditures utilizing the funds from the Education Protection Account (III.D/27 fisc svs website). Each department also has an individual who is trained in accessing information in the PeopleSoft financial system and who can also run reports on an as needed basis.

Self Evaluation.

The College meets the Standard. Financial information is provided throughout the institution in a timely manner via various means. Access to financial information in the PeopleSoft software system is widely distributed throughout the District in all departments, and updates to budget information is communicated through the shared governance process. Also, all budgets, 311s and audit reports are maintained on the Fiscal Services website after being approved in a public Board meeting.

Actionable Improvement Plans.

None.

Standard III.D.2.d.

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary.

Every year the Proposition 39 General Obligation Bond expenditures are scrutinized by the external auditors, who not only prepare a Financial report, but also a Performance report that documents whether the proceeds have been used in an appropriate manner (III.D/26). The results of both audits are reported to the Governing Board and the Independent Citizens' Oversight Committee. The District has never had a reportable finding on either of these audits (III.D/28).

Currently the only other long-term debt instruments that the District has outstanding are two sets of Lease Revenue bonds. These proceeds have been fully expended in keeping with their original intended purpose. Fundraising is handled by the District's Foundation, which is not considered a component unit of the District and therefore is not reported on the District's financial statements, nor included in its audit (III.D/30). An external auditor performs the audit of the Foundation's financial records on an annual basis, and a copy is provided to the District (III.D/23 audit report).

The Associated Student Government (ASG) is the only auxiliary activity where the District is actively involved in maintaining the financial records. The Office of Student Affairs reviews all requests for funds, and an accountant in Fiscal Services reviews and processes all expenditures. Revenues for the ASG are processed through the cashiering function in Fiscal Services. The external auditors include the ASG in their annual audit of the District's financial records and internal controls (III.D/23 audit report). The book store and food services are run by two separate outside vendors that the District meets with on a regular basis via a committee comprised of several constituency groups, and regular financial statements are provided by the vendors to the District. (HID.13)

All grants have to be approved by the Governing Board, and then grants are managed by various program managers in the District. Financial oversight is provided by the Budget Manager within Fiscal Services. The Budget Manager reviews all financial reports before they are certified by the Vice President of Finance and Administrative Services. An accountant in Fiscal Services does all of the drawdowns for Federal Grants.

Self Evaluation.

The College meets the Standard. All financial resources are utilized in a manner consistent with the intended purpose of the funding source. Proper internal controls are in place

to prevent misuse of funds, evidenced by the fact that the District does not have any audit comments, including the performance audit of the Proposition 39 bond fund.

Actionable Improvement Plans.

None.

Standard III.D.2.e.

The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary.

Every year the internal controls at the District are evaluated by the external auditors, and they have not had any reportable findings related to internal controls in years (III.D/23). One of the audits the external auditors also complete is a Performance audit of the Proposition 39 General Obligation Bond funds (III.D/26). This audit also looks at internal controls over expenditures of the bond funds. There has never been a comment or finding in this report to date. In addition, the PeopleSoft system has been configured to provide budget controls that cannot be overwritten. The District also has a full time internal auditor who periodically reviews processes at the District.

Self Evaluation.

The College meets the Standard. Compliance with proper internal controls is reviewed annually by external auditors, and the District's internal auditor reviews processes on a periodic basis.

Actionable Improvement Plans.

None.

Standard III.D.3.

The institution has policies and procedures to ensure sound financial practice and financial stability.

Standard III.D.3.a.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary.

Palomar is committed to maintaining its on-going fiscal stability by complying with the California Community College System Office fiscal monitoring requirements and Title 5 regulations related to principles for sound fiscal management. The District consistently maintains at a minimum the five percent district-required reserve as defined by Board Policy (BP) 6250 (III.D/31). The FY2013-14 budget reflects this commitment to maintaining an adequate reserve. In addition, Palomar has an "Other Reserves" account in the General Fund that is used for emergencies and other unforeseen circumstances.

[Check with Phyllis here.]

Palomar's cash flow has been sufficient to cover all expenditures (III.D/29). The district has not had to borrow cash and has not had to delay any payments for salary or vendors. The district has not needed to utilize Tax Revenue Anticipation Notes (TRANs) because of its unrestricted fund balance. However, the TRANs program is available to the district if the need should arise. Palomar is fiscally independent and maintains its funds with the County of San Diego. Cash is closely monitored and reconciled by Fiscal Services' staff. (~~III.D.26~~)

Self Evaluation.

The College meets the Standard. The District's FY2013-14 ["14-15"? Yes.] budget reflects the District's commitment to maintain its on-going fiscal stability by meeting System Office fiscal monitoring requirements and Title 5 regulations related to principles of sound fiscal management. In addition, the cash flow is continually monitored to ensure it is sufficient to cover all expenditures.

Actionable Improvement Plans.

None.

Standard III.D.3.b.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary.

An annual financial audit is performed by an outside Certified Public Accounting firm. The results of the audit are presented on an annual basis to the Governing Board by a representative of the firm. Written responses to audit findings are provided by Palomar and included in the audit report. The District has consistently maintained financial audits with unqualified opinions and no material audit findings. The auditors review financial aid programs, grants, and the ASG as well as the District's financial records. The Foundation is audited by its own external auditors with a copy of the result given to the District. In addition to an outside auditing firm, Palomar has a full-time Internal Auditor position to ensure regular reviews of internal controls (III.D/23). **[What kind of set-up does the Foundation have? What resources does it provide? Does it help fund PRP requests by donation? The Foundation isn't reported on the College's financial statements. We need to make sure we show they are independent.] (HHD.13)**

Appropriate allocation and use of financial resources to support student learning programs and services is ensured through the budgeting and planning process. This process starts at the lowest unit/program level and proceeds through the Budget Committee and the planning councils to the Governing Board. Through the shared governance committees, the District systematically assesses the effective use of its financial resources and uses the results for improvement. Representatives from all constituent groups are provided the opportunity to evaluate **[by means of the FASPC self evaluation form]** the performance of the District and how the financial resources are utilized. In addition, the Vice Presidents meet regularly with the Superintendent/President to continue the process of assessing the district's financial standing and ensure sound fiscal management of all unrestricted, restricted, and auxiliary organizations. (III.D/1 IPM, III./2 RAM, , III.D/32 AP 3250 Inst. Planning, III.D/19 FS budg dev. Timetable, III.D/--- minutes) **[Which minutes specifically, or link to a website for sample minutes?]**

Palomar uses its financial resources from auxiliary activities, fundraising efforts, and grants in a manner consistent with its missions and goals (III.D/33 ~~vision, mission, values~~). Also, Federal, State, and Local grants are Governing Board approved. Reports on the status of funding and progress on a project are reviewed and submitted to the funding agency on a quarterly and annual basis. These reports ensure that a project's activities are being conducted as planned; and, the funding is being spent in accordance with the project's guidelines. In addition, contractual obligations are encumbered and tracked within PeopleSoft Financials (III.D/34).

Most of the district's revenues received are electronically transferred directly into its bank account with the County of San Diego, which allows for quicker investment opportunities. Palomar invests its funds in accordance with the Governing Board approved investment policy

developed by the Vice President/Assistant Superintendent of Finance and Administrative Services, with almost all of the funds currently being held by the County Treasurer (III.D/35 Exhibits A-D Annual Statement of Investment Policy). The County releases reports of the investments on a monthly basis. The cash being held by the investments is closely monitored and reconciled by Fiscal Services' staff. Investment reports are prepared for and approved by the Governing Board on a quarterly basis. (III.D/36, gov board minutes, [which minutes?])

Self Evaluation.

The College meets the Standard. The District engages in appropriate fiscal practices to allocate sufficient financial resources to provide for the development, maintenance, and enhancement of its programs and services in support of student success. It also ensures its financial resources provide for both short-term and long-term financial solvency. The District's financial resources, such as the State general fund, categorical funds, auxiliary revenues, grant projects, and fundraising, are utilized with integrity in support of the mission, goals, and values of the institution.

Actionable Improvement Plans.

None.

Standard III.D.3.c.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary.

The District currently finances retiree health and dental benefits on a pay-as-you-go basis. The District contributes 100% of the cost of current year premiums for eligible retirees, spouses/registered domestic partners and eligible dependents, as applicable. The District also maintains a Post-Retirement Benefits Fund (Fund 69) to designate resources for retiree health costs. (IIID.15 budget, IIID.23 audit)

The District's annual OPEB cost is calculated based on the Annual Required Contribution of the employer (ARC). An amount is actuarially determined in accordance with the parameters of GASB 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed 30 years. For fiscal year 2012-13 ["12-13"?] the ARC was \$6,359,619, which was funded at 88.8%. Even though the District has adopted the pay as you go plan to finance benefits, in order to reduce the unfunded actuarial accrued liability, [Needs to be updated] the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California.

All compensated absences and other employee related obligations are booked in the general ledger when the obligations occur in order to ensure that sufficient resources are set aside to cover the liabilities. The District maintains a comprehensive risk management program and regularly reviews strategies to reduce risk. The District participates in multiple Joint Powers Agreement (JPA) entities providing insurance of various types, including employee health benefits, workers' compensation, liability, and property coverage (III.D/23 audit).

Self Evaluation.

The College meets the Standard. All liabilities and future obligations are recognized when they occur in order to ensure that the District plans for and allocates appropriate resources for the payment of the liabilities and future obligations.

Actionable Improvement Plans.

None.

Standard III.D.3.d.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary.

The District regularly retains an actuary to prepare an actuarial study every two years to identify the liabilities associated with its current retiree health programs (III.D/22 Actuary Study). This actuarial study enables the district to manage the costs and liabilities associated with its retiree health benefits. It also conveys the financial implications of its retiree health benefits. In addition, the study ensures the District complies with GASB 12, 43, and 45 related to OPEB (Does this need an evidence citation?). Palomar has been setting aside funds in its Fund 69 (Post Retirement Benefits Fund) with the County of San Diego to assist in funding the unfunded liabilities associated with the OPEB costs. In addition, the Governing Board authorized a transfer of \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California. (HHD.4)

Self Evaluation.

The College meets the Standard. The actuarial study is prepared every two years and is reviewed and presented to the Board of Trustees before being implemented by the District.

Actionable Improvement Plans.

None.

Standard III.D.3.e.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

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Descriptive Summary.

An annual financial audit is performed by an outside Certified Public Accounting firm that examines all debt obligations and related fiscal information as part of the annual audit process (III.D/23 audit). The funding of liabilities and long-term debt service is included in the annual budget development process (IIID.15 budget 2014-15).

The district has two locally incurred debts. One series of bonds was used to remodel and expand the Student Union. These bonds will mature in April 2031. The source of revenue to pay off this debt is coming from the Student Union Fee Fund. The other series of bonds was for construction costs. These bonds will mature in October 2019 and are funded from the General Fund. These payments are considered institutional costs and are budgeted for every year (III.D/15 budget, IIID.23 audit report).

The other debt is the benefit health care plan (the Retiree Health Plan). The plan provides for health and dental benefits to eligible retirees, spouses/registered domestic partners and eligible dependents. The district currently finances these benefits on a pay-as-you-go basis. Palomar maintains a post-retirement benefits fund to designate resources for retiree health costs. The District has set aside \$12,551,452 for future retiree health care costs in the Post-Retiree Benefits Fund. As part of the District's funding plan, the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California (III.D-----GB Minutes). [which minutes specifically?]

In addition, Proposition 39 General Obligation bonds are paid for by property taxes assessed by the County of San Diego. These bonds were voted for in November 2006 through Proposition M. Proceeds from the sale of these bonds are used to finance certain projects of the district and to pay all necessary legal, financial, engineering and contingent costs.

Palomar remains committed to its fiscal stability and solvency. It continues to maintain a five percent reserve. Both short and long-term debt obligations are included in the annual budget report to the Governing Board (III.D.15). Liabilities are liquidated by the General Fund for governmental activities, including lease revenue refunding bonds and net OPEB obligations. General obligation bond liabilities are liquidated through property tax collections, as administered by the County Controller's office through the Proposition M Bond Interest and Redemption Fund (III.D/28) [28 refers to ICOC website. I do not see a reference of this in the text. Anything other than the ICOC website that needs to be cited here?]

Self Evaluation.

The College meets the Standard. All locally incurred debt is assessed and resources are allocated for repayment on an annual basis.

Actionable Improvement Plans.

None.

Standard III.D.3.f.

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary.

The United States Department of Education (USDE) cohort student loan default rate **for the District** for the past three years is as follows:

1. FY11-12 = 31.40% (projected)
2. FY10-11 = 33.11%
3. FY09-10 = 17.10%

[See 2B/Mary San Agustin. Include more recent years.]

Federal regulations require institutions that exceed 30% to establish a college Student Loan Default Prevention Task Force to review and conduct an analysis of the defaulters and to develop and submit a Loan Default Prevention Plan. The FY10-11 rate of 33.10% was a result of 78 defaults from the 235 in repayment status. The default prevention plan required was submitted to the Department of Education by December 15th. **[What does the default prevention plan entail?]**

[Add that we decided not to pull out of the Loan Program but instead to address the default rate with plans.]

Self Evaluation.

The College meets the Standard. There are effective processes **[what processes?]** in place that are used to monitor and manage student loans so that the District is in compliance with federal requirements.

Actionable Improvement Plans.

None.

[No Evidence for this page?]

Standard III.D.3.g.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary.

The Governing Board has adopted a centralized purchasing and contracting concept to competitively obtain the best combination of services, product quality, price, and delivery. Purchasing and Contract Services' goal is to accomplish this through cooperative partnerships with vendors. The District's contracting includes, but is not limited to, the purchase of supplies, materials, equipment, and services in accordance with BP 6340 (III.D/37). In addition, contracts for personal services, such as professional experts, independent contractors, and consultants, are in accordance with Administrative Procedures (AP) 6370 (III.D/38). Real property acquisition, lease, sale, use, or exchange of real property is in accordance with BP 6500 (III.D/39). Contracts that require competitive bidding for the purchase of supplies, materials, equipment and public works are in accordance with AP 6340 and AP 6345 (III.D/40, III.D/41).

Under law, the Governing Board has the ultimate responsibility for all purchases and contracts of the District. The Vice President/Assistant Superintendent of Finance and Administrative Services has the delegated authority to contract for and purchase supplies, materials, equipment, and services for the District. Contractors and vendors are responsible for the satisfactory completion of a job; or, they may be legally obligated to compensate the hiring firm for failure to complete. (IID-45 28 GB Minutes, which minuts specifically?)

District purchasing and contracting operate in a highly regulated legal arena. Signature authority for purchase orders and contracts is established by the Governing Board and is consistently adhered to (III.D/42 BP-6150). Contracts and purchase orders without an authorized signature are invalid. The Education Code, Public Contract Code, Government Code, Business and Professions Code, and Labor Code govern the district's procurement activities.

Self Evaluation.

The College meets this Standard. The Vice President/Assistant Superintendent of Finance and Administrative Services ensures all contractual agreements meet institutional policies and comply with established contracting procedures.

Actionable Improvement Plans.

None.

Standard III.D.3.h.

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary.

The Vice President/Assistant Superintendent of Finance and Administrative Services is responsible for administering, supervising, and evaluating all financial and business services, activities, and programs. Evaluations of the current and proposed financial management processes also occur through discussions in the Budget Committee, various planning councils, and program review. **[PRP processes. Emphasize SAOs. Give examples.]** All constituent groups are represented on these committees and councils to provide opportunity for input and transparency of process. The Budget Committee discusses in great detail the budget development process. In addition, it reviews the multi-year analysis report on an annual and quarterly basis to ensure the five percent reserve and ending fund balance are unfailing. The Governing Board has established a Finance Committee (consisting of two Board members, the Vice President/Assistant Superintendent of Finance and Administrative Services, and the Director, Fiscal Services) to meet to review and discuss the district's financial status. **(III.D/7 [Which GB Minutes specifically?], IID.34 [PeopleSoft financials, where specifically in the text should I put the citation, or just leave at the end?])**

The district's financial information is provided via the PeopleSoft Finance system, which is continually being evaluated and enhanced. The Director, Information Services has monthly meetings with various Finance & Administrative Services staff and other represented departments to discuss and plan for any system improvements. Upgrades are planned for and scheduled to maximize the enhancements to the PeopleSoft Finance system **(III.D/34 peoplesoft financials)**.

Palomar has a full-time Internal Auditor position to assist in the evaluation of internal controls and provide recommendations to the District to improve financial management processes. In addition, an annual external audit is performed by a Certified Public Accounting firm to help the district strengthen its financial position and to improve financial management systems. **(III.D/23, III.D/26 Audit report 2013-14 and Prop 39 general.....audit 2013-14)**

Self Evaluation.

The College meets this Standard. The District regularly evaluates its financial management processes. It relies upon the PeopleSoft financial management system as the instrument for improving the effectiveness and efficiency of its procedures, as well as implementing many of its internal controls.

Actionable Improvement Plans.

None.

Standard III.D.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary.

[How does the College communicate its improvements?]

The integration of institutional and financial planning begins with the District's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, which is at the core of the District's planning model (III.D/III.D/2). The IPM provides the College an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The IPM establishes coordination and concurrence of the District's long-, medium-, and short-range plans. The Educational, Facilities, Staffing and Technology Master Plans are the District's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning is the short-range planning mechanism. At the center of the IPM is the RAM, which is for the purpose of assigning resources as identified in the Master Plan and the Strategic Plan (III.D/4, III.D/3).

The District has synchronized its planning cycles and follows the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which identifies the dates of the District's development, implementation, and evaluation of planning and budget activities throughout the fiscal year (III.D/24). The Strategic Planning Council (SPC) creates the District's annual "Action Plan," which identifies the goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The assigned individuals and groups create a work plan and timeline for completion and identify the measures that will be used to determine whether the objectives have been completed.

By means of the IPM and RAM the District has established Strategic Plan Priority Funding (SPPF) (III.D/5). Annually, the SPC allocates resources to support District-wide priorities as identified in Master Plan 2022 (long-range planning) and the Strategic Plan (medium-range planning). The SPC monitors implementation of the IPM and RAM throughout the year and reviews progress on the current Action Plan. Additionally, Planning Councils, departments, or other groups can apply for SPPF funding to accomplish goals and objectives set by the Strategic Plan. Examples of projects supported by SPPF are implementation of student learning outcomes and service area outcomes.

Program Review and Planning (PRP) is the District's short-range planning (III.D/6). PRP processes are three-year cycles conducted across the District by all instructional departments and non-instructional units. These processes are monitored in an ongoing manner by each of the District's four divisional Planning Councils (III.D/7 Gov. Struct.). Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives funded through the PRP process are driven by and tied to institutional goals in the Strategic Plan. (III.D---specific minutes, or minutes in general?)

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of Strategic Plan 2016. By means of these processes, all departments/units contribute to the coordination and coherence of the District's institutional system of planning, implementation, and evaluation. This also ensures that the District achieves the Sustainable Continuous Quality Improvement level of effectiveness in planning.

The District conducts two types of evaluations of the *IPM* and the *RAM*. Annually the SPC completes a formative evaluation and a summative evaluation. The purpose of the formative evaluation is to strengthen and improve the implementation of the planning and resource allocation. The summative evaluation examines the effectiveness and outcomes of the *IPM* and the *RAM* as they relate to institutional improvement and improve student learning and success.

In the summer of 2013 a subcommittee of the Instructional Planning Council (IPC) updated the Program Review and Planning process for use by instructional programs. Program review is based on a three year cycle which is aligned with the three year strategic plan cycle. Each year of the cycle allows for new resource requests. In year one, all programs conduct a comprehensive evaluation of their programs based on six years of data. Programs describe planning for curriculum, scheduling, and resource requests (to include staffing) for the next three years and an evaluation of resources received the prior year. In both years two and three programs provide a planning update and an evaluation of their previous year's plan and an evaluation of the resources they received the prior year. The process includes evaluation of the impact of resources allocated for a program, and integration of student learning program outcomes. The updated process will better align student learning outcomes, program planning, and allocation of resources with program outcomes and improvement.

Self-Evaluation

The College meets the Standard. It has achieved the Sustainable Continuous Quality Improvement level of effectiveness in planning. The District uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. Its dialogue about institutional effectiveness is ongoing, robust, and pervasive. Its planning, evaluation, and decision-making are based on data and analysis.

Actionable Improvement Plans.

None.

EVIDENCE

III.D/1	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)	http://www.palomar.edu/strategicplanning/MasterPlanChart.pdf
III.D/2	Resource Allocation Model (RAM)	http://www.palomar.edu/strategicplanning/RAM_Revised_091812.pdf
III.D/4	Palomar College Master Plan 2022	http://www.palomar.edu/masterplan/PAL%20Table%20of%20Contents.pdf
III.D/3	Strategic Plan 2016	
III.D/6	Program Review and Planning	
III.D/5	Strategic Plan Priority Funding (SPPF) 2013-2014	Link to web posting
III.D/7	The Governance Structure	http://www.palomar.edu/strategicplanning/July%20SPC%20Web/STRATEGIC%20PLANNING%20governance%20and%20planning%20councils.htm
III.D/8-14	Committee minutes:	http://www.palomar.edu/adminserv/budget/BC2013-2014.html http://www.palomar.edu/adminserv/FASPC/FASPC2013-2014.html http://www.palomar.edu/adminserv/Facilities%20Review%20Committee/FRC2013-2014.html http://www.palomar.edu/strategicplanning/SPC.html http://www.palomar.edu/strategicplanning/hrspc/ http://www2.palomar.edu/pages/ipc/ http://www.palomar.edu/student_services/Student%20Services%20Planning%20Council.htm
III.D/15	Palomar Community	http://www.palomar.edu/fiscal_services/

	y College District Budget 2014-15	Hard copy
III.D/16	2014-15 Budget Development	Link to web posting
III.D/17	Budget Development instructions:	http://www.palomar.edu/fiscal_services/Budget/
III.D/18	Multi-Year Analysis Report	Hard copy and X:\drive path.
III.D/20	Prop M	
III.D/21	Designated Projects Listing	Hard copy
III.D/22	Actuarial Study	Hard copy
III.D/23	Palomar Community College District Audit Report 2013-14	Hard copy and link to web posting
III.D/24	Annual Planning, Resource Allocation, and Evaluation Timeline	Link to web posting
III.D/19	Fiscal Services Budget Development Timetable FY2014-15	http://www.palomar.edu/fiscal_services/ Hard Copy
III.D/26	Palomar Community College	Hard copy and link to web posting

	District Prop 39 General Obligation Bond Performan ce and Financial Audits 2013-14	
III.D/27	Fiscal Services Website	Link to web posting
III.D/28	ICOC Website	Link to web posting
III.D/29	Cash Flow Spreadshe et	X:\Accounts Payable\MONTHLY EXPENSES.xls Hard copy
III.D/30	Palomar Communit y College District Foundatio n	http://www.palomar.edu/foundation/
III.D/31	BP 6250 Budget Managem ent	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
III.D/24	Title 5	http://www.ccccurriculum.net/compliance-2/title-5/
III.D/32	AP 3250 Institution al Planning	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
III.D/33	Palomar College Vision, Mission, and Values	http://www.palomar.edu/strategicplanning/ Hard copy
III.D/35	Exhibits A-D – Annual Statement of Investmen t Policy	http://www.palomar.edu/search/Default.aspx?q=investment%20policy Hard copy
III.D/36	Governing Board	Link to web posting

	Minutes	
III.D/37	BP 6340 Bids and Contracts	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
III.D/38	AP 6370 Contracts – Personal Services	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
III.D/39	BP 6500 Managem ent of Real Property	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
III.D/40	AP 6340 Bids and Contracts	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
III.D/41	AP 6345 Bids and Contracts using UPCCAA	http://www.palomar.edu/GB/Web%20Pages/Procedures%20-%20APs%20-%20Administrative%20Procedures/APChapter3.html Hard copy
III.D/42	BP 6150 Designatio n of Authorize d Signatures	http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter6.html Hard Copy
III.D/34	PeopleSoft Financials	

DRAFT

Standard IV. – Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

[We'll open with an abstract of Standard IV consistent in form with the abstracts of Standards I, II, and III. The paragraph below summarizes 4A but not yet 4B.]

Mindful of their shared and serious responsibilities, the staff, faculty, administrators, and students in governance roles at the College determine the conditions required for student learning programs and services to succeed and for institutional effectiveness to improve. The comprehensive governance structure includes representation from all College groups, providing individuals, units, departments, committees, councils, and constituencies access participation in planning and decision-making processes while recognizing the designated responsibilities of the Governing Board and the Superintendent/President.

Standard IV.A. – Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Palomar College remains committed to ensuring a college community that embraces ethical and effective leadership. This commitment is reflected in key documents, such as the Governing Board Policies (BPs) 2715 titled Code of Ethics/Standards of Practice and 3050 titled Institutional Code of Ethics, the *Strategic Plan 2016*, and the *Palomar College Governance and Administrative Structure Handbook* (updated September 18, 2013) (IV.A/1, IV.A/2, IV.A/3, IV.A/4) (Evidence # BP 3050, Evidence # xx SP 2016, Evidence # xx, Governance Handbook). In this *Handbook*, the College delineates its expectations of leaders as they participate in the governance processes:

The governance structure and practices embrace the Palomar College values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do. The Governing Board is the final authority for governance at Palomar College. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process.

This commitment to ethical, effective leadership is demonstrated through the regular processes of planning, goal setting, and the implementation and evaluation of progress on institutional goals. The College recognizes the valuable contributions of leaders of all constituent groups by encouraging the participation of these leaders and their constituencies throughout the governance process.

The Palomar College governance structure involves students, faculty, staff, administrators, and the community in the planning and operation of the College. Ideas for institutional goals and improvement may originate from an individual, unit, department, committee, council, or a constituent group and may be introduced into the shared governance process for consideration and action. The Governing Board delegates authority to the Superintendent/President, who in turn solicits and receives contributions and participation from the various constituencies through the governance decision-making process.

Standard IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official title, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

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Descriptive Summary.

Institutional Leaders and College-wide Improvement.

At Palomar College, institutional leaders encourage and establish the conditions for collaborative discussion and decision making. These leaders encourage their colleagues and students to contribute to the overall improvement of the College by means of participation through constituency groups, the governance structure, departmental structures, and various College meetings.

Each constituent group – students, faculty, staff, and administrators – has a leadership organization that holds weekly, bi-monthly, or monthly meetings, providing avenues for individual members to participate in the ongoing discussion about and improvement of the College.

Students are represented in the governance process through the elected student government, the Associated Student Government (ASG) (IV.A/5). The ASG has defined roles and responsibilities as stated in its constitution (IV.A/6). The ASG holds annual spring elections in which all registered students may vote for candidates to fill the executive positions of President and Vice President. Fourteen Senate seats are available for students to serve with the President and Vice President. Senators are appointed by the ASG Board, which consists of the President, Vice President, and currently serving senators. After a two-week probationary period, they are ratified to service and sworn in as Senators of the ASG.

Students who want to become active in the College community may participate in student government activities – locally, regionally, and nationally – and join student clubs. The Inter-Club Council (ICC) is a committee of the ASG, consisting of at least one member of each College club (IV.A/7). The ICC shares information and plans campus-wide events. The ASG and the ICC hold weekly meetings that are open to all students and the public. The ASG President appoints student representatives to ASG committees and to College shared governance committees subject to confirmation by the ASG. All College shared governance committees except those dealing exclusively with employee

matters (for example, the Benefits Committee or Staff Development and Training Committee) include ASG representatives in their membership lists (*Evidence # xx ASG*).

The faculty leadership organizations are the Faculty Senate and the Palomar Faculty Federation (PFF) (*IV.A/8, IV.A/9*) (*Evidence # xx Faculty Senate, Evidence # xx PFF*). The Faculty Senate has primary responsibility for academic and professional matters; the PFF is the official collective bargaining representative for salary, benefits, and working conditions for full-time and part-time faculty members (*IV.A/10*) (*Evidence # xx PFF Contract*). The Faculty Senate and the PFF have overlapping purviews in critical areas such as the evaluation of faculty, the College's approach to online education, and the development of the academic calendar. The Faculty Senate's and the PFF's shared interests in crucial issues creates a need for continuous open communication between the two groups. Major committees under the purview of the Senate include the Curriculum Committee, the Learning Outcomes Council, and the Basic Skills Committee (*IV.8, IV.A/11-14*) (*Evidence # xx Curriculum Committee, Evidence # xx Faculty Senate, Evidence # xx LOC, Evidence # xx BSI*). The Faculty Senate makes all appointments to shared governance councils and committees. The PFF has internal committees, but does not have external governance committees. BP 2510 states that "Consistent with the EERA (Educational Employment Relations Act), the Palomar Faculty Federation shall represent faculty on campus committees dealing with salaries, benefits, and working conditions" (*IV.A/15 BP 2510*).

The collective bargaining unit for classified staff is the Council of Classified Employees (CCE), through which staff members participate in governance. The CCE Executive Council holds regular meetings and an annual retreat, as well as regularly exchanging information and suggestions for college-wide improvement with other constituent groups. CCE/AFT is the official collective bargaining representation for salary, benefits, and working conditions for district classified employees (*IV.A/16*) (*Evidence # xx CCE/AFT Contract*).

The Confidential and Supervisory Team (CAST) is comprised of two employee classifications: (1) confidential employees who provide administrative support to executive administrators and the Governing Board, and (2) supervisors who oversee and coordinate various district operations. The primary purpose of CAST is to ensure shared governance participation and representation and to serve as a formal channel of communications among its members. CAST delegates represent the team in Meet and Confer conferences related to salary, benefits, and working conditions (*IV.A/17*) (*Evidence # xx CAST Handbook*).

The Administrative Association is the constituent group that represents both classified and educational administrators. The primary purpose of the Administrative Association is to ensure shared governance participation and representation and to serve as a formal channel of communications among management-level personnel. The Administrative Association Executive Council represents the association in Meet and Confer conferences related to salary, benefits, and working conditions (*IV.A/18*) (*Evidence # xx AA Handbook*). **[This handbook hasn't been undated since 2003?] The AA Executive Council has been working with the VP of HRS to update the handbook. I don't know if it will be done by the accreditation visit.**

Systematic Participative Processes.

The College's governance structure consists of multi-constituent councils and committees through which groups are represented. This governance structure is organized around the Strategic Planning Council (SPC), which is the principal participatory governance body of the college and is chaired by the Superintendent/President. All constituent groups have representation on SPC as specified in the *Governance and Administrative Structure Handbook* (IV.A/4).

The discussions, deliberations, and recommended actions of the SPC reflect the values and support the Mission of the College and are in the best interest of enhancing student learning, improving student success, and serving the community. The SPC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The SPC leads the development of the Strategic Plan, a mid-range planning document that outlines the College's goals and objectives for a three-year period, and is responsible for directing and monitoring the Annual Action Plan for each of the three years to ensure that progress is made in accomplishing the College's goals and objectives (IV.A/19 ~~Action Plan~~). The SPC follows a consensus-building approach to decision-making, taking into account that there will be areas of disagreement among constituent groups, but making strenuous effort to build the widest support for shared governance decisions.

The four major planning councils – Instructional Planning Council (IPC), Student Services Planning Council (SSPC), Finance and Administrative Services Planning Council (FASPC), and Human Resource Services Planning Council (HRSPC) – report directly and make recommendations to SPC. (These planning councils' roles and responsibilities are described in Standard I.B.) Each planning council is chaired by a Vice President. Periodically, the planning councils review, update, and/or refine their roles and responsibilities in response to changes in the College's governance structure and other factors. Additionally, the planning councils motivate and monitor the Program Review and Planning (PRP) processes conducted by all departments, disciplines, and units. Each of the planning councils has committees that report to it, and each of these committees has stipulated roles, responsibilities, a meeting schedule, membership, and a designated chairperson.

When necessary, a council or a committee will form a task force or a workgroup to complete a specific assignment. In all four functional areas of the College represented by the planning councils, planning may begin at the council level or at the committee, task force, and workgroup levels. Planning also may begin at department and individual levels, where personnel generate information, perspectives, and suggestions to progress through the structure to the councils for discussion and possible implementation. Action items initially come for a first reading, after which participants have the opportunity to take the items back to their groups for discussion prior to a second reading and approval.

The details of the governance structure, including all campus councils and committees, are presented in the Palomar College *Governance and Administrative Structure Handbook* (IV.A/4) (Evidence # xx Governance Handbook).

Instructional departments have strong ties with the Instructional Planning Council, with the Vice President for Instruction, and with their respective instructional dean. Each department elects a department chair who serves the department according to the provisions as stated in Article 12 of the contract agreement (IV.A/10) (~~Evidence # xx PFF contract~~). Department chairs receive reassigned time and stipends for executing administrative responsibilities and providing leadership for the academic departments. Academic departments are typically responsible for the development of curriculum, determining effective modes of delivery of instruction for their disciplines, the discussion, creation, and assessment of student learning outcomes, and completion of Program Review and Planning documents at the discipline level. Additionally, departments drive practices such as class scheduling, textbook selection, and faculty hiring. All department chairs, program directors, and division deans meet each month under the leadership of the Vice President for Instruction to discuss college-wide instructional matters. Similarly, division deans meet regularly with their department chairs – informally as necessary and more formally in division meetings – to discuss matters of immediate concern as well as future planning, budgeting, and operational considerations.

The College also provides other opportunities for students, faculty, staff, and administrators to offer perspectives and raise questions about the institution, its operations, and its activities. These opportunities include full-time and part-time faculty plenary sessions, All-College Forums, strategic planning surveys, and accreditation self-study reading and writing sessions.

In summary, the college's institutional leaders, representing their constituencies and participating in the established governance structure, provide the support and structure for students, faculty, staff, and administrators to introduce ideas and issues, engage in dialogue, and influence campus decisions. This governance structure is described in detail in Standard I.B. **[How does the College communicate its goals and values? Do members of the College know them? (This is a *Guide* question. See 1B.)]**

Examples of individuals and groups working together with effective leadership to improve student learning, student achievement, and institutional effectiveness in the context of the Mission appear throughout this Institutional Self Evaluation Report, such as the Student Success and Support Program (3SP) Task Force, the Student Equity Committee, [. . .]. **[Add several more examples.]**

Self-Evaluation.

The College partially meets the Standard. The College has a robust participatory governance structure and processes. All staff, faculty, administrators, and students may

introduce ideas regarding improvement in practices, programs, and services into the shared governance process. Constituent groups may participate in College decision making and planning. However, survey results and interviews with constituent leaders suggest that the structure and processes in place are not functioning at an optimal level.

Each spring, the planning councils survey their members to determine the efficiency and effectiveness of council operations, practices, and outcomes from the previous academic year. The surveys also solicit suggestions from the council members for improvements.

In the summative and formative evaluations conducted by Institutional Research and Planning during the 2012-13 academic year, planning council members cited several strengths of the governance structure: (IV.A/20)

- The structure allows for participation, representation, and input from all campus groups.
- The structure provides clearly-defined roles and responsibilities in council and committee operations.
- The structure provides a forum for open dialog and encourages participation from all members and groups.

However, in the "Accreditation Employee Survey 2013," respondents indicated less certainty about the effectiveness of the participatory governance practices. Only fifty percent of those responding indicated that they participate in College governance, and fifty-nine percent agreed that the governance process is effective at improving the College's practices, programs, and services. It seems that those participating in the process find it to be more effective than those who do not actively participate (IV.A/21 ~~Accred Empl Survey 2013~~).

Council members identified several areas for improvements:

- Methods for sharing information and soliciting feedback could be improved.
- Participation of more employees in the shared governance process could be encouraged to broaden the viewpoints represented and distribute the burden of time commitment to councils, committees, workgroups and task forces meeting and activities over a greater number of employees.
- The authorities and responsibilities of members and groups in the general decision-making process could be clarified

(IV.A/19) (~~Evidence # xx, Planning Councils Evaluation 2013~~).

Interviews with the Superintendent/President, vice presidents, and presidents of the constituent groups affirmed that, in general, the governance structure is well-defined and understood, but opportunities exist for improvement in operational aspects of the committees and councils (IV.A/22) (Work group to forward copies of the interviews.). In particular:

- Constituent leaders find it difficult to recruit employees to fill committee assignments. Reasons may include increased workload issues and employee vacancies. Many employees indicate that they cannot commit to the time demands of participation in the shared governance process and still complete their assigned job duties.
- It appears that constituent groups primarily use agendas, minutes, and email to communicate. The Faculty Senate has the most robust and refined system for communicating outcomes. **(IV.A/8[need evidence here about the faculty senate's system of communication? The Senate's minutes are replete, and the Senate also distributes to all faculty a record of all motions made at the weekly meetings.]** The agenda is e-mailed in advance to all faculty, and the motions are reported widely, via e-mail, after each meeting. Approved minutes are e-mailed to all faculty and are available on the Senate's web site. Some groups indicate they are currently developing various mechanisms to improve communication with their constituents, including summary notes and periodic newsletters. All groups are trying to reach out to their members, but the time commitment to do so is burdensome.
- The planning councils have a mechanism for evaluating their effectiveness on an annual basis. Institutional Research and Planning conducts a survey of council members to determine the members' understanding of the roles and responsibilities and their impressions of the quality and quantity of the work completed in the previous year. It is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used in planning the goals for the subsequent years or whether the findings are used for making process improvements. The planning councils' minutes describing the presentation of the 2013 Planning Council Evaluation survey findings do not detail the councils' discussions of the findings or identify any recommendations for improvements **(IV.A/23-27)(Evidence #xx Minutes):** ~~The results of the 2012-2013 planning council self-evaluations were discussed at the following meetings: SPC 9/4/2013; FASPC 9/12/2013 and 9/26/2013; IPC 9/25/2013; HRSPC 9/17/2013; SSPC no evidence the surveys were discussed.~~ **Evidence references IV.A/20 and IV.A/50 may reference the same documents. See Standard IV.A.5 on page 27.** Other shared governance committees appear to have no mechanism to evaluate their effectiveness.
- The committee meetings and agendas are not posted on the District's website in a consistent manner. There is no universally-accepted navigation path to access this information. Consistency in posting the results of the shared governance process is important for easy accessibility. Currently the College is working toward achieving consistency in navigation to these webpages, in posting meetings and agendas, and in the reporting of results.

Actionable Improvement Plan.

The College will increase members' engagement in shared governance by developing more effective methods (1) for communicating discussions, issues, and outcomes of the shared governance process and for (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

Evidence

Number	Name
IV.A/1	BP 2715 Code of Ethics/Standards of Practice
IV.A/2	BP 3050 Institutional Code of Ethics
IV.A/3	Strategic Plan 2016
IV.A/4	Governance and Administrative Structure Handbook
IV.A/5	Associated Student Government Website
IV.A/6	ASG Constitution
IV.A/7	Inter-club Council Website
IV.A/8	Faculty Senate Website
IV.A/9	PFF Website
IV.A/10	PFF Contract
IV.A/11	Curriculum Committee Website
IV.A/12	Learning Outcomes Council Website
IV.A/13	Basic Skills Initiative Website
IV.A/14	Instructional Services Governing Structure
IV.A/15	BP 2510 Participation in Local Decision Making
IV.A/16	Council of Classified Employees Website
IV.A/17	Confidential and Supervisory Team (CAST) Handbook
IV.A/18	Administrative Association Website
IV.A/19	Action Plan (specify date of plan)
IV.A/20	Planning Councils Evaluation 2013
IV.A/21	Accreditation Employee Survey 2013
IV.A/22	Governance Structure, Interviews/Emails with Superintendent/ President,
IV.A/23	Strategic Planning Council Minutes 9/4/13
IV.A/24	Fiscal and Administrative Services Planning Council Minutes 9/12/13
IV.A/25	Fiscal and Administrative Services Planning Council Minutes 9/26/13
IV.A/26	Instructional Planning Council Minutes 9/25/13

IV.A/27	Human Resource Services Planning Council Minutes 9/17/13
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Standard IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary.

Written Policy on Employees' and Students' Participation in Decision-Making Processes.

Palomar College's decision-making processes emanate from the Governing Board. BP 2510 titled Participation in Local Decision Making states, "The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and directs its employees to make every effort in sincere attempts to use the collegial model in policy development" (IV.A/15 BP-2510).

The Faculty Senate's role in local decision-making and participative governance is well established. In accordance with Title 5, §53200-53206 (~~AB1725~~) and BP 2510, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters (IV.A/28, IV.A/15 ~~ab 1725~~).

BP 2510 also states, "Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the CCE/AFT, Administrative Association, and Confidential and Supervisory Team will be given every reasonable consideration." (~~Evidence #xx BP 2510~~). **[Include the core of this comment:**

However, District administrators perform a vital role in the development and implementation of policies and procedures at Palomar College. Administrators are leaders and guides in the development of policies and procedures and their opinions and recommendations should be given more than "reasonable consideration" in their areas of expertise and responsibility. Even though there doesn't seem to be a statutory definition of the role of the administrator, the District should expect its administrators to take a leading role in policy formulation and implementation. Perhaps, an indication of the importance of the administrator's role in decision-making might be the membership composition of the various committees. While the Administrative Association appoints administrators to represent its group in accordance with Title 5 Section 51023.5, the committees also include other administrators that are assigned to participate based upon their expertise and operational responsibility in the various functional areas.)

The same policy acknowledges the importance of students' participation: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration."

Policy on Advancement of Ideas and Collaboration.

The Palomar College Governance and Administrative Structure Handbook includes a description of the roles and products, responsibilities, reporting relationships, meeting schedules, and membership of nearly thirty standing committees (IV.A/4) (*Evidence # xx Governance and Administrative Structure Handbook*). Some committees are operational in focus, such as the Safety and Security Committee, while others, such as Strategic Planning Council and the planning councils that report to it, directly address policy and procedural matters of a governance nature, particularly as they relate to planning. In addition, there are numerous task forces and work groups that are convened to address issues as they arise. The Constitution of the Faculty and its by-laws include a description of Senate committees. Information about all shared governance committees appears on the Committee on Committees website, which is posted by the Faculty Senate (IV.A/29) (*Evidence # xx Committee on Committees*).

Meetings of the Faculty Senate and governance committees are open to all members of the college community. They are regularly scheduled, and agendas and minutes are readily available on line and, in some cases, in print for review by interested parties.

Self-Evaluation.

The College meets this Standard. The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership. The College should continue to evaluate and refine its written policies and to monitor their effectiveness.

Actionable Improvement Plan.

None.

Evidence

Number

Number	Name
IV.A/15	<u>BP 2510 Participation in Local Decision Making</u>
IV.A/28	AB 1725 Title 5, Sections 53200-53206
IV.A/4	<u>Governance and Administrative Structure Handbook</u>
IV.A/8	<u>Faculty Senate Website</u>

IV.A/29	Committee on Committees
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Standard IV.A.2.a.

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary.

Faculty Members' and Administrators' Roles and Authorities in Institutional Governance.

As described in previous sections of this Standard, the College's faculty and administrators have participatory roles in the College's governance structure. Faculty and administrators have formative and substantial influence over the processes that determine the College's policies, planning, and budgeting (IV.A/4) (*Evidence #xx Governance and Administrative Handbook*). (For further description of faculty members' and administrators' roles in budget processes, see Standard III.D.) As described in BP 2510 titled "Academic and Professional Matters," "Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Governing Board elects to rely primarily on the advice and judgment of the Faculty Senate on academic and professional matters." The faculty's authority in these matters is further inscribed in BPs 4020 ("Program, Curriculum, and Course Development") and 4022 ("Curricular Matters"). **[Briefly describe the Superintendent/President's process of delegation.]**

Students' and Staff's Established Mechanisms or Organizations for Participating in Institutional Decisions.

The staff and students also have means for expressing opinions and perspectives and participating in deliberations and decisions. (See Standard IV.A.1.)

The ASG and staff have representatives serving on all major councils and committees in accordance with the Governance and Administrative Structure Handbook. Also, a student trustee serves on the Governing Board.

Self-Evaluation.

The College meets this Standard. The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership. The College should continue to evaluate its governance structure and to monitor its effectiveness.

Actionable Improvement Plan.

None.

Evidence

Number	Name
IV.A/4	Governance and Administrative Structure Handbook

Standard IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary.

Faculty Groups, Curriculum Committee, and Academic Administrators.

The College relies primarily on the Faculty Senate for recommendations on all academic and professional matters, and especially on curriculum, as described in BP 2510 titled Participation in Local Decision Making, BP 4020 titled Program, Curriculum, and Course Development, and BP 4022 titled Curricular Matters; and in conformity with Title 5, §53200-53206. The Faculty Senate posts its Constitution on its website. Leadership of the Faculty Senate and the PFF meet regularly to clarify issues and discuss matters, such as faculty evaluations, over which they have joint responsibility (IV.A/15, IV.A/30) (Evidence # xx Faculty Senate (~~Constitution?~~ Evidence # xx BP 2510)).

As described in ~~Board Policy~~ BP 4022 titled Curricular Matters and Title 5, the Curriculum Committee is the primary governance body responsible for oversight and recommendation of curriculum and curricular policy and procedures, including philosophy, goals, and strategic and long-range planning as it relates to teaching and student learning (IV.A/31 ~~BP 4022~~). The Curriculum Committee reports to the Faculty Senate, which approves its actions. This committee is co-chaired by a faculty member and the Vice President for Instruction. The five instructional deans are named positions and voting members of the Curriculum Committee. Descriptions of this committee's responsibility and authority appear in the Constitution of the Faculty and on the committee's website.

The Curriculum Committee's course approval process has been revised to include more active and careful faculty review of proposed courses. (A description of this review appears in Standard II.A, pages [---].) Curriculum Committee leadership provides training for its committee members and department chairs in course approval. The basis of the training is the Program and Course Approval Handbook, written and compiled by the Chancellor's Office. (**Note to Marti – when the above [---] is complete, cite the same evidence here**)

The Vice President for Instruction leads Palomar's academic programs and services, which include basic skills, academic, and career/ technical courses for credit and noncredit. They are organized into five divisions that function under the leadership and supervision of division deans. The deans provide overall division leadership for on-going short-term and long-term academic planning, including supporting Program Review and Planning (PRP) processes to ensure that department chairs, program directors, and faculty

can successfully complete their respective plans. The Instructional Planning Council, chaired by the Vice President for Instruction, has revised and updated the PRP process to make a stronger connection between SLOs and planning. Every fall, the IPC, in conjunction with the Learning Outcomes Council and the Faculty Senate, review and update the PRP form and refine the process. (Evidence of this process are reflected in the IPC minutes of 9/11/2013 and 9/10/2014.) (IV.A/32, IV.A/33)

Division deans work closely with faculty and facilities staff to ensure that the planning and design of new instructional facilities, as defined by *Master Plan 2022*, will support the current and planned development and growth of the academic programs (as described in detail in Standard III.B.) (IV.A/34 ~~master plan 2022~~). The deans facilitate the schedule development process and provide relevant enrollment information to department chairs, program directors, and faculty so that the scheduling of classes will support the needs of students, enrollment trends, and workforce and community needs. Together with the Vice President for Instruction, the instructional deans support faculty in the development, review, and updating of curriculum and provide guidance with regard to compliance with Title 5 regulations and requirements of the California Community Colleges System Office (IV.A/4) *Evidence # xx Governance and Administrative Structure Handbook*. [Refer also to the Enrollment Management Guidelines document.] (IV.A/----- note to Marti)]

The Learning Outcomes Council, which reports to the Faculty Senate, has Faculty Tri-Chairs [**currently two coordinators**]. One chair oversees assessment and analysis of SLOs, one oversees the SLOAC process as it pertains to Program Review, and one oversees the SLOAC process as it pertains to Accreditation. Membership of the Curriculum Committee, the Basic Skills/HIS Committee, and [. . .] includes a named position for a LOC coordinator.

Self-Evaluation.

The College meets this Standard. The College and its students benefit consistently from the efficient and effective cooperation of the Faculty Senate, the Curriculum Committee, and academic administrators in determining the content and direction of academic programs and services. Throughout the academic year, the Faculty Senate President meets regularly with the College's Vice President for Instruction and the Superintendent/President and as necessary with the academic deans. At its weekly meeting, the Faculty Senate reviews the work of and acts upon the recommendations of the Curriculum Committee and the Learning Outcomes Council (LOC). The co-chairs of the Curriculum Committee and the LOC are faculty members. The Faculty Senate President and Vice President for Instruction deliver regular reports at the monthly or bi-monthly Governing Board meetings; other faculty and academic administrators add occasional reports (IV.A/35-37 We need to choose 3 sample board minutes – note to Marti) This reference reports to Governing Board minutes. Reports by each vice president and each constituent group leader, including the Vice President for Instruction and the Faculty Senate President, are standing agenda items at every regular Governing Board meeting.

Moreover, learning support services such as tutoring, study groups, workshops, and discipline specific laboratories, are planned, operated, and evaluated through the PRP process by faculty and division administrators (as described in Standard II.C.).

Actionable Improvement Plan.

None.

Evidence

Number	Name
IV.A/4	Governance and Administrative Structure Handbook
IV.A/15	BP 2510 Participation in Local Decision Making
IV.A/30	Faculty Senate Constitution
IV.A/31	BP 4022 Curricular Matters
IV.A/32	Instructional Planning Council Minutes 9/11/13
IV.A/33	Instructional Planning Council Minutes 9/10/14
IV.A/34	Master Plan 2022
IV.A/35	Find GB minutes
IV.A/36	
IV.A/37	

Standard IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary.

The participatory governance process of Palomar College is derived from Assembly Bill 1725 and is incorporated into Governing Board Policy 2510 titled Participation in Local Decision Making (IV.A/15) (~~Evidence #xx BP 2510~~). Administrative Procedure 2410 titled Policy Making Authority and Administrative Procedures states, "No member or organization of the College community is precluded from presenting a policy proposal to the Governing Board or any of the recommending agencies" (IV.A/38) (~~Evidence #xx AP 2410~~).

Each year the Governing Board reviews and formulates annual goals and tasks (IV.A/39) (~~Evidence #xx Governing Board 2013-14 Goals~~), but the Strategic Planning Council (SPC) is the primary governance structure for communication among and participation by constituent groups. SPC, with representation from all the constituent groups, implements the strategic plan, develops or revises governance structures, processes, and practices, and establishes channels of college-wide communication. SPC receives the reports and recommendations of the four planning councils. The planning councils' Program Review and Planning (PRP) priorities advance to SPC, which considers them in forming the Strategic Plan.] When the need arises, SPC forms task forces to achieve specific objectives. For example, the Student Success and Support Program Task Force was created to address develop, prepare and submit a program plan for the Student Success and Support Program (IV.A/40) (1/24/14 SPC minutes). Decisions made by SPC must reflect the values and support the Mission of the College and must be in the best interest of improving student success and serving the community (IV.A/4) (~~Evidence #xx Governance and Administrative Structure Handbook~~). For example, SPC just completed *Strategic Plan 2016* (9/17/13), discussed changes to the Policies and Procedures flowchart (9/17/13), and reviewed the annual governance self-evaluation (9/6/13) (IV.A/41) (~~Evidence #xx SPC Minutes~~). SPC conducts an annual governance self-evaluation; representatives of all constituencies take part to effect institutional improvement (IV.A/20) (~~Evidence #xx Planning Councils Evaluation 2013~~).

The Faculty Senate also establishes structures, processes, and practices by which individuals and constituent groups can communicate and take action for the betterment of the College. At its weekly meetings, the Senate hears reports of faculty serving on the planning councils, the Curriculum Committee, the Learning Outcomes Council (LOC), the Budget Committee, and the Palomar Faculty Federation (PFF); a representative of the

Associated Student Government (ASG) reports as a guest. Also any member or group of the College community may address the Senate as a “Public Comment” agenda item or request of the Senate President to be placed on the agenda to discuss items of interest or concern. Eighteen committees/advisory groups report to the Faculty Senate; twelve are chaired by senators. Among the Senate’s primary responsibilities is to consider the recommendations and approve the actions of the Curriculum Committee and the LOC. Like SPC, the Senate’s decisions must be in the best interest of the College and its students (IV.A/42, IV.A/43) (~~Evidence # xx Faculty Senate Gov. structure handbook~~).

Administrators communicate with each other by means of the Superintendent/President’s Cabinet. The Superintendent/President’s Cabinet consists primarily of executive and senior administrators who meet bi-monthly to discuss and address district-wide issues and matters of immediate and general concern. These meetings provide direct communication among various administrators on subjects such as budget, enrollment and FTES, facilities planning, accreditation reporting, and operations. The overall goal of this cabinet is to communicate and to respond to District-wide issues as appropriate to the responsibilities of the individual administrators and the governance structure of the College.

The four vice presidents of the college also convene cabinet meetings with their respective deans, directors, and/or managers to discuss, plan, and respond to operational matters in their respective areas of responsibility. The cabinets of the Vice President for Instruction and the Vice President for Student Services also include cross representation of a dean to provide communication, coordination, and collaboration on planning, strategies, and services. These collaborative working relationships between Instructional Services and Student Services have been instrumental in moving Palomar College forward with essential planning and the enhancement and implementation of programs and services in support of student access and success (IV.A/32) (~~Evidence # xx VP Cabinet Meeting Agendas~~). **[Note to Marti - Can we get these? From who? Which minutes/agenda specifically?] (VP Cabinets are not part of the shared governance structure. Therefore, their minutes are not posted.)**

The ASG and the Interclub Council receive and disseminate information about the College with student groups. ASG meetings offer students and other members of the College community opportunities for open, public discussion (IV.A/5, IV.A/7) (~~Evidence # xx ASG~~).

The exchange of information and ideas occurs also by other means. For example, committees and councils post the minutes of their meetings; individuals gather for College forums and activities. Individuals and groups participate in joint projects, such as this Accreditation *Institutional Self Evaluation Report* and the Student Success and Support Program Task Force. Monthly governing board meetings provide students, faculty, staff, administrators, and the community opportunities to assemble and to work together for the good of the College.

(Include classified staff here.)

Self-Evaluation.

The College partially meets this Standard.

Palomar College has a well-defined governance structure in place with processes that work effectively for the good of the institution. The commitment to the concept of participation is evident in the various decision-making committees campus-wide that strive to keep members of the College informed and involved in the governance process.

The College's shared governance structure establishes the opportunity for communication and collaboration among all members of the College community through officially recognized constituency groups, through councils, committees, task forces, and workgroups, and through other informal means. (For profiles of the constituent groups and councils, see Standard I.B. Profiles of the committees appear in the Governance and Administrative Structure Handbook and on the Committee on Committees page of the Faculty Senate's website.) The primary focus of these communicative and collaborative efforts is to promote student learning and achievement. The successful results of these efforts are abundant and significant. Examples include

1. The operations of the District Policies and Procedures Committee.

The membership of this committee includes representatives of all the College's constituent groups. Charged with reviewing and revising as necessary the documents that govern all of the activities of the institution, this committee has developed a collegial and circumspect process. Recommendations coming from this task force are reviewed by the constituent groups and by the planning councils and must be approved by SPC before being advanced to the Governing Board. When policies and procedures are returned to the committee for further research and revision, the committee is attentive and responsive (IV.A/45) ~~(Evidence # xx Policies/Procedures Task Force).~~

2. *Master Plan 2022* (with 2010 Update) and other planning that contribute to the new facilities on this campus. Such planning is the product of college-wide initiatives that involve wide participation and several layers of the governance process (IV.A/34) ~~Evidence # xx MP 2022).~~
3. The current Annual Action Plan (IV.A/19) ~~(Evidence # xx Action Plan).~~
4. The *Strategic Plan 2016*

The Strategic Plan is a document that all College personnel have an opportunity to participate in developing. It is not developed solely or even

primarily by administration. It is developed through the participatory governance process of the College (IV.A/3) *Evidence # xx Strategic Plan 2016*).

In short, both the opportunity for members of all constituency groups to participate in these important projects and the quality of the products of their work are evidence of the effectiveness of governance structures and processes.

Nevertheless, only fifty-nine percent of the respondents to “Accreditation Employee Survey 2013” agreed that the governance process is effective at improving the College’s practices, programs, and services (*Evidence # xx Fall 2013 Accreditation survey*). Also, half of the SPC survey respondents expressed concern about whether members were able to devote the time necessary for participation on the council. In addition, only fifty-seven percent of the respondents indicated that the SPC had operated effectively in 2012-2013. These findings are supported by other responses to the fall 2013 Palomar College Accreditation Survey (IV.A/ 21) (*Evidence # xx 2013 Accreditation Employee Survey*).

The College interprets the results of these surveys to mean that it must improve governance practices—and, in particular, practices involving communication and participation. As described in Standard IV.A.1., while the College has defined overarching governance structures and processes, it must develop more comprehensive and effective methods for communicating discussions, issues, and results of the shared governance processes. It must also develop methods (1) for ensuring the ability of members of councils and committees to participate fully and (2) for encouraging more faculty and staff to participate in governance groups. College leaders believe that more and richer participation will follow from better communication—especially communication from councils and committees to the College community that is informative and solicits response.

Actionable Improvement Plan.

The College will increase members’ engagement in shared governance by developing more effective methods (1) for communicating discussions, issues, and outcomes of the shared governance process and for (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils’ and committees’ agendas and minutes on the College’s website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

Evidence

Number	Name
IV.A/15	BP 2510 Participation in Local Decision Making
IV.A/38	AP 2410 Policy Making Authority and Administrative Procedures
IV.A/39	2013-2014 Governing Board Annual Goals
IV.A/40	SPC minutes 1/24/14
IV.A/4	Governance and Administrative Structure Handbook
IV.A/41	SPC Minutes (Strategic Plan 2016, Policies and Procedures flow chart 17/13
IV.A/20	Planning Councils Evaluation 2013
IV.A/42	Faculty Senate Governance Councils – SPC (best interest of student/comm.)
IV.A/43	Governance Structure Handbook p. 21 (Strategic Planning Council)
IV.A/44	Vice Presidents' Cabinet Meetings, Sample Agendas
IV.A/5	Associated Student Government Website
IV.A/7	Inter-club Council Website
IV.A/45	Governing Board Policies and Procedures Task Force District Policies and Procedures Committee
IV.A/34	Master Plan 2022
IV.A/19	Action Plan
IV.A/3	Strategic Plan 2016

Standard IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary.

The College has complied with the recommendations of previous ACCJC/WASC accreditation standards and visits as evidenced by reports such as the follow up reports in 2010 and 2011, and the *Midterm Report 2012* (IV.A/46-48). The *Midterm Report* includes the College's responses to the eleven recommendations made by the ACCJC and to the ten self-identified planning agendas from the Self-Study of 2009, showing that the College has sustained the improvements it began in 2009 (IV.A/49). (Do we need this reference? Improvements began after the College received comments after the 2009 Self-Study.) The College developed and implemented the *Integrated Planning, Resource Allocation, and Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)* to address the recommendations of the Commission (IV.A/50, IV.A/51). These institutional planning changes have led to a culture where funding is directly related to planning and planning is evaluated by measurable outcomes. This culture is evident when viewing standing items on many of the College's committees and councils. The Strategic Planning Council, Instruction Planning Council, Faculty Senate, and Curriculum Committee all have standing items for ongoing Accreditation conversations. (IV.A/48) (Do we need this reference?) (Evidence # xx *Midterm Report 2012*). The College recently submitted and the ACCJC approved its Substantive Change Report. Annually the College submits to ACCJC a SLOAC report.

Palomar College has additional commitments to outside accrediting agencies and commissions. Career Technical programs such as Dental Assisting, Nursing Education, Emergency Medical Technician, Paramedic, Police (Administration of Justice), and Fire Academy (Fire Technology) have standards that are upheld and overseen by state and national accrediting commissions (IV.A/52-57)(Evidence # xx *Program Accreditations*). Every five years the College must complete an application process with the United States Department of Education Federal Student Aid Case Management and Oversight for participation in federal student aid programs. The College recently completed this application in 2013 (IV.A/58).

Palomar College makes information created internally and externally available to the public. The College's website homepage provides a link to the Student Success Scorecard from the California Community Colleges Chancellor's office. In addition to the Scorecard, Student Learning Outcomes and Accreditation documentation is also

accessible on the homepage. Institutional Research and planning prepares a comprehensive yearly Fact Book, available online, that contains information on Program Review and Planning processes (PRPs), Student Learning Outcome/Service Area Outcome Assessment Cycles, grant development, site assessment, and marketing (IV.A/59). While the Fact Book provides the public information about the College, it is also used internally to guide PRPs as well as to gather demographic data for grant writing.

Palomar College's current Institutional Self Evaluation was developed with participation from all college groups. The Accreditation Steering Committee is chaired by a member of the faculty, classified staff, and administration. The committee was created from a cross-section of college constituencies (IV.A/60) (~~Evidence # xx Accreditation Steering Committee Membership~~). In addition, the writing team of each standard is co-chaired by an administrator and a faculty member. This year Palomar has seen increased participation campus-wide [Provide evidence.] with a more refined process and more structured dialogue and timeline.

The College complies with the U.S. Department of Education (USDE) regulations. Evidence of this compliance includes [US DOE, Title 5, HSI and STEM grants, See "Eligibility Requirements."]

Self-Evaluation.

The College meets this Standard.

The College complies with all U.S. Department of Education, California Code of Regulations, Title 5, and California Community College Chancellor's Office regulations.

The College complies with Accrediting Commission standards, policies, and guidelines for public disclosure. Palomar College students, faculty, staff, and administration have prepared this self-evaluation employing a process that includes all constituencies.

Palomar has integrated into its planning processes the Commission's recommendations following the last Self-Study. *Strategic Plan 2013* included goals and objectives that addressed the recommendations of the Accreditation Commission (IV.A/61 ~~Strategic plan 2013~~). For example, Goal #1 provided for the implementation of a planning, review, and evaluation model that integrates priorities, planning and resource allocation processes. The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* and *Resource Allocation Model* were developed and implemented in 2009-2010 (IV.A/50, IV.A/51). Goal #3 addressed activities to ensure the clarity and effectiveness of shared governance and decision-making processes at the College, including development of assessment methodology and instruments. Planning council evaluations/surveys are performed and reviewed on an annual basis to assess the effectiveness of operations (IV.A/20). In addition, the Commission's response to the College's 2012 Midterm Report recognized that the College had addressed all 11 recommendations from our 2009 Self Study (IV.A/62).

Actionable Improvement Plan.

None.

Evidence

Number	Name
IV.A/37	Self-Study 2009
IV.A/34	Follow-Up Report 2010
IV.A/35	Follow-Up Report 2011
IV.A/36	Midterm Report 2012
IV.A/40	<u>Dental Assisting Accreditation</u>
IV.A/41	<u>EMT Accreditation</u>
IV.A/42	<u>Fire Academy Accreditation</u>
IV.A/43	<u>Nursing Education Accreditation</u>
IV.A/44	Paramedic Accreditation
IV.A/45	<u>Police Academy Accreditation</u>
IV.A/47	<u>Accreditation Steering Committee Membership</u>
IV.A/46	Fact Book
IV.A/58	Financial Aid Application to DOE
IV.A/49	ACCJC Letter- Midterm Report 2012
IV.A/48	Strategic Plan 2013
IV.A/50	IPM
IV.A/51	RAM

Standard IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* (IV.A/50, IV.A/51). Annually, the Strategic Planning Council (SPC) completes (1) a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes (2) a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. (An outline of these evaluations appears in Standard I.B.6.)

Annually, members of the SPC and the Finance and Administrative Services (FASPC), Human Resource Services (HRSPC), Instructional Services (IPC), and Student Services (SSPC) Planning Councils complete an annual self-evaluation to assess the effectiveness of their operations. The Director of Institutional Research and Planning (IRP) meets with the chairs of each of the five planning councils and shares the results of the planning council assessments. The chairs of the five planning councils disseminate the results to their planning council members, who review the results and make recommendations for improvement to be addressed in the coming year.

[Was the 2012-2013 survey special or extraordinary? Or was it the regular annual evaluation? These are questions for Michelle Barton.] During the 2012-2013 academic year, a survey was sent [by IR&P?] to all individuals who had served on planning councils during the academic year. In this survey respondents were asked to evaluate operations of the council on which they served as well as the overall effectiveness of the council, the dissemination of information from the councils, and the inclusiveness of the governance structure (IV.A/20).

Of seventy-five individuals who had served on a planning council in the 2012-2013 academic year, forty-seven responded to the survey, including six who served on multiple councils during the 2012-2013 academic year. A total of fifty-three council evaluations were offered from the forty-seven respondents. Members of the Planning Councils showed confidence in the College's governance structure. Seventy-eight percent of council members reported that the structure provides an opportunity for campus constituencies to articulate their views on institution-wide issues. Sixty-seven

percent of council members indicated that the structure allows for expression of ideas, input, and feedback at all levels of the institution. Eighty percent of council members indicated that within the governance structure the system for presenting issues or matters for discussion is clearly defined and understood.

Self-Evaluation.

The College partially meets this Standard. **[Instead of “partially,” can we note that the College meets the Standard but recognizes that it can improve in using the results of these evaluations to make improvements?]**

Palomar has an established governance evaluation process. The planning councils evaluate their individual processes in the spring of each academic year and evaluate the College governance structure through a survey of planning council members. All planning councils review the results of the survey at the beginning of the following academic year. The presentation of the survey results is recorded in the planning council minutes (IV.A/23-27) FASPC 9/12/2013 and 9/26/2013; ~~IPC 9/25/2013; HRSPC 9/17/2013; SSPC no evidence the surveys were discussed.~~ (IV.A/50). However, the minutes of some of the planning councils fail to note the discussion of the results, and it is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used for making process improvements. SPC did note that members discussed areas for improvement, but didn't identify specific actions to be taken; FASPC noted that the surveys didn't identify any areas for improvement; HRSPC didn't mention any discussion; IPC planned to discuss the results at a later meeting, but the minutes of subsequent meetings (beginning with the 09 October 2013 meeting) didn't include any details either; self evaluation was not mentioned at all in SSPC minutes.

Actionable Improvement Plan.

The planning councils and committees will record and document their discussions, reviews, and recommendations for improvements, if any, in their respective minutes. **[This plan aligns with the 4A.1 plan, right? It can be tied to that plan.]**

Evidence

Number	Name
IV.A/50	IPM
IV.A/51	RAM
IV.A/23	Strategic Planning Council Minutes 9/4/13
IV.A/24	Fiscal and Administrative Services Planning Council Minutes
IV.A/25	Fiscal and Administrative Services Planning Council Minutes
IV.A/26	Instructional Planning Council Minutes 9/25/13
IV.A/27	Human Resource Services Planning Council Minutes 9/17/13

DRAFT

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Abstract of Standard IV.B.

The Palomar Community College District Governing Board is responsible for setting policy. Per BP 2200 titled *Board Duties and Responsibilities*, the Board is charged with representing the public interest; establishing policies that define the institutional mission and set ethical and legal standards for district operations; hiring and evaluating the Superintendent/President; delegating power and authority to the Superintendent/President to effectively lead the District; assuring fiscal health and stability; monitoring institutional performance and educational quality; and advocating for and protecting the district (BP 2200 titled *Board Duties and Responsibilities*). As the chief administrator, the District's Superintendent/President is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board that require administrative action (BP 2430 titled *Delegation of Authority to the Superintendent/President*).

Standard IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary.

The Palomar Community College District Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The College posts all of its policies and administrative procedures on the Governing Board's website (IV.B/1)(note: link must be to the Policies and Procedures webpage). The Board has established a Policies and Procedures Committee and charged this committee with ensuring that Board policies and procedures are regularly reviewed and updated. The College subscribes to the Community College League for California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations.

As established in Board Policy, the Board's duties and responsibilities include selecting and annually evaluating the Superintendent/President (IV.B/2-5) ~~BP 2200 titled *Board Duties and Responsibilities*; BP 2431 titled *Superintendent/President Selection*; BP 2432 titled *Superintendent/President Succession*; and BP 2435 titled *Evaluation of the Superintendent/President*~~. To select the Superintendent/President, the Board conducts a nation-wide search, inviting applications and nominations for the position of Superintendent/President. The process includes establishing a screening committee comprised of representatives of the various campus constituencies. The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract for the Superintendent/President.

Through Board Policy, the College's Mission Statement and related planning documents, and their own annual Institutional Effectiveness and Review Cycle, the Governing Board has established an institutional focus on continuous quality improvement. *Board Policy 4020 titled *Program, Curriculum, and Course Development** states that "programs and curricula of the college shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency" (IV.B/6).

Palomar College's Mission Statement consists of three elements: the College's Vision, Mission, and Values. The Vision —"Learning for Success"—projects the College's concentration on and commitment to student learning and the products of that learning. The Mission defines the College's educational purposes, its intended student population, and its dedication to achieving student learning. The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission. The introduction to the College Values highlights the College's interest in continuous improvement: "Palomar College is

dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors" (IV.B/7). The first two values establish the foundational principles of excellence and integrity.

The College's Strategic Plan is guided by the Mission Statement. The Governing Board approved *Strategic Plan 2016* in [month] 2013 (IV.B/8). The goals and objectives included in *Strategic Plan 2016* reflect Palomar's interest in providing quality instruction; assessing, evaluating, and strengthening student learning and achievement; and improving the institution's practices.

The Governing Board engages in an annual Institutional Effectiveness and Review Cycle. Standard 4B.X ["X"?] describes this cycle in detail. By way of this cycle, the Board establishes annual goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan. The 2013-14 Board goals speak to the quality and effectiveness of student learning programs and services.

Self-Evaluation.

The College meets this Standard. The Board sets and establishes Board Policy. Further, the Board hires and evaluates the Superintendent/President in accordance with its policy. The Board hired the current Superintendent/President in December 2004 and has completed regular annual performance evaluations each year of his tenure at the College. The Board addresses institutional quality and integrity through Board Policy, the College's Mission Statement, and related planning documents. Importantly, the Board sets the tone for the College in regards to a focus on continuous improvement by engaging in its own ongoing cycle of evaluation and improvement (IV.B/9 ~~BP 2745 titled Governing Board Self Evaluation~~).

Actionable Improvement Plans.

None.

Standard IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary.

The Palomar Community College District Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Board members are elected officials representing a geographically large and diverse community. Students are reflective of the communities within the District boundaries.

Besides representing a large and diverse community, the Governing Board establishes broad institutional policies, approves the purposes of the institution, responsibly oversees the institution's assets, upholds its educational mission and programs, ensures compliance with laws and regulations, and provides stability and continuity to the College. The Governing Board's policy-making authority is delineated in *BP 2410* titled *Policy Making Authority and Administrative Procedure* (IV.B/10).

The Board, consisting of five public members and one student member, is the final authority for governance in the District. While Governing Board members vote independently on matters before them, they act as a whole, according to the majority vote (IV.B/11) ~~*BP 2330* titled *Quorum and Voting*~~. Members are charged with "basing decisions upon all available facts in each situation, voting [their] honest conviction in every case unswayed by partisan bias, and abiding by and upholding the final majority decision of the Board" (IV.B/12) ~~*BP 2715* titled *Code of Ethics/Standards of Practice*~~.

The five public members are elected at large by the voters of the District to four-year staggered terms of office. Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are contested in presidential election years (IV.B/13) ~~*BP 2100* titled *Governing Board Elections*~~. The district has a written policy to fill vacancies (IV.B/14) ~~*BP 2110* titled *Vacancies on the Governing Board*~~.

The student member is elected by the student body to a one-year term as the Associated Student Government president and Governing Board student trustee (*BP 2105* titled *Election of Student Trustee*). The student trustee has had an advisory vote in the decisions of the Board (IV.B/15) ~~*BP 2105*~~.

All Governing Board meetings are open to the public and adhere to the open public meeting requirements of the Brown Act of the State of California, which states, "All meetings of the legislative body of a local agency shall be open and public, and all persons

shall be permitted to attend any meeting of the legislative body of a local agency[.]”–A closed session precedes and follows the open meeting, as needed, and is held in accordance with Government Code §54950-54961 (IV.B/16) ~~BP 2315 titled *Closed Sessions*~~.

The Board takes action only on matters on the Governing Board agenda. The public is afforded an opportunity to address the Board at every meeting on matters within its jurisdiction (IV.B/17) ~~BP 2350 titled *Speakers*~~. The Board agenda is widely disseminated to local news media and libraries; it is also posted throughout the College campus and on the Governing Board website. The agenda is distributed to student representatives, faculty representatives, classified staff representatives, and College administrators. The agenda is also available to anyone who requests to be added to the distribution list.

The Board has adopted several Board Policies to protect itself and the College from undue influence or pressure (IV.B/18-21) ~~BPs 2710 titled *Conflict of Interest*, 2715 titled *Code of Ethics/Standards of Practice*, 2716 titled *Political Activity*, and 2720 titled *Communication among Board Members*~~. The Board has implemented several practices that serve to protect the Board and the College [from?]. For example, the selection process of contractors and vendors does not involve Governing Board members, and the Palomar College Foundation is structured so that the Governing Board President serves only as an ex-officio and does not vote.

Self-Evaluation.

The College meets this Standard.

Board policies and practices establish the Board as an independent-policy making authority that serves as the final authority for governance of the institution. Responsibility for carrying out and implementing board policy is assigned to the Superintendent/President. Board members are charged with voting their honest conviction and not being swayed by partisan bias. They uphold the final majority decision of the Board.

In general, the “Accreditation Employee Survey 2013” revealed that most (52% - when adjusted for responses indicating that an employee had no basis for judgment) employees perceive the Board as an independent policy-making body that reflects the public interest of the Board. Only 13% disagreed with the survey statement, and 23% indicated that they neither agreed nor disagreed with the statement. [Commentary?] (The significant percentage of responses of “neither agree nor disagree” was a finding across the survey.) In a follow-up interview, the Superintendent/President indicated that the Board adheres to its policy-making role and respects the President’s role of implementing board policy and leading the operations of the College (IV.B/22 insert evidence).[What evidence would this be?]

The Board plays a critical advocacy role for the College. For example, Board members actively participate in the San Diego and Imperial County Community College Association (SDICCCA). SDICCCA serves several important political purposes, including strengthening the cooperation between districts, leveraging collectively on legislative matters, and providing a communal voice on higher education issues to the

communities served. In addition, trustees have run and successfully secured seats on the California Community College's Trustees Board. **[Refer to the Board's involvement with the Community College League of California and other advocacy activities in Sacramento and DC?]**

Actionable Improvement Plans.

None.

Standard IV.B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services **and the resources necessary to support them.**

[NOTE to writing team and ALT – The guide to evaluating institutions statement above is very similar to the Guide to Evaluating institutions question in Standard IV.B. We will have to align and make a determination what information goes where. I kept everything in both sections for now.]

Descriptive Summary.

Policies and Institutional Goals to Establish Board Expectations.

The Governing Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. *BP 2200* titled *Board Duties and Responsibilities* establishes that the Board is responsible for monitoring institutional performance and educational quality (IV.B/2). *BP1200* titled *Mission* articulates the District's Mission Statement and establishes that this statement is to be evaluated and reviewed on a regular basis (IV.B/23). Thus every three years the College formally reviews the Mission Statement as part of its development of a new Strategic Plan. The current Mission Statement was reviewed and approved by the Board in January 2013 [2014?].

As described earlier, *BP 4020* titled *Program, Curriculum, and Course Development* states that programs and curricula of the College shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency (IV.B/6). Consistent with the College's Mission Statement and *BP 2510* titled *Participation in Local Decision Making*, the Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters. Academic programs are evaluated regularly through such processes as the Program Review and Planning processes to ensure quality and currency. Throughout the year, the Board approves all new courses and programs and course and program deletions (IV.B/24).

BP 3250 and *AP 3250* titled *Institutional Planning* establish the College's *Integrated Planning, Evaluation, Resource Allocation, and Decision Making Model*, or *Integrated Planning Model (IPM)* for short (IV.B/25, IV.B/26). It also institutes the *Resource Allocation Model (RAM)*, which links resources to planning. Continuous implementation of the College's *IPM* and *RAM* ensure that ongoing, planning, evaluation, and resource allocation are broad-based, integrated, and focused on improving student learning programs and services as well as institutional structures. The Board monitors the implementation of the *IPM* and *RAM*. [NOTE – we need to review the *BP 3250* and *AP3250* to speak to improvement of student learning programs and services].

Through its Annual Self-Evaluation and Effectiveness review cycle [**Earlier don't we call this cycle by a different name?**], the Governing Board establishes a set of annual goals and related board tasks. The Board's goals address long-range institutional goals, respond to current issues, and improve board performance. As part of its Annual Self-Evaluation and Effectiveness Review Cycle, the Board monitors progress on its goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan, a three-year plan that includes institutional goals and objectives intended to improve institutional processes, student learning, and achievement. The Board's Goals can be found on its website (IV.B/27) **Insert link to website – link needs to be named Governing Board Goals.**

Institution Set Standards and Analysis.

As part of the Annual Institutional Effectiveness and Review Cycle [**as different from the cycle named in the first sentence of the previous paragraph?**], the Governing Board engages in a yearly institutional effectiveness workshop. The workshop includes a discussion and review of the institutional effectiveness metrics the College monitors throughout its planning cycles. The College has incorporated the California Community College's Chancellor's Office's Accountability Scorecard into its set of institutional metrics.

In 2013, the College defined a set of institutional standards as required by ACCJC for its annual report. The Governing Board reviewed and discussed the standards, including the methodology employed to establish them. The College has incorporated the standards into its institutional effectiveness metrics, and the Board engages in a review of the standards as part of its annual workshop on this subject. In addition to the presentation of the institutional effectiveness metrics, the Board receives a report on how the College analyzes the metrics and the strategies the College is implementing to improve student learning and achievement related to them. For example, during the 2103 Institutional Effectiveness workshop, the Vice President of Instruction described the strategies the College was employing to improve the success of underprepared students. In May 2014, the Board participated in a focused workshop on how the College is working to improve outcomes from underprepared or first generation, low-income students. **[Is evidence needed for these workshops?]**

Resources Available to Ensure Quality, Integrity, and Improvement of Student Learning Programs and Services.

One of the Board's primary responsibilities is to guarantee the institutional integrity and financial health of the district. In *BP 2200* titled *Board Duties and Responsibilities*, the Board assures the District's fiscal health and stability (IV.B/2). The Board receives quarterly reports on the status of the College budget. In addition, the Board reviews and ratifies the District's expenditures and reviews and approves construction contracts, change orders, and the hiring of contractors. The College maintains a dedicated internal auditor position, and two annual external audits are performed and presented to the Governing Board. An external audit is completed on all funds, books, and accounts of the District. In addition, a capital audit is completed annually. The senior administration oversees compliance with all federal, state, and local policies in relation to student financial aid and other special fiscal programs for which the Board is ultimately responsible (IV.B/28) **BP 6400 titled Audits**. Through its fiscal role and related policies, the Board ensures that necessary resources exist to support the quality, integrity, and improvement of student learning programs and services.

Self-Evaluation.

The College meets this Standard. The Board has established policies that define its expectations regarding the quality of the program and services offered by the College. Through its policies, the Board has institutionalized the College's *IPM* and *RAM*, which establish an ongoing cycle of planning, evaluation, and resource allocation targeted at improving student learning, student achievement, and institutional effectiveness.

Actionable Improvement Plans.

None.

Standard IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

[Here refer also to the independent oversight of the Prop. M monies.]

Descriptive Summary.

The Board of Trustees of the Palomar College Community College District is the governing body of the District. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the *California Education Code* and the directives of the Board of Governors, California Community Colleges, listed in *Title V, California Code of Regulations*. Therefore, as established through statute, regulation, and policy, the Palomar College Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Per BP 2410 titled *Policy Making Authority and Administrative Procedures*, the Governing Board is the final authority on all policy matters (IV.B/10). Its actions are final, not subject to the actions of any other entity. The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action (IV.B/29) ~~BP 2430 titled *Delegation of Authority to the Superintendent/President*~~. It functions as an independent Board, representing the public's interest. Per BP 2200 titled *Board Duties and Responsibilities*, the Board must fulfill its responsibilities to

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for District operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the Superintendent/President to effectively lead the District;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate for and protect the District (IV.B/2).

Educational Quality.

The Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters.

While curriculum is faculty-driven, all curriculum matters are presented to the Governing Board for review and approval. Additionally, the Vice President for Instruction

keeps the Board informed of instructional programs by giving periodic presentations and reports at Board meetings (IV.B/30-33).

The Board receives reports and presentations from College members. For example, during 2012-13, the Board received reports on items such as the status of educational initiatives, strategic planning updates, learning outcomes updates, accreditation planning, fiscal planning and budgets, and student services programs (IV.B/34-37). Formal reports are submitted as part of the agenda packet prepared for each Board meeting. Informal reports are provided by the Divisional Assistant Superintendent, Vice Presidents at every meeting. Both formal and informal reports are presented in public Board meetings. Suggestions for improvement or future action are discussed by the Board. On occasion, the Board requests additional information to be reported on at a designated future date.

Legal Matters.

Legal matters of the district are discussed in closed sessions of the Board. When appropriate, the Board consults with legal counsel to ensure the integrity of its legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release of an employee, potential or actual litigation, and labor negotiations are discussed in closed session meetings. In accordance with the Brown Act, the California Government Code, and the California Education Code, the intent to hold a closed session is announced in the Board agenda, and when action is taken on an item discussed in closed session, the Board reports its action in open session (IV.B/38-40). Also in accordance with the Board policy, when complaints or charges against an employee are made by another person, the accused employee must be notified at least twenty-four hours in advance of his/her right to have a hearing conducted in public (ICV.B/41) ~~BP 2315 titled Closed Sessions~~.

Fiscal Integrity.

The Board ensures the fiscal integrity of the District through two annual audits (operations and capital) conducted by an independent audit firm. The results of the audits are presented to the Board. The Board also ensures that the District maintains a reserve of five percent of the unrestricted general budget, as recommended by the California Community Colleges System Office (IV.B/42) ~~BP 6250 titled Budget Management~~.

Self Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary.

The *Governing Board Policies and Procedures* are published on the Palomar College website, and printed versions are available in the Governing Board Office and the President's Office. Board size, duties, responsibilities, structure, and operating procedures are included in

BP 1300 titled *Educational Philosophy* (IV.B/43)
BP 2010 titled *Governing Board Membership* (IV.B/44)
BP 2100 titled *Governing Board Elections* (IV.B/13)
BP 2110 titled *Vacancies on the Governing Board* (IV.B/14)
BP 2200 titled *Board Duties and Responsibilities* (IV.B/2)
BP 2410 titled *Policy Making Authority and Administrative Procedures* (IV.B/10)
BP 2430 titled *Delegation of Authority to the Superintendent/President* (IV.B/29)
BP 2715 titled *Code of Ethics/Standards of Practice* (IV.B/19)
BP 2745 titled *Governing Board Self-Evaluation* (IV.B/9)

Self Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary.

According to *BP 2410* titled *Policy Making Authority and Administrative Procedures*, the Governing Board adopts policies as authorized by law, as a result of accreditation standards, or as determined by the Board to be necessary for the effective and efficient operation of the district (IV.B/10). Policies are adopted, revised, or amended at a regular Board meeting (IV.B/45) *GB Minutes*, *WHICH MINUTES?*. The Governing Board adheres to its policies and acknowledges the importance of keeping them current. Board minutes reflect adherence to Board policies.

The Board has implemented a system for evaluating and revising its policies on a regular basis. A governance committee, the Policies and Procedures Committee, meets monthly and is responsible for ensuring that all policies and procedures are reviewed and updated on a regular basis. A Trustee is a member of the committee.

Twice a year, the College receives updates from the Community College League of California (CCLC) to ensure that Board policies and administrative procedures are current. Updates are categorized as legally required, legally advised, or suggested as good practice. In addition, beginning in 2013, the committee instituted a process by which the College reviews all chapters of the Policies and Procedures on a three year cycle.

In evaluating and revising district policies and procedures, the Policies and Procedures Committee seeks input and recommendations through appropriate groups and areas of responsibilities and then advances these recommendations to the Strategic Planning Council (SPC). In some cases, SPC will return the recommendations to the committee for further revision. After SPC approves revisions, additions, and deletions, recommendations for changes in Policy proceed to the Governing Board for discussion and approval. Recommendations for changes in procedures go to the Governing Board for information.

Self Evaluation.

The College meets this Standard.

The Board acts in a manner consistent with its policies and bylaws and has established a standing committee charged with maintaining and evaluating the College's policies and procedures. The Policies and Procedures Committee effectively works with College constituent groups to evaluate and update the College's policies and procedures. When first constituted in

2006, the committee worked with a representative from CCLC to evaluate and update all college policies and procedures. Now the committee takes the biannual updates from CCLC and incorporates changes to policies recommended by the league that are legally required, advised, or suggested as good practice. This past year, the committee implemented a process for evaluation whereby all policies and procedures will be reviewed for currency and accuracy on a three year cycle. All recommended changes for policies are sent to the Board for discussion and approval.

Actionable Improvement Plans.

None.

Standard IV.B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary.

Candidate Orientation.

Under the direction of the Superintendent/President, the District conducts an orientation session for all candidates running for Governing Board office. This orientation includes an overview of primary responsibility for policymaking, College operations, learning programs, accreditation, and governance structure. A campus tour of the College is offered and conducted upon request.

Orientation.

Per *BP 2740* titled *Board Education*, the Governing Board is committed to its ongoing development as a Board (IV.B/48). New board members participate in an orientation process. The process includes an on-campus workshop, one-on-one meetings with each of the divisional Vice Presidents, and a campus tour. Finally, the new trustees and the Superintendent/President attend the Effective Trustee Workshop provided by the Community College League of California.

Professional Development and Continuous Improvement.

Governing Board members belong to the Association of Community College Trustees (ACCT) and the Community College League of California (CCLC). These organizations annually hold conferences and are attended by the Palomar College Board of Trustees. The conferences address topics and critical issues facing the community colleges, providing Trustees with opportunities to learn about effective governance models. Networking with other College officials and trustees are natural outcomes of these events. In addition, the Board Trustees are offered the opportunity to participate in the *Excellence in Trusteeship* program offered by CCLC. This program is a two-year competency-based program and addresses topics including accreditation, student success, fiscal responsibilities, and ethics training.

The Board implements an annual Institutional Effectiveness and Review Cycle. (See **Figure X.**) Each year the cycle begins with a workshop where the Board establishes its annual goals and related board tasks. Mid-year the Trustees meet to review progress on their goals. During the Spring term, the Board engages in an Institutional Effectiveness Workshop. At that time, Trustees review progress on the College's Strategic Plan, study the College's Student Success Scorecard including the state's accountability metrics, and examine the College's institution-set standards. During the workshop, members of the campus community provide

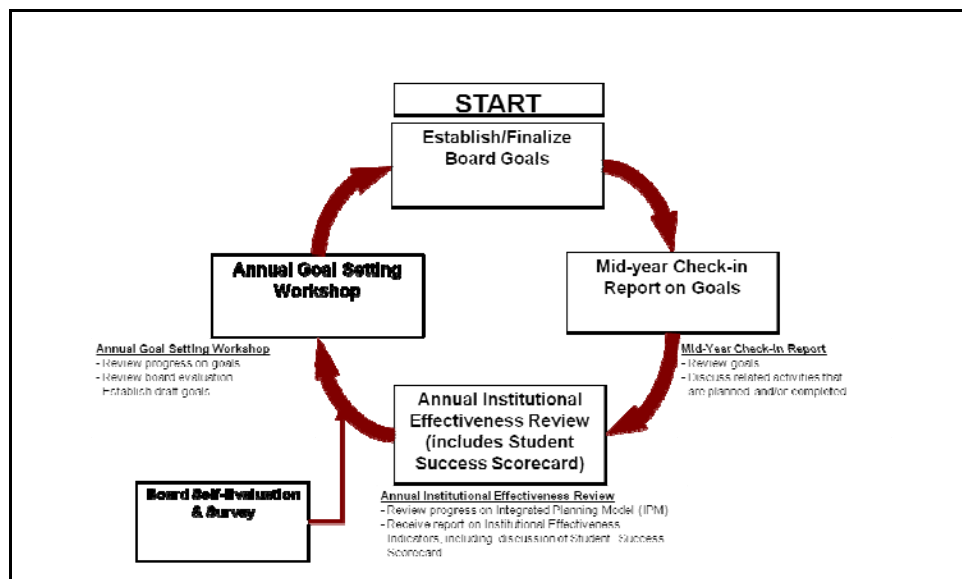
updates to the Board describing the strategies the College is employing to address its institutional effectiveness and accountability metrics.

Toward the end of the Spring term, the Board engages in its annual self-evaluation. As part of the evaluation, the trustees assess progress made on their goals and related tasks and complete an assessment of the Board's performance as it relates to characteristics of effective board functioning. They also identify areas of interest for professional development or topics for further study.

At the end of the year, the Board considers the information from its annual self-evaluation and the institutional effectiveness workshop and drafts its goals for the upcoming year. The cycle begins again when the Board officially adopts its new goals. This typically occurs at the beginning of the academic year.

The Board's development includes activities designed to learn about accreditation standards and expectations. These activities include campus workshops, participation in accreditation-related sessions at conferences, and regular reports made to the Board by the College's Accreditation Liaison Officer. In October 2013, the Board engaged in a two-hour workshop on accreditation. The workshop addressed the Board's role in the accreditation process, and accreditation eligibility requirements and standards. At that time, the Board reviewed the ACCJC Standards along with the Board Policies that are aligned with the Standards.

FIGURE X. Palomar College Governing Board's Institutional Effectiveness and Review Cycle. [Can we take off the start box?]



As described in Standard IV.B.1.a., the five public members are elected at large by the voters of the district to four-year staggered terms of office (IV.B/13) ~~BP 2100 titled Governing~~

~~Board Elections~~). Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are contested in presidential election years. The district has a written policy, *BP 2110* titled *Vacancies in the Governing Board*, to fill vacancies (IV.B/14). Newly elected trustees are able to learn from and with the seated trustees.

Self Evaluation.

The College meets this Standard.

The Governing Board supports the purpose and concept of professional development. The Board engages in Professional Development opportunities through conferences, on-campus workshops, participation on state-level and local trustee organizations, and programs designed to strengthen board leadership. The Board also embraces the value of continuous improvement and demonstrates its commitment by participating in an annual improvement cycle. While all new trustees engage in orientation activities, the current process is informal and tailored to the trustee's needs.

[Check the status of “formalizing its orientation process.”]

Currently, the College is formalizing its orientation process to ensure that all new trustees receive the same information along with additional tailored activities to meet the individual needs of the trustees. The candidate orientation will be enhanced to emphasize both the policy role of the board and accreditation standards. Trustees will receive a copy of the accreditation standards as part of their orientation

Actionable Improvement Plans.

None.

Standard IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary.

Palomar's Governing Board engages in an ongoing and systematic self-evaluation in order to identify areas of strengths and opportunities for improvement.

BP 2745 titled *Governing Board Self-Evaluation* details the process used by the Board for its self-evaluation (IV.B/9). Each year the Governing Board reviews and discusses the instrument and/or process to be used in its self-evaluation. The evaluation instrument incorporates criteria contained in Board Policies regarding Governing Board operations. It also includes criteria defining Board effectiveness as disseminated by recognized practitioners in the field. In 2013 the Board added a section to the self-evaluation instrument to assess progress on its annual goals. In 2014 the Board expanded its self-evaluation form to include an assessment of Board performance in meeting related accreditation standards. In addition to the content areas, the evaluation instrument includes sections for Board members to identify what they perceive as the Board's greatest strengths, major accomplishments, and areas for improvement. The self-evaluation survey is completed over a two to three week period.

A report describing the methodology and results of the evaluation is presented and discussed by the Board at a session scheduled for that purpose. The results are used, along with information obtained through the Board's Institutional Effectiveness and Review Cycle, to identify Board goals for the upcoming year.

For example, in 2011-12 as a result of its self-evaluation, the Board expressed an interest in studying the results of the College's upcoming external scan. The Board engaged in a two hour workshop reflecting upon the changing demographics of the district's community, the current and future labor market needs, and feedback obtained through education and business community panels. Based on their study session, the Board established a 2012-13 goal to improve relationships with the College's K-12 partners.

Self Evaluation.

The College meets this Standard. The self-evaluation process provides an effective review of board performance. As a result of its self-evaluation, the Board has implemented goals and actions to improve its effectiveness. When appropriate the Board expands its self-evaluation to ensure it is operating effectively in a specific area.

Actionable Improvement Plans.

None.

Standard IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary.

BP 2715 titled *Code of Ethics/Standard of Practice* establishes the Board's Code of Ethics (IV.B/19). It also includes a clearly defined process for dealing with behavior that violates its code.

Violations will be addressed by the President of the Board, who will first discuss the violation with the Board member in an attempt to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee comprised of two Board members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers [or committee] and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution *BP 2715* titled *Code of Ethics/Standards of Practice*, which states that the Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Self-Evaluation.

The College meets this Standard.

BP 2715 titled *Code of Ethics/Standards of Practice* includes the Board's Code of Ethics, which consists of twelve statements articulating the Board's responsibility to provide learning opportunities for all students in a manner that is consistent with its independent policy role (IV.B/19). It also establishes a process for addressing behavior that falls outside of the Board's code. The Board reviews this policy regularly as part of a regular review cycle. For example, in January 2014 the Board and the Policies and Procedures Committee reviewed Chapter 2 of the College's Policy Handbook, which includes *BP 2715* titled *Code of Ethics/Standards of Practice*. Moreover, the Board orientation has been revised to ensure that all members received a copy of the Code as part of their new trustee information packet.

Actionable Improvement Plans.

None.

Standard IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

Descriptive Summary.

The Board is appropriately informed and engaged in the accreditation process. As a unit, the Board monitors the development and completion of the institutional self-evaluation [**Capitalize “institutional self-evaluation”?**] and other required reports. The Accreditation Liaison Officer provides monthly reports of progress during board meetings. During the writing of the self-evaluation, a Board member participates on the Standard 4B writing team. Prior to approval and submission of a self-evaluation, mid-term, or required progress report, the Board engages in a workshop to review in detail the document and provide feedback. In addition, to the self-evaluation, mid-term, and any required progress reports, the Board receives copies of the College's Annual Report to ACCJC and any other document submitted to the accrediting body, such as a Substantive Change Report.

The Board appropriately addresses recommendations provided to the College by ACCJC. The Board has incorporated significant recommendations into its annual goals. For example, in 2009 the College received a significant recommendation related to integrated planning. The Board established an annual goal to monitor the development and implementation of the College's integrated planning, evaluation, resource allocation, and decision-making model. Through the budget development and approval process, the Board provides the resources necessary to ensure that the College fully addresses and works toward meeting the accreditation standards.

The Board remains current on the accreditation standards through its professional development activities. Members attend conferences and participate in sessions regarding accreditation. In addition, the Board engages in on-campus workshops to review, learn about, and discuss accreditation standards. One year prior to a site visit, the Board expands its self-evaluation to include an assessment of its operations and functions according to related accreditation standards.

Self Evaluation.

The College meets this Standard. The Board is engaged in the accreditation process and understands the accreditation standards. Through its actions, the Board provides direction and resources to the College to support its work to meet all accreditation standards and effectively carry out its mission. In addition, the Board evaluates its own performance according to the accreditation standards.

Actionable Improvement Plans.

None. **[No evidence for this standard/page?]**

Standard IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary.

Palomar College is a single college district. Per *BP 2200* titled *Board Duties and Responsibilities*, the Board has responsibility for selecting and evaluating the Superintendent / President of the College (IV.B/2). The Board conducts a nation-wide search, inviting applications and nominations for the position of Superintendent/President. The process includes establishing a screening committee comprised of representatives of the various campus constituencies. The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract for the Superintendent/President (IV.B/3 *BP 2431* titled *Superintendent/President Selection*, IV.B/49 GB minutes where process was defined WHICH MINUTES?, IV.B/50 document laying out the process Which document would this be?).

Per *BP 2435* titled *Evaluation of the President*, the Board evaluates the Superintendent/ President through an ongoing and systematic process conducted formally and annually. As part of the process, the Superintendent/President, using the Board's goals as guidelines, provides a written report on his/her accomplishments achieved goals. At a closed session, the Board discusses its evaluation with the Superintendent/ President (IV.B/51) Per DD, closed session minutes 11/12/13, not posted on web.

In *BP 2430* titled *Delegation of Authority to Superintendent/President*, the Governing Board delegates to the Superintendent/President "the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action" (IV.B/29). While the Board delegates authority to President to administer policy and oversee the operations of the College, as described earlier, the Board has established a cycle of improvement that calls for ongoing reports on institutional performance. In addition, the Board approves the College budget and receives periodic financial reports throughout the year. In 2013, the Board requested that these reports be provided on a quarterly schedule. The College conducts financial and capital audits annually in accordance with *BP 6400* titled *Audits* (IV.B/28). These audits are presented to the Board. Each Board meeting closes with an agenda item that allows Board members to request information or a report to be provided in a subsequent meeting. Finally, the Board meets regularly with the President in closed session to discuss legal, personnel, and property matters as appropriate.

Self Evaluation.

The College meets this Standard. The Board established and hired the current Superintendent/President in 2005 using the process articulated in the description above. The Board has appropriately delegated authority for the implementation of policy and the operations of the College to the President. By extension, the President delegates authority as is appropriate to Assistant Superintendents/Vice Presidents. However, the President is held responsible for the outcomes and the well-being of the institution through annual performance evaluations conducted by the Board.

Actionable Improvement Plans.

None.

Standard IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President of Palomar College is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board (IV.B/29) *BP 2430 titled ~~Delegation of Authority to the Superintendent/President~~*. He/she is empowered to interpret Board policy. He/she leads the overall planning, evaluation, and resource allocation processes of the College and ensures the quality and integrity of the services provided to students. The responsibilities of this position are more fully described below.

Standard IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary.

The Superintendent/President plans, oversees, and evaluates an administrative structure that includes four general divisions: Instructional Services, Student Services, Finance and Administrative Services, and Human Resources Services. Each division is led by an Assistant Superintendent/Vice President. Palomar College is designated as a “large” college by the California Community College’s Chancellor’s office.

The administrative structure allows for the Superintendent/President to well manage the College. The Superintendent/President delegates to the Vice Presidents responsibility for the effective operation of their divisions. Each Vice President chairs a divisional planning council (i.e., Instructional Planning Council, Student Services Planning Council, Finance and Administrative Services Planning Council, Human Resource Services Planning Council). The divisional planning councils are responsible for implementing portions of the College’s planning model—in particular, Program Review and Planning, which addresses program effectiveness in an ongoing operational planning, implementation, resource allocation and review cycle. The Superintendent/President meets weekly with the Vice Presidents as a group to ensure the effective operations of the District. Bi-weekly, he/she meets individually with administrators reporting directly to her/him (Vice Presidents, Director of Institutional Research and Planning, Director of Marketing Services, and Director of the Foundation). In addition, the Superintendent/President chairs a bi-weekly cabinet meeting that includes Senior Administration and her/his “direct reports.”

The Superintendent/President delegates authority to administrators and others consistent with their responsibilities. College policy for administrative hiring is reflected in *BP 7120* titled *Recruitment and Hiring* (IV.B/52). Staff are evaluated regularly and provided with opportunities for professional development.

Self-Evaluation.

The College meets this Standard.

Actionable Improvement Plans.

None.

Standard IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- 1. Establishing a collegial process that sets values, goals, and priorities;**
- 2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary.

The Superintendent/President chairs the Strategic Planning Council (SPC), which serves as a campus-wide forum to exchange information and evaluate, plan, and implement the *Integrated Planning Model (IPM)* (IV.B/35). SPC advises the Superintendent/President on matters of process, procedure, and practice. In addition, SPC reviews material to be considered by the Governing Board, provides for the exchange of information among campus constituencies, and advises the Superintendent/President on administrative procedures and practices. The Faculty Senate makes recommendations on all academic and professional matters, which are provided to SPC as information before being presented to the Governing Board (SPC). Per *BP 2510* titled *Participation in Local Decision Making*, the Governing Board relies primarily on the Faculty Senate for academic and professional matters (IV.B/24). Weekly, the Superintendent/President meets with the Faculty Senate President.

Through application of the *IPM*, the Strategic Planning Council uses a broad-based approach for defining the College's Vision, Mission, Values, goals, and strategic objectives. The *IPM* integrates the College's long-, medium-, and short-range plans. The College's *Resource Allocation Model (RAM)* ensures that planning drives resource allocation decisions (IV.B/54). Funds are applied to implement the College's three-year strategic plan and other priorities identified through the operational Program Review and Planning processes. The *IPM* is implemented and reviewed annually. Prior to the development of each three-year strategic plan, SPC conducts a summative evaluation of the planning process.

The development of College plans are informed by high quality research. Prior to the creation of a three-year strategic plan, SPC reviews and discusses the results of internal and external scans. The internal scan includes a review of student demographics and performance, including the latest Scorecard metrics drawn from the State's accountability report. The

external scan includes a description of the community the college serves and the results of education and business community panels.

The Superintendent/President communicates the College's Vision, Mission, Values, goals, and objectives in a variety of settings. The College's Governing Board participates in workshops on planning and approves the Strategic Plan, which documents the College's Vision, Mission, Values, goals, and objectives. The Superintendent/President ensures that the Strategic Plan is published on the College's website and communicates the Strategic Plan at campus and community forums.

Short-term operational or unit planning occurs through the Program Review and Planning processes. Units, departments, and disciplines evaluate, program data, student success outcomes, and the results of their Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs). As a result of evaluation, program plans are developed, including identification of goals and required resources for implementation. Completed Program Review and Planning documents are posted on the College website. (IV.B/55) (PRP documents website).

The Office of Institutional Research and Planning (IR&P) reports directly to the Superintendent/President and sits on the Strategic Planning Council, Instructional Planning Council, and Student Services Planning Council. In addition, IR&P provides direct support to the Human Resource Services and Finance and Administrative Services Planning Councils. This inclusion ensures that evidence and information is available to guide all levels of College planning. The Superintendent/President meets bi-weekly with the Director of IR&P. During these meetings, they discuss relevant data and analyses of institutional performance. The Director meets with the Vice Presidents regularly to review evaluation studies and data and to provide updates on the overall planning processes of the College. Reporting directly to the Superintendent/President, the Director of IR&P participates on the President's cabinet. Finally, as part of the *IPM*, IR&P develops and reviews reports of Institutional Effectiveness [Is “Institutional Effectiveness” different from “institutional effectiveness”?] with the Strategic Planning Council and the Board. SPC evaluates the *IPM* as part of its annual implementation process.

Self- Evaluation.

The College meets this Standard. The Superintendent/President has established and leads an institutional planning process that is focused on improvement. The institutional planning efforts produce the long-range and mid-range plans of the College. The Superintendent/President delegates the authority to guide the operational short-range planning to the appropriate planning councils. Institutional Research and Planning reports to the Superintendent/President, and research is integrated and embedded within the governance, planning, and operational structures of the College. As a result, educational planning is guided by research and evidence regarding student success, learning, and outcomes.

Actionable Improvement Plans.

None.

Standard IV.B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary.

The Superintendent/President appropriately implements statutes, regulations, governing board policies and institutional practices that are consistent with the College's Mission. *BP 2430* titled *Delegation of Authority to the Superintendent/President* gives to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board that require administrative action (IV.B/29). The same Board policy charges the Superintendent/President with ensuring that all relevant laws and regulations are complied with and that required reports are submitted in a timely fashion (*BP 2430* titled *Delegation of Authority to the Superintendent/President*).

While the job description of the Superintendent/President outlines the specific duties and responsibilities of the position (~~*Job Description*~~), the President has overall responsibility to know and understand all statutes, regulations, and Board policies; to assure their consistency with institutional mission and policies; and to communicate to the college community all important and pertinent regulatory information (IV.B/56). The President is also responsible for leading the College in accordance with the institutional Mission. He chairs the Strategic Planning Council bi-monthly meetings and attends and convenes other meetings, as necessary, to ensure the College is in compliance with statewide and district initiatives and regulations (*IE Report, SPC*).

The College subscribes to the Community College League for California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations. Chaired by the President, the Policies and Procedures Committee receives these updates and incorporates them into Palomar's policies and procedures as appropriate. The President ensures that all policies are reviewed for currency and accuracy on a regular schedule through the Policies and Procedures Committee. Finally, The President actively participates in the Community College League of California (CCLC) and San Diego Imperial County Community College Association (SDICCA) as a way to keep apprised of state and regional regulatory practices and initiatives (*CCLC, SDICCA*).

Self- Evaluation.

The College meets this Standard. The Superintendent/President refers to policy manuals and confers with attorneys in implementing statutes, regulations, and Board policies. He/she administers the College financially, collegially, and efficiently in the best interests of

the students and the residents of the district (IV.B/29) (~~BP 2430 titled *Delegation of Authority to the Superintendent/President*~~).

Actionable Improvement Plans.

None.

Standard IV.B.2.d.

The president effectively controls budget and expenditures.

Descriptive Summary.

The Governing Board delegates to the Superintendent/President the authority to establish procedures that assure the proper administration of property and contracts; the budget, audit, and accounting funds; acquisition of supplies, equipment, and property; and the protection of assets. All transactions and operations comply with applicable laws and regulations (IV.B/57) ~~BP 6100 titled *Delegation of Authority*~~.

In accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, each year the Superintendent/President presents to the Governing Board a budget. The schedule for presentation and review of budget proposals complies with state law and regulations and provides adequate time for Governing Board study (IV.B/58) ~~BP 6200 titled *Budget Preparation*~~.

The Superintendent/President in consultation with the Chief Business Officer (Assistant Superintendent/Vice President for Finance and Administrative Services) keeps the Governing Board advised regarding the financial status of the district through quarterly reports. The Superintendent/ President also works in consultation with other Senior Administrators to establish student fees as authorized by law and to seek, receive, and administer grants and other financial resources for the benefit of the District and the District's students.

In accordance with *BP 6400 titled Audits*, the Superintendent/President assures that an annual audit, by a certified public accountancy firm, of all funds, books, and accounts of the District is completed in accordance with the regulations of Title 5 and in compliance with General Obligation 39 requirements (IV.B/28) ~~BP 6400 titled *Audits*~~.

On November 7, 2006, the voters of the District passed Proposition M (IV.B/59). Subsequently The Independent Citizens' Oversight Committee (ICOC) was established as required by law (IV.B/60). The ICOC meets quarterly and reviews the expenditure of funds from the Proposition M general obligation bonds to ensure that bond revenues are expended only for the purposes described and that no bond funds are used for any teacher or administrative salaries or other operating expenses. The ICOC reports annually to the Board, and audits are conducted on Proposition M funds.

Self- Evaluation.

The College meets this Standard. Through the leadership of the Superintendent/President the College has maintained prudent reserves and consistently receives unqualified audit reports. Budgeting and operations are integrated in the College's planning model and are overseen and monitored through the Assistant/Superintendents. Per Board request, beginning in 2013 the Superintendent/President in consultation with the Assistant Superintendent/Vice President of Finance and Administrative Services provides regular and quarterly reports on the financial status of the College to the Board.

Actionable Improvement Plans.

None.

Standard IV.B.2.e.

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary.

The Superintendent/President is an active leader in the community. He [Now just “he” rather than “he/she”?] serves on numerous educational and community service organizations such as the North County Higher Education Alliance and the San Diego North Economic Development Council. Through his membership on these organizations, he is able to communicate effectively with the communities served by the College. In addition, he participates in a bi-yearly educational forum that includes the City of San Marcos, Palomar College, California State University San Marcos, and the San Marcos Unified School District. Annually, the College hosts an Educational Business and Industry Forum. The Superintendent/President encourages all administrators to participate in similar community organizations.

The Superintendent/President is active on state and local community college committees and organizations. In 2013-14, he served as the Area 11 (San Diego County) representative on the Chief Executive Board for the California Community Colleges and has actively participated in the California Community Colleges Athletics Association. Also, he is a member of the San Diego and Imperial Counties Community College Association. Along with Board members, the Superintendent/President attends legislative conferences to advocate for the status of the College and the necessary role that community colleges play in the education and financial health of the state.

The College's Public Information Officer (PIO) reports directly to the Superintendent / President. This relationship ensures that the College provides timely communication to the public through a variety of media outlets. The Superintendent / President also ensures that all requests for information are handled by the PIO or the appropriate Senior Administrator.

Self-Evaluation.

The College meets this Standard.

The Superintendent/President is actively engaged and effectively communicates with the community using a variety of methods. He attends community meetings, participates on educational forums, ensures that the College releases information through the local media, attends legislative conferences, and effectively participates on advocacy groups. In addition, he provides a report to the Board and community at the beginning of every Board meeting. The Superintendent/ President plays a role in strengthening the educational pathways from K12 to the community college to four-year universities or the workplace. For example, he meets

individually with the K-12 districts served by the College. During these meetings he informs them about the performance of their students and explores opportunities whereby the College and K12 districts can partner to enhance instructional support and services. The Superintendent/President has supported and worked to secure grants that improve transfer from Palomar to California State University San Marcos and University of California San Diego and participates on and holds forum with Palomar's university partner.

Actionable Improvement Plans.

None.

Evidence for Standard 4B

PALOMAR COLLEGE STUDENT EQUITY PLAN

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Goals and Activities

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- Degree and Certificate Completion
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Evaluation Schedule and Process

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***Palomar College
Student Equity Plan
Signature Page***

District: Palomar Community College District **Date Approved by Board of Trustees:** _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Executive Summary

EXECUTIVE SUMMARY

Will be inserted once goals and activities have been accepted.

Campus-Based Research

Campus-Based Research

In Spring 2014, the College identified a Student Equity Plan Workgroup and tasked the workgroup with the development of the draft Student Equity Plan. The Student Equity Plan workgroup consisted of faculty, staff, administration, and students (?). The workgroup was chaired by the Vice President for Student Services, Vice President for Instruction and the Faculty Senate President and consisted of faculty, staff, administration and students. [LINK workgroup to Equity Committee.](#)

The Student Equity Plan Workgroup reviewed and discussed campus-based research conducted to determine evidence of disproportionate impact in seven student subpopulations. Based on the research and review of effective strategies for the workgroup developed the Palomar College Student Equity Plan. This section of the plan contains the methods and results of the college-based research.

METHODS

Subpopulations

The following subpopulations were examined to determine evidence of disproportionate impact.

- Gender
- Age
- Race/Ethnicity
- Students with disabilities
- Foster youth
- Economically disadvantaged
- Veterans

Success Indicators

The success indicators, identified by the CCCCCO Equity Plan, are given focus in this report. These indicators are described briefly below.

1. Access – Access refers to the proportion of a given subpopulation enrolled in the college relative to that subpopulation's size in the district's service area.
2. Course Completion – Course completion refers to the ratio of successful completion of credit course with a grade of A, B, C, or Pass by subpopulation to the total credit enrollments resulting in a transcript grade.
3. ESL and Basic Skills Completion – This indicator represents the proportion of students in different subpopulations that successfully complete a degree applicable course after having started at levels below transfer.
4. Degree and Certificate Completion – This is the ratio of the number of students within a subpopulation who receive a degree or certificate to the larger subpopulation.
5. Transfer – This is the number of students, by subpopulation, who transfer to a four-year institution.

Campus-Based Research

Data

Three data sources were used for this report. The data used to assess access came from SANDAG and our own MIS files. The Course Completion analysis in this report also relies on MIS data. All other data was from the California Community Colleges' Student Success Scorecard. The Student Success Scorecard data was retrieved through Data on Demand.

Many of the metrics examined are based on cohorts formed six years ago as time must be allotted to track students to completion of basic skills sequences or their studies. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Recently, the College has improved its data collection processes. Therefore, the only foster youth metric the college was able to evaluate was the course success metric. In addition, the identification of the number of the low income and veteran population residing within the district was problematic. Low income students identified in the Scorecard metric are identified by meeting a set of criteria or services received which is different than low income as defined (by San Diego County) within the population served by the College. Therefore, an access metric for low income was not available at the time of the analysis.

Assessing Disproportionate Impact

Two models are used to assess Disproportionate Impact: Proportionality and the 80% Rule. The *Proportionality Index* is a ratio of the representation of a subpopulation on a given measure relative to the size of the subpopulation within the larger population. For example, females make up 44.8% of our student population, and 50.8% of the population of Palomar College's service area. So, the proportionality of females is $44.8\% \div 50.8\%$, or 0.88. A value of less than 1.0 indicates a degree of under-representation.

The *80% Rule* specifies that the category with the highest percentage be used as a standard for a given outcome, and 80% of that standard serves as the threshold to indicate disproportional impact. For example, the successful course completion rate for females is 71.6%, and for males is 70.5%. As 71.6% is the higher value, it is used as the standard, and 80% of that value, that is, 57.3% is used as the threshold to determine if the other subpopulation has been disproportionately impacted.

For the issue of access, the Proportionality Index is used. The advantage of using the Proportionality Index for the access indicator is that it allows for assessing impact while considering other factors that might constrain the use of the college by some populations even if it is accessible. For example, the college may have a number of programs that feed traditionally gendered occupations, such as Fire Technology. The proportionality index could be considered in light of such information. On the other hand, the clear-cut nature of the 80% Rule allows for a more unambiguous interpretation of the results. However, when implementing the 80% Rule, the highest category is not always the most reasonable to use as a standard. Sometimes the largest category, or the overall average, may make more sense, particularly when the highest category is a relatively small subpopulation. Therefore, for all success indicators except access, three disproportionate impact gauges are used: (1) the proportionality index, (2) the 80% rule

Campus-Based Research

using the highest category to compute the threshold, and (3) the 80% rule using the overall average to compute the threshold.

When assessing indicators and determining the presence of disproportionate impact, the Student Equity Plan Work Group considered all three gauges. However, if a subpopulation did not meet the 80% threshold using the highest category, the Workgroup did not deem it as evidence of disproportionate impact due to the issues described above. The Workgroup determined that the proportionality index and the 80% rule using the overall average to compute the threshold were better indicators of evidence of disproportionate impact.

In the tables on the following pages, specific subpopulations highlighted in red indicate clear evidence of disproportionate impact. Specific subpopulations highlighted in blue indicate possible or potential disproportionate impact. The Workgroup developed goals for the equity plan for subpopulations that had clear evidence of disproportionate impact. The Workgroup determined that the College would continue to closely monitor those subpopulations showing possible disproportionate impact.

Campus-Based Research

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Proportionality by Gender, Age, Race & Ethnicity, and Veterans for Fall, 2013			
	Palomar	District*	Proportionality Index
Gender			
Female	44.8%	50.8%	0.88
Male	55.2%	49.2%	1.12
Age			
Under 20	22.0%	4.7%	4.67
20 to 24	38.0%	10.3%	3.68
25 to 49	33.0%	42.3%	0.78
50 or Over	7.0%	42.6%	0.16
Race & Ethnicity			
African American	3.0%	2.0%	1.48
American Indian/ Alaska Native	0.7%	0.7%	1.01
Asian	5.1%	10.0%	0.51
Hispanic	39.6%	28.3%	1.40
White	41.7%	56.6%	0.74
Veterans			
No	95.7%	88.4%	1.08
Yes	4.3%	11.6%	0.37
* Data for Veterans is available only at the county level.			

Summary

Older adults, Asians, and veterans are not represented in the college at the same proportion as they are in within the district' service area, or the county in the case of Veterans.

It is not realistic to expect a similar representation of students over 50. In addition, a proportionality index of .78 within the 25-49 age group is not necessarily unacceptable given that individuals within this category are more likely to have completed their education and make up the significant portion of the workforce.

The district's service area is very large. Asians residing within the service area are concentrated in the southern portion of the district. The College has plans to open a South education center and will monitor enrollment to see if this affects the proportionality index for our Asian student population.

Note: Economically Disadvantaged as defined in the Scorecard metric is different than Economically Disadvantaged within the population served by the College. Therefore, an access

Campus-Based Research

metric for low income was not available at the time of the analysis. In addition, the College was not able to identify an accurate count of Foster Youth residing within the district's boundaries. Therefore, access data is not available for Foster Youth and Economically Disadvantaged categories.

Campus-Based Research

- B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Tables

Successful Course Completion by Gender for Fall 2013				
Gender	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Female	71.6%	1.01	No	No
Male	70.5%	0.99	No	No
<i>Threshold</i>			57.3%	56.8%

Successful Course Completion by Age Category for Fall 2013				
Age Category	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
Under 20	68.6%	0.97	No	No
20 to 24	68.8%	0.97	No	No
25 to 49	76.2%	1.07	No	No
50 or Over	79.7%	1.12	No	No
<i>Threshold</i>			63.8%	56.8%

Successful Course Completion by Ethnicity for Fall 2013				
Ethnicity	Completion	Proportionality	Below 80% Threshold	
	Rate	Index	Highest	Overall
African American	59.8%	0.84	Yes	No
Asian or Pacific Islander	76.0%	1.07	No	No
Filipino	68.9%	0.97	No	No
Hispanic	66.6%	0.94	No	No
Multi Ethnic	67.6%	0.95	No	No
Native American	71.3%	1.00	No	No
White	75.5%	1.06	No	No
<i>Threshold</i>			60.8%	56.8%

Campus-Based Research

Successful Course Completion by DSPS for Fall 2013				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.5%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Veteran Status for Fall 2013				
Veteran	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.1%	1.00	No	No
Yes	69.9%	0.98	No	No
<i>Threshold</i>			56.9%	56.9%

Successful Course Completion by Foster Youth for Fall 2013				
Foster	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	71.4%	1.00	No	No
Yes	47.1%	0.66	Yes	Yes
<i>Threshold</i>			57.1%	56.9%

Summary

The Student Equity Planning Workgroup noted disproportionate impact for the course success indicator for foster youth. The Workgroup also noted possible disproportionate impact for African Americans.

Campus-Based Research

- C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Tables

English

English: Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	33.8%	1.10	No	No
Male	28.0%	0.91	No	No
<i>Threshold</i>			27.0%	24.5%

English: Percent Who Completed Degree Applicable English by Age for the 2006-2007 Cohort				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	32.8%	1.07	No	No
20 to 24	26.1%	0.85	Yes	No
25 to 49	28.3%	0.92	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			26.2%	24.5%

English: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	22.0%	0.71	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	59.0%	1.90	No	No
Filipino	34.7%	1.12	Yes	No
Hispanic	26.6%	0.86	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	33.8%	1.09	Yes	No
<i>Threshold</i>			47.2%	24.9%

Campus-Based Research

English: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	32.0%	1.05	No	No
Yes	22.5%	0.74	Yes	Yes
<i>Threshold</i>			25.6%	24.5%

English: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	31.5%	1.03	No	No
Yes	29.2%	0.95	No	No
<i>Threshold</i>			25.2%	24.5%

English: Completed Degree Applicable English by Veteran Benefits Received for the 2006-2007 Cohort				
Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	30.0%	0.97	No	No
Yes	N < 40	1.10	No	No
<i>Threshold</i>			24.0%	24.8%

Campus-Based Research

Math

Math: Percent Who Completed Degree Applicable Math by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	29.7%	1.11	No	No
Male	23.0%	0.86	Yes	No
<i>Threshold</i>			23.8%	21.3%

Math: Percent Who Completed Degree Applicable Math by Age for the 2006-2007 Cohort				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	27.1%	1.01	No	No
20 to 24	27.1%	1.01	No	No
25 to 49	25.6%	0.96	No	No
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			21.7%	21.4%

Math: Percent Who Completed Degree Applicable Math by Race for the 2006-2007 Cohort				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	13.8%	0.52	Yes	Yes
American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
Asian	37.3%	1.41	No	No
Filipino	35.6%	1.35	No	No
Hispanic	22.1%	0.84	Yes	No
Pacific Islander	N < 40	N < 40	N < 40	N < 40
White	30.2%	1.14	No	No
<i>Threshold</i>			29.8%	21.2%

Campus-Based Research

Math: Percent Who Completed Degree Applicable Math by DSPS for the 2006-2007 Cohort				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.6%	0.99	No	No
Yes	28.0%	1.05	No	No
<i>Threshold</i>			22.4%	21.4%

Math: Percent Who Completed Degree Applicable Math by Economically Disadvantaged for the 2006-2007 Cohort				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	27.3%	1.02	No	No
Yes	25.8%	0.96	No	No
<i>Threshold</i>			21.8%	21.4%

Math: Completed Degree Applicable Math by Veterans Benefits Received for the 2006-2007 Cohort				
Veterans Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	26.0%	0.96	Yes	No
Yes	38.0%	1.41	No	No
<i>Threshold</i>			30.4%	21.6%

ESL

ESL: Percent Who Completed Degree Applicable English by Gender for the 2006-2007 Cohort				
Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Female	15.8%	1.14	No	No
Male	10.3%	0.75	Yes	Yes
<i>Threshold</i>			12.6%	11.0%

Campus-Based Research

ESL: Completed Degree Applicable English by Age for the 2006-2007 Cohort				
Age	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
Under 20	34.5%	2.51	No	No
20 to 24	N < 40	N < 40	N < 40	N < 40
25 to 49	6.0%	0.44	Yes	Yes
50 or Over	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			27.6%	11.0%

ESL: Percent Who Completed Degree Applicable English by Race for the 2006-2007 Cohort				
Race	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
African American	N < 40	N < 40	N < 40	N < 40
Asian	30.8%	2.21	No	No
Filipino	N < 40	N < 40	N < 40	N < 40
Hispanic	9.6%	0.69	Yes	Yes
White	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			24.6%	11.2%

ESL: Percent Who Completed Degree Applicable English by DSPS for the 2006-2007 Cohort				
DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	13.8%	1.00	No	No
Yes	N < 40	N < 40	N < 40	N < 40
<i>Threshold</i>			11.0%	11.0%

ESL: Percent Who Completed Degree Applicable English by Economically Disadvantaged for the 2006-2007 Cohort				
Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
			Highest	Overall
No	8.0%	0.58	Yes	Yes
Yes	27.2%	1.98	No	No
<i>Threshold</i>			21.8%	11.0%

Campus-Based Research

Summary

Summary of Findings Basic Skills / ESL Completion		
	<i>Disproportionate Impact</i>	
<i>Success Indicator/SubPopulation</i>	<i>Possible</i>	<i>Clear</i>
Basic Skills English Completion		
Age 20-24	✓	
African American		✓
Hispanic	✓	
DSPS		✓
Basic Skills Math Completion		
Males	✓	
African American		✓
Hispanic	✓	
ESL		
Male		✓
25-49		✓
Hispanic		✓

For basic skills course completion, the Workgroup noted clear evidence of disproportionate impact for African American and DSPS students. Possible disproportionate impact was evident within the Hispanic subpopulation. Performance of Hispanic students will continue to be monitored over time and many of the activities identified to address basic skills completion will help the college's Hispanic students.

In regards to ESL, the Workgroup noted clear disproportionate impact for males, Hispanics, and students ages 25-49. The Workgroup noted significant overlap of students within each of these categories. In other words, male ESL students are typically Hispanic and within 25-49 age range.

The basic skills and ESL completion metric is based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, basic skills and ESL completion data are not available for foster youth students at this time.

Campus-Based Research

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

SPAR

Completion as defined in the first set of tables includes the percentage of students who show intent and then continue on to earn a degree, certificate, transfer, or become transfer prepared within six years of entry. It is the SPAR (Student Progress and Achievement Rate) from the California Community College's Scorecard. Note, the number of Foster Youth in cohorts was deemed too small upon which to make a valid judgment.

Completion by Preparation Level and Gender for Cohort Year 2006-2007					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	72.5%	1.06	No	No
	Male	65.0%	0.95	No	No
	<i>Threshold</i>			<i>58.0%</i>	<i>54.6%</i>
Unprepared	Female	48.3%	1.06	No	No
	Male	42.1%	0.93	No	No
	<i>Threshold</i>			<i>38.6%</i>	<i>36.3%</i>

Completion by Preparation Level and Age for Cohort Year 2006-2007					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	67.9%	1.00	No	No
	20 to 24	76.2%	1.12	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>61.0%</i>	<i>54.6%</i>
Unprepared	Under 20	46.9%	1.03	No	No
	20 to 24	41.6%	0.92	No	No
	25 to 49	34.2%	0.75	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			<i>37.5%</i>	<i>36.4%</i>

Campus-Based Research

Completion by Preparation Level and Race for Cohort Year 2006-2007					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	81.4%	1.20	No	No
	Filipino	68.2%	1.00	No	No
	Hispanic	64.6%	0.95	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	67.7%	1.00	No	No
	<i>Threshold</i>			<i>65.1%</i>	<i>54.3%</i>
Unprepared	African American	46.6%	1.03	No	No
	American Indian/Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	56.2%	1.24	No	No
	Filipino	42.9%	0.95	Yes	No
	Hispanic	39.6%	0.87	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	48.2%	1.06	No	No
	<i>Threshold</i>			<i>45.0%</i>	<i>36.2%</i>

Completion by Preparation Level and Economically Disadvantaged for Cohort Year 2006-2007					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.7%	1.48	No	No
	Yes	67.4%	1.46	No	No
	<i>Threshold</i>			<i>55.0%</i>	<i>37.0%</i>
Unprepared	No	46.3%	1.02	No	No
	Yes	44.5%	0.98	No	No
	<i>Threshold</i>			<i>37.0%</i>	<i>36.3%</i>

Campus-Based Research

Completion by Preparation Level and DSPS Student for Cohort Year 2006-2007					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80%	
				Highest	Overall
Prepared	No	67.9%	1.46	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.3%	37.1%
Unprepared	No	46.4%	1.02	No	No
	Yes	35.1%	0.77	Yes	Yes
	<i>Threshold</i>			37.1%	36.3%

Completion by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	68.3%	1.50	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			54.6%	36.3%
Unprepared	No	45.4%	0.99	No	No
	Yes	54.3%	1.19	No	No
	<i>Threshold</i>			43.4%	36.6%

Count of Degrees and Certificates only

Degree or Certificate % by Gender for the 2006-2007 Cohort					
Preparation Level	Gender	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	29.6%	1.21	No	No
	Male	20.4%	0.84	Yes	No
	<i>Threshold</i>			23.7%	19.5%
Unprepared	Female	18.4%	1.05	No	No
	Male	16.7%	0.95	No	No
	<i>Threshold</i>			14.7%	14.1%

Campus-Based Research

Degree or Certificate % by Age for the 2006-2007 Cohort					
Preparation Level	Age	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	23.2%	0.95	Yes	No
	20 to 24	38.1%	1.56	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			30.5%	19.5%
Unprepared	Under 20	17.3%	0.98	No	No
	20 to 24	19.2%	1.09	No	No
	25 to 49	19.5%	1.10	No	No
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			15.6%	14.1%

Degree or Certificate % by Race for the 2006-2007 Cohort					
Preparation Level	Race	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	24.5%	0.99	No	No
	Filipino	20.5%	0.83	No	No
	Hispanic	25.2%	1.02	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	25.6%	1.03	No	No
	<i>Threshold</i>			20.5%	19.8%
Unprepared	African American	12.9%	0.75	Yes	Yes
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	28.9%	1.67	No	No
	Filipino	14.3%	0.83	Yes	No
	Hispanic	16.3%	0.94	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	17.3%	1.00	Yes	No
	<i>Threshold</i>			23.1%	13.8%

Campus-Based Research

Degree or Certificate by DSPS for the 2006-2007 Cohort					
Preparation Level	DSPS	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	24.3%	1.00	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			19.4%	19.5%
Unprepared	No	17.6%	1.00	No	No
	Yes	18.5%	1.05	No	No
	<i>Threshold</i>			14.8%	14.1%

Degree or Certificate % by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Economically Disadvantaged	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	22.1%	0.91	Yes	No
	Yes	28.8%	1.18	No	No
	<i>Threshold</i>			23.0%	19.5%
Unprepared	No	16.2%	0.92	No	No
	Yes	19.3%	1.09	No	No
	<i>Threshold</i>			15.4%	14.1%

Summary

See Section E: Transfer for a summary of findings for all completion outcomes.

Campus-Based Research

- E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

See Section D Degrees and Certificates for a review of Disproportionate Impact of the Student Progress and Achievement Rate (SPAR) Scorecard Metric as this metric includes student transfer counts in the outcome.

Count of Transfers or Transfer Prepared only

Transfer-Related Outcome by Gender for the 2006-2007 Cohort					
Preparation Level	Gender	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Female	71.0%	1.07	No	No
	Male	62.7%	0.94	No	No
	<i>Threshold</i>			56.8%	53.1%
Unprepared	Female	46.0%	1.07	No	No
	Male	39.5%	0.92	No	No
	<i>Threshold</i>			36.8%	34.4%

Transfer-Related Outcome by Age Category for the 2006-2007 Cohort					
Preparation Level	Age Category	Transfer-Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	Under 20	66.7%	1.01	No	No
	20 to 24	69.8%	1.05	No	No
	25 to 49	N < 40	N < 40	N < 40	N < 40
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			55.8%	53.0%
Unprepared	Under 20	45.1%	1.05	No	No
	20 to 24	36.0%	0.84	Yes	No
	25 to 49	28.4%	0.66	Yes	Yes
	50 or Over	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			36.1%	34.4%

Campus-Based Research

Transfer-Related Outcome by Race for the 2006-2007 Cohort					
Preparation Level	Race	Transfer-Related Outcome	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	African American	N < 40	N < 40	N < 40	N < 40
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	80.4%	1.22	No	No
	Filipino	65.9%	1.00	No	No
	Hispanic	64.6%	0.98	No	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	65.2%	0.99	No	No
	<i>Threshold</i>			<i>64.3%</i>	<i>52.8%</i>
Unprepared	African American	46.6%	1.08	No	No
	American Indian/ Alaska Native	N < 40	N < 40	N < 40	N < 40
	Asian	52.9%	1.23	No	No
	Filipino	42.0%	0.98	Yes	No
	Hispanic	36.9%	0.86	Yes	No
	Pacific Islander	N < 40	N < 40	N < 40	N < 40
	White	45.8%	1.07	No	No
	<i>Threshold</i>			<i>42.3%</i>	<i>34.4%</i>

Campus-Based Research

Transfer-Related Outcome by Economically Disadvantaged for the 2006-2007 Cohort					
Preparation Level	Econ D	Related Outcome %	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.9%	1.01	No	No
	Yes	65.3%	0.98	No	No
	<i>Threshold</i>			53.5%	53.0%
Unprepared	No	44.2%	1.03	No	No
	Yes	41.6%	0.97	No	No
	<i>Threshold</i>			35.4%	34.4%

Transfer Related Outcome by Preparation Level and Veteran Benefits Received for Cohort Year 2006-2007					
Preparation Level	Veteran Benefits Received	Completion Rate	Proportionality Index	Below 80% Threshold	
				Highest	Overall
Prepared	No	66.5%	1.54	No	No
	Yes	N < 40	N < 40	N < 40	N < 40
	<i>Threshold</i>			53.2%	34.5%
Unprepared	No	43.1%	1.00	No	No
	Yes	45.7%	1.06	No	No
	<i>Threshold</i>			36.6%	34.6%

Summary of ALL Completion Indicators

Summary of Findings SPAR, Degrees and Certificates, and Transfer Outcomes		
Success Indicator/SubPopulation	Disproportionate Impact	
	<i>Possible</i>	<i>Clear</i>
SPAR		
25-49		✓
Hispanic	✓	
DSPS		✓
Degrees and Certificates		
Filipino	✓	
Male	✓	
African American		✓
Transfer Outcome		
20-24	✓	
25-49		✓
Hispanic	✓	
DSPS		✓

Campus-Based Research

The Workgroup noted disproportionate impact under the completion indicators (overall, degrees and certificates, and transfers) for students ages 25-49, African American students, and DSPS students. The DSPS students were close to the cut off and the Workgroup suggested completing follow up research to further break down these students and evaluate their needs. In addition, the Workgroup noted that goals of students vary more within age group 25-49. It is possible that students age 25-49 are more likely to attend Palomar to complete just one or two courses related to their current profession. For example, the College offers a set of two drafting courses that provide instruction on the latest technology in the field. Students often attend these classes to improve their skills in their current profession without the intention of completing a certificate or degree.

The SPAR, degrees and certificates, and transfer related metrics are based on a cohort formed six years ago as time allotted to track students to completion. Unfortunately, the College's method for identifying and flagging foster youth in its databases six years ago was not reliable and resulted in the identification of a very small number of foster youth students. Therefore, completion data are not available for foster youth students at this time.

Goals and Activities

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

Goal A.1. Increase the percentage of veterans who attend Palomar College by 5% over the next three years.

Activity		Outcome	Persons/Group Responsible	Timeline
A.1.1	Identify and implement outreach strategies to increase the number of veterans who apply to and enroll in the college.	Number of veterans enrolled at the college will increase by 1-2% annually.	Dir. Enrollment Services, Dean Counseling Services, Dir. Institutional Research & Planning (IR&P)	<ul style="list-style-type: none">Conduct research and identify strategies by Summer 2015Begin to implement strategies by Spring 2016
A.1.2	Examine course rotation and scheduling patterns with special emphasis on evening offerings.	Course rotation and scheduling patterns reviewed and refined to ensure that students can complete their programs within a specified timeframe.	VP Instruction, Instructional Deans and Department Chairs & Directors	Need info from Berta and Instruction???
A.1.3	Modify college website making it easier for students to navigate and access campus resources.	Improved structure of college website with simplified navigation and access to campus resources.	Dir. Public Information, Dean Social and Behavioral Sciences (SBS), Mgr. Academic Technology	<ul style="list-style-type: none">Initiate improvement process by July 2015Hire webmaster by July 2015Complete improvement by July 2017
A.1.4	Improve data collection and research on affected student subpopulations in the college's equity plan with a special emphasis on the identification and tracking of veterans and foster youth.	Veterans and foster youth reliably identified and flagged within the college's data system. Ongoing research on student access and completion for affected subpopulations in the college's equity plan.	VP Student Services, Dir. Institutional Research and Planning, Director of Enrollment Services.	<ul style="list-style-type: none">Identify data collection and research needs by Spring 2015Implement processes to ensure accurate identification of veterans and foster youth. by Summer 2015Hire institutional researcher by Summer 2015

Goals and Activities

				<ul style="list-style-type: none">• Conduct appropriate research studies to support the college’s efforts to address student equity. (Ongoing)
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Goals and Activities

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

Goal B.1. Increase course success rates of foster youth by 5% over the next three years.

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
B.1.1	Accurately identify foster youth in the college’s database.	Foster youth appropriately flagged within the database and reports generated.	VP Student Services, Dir. Enrollment Services, Dir. IR&P	<ul style="list-style-type: none"> Complete by Spring 2015
B.1.2	Expand the role and responsibility of the College’s foster youth support liaison.	Foster youth will meet with support liaison(s) twice per year (or semester).	Dean of Counseling, Dir. Enrollment Services	<ul style="list-style-type: none"> Implement by Fall 2015
B.1.3	Provide extensive outreach and support services for foster youth including but not limited to mentoring, improved access to services, and face-to-face connections and support.	All foster youth will receive appropriate and strategic follow-up services.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, Faculty Resource (FR) Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> Begin implementation Fall 2015
B.1.4	Integrate support for foster youth in the Summer Bridge and First Year Experience (FYE) programs.	All foster youth will be directed to participate in a first year experience and/or summer bridge program.	Dean of Counseling, Foster Youth Support Liaison, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> Begin implementation Fall 2016

Goals and Activities

NOTES to workgroup:

- 1) Recent legislation added a few subcategories to the required disproportionate impact analysis. These groups were Veterans, foster youth, and economically disadvantaged. Many of the metrics we examined are based on cohorts that began six year ago. This was done because they are completion type metrics and we need to allow time for students to get through their studies. Unfortunately, the College's data collection and identification of foster youth six years ago was not very reliable and we did not have enough numbers to really examine completion data for foster youth. HOWEVER, we recently improved our data collection and identification procedures and have somewhat better data. This allowed us to look at course success rates for foster youth. What we found was that our foster youth are potentially our most vulnerable student group. Adrian and Michelle included a goal and activity related to foster youth under course success and listed some ideas. However we need the workgroup's thoughts on them and this goal.
-

Goals and Activities

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

Goal C.1. Increase the percentage of African American students who complete their basic skills course sequences by 5% over the next three years.

Activity		Outcome	Persons/Group Responsible	Timeline
C.1.1	Expand the College’s Summer Bridge and First Year Experience (FYE) programs with a special emphasis on increasing the number of African American students who participate.	Number of African American and students participating in the Summer Bridge and First Year Experience will increase by 20% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> Plan for expansion and increased outreach of programs to special populations by Spring 2015 Implement Summer and Fall 2015
C.1.2	Expand the mentor program with an emphasis on increasing participation among African American students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), Faculty Resource (FR) Coordinator, Basic Skills Committee, STEM Coordinator	<ul style="list-style-type: none"> Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017
C.1.3	Implement a set of mandatory orientation experiences for the College’s underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan’s term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> Develop by Summer 2015 Begin implementation Fall 2016 Continue implementation Spring 2017

Goals and Activities

Goal C.2. Increase the percentage of males, students ages 25-49, and Hispanic students who complete their ESL basic skills sequences by 5% over the next three years. (NEED TO SEND TO ESL for INPUT and ENGAGEMENT on this ACTIVITY. The information below represents suggestions from Adrian and Michelle based on the discussions of the workgroup.)

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.2.1	Increase the number of males, Hispanic, and students ages 20-24 who participate in the ESL Summer Bridge (ESL Jam) and First Year Programs.	Number of males, Hispanics, and students ages 20-24 who participate in the ESL Summer Bridge and First Year Experience Program will increase by X% over the next three years.	Dean of Languages and Literature (LL), FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> Plan for expansion and increased outreach of programs to special populations by Spring 2015 Implement Summer and Fall 2015
C.2.2	Expand the mentor program with an emphasis on increasing participation among ESL Students and other underrepresented student groups.	Number of underrepresented students participating in the mentor program will increase by 30% over the next three years.	Dean of LL, Dean of Mathematics and the Natural and Health Sciences (MNHS), FR Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> Plan for expansion and increased outreach to special populations by Spring 2016 Begin implementation Fall 2016 Continue implementation Spring 2017
C.2.3	Develop and implement a set of mandatory orientation experiences for underprepared students.	80% of entering underprepared first-year students will complete a set of mandatory experiences by the end of the plan's term.	Dean of Counseling, Dean of LL, Dean of MNHS, FYE Coordinator, and Basic Skills Committee	<ul style="list-style-type: none"> Develop by Summer 2015 Begin implementation Fall 2016 Continue implementation Spring 2017

Goals and Activities

Goal C.3. Increase the percentage of DSPS students who complete their English basic skills course sequences by 2% over the next three years.

(Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle)

<i>Activity</i>	<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
C.3.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning
C.3.2	Utilize research findings and develop and implement strategies to support DSPS students to complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee
C.3.3	Develop tools/resources and professional development activities that help faculty identify signs of potential learning disabilities and make appropriate campus referrals.	Tools, resources, and professional development opportunities will be developed and provided to faculty.	Dean of Counseling, Faculty Development Coordinator, Dean of LL, Dean of MNHS, VP Instruction, Chairs, and Directors

NOTES to workgroup:

- 1) There were a couple of subcategories that showed disproportionate impact that we did not address specifically in our conversations as our focus seemed to be more global. However, we are required to address all groups where the analysis shows disproportionate impact. Adrian and Michelle inserted some "possible" ideas that are in alignment with the discussions of the group. We need the group's review and suggestions.
- 2) There are no instructional related activities targeted at improving basic skills completion. While the group discussed this, it was not ranked high in priority. It might make sense to add an instructional-related activity to support some of the current work going on to help students complete their sequences as well as allow for innovative ideas and further consideration of what might done instructionally to help/support students. Initial feedback has been we should add an activity in that speaks to instruction/classroom innovations and strategies or provide support for the activities currently underway in specific departments such as math and ESL.
- 3) Professional development related to basic skills completion is something that the group did not discuss, but may merit an activity.

Goals and Activities

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

After reviewing the disproportionate impact data and research on best practices related to completion, the Student Equity Workgroup determined that strategic, timely, and ongoing follow-up is critical to help students complete their educational goals. Also, the Workgroup recognized that students in the affected subpopulations often need “high touch” and multiple types of support. However, as configured, the College’s current technology infrastructure and processes cannot support this approach. In order to establish an effective follow-up and strategic support system, the Workgroup recommended that the College complete two significant tasks. First, improve the technology infrastructure it uses to communicate with students. Second, partner this improvement with a strategic follow-up process that utilizes that infrastructure while allowing for significant targeted personal interaction between faculty, staff, and students, especially those students identified as “at risk.”

Goal D.1A. Increase the percentage of underprepared students ages 25-49 who complete their studies by 2% over the next three years.

Goal D.1B. Increase the percentage of African American students who earn degrees and certificates by 2% over the next three years

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.1.1	Implement a student portal that will provide students with a single sign-on access point and allow for direct communication between the college and the student.	All Students will access and interact with the college’s online system using a single sign on. Upon signing in, students will receive any relevant communication and be directed to support services if needed.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Dir. Information Services, IT Project Manager, Dean of LL, Dean of Social and Behavioral Sciences	<ul style="list-style-type: none"> • Hire IT Project Manager by Summer 2015 • Research and identify software tool by Summer 2015 • Purchase, install, and test by Fall 2016 • Pilot Spring 2017 • Implement Fall 2017

Goals and Activities

D.1.2	Implement an electronic education planning and degree audit system that will allow students to access, view, develop scenarios, and monitor their progress toward their goals.	Students will use an electronic education system to help plan, track, and monitor their progress to goal completion.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Faculty Senate President, FYE Coordinator Counseling Services, Dean of Information Services, Dean of LL, Basic Skills Committee	<ul style="list-style-type: none"> • Review current planning and degree audit systems by Summer 2015 • Identify additional software needs by Summer 2015. • Install and test by Fall 2016 • Prototype Spring 2017 • Begin implementation Fall 2017
D.1.3	Conduct research on effective follow-up and early alert practices. Then implement strategic follow-up systems and approaches that provide timely interaction and “high touch” support for students based on their needs. Ensure that the system of follow-up and support “closes the loop” and informs faculty of the support students have received when necessary.	Research completed. Strategies and processes defined and implemented. Faculty notified of follow-up services and support received by students when necessary.	Vice President Student Services, Director Enrollment Services, Enrollment Services, Dean of Counseling, Counseling Services, Information Services, Dean of LL, Dean of MNHS, Director of Research and Planning, FYE Coordinator, Basic Skills Committee	<ul style="list-style-type: none"> • Conduct research – initial by Summer 2015 (then ongoing) • Develop strategies by Fall 2016 • Prototype Spring 2017 • Begin implementation Fall 2017
D.1.4	Develop and implement professional development activities and training to assist faculty and staff identify potential needs of students and refer them to appropriate support services.	Faculty and staff will participate in training and/or related activities to learn about the support services available to students.	Vice President Student Services, Vice President Instruction, Vice President Human Resource Services, Faculty Senate President, Professional	<ul style="list-style-type: none"> • Develop by Fall 2016 • Implement Spring 2017 and ongoing

Goals and Activities

			Development Coordinator, Professional and Staff Development Committee	
D.1.5	Develop, establish, and communicate clear career pathways for students.	<p>X% programs will have defined and established career pathways.</p> <p>Career pathways will be integrated into the Student Success and Support services provided to students.</p>	Vice President Instruction, Dean of Career and Technical Education, Dean of MNHS, Dean of Counseling, Chairs and Directors	<ul style="list-style-type: none"> • Need from Berta and Wilma

Goals and Activities

Goal D.2. Increase the percentage of DSPS students who are on track to complete their studies by 2% over the next three years. (Workgroup did not discuss specifically – The following represents possible ideas from Adrian and Michelle)

<i>Activity</i>		<i>Outcome</i>	<i>Persons/Group Responsible</i>	<i>Timeline</i>
D.2.1	Complete research to identify the needs and barriers of DSPS students attempting to complete their studies, including their English basic skills course sequences.	Research completed. Needs and barriers described. Strategies identified to address needs and barriers.	Dean of Counseling, Director DSPS, Director of Institutional Research and Planning, Basic Skills Committee	<ul style="list-style-type: none"> Research completed by Spring 2016 (We really need put on this one) – L. Waite - it is reasonable
D.2.2	Implement strategies to support DSPS students complete their studies, including the English basic skills course sequences, at the college.	By the end of the plan's term, the number of DSPS students on track to complete their English basic skills coursework and their studies will increase by 2%.	Dean of Counseling, Director DSPS, DSPS, Basic Skills Committee	<ul style="list-style-type: none"> Strategies implemented by Spring 2017(We really need input on this one) – L. Waite - it is reasonable

Goals and Activities

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

See Section D. Degrees and Certificates for the College’s goals around completion, including transfer.

Budget

Budget

SOURCES OF FUNDING

To be included as goals/strategies are accepted. Budget is outlined in PowerPoint to SPC.

Evaluation Schedule and Process

Evaluation Schedule and Process

During each spring term, the Student Equity Committee will complete an evaluation of progress on the Plan's goals and activities. The Office of Institutional Research and Planning will collect baseline and performance data to track and monitor progress on activity outcomes and the Plan's stated goals. This information will be provided to teams leading the work on and the Student Equity Committee. Teams leading each activity will provide a progress report describing their efforts to the Committee. In addition to a review of the baseline and performance data, progress reports will address work completed on an activity, resources allocated and expended, and an evaluation of the activity's status.

The Student Equity Committee will discuss the reports and make appropriate recommendations where needed to ensure that adequate progress is made on the plan. The report with recommendations will be presented to the campus community and integrated into the college's overall planning process which includes the preparation and implementation of a strategic plan and program reviews.

The Strategic Planning Council and the College's Board of Trustees annually reviews and discusses the institutional effectiveness of the College. The review includes a report on access, student progress, and completions metrics. In addition to providing data to monitor progress on the Student Equity Plan, the Office of Institutional Research and Planning will incorporate into the College's annual review of institutional effectiveness an ongoing equity report that assesses the disproportionate impact across the subpopulations addressed in this plan.

NOTE: We can come up with an actual schedule in a table if needed.

Attachments

GOVERNING BOARD
REV 4/14/14

BP 2015 STUDENT TRUSTEE

References:

Education Code Sections 72023.5 and 72103

The Governing Board shall include one non-voting Student Trustee. The term of office shall be one year commencing June 1.

The duly elected Associated Student Government (ASG) President will serve as the student member of the Board. The Student Trustee shall be enrolled in and maintain a minimum of **six five** semester units in the District at the time of nomination and throughout the term of service. The student shall maintain minimum standards of scholarship of at least a 2.0 grade point average during his/her term.

The Student Trustee shall be seated with the Governing Board and shall be recognized as a full member of the Board at meetings. The Student Trustee is entitled to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The Student Trustee shall recuse himself/herself from both discussion and action on matters of potential conflict of interest.

On or before **June 4 May 15** of each year, the Board shall consider whether to afford the Student Trustee any of the following privileges:

- The privilege to second motions;
- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters;
- The privilege to receive compensation for meeting attendance at a level equivalent to elected Trustees. (See BP 2725 titled Governing Board Member Compensation);
- The privilege to serve a term commencing on **June 4 May 15**;
- The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Governing Board.

If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled by a special election of the students enrolled in the District. The individual who meets all of the eligibility criteria for Student Trustee and receives the most votes shall be seated as a Student Trustee until the next regular election of an ASG President.

Also see BP/AP 2105 titled Election of Student Trustee

The **yellow highlighted** changes are from the Office of the President to comply with Ed. Code section 72023.5(d). Student Services has reviewed and concurs 5 units is the requirement. Item has undergone legal review by the District's legal counsel; change in **green** recommended by counsel.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised
(Replaces former Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34)

HUMAN RESOURCES

Rev 4/1/14

BP 7211 **FULL-TIME FACULTY SERVICE AREAS AND COMPETENCIES****References:**Education Code Sections 87001, 87003, and 87743 et seq.;Title 5 Sections 53400 et seq.;Article 18, PFF Contract

~~Faculty service areas and competency standards assist in establishing qualified applicant pools from which faculty are employed who are expert in their disciplines, skilled in teaching, supportive of student learning, and sensitive to diversity. The application of faculty service areas and competencies shall be consistent with applicable non-discrimination and equal employment laws, as well as relevant District policies and procedures and applicable collective bargaining agreements.~~

Faculty Service Area (FSA) means a service or instructional ~~service subject~~ area or group of related services or instructional subject areas performed by full-time faculty and established by a community college district. ~~At a minimum, an FSA must consist of the minimum qualifications for the a discipline as established by the Board of Governors. Competency~~FSA's may also contain District competency standards ~~consist~~, developed by appropriate discipline faculty, consisting of criteria pertaining to the ~~position discipline~~, such as recency, nature and breadth of relevant experience, and special skills necessary to the position.

~~The application of Faculty Service Areas and competencies shall be consistent with applicable non-discrimination and equal employment laws and regulations as well as relevant District policies and procedures and applicable collective bargaining agreements.~~

~~Each faculty shall qualify for the FSA in the discipline(s) in which he or she is hired to teach.~~

Faculty Service Areas are recommended by the Faculty Senate in consultation with the Palomar Faculty Federation (PFF). The Faculty Senate, in consultation with the Palomar Faculty Federation (PFF), makes recommendations of Faculty Service Areas to the Governing Board. ~~An employee faculty member is eligible to serve in an FSA if he/she satisfies both the minimum qualifications for the position and associated District competency standards. Each faculty member shall qualify for and be assigned one or more the FSA's in the discipline(s) in which the Governing Board has authorized him or her to teach, at the time of initial employment.~~ The Governing Board may add to, delete or modify the FSA's upon positive recommendation of the Superintendent/President and

NOTE: The language in **green ink** reflects revisions/additions made by Human Resource Services, Instructional Services, the Faculty Senate, and PFF. The changes in red were made at the 12/6/13 P&P meeting. The language in **green** was edited on 3/7/14.

Date Adopted:*(This policy is unique to Palomar College)*

after both the PFF and the Faculty Senate have had a reasonable opportunity for input. The listing of FSAs shall be contained in the PFF Agreement collective bargaining agreement.

An employee faculty member is eligible to serve in an FSA if he/she satisfies both the minimum qualifications for the position and associated District competency standards. Each faculty member shall qualify for and be assigned one or more the FSA(s) s in the discipline(s) in which the Governing Board has authorized him or her to teach. at the time of initial employment.

The application of Faculty Service Areas and competencies shall be consistent with applicable non-discrimination and equal employment opportunity laws and regulations as well as relevant District policies and procedures and applicable collective bargaining agreements.

Faculty Service Areas FSAs provide the basis one element for determining within which faculty seniority and order of layoff can be exercised by faculty when a reduction-in-force is being effected under the Education Code. FSAs are also used to determine eligibility for lateral transfer to other faculty positions.

Each faculty shall qualify for the FSA in the discipline(s) in which he or she is hired to teach.

Competency standards consist of criteria pertaining to the position, such as recency, nature and breadth of relevant experience, and special skills necessary to the position.

Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors. See BP/AP 4015 for details and processes on Minimum Qualifications and Equivalencies.

Faculty Service Areas FSAs provide the basis one element for determining within which faculty seniority and order of layoff can be exercised by faculty when a reduction in force is being effected under the Education Code. FSAs are also used to determine eligibility for lateral transfer to other faculty positions.

Faculty loads and overloads are as contained in the applicable collective bargaining agreement.

Details on faculty minimum qualifications and competency standards are contained in BP/AP 4015 **titled** Minimum Qualifications and Equivalencies. Also see: BP/AP 3420 **titled** Equal Employment Opportunity; BP/AP 7120 **titled** Recruitment and Hiring; AP 7211 **titled** Faculty Service Areas and Competencies; and AP 7231 **titled** Seniority.

NOTE: The language in **green ink** reflects revisions/additions made by Human Resource Services, Instructional Services, the Faculty Senate, and PFF. The changes in red were made at the 12/6/13 P&P meeting. The language in **green** was edited on 3/7/14.

Date Adopted:

(This policy is unique to Palomar College)

Human Resources

REV. 4/4/14

The revisions in yellow highlighting are from legal Update 20 issued by the CCLC in April 2012. The language was revised to correct a typographical error.

AP 7365 DISCIPLINE AND DISMISSAL – CLASSIFIED EMPLOYEES**References:**

Education Code Section 88013;

Government Code Sections 3300-3313 (Peace Officers' Bill of Rights)

Disciplinary procedures for employees represented by an exclusive bargaining representative, such as CCE/AFT, are contained in the appropriate collective bargaining agreement, and nothing herein applies to such employees.

Grounds for Formal Discipline

A permanent member of the classified service shall be subject to disciplinary action, including but not limited to, reduction in pay, demotion, suspension, or discharge, for any of the following grounds:

- Fraud in securing employment or making a false statement on an application for employment
- Incompetence, i.e., inability to comply with the minimum standard of an employee's position for a significant period of time
- Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of an employee within his position
- Willful disobedience and insubordination, a willful failure to submit to duly appointed and acting supervision or to conform to duly established orders or directions of persons in a supervisory position or insulting or demeaning the authority of a supervisor or manager
- Dishonesty involving employment
- Being under the influence of alcohol or illegal drugs or narcotics while on duty, being impaired by alcohol or illegal drugs in your biological system while on duty which could impact the ability to do the job
- Excessive absenteeism
- Inexcusable absence without leave
- Abuse of sick leave, i.e., taking sick leave without a doctor's certificate when one is required, or misuse of sick leave
- The conviction of either a misdemeanor or a felony involving moral turpitude shall constitute grounds for dismissal of any employee. The record of conviction shall be conclusive evidence only of the fact that the conviction occurred. The Office of Human Resources may inquire into the circumstances surrounding the commission of the crime in order to fix the degree of discipline or the

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Date Approved: SPC 5/17/11; Revised:

determination if such conviction is an offense involving moral turpitude. A plea or verdict of guilty or a conviction showing a plea of nolo contendere made to charge a felony or any offense involving moral turpitude is deemed to be a conviction within the meaning of this section.

- Discourteous treatment of the public or other employees
- Improper or unauthorized use of District property
- Refusal to subscribe to any oath or affirmation that is required by law in connection with District employment
- Any willful act of conduct undertaken in bad faith, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department, or division
- Inattention to duty, tardiness, indolence, carelessness, or negligence in the care and handling of District property
- Violation of the rules and regulations published in any department
- Inability to perform the essential functions of the job with **or without** reasonable accommodation or without presenting a direct threat to the health and safety of self or others due to mental or physical impairment
- Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his/her official duties
- The refusal of any officer or employee of the District to testify under oath before any court, grand jury, or administrative officer having jurisdiction over any then pending cause of inquiry in which the District is involved. Violation of this provision may constitute of itself sufficient ground for the immediate discharge of such officer or employee.
- Willful violation of any of the provisions of the ordinances, resolutions or any rules, regulations, or policies which may be prescribed by the District
- Improper political activity. Example: Those campaigning for or espousing the election or non-election of any candidate in national, state, county, or municipal elections while on duty and/or during working hours or the dissemination of political material of any kind while on duty and/or during working hours.
- Working overtime without authorization

Disciplinary Actions

Where informal discipline fails to adequately address the problem or where otherwise provided in this procedure, formal disciplinary action taken by the District against a permanent member of the classified service may include, but not be limited to the following:

- Reduction in pay or demotion – The District may reduce the pay or demote an employee whose performance of the required duties falls below standard or for misconduct.
- Suspension – An employee may be suspended for disciplinary purposes without pay.

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Date Approved: SPC 5/17/11; Revised:

- Discharge – A permanent member of the classified service may be discharged for just cause at any time. Formal written notice of discharge may be made after considered action during a period of suspension.

Procedure for Disciplinary Action and Appeal

The District may, for disciplinary purposes, suspend, demote, or terminate any employee holding a position in the classified service. Demotion shall include reduction in pay from a step within the class to one or more lower steps.

For classified employees suspended, demoted or discharged the District shall follow a pre-disciplinary procedure as follows:

Notice of Intent: Whenever the District intends to suspend an employee, demote the employee, or dismiss the employee, the employee shall be given a written notice of discipline which sets forth the following:

- The disciplinary action intended
- The specific charges upon which the action is based
- A factual summary of the grounds upon which the charges are based
- A copy of all written materials, reports, or documents upon which the discipline is based
- Notice of the employee's right to respond to the charges either orally or in writing to the appropriate manager
- The date, time, and person before whom the employee may respond in no less than five working days and
- Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed

Response by Employee: The employee shall have the right to respond to the appropriate manager orally or in writing. The employee shall have a right to be represented at any meeting set to hear the employee's response. In cases of suspensions, demotions, or dismissal, the employee's response will be considered before final action is taken.

Final Notice: After the response or the expiration of the employee's time to respond to the notice of intent, the appropriate authority shall: 1) dismiss the notice of intent and take no disciplinary action against the employee; or 2) modify the intended disciplinary action; or 3) prepare and serve upon the employee a final notice of disciplinary action.

The final notice of disciplinary action shall include the following:

- The disciplinary action taken
- The effective date of the disciplinary action taken
- Specific charges upon which the action is based
- A factual summary of the facts upon which the charges are based
- The written materials reports and documents upon which the disciplinary action is based and

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Date Approved: SPC 5/17/11; Revised:

- The employee's right to appeal

Appeal and Request for Hearing: If a classified employee, having been issued the final notice of disciplinary action, wants to appeal the action, he/she shall within ten calendar days from the date of receipt of the notice, appeal to the Governing Board by filing a written answer to the charges and a request for hearing with the Chief Human Resources Officer.

Time for Hearing: The Governing Board shall, within a reasonable time from the filing of the appeal, commence the hearing. The Governing Board may conduct the hearing itself or it may secure the services of an experienced hearing officer or Administrative Law Judge, mutually selected by the District and the employee, to conduct a hearing and render a proposed decision for consideration by the Board. However, in every case, the decision of the Governing Board itself shall be final. The Governing Board may affirm, modify, or revoke the discipline. Any employee, having filed an appeal with the Board and having been notified of the time and place of the hearing, who fails to make an appearance before the Governing Board, may be deemed to have abandoned his/her appeal. In this event, the Board may dismiss the appeal.

Record of Proceedings and Costs: All disciplinary appeal hearings may, at the discretion of either party or the Governing Board, be recorded by a court reporter. Any hearing which does not utilize a court reporter shall be recorded by audio tapes. If a court reporter is requested by either party, that party shall pay the cost of the court reporter.

Conduct of the Hearing:

- The hearing need not be conducted in accordance with technical rules relating to evidence and witnesses but hearings shall be conducted in a manner most conducive to determination of the truth
- Any relevant evidence may be admitted if it is the type of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rules which might make improper the admission of such evidence over objection in civil actions
- Hearsay evidence may be used for the purpose of supplementing or explaining any direct evidence that shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions
- The rules dealing with privileges shall be effective to the same extent that they are now or hereafter may be recognized in civil actions
- Irrelevant and unduly repetitious evidence may be excluded
- The Governing Board shall determine relevancy, weight, and credibility of testimony and evidence. Decisions made by the Governing Board shall not be invalidated by any informality in the proceedings
- During examination of a witness, all other witnesses, except the parties, shall be excluded from the hearing upon motion of either party

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Date Approved: SPC 5/17/11; Revised:

Burden of Proof: In a disciplinary appeal the District has the burden of proof by preponderance of the evidence.

Proceed with Hearing or Request for Continuance: Each side should be asked if it is ready to proceed. If either side is not ready and wishes a continuance, good cause must be stated.

Testimony under Oath: All witnesses shall be sworn in for the record prior to offering testimony at the hearing. The chairperson will request the witnesses to raise their right hand and respond to the following:

“Do you swear that the testimony you are about to give at this hearing is the truth, the whole truth and nothing but the truth?”

Presentation of the Case: The hearing shall proceed in the following order unless the Governing Board, for special reason, directs otherwise:

- The party imposing discipline (District) shall be permitted to make an opening statement.
- The appealing party (employee) shall be permitted to make an opening statement.
- The District shall produce its evidence.
- The party appealing from such disciplinary action (employee) may then offer their evidence.
- The District followed by the appealing party (employee) may offer rebutting evidence.
- Closing arguments shall be permitted at the discretion of the Governing Board. The party with the burden of proof shall have the right to go first and to close the hearing by making the last argument. The Governing Board may place a time limit on closing arguments. The Board or the parties may request the submission of written briefs. After the request for submittal of written briefs, the Governing Board will determine whether to allow the parties to submit written briefs and determine the number of pages of briefs.

Procedure for the Parties: The District representative and the employee representative will address their remarks, including objections, to the President of the Board. Objections may be ruled upon summarily or argument may be permitted. The Governing Board reserves the right to terminate argument at any time and issue a ruling regarding an objection or any other matter, and thereafter the representative shall continue with the presentation of their case.

Right to Control Proceedings: While the parties are generally free to present their case in the order that they prefer, the Governing Board reserves the right to control the

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proceedings, including, but not limited to, altering the order of witnesses, limiting redundant or irrelevant testimony, or by the direct questioning of witnesses.

Hearing Demeanor and Behavior: All parties and their attorneys or representatives shall not, by written submission or oral presentation, disparage the intelligence, ethics, morals, integrity, or personal behavior of their adversaries or members of the Governing Board.

Deliberation Upon the Case: The Governing Board should consider all oral and documentary evidence, the credibility of witnesses, and other appropriate factors in reaching their decision. The Board may deliberate at the close of the hearing or at a later fixed date and time. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the proposed decision, the record of the hearing and all documentary evidence shall be available for review by the Board when it deliberates.

Written Findings, Conclusion, and Decision: The Governing Board shall render its findings, conclusions, and decision as soon after the conclusion of the hearing as possible. A finding must be made by the Board on each material issue. The Governing Board may sustain or reject any or all of the charges filed against the employee. The Board may sustain, reject, or modify the disciplinary action invoked against the employee. In those cases where the Governing Board has received a proposed decision from a hearing officer or Administrative Law Judge, the Board may adopt the proposed decision, modify the proposed decision, or render a new decision. If the Governing Board recommends reinstatement of the terminated employee, the employee is only entitled to back pay minus the sum the employee has earned during the period of absence.

Decision of the Board to be Final: The decision of the Governing Board in all cases shall be final.

Emergency Suspension: If an employee's conduct presents an immediate threat to the health and safety of the employee or others, the employee may be suspended without compliance with the provisions of this procedure. However, as soon as possible after suspension, the employee shall be given notice as set forth herein.

Record Filed: When final action is taken, the documents shall be placed in the employee's personnel file.

Office of Primary Responsibility: Human Resource Services

NOTE: The **red ink** signifies language that is legally required by the League and the League's legal counsel in Update 20 disseminated in April 2012. The P&P group reviewed and approved this item on 4-20-12. The **green** text in line 251 was added at the 4/4/14 P&P meeting.

Date Approved: SPC 5/17/11; Revised:

GENERAL INSTITUTION

REV 7/16/14

BP 3530 WEAPONS ON CAMPUS

References:

Penal Code Sections 626.9, and 626.10, and 12020

Firearms or other weapons shall be prohibited on any District property or any facility used for District purposes except for activities conducted under the direction of District officials or as authorized by an official law enforcement agency.

General Institution

REV 8/28/14

BP 3720 COMPUTER AND NETWORK USE

Reference:

Education Code Section 70902;
Government Code Section 3543.1(b);
Penal Code Section 502;
Cal. Const., Art. 1 Section 1;
17 U.S. Code Sections 101 et seq.
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45

Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

~~❖ From current Palomar College Policy 512.1 titled Computer Software (92-15350)~~

~~No person shall make, cause to be made, use, or cause to be used on the District's computer facilities an illegal copy of copyrighted or licensed software. An illegal copy is defined as any copy which violates the tenets of Public Law 96-517, Section 7(b) which amended Section 117 of Title 17 of the United States Code.
GB 11-10-92~~

~~❖ From current Palomar College Policy 512.2 titled Network and Telecommunications User Policy (97-18884)~~

~~The Palomar Community College District encourages all members of the College community to take full advantage of the administrative and educational activities made available for collaboration, research, management, and student learning by the appropriate use of information technology. Use of information technology includes the use of fax, telephone, intra/Internet networks, voice/video conferencing facilities, and other networking/telecommunications resources of the District. It is the policy of the District not to monitor electronic transmissions for content except when required to do~~

NOTE: The **red ink** signifies language that is legally required. The information in **black ink** is current Palomar College Policy 512.1 titled Computer Software adopted on 11-10-92 and Policy 512.2 titled Network and Telecommunications User Policy (97-18884) adopted on 4-28-98.

Date Adopted:

(Replaces current Palomar College Policies 512.1 and 512.2)

43 ~~so in the normal course of business, in a criminal investigation, in response to a lawfully~~
44 ~~issued subpoena or valid court order, or when specific written permission to do so is~~
45 ~~granted by the Superintendent/President. Neither this policy nor the associated~~
46 ~~procedures are to be construed in any way to restrict Constitutional guarantees~~
47 ~~including freedom of expression and the open exchange of ideas.~~
48 ~~GB 4-28-98~~

NOTE: The **red ink** signifies language that is legally required. The information in **black ink** is current Palomar College Policy 512.1 titled Computer Software adopted on 11-10-92 and Policy 512.2 titled Network and Telecommunications User Policy (97-18884) adopted on 4-28-98.

Date Adopted:

(Replaces current Palomar College Policies 512.1 and 512.2)

GENERAL INSTITUTION

REV 9-3-14

AP 3540 SEXUAL ASSAULTS ON CAMPUS

References:

Education Code Section 67385;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Note: This procedure is **legally required**. Included here are the minimum requirements contained in the Education Code and in “the Clery Act,” 20 U.S. Code Section 1092(f) as of June 2013. The requirements of the Act are broader than those found in Ed Code, and apply to all institutions of higher learning that receive federal aid.

The District may wish to include procedures on responding to domestic violence, dating violence, sexual assaults or stalking at District sponsored activities on non-District property.

This sample procedure addresses domestic violence, dating violence, sexual assaults and stalking. Districts may wish to cross reference to other procedures including AP 3500, 3510, and 3515.

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking as defined by California law, whether committed by an employee, student, or member of the public, occurring, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization is a violation of District policies and regulations and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500 titled Standards of Student Conduct)

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- by a person with whom the victim shares a child in common;

- by a person who is cohabitating with or has cohabitated with the victim as a spouse;
 - by a person similarly situated to a spouse of the victim under California law; or
 - by any other person against an adult or youth victim who is protected from that person's acts California law.
- "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 titled Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of a domestic violence, dating violence, sexual assault or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Palomar College Police Department, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Palomar College Police Department is authorized to release such information.

The Palomar College Police Department shall provide all alleged victims of domestic violence, dating violence, sexual assault or stalking with the following, upon request:

- A copy of the District's policy and procedure regarding sexual assault
- A list of personnel on campus who should be notified of the assault and procedures for such notification, if the alleged victim consents. The Chief of Police or designee shall notify the following individuals, as applicable:
 - Superintendent/President
 - Vice President of Student Services
 - Vice President of Human Resources Services
 - Director of Student Affairs
 - Public Information Officer Director, Communications, Marketing & Public Affairs
- Services include:
 - Facilitate transportation to a hospital, if necessary
 - Referral to a counseling center
 - Notification to appropriate police authorities, if desired
 - A list of other available campus resources or appropriate off-campus resources

- A description of available services and the persons on campus available to provide those services if requested. The departments responsible for providing or arranging them include:
 - Palomar College Police Department
 - **Student** Health Services
 - Office of Student Affairs
 - Counseling Department
 - Human Resources **s Services**
- A description of each of the following procedures:
 - Criminal prosecution
 - Civil prosecution (i.e., lawsuit)
 - District disciplinary procedures, both student and employee
 - Modification of class schedules
 - Tutoring, if necessary

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement. All alleged victims of **domestic violence, dating violence, sexual assault or stalking** on District property shall be kept informed, through the Palomar College Police Department of any ongoing investigation.

Information shall include the status of any student or employee disciplinary proceedings or appeal. Alleged victims of **domestic violence, dating violence, sexual assault, or stalking** are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of **domestic violence, dating violence, sexual assault, or stalking** on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged sexual assaults on District property shall be referred to the District's Communications, **Marketing, & Public Affairs** Office, which shall work with the Palomar College Police Department to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses, **domestic violence, dating violence, or stalking**
- Procedures to follow if a **domestic violence, dating violence, sex offense, or stalking** occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests

- Information for students about existing on and off-campus counseling, mental health, or other student services for victims of sex offenses
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sex offense, or stalking, including a clear statement that:
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking

Regarding Education and Prevention Information, the Palomar College Police Department shall:

- Provide, as part of the District's established on-campus orientation program, education, and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be developed in collaboration with District-based and community-based victim advocacy organizations.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

Also see BP/AP 3430 titled Prohibition of Harassment and AP 3435 titled Discrimination and Harassment Investigations

Office of Primary Responsibility: Student Services

AP 3720 COMPUTER AND NETWORK USE

References:Government Code Section 3543.1(b);Penal Code Section 502;17 U.S.C. Sections 101 et seq.;Cal. Const., Art. 1 Section 1;Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

The District Computer and Network systems are the sole property of the District. They may not be used by any person without the proper authorization of the District. The Computer and Network systems are primarily for District instructional and work related purposes only, although incidental personal use is permitted as described below.

This procedure applies to all District students, faculty and staff and to others granted use of District information resources. This procedure refers to all District information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes personal computers, workstations, mainframes, minicomputers, laptops, tablets, smartphones, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

Conditions of Use

Individual units within the District may define additional conditions of use for information resources under their control. These statements must be consistent with this overall procedure but may provide additional detail, guidelines and/or restrictions.

Legal Process

This procedure exists within the framework of the District Board Policy and state and federal laws. A user of District information resources who is found to have violated any of these policies will may be subject to disciplinary action up to and including but not limited to loss of information resources privileges; disciplinary suspension or termination from employment or expulsion; and/or civil or criminal legal action Any disciplinary action will be in accordance with Board policy, negotiated labor agreements, the California Education Code, and/or Student Code of Conduct.

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(Replaces current Palomar College Procedures 512.1 and 512.2)

Copyrights and Licenses

Computer users must respect copyrights and licenses to software and other on-line information.

- **Copying** - Software protected by copyright may not be copied except as expressly permitted by the owner of the copyright or otherwise permitted by copyright law. Protected software may not be copied into, from, or by any District facility or system, except pursuant to a valid license or as otherwise permitted by copyright law.
- **Number of Simultaneous Users** - The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract does not violate the licensing rules of the product.
- **Copyrights** - In addition to software, all other copyrighted information (text, images, icons, programs, etc.) retrieved from computer or network resources must be used in conformance with applicable copyright and other law. Copied material must be properly attributed. Plagiarism of computer information is prohibited in the same way that plagiarism of any other protected work is prohibited.

Integrity of Information Resources

Computer users must respect the integrity of computer-based information resources.

- **Modification or Removal of Equipment** - Computer users must not attempt to modify or remove computer equipment, software, or peripherals that are owned by others without proper authorization.
- **Unauthorized Use** – Computer users must not interfere with others access and use of the District computers. This includes but is not limited to: the sending of chain letters or excessive messages, either locally or off-campus; printing excess copies of documents, files, data, or programs, running grossly inefficient programs when efficient alternatives are known by the user to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a District computer or network; and damaging or vandalizing District computing facilities, equipment, software or computer files.

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- **Unauthorized Programs** - Computer users must not intentionally develop or use programs which disrupt other computer users or which access private or restricted portions of the system, or which damage the software or hardware components of the system. Computer users must ensure that they do not use programs or utilities that interfere with other computer users or that modify normally protected or restricted portions of the system or user accounts. The use of any unauthorized or destructive program will result in disciplinary action as provided in this procedure, and may further lead to civil or criminal legal proceedings.

Unauthorized Access

Computer users must not seek to gain unauthorized access to information resources and must not assist any other persons to gain unauthorized access.

- **Abuse of Computing Privileges** - Users of District information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the District. For example, abuse of the networks to which the District belongs or the computers at other sites connected to those networks will be treated as an abuse of District computing privileges.
- **Reporting Problems** - Any defects discovered in system accounting or system security must be reported promptly to the appropriate system administrator so that steps can be taken to investigate and solve the problem.
- **Password Protection** - A computer user who has been authorized to use a password-protected account **must keep their username and password secure and confidential.** ~~may be subject to both civil and criminal liability if the user discloses the password or otherwise makes the account available to others without permission of the system administrator.~~ Computer users sharing their username and password with others or using another person's username and password either with or without their knowledge may be subject to disciplinary actions.

Usage

Computer users must respect the rights of other computer users. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system or to another person's information are a violation of District procedure and may violate applicable law.

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- **Unlawful Messages** - Users may not use electronic communication facilities to send defamatory, fraudulent, harassing, obscene, threatening, or other messages that violate applicable federal, state or other law or District policy, or which constitute the unauthorized release of confidential information.
- **Commercial Usage** - Electronic communication facilities may not be used to transmit commercial or personal advertisements, solicitations or promotions (see Commercial Use, below). ~~Some public discussion groups have been designated for selling items by [insert names of groups, if any] and may be used appropriately, according to the stated purpose of the group(s).~~ It is permissible for students to post items for sale and for the local community to post room rental notices on space provided on the Office of Student Affairs' website.
- **Information Belonging to Others** - Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, or passwords belonging to other users, without the permission of those other users.
- **Rights of Individuals** - Users must not release any individual's (student, faculty, and staff) personal information to anyone without proper authorization.
- **User identification** - Users shall not send communications or messages anonymously or without accurately identifying the originating account or station.
- **Political, Personal and Commercial Use** - The District is a non-profit, tax-exempt organization and, as such, is subject to specific federal, state and local laws regarding sources of income, political activities, use of property and similar matters.
 1. **Political Use** - District information resources must not be used for partisan political activities where prohibited by state, federal, or other applicable laws.
 2. **Personal Use** - District information resources should not be used for personal activities not related to appropriate District functions, ~~except in a purely incidental manner.~~ Incidental uses may be allowed and may include checking non-district email accounts, the weather, traffic, news, etc. for a brief period of time. Certain computers may be designated for "public use" and non-District functions are allowed. Examples of public use areas include designated workstations in labs or the library.

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- 164 3. **Commercial Use** - District information resources should not be used for
165 commercial purposes. Users also are reminded that the “.cc” and “.edu”
166 domains on the Internet have rules restricting or prohibiting commercial
167 use, and users may not conduct activities not appropriate within these
168 domains.

169
170 **Nondiscrimination**

171 All users have the right to be free from any conduct connected with the use of the
172 District’s network and computer resources which discriminates against any person on
173 the basis of the categories listed in Board Policy 3410 titled Nondiscrimination. No user
174 shall use the District network and computer resources to transmit any message, create
175 any communication of any kind, or store information which violates any District
176 procedure regarding discrimination or harassment, or which is defamatory or obscene,
177 or which constitutes the unauthorized release of confidential information.

178
179 **Disclosure**

- 180
181 • **No Expectation of Privacy** - The District reserves the right to monitor all use of
182 the District network and computer to assure compliance with these policies.
183 Users should be aware that they have no expectation of privacy in the use of the
184 District network and computer resources. The District will exercise this right only
185 for legitimate District purposes, including but not limited to ensuring compliance
186 with this procedure and the integrity and security of the system. The District will
187 exercise the right to access all uses of the District network and computers only
188 for legitimate District purposes, including, but not limited to, ensuring compliance
189 with this procedure; or integrity and security of the system; to address system
190 performance issues; or to access District information when an employee is out
191 sick or otherwise not on duty; or in response to a subpoena or court order; or
192 when specific written permission has been granted by the Superintendent/
193 President. Access to faculty members’ District-issued computers shall only be in
194 accordance with Article 20.8.1 of the collective bargaining agreement with the
195 Palomar Faculty Federation. In addition, users should also be aware that
196 Information Services, contractor or external agency personnel may have
197 incidental access to data contained in or transported by network e-mail, voice
198 mail, telephone and other systems in the course of routine system operation,
199 problem resolution and support. Employees and students have no expectation of
200 complete privacy in the use of the District network and computers.
- 201
202 • **Possibility of Disclosure** - Users must be aware of the possibility of unintended
203 disclosure of communications.
204

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- Retrieval - It is possible for information entered on or transmitted via computer and communications systems to be retrieved, even if a user has deleted such information.
- Public Records - The California Public Records Act (Government Code Sections 6250 et seq.) includes computer transmissions in the definition of "public record" and nonexempt communications made on the District network and computer must be disclosed if requested by a member of the public.
- Litigation - Computer transmissions and electronically stored information may be discoverable in litigation.

Dissemination and User Acknowledgment

All users shall be provided copies of these procedures and be directed to familiarize themselves with them.

~~A "pop-up" screen addressing the e-mail portions of these procedures shall be installed on all e-mail systems. The "pop-up" screen shall appear prior to accessing the e-mail network.~~

~~Users shall sign and date the an acknowledgment and waiver, in a form prescribed by the Superintendent/President, included in this procedure stating that they have read and understand this procedure, and will comply with it. This acknowledgment and waiver shall be in the form as follows:~~

~~Computer and Network Use Agreement (Sample Language)~~

~~I have received and read a copy of the District Computer and Network Use Procedures and this Agreement dated, _____, and recognize and understand the guidelines. I agree to abide by the standards set in the Procedures for the duration of my employment and/or enrollment. I am aware that violations of this Computer and Network Usage Procedure may subject me to disciplinary action, including but not limited to revocation of my network account up to and including prosecution for violation of State and/or Federal law.~~

~~❖ From current Palomar College Procedure 512.1 titled Computer Software~~

~~In order to certify the District's right to use software installed on District-owned computers, it is required that copies of all software licenses be on file in the Information Services Office. When installing software on a District-owned computer, the person completing the installation is responsible for the following:~~

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- ~~A. Installing the software according to the instructions provided by the software author/distributor.~~
- ~~B. Filling out a Palomar College Software Registration Form.~~
- ~~C. Forwarding the Palomar College Software Registration Form, the Software License Agreement received with the software, and a copy of the software purchase order to the Palomar College Information Services Office.~~

~~Information Services staff will make an archival copy of the Software Registration Form and Software License Agreement and return the originals to the department.~~

~~If a software audit is performed, either by District staff, law enforcement officers or regulatory agencies, the archival records will be used to prove ownership of specific software products. If an archival record does not exist for a specific copy of software, and the department is unable to provide proof of purchase, the software will be deleted from the computer's storage media and all backup copies will be destroyed.~~

~~Before a District-initiated software audit is conducted, or new software is installed, individuals will be given a one-week notice so that data files can be screened and sensitive data protected or removed.~~

~~Appointments will be made with District staff members prior to an audit or installation process to ensure that the integrity of sensitive data is maintained.~~

~~❖ From current Palomar College Procedure 512.2 titled District Procedures and Guidelines for Telecommunications Access and Use~~

Access Approval

~~Access to and use of the Palomar Community College District telecommunications equipment, facilities and networks must be authorized by the appropriate computer laboratory director, supervisor or administrator. Students using computer classroom or laboratory facilities will be expected to adhere to the guidelines for student conduct published in the Student Conduct Code. Commercial use of telecommunications equipment or facilities except for the development of course-related materials by faculty or staff is not permitted. Commercial product advertising must be approved in advance by the governing board. Use of District property including telecommunications resources for political activities as defined by California Education Code Section E.C 7054 is prohibited (See Definitions). The District retains the right to withdraw permission to use the telecommunications resources in the event that established procedures are not followed. While district technicians may monitor transmissions for purposes of network administration, they shall not monitor transmissions for content except when legally required to do so or when specific written permission to do so is granted by the Superintendent/President.~~

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Copyright and Plagiarism Issues

The Palomar College community is encouraged to become familiar with the District's policy encouraging the full use of information technology. Anyone approved to use District telecommunications equipment or facilities, however, must agree to adhere to copyright and software licensing laws.¹

In addition, anyone who uses District telecommunications equipment or facilities to retrieve from and/or publish material on the Internet must respect copyright constraints and the guidelines for fair use of such materials. Anyone who uses District telecommunications equipment or facilities agrees to adhere to the Academic Integrity Code of Conduct, Board Policy 305, that prohibits plagiarism, defined as "false representation of another's work as one's own," for any material published on District intranets or the Internet.

The illegal capture, printing, duplicating, and mounting of Web sites or other electronic resources on District computers is expressly forbidden.

Users wishing to publish electronic material on District equipment must follow the District guidelines as detailed in the "Access Approval" section of this document. The user and not the District accepts responsibility for the content and currency of all electronic material.

Laboratory or Classroom Computer Facilities

System administrators such as instructional computer laboratory directors are responsible for setting minimum guidelines applicable to a particular laboratory within the parameters established for use of District information technology resources. These guidelines should be prominently displayed in the laboratory or on the startup screen of individual computers.

User Responsibilities

- The individual user is responsible for maintaining the security of any passwords to accounts that are issued.
- These passwords must be kept confidential by taking care that others do not learn them through carelessness on the part of the authorized user.
- The user must not attempt to mislead a potential reader about the origin of a message.
- The user must not attempt any malicious act which would threaten the integrity of the District telecommunications equipment, programs, or facilities. Attempts to gain unauthorized access to files, data or programs or to introduce a virus on a workstation or a District network are to be construed as malicious acts and may result in disciplinary action.

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- The user must respect the privacy of others and the security of the system. The user must obey federal and state laws relating to the communication or receipt of threats, harassment, obscenity, or pornography.

Privacy of Telecommunications Transmissions

District computers and telecommunications equipment are public property, purchased with public funds and provided to public employees and enrolled students for use in conducting the public's business.

They also provide educational opportunities to qualified members of the public. The privacy of student and employee records shall be protected by appropriate security procedures.

District officials may monitor telecommunication transmissions in the normal conduct of college business to insure the accuracy, authenticity, and confidentiality of the data. The District may provide such information to contracted district auditors to meet legal requirements. Such monitoring will be limited to institutional electronic data interchanges.

Users should be aware that communications including e-mail may become accessible to unauthorized individuals. District technicians may have access to telecommunications transmissions while performing network or other telecommunications maintenance or when troubleshooting network problems. It is the responsibility of District telecommunications staff to report apparent inappropriate or illegal use of District telecommunications resources.

E-MAIL

As the Internet tends to be a public medium, the sender is responsible for the content of any e-mail that the user transmits. The e-mail user, however, must follow the guidelines appropriate to discourse in an academic community.

VIOLATIONS

All suspected violations of the Palomar Community College District Network and Telecommunications User Policy or these procedures shall be reported in writing to the appropriate District administrator.

Definitions

1. District: the officers and other employees of the Palomar Community College District as well as its vendors and consultants.

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~~**2. User:** any person who uses telecommunications resources owned by, rented by, or leased to the Palomar Community College District.~~

~~**3. Telecommunication resources:** A broad term covering all hardware, software, conduit, cable, lines of transmission, and all related equipment and maintenance support services for telephone, fax, e-mail, Internet, radio, and television owned, rented, leased, and used by the District.~~

4. Use of District Resources for Political Activities (Section 7054 of the California Education Code):

~~(a) No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate including but not limited to any candidate for election to the governing board of the district.~~

~~(b) Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any bond issue or other ballot measure if both of the following conditions are met.~~

~~(1) The informational activities are otherwise authorized by the Constitution or laws of this state.~~

~~(2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.~~

~~(3) A violation of this section shall be a misdemeanor or felony punishable by imprisonment in the county jail not exceeding one year or by a fine not exceeding one thousand dollars (\$1,000), or by both, or imprisonment in a state prison for 16 months, or two or three years.~~

Office of Primary Responsibility: Finance and Administrative Services

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STUDENT SERVICES

REV 9-5-14

AP 5011 ADMISSION AND CONCURRENT ENROLLMENT OF HIGH SCHOOL AND OTHER YOUNG STUDENTS**References:**

Education Code Section 76000 and cites below

To be considered for admission, minors under 18 years of age must have completed the eighth grade or reached the age of 15 16 and have permission of the local accredited school district. Home-schooled minors may enroll with permission of the local accredited school district or provide the Private School Affidavit from the County Office of Education. Minors under 15 16 years of age, with permission from an accredited public or private school and the Palomar faculty member(s), may enroll only in courses specified by the local school district or private school. ~~Otherwise, minors under 15-16 years of age are limited to enrolling in special classes devoted to children, such as child development lab classes or youth orchestra.~~ Admission to the District does not guarantee enrollment in a class. The final decision as to whether a minor under the age of ~~fifteen sixteen~~ (15 16) may be enrolled in a class rests with the instructor. (California Education Code Sections 76000-76002).

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission is subject to seat availability. The student must submit:

- ~~The~~ application for admission
- written and signed parental or guardian consent on the K-12 Minor Form
- written and signed approval of the principal or designee on the K-12 Minor Form and (**Note:** A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.) **Parents of homeschooled students should provide a copy of the Private School Affidavit from the County Office of Education and sign their name as the administrator (principal) on the K-12 Minor Form.**
- demonstration that the student is capable of profiting from instruction. **Palomar College limits enrollment to 7 units for Fall and Spring Semester and to 5 units for the Summer Session. Students who have demonstrated academic success may petition using the K-12 Minor Unit Petition Form to take more units.** ~~(Enrollment Services has the authority to make the final decision whether a student can benefit from instruction and whether a student can take more units than the established limits.)~~

Proposed changes in yellow highlight submitted by Enrollment Services 4/23/14. Green from 9/5/14 proposed by Child Dev.

Date Approved: SPC 04/08/2008

- the enrollment fee for special part-time students is waived. (0.5 units to 11.5 units)

To be considered for admission as a special fulltime student (over 12 or more units), the student must meet the eligibility standards as established in Education Code Section 48800.05 and complete the ~~same form as for special part-time students~~ K-12 Minor Form with the written and signed approval of the principal or designee, in addition, the principal or designee must sign the additional approval line authorizing fulltime attendance. K-12 students wishing to study full-time, must have demonstrated academic success and will also need to submit the K-12 Minor Unit Petition form.

The enrollment fee for special full-time students is not waived. Students will be responsible for all of the enrollment fees assessed.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Section 76001.

The student must submit:

- written and signed parental or guardian consent on the K-12 Minor Form
- written and signed approval of the principal or designee that the student has availed himself or herself of all opportunities to enroll in an equivalent course at the school of attendance and
- demonstration that the student has adequate preparation in the disciplines to be studied

All required documents must be submitted to the Office of Enrollment Services.

High School Students: For students attending high school, the guidance counselor will review the materials and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the guidance counselor shall be final. This determination may be done by one or more of the following options:

- a review of the materials submitted by the student
- meeting with the student and the parent or guardian
- consultation with the Director of Enrollment Services or designate
- consideration of the welfare and safety of the student and others and/or
- consideration of local, state and/or federal laws

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72 Students will not be admitted unless they have availed themselves of all opportunities to
73 enroll in equivalent courses at their schools of attendance. Courses in which high
74 school and other young students are permitted to enroll will be open to the entire District
75 population and will be taught with the rigor appropriate to college-level courses in
76 accordance with the approved course outline.

77 If a request for special part-time or fulltime enrollment is denied for a pupil who has
78 been identified as highly gifted, the Governing Board shall provide written findings and
79 reasons for the denial within 60 days. A recommendation regarding the request for
80 admission and the denial shall be submitted to the Governing Board at a regularly
81 scheduled meeting that falls at least 30 days after the request for admission has been
82 submitted.

83 Office of Primary Responsibility: Enrollment Services

Proposed changes in yellow highlight submitted by Enrollment Services 4/23/14. Green from
9/5/14 proposed by Child Dev.

Date Approved: SPC 04/08/2008

AP 7120 RECRUITMENT AND HIRING**References:**

Education Code Sections 70902 (d); 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;

Title 5 Code Sections 53000 et seq.;

Accreditation Standard III.A

GENERAL PROVISIONS

Equal Employment Opportunity (EEO) – Commitment to Diversity: In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, **gender expression**, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

ANNOUNCEMENTS AND RECRUITMENT**A. Announcements**

Human Resource Services must approve all announcements prior to posting. **Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing a procedure developed by IPC. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services (HRS).**

*The **green** changes were made on 3/7/14 in Committee.*

Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

1. Approval: Announcements must receive final authorization as indicated in Table 1.

Table 1. Announcement Authorizations by Position Type.

Position Type	Required Approval
Superintendent/President	Governing Board
Vice President	Superintendent/President or Designee
Directors and Deans	Appropriate Executive Administrator
Administrators Below Director	Supervisor of Position or Designee
Faculty	Hiring Committee Chair, Department Chair or Program Director, Dean of the appropriate division, and the appropriate Vice President
Classified	Supervisor of Position or Designee
CAST (Confidential and Supervisory Team)	Supervisor of Position or Designee
Child Development Center Teachers	Supervisor of Position or Designee

2. Components: The position announcement must include the following:

- A description of the position duties, responsibilities, salary, assignment, benefits, and terms of employment (including working hours and conditions, employment group, and status);
- For academic positions, minimum qualifications as determined by the Board of Governors, and for classified positions, as determined by the Governing Board (Board);
- Preferred qualifications (when listed) that are job related and consistent with business necessity;
- For faculty positions, a provision for determination of equivalency;
- Depending on employment unit, a statement regarding required participation in shared governance;
- Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice);
- Any application procedures specific to the posted position.

B. Advertising

- HRS provides assistance including the identification of appropriate advertising media. Table 2 outlines minimum advertising durations.
- Job announcements are advertised through various organizations (e.g., the California Community Colleges Registry) and through various electronic and print media;
- Transfer Opportunities: For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.

The **green** changes were made on 3/7/14 in Committee.

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(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

Table 2. Advertising Durations for Permanent Positions.*

Position	Minimum Advertisement Duration
Educational Administrators	8 weeks, open until filled
Classified Administrators	4 weeks, open until filled
CAST	4 weeks, open until filled
Classified	2 weeks, open until filled
Faculty	8 weeks,** open until filled
Child Development Teachers	4 weeks, open until filled

* A minimum two-week advertising period is required for all interim appointments.

** In extenuating circumstances, a six-week advertising period may be authorized by the appropriate Vice President.

C. Recruitment Methods

- HRS recruits all permanent positions.
- Presidential searches will be handled in accordance with BP 2431 titled Superintendent/President Selection.
- Part-Time Faculty: HRS will accept applications on an ongoing basis for part-time faculty positions (see the section titled Part-Time Faculty).
- All applications shall be submitted to HRS.

D. Applications

1. Applications are attached to each job announcement and are available online through the District website. Hard copy applications are available in the HRS Office. The application will contain the following basic components:
 - Application form inclusive of educational and professional histories, skills and qualifications and references;
 - Attachment to application (conviction history questionnaire); and
 - Confidential data sheet for federal and state collection and reporting purposes.
2. HRS will accept application materials until the position is filled.

SCREENING AND INTERVIEW

A. Pre-Screening

HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the selection committee.

B. Selection Committee Screening

Screening criteria and interview questions must be approved by HRS before Selection Committee members receive applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Depending on the volume of applications received for a particular position, additional screening criteria may apply.

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Date Approved:

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C. Selection Committee Composition

1. Selection Committee composition is outlined in Table 3 below and applies to both permanent and interim appointments.

Table 3. Composition of Selection Committee by Position Type and Interview Level.

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Instruction*†‡ Ψ	<ul style="list-style-type: none"> 1st-Level: Another Vice President 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> At least one faculty member from each instructional division; and one faculty member from Student Services Two Instructional Deans appointed by the Superintendent/President One member of the Administrative Association One member of the Confidential & Supervisory Team Two classified employees to include one from Instruction and one at-large Two students 	<ul style="list-style-type: none"> All other Vice Presidents
Assistant Superintendent/ Vice President for Student Services*†‡ Ψ	<ul style="list-style-type: none"> 1st-Level: Another Vice President 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> Four faculty members, to include two from Student Services and two at-large Two Student Services administrators appointed by the Superintendent/President One member of the Confidential & Supervisory Team One member of the Administrative Association Four classified employees to include three from Student Services and one at-large Two students 	<ul style="list-style-type: none"> All other Vice Presidents
Assistant Superintendent/ Vice President for Finance & Administrative Services*†‡ Ψ	<ul style="list-style-type: none"> 1st-Level: Another Vice President 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> Four faculty members to include three instructional faculty members and one from Student Services One representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services Two Finance & Administrative Services Directors appointed by the Superintendent/President One member of the Confidential & Supervisory Team One member of the Administrative Association Four classified employees to include three from Finance & Administrative Services and one at-large Two students 	<ul style="list-style-type: none"> All other Vice Presidents

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Human Resource Services* †‡ Ψ	<ul style="list-style-type: none"> 1st-Level: Another Vice President 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> One faculty member from each division; One Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction One Student Services Dean or Director appointed by the Assistant Superintendent/Vice President for Student Services One Finance & Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services One member of the Administrative Association One member of the Confidential & Supervisory Team Four classified employees One representative of Human Resource Services appointed by the Superintendent/President Two students 	<ul style="list-style-type: none"> All other Vice Presidents
Dean* †‡	<ul style="list-style-type: none"> 1st-Level: Co-chairs consisting of an existing Dean from any division (with the approval of the appropriate Vice President) and a faculty member appointed by the Faculty Senate 2nd-Level: Superintendent/President 	<ul style="list-style-type: none"> One faculty member from each constituent discipline/department within the affected division One representative from each of the other constituent employee groups: Administrative Association, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT Additional members may be appointed at the President's discretion 	<ul style="list-style-type: none"> The appropriate Vice President The Dean co-chair of the 1st-level committee An additional member from relevant/affected divisions may be appointed by the Supt./President where appropriate
Director* †‡	<ul style="list-style-type: none"> 1st-Level: Any executive, senior, or Administrative Association administrator (for directors who report to the Superintendent/President, the chair shall be appointed by the Superintendent/President or designee) 2nd-Level: Appropriate executive or senior administrator 	<ul style="list-style-type: none"> One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports 	<ul style="list-style-type: none"> Chair of the 1st-Level Committee An additional member from relevant/affected divisions may be appointed by the executive or senior administrator where appropriate
Faculty*	<ul style="list-style-type: none"> 1st-Level: Department Chair/Director or faculty designee (co-chairs may be appointed) 2nd-Level: Two interviews are conducted for each finalist and are as follows: President's interviews: Superintendent/President (serves as both chair and the sole committee member) Joint Selection Committee's interviews: Appropriate Dean 	<ul style="list-style-type: none"> Majority of committee must consist of faculty members from the discipline or a closely related discipline (Note: may substitute one community member or faculty member from another institution) One faculty member from outside of the department One student (optional – non-voting) 	<ul style="list-style-type: none"> Joint Selection Committee: Appropriate Vice-President Chair of the first-level committee At least two additional members from the 1st-level committee <p>Note: Not to exceed seven members, including the chair, except where extenuating circumstances exist</p>

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Position	Committee Chair	1st-Level Committee	2nd-Level Committee
All other Administrative Association positions, Confidential & Supervisory Team positions, Child Development Center Teacher positions , and Classified positions*	<ul style="list-style-type: none"> Supervisor of the position or designee 	<ul style="list-style-type: none"> Majority of committee must consist of employees from within the affected department/program One employee from outside of the department <p>Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> Supervisor of the position All or some members of the 1st-level committee The executive, senior, or other administrator to whom the position's supervisor reports (optional) Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)
Child Development Center	<ul style="list-style-type: none"> Coordinator or Center Liaison or designee 	<ul style="list-style-type: none"> Majority of committee must consist of employees from within the affected department/program One employee from outside of the department <p>Note: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position</p>	<p>2nd-Level interviews are not required; if conducted, the committee consists of the following:</p> <ul style="list-style-type: none"> Supervisor of the position All or some members of the 1st-level committee The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator)

* A District Compliance Officer, appointed by HRS, is required to observe and monitor all stages of the 1st- and 2nd-level hiring processes.

† For these positions, the 1st-level committee shall appoint a faculty member of the committee to serve as a non-voting observer during the 2nd-level interviews (for faculty positions, the non-voting observer is appointed to the Superintendent/President's interviews).

‡ For these positions, except where otherwise indicated, constituent group representatives are appointed by the leadership of their representative constituent groups (e.g. classified employees are appointed by the CCE/AFT Executive Council; students are appointed by the Associated Student Group leadership; faculty are appointed by the Faculty Senate, and administrators by the Administrative Association).

Ψ For these positions, interim Vice Presidents who are not applying for the position in question may serve on 2nd-Level Committees.

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- 131 2. Verification of Committee Composition: HRS verifies compliance of selection
132 committee membership with applicable Board policies and procedures.
133
- 134 3. Diversity: The selection committee should be balanced in its diversity and, to this
135 end, will seek representation from under-represented groups whenever possible.
136
- 137 4. Confidentiality: Each participant in the hiring process is responsible for maintaining
138 the confidentiality of all aspects of the selection process, including written materials,
139 oral discussions and any other information that relates to the selection process.
140 Such information may be shared only with members of the Selection Committee,
141 HRS, and the administrators involved. Confidentiality must be maintained
142 permanently.
143
- 144 5. Training:
145 a. Prior to participating as a selection committee member, members must receive
146 training on the selection process. Such training must occur within one year prior
147 to serving on a selection committee. HRS shall provide selection committee
148 training. See the Selection Committee Training Packet available through HRS.
149
- 150 b. Training shall include the philosophy and commitment to staff diversity as
151 outlined in the District's Equal Employment Opportunity Plan and inclusive of
152 cultural diversity, the roles and responsibilities of all members of the selection
153 committee, the selection process, interview procedures and techniques (including
154 guidelines on appropriate follow-up questions and reference checks), and the
155 confidentiality of the selection process.
156
- 157 6. Responsibilities:
158
- 159 a. The Committee Chair/Co-Chairs shall be responsible for:
160 • Ensuring compliance with District policies and procedures in conjunction with
161 the hiring process;
162 • Coordination of calendars to ensure participation of all committee members,
163 including the Compliance Officer;
164 • Coordination of candidate interviews with HRS;
165 • Maintaining committee records;
166 • Performing other duties determined by agreement with the committee.
167
- 168 b. Voting Committee Members shall be responsible for:
169 • Identifying selection criteria based on the minimum and preferred
170 qualifications of the position in light of the expected duties and responsibilities
171 of the position. Screening criteria will include an evaluation of the extent to
172 which applicants have and demonstrate a sensitivity to and understanding of
173 the diverse academic, socioeconomic, cultural, disability, and ethnic
174 backgrounds of the community college;
175 • Developing interview questions, directly related to the position announcement
176 criteria, designed to distinguish candidates who will best meet the needs of
177 the District in the position;

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- Screening all applications forwarded by HRS to select candidates for interview;
 - Interviewing candidates selected for interview using pre-approved questions.
 - The voting members of the Selection Committee recommend an unranked list of finalists for consideration. All of the finalists recommended must be fully acceptable to the Committee.
7. Attendance: All members of the Selection Committee must be present for all interviews. If a voting member of the committee misses any part of an interview, the committee member is ineligible for further participation in the hiring process.
8. The Compliance Officer's Role: It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s). For faculty positions, see the Faculty Senate's Faculty Hiring Procedure on the Faculty Senate website for details on the Compliance Officer's role. For all other positions, see the Selection Committee Training Packet available on the HRS website.
9. The Observer's Role:
- a. The observer may observe the interviews, but not actively participate. S/he may not ask questions of or comment on the candidates during or between the interviews;
 - b. The observer may attend the deliberations for Vice President, Dean, and Director positions at the discretion of the chair of the second-level hiring committee. For faculty positions, the observer is required to attend the deliberations;
 - c. If attending the deliberations after the interviews, the observer's role remains non-participatory. He/she will may be invited to comment on factual observation and process only. only discuss the interviews, candidates, results of reference checks, or any other information related to the hiring process if specifically invited to do so by the chair of the second-level hiring committee or, for faculty positions, the Superintendent/ President;
 - Since the observer's role is non-participatory, he/she is not permitted to conduct reference checks on finalists;
 - Other first-level committee members, including the chair of the first-level committee, may conduct the reference checks.

D. Background Checks

Policies and procedures governing applicant background checks are as outlined in AP 7126 titled Applicant Background Checks.

E. Reference Checks

Reference checks are required for all positions. See the Selection Committee Training Packet, available via the HRS website, for specific procedures designed to assist committees in conducting reference checks.

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Table 4. Reference Check Process by Employment Unit.* †

Employment Unit	Deciding Authority/Process
Classified, Confidential & Supervisory Team, and Administrative Association* (except directors)	Supervisor or designee checks prior to submitting finalists or making a hiring recommendation.
Faculty, Directors*, Deans*, and Vice Presidents*	1 st -level committee conducts reference checks and forwards to 2 nd -level committee

* The supervisor of the position may conduct additional reference checks in accordance with established procedures prior to the job offer.

† For all non-faculty positions, HRS may conduct reference checks in lieu of or in addition to those conducted as provided in Table 4.

F. Interviews

1. Practical Skills, Demonstrations and Testing: The initial interview process may involve skills testing and performance demonstrations appropriate to the position. All skills tests and performance evaluation processes must be approved in advance by HRS.
 - a. Faculty positions require in-person teaching demonstrations as indicated in the Faculty Hiring Procedure available on the Faculty Senate's website.
2. Interviews are conducted as outlined in Tables 3 and 5.
3. In the event a selected applicant declines the position or is otherwise unable to be employed in the position, the qualified applicant pool for any posted position may be utilized for up to 90 days after an offer of employment has been extended.

Table 5. Positions Requiring Second-Level Interviews and Specific Components.

	Vice Presidents	Directors	Deans	Faculty
Open Forum	X (required)			
Site Visits	X (optional)		X (optional)	
Reference Checks between 1st and 2nd level Interview	X (required)	X (required)	X (required)	X (required)
Teaching Demonstration				X (required)

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4. Final Administrative Interviews: The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the Superintendent/President's discretion to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies.

5. Joint Selection Committee for Full-Time Faculty 2nd Level Interviews: The Joint Selection Committee and the Superintendent/President meet after completing separate interviews of each of the final candidates. Each candidate is discussed and assessed relevant to the separate interviews, reference checks, teaching demonstration, and needs of the discipline/ department. The Superintendent/ President considers input from each Committee member and works towards consensus as much as possible in making the final selection. The Superintendent/ President will make the final recommendation to the Governing Board.

G. Applicant Travel Expenses

Palomar College does not reimburse applicants for first-level interviews for expenses incurred during the application and/or first-level interview process. Second-level applicant expenses will be eligible for reimbursement as follows:

1. For full-time faculty and some administrator positions (president, vice-president, director, dean), applicants who must travel 150 miles or more one way from their residence to the District are eligible for reimbursement with proper verification. Reimbursement is available only for 2nd-level interviews.
2. All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
3. Reimbursement is limited to \$1,000.00 to cover the travel costs incurred by the applicant on behalf of him/herself only. Allowable travel costs and associated processes are outlined in the District's travel procedure contained in the Finance and Administrative Services Handbook.

H. Deliberation and Selection Process

1. Deliberations: For all positions, after interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates.
2. For positions requiring second-level interviews, a minimum of two unranked candidates must be forwarded. Exceptions require the approval of the Superintendent/President or designee. Where an exception to the minimum candidates is not warranted, the original applicant pool shall be revisited for potential candidates and the position recruitment shall be extended.

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3. Table 6 below outlines the alternatives where there are insufficient finalists for a position.

Table 6. Actions and Required Authorization for Insufficient Position Finalists for non-faculty positions.

Authorized Action	Deciding Authority
Cancel the recruitment	Responsible administrator
Authorize a single candidate	Superintendent/President or designee
Review the applicant pool again	Responsible administrator and the 1st Level Committee
Extend 1st Screening Duration	Responsible administrator and the 1st Level Committee, subject to HRS approval

4. Selection: Final selection is the sole responsibility of the Superintendent/ President, and is subject to Governing Board approval. See BP 2430 titled Delegation of Authority to the Superintendent/ President and BP/AP 7110 titled Delegation of Authority.
5. If none of the finalists are selected for hire, the Selection Committee and the appropriate administrator will:
- Review information regarding the recommended finalists and/or the nature of the position; and/or
 - Review the interview pool to ensure that other potential finalists have not been overlooked; and/or
 - Recommend that the search be extended..

EMPLOYMENT OFFERS

- A. **Conditional Offers:** All employment offers are conditional pending satisfaction of employment requirements, including submission of required forms, background and/or reference checks, fingerprinting, proof of eligibility for employment, TB test results and certificate of freedom from communicable disease (see BP/AP 7330 titled Communicable Disease) and Governing Board approval. All conditions of employment must be met prior to employment.
- B. **Pre-Employment Requirements:**
1. Physical Examination: Depending on the nature of the position, a pre-employment physical examination may be required to ensure sufficient fitness for the duties associated with the particular position. See BP 7335 titled Health Examinations.
 2. Criminal History-Live Scan Verification: All offers of employment are conditional pending receipt of satisfactory criminal history reviews via Live Scan. See: AP 7337 titled Fingerprinting.

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C. Conditional employment offers are made as follows:

1. For classified, CAST, administrative and child development teacher positions, HRS will make the offer;
2. For full-time faculty positions, the appropriate dean will make the offer;
3. For dean positions, the appropriate vice president will make the offer; and
4. For vice-president positions, the president will make the offer.
5. HRS coordinates all necessary intake and orientation procedures and extends the formal job offer after completion of all pre-employment requirements.

FULL-TIME FACULTY SELECTION

The selection process is described in the Faculty Hiring Procedure, which can be obtained through the Faculty Senate, and is intended to reflect the District's commitment to shared governance, as outlined in BP/AP 2510 titled Participation in Local Decision Making.

PART-TIME FACULTY RECRUITMENT AND SELECTION

The following provisions shall apply to all faculty for part-time positions.

A. Announcement and Recruitment:

1. Establishing the Position: Departments shall notify HRS when a position becomes available.
2. Advertising the Position: HRS shall advertise all part-time faculty positions.

B. Applications, Screening and Selection:

1. All application packets (including the appropriate application form and attachments, transcripts, and other documents/forms as required by the appropriate departments) shall be submitted directly to HRS;
2. HRS shall record all legally required applicant information and remove and/or redact any confidential data;
3. Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency;
4. The Department shall select qualified candidates for interview, and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and HRS of his/her selection of part-time faculty.
5. HRS shall retain all applications for a minimum of three years.

Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled

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Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services

NOTE: The information in **black ink** reflects current Palomar Procedures 26 titled Administrative Hiring approved on 2-3-98, revised 5-19-98, and revised on 1-22-02; 174 titled Faculty Hiring Procedures approved on 10-12-93, revised 6-9-98, and revised on 1-22-02; 174.1 titled Adjunct Faculty Hiring approved on 4-26-94, revised 6-9-98, and revised on 1-22-02; 174.2 titled Temporary Contract Faculty Hiring approved on 4-26-94, revised 6-9-98, and revised on 1-22-02; and 190 titled Classified Hiring Procedures approved on 5-19-98. The **red type** signifies **legally advised** language recommended from the CCLC and legal counsel (LCW) The language in **green ink** reflects revisions/additions made by Human Resource Services. This procedure was reviewed at the 3-6-09, 8-28-09, 09-18-09 and 11-20-09, 1-21-11, 2-11-11; and 4-15-11 P&P mtgs

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❖ From current Palomar Procedure 26 titled Administrative Hiring

~~Establishing the Position~~

~~New administrator positions are identified annually by the division administrators or the Superintendent/President and submitted through an established procedure to the Staff Priorities Committee. The Superintendent/President will attempt to reach a mutually satisfactory agreement with the affected departments, division, the Faculty Senate, and the Administrative Association Council when the development of new administrative positions results in reorganization of instructional departments. In the case of the conversion of a faculty position into an administrative position, the conversion will be presented to the Faculty Senate and to the Administrative Association Council by the Superintendent/President before it is submitted to the Staff Priorities Committee. The Superintendent/President is responsible for the implementation and maintenance of an effective administrative structure.~~

~~The Staff Priorities Committee reviews and evaluates all new position requests to develop a priority list of positions to be funded.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new administrative position. Please write a narrative addressing these criteria as well as any other factors that are believed to be relevant in substantiating the need for a new administrative position. These criteria will be used as guides for the Staff Priorities Committee in recommending the order of establishing positions across the College District as a whole.~~

~~It is expected that the request to establish a new administrative position will initiate with the senior or executive administrator responsible for the new position who will also prepare the rationale in support of new positions. The appropriate vice president will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~number of staff supervised/increase in number of staff supervised~~
- ~~failure to function from lack of supervision~~
- ~~complexity of operation (including multiple site requirements)~~
- ~~accreditation requirements~~
- ~~compliance with state and federal laws/regulatory standards~~
- ~~backlog of work among existing administrators~~
- ~~program growth or demand (e.g. student, employees, classes offered)~~
- ~~increase in number of projects/programs/activities~~
- ~~District goals and objectives~~
- ~~technological or other changes requiring the employment of staff with special skills~~
- ~~position's inclusion in the five year plan~~
- ~~introduction of new programs~~

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~~any other relevant factors specific to the department's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~The Staff Priorities Committee forwards its recommendations to the Superintendent/President and the Budget Development Committee.~~

~~After the Budget Development Committee identifies the available funds for new positions, the Superintendent/President submits a list of new position recommendations to the Governing Board for approval.~~

~~Replacement positions require the approval of the Superintendent/President.~~

~~The Position Announcement~~

~~The position announcement is developed through a collaborative process involving the appropriate administrators and Human Resource Services.~~

~~Human Resource Services provides technical assistance, including the identification of recruitment areas and appropriate advertising media.~~

~~The position announcement must include the following:~~

~~a description of the position duties and responsibilities;
minimum qualifications as determined by the appropriate administrator in accordance with Education Code Section 87356;
preferred qualifications (when listed) that are job related, consistent with business necessity and which do not adversely impact members of historically under-represented groups;
a provision for presentation of qualifications that are equivalent to the minimum qualifications;
a statement regarding required participation in shared governance;
legal qualifiers established by Human Resource Services to comply with federal, state, and District regulations.~~

~~The position announcement must be approved by the Division Dean, the appropriate Vice President, the Superintendent/President for certain positions, and the Vice President for Human Resource Services.~~

~~The Selection Committee~~

~~Membership/Composition~~

~~Selection Committees for Executive Administrative positions are established and convened by the Superintendent/ President and shall have representation from the faculty, classified staff, administration, and students as noted. The Faculty Senate, the CCE/AFT, the Administrative Association, and the ASG shall make the appointments of~~

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~~their members to the selection committee upon the request of the Superintendent/President or designee.~~

~~Assistant Superintendent/Vice President for Instruction: The Selection Committee shall have at least one faculty member from each instructional division, the Library/Media Center/ETV, and Student Services; one member from the Administrative Association; two classified employees from the bargaining unit represented by the CCE/AFT to include one from Instruction and one at-large representative; two Instructional Deans appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Student Services: The Selection Committee shall have four faculty members to include two from Student Services and two at-large; one member from the Administrative Association; four classified employees from the bargaining unit represented by the CCE/AFT to include three from Student Services and one at-large; one Student Services Dean and one Student Services Director appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Finance and Administrative Services: The Selection Committee shall have four faculty members to include three instructional faculty members and one Student Services faculty member; one representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services; one representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction; two Administrative Services directors appointed by the Superintendent/President; one member from the Administrative Association; four classified employees from the bargaining unit represented by the CCE/AFT to include three from Administrative Services and one at-large; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Assistant Superintendent/Vice President for Human Resource Services: The Selection committee shall have five faculty members; one Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction; one Student Services Dean appointed by the Assistant Superintendent/Vice President for Student Services; one Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance and Administrative Services; one representative from the Administrative Association; four representatives from the employees in the bargaining unit represented by the CCE/AFT; one representative from Human Resource Services appointed by the Superintendent/President; and two students. Additional members of the committee may be appointed by the Superintendent/ President.~~

~~Selection Committees for Senior Administrative positions will be established by the appropriate Vice President in consultation with the Superintendent/President and the Vice President for Human Resource Services. Senior administrative positions which~~

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~~have a broad impact on faculty and the instructional programs have appropriate representation of the faculty most likely to be affected by the administrator. The Faculty Senate President shall be consulted to determine the appropriate faculty representation for Instructional positions. All faculty representatives will be appointed by the Faculty Senate.~~

~~Selection Committees for Academic and Classified Administrators as well as for Supervisors and Confidential positions will be established by the appropriate Senior or Executive Administrator in consultation with the Vice President for Human Resource Services.~~

~~Selection Committees for interim appointments for Senior and Executive administrative positions shall have the same composition of membership as noted above.~~

~~Selection Committees for interim appointments for Academic and Classified Administrators, Supervisors, and Confidential positions shall be formed by the Senior or Executive Administrator in consultation with the Vice President for Human Resource Services.~~

~~Diversity~~

~~The Selection Committee should be balanced in its diversity and, to this end, will seek representation from historically under-represented groups whenever possible. Historically under-represented groups include ethnic minorities, women, and persons with disabilities.~~

~~The Selection Committee Chair~~

~~For Executive and Senior Administrative positions in Instruction, co-chairs will be appointed from the committee membership: one by the Superintendent/President or the appropriate Vice President; and one by the Faculty Senate. For other Executive and Senior Administrative positions, the chair will be appointed by the Superintendent/President from the committee membership. The committee may decide whether or not to elect a co-chair.~~

~~For Academic and Classified Administrator positions the chair will be appointed by the appropriate senior administrator or vice president. The committee may decide whether to or not elect a co-chair.~~

~~The chair or co-chairs will be voting members of the committee.~~

~~Convening the Committee~~

~~The Vice President for Human Resource Services will convene the first meeting of the Selection Committee. The appropriate senior or executive administrator will attend the first meeting of the Selection Committee. The following training and information will be provided:~~

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~~the philosophy and commitment of the District to staff diversity;
the roles and responsibilities of all members of the Selection Committee;
the selection process;~~

~~the interview procedures and techniques, including guidelines on appropriate follow up
questions and reference checks;
cultural diversity in the interview process;
the confidentiality of the selection process.~~

Responsibilities

~~The voting members of the Selection Committee identify selection criteria based on the
minimum and preferred qualifications of the position in light of the expected duties and
responsibilities of the position. Screening criteria will include an evaluation of the extent
to which applicants have and demonstrate a sensitivity to and understanding of the
diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the
community college community.~~

~~The voting members of the Selection Committee develop job-related interview questions
designed to distinguish candidates who will best meet the needs of the District in the
position.~~

~~The voting members of the Selection Committee screen all complete applications that
meet the stated minimum qualifications to select candidates for interview.~~

~~The voting members of the selection Committee interview candidates selected for
interview using pre-approved questions. Follow up questions may be used if they are
based directly on a candidate's response to a question and if they do not seek
information outside of the scope of the established hiring criteria.~~

~~The voting members of the Selection Committee recommend an unranked list of
finalists for consideration. All of the finalists recommended must be fully acceptable to
the Committee since only a finalist recommended by the Selection Committee will be
hired.~~

~~Each member of the Selection Committee and its representatives is responsible for
maintaining the confidentiality of the interview as well as evaluative comments made
during the interview process. Such information may be shared only with the members
of the Selection Committee and the administrators involved.~~

Recruitment Procedures for Administrative Positions:

~~Vacancies are advertised for a minimum of four weeks.~~

~~In addition to regular mailed announcements to colleges, universities, organizations
committed to referring applicants of under-represented groups and local advertising,
positions are advertised in professional publications recommended by the Selection
Committee and/or the appropriate Senior or Executive Administrator. Every effort,~~

*The **green** changes were made on 3/7/14 in Committee.*

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(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

including the utilization of the Chancellor's Office Diversity Registry, is made to recruit qualified ethnic minority and female applicants and applicants with disabilities. Interim appointments shall be advertised on campus for a minimum of one week.

Applications/Screening

A. Human Resource Services accepts applications and supplemental materials until 4:30 p.m. on the closing date.

B. Human Resource Services verifies the diversity of the applicant pool and may 1) extend the search or 2) modify or remove the preferred qualifications to include applicants who were initially screened out because they failed to meet locally established "desirable or preferred" qualifications beyond minimum qualifications in order to increase the diversity of the pool after consultation with the Selection Committee and the appropriate administrator.

C. Screening criteria and interview questions must be approved by Human Resource Services before Selection Committee members have access to applications. Screening criteria help members to review objectively each application for the position. The screening criteria must be listed on the selection criteria report, along with the point value assigned to each criterion and the method of evaluation. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement.

D. The voting members of the Selection Committee complete screening forms for each applicant.

E. Upon determination of applicants to be interviewed, the chair or co-chair returns all applications and screening forms to Human Resource Services.

F. Human Resource Services reviews the diversity of the pool nominated for interview and may recommend that additional candidates be interviewed or further recruitment be initiated in order to meet the diversity goals of the District.

Interviews

A. Interviews are scheduled by Human Resource Services upon notification by the Selection Committee of dates and times when all members of the committee can be in attendance.

B. The Human Resource Services office provides copies of the applications and interview screening forms to the Selection Committee with an interview schedule.

C. All members of the Selection Committee must be present for all interviews and subsequent discussions. If a voting member of the committee misses an interview, the committee member is removed from the Selection Committee.

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~~D. After interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates including whether the candidates will contribute to staff diversity at Palomar College.~~

~~E. The Selection Committee forwards the application materials of the unranked finalists to the appropriate senior or executive administrator. All finalists must be acceptable to the Selection Committee. The Chair of the Selection Committee notifies the Vice President for Human Resource Services of the names of the finalists forwarded to the appropriate senior or executive administrator and returns the screening and interview forms to the Human Resource Services Office.~~

~~F. If the Selection Committee is not satisfied with the interviewed candidates, the Committee Chair or Co-Chairs may request to review the applicant pool to ensure that qualified applicants have not been overlooked or recommend that the position be reopened.~~

~~G. The voting members of the Selection Committee will conduct reference checks in accordance with the policies and principles of equal opportunity. The voting members of the Committee will determine the questions to be asked in advance and reference checks will be conducted in the format provided by Human Resource Services. Reference information must be held in strict confidence within the committee.~~

~~Final Selection~~

~~A. If the senior or executive administrator or the Superintendent/President is concerned with the diversity of the finalist pool or the number of finalists, the concerned party or designee will meet with the Selection Committee to discuss the concern. The concerned party and the Selection Committee will review the applicant and/or interview pool to ensure that qualified applicants have not been overlooked. As a result of this review, the Selection Committee and the concerned party may decide to continue with the interview process with or without additional finalists.~~

~~Otherwise, the position will be reopened.~~

~~B. The Selection Committee may appoint one voting member to attend the final administrative interviews as an observer. The Committee member must attend all of the finalists' interviews and, except for reports to the Committee, is responsible for the confidentiality of the interview.~~

~~C. The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the discretion of the Superintendent/President to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies (the Vice Presidents, the Deans, the Faculty, the Administrative Association, Classified staff, ASG, etc.).~~

~~D. Site Visits~~

*The **green** changes were made on 3/7/14 in Committee.*

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~~Executive Administrative positions: The Superintendent/ President may visit the local campus of each finalist for the position. The Superintendent/President will decide whether or not additional Palomar representatives will participate in the site visits.~~

~~Senior Administrative positions: The Superintendent/President and/or the appropriate Vice President may visit the local campus of each finalist for the position. The Superintendent/President will decide whether or not additional Palomar representatives will participate in site visits.~~

~~E. The appropriate Dean, Vice President, or the Superintendent/President will meet with the Selection Committee to discuss the final selection. Any ranking of the finalists may be discussed at this time. The appropriate Dean, Vice President, or the Superintendent/President will make the final selection for recommendation to the Governing Board. If none of the finalists is selected for hire, the Selection Committee and the appropriate administrator will:
review information regarding the recommended finalists and/or the nature of the position; and/or
review the interview pool to ensure that other potential finalists have not been overlooked; and/or
recommend that the search be reopened.~~

~~F. The Superintendent/President or designee extends the offer of employment to the selected finalist. Human Resource Services coordinates all necessary intake and orientation procedures.~~

~~G. All offers of employment are subject to approval by the Governing Board.
rev. PAC 2/3/98, 5/19/98, 1/22/02~~

❖ From current Palomar Procedure 174 titled Faculty Hiring Procedures

~~Faculty Hiring Procedures~~

~~Establishing the Position~~

~~A. New faculty positions are identified by the department/program and submitted through an established procedure to the Staff Priorities Committee.~~

~~B. The Staff Priorities Committee reviews and evaluates all new position requests to develop a priority list of positions to be funded.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new faculty position. Please write a narrative addressing these criteria as well as any other factors that are believed to be relevant in substantiating the need for a new faculty position. These criteria will be used as guides for the Staff Priorities Committee in recommending the order of establishing positions across the College District as a whole.~~

~~It is expected that the request to establish a new position will initiate with the individual departments which will prepare the rationale in support of new positions. These~~

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~~requests should then be reviewed by the division deans, who will also contribute to the request by indicating how high a priority the dean would assign to the request given requests received from throughout the division. Similarly, the division dean should submit the request to the appropriate vice president who will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~• 75/25 ratio (i.e., full time to adjunct faculty ratio)~~
- ~~• average class size in the department/program~~
- ~~• WSCH/FTE ratio~~
- ~~• number of sections offered each semester~~
- ~~• number of adjunct faculty employed each semester~~
- ~~• position's inclusion in the five year plan for the department/program~~
- ~~• professional standards for staffing~~
- ~~• course requirements~~
- ~~• program growth or demand~~
- ~~• District goals and objectives~~
- ~~• safety considerations~~
- ~~• external regulatory agency requirements or standards~~
- ~~• technological or other changes requiring the hiring of faculty with special skills~~
- ~~• scarcity of qualified adjunct faculty~~
- ~~• any other relevant factors specific to the department's/program's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~C. The Staff Priorities Committee forwards its recommendations to the Superintendent/President and the Resource Allocation Committee.~~

~~D. After the Resource Allocation Committee identifies the available funds for new positions, the Superintendent/President submits a list of new position recommendations to the Governing Board for approval.~~

~~E. Replacement positions require the approval of the Superintendent/President.~~

Recruitment

~~A. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services.~~

~~B. Human Resource Services provides technical assistance including the identification of recruitment areas and appropriate advertising media.~~

~~C. The position announcement must include the following:~~

~~1. A description of the position duties and responsibilities including a statement of required participation in department/program activities and College District governance;~~

~~2. Minimum qualifications:~~

~~a. as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included.~~

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~~b. a statement in accordance with Education Code section 87360 that requires that all applicants be sensitive to and have an understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Departments/programs may require applicants to explain or submit written materials that provide evidence of such understanding;~~

~~c. provision for presentation of qualifications that are equivalent to the minimum qualifications.~~

~~3. Legal qualifiers established by Human Resource Services to comply with federal, state, and District regulations.~~

~~4. The position announcement must be approved by the Department Chair/Director, the Dean, the appropriate Vice President, and Human Resources.~~

Advertising

~~A. Positions are open and advertised for a minimum of eight weeks. In unusual or extenuating circumstances, the time frame may be reduced to not less than six weeks with the approval of the appropriate Vice President.~~

~~B. Position announcements are mailed to colleges, universities, and organizations committed to referring applicants from under-represented groups. In addition, positions are advertised locally and in professional publications recommended by the Selection Committee and/or the Department Chair/Director. Every effort is made to recruit qualified applicants from historically under-represented groups including the utilization of the Chancellor's Office Diversity Registry.~~

~~C. As part of the recruitment process, departments/programs are expected to contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position.~~

Applications

~~A. Human Resource Services accepts applications and supplemental materials until 4:30 p.m. on the closing date.~~

~~B. Applications which do not meet minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee for review and action.~~

~~C. All applicants with completed applications who meet stated minimum qualifications will be forwarded to the Selection Committee.~~

Screening

~~A. Screening criteria and interview questions must be approved by the Human Resource Services Office before Selection Committee members have access to applications. Screening criteria help members to review objectively each application. The screening criteria must be listed on the Selection Criteria Report, along with the point value assigned to each criterion and the method of evaluation. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement.~~

~~B. All members of the Selection Committee complete screening forms for each applicant.~~

*The **green** changes were made on 3/7/14 in Committee.*

Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

~~C. Upon determination of applicants to be interviewed, all applications and screening forms are returned to Human Resource Services.~~

~~Interviews~~

~~Selection Committee~~

~~A. Interviews are scheduled by Human Resource Services upon notification by the Selection Committee.~~

~~B. Human Resource Services provides copies of the application and interview screening forms to the Selection Committee with an interview schedule.~~

~~C. All members of the Selection Committee must be present for all interviews. If a voting committee member misses an interview, that committee member is removed from the Selection Committee.~~

~~D. At the request of the Selection Committee, a candidate who must travel more than 150 miles to interview with the Selection Committee may be interviewed by the Joint Selection Committee and the Superintendent/President or designee within a day of the Selection Committee interview. If the candidate becomes a finalist for the position, these interviews will serve as finalist interviews.~~

~~E. After interviews are completed, members of the Selection Committee discuss and evaluate the qualifications of the candidates. The Committee also considers whether the candidates selected as finalists will contribute to diversity at Palomar College.~~

~~F. If the Selection Committee is not satisfied with the interviewed candidates, the Committee Chair may request to review the applicant pool to ensure that qualified applicants have not been overlooked.~~

~~G. Multiple finalists for each position are forwarded. All recommended finalists are fully acceptable to the Selection Committee.~~

~~H. Voting members of the Selection Committee conduct reference checks. Reference information must be held in strict confidence within the committee.~~

~~I. The Selection Committee Chair forwards the application materials of the finalists to the Dean who then convenes the Joint Selection Committee. The Selection Committee Chair returns the screening and interview forms and all other non-finalist application materials to the Human Resource Services Office.~~

~~Joint Selection Committee~~

~~A. The Joint Selection Committee interviews all finalists forwarded by the Selection Committee.~~

~~B. The Joint Selection Committee refers all interviewed finalists to the Superintendent/President.~~

~~C. The Superintendent/President, or designee, interviews the finalists and presents his/her assessments and recommendations to the Joint Selection Committee. In addition the Selection Committee may appoint a representative from the committee to attend the Superintendent/President's interviews as an observer. This representative must attend all of the finalists' interviews and any subsequent meetings between the Selection Committees and the Superintendent/President.~~

~~D. The Joint Selection Committee will consider the Superintendent/President's assessment and recommendations before coming to consensus. If the Joint Selection~~

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Committee and Superintendent/President agree on the recommended finalist, the name is recommended to the Governing Board. If no agreement is reached, the Joint Selection Committee and Superintendent/President will meet to discuss the finalists. The Superintendent/President will make the recommendation to the Governing Board.

E. Each member of the Selection Committee and Joint Selection Committee is responsible for maintaining the confidentiality of the interviews as well as evaluative comments made during the selection process. Such information may be shared only with members of the Selection Committee and the administrators involved. Confidentiality must be maintained permanently.

F. The appropriate Vice President or designee extends the tentative offer of employment to the selected finalist and coordinates all necessary intake and orientation procedures with the Human Resource Services Office.

G. All offers of employment require approval by the Governing Board.

GB 10-12-93, rev. GB 6/9/98, 1/22/02

❖ From current Palomar Procedure 174.1 titled Adjunct Faculty Hiring (93-16345)

Adjunct faculty perform an invaluable service for Palomar College. The hiring procedure for these positions is no less important than that for tenure-track faculty positions.

A. Notification

1. Each semester every department/program will identify subject areas for which additional adjunct faculty are needed for the subsequent semester and will notify Human Resource Services of the positions available in their disciplines and subject areas.

2. Upon request, Human Resource Services will advertise for adjunct faculty positions. Advertising for special recruitment efforts will be expanded at the request of the department/program. Advertising may be necessary each semester for larger departments in order to maintain a sufficient pool.

3. Each position requires:

a. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

b. Minimum qualifications as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges plus any additional qualifications established by the department/program. Additional qualifications will be reviewed by the Vice President for Human Resource Services for potential adverse impact.

4. Position announcements will state that the positions are part time and not eligible for tenure.

B. Application/Selection Process for Adjunct Positions

1. Human Resource Services will forward all adjunct faculty applications and completed equivalency forms to the appropriate department/program.

The green changes were made on 3/7/14 in Committee.

Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

~~2. Applications that do not meet the minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee by the Department Chair/Director for review and approval.~~
~~3. The Department Chair/Director or designee and, when possible, at least one other fulltime tenured or tenure track faculty member will screen and review all applications and select those qualified applicants who best meet the needs of the department/program to interview.~~
~~4. Each candidate interviewed for an adjunct faculty position will submit proof of qualifications.~~
~~5. Each department/program may require a demonstration of teaching, counseling, or librarianship skills.~~
~~6. The Department Chair/Director will notify the appropriate Dean of his/her selection of new adjunct faculty through the Schedule Information Sheet (S.I.S.).~~
~~7. All tentative offers of employment require approval by the Governing Board.~~
~~8. The department/program may rehire an adjunct faculty member for subsequent semesters in the same discipline.~~
~~GB 4-26-94, rev. 6/9/98, 1/22/02~~

❖ From current Palomar Procedure 174.2 titled Temporary Contract Faculty Hiring (93-16345)

Temporary Contract Faculty Hiring

~~Temporary contract faculty perform an invaluable service for Palomar College. The hiring procedure for these positions is no less important than that for tenure track faculty positions.~~

~~Temporary contract opportunities will be identified by the Department Chair/Director and the Dean in consultation with the appropriate vice president.~~

~~A. Planned Temporary Replacement Contracts~~

~~When a temporary contract is identified in advance to replace a faculty position, the position will be filled in accordance with the policy, criteria, and procedures for hiring tenure track faculty (BP 174), except that the position announcement will state that the position is temporary and not a tenure track position.~~

~~B. Emergency Temporary Replacement Contracts~~

~~In emergency situations temporary contract positions will be filled in compliance with Title 5 Regulations \ and Equal Employment Opportunity Programs and BP 174.2. These regulations allow the District to fill positions through internal recruitment for interim appointments or when justified by "business necessity." Business necessity means that the District would suffer substantial additional financial cost, or there exists a threat to human life or safety, or student learning would be severely impacted, or the District has no opportunity to plan (for example, the sudden death of an employee).~~

~~C. Notification~~

*The **green** changes were made on 3/7/14 in Committee.*

Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

When an emergency situation occurs, the District will recruit a temporary replacement from current qualified full-time and adjunct faculty who have taught in the discipline during the current or previous year.

1. Human Resource Services secures approval of "business necessity" from the Chancellor's Office.

2. Human Resource Services advertises internally for temporary contract positions.

3. Each position requires:

a. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

b. Minimum qualifications as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges plus any additional qualifications established by the department/program. Additional qualifications will be reviewed by the Vice President for Human Resource Services for potential adverse impact.

c. Position announcements will state that the positions are temporary and not eligible for tenure.

D. Application and Selection Process for Emergency Temporary Replacements

1. Human Resource Services will forward all temporary contract applications and completed equivalency forms to the appropriate Department Chair/Director.

2. Applications that do not meet the minimum qualifications but which have a completed equivalency form will be forwarded to the Senate Equivalency Committee by the Department Chair/Director for review and approval.

3. The Department Chair/Director and the Dean or their designees and at least three (3) other full-time tenured or tenure-track faculty members will screen applications and select applicants to interview. The committee should normally have no more than seven members.

4. Each candidate interviewed for a temporary contract position will submit proof of qualifications.

5. The department/program committee may require a demonstration of teaching, counseling, or librarianship skills.

6. The Department Chair/Director will notify the appropriate Vice President and Human Resource Services of the committee's selection. The Department Chair/Director will complete a Request for Academic Contract form.

7. All tentative offers of employment require approval by the Governing Board.

8. Terms of employment for temporary contract faculty are limited by applicable sections of the Education Code (Sections 87478, 87481, 87482).

GB 4-26-94, rev. 6/9/98, 1/22/02

❖ From current Palomar Procedure 190 titled Classified Hiring Procedures

Classified Hiring Procedures

Establishing the Position

A. New Classified positions are established through the reallocation of existing budgeted funds or through growth funding as described in the Resource Allocation Plan.

The **green** changes were made on 3/7/14 in Committee.

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(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

~~Highest priority will be given to staff positions that are recurring short term assignments and/or critical to the support of growth. Of lesser priority will be the establishment of positions that enhance delivery of service but are not critical to support growth.~~

~~B. Requests for all new positions are identified in advance in the department/program plans or the Educational Master Plan and are established according to need and priority within the area as funds become available.~~

~~Below are criteria which the Staff Priorities Committee will consider in justifying the need to establish a new classified position. These criteria will be used as guides for the Committee in recommending the order of establishing positions across the College District as a whole. You may address these criteria, as well as any other factors relevant to the need for a new classified position, by completing the Rationale Form for New Classified Positions.~~

~~The individual departments should initiate the Rationale Forms for New Classified Positions.~~

~~These requests should then be reviewed by the appropriate dean or administrator, who will also contribute to the request by indicating how high a priority s/he would assign to the request given requests received from throughout the area for which he or she is responsible. Similarly, the dean or administrator should submit the request to the appropriate vice president who will submit all requests to the Staff Priorities Committee with a priority listing based upon the needs of the area as a whole.~~

~~These are the criteria which should be addressed in each proposal:~~

- ~~• continuing use of short term staff to perform the functions of the proposed position~~
- ~~• overtime/compensation time expended by the department or unit~~
- ~~• technological or other changes requiring the employment of staff with special skills~~
- ~~• scarcity of qualified short term staff~~
- ~~• backlog of work~~
- ~~• increase in demand for services provided by the department or unit~~
- ~~• industry standards~~
- ~~• external regulatory agency requirements or standards~~
- ~~• District goals and objectives~~
- ~~• position included in the department or unit's five year plan~~
- ~~• increased service requirements/added responsibilities and/or inability of the department or unit to accept additional responsibilities due to current staffing~~
- ~~• any other factors specific to the department's or unit's needs not included above~~

~~These criteria are not in priority order and all need not be addressed.~~

~~C. Each administrative division is responsible for establishing the order of funding for positions within it, after consultation with the requesting departments/programs.~~

~~D. The Vice Presidents are responsible for establishing the order of funding for positions within the District as a whole, consistent with the Educational Master Plan.~~

*The **green** changes were made on 3/7/14 in Committee.*

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(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

1055 ~~E. After available funds for new positions have been identified, the~~
1056 ~~Superintendent/President submits new position recommendations to the Governing~~
1057 ~~Board for approval.~~

1058 ~~F. If a new position also involves a new classification, the District should seek and~~
1059 ~~consider any input from the CCE/AFT in accordance with B.P. CCE/AFT 6 C;~~
1060 ~~rev. PAC 5/19/98~~
1061

*The **green** changes were made on 3/7/14 in Committee.*

Date Approved:

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

Mission

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

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Student Direction and Progress

Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI	Dept Chairs – English, ESL, Math, Reading, Counseling, Basic Skills Comm. STEM Workgroup	<ol style="list-style-type: none"> Take inventory of various strategies already in place campus wide. For those strategies that have already been assessed: <ol style="list-style-type: none"> Discuss results. Determine additional data desired. Discuss any changes to be made to achieve desired outcomes. Determine support needed. For those strategies that have not yet been assessed: <ol style="list-style-type: none"> Discuss data desired. Determine measurable outcomes (need starting points from IRP, departments will work to determine endpoints and timeline). Determine support needed. For each strategy, determine data to be gathered regularly. Determine goals regarding the scaling up of successful strategies. Define any new strategies Develop a timetable for check-ins. 	Steps will be completed through Spring 2015.	<ul style="list-style-type: none"> Review and add to, if necessary, the list of all activities taking place on campus in support of Objective 1.1 (See SP 2016, Year 1 Progress Report). The following outcomes will be completed within the departments: <ul style="list-style-type: none"> Assessments of strategies completed and discussed. Plans established for regular data collections and review. Options/Needs for scaling successful strategies discussed. New strategies identified. Timetable established for check-ins.

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Student Direction and Progress

Objective 1.2: Develop and implement a model for establishing career pathways for all disciplines and programs.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI	CTE Transitions Group. Career Pathways Pilot Project (STEM), Career Center Director, Department Chairs	<ol style="list-style-type: none"> 1. Identify two additional Industry Sectors from Statewide Career Pathways publications and do research and collect data for target careers in programs offered at Palomar. 2. Develop marketing plan and marketing brochure templates to promote Industry Sectors career pathways in programs offered at Palomar and integrate with 3SP outreach/marketing group. 3. Use marketing materials and brochures in Spring schedule to communicate career pathways. 4. Work with 3SP orientation group to support classroom or “career and open house” activities or events that promote career pathway learning opportunities for students. 	<ol style="list-style-type: none"> 1. Spr 2014 2. Spr 2014 3. Fall 2014 4. Fall 2014 	<ol style="list-style-type: none"> 1. Career pathways defined for two Industry Sectors and data gathered for marketing materials. 2. Draft templates for marketing plan and brochures developed and implemented for use. 3. Templates used in Spring schedule. 4. Career and open house activities/events planned, funded, implemented.

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI	IPC	<ol style="list-style-type: none"> 1. Review feedback from Spring 2014 focus groups on Comprehensive Program Review and Planning process for 2013-14 2. Modify PRP 2014-15 process based on focus group recommendations 3. Implement and provide training on PRP process for Years 2-3 	<ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014, Spring 2015 	<ol style="list-style-type: none"> 1. Focus group feedback discussed on Comprehensive PRP process 2. PRP Years 2-3 process modified and implemented 3. Training conducted, PRPs submitted, IPC reviews and allocates resources

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS	SSPC	<ol style="list-style-type: none"> 1. Identify lead SAO coordinator 2. Establish SAO workgroup 3. Review progress units have made on their SAOACs 4. Identify SAO research support needs. 5. Align SAO cycle with PRP timeline. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 4. Spr 2015, 5. Spr 2015 and ongoing 	<ol style="list-style-type: none"> 1. SAO Coordinator named 2. Workgroup convened and meeting 3. Review of all SAO cycles completed 4. Research and support plan developed 5. Timeline established and documented that aligns SAO cycles with PRPs (note PRPs and SAOs are currently integrated – cycles need to be aligned).

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPHRS	HRSPC	<ol style="list-style-type: none"> 1. Review PRP; identify SAOACS. 2. Align SAOACS with PRP outcomes and revise outcomes as required. 3. Identify resources required. 4. Secure resources and allocate. 5. Assess outcome progress/achievement. 	<ol style="list-style-type: none"> 1. Fall 2013 2. Spr 2015 3. Spr 2015 4. Fall 2015, Spr 2016 and ongoing 	<ol style="list-style-type: none"> 1. Established relationship between SAOACS, PRP, and resource allocations. 2. Clearly identified SAOACS in PRP, strategic plan, and Resource Allocation Model. 3. Demonstrated progress toward achieving SAOACS.

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.3: Place SLOACS and SAOACS at the center of Program Review and Planning, strategic planning, and resource allocation processes.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPFAS	FASPC	<ol style="list-style-type: none"> 1. Review PRP; identify SAOACS. 2. Align SAOACS with PRP outcomes and revise outcomes as required. 3. Identify resources required. 4. Secure resources and allocate. 5. Assess outcome progress/achievement. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 4. Fall 2015, Spr 2016 and ongoing 	<ol style="list-style-type: none"> 1. Established relationship between SAOACS, PRP, and resource allocations. 2. Clearly identified SAOACS in PRP, strategic plan, and Resource Allocation Model. 3. Demonstrated progress toward achieving SAOACS.

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.4: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI / SLOAC Coordinators	LOC	<ol style="list-style-type: none"> 1. Present information at Faculty Plenary in Fall 2015. 2. Attend department and division meetings to discuss ILOs and assessment. 3. PD workshop. 4. Write annual GE/ILO Assessment report - present to Faculty Senate, Curriculum, Strategic Planning Council, and post online. 5. Continue to assess GE/ILOs and recruit & train faculty. 6. Once-a-semester report to LOC from division deans, VPI, & VP Student Services, research & planning activities related to outcomes assessment across the College. 7. Examine resources that can provide PC student graduation data from 4-year institutions, as well as employment information; provide a pathway to disseminate information to departments and divisions. 8. Schedule an annual presentation to ASG and Governing Board. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Spr/Fall 2015 3. Fall 2014, Spr 2015, Fall 2015 4. Spr 2015, Fall 2015 5. Spr 2015, Fall 2015 6. Spr 2015 7. Spr 2015 8. Spr 2015 	<ol style="list-style-type: none"> 1. Provide information to faculty 2. Provide information to faculty and administrators and encourage discussion. 3. Provide information and resources to faculty. 4. Report for college community, stimulate dialog for planning and resource allocation. 5. Continue to assess each GE/ILO. 6. Provide information to faculty and administrators. 7. Inform faculty and administration in order to support program review and improve student academic and employment success. 8. Provide information to students and Governing Board.

Goal 1: Student Learning: Support excellence in teaching and academic programs and services to improve student learning.

Assessment, Analysis, and Planning/Decision-making

Objective 1.5: Increase faculty to exceed FON by at least one per year if the budget allows.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres	VPs	<ol style="list-style-type: none"> 1. Review 2015-16 Approved Budget and identify available funding 2. Compute FON requirements for 2016-17 3. Select positions from faculty hiring priority list to exceed the 2016-17 FON by at least one position 4. Repeat cycle each year, exceeding the previous year's target hiring by at least one faculty position if allowed by the budget. 	<ol style="list-style-type: none"> 1. Fall 2015 2. Fall 2015 3. Fall 2015 4. Fall 2016 & ongoing 	Faculty hiring exceeds FON by at least one position for Fall 2016, and by one additional position in subsequent years if the budget allows.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.1: Complete 3SP and Equity plans and align SP 2016 with their strategies.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS, VPI, Faculty Senate President	3SP and Equity Plan Workgroups IR&P (for SP2016)	<ol style="list-style-type: none"> 1. 3SP and Equity plans developed and accepted through shared governance processes. 2. Submit 3SP and Equity plans to Chancellor's office. 3. Establish linkages between the Strategic Plan, 3SP, and Equity Plan. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014 	<ol style="list-style-type: none"> 1. Completed plans. 2. Plans submitted. 3. Clear links established.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
Student Direction and Progress <i>Objective 2.2: Implement a coordinated outreach and retention plan that employs internal and external outreach and retention strategies.</i>				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS	Division of Student Services, Instructional Deans SSPC	<ol style="list-style-type: none"> 1. Establish outreach and retention team to review and coordinate outreach activities. 2. Implement student ambassador program. 3. Revamp outreach to increase engagement and follow-up. 4. Review college outreach strategies to provide for targeted recruitment and retention activities. 5. Implement strategic outreach and retention strategies. 6. Evaluate new outreach and retention strategies. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Fall 2014 3. Fall 2014 4. Spr 2015 5. Sum 2015 6. Sum 2016 	<ol style="list-style-type: none"> 1. Team established. 2. Ambassador program established and goals for program developed. 3. Current outreach activities revamped. 4. Review completed and coordinated plan established. 5. Plan implemented and evaluated.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.				
Student Connections and Support (Palomar Access to Student Success or PASS) <i>Objective 2.3: Evaluate and refine the College's intake and orientation process including the Early Acceptance Program.</i>				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS	Division of Student Services, Instructional Deans	<ol style="list-style-type: none"> 1. Utilize 3SP plan to develop new strategies for orientation. 2. Establish work group that includes student services and instruction. 3. Design/revise orientation model. 4. Implement model. 5. Evaluate new model. 	<ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 4. Sum 2015 5. Sum 2016 	<ol style="list-style-type: none"> 1. 3SP plan orientation strategies reviewed. 2. Workgroup established. 3. Revised orientation model designed. 4. Model implemented.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.4: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS / VPI	Dean L&L, FYE Coord, Dean Counseling	<ol style="list-style-type: none"> Discuss expansion of FYE. <ul style="list-style-type: none"> Who to focus efforts on Strategies for expansion Implications for expansion (staffing, space, tracking, followup, evaluation) Identify Resources needed Increase student awareness of appropriate support services. <ul style="list-style-type: none"> Define appropriate support services Define groups to identify for marketing FYE Identify resources needed Increase student use of appropriate services <ul style="list-style-type: none"> Develop strategies Identify implications for increasing use (staffing, space, tracking, followup, evaluation). 	Activities will be completed through Fall 2014/Spr 2015	<ol style="list-style-type: none"> Targets for FYE program <ul style="list-style-type: none"> 2013-14 – 100 students 2014-15 – 275 students 2015-16 – 350 students List of student groups for focus; presentation of possible strategies with implications and resources needed included List of services by student group; report on implications and resources needed. List of strategies; report on implications and resources needed.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.5: Develop and implement a enhanced technologies (student portal, an online education planning tool, and an electronic degree audit system)to support student success.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS	Division of Student Services, Instructional Deans, Information Services	<ol style="list-style-type: none"> Establish workgroup Utilize 3SP and SE Plans to establish priorities. Develop and implement timelines to address priorities 	<ol style="list-style-type: none"> Spr 2015 Spr 2015 Ongoing 	Enhanced technology implemented and available to all students.

Goal 2: Student Support and Success: Implement effective pathways that support student access, progress, and completion.

Objective 2.6 Modify the College's website to improve student access to support services.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
PIO	Dean SBS, PIO	<ol style="list-style-type: none"> 1. Evaluate current website for usability and content management 2. Identify optimal sites for comparison 3. Review Content Management Software (CMS) options 4. Identify optimal CMS 5. Identify resources necessary for development, implementation and ongoing management. 	<ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 4. Spr 2015 5. Fall 2016 tent. 	Introduce new website

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI	Chairs and Directors, Counseling	<ol style="list-style-type: none"> 1. Identify existing collaborations between Palomar faculty/disciplines and high school partners relevant to curriculum alignment discussions. 2. Identify one or two faculty/disciplines interested in curriculum collaborations with high school partners and identify specific high school and contact person. 3. Promote professional development and connection opportunities available through membership in North County Professional Development Federation. 	<ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Spr 2015 	<ol style="list-style-type: none"> 1. Discussions documented and future curriculum plans identified. 2. Initial meeting scheduled between Palomar faculty and high school partners. 3. NCPDF workshops attended by Palomar faculty and connections made for possible curriculum discussions with local high school partners.

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Sup / Pres.	Reps from Deans, Chairs and Directors, and Dir Foundation	<ol style="list-style-type: none"> 1. Establish objectives of council. 2. Identify and invite participants. 3. Hold initial meeting. 	<ol style="list-style-type: none"> 1. Spr 2015 2. Spr 2015 3. Spr 2015 	<ol style="list-style-type: none"> 1. Purpose of council clearly defined. 2. Council established and meeting by end of academic year.

Goal 3: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.

Objective 3.3: Increase external funding through grants and partnerships within the community.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Sup / Pres.	Deans CTE and LL (Adult Ed Planning Grant/ Dept Labor grant) Dir. Foundation (community partnerships) Dean MNHS/LL & Dir. Research (HSI /STEM)	<p><u>Adult Education</u></p> <ol style="list-style-type: none"> 1. Secure planning grant. (Completed) 2. Establish consortium. (Completed) 3. Form Program Area Councils (PAC) 4. Hold Community Planning Summit 5. Develop comprehensive plan <p><u>Community Partnerships</u></p> <ol style="list-style-type: none"> 1. Increase the number of community partnerships. <p><u>HSI / STEM / NSF</u></p> <ol style="list-style-type: none"> 1. Assess and evaluate need and purpose of new HSI and/or STEM / NSF grants. 2. Submit grant applications if determined appropriate. <p><u>DOL</u></p> <ol style="list-style-type: none"> 1. Assess and evaluate need and purpose of a DOL grant. 2. Submit grant application if determined appropriate. 	Timelines dependent on Federal and State established timelines. Planning should occur prior to release of the RFP.	<p><u>Adult Education</u></p> <ol style="list-style-type: none"> 1. Planning grant awarded 2. Consortium established 3. Comprehensive plan developed and submitted. <p><u>Community Partnerships</u></p> <ol style="list-style-type: none"> 1. Community partnerships increased by X% <p><u>HSI / STEM / NSF</u></p> <ol style="list-style-type: none"> 1. Grant proposal developed and submitted Spring 2015. <p><u>DOL</u></p> <ol style="list-style-type: none"> 1. Need and purpose of DOL grant identified.

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.1: Rebuild staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPs	Planning Councils	<ol style="list-style-type: none"> 1. Prepare staffing master plan year 5 update. 2. Identify resource allocation to support staffing priorities. 3. Recruit and hire prioritized positions. 4. Repeat each year. 	<ol style="list-style-type: none"> 1. Fall 2014-Spr 2015 2. Spr 2015 3. Fall 2015 4. Ongoing 	<ol style="list-style-type: none"> 1. Completed year 5 update document. 2. Budgeted prioritized position replacements and new positions. 3. On-board prioritized hires. 4. Ongoing.

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.2: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPHRS, Faculty Senate President	HRSPC, Faculty Senate, EEO Advisory Committee	<ol style="list-style-type: none"> 1. Collect and analyze data on applicant and hiring demographics. 2. Identify correlation between hiring policies and procedures and hiring demographics. 3. Revise hiring processes as indicated by analysis. 4. Implement revised hiring processes and monitor results. 	<ol style="list-style-type: none"> 1. Fall 2013- Spr 2014 2. Fall 2014 3. Spr 2015- Fall 2015 4. Fall 2015 and ongoing 	<ol style="list-style-type: none"> 1. Changes in employee demographics over time that reflect increased diversity, as compared to the employee diversity in Fall 2013.

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.3: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPHRS, VPI / Prof. Development Coordinator	Staff Dev. Comm. PD Comm.	<ol style="list-style-type: none"> 1. Conduct a needs assessment to identify training needs of staff. 2. Identify programs and training to address training needs. 3. Schedule and implement training schedule. 4. Re-assess training needs 	<ol style="list-style-type: none"> 1. Fall 2014- Spr 2015 2. Spring 2015 3. Fall 2015- Spr 2016 4. Fall 2016 and ongoing 	<ol style="list-style-type: none"> 1. Set of programs and training identified to address training needs in technology. 2. Programs and training offered and deliver. 3. Satisfaction of programs and training delivered will be at or greater than 80%.

Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.4: Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI / VPSS / Prof. Development Coordinator	IPC, SSPC, PD Comm.	<u>Action Plan Strategy 1</u> <ol style="list-style-type: none"> 1. Implement IPC's and SSPC's processes for funding innovative projects with Strategic Planning Priority Funds (SPPF). 	<u>Strategy 1</u> <ol style="list-style-type: none"> 1. Fall 2014 	<u>Strategy 1</u> <ol style="list-style-type: none"> 1. Evaluation of innovative ideas completed and funded, if approved, through IPC and SSPC.

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Goal 4: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

Objective 4.5: Develop and implement more comprehensive and effective methods for encouraging participation and communicating the discussions and outcomes of the shared governance and planning process.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres, VPs	Planning Councils	<ol style="list-style-type: none"> 1. Dialogue with Planning Councils 2. Quantify project plan to implement improvements and identify resources needed 3. Budget resources 4. Implement project plan 5. Assess effectiveness of methods implemented, and revise as necessary 	<ol style="list-style-type: none"> 1. Fall 2014-Spr 2015 2. Spr 2015-Fall 2015 3. Spr 2016 4. Fall 2016-Spr 2017 5. Fall 2017 and ongoing 	1. 50% improvement in positive responses in 2016-17 planning council assessment.

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.1: Develop operational plans for opening the South Education center.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Sup/ Pres. & Vice Presidents	IPC, SSPC, FASPC, HRSPC, SPC	<ol style="list-style-type: none"> 1. Develop organizational structure for each center. 2. Identify and prioritize faculty and staff positions to flesh out organizational structure. 3. Recruit faculty and staff for projected Fall 2017 center openings. 	<ol style="list-style-type: none"> 1. Fall 2014-Spr 2015 2. Fall 2015 3. Fall 2016-Spr 2017 	1. Appropriately-staffed centers opening in Fall 2017

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Sup /Pres. / VPFAS / Dir. Facilities	FRC, FASPC, SPC	<ol style="list-style-type: none"> 1. Occupancy Teaching Learning Center (TLC) 2. Construction Start Baseball Field 3. Construction Start Child Development Center (CDC) 4. Occupancy Humanities 5. Construction Start Library 6. Occupancy Baseball Field 7. Occupancy Child Development Center (CDC) 8. Construction Start Lot 12 Parking Structure 9. Construction Start South Education Center 10. Occupancy Library 	<ol style="list-style-type: none"> 1. Spr 2014 2. Fall 2014 3. Fall 2014 4. Sumr 2014 5. Spr 2015 6. Spr 2015 7. Spr 2016 8. Sumr 2017 9. Spr 2016 10. Sumr 2017 	<ol style="list-style-type: none"> 1. Occupancy TLC 2. Construction Start Baseball Field 3. Construction Start CDC 4. Occupancy Humanities 5. Construction Start Library 6. Occupancy Baseball Field 7. Occupancy CDC 8. Construction Start Lot 12 Parking Structure 9. Construction Start South Education Center 10. Occupancy Library

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.3: Continue to review, update, and plan to fund the emergency preparedness plan.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPFAS	FASPC, Safety and Security	<ol style="list-style-type: none"> 1. Identify staff to manage Emergency Preparedness Plan 2. Create timeline for Emergency Preparedness Plan revision 3. Revise Emergency Preparedness Plan 4. Secure funding for Emergency Preparedness Plan 5. Create timeline for Emergency Preparedness Plan training 6. Conduct Emergency Preparedness Plan training 	<ol style="list-style-type: none"> 1. Fall 2013 2. Fall 2013 3. Fall 2014 4. Spr 2014 5. Fall 2013 6. Begin Spr 2014 - ongoing 	<ol style="list-style-type: none"> 1. Hired Supervisor, E. H. & S. 2. Hired consultant to assist with plan revision and implementation. 3. Applied for and obtained SPPF funding. 4. Timeline finalized for Emergency Preparedness Training. 5. Implementation of ICS-402 Overview, SEMS, Emergency Operations Center Course, NIMS 700 and ICS 100, and Site Command Team Training.

Goal 5: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.

Objective 5.4: Develop and implement a budget mechanism for the replacement of technology equipment.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPFAS	Budget Committee	<ol style="list-style-type: none"> 1. Identify available resources outside of General Fund revenues 2. Establish annual resource allocation allotment for 2014/2015 3. Impement annual technology replacement funding plan 	<ol style="list-style-type: none"> 1. Fall 2014 2. Spr 2015 3. Begin Spr 2014 ongoing 	<ol style="list-style-type: none"> 1. Review all sources of revenue and make recommendations to SPC. 2. Allocation of funds. 3. Review/modify technology replacement funding plan based on current needs and availability of funds.

4. Legislation and Finance

Subject 4.7 FY 2015-16 System Budget Request (Ryan McElhinney)

Meeting Sep 19, 2014 - CCCT Regular Board Meeting

Type Action, Discussion, Information

Background

The Chancellor's Office is required to annually submit requests to the Department of Finance for consideration by the governor in the development of his January budget proposal. The System Budget Request was approved by the Board of Governors at its meeting on September 9, 2014.

System Budget Request:

Thanks to the increased revenues generated by Proposition 30, and a state economy that is continuing to improve, the California Community Colleges system is growing after years of reductions. The 2014-15 Budget provided the system with significant increases balanced among access, student success and equity, a funded cost of living adjustment (COLA), maintenance and instructional equipment, and the reduction of system deferrals. Broadly, Workgroup and Consultation Council members voiced support for continuing to advocate for the balanced approach that was successfully pursued in the 2014-15 fiscal year. This year's budget workgroup participants strongly expressed the need to advocate for budget priorities that will work to improve the *quality* of education (not just the *quantity* of courses offered) and facilitate increased student success, particularly for disadvantaged students that may be less likely to succeed without additional support.

Access/Enrollment Funding (\$120 million)

Restoring access to higher education for those who need it remains a major system priority. The 2014-15 budget featured a large increase for access (2.75 percent), which is enough funding to restore approximately 60,000 students (headcount) to the system. The need for community college access remains strong based on a number of factors. Students displaced from University of California and California State University due to budget cuts and the high cost of attendance, an economy in slow recovery, veterans returning from Iraq and Afghanistan, and drastic reductions in K-12 adult education programs all contribute to the need for community college courses.

For 2015-16, we are requesting \$120 million (approximately 2 percent) for increased access so that colleges may continue to restore course offerings that were reduced during the budget cuts of the last several years. The colleges will focus on adding courses that align with the system's primary missions of transfer, career technical education, and basic skills. Since districts in some areas of the state are growing while other areas are having trouble increasing enrollments, it is important that the request for access funding be balanced with other funding requests to ensure that all districts have a chance at new funding to increase educational quality and improve student success. \$120 million would restore access for over 50,000 students.

Student Success and Student Equity (\$200 million)

The 2014-15 budget increased funding for the Student Success and Support Program (SSSP) by \$100 million, bringing total annual funding for this program to approximately \$200 million. The SSSP provides support to students through services such as orientation, assessment, placement educational planning, counseling, and tutoring. For many community college students, these support services are the difference between an efficient pathway to an educational objective (such as a certificate, degree, transfer, or desired skill) and an unproductive pathway to a delayed or inconclusive end.

In addition to increasing funding for the SSSP, the 2014-15 budget provided \$70 million in new funding to be used to provide increased support for underrepresented students based on districts' student equity plans. The purpose of the student equity funds are to allow districts to close gaps in access and achievement for underrepresented student groups, as identified in district Student Equity Plans. Based on allocation formula currently under development, districts with a greater proportion of disadvantaged students will receive a larger funding allocation than comparably sized districts with a smaller proportion of disadvantaged students.

For 2015-16, the system is requesting \$200 million for student success and student equity to be split between the two programs. The SSSP and funding for student equity are critical to student success and to increasing the quality of education provided to community college students. For many community college students, especially those from disadvantaged backgrounds, these services—or the lack thereof—can represent the difference between educational success and educational failure.

Increase for General Operations (\$180 million)

Historically, the community colleges have received annual COLA increases. However, due to California's economic situation, the state did not provide COLAs to the colleges for many years beginning with the fiscal year 2008-09. The

price index specified by law for the community college COLA calculation is identical to that specified for K-12 education, the state and local government price deflator published by the federal government. No COLAs were received between 2007-08 and 2012-13. These foregone COLAs represent a significant loss in purchasing power to the colleges, as they have experienced rising expenses in the form of information technology, utility bills, health care costs, and other expenses, without corresponding funds to keep pace with those costs. Further, Assembly Bill 1469 recently set in place a schedule of significant rate increases for college contributions to the California State Teachers' Retirement System (CalSTRS). Without help, these rate increases will absorb district general fund resources. When expenses increase over time and the funding per student remains the same, the quality of education provided to students is diminished.

The statutory COLA for 2015-16 is estimated by School Services of California to be 2.10 percent which equates to approximately \$125M in funding for the California community colleges. The system is requesting that the state fund the COLA plus an additional \$55 million for a total increase of approximately \$180 million. This increase would restore some of the purchasing power lost in years when no COLA was received, address the increase in CalSTRS obligations, and help colleges provide the qualitative educational services that students deserve.

Funding for Full-Time Faculty Hiring (\$70 million)

During budget negotiations for 2014-15, there was considerable discussion about adding funding to support hiring of full-time faculty. Members in the legislature seemed generally supportive of the idea, but unsure about how it should be structured and where it would fit into the budget.

For 2015-16, we are requesting \$70 million to be used by the districts to hire additional full-time faculty. Funding allocated for full-time faculty hiring would be included in the general apportionment, and districts would have varying requirements for full-time faculty hiring depending on their status in relation to the current percentage of instruction provided by full-time faculty. Those with a lower percentage of instruction being provided by full-time faculty would be required to hire a greater number full-time faculty than districts that already have a high percentage of instruction being provided by full time faculty.

Research has shown that having more full time faculty is positively correlated with student success and educational quality. Full-time faculty benefit students, as well as the colleges; they provide critical services such as academic advising of students during faculty office hours, ongoing curriculum development, and faculty participation in institutional planning and governance. For districts, hiring additional full-time faculty represents a substantial ongoing cost commitment. Historically, districts have relied on enrollment growth funding to hire new full-time faculty, adding full-time faculty at a rate proportional to the rate of change in funded full-time equivalent student (FTES), however, this method does not generate sustained progress toward the 75 percent goal.

We also recognize the importance of part-time faculty to student success and educational quality, and that issue is addressed in the next section.

Restoration of Categorical Programs (\$115 million)

For 2015-16, we are requesting \$115 million to restore funding of categorical programs. Some of the categorical programs including the Extended Opportunity Programs and Services (EOPS), the California Work Opportunity and Responsibility to Kids (CalWORKS), the Basic Skills Initiative, and others, serve the most at-risk students and are critical to their success in college. We are requesting that these programs be restored to the level of funding they were receiving prior to the budget cuts that occurred during the economic downturn. These programs provide additional support over the services provided by the SSSP and focus specifically on students that are less likely to be successful in college absent additional resources.

In addition to providing support to the most at-risk student populations, a portion of this \$115 million will go toward the categorical programs for part-time faculty including compensation, health insurance, and office hours, which were reduced by more than 50 percent in recent years. Community colleges have historically hired part-time faculty to meet community needs. Part-time faculty can provide hiring flexibility, and often fill voids created by unanticipated enrollment growth. Increasing funding for these programs to support part-time faculty is critical as it allows them to be more available to students increasing the quality of education and students success.

Professional Development (\$25 million)

For 2015-16, we are requesting \$25 million to be used for professional development of faculty and staff in the areas of basic skills, lower division, transfer, and other local initiatives to advance student success.

Research has identified a correlation between the level of resources devoted to professional development of faculty and staff and the rates of student success in community colleges. It is anticipated that faculty turnover over the next

decade will be high as baby boomers exit the workforce. Colleges will need to hire new faculty to meet expanding enrollments, which will create a sizable need for professional development.

Technology has changed the way in which we approach many aspects of teaching, particularly in the traditional sciences, and academic and vocational pedagogical programs. Additionally, some major changes are occurring in the system due to the increased use of distance education, changes in adult education, implementation of student success activities, and the new Senate Bill 1440 degrees. Without sufficient resources allocated to training of new and existing faculty and staff, we cannot expect them to be fully prepared to offer the quality of service and instruction required to ensure student success.

Economic and Workforce Development Program (\$25 million)

The 2014-15 budget included \$50 million in one-time funding for the Economic and Workforce Development program to improve student success in career technical education. For 2015-16 we are requesting an ongoing increase of \$25 million for this program. The funds would be used to develop, enhance, and expand quality Career and Technical Education programs that build upon existing regional capacity to better meet regional market demands. Career and Technical Education is one of the primary missions of the system and is a high priority for the governor and the legislature, and it is reasonable that the budget reflect that priority.

Technical Assistance

The 2014-15 budget provided \$2.5 million in funding for local technical assistance and \$1.1 million in support for Chancellor's Office as part of the next phase of implementation of the Student Success Initiative. The local assistance funds will be available to districts in need of support for implementation of student success plans, basic skills programs, or to address other fiscal, support, or programmatic issues. Our request is to increase this appropriation to \$5 million to further expand resources available to help districts in their efforts to support student success. Also, the Chancellor's Office will request additional funding and position authority to adequately resource the office to set goals and standards, monitor progress, and provide support to districts.

Public Outreach (\$1.5 million)

The Chancellor's Office conducts a statewide outreach and marketing campaign to inform residents that community colleges are affordable and accessible and that financial aid is available to pay for enrollment fees and help with other costs associated with attendance. Since its inception in 2004-05, funding for the "I Can Afford College" campaign has remained at \$2.8 million per year. Since funding for the campaign has remained stagnant, the purchasing power for advertising and outreach efforts to inform students of available financial aid has eroded significantly. As expanding access and increasing transfers to other higher education segments is a high priority for the state, this campaign is critical to informing students of resources available to allow them to attend and succeed in college.

For 2015-16, we are requesting an additional \$1.5 million for the "I Can Afford College" campaign; which would bring the total annual funding to \$4.3 million. This increased funding would restore purchasing power and allow the campaign to resume outreach in markets that were cut from the campaign due to cost, including Spanish language marketing.

One-Time Funding Request

The 2015-16 request proposes funding in two areas should one-time funds become available. Our top priority for one-time funding is deferred maintenance and instructional equipment, and our second priority is funding for past mandate reimbursement claims.

The colleges have identified in their 5-year capital outlay plans submitted to the Chancellor's Office over \$200 million in annual deferred maintenance costs. The purpose of the deferred maintenance program is to keep the existing community college physical plant in operational condition and to prevent any degradation in instructional services caused by facility conditions. By properly maintaining our facilities and replacing major building components at their scheduled time - roofs, utilities, windows, etc. - we will extend the useful life of our buildings and we can focus more of our scarce capital outlay bond funds on meeting the system's growth needs. In addition, community colleges cannot adequately fund instructional equipment, library materials, technology, or workforce development upgrades. Funds for these vital programs have been drastically reduced since 2008-09 due to the state zeroing out funding for the Instructional Equipment program. While we believe deferred maintenance and instructional equipment is worthy of ongoing funding in the budget, we estimate there is likely to be significant one-time funds available during the fiscal year and would be content to use a share of those funds for this purpose.

We are also requesting one-time funding for payment of unfunded mandates. Paying down unfunded mandate reimbursement claims from prior years is important as these mandates forced college districts to incur additional costs to meet laws and regulations promulgated by the state, they should be reimbursed for these costs as funding becomes available. This funding would be helpful to districts as they are dealing with the increasing employer contribution rates for the California State Teachers' Retirement System and the California Public Employees' Retirement System.

According to the most recent report from the State Controller's office, community college districts are owed over \$260 million in prior claims.

Restore Cal Grants to Better Serve Community College Students

While Cal Grant funding is not part of the California Community Colleges' budget, it is clear that recent reductions in the amounts of Cal Grant funds available had a negative impact on our students. Two-thirds of California's higher education students are attending a California community college, however, only six percent of the total funding awarded by the Cal Grant program goes to community college students. This funding disparity reduces the ability of community college students to take more classes, increasing the time it takes to obtain a degree.

To help our students achieve their educational goals and ultimately increase the number of bachelor degrees in this state, we encourage the state to reinvest in Cal Grant B and C awards.

Cal Grant B awards help students with costs necessary to go to college other than tuition, such as transportation, books, supplies, housing costs or food. These "access" costs are becoming an increasingly larger share of a community college student's budget and the current award is inadequate to cover them. Cal Grant C awards are competitive grants that go to very low-income students who were not able to obtain an entitlement Cal Grant. Given the importance of the state's need to support equity *and* access, we urge an increase in Cal Grant funding in the 2015-16 budget.

Request for Guaranteed Revenue Backfill

While not a request for a specific funding augmentation, the need for guaranteed revenue backfill may be as or more important to the stability of funding for the California Community Colleges as access, COLA, or categorical funding. Simply put, our general apportionment budget is now predominantly based on *estimated* revenues at the time the annual budget is approved rather than on general fund actually appropriated. In the 2008-09 fiscal year, about two-thirds of our funds were appropriated in the annual budget act. That amount has shrunk to about one-third as of the 2013-14 budget. To the extent estimated revenues do not materialize to the extent anticipated, the colleges face a funding deficit at the end of the year with no time to adequately adjust to the shortfall, and the exposure to this risk has never been higher.

We have long faced risk due to shortfalls in property taxes and fee revenues (e.g., a deficit of \$90 million relating to fee revenues was absorbed in the 2011-12 fiscal year), but this risk has been greatly increased in recent years due to increased reliance upon property taxes, funds from the Education Protection Account (Proposition 30), and revenues resulting from the dissolution of redevelopment agencies (RDAs). While we have gained the promise of statutory backfills for RDA and the Education Protection Account (EPA) revenues, colleges continue to suffer from uncertainty in backfill timeframes or from property tax and fee revenue shortfalls.

Additionally, our system is not always adequately funded to meet the statutory and regulatory funding provisions that apply to our 72 districts. Projecting how many districts will make use of 3- year restoration provisions and to what extent, for example, is not perfectly predictable. With no room provided in our budget for these circumstances, we can face deficits even if there are no revenue shortfalls.

Colleges should know how much money they have to spend, and currently, this is not the case due to the factors discussed above. For this reason, we believe now is the time to pursue a process of guaranteed backfill for the system to bring certainty to district budgets and provide increased truth in state budgeting.