STRATEGIC PLANNING COUNCIL AGENDA

PALOMAR COLLEGE — Learning for Success

Date:	April 7, 2015
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. MINUTES		2 min
1. Approve Minutes of March 3, 2015		
B. INFORMATION/DISCUSSION		10 min
1. Website Revamp Update		
C. ACTION ITEMS/SECOND READING		
1. AP 6322-Employee Indemnity Bonds (DOT NOT ADOPT)	Exhibit C1	10 min
BP/AP 6530-District Vehicles		
AP 6850-Hazardous Materials (DO NOT ADOPT)		
BP/AP 6900-Travel		
BP/AP 6975-Bookstore and Food Services		
D. ACTION ITEMS/FIRST READING		15 min
1. Staffing Master Plan Year 5 Update	Exhibit D1	
2. Policies and Procedures:	Exhibit D2	
BP/AP 4021-Discontinuance of Programs		
AP 4101-Independent Study		
AP 7211-Faculty Services Areas and Competencies		
AP 7600-Palomar College Police Department		
BP/AP 7700-Whistleblower Protection		
E. INTEGRATED PLANNING MODEL		20 min
1. SPC Timeline Check-in		
2. Institutional Effectiveness Report/	Exhibit E2	
Scorecard/Institution-set Standards		
3. Institution-set Targets for IEPI	Exhibit E3	
F. ACCREDITATION		5 min
1. Accrediting Commission Actions and Policy Updates		
2. Palomar Accreditation Update		

G. **REPORTS OF CONSTITUENCIES**   10 min
 1. PFF/AFT – Shannon Lienhart/Teresa Laughlin
 2. Faculty Senate – Greg Larson
 3. Confidential/Supervisory Team – Zeb Navarro
 4. CCE/AFT – Aaron Holmes
 5. Associated Student Government – Mario Gaspar
 6. Administrative Association – Mike Dimmick

H. **REPORTS OF PLANNING COUNCILS**   10 min
 1. Student Services Planning Council – Adrian Gonzales
 2. Instructional Planning Council – Berta Cuaron
 3. Human Resource Services Planning Council – John Tortarolo
 4. Finance & Administrative Services Planning Council – Ron Perez

I. **OTHER ITEMS**

A regular meeting of the Palomar College Strategic Planning Council scheduled April 7, 2015, was held in AA-140. President Robert Deegan called the meeting to order at 2:05 p.m.

ROLL CALL

Present: Barton, Claypool, Cuaron, Deegan, Falcone, Gonzales, Holmes, Larson, Laughlin, Lienhart, Navarro, Perez, San Juan, Sourbeer, Stockert, Titus, Tortarolo, Velazquez

Recorder: Joan Decker

Absent: Dentoni, Dimmick, Gaspar, Moore, Talmo, Wick

Guest: Debra Doefler, Shawn Jones, Jack Kahn, Phyllis Laderman, Kendyl Magnuson, Najib Manea, Chris Norcross

A. MINUTES

1. **Approve Minutes of March 3, 2015**
   MSC (Sourbeer/Stockert) to approve the Minutes of March 3, 2015 as presented

B. INFORMATION/DISCUSSION

1. **Website Revamp Update (Exhibit B1)**
   Jack Kahn reviewed the role and purpose of the Website Revamp Task Force. He introduced Chris Norcross who gave a presentation of the homepage template and an example of a division template, highlighting various links and information on the sites. The campus community will be asked to provide feedback and the new format is due to be implemented in July.

C. ACTION ITEMS/SECOND READING

1. **AP 6322-Employee Indemnity Bonds (DO NOT ADOPT); BP/AP 6530-District Vehicles; AP 6850-Hazardous Materials (DO NOT ADOPT); BP/AP 6900-Travel; BP/AP 6975-Bookstore and Food Services (Exhibit C1)**
   MSC (Sourbeer/Tortarolo) to approve AP 6322-Employee Indemnity Bonds (DO NOT ADOPT), as written
   MSC (Sourbeer/Larson) to approve BP/AP 6530-District Vehicles, as written
   MSC (Sourbeer/Titus) to approve AP 6850-Hazardous Materials (DO NOT ADOPT), as written
   MSC (Sourbeer/Cuaron) to approve BP/AP 6900-Travel, as written
   MSC (Sourbeer/Titus) to approve BP/AP 6975-Bookstore and Food Services, as written

D. ACTION ITEMS/FIRST READING

1. **Staffing Master Plan Year 5 Update (Exhibit D1)**
   John Tortarolo distributed a copy of the Staffing Master Plan Year 5 Update. Mr. Tortarolo asks that any question or comment be emailed to him or Shawna Cohen. HRSPC plans to have a first reading of this document today and will have a second reading on April 21. This item will return for action/second reading at the May 5 SPC meeting. Discussion ensued of how the Staffing Master Plan is used when decisions are made on staffing.

2. **Policies and Procedures BP/AP 4021-Discontinuance of Programs; AP 4101-Independent Study; AP 7211-Faculty Services Areas and Competencies; AP7600-Palomar College Police Department; BP/AP 7700-Whistleblower Protection (Exhibit D2)**
   Berta Cuaron reviewed the revisions to BP/AP 4021-Discontinuance of Programs, AP 4101-Independent Study. Greg Larson reviewed the revisions to AP 7211-Faculty Services Areas and Competencies. Adrian Gonzales reviewed the revisions to AP 7600-Palomar College Police Department. Aaron Holmes discussed portions of the administrative procedure, lines 52-72, that relates to collective bargaining. He requested that the language be revised to make it clear that it is collectively bargained.   John Tortarolo responded that the language is in lines 41-42. It was agreed to revise the document. John Tortarolo reviewed the revisions to BP/AP 7700-Whistleblower Protection.   These policies and procedures, with revised AP 7600, will return for action/second reading at the April 21 SPC meeting.

E.   **INTEGRATED PLANNING MODEL**

   1.   **SPC Timeline Check-In**
        Michelle Barton reviewed the upcoming tasks.

   2.   **Institutional Effectiveness Report/Scorecard/Institution-set Standards (Exhibit E2)**
        Michelle Barton reviewed the Institutional Effectiveness Report, with the exception of the Scorecard. The Scorecard will be reviewed at the April 21 meeting. The first section was an overview of student headcount and demographics, staff demographics, enrollments and distribution of course offerings, progress and achievement, and FTES in relation to headcount and course offerings. The second section was Palomar College's Institution-Set Standards: course success rate, degree and certificates, and transfers. She stated that the College met all of its Institution-Set Standards.

        Ms. Barton led a discussion reviewing where our high school and first-time students come from, in-district and out-of-district and the enrollment numbers from those high schools over the past few years.

   3.   **Institution-set Targets for IEPI (Exhibit E3)**
        Ms. Barton reviewed the IEPI targets due June 15. To meet the legislative mandate, we have to set one aspirational target in the areas of Student Performance and Outcomes, Accreditation, Fiscal Viability, Ending Balance, and compliance with state and federal programmatic guidelines - audit. A workgroup from SPC met to discuss the target for successful course completion rate. The workgroup reviewed ten years of trend data. The workgroup makes the following recommendation: course success rate target - set at 71% (supported by the Faculty Senate). Ms. Barton recommended the following for two of the remaining three IEPI indicators: accreditation status – fully accredited no action; audit – unmodified Auditor's Report without Internal Control issues.

        Ron Perez led a discussion on the ending balance target. He distributed a Summary of the Unrestricted General Fund Transactions FY 2013-14 for all California Community Colleges, generated by the State Chancellor's Office. **(Exhibit E2b)** The minimum set standard for an ending fund balance is 5%; the CBO organization recommends 10% as a good practice to follow. Mr. Perez stated that an ending fund balance should be an amount sufficient that short time borrowing for cash flow could be avoided and to meet at a minimum one month district salary estimated at $7.5-$8M. He is recommending the ending fund balance target be 8%. Discussion ensued and SPC asked that Ron take the item to the Budget Committee and bring back a recommendation to SPC for consideration/approval. A proposal for an ending fund balance target will be brought to SPC for consideration/approval at the April 21 meeting.

F.   **ADJOURNMENT**
     There being no remaining time the remaining agenda items were cancelled and the meeting was adjourned at 4:00 p.m.

Website Revamp Task Force Membership

Member	Area	Task Force Role
Margie Adcock	Public Affairs Office/ Creative Services	Classified Unit Employee representative appointed by CCE from the Public Affairs Office/Creative services
Mike Arguello	Economics, History, and Political Science	Teaching faculty representative appointed by the Faculty Senate
Glyn Bongolan	Counseling	Counseling faculty representative appointed by the Faculty Senate
Mike Dimmick	Information Services	Manager, Network & Technical Services, Information Services
Debra Doerfler	President's Office	Confidential and Supervisory Team representative appointed by CAST
Marlene Forney	Library	Library faculty representative appointed by the Faculty Senate
Mari Harms	Financial Aid and Scholarships	Classified Unit Employee representatives appointed by CCE from Student Services
Aaron Holmes	Disability Resource Center	Disability Resource Center representative appointed by the Vice President of Student Services
Jack Kahn	Social and Behavioral Sciences	Chair - Dean, Social & Behavioral Sciences
Gregg Kelley	Graphic Communications -- Part-time Faculty	Teaching faculty representative appointed by the Faculty Senate
Najib Manea	Academic Technology Resource Center	Manager, Academic Technology
Ellie Masiello	Enrollment Services	Classified Unit Employee representative appointed by CCE from Student Services
Chris Norcross	Academic Technology Resource Center	Classified Unit Employee representative appointed by CCE from ATRC
Jim Odom	ETV and KKSM Radio Operations	Administrative Association representative appointed by AA
Lillian Payn	Graphic Communications / Academic Technology Resource Center	Faculty Coordinator of Academic Technology
Victoria Sovern	ASG	Student representative appointed by ASG

1   ~~**FISCAL AND ADMINISTRATIVE SERVICES**~~

2

3

4   ~~**AP 6322   EMPLOYEE INDEMNITY BONDS**~~

5

6   ~~**Reference:**~~

7   ~~Title 5 Section 58318~~

8

9

10

11   ~~Each employee of the District whose duty it is to handle District funds, shall be bonded~~

12   ~~under a suitable bond indemnifying the District against loss.~~

13

14   ~~At the discretion of the~~ ***[designate position]*** ~~employees of the District whose duty it is~~

15   ~~to handle district property may be required to be bonded to indemnify the District~~

16   ~~against loss.~~

1   **FINANCE AND ADMINISTRATIVE SERVICES**
2

3   **BP 6530   DISTRICT VEHICLES**

4   **Reference:**
5   Title 13 California Code of Regulations, Division 1, Chapter 1
6
7   The President/Superintendent shall adopt procedures to ensure that each person
8   required by their job description to drive a District-owned vehicle shall maintain a safe
9   driving record. An employee's continuing compliance with such procedures shall be a
10   condition of continued employment in any position requiring the driving of District
11   vehicles.

12   Clearance to drive District-owned vehicles requires the driver/District employee to have
13   in their possession an appropriate, valid California Drivers' License. Verification must
14   be obtainable through the California Department of Motor Vehicles.

15   See AP 6530 titled District Vehicles.

Date Adopted: 5/13/2008; Reviewed
This replaces Palomar College Policy 554.2

AP 6530   DISTRICT VEHICLES

Reference:
> Title 13 California Code of Regulations, Division 1, Chapter 1
> California Vehicle Code

The Superintendent/President shall delegate the authority and the District vehicles to the Chief Business Officer. Any violations concerning the use of District vehicles shall be handled by the Chief Business Officer.

All District vehicles must comply with the California Vehicle Code and Title 13 (Motor Carrier Safety).

All drivers of District-owned or leased vehicles both on and off campus, must have a current California Driver's License appropriate for the vehicle to be driven.

All District facilities maintaining vehicles defined as buses must keep records of driver's hours, vehicle maintenance, and vehicle inspection records. All of these records must be available to the California Highway Patrol (CHP) Inspector. The CHP is required to inspect the records at least every 13 12 months.

All District vehicles with equipment for transporting the disabled must comply with all applicable laws and regulations regarding such vehicles.

The District shall not operate or lease a 15-passenger van unless the driver holds both a valid class B driver's license and an endorsement for operating a passenger transportation vehicle issued by the Department of Motor Vehicles.

Vehicles made available to District personnel are for use in the conduct and operation of District business.

Automobiles owned by the District and operated by District personnel may be replaced after _____ miles or ____ model years in age, whichever occurs first.

Regular or oOccasional garaging of District-owned vehicles at any location other than the one assigned is permitted only with prior written approval. Home garaging shall meet any one of the criteria listed below:

The language in black text is the current Palomar language. The text in red is language is suggested by CCLC. The language in green is suggested by FAS. The text in black with highlighting was amended at P&P on 11/7/14. The text in green with highlighting is from FAS in response to a request to clarify the process for obtaining District approval to use District vehicles.

Date Approved: 3/18/2008; Revised:
(Replaces current Palomar College Policy 554.1 and Procedures 507.22 and 554)

32 • Employees whose duties require regular or frequent reporting to locations other
33   than their regular headquarters before or after regular working hours.
34 • Employees who are regularly or frequently subject to call before or after regular
35   working hours
36 • Employees with assigned vehicles who are headquartered at locations lacking
37   secured overnight garaging facilities.

38 The name, employee group classification, California Driver's License number, and birth
39 date of any employee to be authorized to drive District-owned vehicles must be
40 submitted to the Facilities Office prior to final granting of authorization. The Facilities
41 Office sends the completed form and a Government Agency Request for Drivers
42 License to the Sacramento DMV. They typically receive a response within two weeks,
43 consisting of a Driver Information Record on the applicant. Once this is received by the
44 Facilities Office, they review the record and issue final clearance.

45 The Director of Facilities is responsible for controlling access to and use of all District
46 vehicles.

47 Smoking is not permitted in any District-owned vehicle.

48 Drivers may not use wireless communication devices while operating District-owned
49 vehicles without a hands-free listening device and shall comply with all requirements of
50 California law regarding the use of wireless or cellular telephones communication
51 devices in vehicles.

52 The Chief Business Officer shall be responsible for creating, maintaining, and
53 communicating information in the Finance and Administrative Services Handbook(s)
54 regarding use of District Vehicles.

55 Also see BP/AP 7400 6900 titled Travel for further details regarding off-campus travel,
56 BP 3570 titled Smoking and/or Other Tobacco Use, and BP 6450 titled Wireless
57 Communication Devices.

58 Office of Primary Responsibility: Facilities Office Fiscal and Administrative Services

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suggested by CCLC. The language in green is suggested by FAS. The text in black with
highlighting was amended at P&P on 11/7/14. The text in green with highlighting is from FAS
in response to a request to clarify the process for obtaining District approval to use District
vehicles.

Date Approved: 3/18/2008; Revised:
(Replaces current Palomar College Policy 554.1 and Procedures 507.22 and 554)

AP 6850   HAZARDOUS MATERIALS

References:
    Title 8 Sections 340 et seq.

The District must post at least one CAL/OSHA Notice in each location where business is conducted in a conspicuous place where notices to employees are customarily posted.

Where employers are engaged in activities that are physically dispersed such as construction or transportation, the notice required shall be posted at each location to which employees report each day.

Where employees do not usually work at, or report to, a single location the notice or notices shall be posted at the location or locations from which the employees operate to carry out their activities.

Each employer shall take steps to insure that such notices are not altered, defaced, or covered by other material.

The notice shall inform employees that employers who use any substance listed as a hazardous substance by Cal/OSHA regulations must provide employees with information on the contents of Material Safety Data Sheets (MSDS) or equivalent information about the substance which trains employees to use the substance safely.

The notice must also state that the employer is required to make available on a timely and reasonable basis a MSDS on each hazardous substance in the workplace upon request of an employee, collective bargaining representative, or an employee's physician.

The notice must also state that employees have the right to see and copy the medical record and other records of employee exposure to potentially toxic materials or harmful physical agents.

If the District is required to conduct tests or to engage in monitoring or measuring to determine employee exposure to hazards by specific standards it shall notify the affected employee or employees or their representative, prior to commencement of the date, time and place of the testing, monitoring, or measuring of employee exposure.

The District must provide the an employee or employees, or their representatives with the opportunity to observe the testing, sampling, monitoring or measuring undertaken pursuant to such standards.

Date Approved:

47   ~~Whenever any employee has been or is being exposed to toxic materials or harmful~~
48   ~~physical agents in concentrations or at levels exceeding those prescribed by applicable~~
49   ~~standard, order, or special order, the District must promptly notify any employee so~~
50   ~~affected in writing of the fact that the employee has been exposed, and of the corrective~~
51   ~~action being taken.~~

52   ~~Office of Primary Responsibility: Finance and Administrative Services~~

Date Approved:

1   **FINANCE AND ADMINISTRATIVE SERVICES**
2

3   **BP 6900   TRAVEL**

4   **References:**
5   Education Code Sections 72423 and 87032

6   The Governing Board authorizes the Superintendent/President to attend conferences,
7   meetings, and other activities that are appropriate to the functions of the District.

8   The Superintendent/President shall ensure that procedures are established regarding
9   the attendance of other employees at conferences, meetings, or activities. The
10   procedures shall include authorized expenses, advance of funds, and reimbursement.

11   All employee travel outside the United States must be approved in advance by the
12   Governing Board.

13   Also see BP 2735 titled Governing Board Member Travel

14

3   **AP 6900   TRAVEL**

4   **References:**
5   Education Code Sections 72423 and 87032

6   The Chief Business Officer is responsible for ensuring that the District complies with
7   sound operating procedures regarding travel. ~~which include, but are not limited to:~~

8   • ~~Approval and authority~~

9   • ~~Authorized expenses~~

10   • ~~Advance of funds~~

11   • ~~Reimbursement~~

12   ~~The Chief Business Officer is responsible for creating, maintaining, and communicating~~
13   ~~travel operating procedures as defined in the Finance and Administrative Services~~
14   ~~Handbook(s).~~

15   The District will pay for necessary expenses for employees and trustees to attend
16   conferences, workshops, meetings, and college and site visitations, including expense
17   incurred for lodging, meals, gratuities, registration fees, mileage, taxi, bus, baggage
18   transfer, bus or airport lockers, business telephone, instructional materials, car rentals, and
19   parking fees.

20   An employee's request for conference attendances may not be approved if it interferes
21   with the service of the District. A request may also be denied if such request is deemed
22   fiscally imprudent or the Superintendent/President or designee is of the opinion that the
23   absence of the employee from duty would materially interfere with the operation of the
24   District. Employees and trustees are encouraged to make travel arrangements using their
25   CalCard, whenever possible.

26   The Travel Approval/Reimbursement Claim form must be completed and on file with the
27   employee's department thirty (30) days prior to any travel. Any forms submitted less than
28   thirty (30) days prior to travel will require approval by the Superintendent/President or
29   designee. The proper authorization of District travel and disclosure of estimated travels
30   costs are necessary to ensure compliance with provisions of the District's workers'
31   compensation policy and to ensure that availability of funds in the appropriate budget
32   account. Travel conducted before the approved request form is on file may be denied for
33   reimbursement.

Date Approved: 4/5/2011; Revised

The Travel Approval/Reimbursement Claim must be submitted to Fiscal Services upon completion of travel even if the employee or trustee is not requesting reimbursement. The employee or trustee shall certify by signing the form that all amounts claimed were actual and necessary, that the expenses were for the benefit of the employee or trustee only, and only allowable expenses are included. Forms must be filed within thirty (30) calendar days after return from travel. Forms submitted to Fiscal Services after thirty (30) calendar days, or forms that are incomplete and do not include the necessary detailed original receipts, may be denied reimbursement.

If an employee or trustee does not complete travel paid for by the District, he/she shall be responsible for reimbursing the District for the expense. Reimbursement will be reviewed on a case-by-case basis by the Superintendent/President or designee if the individual was ill or had an emergency. Staff shall undertake necessary and reasonable steps to secure refunds or rain checks in all such cases.

The travel procedures that follow pertain to all funds and programs of the District regardless of funding source.

Authorized Expenses and Reimbursement
The District will reimburse employees or trustees for expenses incurred during their travel, for the following:

- **Mileage**
  a) Mileage by private automobile shall be at the current IRS mileage rate.
  b) When more than one individual attends the same event and private transportation is used, carpooling is strongly encouraged. If two or more employees or trustees share a personal vehicle, only one employee or trustee shall be reimbursed for mileage expenses.
  c) Reimbursement for mileage may not exceed the total cost of coach airfare and other transportation costs to the same destination.
  d) The District will reimburse mileage to and from an approved conference/event by calculating the distance to that conference/event either from the employee or trustee's home or the college, whichever is nearer.

- **Transportation**
  a) Transportation-related expenses which are directly associated with business mileage and are reasonable and necessary shall be reimbursed. Allowable expenses include parking fees and bridge, highway, and tunnel tolls. All claimed transportation-related expenses shall be authenticated by submission of original itemized valid receipts.
  b) All employee and trustees driving either their own private, leased, or District-owned vehicles for District-related activities must possess a valid California Driver's License.
  c) The expense of traveling by commercial airline carrier will be allowed on the basis of actual cost. Claims for airplane travel shall be allowed in conformity with the latest published airplane tariffs. When more than one class of air travel

Date Approved: 4/5/2011; Revised

75		is available, the District will pay for coach class only. Air travel is limited to flights
76		on scheduled commercial airlines. Air expenses paid by an employee or
77		trustee's personal credit card will not be reimbursed until the conclusion of the
78		travel event and only upon submission of detailed, original receipts.
79	d)	All employees and trustees are expected to use the most economical mode of
80		transportation that is in the best interest of the District. If an employee or trustee
81		chooses to travel via private vehicle, reimbursement for mileage will not exceed
82		the total cost of coach airfare and other transportation costs.
83	e)	Necessary and reimbursable transportation expenses incurred while on
84		authorized travel via airplane, private vehicle, railroad, bus, shuttle, and taxi
85		must be properly itemized on the Travel Approval/Reimbursement Claim form
86		with the applicable receipts or invoices.

- **Registration Fees**
  - a) Registration fees in connection with approved attendance at conferences, conventions, committee meetings, training seminars, etc. may be paid in advance of the event through submission to Fiscal Services of a Pre-Paid Registration Request form with the employee or trustee's Travel Approval/Reimbursement Claim form.
  - b) Registration fees may also be reimbursed after the event upon submission of registration forms, original invoices or receipts with the employee or trustee's Travel Approval/Reimbursement Claim form.
  - c) Employees and trustees must submit a brochure, flyer, registration form of other announcements about the conference with the Travel Approval/Reimbursement Claim form.
  - d) Material fees and educational items purchased at the event and required for participation will be reimbursed upon submission of itemized receipts and documentation of the necessity of the purchase.

- **Lodging**
  - a) Normally, lodging expenses are reimbursed for the actual dates of the approved event. The night before or the night the event ends may be reimbursed if supported by a written statement explaining the necessity. Special circumstances which result in significant monetary savings, such as a Saturday night stay, may be reimbursed if supported by a written statement.
  - b) Lodging expenses for approved attendance at conferences, conventions, committee meetings, training seminars, etc. may be paid in advance of the event through submission to Fiscal Services of a Pre-Paid Hotel Request with the employee or trustee's Travel Approval/Reimbursement Claim form.
  - c) The cost of a single room accommodation for the night(s) required will be paid by the District. When an employee or trustee shares lodging facilities with a non-District individual (e.g., spouse, children, etc.) reimbursement to the employee or trustee is limited to the single occupancy.
  - d) An original itemized receipt and guest folio from the hotel which states the name of the employee or trustee, number of guests, dates of stay, room rate, and any associated taxes, and fees for lodging expenses must be submitted with the

119	Travel Approval/Reimbursement Claim form to be allowable. This information
120	must also be submitted even if lodging expenses are prepaid by the District.
121	e) Lodging expenses will not be reimbursed for travel within fifty (50) miles of the
122	employee's or trustee's home or the District. Any exceptions will require
123	approval by the Superintendent/President or designee before the travel event
124	takes place.
125	f) If business telephone calls are included in the hotel bill, these should be
126	identified and marked as such and reported separately on the Travel
127	Approval/Reimbursement Claim form.
128	g) Unallowable expenses included in the hotel bill, such as personal phone calls,
129	entertainment charges (e.g., video rentals), alcoholic beverages, etc., should be
130	identified and marked as such and fully deducted from the total amount for
131	reimbursement.
132	• **Meals**
133	a) The cost of necessary business meals will be reimbursed based on the facts
134	and circumstances leading to the expenditure. Reasonable care must be taken
135	at all times to ensure that public funds, including federal and state grant funds,
136	are not misused and are expended in a judicious manner.
137	b) Payment for meals, including gratuities, shall be reimbursed at no more than the
138	daily subsistence rate shown on the Fiscal Services webpage, except where
139	reimbursement from another agency exceeds this amount. Reimbursement for
140	alcoholic beverages is prohibited.
141	c) Reimbursement for meals will be paid upon submission of original itemized
142	receipts. If the receipt covers more than one person, the items consumed by
143	the employee or trustee must be identified separately.
144	d) Credit card receipts which do not itemize the contents of meals purchased will
145	not be reimbursed.
146	e) Tips and gratuities associated with meals, not to exceed fifteen (15) percent of
147	the subtotal cost of each meal, will be reimbursable.
148	f) Meals for a full day of travel will be paid at the full per diem rate. A full day is
149	defined as being away from the employee's residence from at least 6:00 AM to
150	7:00 PM. Employees may only charge for breakfast if they leave their residence
151	to attend the conference at or before 6:00 AM and may only charge for dinner if
152	they arrive at their residence from a conference at or after 7:00 PM.
153	g) The Travel Approval/Reimbursement Claim form will log the time of departure
154	and return information required in (f) above. Meals for less than a full day of
155	travel will be paid based on the following timeframes:
156	1) Breakfast – travel begins at or before 6:00 AM
157	2) Lunch – travel ends at or after 2:00 PM
158	3) Dinner – travel ends at or after 7:00 PM
159	• **Miscellaneous**
160	a) Other business-related expenses, such as telephone charges, facsimile use,
161	internet access, or equipment rental, incurred while on approved travel may be
162	reimbursed, depending upon the facts and circumstances related to the

Date Approved: 4/5/2011; Revised

163   necessity of the expense. The expenses must be directly related to the travel
164   event and will be paid upon submission of original, itemized receipts.

165 **Unallowable Travel Expenses**
166 Certain travel expenses are considered personal expenses and not essential to District
167 business. Such non-reimbursable expenses include entertainment expenses, leisure tours
168 or personal side trips, personal telephone calls, laundry, car washes, fuel for personal
169 vehicles, traffic or parking citations except for those related to malfunctioning equipment
170 on District-owned/leased vehicles, individual membership dues or fees, alcoholic
171 beverages, or any other expenses determined by the District to be unreasonable,
172 excessive, non-business-related, or a misuse of public funds.

173 No reimbursement for lodging or subsistence shall be paid to an employee for extra travel
174 time incurred if he/she travels to a destination for his/her own convenience in advance of
175 the necessary time of arrival, nor shall he/she be paid for extra travel time if he/she
176 remains at the destination following an official meeting or work assignment whenever it is
177 for his/her own convenience. Travel claims for travel the day before a conference will only
178 be reimbursed when it is not feasible, due to the starting hour of the conference to travel
179 the same day.

180 All travel expenses for family members or other individuals who accompany an employee
181 or trustee shall not be reimbursed.

182 Traffic or parking citation incurred while using a private or college vehicle shall not be
183 reimbursed. Any citations incurred while driving a college vehicle shall be reported to the
184 employee's supervisor as soon as possible.

185 **Travel with Expenses Exceeding $5,000**
186 Request for travel with expenses exceeding $5,000 will require approval by the
187 Superintendent/President or designee before the travel event takes place. The request
188 must be accompanied by a complete explanation of the college business purpose to be
189 served.

190 **Out-of-State Travel**
191 Requests for travel outside of the State of California, and beyond 500 miles from primary
192 work site, including out-of-country travel, require that a Travel Approval/Reimbursement
193 Claim form be completed and approved by the Superintendent/President or designee
194 before the travel event takes place.

195 **Travel Outside the United States**
196 All travel outside the United States will require approval by the Governing Board before the
197 travel event takes place. The request must be accompanied by a complete explanation of
198 the District business purpose to be served.

199 Office of Primary Responsibility: Finance and Administrative Services

Date Approved: 4/5/2011; Revised

FINANCE AND ADMINSTRATIVE SERVICES

BP 6975   BOOKSTORE AND FOOD SERVICES

References:
Education Code Section 81676;
Civil Code Section 1798.90

The Superintendent/President is responsible for ensuring college bookstore and food services operations are provided for students, faculty, and staff. The bookstore and food services shall be established and operated by either the District or by a qualified vendor. The college bookstore shall comply with the requirements of the Reader Privacy Act.

If the bookstore and/or food services are run by the District:

- Operational costs of the bookstore and food services shall be paid from revenue earned from the bookstore and food services, respectively.

- Fiscal management of the bookstore and food services shall be in accordance with the California Community Colleges Budget and Accounting Manual. An annual audit of the records and accounts of the bookstore and food services shall be provided to the Governing Board.

If qualified vendor(s) are to provide bookstore and/or food services, contracts for outside vendors to operate bookstores shall be awarded by competitive bid, submitted to the Governing Board for approval, and awarded in the best interests of the students, faculty, and staff.

See AP 6975 titled Bookstore and Food Services.

Date Adopted: 5/13/2008; Revised: 8/14/2012; Reviewed:
(Replaces Palomar College Policy 560)

AP 6975　BOOKSTORE AND FOOD SERVICES

Reference:
　　　Education Code Section 81676

If qualified vendors are to provide bookstore and food services, the ~~Director of Business Services~~ Manager of Business & Contract Services is responsible to act as liaison between the vendors and the student, faculty, and staff constituencies represented on the Bookstore Advisory Committee and the Food Services Advisory Committee. The committees will review the quality of services and make recommendations to the vendor for changes and improvement in services to students, faculty, and staff. A quarterly report shall be provided to the Chief Business Officer on service and quality of operations.

~~The Chief Business Officer shall be responsible for creating, maintaining, and communicating information and procedures related to bookstore and food services issues in the Finance and Administrative Services Handbook(s).~~

Office of Primary Responsibility: Finance and Administrative Services

Date Approved: 3/18/2008
(Replaces Palomar College Procedure 560)

PALOMAR COMMUNITY COLLEGE DISTRICT
STAFFING MASTER PLAN 2016

Year 5 Update, 2014-15

- First Reading -

Contents

Staffing Master Plan 2016 Year 4 Update, 2014-15
Overview

History of the Plan and Overview of the Planning Process

The District established the Staffing Master Plan ("Plan") in 2010-11 to link staffing needs directly to the District's overarching institutional planning mechanisms. The Plan is six years in length with an update prepared annually to allow the District's planning groups, which include the four divisional planning councils and the Superintendent/President's Group (SPG) of direct reports, to update staffing priorities. These priorities are derived from the planning groups' analysis of the District's planning assumptions and their relationship to staffing needs. The Plan is the product of the Human Resource Services (HRS) as assigned in Year 1 of the District's Strategic Plan 2013 Action Plan. Currently, the District is in Year 5 of the Plan. The Plan and its updates can be accessed through the following links:

- **Staffing Master Plan 2016:**
  http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf

- **Year 2 Update:**
  http://www.palomar.edu/strategicplanning/Staffing_Master_Plan%20Addendum_Y2_Final_050312.pdf

- **Year 3 Update:**
  http://www.palomar.edu/strategicplanning/StaffingPlanUpdate-Y3-2012%2013.pdf

- **Year 4 Update:**
  http://www.palomar.edu/hr/files/2015/03/SMP2016-Y4Update-Final-4.2014.pdf

Minimum and optimum staffing levels were originally identified in divisional organization charts in the initial year of the Plan and the Year 2 update. Changes to these levels are required only during Year 1 of each subsequent six-year Plan unless a substantive change to any area of the organization occurs, necessitating the development of appropriate staffing levels for that particular area.

Each planning group uses District-wide and divisional planning assumptions to develop a set of priority factors to be used in prioritizing positions that tie directly to the goals and objectives of the District's overarching Strategic Plan. The planning groups also determined planning assumptions unique to the specific functions and services of their areas to further assist in identifying appropriate staffing levels and staffing needs. District-wide plans and divisional Program Review and Planning (PRP) reports, which are used to determine planning assumptions, can be accessed through the following links:

- **Educational Master Plan 2022:**
  http://www.palomar.edu/strategicplanning/MasterPlan2022Update03012011.pdf

- **Strategic Plan 2016:**
  http://www.palomar.edu/strategicplanning/Revised%20030414%20Strategic%20Plan%202016%20Mission%20Vision%20Values%20and%20objectives.pdf

- **Technology Master Plan 2016:**
  http://www.palomar.edu/strategicplanning/TMP2016.pdf

- **Divisional Program Review and Planning reports:**
  http://www.palomar.edu/irp/PRPCollection.htm

At the beginning of each year's Staffing Master Plan update cycle, HRS provides an orientation to each planning group on the purpose and requirements of the Plan and updates to District-wide planning assumptions. Each planning group reviews District-wide planning assumptions and data in PRPs to identify staffing needs for the following year. The planning groups then reaffirm or update their priority factors and reevaluate and update their staffing priorities. The planning groups review their areas' vacant positions against their selected priority factors to prioritize the positions in order of recruitment preference as a guideline to determine when positions should be filled, with positions ranked as #1 as the highest priority. Planning groups also propose new positions to fulfill expected future needs of their areas.

At the conclusion of each year's update cycle, the planning groups provide evaluative feedback to HRS regarding the efficacy of the Plan. HRS uses this feedback to make future modifications to the planning process. Based upon feedback from the planning councils and SPG, in Years 4 and 5, the position prioritization process required the planning groups to prioritize only those positions that could realistically be filled within the fiscal years 2014-15 (Year 4 prioritizations) and 2015-16 (Year 5 prioritizations) due to the ongoing modified hiring freeze and fiscal constraints. Unprioritized positions will not be funded until prioritized and approved to recruit, and replacement of existing vacant positions will continue to be assumed of higher priority than new or proposed positions.

Flexibility of the Plan and the Planning Process

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

are reviewed individually in line with District needs and available resources prior to recruitment.

Year 5 District-Wide Planning Assumptions and Other Planning Factors

The District's Strategic Plan 2016 was introduced during the Year 4 planning process. Some planning groups aligned their priority factors with the new goals and objectives of the new Strategic Plan during this planning cycle, while the others retained alignment with the Strategic Plan 2013 goals and objectives due to the limited timeframe of the planning process. In Year 5, all planning groups reviewed and, if necessary, updated their respective priority factors to align with the goals and objectives of Strategic Plan 2016.

The following District-wide planning assumptions were considered during the Year 5 planning process:

- **Students:** Student headcount underwent a slight increase in 2013-14 (36,877 students) when compared to 2012-13 (36,426). The District's enrollments have continued to decline, however, which reflects the continuing fiscal constraints faced by the California Community Colleges system and the State of California in recent years.

- **Employees:** The District's hiring remains constrained by fiscal resources, and is currently limited for all non-faculty positions to high operational priority positions. Employee attrition rates in 2013-14 (7.0%) fell across all occupational categories when compared with the 2012-13 rate (8.8%). Attrition is projected to rise due to the District's offer of a Supplemental Retirement Plan (SRP) to eligible employees in 2014-15, which is expected to result in a significant increase in the number of positions recruited in for all employee categories in 2015-16.   In response, the District has begun recruiting for several upper-level administration positions that will become vacant due to SRP retirements.

- Current fiscal conditions limit the District's ability to restore non-faculty positions vacated during the 2008-2013 time frame, and constrain its ability to meet the goals of Strategic Plan 2016. Objective 4.1 of Strategic Plan 2016 establishes the goal of "Rebuild[ing] staffing levels to support priorities identified in Staffing Plan 2016, if the budget allows."

- **Facilities and space planning:** Facilities/space projections shifted forward slightly for a second year. The new South Center is projected to open in 2017-18, and development of staffing projections for both the North and South Centers will be included in the Year 6 Plan update. The Year 5 update focuses solely on staffing needs at existing District locations. Year 1 of the Staffing Master Plan for 2016- 2022 will address Center staffing needs.

Updated District-wide planning assumptions for the Year 5 update are documented in Appendix A.

Staffing Master Plan 2016 Year 5 Update, 2014-15:
Analysis of Staffing Priorities of Individual Planning Groups

Introduction

This section is a summary of each planning group's staffing changes and priorities for the Year 5 update. Appendix B contains each planning group's specific Year 5 priorities for 2015-16.

Superintendent/President's Group (SPG)

The Superintendent's/President's Group continued to recruit for the Title III STEM Institutional Research Analyst position that was SPG's #1 staffing priority for Year 5. A Senior Institutional Research Analyst retired as of June 30, 2015 and SPG recruited and replaced this position during the 2014-15 year.

This year the division is carrying forward all seven positions remaining on its list of vacant/proposed positions. The top priority, as in Year 4, is the Title III STEM Research Analyst. All other positions are prioritized in the same order as in the Year 4 update, with one exception: the Alumni Coordinator position was reprioritized using SPG's agreed upon priority factors and moved down one ranking. It is now ranked #7 out of the seven prioritized positions. All positions ranked #2-#7 will be developed and recruited in concert with available fiscal resources and prioritized against the overall staffing needs and workload of the District.

Finance and Administrative Services Planning Council (FASPC)

Finance and Administrative Services (FAS) filled a total of eight positions in Year 5. As in the first several years of the Staffing Master Plan, FAS has largely filled positions in order of priority ranking. FAS has also filled some positions outside of the prioritization process to address immediate health and safety needs and functional gaps within the division.

Two of the positions filled by FAS in Year 5 were new positions approved during 2012-13. One position, the Manager, Construction and Facilities Planning, is part of the Administrative Association and the other, the Supervisor, Environmental Health and Safety, is within the Confidential and Supervisory Team. The Manager, Construction and Facilities Planning combined duties from the vacated Manager, Construction and the Manager, Facility Planning/Environmental Health and Safety positions. The Supervisor, Environmental Health and Safety absorbed the remaining duties of the vacated Manager, Facility Planning/Environmental Health and Safety position.

FAS' remaining six positions filled in Year 5 consisted of critical positions that were replaced soon after they became vacant to address health, safety, administrative, and technology needs. The six replacement positions consisted of four Custodian I positions and one Custodian II position, as well as a Database Administrator.

FAS currently has eleven positions which are either being recruited or have been approved for recruitment. This includes three replacement positions in Building Services: Assistant Maintenance Electrician, Maintenance Painter, and Skilled Maintenance Technician – Parking Lots. In addition, a replacement for the Manager, Construction and Facilities Planning hired last year and a new Proposition M Furniture, Fixtures, and Equipment Coordinator are currently undergoing recruitment in the Construction and Facilities Planning Department. Custodial Services is also recruiting one replacement Custodian I position. In the Fiscal Accounting Department, a Senior Accounting Assistant is in recruitment, a position vacated when the previous employee was promoted. Finally, in the Information Services department, two replacement Programmer Analysts are approved for recruitment, and a new Information Services Systems Engineer is currently in recruitment.

The priorities for FAS remain similar to Year 4, although there are several replacements jumping to the head of the line such as the Information Services Manager, Systems and Programming; an Accounting Assistant; and a Custodian I position. In addition, FAS continues to identify some vacant positions as needing reevaluation to correspond with changes in operations and functions.

Human Resource Services Planning Council (HRSPC)

In the Year 4 update, Human Resource Services prioritized seven positions for recruitment over the three-year period of 2014-15 through 2016-17. One of these positions, an Employment Technician, was successfully filled in 2014-15. HRS is currently recruiting for the second Employment Technician position prioritized in Year 4, and the 45% Benefits Specialist position, which was identified in Year 4 as Leaves Program Specialist.

HRS carried the remaining positions prioritized in Year 4 over to Year 5 for recruitment in 2015-16 and 2016-17. These positions are expected to perform HRS functions in a broad range of areas currently lacking bench depth, including benefits; collective bargaining; personnel support, and administrative support. In addition to the unfilled Year 4 positions, HRS included a proposed Director/Manager, Diversity/Equal Employment Opportunity in the Year 5 prioritizations to provide greater leadership in those areas.

Instruction Planning Council (IPC)

As the District continues to face budget constraints due to a downward shift in enrollments, the hiring of classified staff and administrators occurs on a case-by-case basis after review of overall needs in Instruction and in the District. Given this scenario,

the 22 positions prioritized for 2014-15 by IPC remain to be hired while nine positions not prioritized have been filled to address critical needs.

The Instructional Planning Council (IPC) continues to use four factors in prioritizing position requests submitted through the Program Review and Planning process. These four factors include (a) health and safety, (b) program accreditation, (c) direct classroom or other support services, and (d) direct department or program support for day-to-day activities. 46 position requests were received through the 2014-15 PRP process. IPC prioritized 24 of these positions but has also included the remaining positions not prioritized in its documentation as an official record that there are needs beyond the 24 prioritized positions. It is noteworthy that 14 (58%) of the prioritized positions are new while the other 10 are replacement requests. The significance of this is that the PRP process is ensuring that departments/units are closely evaluating their needs and are recognizing that position support needs have developed or changed as instructional and organizational needs change. The list of prioritized positions is representative of in-classroom needs, program changes or growth, new facilities, and essential support outside the classroom and at other sites, all important to the District's operations in serving its student community. In establishing its priorities, IPC had extensive conversations about each position with a brief overview provided by each Division Dean. Overall the priority list of 24 positions was thoroughly and thoughtfully developed by IPC through its established process.

In 2014-15, the District hired eight new full-time faculty, including one counselor and one librarian. For 2015-16, there are currently thirteen full-time faculty positions in recruitment to ensure that the District meets or exceeds the Full-time Faculty Obligation (FON) for the upcoming academic year. As a recommendation to the Superintendent/President, the IPC Subcommittee will submit its 2016-17 prioritized list of full-time faculty positions by the end of this Spring 2015 semester. The process used by the IPC Subcommittee is included in Appendix D. This process has effectively addressed full-time faculty position needs since 2006. In anticipation of the Governing Board approving a retirement incentive for all employees this year, it is expected that a high number of full-time faculty will be hired for 2016-17 and that some gaps in classified and administrative positions will be addressed.

Student Services Planning Council (SSPC)

2013 – 2014
During the 2013 – 2014 academic year, 17 positions were filled across various areas of the division. Of these positions, 10 were classified, three were faculty, one was a Confidential and Supervisory Team position, and three were administrators. The classified positions included two Academic Evaluator/Advisor positions; an Enrollment Services Specialist; a Financial Assistance Advisor; three GEAR UP Site Coordinators; two TRIO Outreach Coordinator positions, and a GEAR UP Specialist. The remaining hires included two Assistant Professor/Counselor positions; a faculty Learning Disability Specialist position; a Counseling Services Supervisor; the Dean, Counseling Services; the Chief of Police; and the Assistant Superintendent/Vice President, Student Services.

2014 – 2015

For the 2014 – 2015 academic year, there were eight positions identified through the staffing priority process. Of these positions, seven were classified positions and one was an administrator. These positions included two Police Officer I positions; an Athletic Trainer; an Academic Advising/Financial Aid Functional Analyst; an ASG and Club Coordinator; a Counseling Services Specialist; a Sports Information Specialist; and a Police Sergeant. Thus far, the Police Sergeant has been hired.

2015 – 2016

For the 2015 – 2016 academic year, there are twenty-three positions that have been identified through the staffing priority process. Many of these positions were identified as part of staffing changes related to the increase of Student Success and Student Equity activities and in anticipation of various staff participating in the Supplemental Retirement Plan (SRP). These positions include the Director, Disability Resources; two Police Officer I positions; a faculty Articulation Officer position; an Outreach Director; a Director of Extended Opportunity Programs and Services (EOP&S)/CARE; a Dispatcher; an Athletic Trainer, a Senior Enrollment Services Specialist; a Senior Financial Aid Specialist; two Counseling Services Specialists; an Admissions, Records, and Evaluation Supervisor, a Senior Administrative Secretary; a Behavioral Health Coordinator; a Student Affairs Supervisor; an Articulation Assistant; a Lead Community Service Officer; an Admissions/Enrollment Coordinator; two Enrollment Services Specialists; a Community Service Officer; and a Sports Information Specialist.

APPENDIX A.

**Staffing Master Plan 2016:
Year 5 Update Orientation and Planning Assumptions, Fall 2014**

Appendix A. Staffing Master Plan 2016: Year 5 Update Orientation and Planning Assumptions, Fall 2014

The following Year 5 update orientation, which includes planning assumptions for 2015-16 staffing prioritizations, was provided by Human Resource Services personnel to the four divisional planning councils and SPG in Fall 2014.

A Brief Overview

- Purpose: To systematically identify and prioritize District staffing needs
- Six-year planning cycle with annual updates – currently in fifth year (inaugural year was 2010-11)
- Tied to accreditation and various planning mechanisms – part of the IPM
- Staffing needs are data-driven and identified by planning councils/SPG

Planning Council/SPG Recommendations

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

STAFFING PLAN OVERVIEW

PALOMAR COLLEGE
Learning for Success

Related accreditation standards and District planning influences:

Accreditation	Strategic Plan 2016	HRS PRP, 2012-14
• **Standard I – Institutional Mission and Effectiveness:** The District uses quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. • **Standard III.A. – Human Resources:** The District employs qualified personnel to support student learning and improve institutional effectiveness. Integrate HR planning with institutional planning. • **Standard III.A.2.:** The District maintains a sufficient number of qualified full-time faculty, staff, and administrators to support Palomar's mission and purposes. • **Standard III.A.6.:** HR planning is integrated with institutional planning. The District systematically assesses the use of human resources and uses the results of evaluation as the basis for improvement.	• **Values:** Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. • **Goal 3 (HR and Professional Development):** Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement. • **Objective 3.1:** Rebuild staffing levels to support priorities identified in *Staffing Master Plan 2016.*	• **Goal 1:** Provide ongoing human resource planning, assessment, and evaluation that reflects engagement in the college's planning processes. • **Goal 2:** Optimize resources towards recruiting, hiring, and retaining highly qualified employees.

THE STAFFING PLAN IN CONTEXT

Relationship to Accreditation and Planning

PALOMAR COLLEGE
Learning for Success

THE STAFFING PLAN IN CONTEXT

Relationship to Planning and Regulatory Requirements

Focuses on fairness and equity of practices.

EEO Plan

(Title 5 § 53000 et. seq.)

Recruit, hire and support diverse faculty and staff to meet the needs of students

(Strategic Plan Goal 3)

Staffing Practices and Decisions

Staffing Plan
(ACCJC Standards III.A.2. and III.A.6.; Strategic Plan Goal 3 and Objectives 3.1 and 3.2)

Focuses on effectiveness and efficiency of practices.

- **Strategic Plan** identifies the goal of hiring diverse faculty and staff

- **Staffing Master Plan** identifies staffing levels and priorities

- **EEO Plan** identifies methods, outcomes, and practices to achieve diversity in staffing
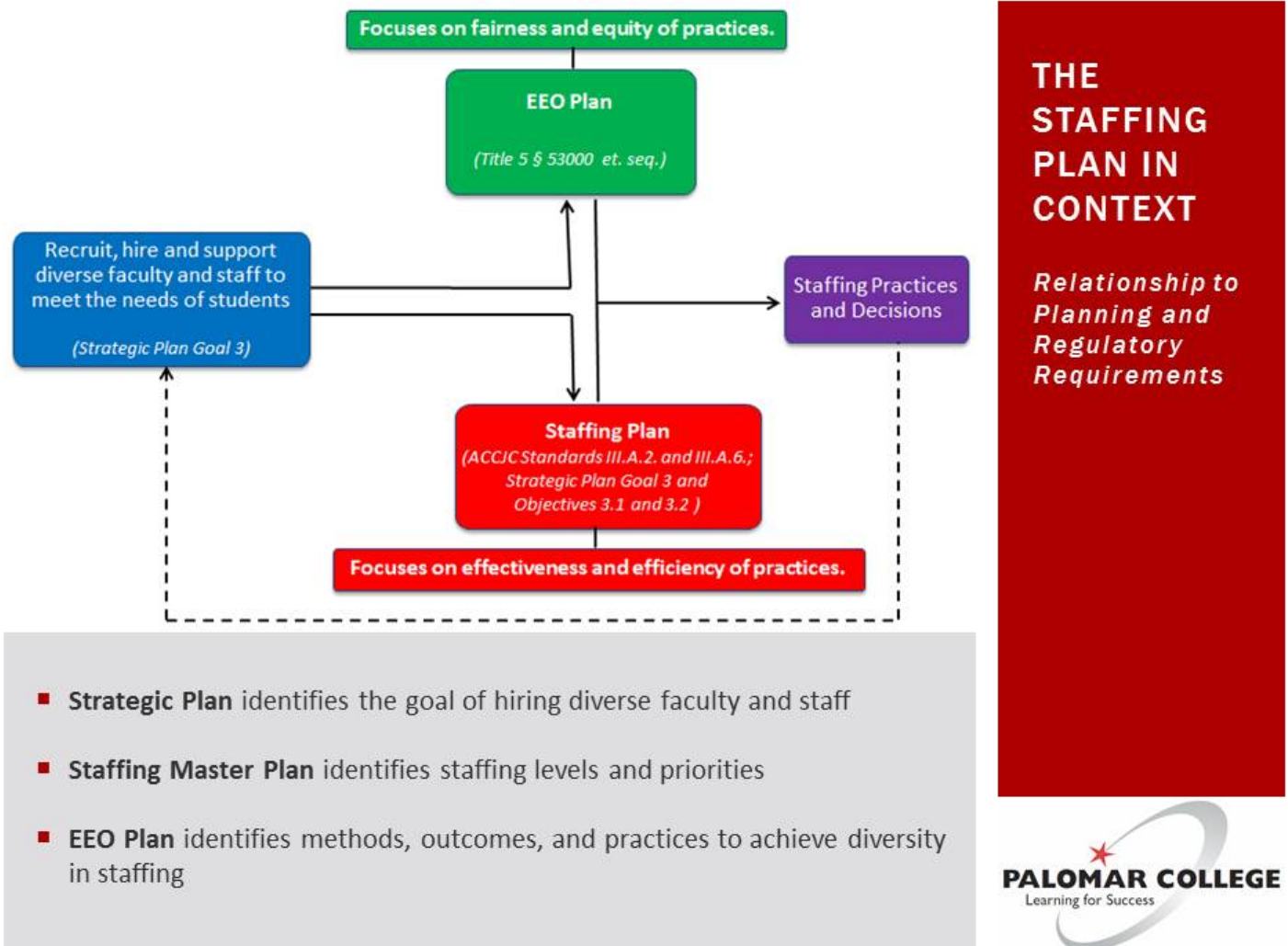
PALOMAR COLLEGE
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Student Headcount and FTES:

Palomar College Student Headcount, 2008-09 through 2013-14.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
49,336	47,575	42,568	38,319	36,426	36,877

Source: Annual/Term Student Count Report, 2008-09 through 2013-14, California Community Colleges Chancellor's Office Data Mart

Palomar College Recalculation Apportionment FTES, 2008-09 through 2012-13.

	General Apportionment Funded FTES			Actual FTES Reported for Apportionment Funding		
	Total	Credit	Noncredit	Total	Credit	Noncredit
FY 2012-13	18,531	17,667	864	18,531	17,667	864
FY 2011-12	18,292	17,455	837	19,368	18,512	856
FY 2010-11	19,797	18,900	897	20,251	19,354	897
FY 2009-10	19,438	18,186	1,252	20,958	19,706	1,252
FY 2008-09	20,183	18,846	1,338	20,461	19,108	1,354

Data extracted from California Community Colleges Chancellor's Office Recalculation Apportionment Reports for Palomar College, 2008-09 through 2012-13 (all figures rounded to whole numbers).

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

Space/Facilities:

■ South Center opening expected 2017 (staffing priorities required in 2015-16 Year 6 update)

Staffing:

■ 2012-13 employee attrition rate across all employment categories: 8.8%

■ SERP may increase attrition

■ Few 2014-15 priorities staffed; however, several existing priorities from 2013-14 were filled

YEAR 5 UPDATE

Planning Assumptions

PALOMAR COLLEGE
Learning for Success

Planning Assumptions:

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

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

- **Prioritization of faculty positions**
  - Faculty positions are prioritized through a separate process by the Instructional Planning Council (IPC)
  - The Faculty Obligation Number (FON) will be met or exceeded in the 2014-15 Plan update

YEAR 5 UPDATE

Planning Assumptions

PALOMAR COLLEGE
Learning for Success

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

- **Changes needed because of the Strategic Plan 2016.** Its objectives and goals are different from those of the prior Strategic Plan 2013.
- **The priority factors are still applicable.** Any new factors must relate to strategic planning the District's vision, mission, and values; and student success.
- **The priority factors are still scored/weighted appropriately.** The council/group may choose to assign higher scores to individual factors that are more important and/or relevant.

When making changes to priority factors:
- Revise the Priority Factors Form as appropriate.
- Include an explanation of how any changed factors serve specific objectives of the Strategic Plan.

ANNUAL UPDATE

Priority Factors

PALOMAR COLLEGE
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Prioritizing Positions

Instructions:

- Determine whether additional proposed positions are needed, and if so, insert into the worksheet in the *2015-16 Staffing Priorities* section.
- Assign an individual score for each priority factor for each individual position in the P1-P4 columns.
- Sum the total priority factor (total score) in the TPF column.
- Input the ranking of each position in the Rank column (1 = highest priority).
- Example:

2015-16 Staffing Priorities: Instruction												
Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank

Additional considerations:

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

ANNUAL UPDATE

Planning Council/SPG Prioritizations

PALOMAR COLLEGE
Learning for Success

STAFFING MASTER PLAN PROCESS AND TIMELINES – YEAR 5 (2014-15)

Planning Council Orientations:

- SPG: 10/2/2014
- HRSPC: 10/7/2014
- SSPC: 10/8/2014
- FASPC: 10/9/2014
- IPC: 10/22/2014

Update Presented as Information (First and Second Readings):

- HRSPC – 1st: 4/7/2015; 2nd: 4/21/2015
- SPC – 1st: 4/21/2015; 2nd: 5/5/2015

Governing Board Review: 5/12/2015

2014-15 Year 5 Update

Year 5 Update Packets from HRS to Planning Councils/SPG

- Org Chart Template (not required until 2016 Plan)
- District –Wide Assumptions; Plan Impacts; Instructions
- Current Staffing Spreadsheet
- 2014-15 Prioritizations
- 2015-16 Prioritizations Template

HRSPC
SSPC
IPC
FASPC
SPG

Planning Council 2015-16 Recommendations to HRS

- Completed Org Chart
- Updated Priority Factors (Strategic Plan 2016 Updates)
- 2015-16 Prioritizations

Recommendations Due: 12/9/2014

Recommendations to HRS for Integration into Year 5 Update

Data and Reports

- **Staffing Master Plan 2016 and Annual Updates:**
  www.palomar.edu/hr/planning (new link!)
- **Strategic and Master Planning:**
  www.palomar.edu/strategicplanning
- **Program Review and Planning documents:**
  www.palomar.edu/irp/PRPCollection.htm

Due Date and Contact:

- **Final date to submit prioritizations to HRS:**
  Friday, December 9, 2014
- **Questions?**
  Shawna Cohen, ext. 2608 or scohen@palomar.edu

Thank You!

YEAR 5
UPDATE

Resources

PALOMAR COLLEGE
Learning for Success

Appendix A. Staffing Master Plan 2016: Year 5 Update Orientation and Planning Assumptions, Fall 2014

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

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

EE06 Occupation	Total all Occupations			1 Educational & Classified Administrators			2 Full-Time Faculty			3 Professional (NonFacty)			4 Clerical/Secretarial			5 Technical/ Paraprofessional			6 Skilled Crafts			7 Service/ Maintenance		
AcaYr	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite	Head Count	Annual Attrition	Pct Attrite
2013-14	711	50	7.0%	31	1	3.2%	266	9	3.4%	26	7	26.9%	218	17	7.8%	97	12	12.4%	22	1	4.5%	51	3	5.9%
2012-13	724	64	8.8%	31	5	16.1%	260	15	5.8%	33	9	27.3%	226	20	8.8%	100	9	9.0%	20	0	0.0%	54	6	11.1%
2011-12	728	45	6.2%	32	4	12.5%	272	12	4.4%	36	6	16.7%	217	10	4.6%	101	5	5.0%	21	2	9.5%	49	6	12.2%
2010-11	746	56	7.5%	34	3	8.8%	273	21	7.7%	37	3	8.1%	233	21	9.0%	103	5	4.9%	20	1	5.0%	46	2	4.3%
2009-10	765	44	5.8%	35	3	8.6%	283	16	5.7%	36	2	5.6%	238	14	5.9%	106	6	5.7%	20	1	5.0%	47	2	4.3%
2008-09	783	35	4.5%	39	5	12.8%	288	12	4.2%	36	1	2.8%	242	9	3.7%	108	4	3.7%	21	1	4.8%	49	3	6.1%
2007-08	779	49	6.3%	34	1	2.9%	289	12	4.2%	35	3	8.6%	250	24	9.6%	103	5	4.9%	21	0	0.0%	47	4	8.5%
2006-07	789	67	8.5%	38	8	21.1%	288	8	2.8%	36	7	19.4%	250	20	8.0%	111	17	15.3%	19	0	0.0%	47	7	14.9%
2005-06	777	50	6.4%	38	3	7.9%	280	9	3.2%	39	3	7.7%	250	23	9.2%	107	6	5.6%	19	0	0.0%	44	6	13.6%
2004-05	772	76	9.8%	39	6	15.4%	274	8	2.9%	30	6	20.0%	255	34	13.3%	107	7	6.5%	19	4	21.1%	48	11	22.9%
10-Yr Avg	757	54	7.1%	35	4	11.1%	277	12	4.4%	34	5	13.7%	238	19	8.1%	104	8	7.3%	20	1	5.0%	48	5	10.4%

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APPENDIX B.

Year 5 Staffing Priorities for All Planning Groups

PALOMAR COLLEGE

Staffing Plan: Priority Factors Form

Division: Superintendent President's Office

Date: 12/08/14

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

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

	Priority Factor	Information About Priority Factor	Linkage to Strategic Plan	Score Value
	Example: Bench depth (available employees to fill specific functions)	*Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation*	*Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)*	*1-5*
P1	Student Success	Staff available to provide direct support to instruction and student services which results in increased student success and improved student learning outcomes.	Strategic Plan 2016 - Goal 1: Support excellence in instruction and academic programs and services to improve student learning. Strategic Plan 2016 - Goal 2: Implement effective pathways that support student access, progress, and completion.	0-3
P2	Critical Function	Staff vacancy will result in considerable interruptions within a District function. Represents a "must have" position in order for department to function	Strategic Plan 2016 - Goal 4: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.	0-5
P3	New Program Area	Staff to carry out new program/function deemed important to institution; personnel not available to perform required work. Specific experienced needed.	Strategic Plan 2016 - Goal 1: Support excellence in instruction and academic programs and services to improve student learning. Strategic Plan 2016 - Goal 2: Implement effective pathways that support student access, progress, and completion..	0-1
P4	Increased workload	Staff available to support increased workload and assignments.	Strategic Plan 2016 - Goal 4: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.	0-2

Appendix B. Year 5 Staffing Priorities: Superintendent's/President's Group

2015-16 Staffing Priorities: Superintendent/President's Group

Position #	Department	Proposed Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
6537	Institutional Research & Planning	Title III/STEM Institutional Research Analyst	ADM	53	1	Currently recruiting	2	2	0	2	6	1
TBD	Communications & Marketing	Webmaster	CLS	TBD	1	2013-14	2	2	1	1	6	2
TBD	Institutional Research & Planning	Grants Manager	ADM	TBD	1	2013-14	3	1	1	1	6	3
TBD	Communications & Marketing	New Media Specialist	CLS	TBD	1	2013-14	2	1	1	1	5	4
TBD	Institutional Research & Planning	Administrative Support - Grants	CLS	TBD	1	2014-15	2	0	2	1	5	5
TBD	Advancement	Administrative Support - Foundation	CLS	TBD	1	2014-15	1	0	1	2	4	6
TBD	Advancement	Alumni Coordinator	CLS	TBD	1	2014-15	1	0	1	1	3	7

Appendix B. Year 5 Staffing Priorities: Finance and Administrative Services

PALOMAR COLLEGE

Staffing Plan: Priority Factors Form

Division: Finance & Administrative Services   Date: 02/09/11

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

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

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

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2015-16 Staffing Priorities: Finance and Administrative Services

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
5602	Programming	Information Services Manger, Systems and Programmi	ADM	G69	1	Replace Mike Day **(Currently in FY 14-15)**						N/A
5594	Accounts Payable	Accounting Assistant	CLS	G16	1	Replace Susan Benz **(Currently in FY 14-15)**						N/A
Numerous	Custodial Services	Custodian I	CLS	G8	1	Replace Custodians **(Current - Due to Terminations in FY 14-15)**						N/A
6567	Network & Technical Services	Information Services Systems Engineer	CLS	G47	1	**Currently being recruited in FY 14-15**						N/A
6442	Information Services	Director of Information Services	ADM	G75	1	Replace Don Sullins (Potential SERP)						1
5584	Fiscal Services	Director of Fiscal Services	ADM	G70	1	Replace Phyllis Laderman (Potential SERP)						2
5846	Network & Technical Services	Information Services Network Specialist	CLS	G40	1	Replace David Brown (LTD)			*Positions prioritized holistically against priority factors.*			3
5845	Network & Technical Services	Information Services Support Specialist	CLS	G28	1	Replace J. Ellis						4
5606	Programming	Programmer Analyst	CLS	G45	1	Replace R. Rowland (Carry over from FY 14-15)						5
5613	Programming	Programmer Analyst	CLS	G45	1	Replace R. Gordon (Carry over from FY 14-15)						5
5688	Business & Contract Services	Contracts Specialist	CLS	G30	1	Replace Eileen Poole (Promoted)						6
5755	Building Services	Assistant Maintenance Electrician	CLS	G24	1	Replace R. Gallagher (Carry Over from FY 14-15)						7
5722	Network & Technical Services	Information Services Network Assistant	CLS	G35	1	Replace G. Peterson						8
5576	Finance & Administrative Servi	Internal Auditor/Analyst	ADM	G55	1	Replace Susan Coleman (Potential SERP)						9
5578	Business & Contract Services	Staff Assistant	CLS	G23	1	Replace Chris Wick (Potential SERP)						10

Appendix B. Year 5 Staffing Priorities: Finance and Administrative Services

2014-15 Staffing Priorities: Finance and Administrative Services (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
TBD	Information Services	Technology Trainer	CLS	TBD	1	Previously in HR	Positions prioritized holistically against priority factors.					1
5845	Information Services	Information Services Support Specialist	CLS	G28	1	Replace J. Ellis						2
5722	Network & Technical Services	Information Services Network Assistant	CLS	G35	1	Replace G. Peterson						5
5645	Building Services	Auto Mechanic/Maintenance Locksmith	CLS	G24	1	Replace C. Matanane (use funds to develop new position) **(Locksmith)**						6
TBD	Building Services	Skilled Maintenance Technician	CLS	G17	1	New position (proposed)						7
5671	Grounds Services	Supervisor, Grounds Services	ADM	G45	1	Replace R. Kratcoski						8
5672	Building Services	Masonry & Concrete Skilled Maintenance Mechanic	ADM	G27	1	Replace J. Bennett (use funds to develop new position) **(Mechanic)**						9
5821	Environmental Health & Safety	Facilities & Safety Technician	CLS	G27	1	Replace J. Emerson						11
5062	Information Services	Media Equipment Technician	CLS	G20	1	Replace M. Champaign						12
5061	Information Services	Media Equipment Technician	CLS	G20	1	Replace P. Lewis						13
TBD	Purchasing and Warehouse	Lead Storekeeper	CLS	TBD	1	New position (proposed)						14
TBD	Building Services	Building Controls Network Specialist	CLS	TBD	1	New position (proposed)						16

2014-15 Current Recruitments and Approved Positions (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Notes
5755	Building Services	Assistant Maintenance Electrician	CLS	G24	1	Replace R. Gallagher; approved to recruit; priority #18 in 2013-14
5649	Building Services	Maintenance Painter	CLS	G24	1	Replace D. Sorenson; priority #10 in 2013-14; approved to recruit
6350	Building Services	Skilled Maintenance Technician – Parking Lots	CLS	G17	1	Replace V. Rodriguez-Ellis; approved to recruit
5577	Business & Contract Services	Manager, Contracts & Procurement Services	ADM	G64	1	Replace K. Jay; currently recruiting; priority #15 in 2013-14
6542	Construction Services	Manager, Construction & Facilities Planning	ADM	G66	1	Replace N. Patel; currently recruiting
6579	Construction Services	Proposition M FF&E Coordinator	CAST	G48	1	New position; currently recruiting
6348	Custodial Services	Custodian I	CLS	G8	1	Replace R. Carter; currently recruiting
5775	Fiscal Accounting	Senior Accounting Assistant	CLS	G20	1	Replace C. Macabitas; currently recruiting
6567	Network & Technical Services	Information Services Systems Engineer	CLS	G47	1	New position; currently recruiting
5606	Programming	Programmer Analyst	CLS	G45	1	Replace R. Rowland; approved to recruit
5613	Programming	Programmer Analyst	CLS	G45	1	Replace R. Gordon; approved to recruit

Appendix B. Year 5 Staffing Priorities: Human Resource Services

Staffing Plan: Priority Factors Form

Date: 11/2013

Division: Human Resource Services

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

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

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

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Appendix B. Year 5 Staffing Priorities: Human Resource Services

2015-16 Prioritized Position Requests

2015-2016 Prioritization

Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank/Year
TBD	Human Resource Services	Administrative Support (Confidential)	CAST	TBD	1	Similar in scope to Sr. Administrative Secretary	5	5	5	5	20	1 (2015-16)
TBD	Human Resource Services	Benefits Specialist	CLS	TBD	0.45		3	5	5	5	17	2 (2015-16)
TBD	Human Resource Services	Director/Manager, Diversity/EEO	ADM	TBD	1		5	5	2	5	17	3 (2015-16)
TBD	Human Resource Services	Administrative Support (Confidential)	CAST	TBD	0.45	Similar in scope to Sr. Administrative Secretary	2	4	5	5	16	4 (2015-16)

2016-17 Prioritized Position Requests

2016-2017 Prioritization

Position #	Department	Position Title	Pay Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank/Year
6386	Human Resource Services	Human Resources Analyst	ADM	G53	1	Collective bargaining/employee relations assignment	4	5	5	5	19	1 (2016-17)
TBD	Human Resource Services	Personnel Technician	CLS	22	1		4	4	5	5	18	2 (2016-17)

Appendix B. Year 5 Staffing Priorities: Instruction

Staffing Plan: Priority Factors Form

Division: Instruction

Date: 12/1/10

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

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

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

Updated 1.13.11

PALOMAR COLLEGE

Appendix B. Year 5 Staffing Priorities: Instruction

2015-16 Staffing Priorities: Instruction

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
TBD	Academic Technology Resource Center	Webmaster	CLS	G40	1	New position						1
5286	Mathematics	Academic Department Assistant	CLS	G23	1	Replacement position						2
TBD	Art	Instructional Support Assistant III	CLS	G25	1	New position					*Prioritized positions are ranked holistically against Instructional Planning Council's four priority factors using 2014-15 rankings as a guideline.*	3
TBD	Library	Academic Department Assistant	CLS	G23	1	New position						4
5316	Fallbrook Education Center	Education Center Specialist	CLS	G18	0.45	Replacement position						5
TBD	Performing Arts	Theatre Technician	CLS	TBD	1	New position; 10 months						6
TBD	American Sign Language	ASL Lab Coordinator	CLS	TBD	1	New position; 11 months						7
5725	Occupational & Non-Credit Programs	Director, Workforce & Community Development	ADM	G60	1	Replacement position						8
TBD	Nursing Education	Student Success Coordinator	CLS	TBD	0.45	New position; 45%						9
TBD	Graphic Communications	Instructional Support Assistant III	CLS	TBD	1	New position; 12 months						10
5129	English as a Second Language	Program Assistant - Escondido Center	CLS	G18	1	Replacement position						11
5144	World Languages	Instructional Support Assistant I	CLS	G16	1	Increase to 100%						12
5048	Library	Library Media Tech III	CLS	G17	1	Replacement position						13
5313	Occupational & Non-Credit Programs	Support Staff, Workforce & Community Development	CLS	G23	1	Replacement position						14
TBD	Reading Services	Instructional Support Assistant I	CLS	G16	1	Replacement position (combine positions in SM and ESC?)						15
TBD	Media Studies (Photography)	Instructional Support Assistant IV	CLS	G27	0.45	New position; 45%						16
6508	Computer Science & Information Technology	Instructional Support Assistant III	CLS	G25	0.45	New position; 45%						17
TBD	Mathematics	Instructional Support Assistant I	CLS	G16	1	New position; Math Center						18
TBD	Academic Technology Resource Center	Instructional Computer Lab/Help Desk Specialist	CLS	G30	1	New position						19
6328	English as a Second Language	ESL Student Specialist	CLS	TBD	1	Increase to 100%, 12 months						20
TBD	Media Studies (Journalism)	Instructional Support Assistant III	CLS	G25	1	New position; 100%; 10 months						21
TBD	Planetarium	Part-time Classified Position	CLS	TBD	0.45	New position; 45%						22
TBD	Child Development	Office Specialist/Site Supervisor	CLS	G10	1	New position						23
5324	Wellness Center	Wellness/Fitness Center Assistant	CLS	G16	0.5	Replacement position						24

Appendix B. Year 5 Staffing Priorities: Instruction

Position #	Department	Position Title	Group	Grade	FTE	Notes
2015-16 Staffing Priorities: Instruction - NOT PRIORITIZED						
TBD	Art (Design)	Instructional Support Assistant I	CLS	G16	0.45	New position; 45%
TBD	Computer Science & Information Technology (Networking)	Instructional Support Assistant III	CLS	G25	1	New position
TBD	Media Studies (Digital Broadcast Arts/Cinema)	Instructional Support Assistant I	CLS	G16	0.45	New position; 45%
TBD	Performing Arts	Costume Shop Coordinator	CLS	TBD	1	New position
TBD	Educational Television	Production Coordinator	CLS	G23	1	Replacement position
TBD	Trade and Industry (Cabinet & Furniture Technology)	Tool Room Assistant	CLS	TBD	1	New position
TBD	Trade and Industry (Drafting Technology)	Instructional Support Assistant I	CLS	G16	0.45	New position; 45%
TBD	English as a Second Language	ESL Tutorial Specialist - ESL Tutoring Center	CLS	G22	1	New position; 100%; 11 months
TBD	English as a Second Language-noncredit	Noncredit Matriculation Supervisor (listed as "assistant"-HR website)	CLS	G23	1	New position
TBD	Languages and Literature (Teaching & Learning Center, Escondido)	Office Specialist	CLS	G10	0.45	45%; 10 months
TBD	Physics and Engineering (Engineering)	Full-time Lab Assistant (ISA III?)	CLS	G25	1	New position (duplicate of PHYS/ENGR position?)
TBD	Mathematics	Title III/STEM Tutorial Specialist	CLS	G22	1	Institutionalize position by Fall 2016
TBD	Mathematics	Title III/STEM Instructional Support Assistant I	CLS	G16	1	Institutionalize position by Fall 2016
TBD	Physics and Engineering	Full-time Lab Assistant (ISA III?)	CLS	G25	1	New position (duplicate of ENGR position?)
TBD	Library	Library Media Technician I	CLS	G11	1	Replacement position
TBD	Library	Senior Library Media Technician	CLS	G19	1	Replacement position
TBD	Tutoring Services	Tutorial Assistant - reinstate	CLS	G9	1	Replacement position
TBD	Tutoring Services	Tutor - reinstate	CLS	G15	0.45	Replacement position
TBD	Tutoring Services	Tutor -reinstate	CLS	G15	0.45	Replacement position
TBD	Tutoring Services	Tutor - increase to 75%	CLS	G15	0.75	Increase from 45% to 75% - Lead Tutor

Appendix B. Year 5 Staffing Priorities: Instruction

2014-15 Staffing Priorities: Instruction (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
TBD	Graphic Communications	Instructional Support Assistant III	CLS	G25	1							1
5315	Camp Pendleton Education Center	Education Center Coordinator	CLS	G20	1							2
5001	Fallbrook Education Site	Education Center Specialist (45%)	CLS	G18	0.45							3
6346	Media Studies (Photography)	Instructional Support Assistant I (45%)	CLS	G16	0.45							6
5144	World Languages	Instructional Support Assistant I	CLS	G16	1							7
TBD	American Sign Language	Instructional Support Assistant	CLS	TBD	1							10
TBD	Media Studies (Journalism)	Instructional Support Assistant I (10-month)	CLS	G16	1							13
5050	Library	Senior Library Media Technician	CLS	G19	1							16
TBD	Boehm Gallery	Instructional Support Assistant II/Gallery Preparator (45%)	CLS	G22	0.45							19
5773	Tutoring Services	Tutorial Assistant	CLS	G9	1	Position #5773 was 75%						20

Prioritized positions were ranked holistically against Instructional Planning Council's four priority factors using 2013-14 rankings as a guideline

Current and Approved Recruitments in 2014-15 (Funded): Instruction (For Historical Purposes)

Position #	Department	Position Title	Group	Grade*	FTE	Notes	P1	P2	P3	P4	TPF	Rank
5315	Camp Pendleton Center	Education Center Coordinator	CLS	G20	1	Replacement position						N/A
6438	Languages and Literature	Tutorial Specialist	CLS	G22	1	Replacement position						N/A
5048	Library	Library Media Technician III	CLS	G17	1	Replacement position						19
6526	Trade and Industry	Trade and Industry Instructional Lab Technician	CLS	G19	0.5	New position						N/A
6528	Trade and Industry	Trade and Industry Instructional Lab Technician (Welding)	CLS	G19	0.45	New position						N/A

Appendix B. Year 5 Staffing Priorities: Instruction

2013-14 Prioritized Positions (Unfunded): Instruction (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
5001	Fallbrook Center	Education Center Specialist	CLS	G18	1	Replacement position						9
TBD	Photography	Instructional Support Assistant I	CLS	G16	0.45	New position; 10 months; evening hours						14
TBD	Performing Arts	Performing Arts Stage Technician	CLS	TBD	1	New position; 10 months						17

2013-14 Unprioritized Vacant/Budgeted Positions (Unfunded): Instruction (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Notes	P1	P2	P3	P4	TPF	Rank
6100	Reading Services	Instructional Support Assistant I	CLS	G16	0.3	Replacement position						*Unfunded and unprioritized positions identified in Year 3 (2012-13).*
TBD	Reading Services	Instructional Aide	CLS	TBD	1	New position (proposed); 11 months						
TBD	Trade and Industry	Instructional Support Assistant (all courses and programs)	CLS	TBD	1	New position (proposed)						
6058	Tutoring Services	Tutor	CLS	G15	1	Replacement position						
TBD	Tutoring Services	Tutorial Specialist	CLS	G22	1	New position (proposed); support ESL department						
TBD	Tutoring Services	Tutor (EOP&S)	CLS	G15	0.45	New position						

Staffing Plan: Priority Factors Form

PALOMAR COLLEGE

Division: STUDENT SERVICES

Date: November 2013

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

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

	Priority Factor	Information About Priority Factor	Linkage to Strategic Plan	Score Value
	Example: Bench depth (available employees to fill specific functions)	*Example: Staff available to provide services in the following areas: Benefits, personnel support, recruiting, and EEO plan development and implementation*	*Example: Recruit, hire, and support diverse faculty and staff to meet the needs of students (Strategic Goal 4)*	
P1	Meeting a health and safety need/concern and addresses risk management	STAFF NECESSARY IN ORDER FOR DISTRICT STAFF AND STUDENTS TO REMAIN SAFE AND HEALTHY	Strategic Plan Goal: 3	*0-10*
P2	Required for legal, audit and/or regulatory mandates	STAFF NECESSARY TO KEEP THE DISTRICT IN COMPLIANCE WITH LEGAL, AUDIT AND REGULATORY REQUIREMENTS.	Strategic Plan Goal: 1 Implement the SSSP	*0-8*
P3	Provides direct impact to the implementation of the Student Success Act (SB1456)	STAFF NEEDED TO IMPLEMENT THE CORE SERVICES OF THE STUDENT SUCCESS ACT	Strategic Plan Goal: 1 Implement the SSSP	*0-6*
P4	Provide an adequate level of staffing for to support the implementation of the Student Success Act (SB1456)	STAFFING NEEDED TO SERVE STUDENTS SEEKING ADMISSION, ASSESSMENT, COUNSELING, ACADEMIC ADVISING, AND OTHER SERVICES TO FACILITATE COMPLETION AND SUCCESS	Strategic Plan Goal: 1 Implement the SSSP	*0-4*

2015-16 Staffing Priorities: Student Services

Position #	Department	Position Title	Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank
5538	Disability Resource Center	DRC Director	ADM	G64	1.0	DRC	Replacement for Ron Haines	Prioritizations calculated holistically against SSPC's four priority factors.				155	1
6063	Police Department	Police Officer *(1)	CLS	G31	1.0	Parking Fees/General Fund	Replacement for Ryan Banks					133	2
6117	Counseling	Articulation Officer	FAC	CTRCT	1.0	General Fund	Replacement for Gloria Kerkhoff					126	3
TBD	Enrollment Services	Outreach Director	ADM	TBD	1.0	New General Fund	Part of Restructuring Plan					86	4
5546	EOP&S	Director, EOP&S/CARE	ADM	G66	1.0	General Fund	Replacement Anne Stadler (Interim: M. San Agustin)					116	5
TBD	Police Department	Police Officer *(2)	CLS	G31	1.0	Parking Fees/General Fund	New position (proposed - South Center)					123	6
TBD	Police Department	Dispatcher	CLS	TBD	1.0	Parking Fees	New position (proposed)					113	7
TBD	Athletics	Athletics Trainer	CLS	G28	1.0	General Fund	New position (proposed)					100	8
TBD	Enrollment Services	Sr. Enrollment Services Specialist	CLS	TBD	1.0	General Fund	Part of Restructuring Plan					97	9
TBD	Enrollment Services	Sr. Financial Aid Specialist	CLS	TBD	1.0	General Fund	Part of Restructuring Plan					97	10
5832	Counseling Services	Counseling Services Specialist - 2	CLS	G20	1.0	General Fund	Replacement for Elizabeth Schoneman					90	11
TBD	Enrollment Services	Admissions/Evaluations/Records Supervisor	CAST	TBD	1.0	General Fund	Part of Restructuring Plan					90	12
6011	Counseling	Sr. Administrative Secretary (Counseling)	CLS	G23	1.0	General Fund	Replacement for Jennie Vastola					88	13
TBD	Counseling	Behavioral Health Coordinator	FAC	TBD	1.0	Health Services	Categorical - New					110	14
TBD	Student Affairs	Student Affairs Supervisor	CAST	TBD	1.0	General Fund	Part of Restructuring Plan					86	15
5527	Counseling Services	Counseling Services Specialist - 1	CLS	G20	1.0	General Fund	Replacement for Shayla Fox					83	16
5745	Counseling	Articulation/Project ASSIST Systems Specialist	CLS	G26	1.0	General Fund	Replacement for Patricia Roberts					82	17
TBD	Police Department	Lead Community Service Officer	CLS	G14	1.0	Parking Fees	Replacement for D. McPherson, #6192					80	18
5700	Enrollment Services	Enrollment Services Specialist - 1	CLS	G20	1.0	General Fund	Replace C. Cruz; approved to recruit					76	19
5469	Enrollment Services	Admissions/Enrollment Coordinator	CLS	G27	1.0	General Fund	Replacement for Ellie Masiello					75	20
6564	Enrollment Services	Enrollment Services Specialist	CLS	G20	1.0	SSSP	New; approved to recruit					76	21
6369	Police Department	Community Service Officer	CLS	G11	1.0	Parking Fees	Replacement for Jerry McBride					64	22
TBD	Athletics	Sports Information Specialist	CLS	TBD	1.0	General Fund	Part of Restructuring Plan					47	23

Appendix B. Year 5 Staffing Priorities: Student Services

2014-15 Staffing Priorities: Student Services (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank
TBD	Police Department	Police Officer *(1)	CLS	G31	1.0	Parking Fees	New position (proposed - South Center)					126	2
TBD	Financial Aid, Veterans' & Scholarship Services	Academic Advising/Financial Aid Functional Analyst	CLS	TBD	1.0	General/SSSP	Proposed to support TranCrdt/DegreeAdt/Imaging/CommPlan					102	6
TBD	Office of Student Affairs	ASG and Club Coordinator	CLS	G39	1.0	General Fund	New position (proposed)					105	7
6078	Counseling/Assessment Center	Counseling Services Specialist	CLS	G20	0.45	General Fund	Replace M. Castillo (request to change position to a full-time position)					108	8

Current and Approved Recruitments (Funded): Student Services (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Funding Source	Notes
6079	Counseling Services	Counseling Services Specialist	CLS	G20	0.45	General Fund	Replace N. Kovrig
6580	Evaluations & Records	Senior Academic Evaluator/Advisor	CLS	G27	1.0	General Fund	New position; priority #3 in 2013-14
5561	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Advisor	CLS	G24	1.0	General Fund	Replace L. Magsulit
6553	Grant Funded Student Programs	GEAR UP Site Coordinator	CLS	G23	1.0	GEAR UP	Replace C. Iyoho
5568	Health Services	College Health Nurse	CLS	G35	1.0	Health Fees	Replace S. Mayfield
6490	Health Services	Health Services Nurse Practitioner	CLS	G49	1.0	Health Fees	Replace S. Sanchez
6134	Police Department	Police Sergeant	CAST	G50	1.0	Parking Fees	Replace M. Bea

2013-14 Prioritized Positions (Unfunded): Student Services (For Historical Purposes)

Position #	Department	Position Title	Group	Grade	FTE	Funding Source	Notes	P1	P2	P3	P4	TPF	Rank
6122	Disability Resource Center	ASL/English Interpreter	CLS	G31	0.25	General Fund	Replace S. Musser						1
TBD	Evaluations & Records	Enrollment Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						3
6255	Disability Resource Center	ASL/English Interpreter	CLS	G31	0.45	General Fund	Replace S. Comfort						4
5714	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Specialist	CLS	G20	1.0	BFAP	Replace P. Serafin						5
TBD	Financial Aid, Veterans' & Scholarship Services	Financial Assistance Advisor	CLS	G24	1.0	TBD	New position (proposed)						8
TBD	Counseling	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed) - Assessment						9
TBD	Disability Resource Center	Instructional Support Assistant I	CLS	G16	1.0	TBD	New position (proposed)						11
TBD	Transfer Center	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						13
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						14
TBD	Evaluations & Records	Enrollment Services Specialist	CLS	G20	1.0	TBD	New position (proposed)	0	5	4	4	13	16
6369	Police Department	Community Service Officer	CLS	G11	1.0	Parking Fees	New position						17
TBD	Career Center	Counseling Services Specialist	CLS	G20	1.0	TBD	New position (proposed)						19
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed) - replace K. Boguta, #6195)						22
TBD	Police Department	Lead Community Service Officer	CLS	G14	1.0	Parking Fees	New position (proposed) - replace L. Herrit, #6136)						23
TBD	Police Department	Senior Office Specialist	CLS	G14	1.0	Parking Fees	New position (proposed); replace M. Scranton, #6060)						24
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)	5	4	4	5	18	26
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						28
TBD	Career Center	Director, Career Center	ADM	TBD	1.0	TBD	New position (proposed)						30
TBD	Police Department	Police Officer I	CLS	G31	1.0	Parking Fees	New position (proposed)						32
TBD	Career Center	Employment Coordinator	CLS	TBD	1.0	TBD	New position (proposed)						33
5459	Counseling Services	Staff Assistant	CLS	G23	1.0	General Fund	Replace C. Moore						34
TBD	Police Department	Dispatcher	CLS	TBD	1.0	Parking Fees	New position (proposed)						35

Prioritized positions from Year 3 were ranked holistically against SSPC's four priority factors. These position to be funded and filled after 2014-15 prioritized positions have been filled.

Appendix B. Year 5 Staffing Priorities: Student Services

Position #	Department	Position Title	Group	Grade	FTE	Funding Source	Notes
	2013-14 Unprioritized Positions (Unfunded): Student Services						
6351	EOP&S	EOP&S Staff Assistant	CLS	G23	1.0	EOP&S	Replace M. Tucker
6237	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace C. Cruz; funding used for GEAR UP Site Coordinator
6260	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace H. Navarrete; funding used for GEAR UP Site Coordinator
6364	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace M. Godinez; funding used for GEAR UP Site Coordinator
6390	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	Replace C. Martinez Pantoja; funding used for GEAR UP Site Coordinator
6514	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator
6515	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator
6516	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator
6517	Grant Funded Student Programs	GEAR UP Outreach Coordinator	CLS	G20	1.0	GEAR UP	New position; funding used for GEAR UP Site Coordinator
6288	Grant Funded Student Programs	GEAR UP Program Research Specialist	CLS	G25	1.0	GEAR UP	Replace J. Johnson-Foster
6275	Grant Funded Student Programs	GEAR UP/Upward Bound Guidance Services Advisor	CLS	G16		50% GEAR UP/ 50% Upward Bound	Replace N. Herrera Martinez
6418	Grant Funded Student Programs	TRiO/EOC Outreach Coordinator	CLS	G20	1.0	Ed. Opp'y Centers	Replace J. Perez Ambrocio
5834	Health Services	College Health Nurse	CLS	G35	1.0	Health Fees	Replace P. Webb
5566	Health Services	Staff Assistant	CLS	G23	1.0	Health Fees	Replace M. McCrory
5707	Health Services	Senior Office Specialist	CLS	G14	0.45	Health Fees	Replace R. Gallagher

APPENDIX C.

Faculty Hiring Priority Recommendations for 2015-16

Appendix C. Faculty Hiring Priority Recommendations for 2015-16

Faculty Hiring Priority Recommendations for 2015-2016
Instructional Planning Council Subcommittee

Priority	Department/Discipline
1	Speech
2	German
3	Biology
4	Astronomy
5	Chicano Studies
6	Fashion
7	Philosophy
8	Spanish
9	Math #1
10	English #1
11	Sociology
12	Photography #1
13	Emergency Medical Education
14	Music #1 – Vocal/Choral/Theory
15	Reading
16	American Sign Language
17	Chemistry
18	Cabinet & Furniture Technology
19	Art #1 – 2D Studio Art/Painting
20	Economics
21	History
22	Anthropology
23	Dance #1 – Jazz/Tap/Musical Theatre
24	Graphic Communications
25	Computer Science & Information Systems – Networking
Remaining position requests were not prioritized. A total of 53 position requests were submitted.	

APPENDIX D.

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

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

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

In Spring 2006, the Faculty Senate and the Instructional Planning Council (IPC) established the IPC Subcommittee. Each academic year, the IPC Subcommittee is responsible for developing a prioritized list of full-time instructional faculty position requests by discipline. In the prioritization process, it is the role of the Subcommittee to take a global perspective on full-time faculty position needs and ultimately to develop a prioritized list that best supports the diverse academic programs of the College as a whole. Each year the Subcommittee evaluates the process and may recommend updates to the data, criteria, and process. The prioritization process includes neither counselors nor librarians. The determination as to when counselors and librarians are hired is done through the use of a formula that was developed by a subcommittee of IPC and SSPC members in Spring 2005.

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

Process:
Each academic discipline may submit a position request or requests each academic year for consideration by the Subcommittee. One position request form must be submitted for each position requested. The general steps taken by the Subcommittee in prioritizing the position requests include the following:

1. Meeting #1 - Subcommittee establishes the annual timeline (usually at beginning of Spring semester)
2. Meeting #2 –
   - Subcommittee meets to review process and timeline
   - Subcommittee discusses and agrees on weighted criteria, if any. Examples of weighted criteria may be recent full-time faculty hiring, full-time/part-time ratios, etc.
   - Subcommittee members receive a summary spreadsheet of all position requests and complete printed set of requests, requests may also be accessed via SharePoint.
   - Subcommittee members receive summary of hiring of full-time faculty for past five years
3. Preparation for Meeting #3 - Members individually review all position requests.
4. Meeting #3 –
   - Subcommittee meets and collectively reviews and discusses all position requests. When clarification of information is necessary, a member of the Subcommittee follows up.
5. Preparation for Meeting #4 - Members individually prioritize all position requests (usually in groups of ten).
6. Meeting #4 - Subcommittee meets (one or two meetings, as needed) and collectively develops one prioritized list where individual positions are distinctly ranked as #1, #2, etc.
7. Prioritized list is reviewed and endorsed by the Instructional Planning Council (IPC).
8. Prioritized list is then forwarded to the Strategic Planning Council (SPC) as information.
9. Prioritized list is then forwarded as a recommendation to the Superintendent/President for the subsequent hiring year. The prioritized list is good for one academic year.

Updated 11.6.13

Palomar College
Philosophy and Criteria for Determining Full-time Faculty Hiring

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

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

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

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

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

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

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

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

- The number of full-time faculty separations (retirements, resignations, transfers) from the previous academic year.

- Past history of the success or failure of recruitments in various disciplines.

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

Updated 5.10.12.

DRAFT

Full-time Faculty Obligation and 75/25 Ratio

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

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

To calculate the FON, the CO does the following:

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

When determining if it meets its FON, the College:

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

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

What is the 75/25 ratio?

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

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

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

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

The Effects of Funding

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

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

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

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

1   **INSTRUCTIONAL SERVICES**

2   **BP 4021**   **DISCONTINUANCE OF** ~~ACADEMIC~~ PROGRAMS~~, INCLUDING~~
3   ~~CAREER/TECHNICAL PROGRAMS~~

4   **References:**
5   Education Code Section 78016;
6   Title 5 Sections 51022 and 55130;
7   Accreditation Standard II.A.6.b.
8
9   The Governing Board will rely primarily on the Faculty Senate through the Curriculum
10   Committee and other appropriate committees to review and make recommendations for
11   the discontinuance of ~~academic~~ programs~~, including career/technical programs~~. The
12   procedures for review and recommendations for discontinuance shall adhere to
13   Education Code Section 78016.

Date Adopted:

1

1   **INSTRUCTIONAL SERVICES**

2   **AP 4021**   **DISCONTINUANCE OF** ~~**ACADEMIC**~~ **PROGRAMS**~~**, INCLUDING**~~
3   ~~**CAREER AND TECHNICAL PROGRAMS**~~

4   **References:**
5   Education Code Section 78016;
6   Title 5 Sections 51022 and 55130
7   Accreditation Standard II.A.6.b.
8

9   The procedure for discontinuance of ~~academic~~ programs~~, including career and technical~~
10 ~~programs~~ shall adhere to Education Code Section 78016 and Title 5 Sections 51022
11 and 55130. Career and technical programs shall be reviewed every two years to
12 ensure they meet legal standards.

13 The procedure for discontinuing/deactivating an instructional program is as follows:

14   •   Faculty or appropriate administrator writes the justification/reasons for
15   discontinuance and a phase out plan. The phase-out plan must include:

16   o   Title of program and short description

17   o   Courses included in the program

18   o   Justification for discontinuance (e.g. obsolete technology, low enrollment)

19   o   Faculty or staff impact

20   o   Supplies, equipment disposal plan

21   •   Department members analyze/modify the plan and a majority must concur

22   •   The division dean analyzes, modifies, and concurs with the plan

23   •   The Curriculum Committee approves the deactivation plan

24   •   Faculty Senate approves the actions of the Curriculum Committee and submits to
25   the Governing Board

26 When programs are eliminated or program requirements are significantly changed, the
27 District shall make appropriate arrangements so that enrolled students may complete
28 their education in a timely manner with a minimum of disruption.

29 Office of Primary Responsibility: Instructional Services

Date Approved:

AP 4101   ~~INDEPENDENT~~ <u>DIRECTED</u> STUDY

References:

<u>Title 5 Sections 55230 et seq</u>.

- A Directed Study course is a credit course in which the student or a group of students is enrolled by special arrangement with a faculty member with the approval of the department chairperson.
- The course sometimes involves students working on a special project in a discipline which is listed in the college catalog. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum.
- This course is not to be taken in place of a course listed in the catalog.

Procedure
- Before registration, the student meets with a faculty member who determines whether the student qualifies for the course.

- Upon agreement that the student will proceed with the ~~Independent~~ Directed Study class, the department adds the class to the schedule and provides the class number to the faculty member.

- The faculty member completes the contract which includes the learning objectives, the number of units to be awarded, and the methods of evaluation.

- The student takes a copy of the contract to ~~the~~ ~~Admissions Office~~ Enrollment Services and completes registration procedures.

- The faculty member forwards a copy of the contract to his/her Department Chairperson and Division Dean during the first week of the semester or term.

- Weekly student activity and weekly contact with faculty member must be documented and maintained by faculty member for three academic years after course is completed.

<u>Also see AP 5070 titled Attendance</u>

<u>Office of Primary Responsibility: Instructional Services</u>

Changes in red from Instructional Svcs. Highlighted changes made at the P&P meeting of 3/6/15

Date Approved:

Palomar College
San Marcos, California
Contract for Directed/Independent Study Course

Please Print

Course Number & Title	~~Section~~ Class Number	Units

Semester & Year	~~Instructor~~ Faculty Name	Number of Lecture Hours

Class Start Date	Class End Date	Number of Lab Hours

Student Name	Student ID No.

Course Components: Specify work and minimum number of hours to be completed by student. Weekly hours of student work must be documented and demonstrate contact with faculty member on appropriate form.

Course Objectives: Identify course objectives to be achieved as determined by the faculty member and student.

Evaluation of Progress and Outcome Assessment(s) (Method of evaluation of progress throughout semester, including final grade)

_____   _____
Student's Signature   Date   Faculty Member's Signature   Date

Date Contract is Completed by student: _____

This form must be completed and on file in the Office of the Division Dean for any student enrolled in a directed study course. Student must take copy to Admissions and Records to complete registration.

Palomar College Contract/Documentation for Directed/Independent Study Course Effective Spring 2015

4

Palomar College
Contract for Directed/Independent Study Course
*Documentation of Weekly Student Activity and Contact with Faculty Member

Course Number & Title   Class Number   Units

Semester & Year   ~~Instructor~~ Faculty Name   Number of Lecture Hours

Student Name   Student ID No.   Number of Lab Hours

Week/Date	Hours completed	Activity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		

_____

Student's Signature and Date (after contract activity is completed)

_____

Faculty Member's signature and Date (after contract activity is completed)

Palomar College Contract/Documentation for Directed/Independent Study Course Effective Spring 2015

*Documentation of weekly activity must be maintained by faculty member for three (3) academic years after course is completed.

Palomar College
San Marcos, California
Contract for Directed/Independent Study Course

Directed Study Regulations

State Regulations

1. A Directed Study course is a credit course in which the student or a group of students is enrolled by special arrangement with an instructor with the approval of the department chairperson.
2. The course sometimes involves students working on a special project in a discipline which is listed in the college catalog. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum.
3. This course is not to be taken in place of a course listed in the catalog.
4. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written contract before the student engages in the learning experience.

Procedure

~~Before registration, the student meets with the department chairperson who determines if the student qualifies for the course. The department chairperson recommends a faculty member.~~ Before registration, the student meets with a faculty member who determines whether the student qualifies for the course. Upon agreement that the student will proceed with the Independent Study class, department adds the class to the schedule and provides the class number to the faculty member. The faculty member completes the contract. The student takes a copy of the contract to the Admissions Office and completes registration procedures. The faculty member forwards a copy of the contract to his/her Department Chairperson and Division Dean during the first week of the semester or term.

Last modified 1.28.14

1   **HUMAN RESOURCES**
2   **REV 4-3-15**
3

4 **AP 7211**   **FULL TIME FACULTY SERVICE AREAS, ~~MINIMUM~~**
5   **~~QUALIFICATIONS~~ AND COMPETENCIES**

6

7 **References:**
8   Government Code Sections 995 et seq.;
9   Education Code Sections 87001, 87003, 87356, 87359, and 87743 et seq.;
10   Title 5 Sections 53400 et seq.

11

12 **Faculty Service Areas:** Faculty service areas shall be established after negotiation and
13 consultation as required by law with the appropriate faculty representatives.

14

15   ❖ ~~From current Palomar Procedure 176 titled Faculty Service Areas~~

16

17 **~~FSA Definition~~**
18 ~~As used in this chapter, "faculty service area" means a service or instructional subject~~
19 ~~area or group of related services or instructional subject areas performed by faculty and~~
20 ~~established by the Palomar Community College District. EC 87743.1~~

21

22 **~~Minimum Qualifications Definition~~**
23 ~~Minimum qualifications for service in a discipline at Palomar College are those set by~~
24 ~~the statewide academic senate and the board of governors. Any person possessing a~~
25 ~~valid credential is entitled to serve under the terms of that credential.~~

26

27 **~~Purpose of Faculty Service Areas~~**
28 ~~Faculty Service Areas provide a workable framework within which seniority and~~
29 ~~bumping rights can be exercised by faculty when a reduction-in-force is being effected~~
30 ~~under Section 87743.~~

31

32 **~~FSA Qualifications (Minimums and Competency)~~**
33 Each faculty member shall qualify for one or more faculty service areas at the time of
34 initial employment.

35

36 New faculty members will be assigned faculty service areas by their hiring departments
37 at the time of initial employment. These assignments will be based upon the minimum
38 qualifications pursuant to Education Code Section 87356.

39

40 **~~FSA Recording~~**

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41 The Human Resources Office shall maintain a permanent record for each faculty
42 member employed by the District. The record shall contain each faculty service area
43 which the faculty member possesses, the minimum qualifications for service, and in
44 which faculty service areas FSAs he/ or she has established competency pursuant to
45 District competency standards. Every three years, the Faculty Senate shall review the
46 faculty service areas for completeness and currency. EC 87743.4
47
48 A faculty member shall be eligible for qualification in any faculty service area in which
49 the faculty member has met both minimum qualifications pursuant to BP/AP 4015 titled
50 Minimum Qualifications and Equivalencies Section 87356 and District competency
51 standards. After initial employment, a faculty member may apply to the District to add
52 faculty service areas FSAs for which the faculty member qualifies. The burden of
53 providing documentation and satisfactory proof of qualification for additional faculty
54 service areas resides with the employee. The application shall be received by the
55 District on or before February 15 December 15 in order to be considered in any
56 proceeding pursuant to Education Code Section 87743 during the academic year in
57 which the application is received. Any dispute arising from an allegation that a faculty
58 member has been improperly denied a faculty service area shall be classified and
59 procedurally addressed as a grievance as described in this AP and related procedures.
60 EC 87743.3
61
62 **FSA Competency**
63 To determine competency to serve in a faculty service area for the purposes of Section
64 87743, each department/discipline establishes competency criteria for faculty members
65 employed by the District.
66
67 Faculty who applied for an FSA in an area in which they are not currently teaching are
68 responsible for submitting competency documentation to Human Resource Services.
69 Competency requirements are published in the Faculty Manual. All documentation
70 must be submitted by December 15 of each year. 87743.5
71
72 **Review and Grievances**
73 The Faculty Senate FSA Review Committee will consist of an administrator with faculty
74 service area responsibility, faculty members from each academic division appointed by
75 Faculty Senate, one counselor and one librarian appointed by the Faculty Senate, and
76 one faculty member appointed by the PFF. area, plus two additional faculty members
77 serving at large. All faculty are appointed by the Faculty Senate. This committee will
78 review applications for additional faculty service areas and issues of competence for
79 reassignment purposes.
80
81 Disputed decisions of the reviewing committee will be adjudicated by a grievance
82 committee of three tenured faculty members appointed by the Faculty Senate. No

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83 member of the grievance committee may sit on the reviewing committee. The decision
84 of the <mark>grievance</mark> committee shall be final.
85
86 In the event that suit is brought against any District employee who participated in the
87 faculty service area ~~FSA~~ process as a result of such participation, the District shall
88 provide for the legal defense of the employee subject to the provisions of applicable law.
89 ~~assume full responsibility for costs of legal defense and payment of compensatory~~
90 ~~damages. The District shall assume liability for payment of punitive damages awarded~~
91 ~~against a peer review committee member who acted within the course and scope of his~~
92 ~~or her District employment and who acted in good faith, without actual malice, and in the~~
93 ~~apparent best interests of the District if payment of the claim or judgment would be in~~
94 ~~the best interests of the District.~~
95
96 **~~Faculty Service Areas and Competencies~~**
97
98 **~~DIVISION~~**
99 **~~LIBRARY/EDUCATIONAL TELEVISION~~**
100
101 ~~Department: Library~~
102 **~~FSA-Library Technology~~**
103 ~~Competency~~
104 ~~A. Possession of the minimum qualifications in Library Science as determined by the~~
105 ~~State Academic Senate and the Board of Governors; AND~~
106 ~~B. Appropriate professional experience.~~
107
108 **~~DIVISION~~**
109 **~~ARTS AND LANGUAGES~~**
110
111 ~~Department: Art~~
112 **~~FSA-Commercial Arts~~**
113 ~~Competency~~
114 ~~A. Possession of the minimum qualifications in Commercial Art as determined by the~~
115 ~~State~~
116 ~~Academic Senate and the Board of Governors; AND~~
117 ~~B. Bachelor's or higher degree in graphic design, advertising design, or illustration; OR~~
118 ~~C. Master's of Fine Arts, OR Master's in Studio Art; OR~~
119 ~~D. The equivalent; AND~~
120 ~~E. Acceptable portfolio of graphic design and/or illustration; AND~~
121 ~~F. Minimum of two years' part-time work experience for design shops, advertising~~
122 ~~agencies, publishers, or other high-caliber employers or clients; AND~~
123 ~~G. Minimum of two semesters' part-time experience teaching commercial art courses at~~
124 ~~an accredited post-secondary institution.~~

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125
126 Department: Art
127 **FSA-Fine Arts**
128 Competency
129 A. Possession of the minimum qualifications in Art as determined by the State
130 Academic Senate and the Board of Governors; AND
131 B. Master's of Fine Art in studio art; OR
132 C. Master's in Studio Art; OR
133 D. Master's in Art History with emphasis on Studio Art; OR
134 E. Bachelor's in Fine Arts, Art, or Art History AND Master's in Humanities; OR
135 F. The equivalent; AND
136 G. Minimum of four semesters' part-time teaching experience in art at an accredited
137 post-secondary institution within the previous five years.
138
139 Department: Art
140 **FSA-Historical Arts**
141 Competency
142 A. Possession of the minimum qualifications in Art as determined by the State
143 Academic Senate and the Board of Governors; AND
144 B. Master's in Art History; OR
145 C. Master's of Fine Art or Master's in Art with strong graduate level concentration in Art
146 History; OR
147 D. Bachelor's in Fine Arts, Arts, or Art History AND Master's in Humanities with strong
148 graduate level concentration in Art History; OR
149 E. Bachelor's in Fine Arts, Art, or Art History AND Master's in Education with strong
150 graduate-level concentration in Art History; OR
151 F. The equivalent; AND
152 G. Minimum of two semesters' part-time experience teaching Art and/or Art History
153 classes at an accredited post-secondary institution.
154
155 Department: English
156 **FSA-English**
157 Competency
158 A. Possession of the minimum qualifications in English as determined by the State
159 Academic
160 Senate and the Board of Governors, AND
161 B. Master's Degree in English, British or American Literature, Comparative Literature,
162 Composition,
163 or Rhetoric, or the equivalent, AND
164 C. Minimum of three semesters' part-time teaching experience in English at an
165 accredited post-secondary institution within the previous three years.

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166
167 Department: English
168 **FSA-Humanities**
169 Competency
170 A. Possession of the minimum qualifications in Humanities as determined by the State
171 Academic Senate and the Board of Governors; AND
172 B. Master's Degree in Humanities OR Master's in English, Literature, Comparative
173 Literature, Music, Philosophy, Art, Art History, History OR the equivalent. If instructor's
174 Master's Degree is not in Humanities, the instructor's course work must be determined
175 to be broad enough to provide an ample basis for teaching such a course; AND
176 C. Minimum of three semesters' part-time teaching experience in humanities at an
177 accredited post-secondary institution within the previous three years. AND
178 D. Evidence of consistently strong student and peer evaluations, indicating the ability to
179 contribute to the Humanities program at its present level.
180
181 Department: English As A Second Language
182 **FSA-English As A Second Language**
183 Competency
184 A. Possession of the minimum qualifications in ESL as determined by the State
185 Academic Senate and the Board of Governors; AND
186 B. Minimum of two semesters' part-time teaching experience in ESL at an accredited
187 post-secondary institution within the previous five years.
188
189 Department: Foreign Languages
190 **FSA-Foreign Languages**
191 Competency
192 Possession of the minimum qualifications in Foreign Languages as determined by the
193 State Academic Senate and the Board of Governors.
194
195 Department: Performing Arts
196 **FSA-Dance**
197 Competency
198 A. Possession of the minimum qualifications in Dance as determined by the State
199 Academic Senate and the Board of Governors; AND
200 B. Minimum of five years' professional dance training and/or a BA, BFA, MA, or MFA
201 Degree in the Dance Arts; AND
202 C. Part-time experience teaching in a minimum of two of the following instructional
203 areas:
204 1. dance theory, history
205 2. ballet techniques
206 3. jazz dance technique

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207 ~~4. modern dance technique, movement exploration, improvisation~~
208 ~~5. folk, ballroom~~
209 ~~6. tap, musical theatre; OR~~
210 ~~D. Performing, choreographic, and/or technical production experience in an educational~~
211 ~~or professional environment.~~
212
213 ~~Department: Performing Arts~~
214 **~~FSA-Music~~**
215 ~~Competency~~
216 ~~A. Possession of the minimum qualifications in Music as determined by the State~~
217 ~~Academic Senate and the Board of Governors; AND~~
218 ~~B. Part-time teaching experience in a minimum of two of the following instructional~~
219 ~~areas: Theory, keyboard, voice, choral, instrumental, and literature.~~
220 ~~C. Performance ability must be commensurate with graduate-level work as determined~~
221 ~~by the music department tenured faculty.~~
222
223 ~~Department: Performing Arts~~
224 **~~FSA-Theatre Arts~~**
225 ~~Competency~~
226 ~~A. Possession of the minimum qualifications in Drama/Theatre Arts as determined by~~
227 ~~the State Academic Senate and the Board of Governors; AND~~
228 ~~B. Part-time teaching of a minimum of four of the performance courses within the~~
229 ~~previous five years; OR~~
230 ~~C. Successful completion of course work in theatre arts within the previous five years.~~
231
232 ~~Department: Reading~~
233 **~~FSA-Reading~~**
234 ~~Competency~~
235 ~~A. Possession of the minimum qualifications in Reading as determined by the State~~
236 ~~Academic Senate and the Board of Governors.~~
237 ~~B. Minimum of two semesters' part-time professional experience in reading, language~~
238 ~~arts, or learning assistance at an accredited post-secondary institution within the~~
239 ~~previous seven years;~~
240 ~~OR~~
241 ~~C. Relevant course completion in Reading or Language Arts.~~
242
243 ~~Department: Speech Communication Forensics/ASL~~
244 **~~FSA-American Sign Language~~**
245 ~~Competency~~
246 ~~A. Possession of the minimum qualifications in Sign Language as determined by the~~
247 ~~State Academic Senate and the Board of Governors; AND~~

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248 B. Recent experience in Deaf Education and ability to demonstrate knowledge of
249 audiological functionality and causes for deafness, sociological perspectives on
250 deafness, psychological perspectives of deafness in relation to education (oral,
251 mainstream, bi-lingual, residential) and in relation to familial repercussions when
252 deafness is in the family.
253 C. Recent evaluations by a local interpreter evaluation board (Mesa College, Palomar
254 College) or by the Registry for Interpreters of the Deaf and have obtained a top level
255 score.
256 D. Recent experience in training interpreters and knowledge of recent research in the
257 profession is also required. Knowledge of anthropological/ethnographical techniques
258 for cultural study and ethnographical knowledge of Deaf culture. Documented
259 experience in all areas of ASL/English interpreting is mandatory.
260
261 Department: Speech Communication/Forensics/ASL
262 **FSA-Speech/Forensics**
263 Competency
264 A. Possession of the minimum qualifications in Speech as determined by the State
265 Academic Senate and the Board of Governors; AND
266 B. Part-time teaching courses at an accredited post-secondary institution in a minimum
267 of two of the following instructional areas within the previous five years:
268 1. Public Address - courses such as Oral Communication, Public Speaking, Oral
269 Interpretation, Argumentation and Debate,
270 2. Communication Theory - courses such as Human Communication, Interpersonal
271 Communication, Small Group Discussion,
272 3. Forensics - teaching, coaching, or administration of the forensics activity at the post-
273 secondary level; OR
274 C. By satisfactory completion of 12 semester units or its equivalent at the upper division
275 level in a minimum of two of the preceding instructional levels at an accredited, post-
276 secondary institution within the previous five years.
277
278 **DIVISION**
279 **HUMAN ARTS AND SCIENCES**
280
281 Department: American Indian Studies
282 **FSA-Interdisciplinary Studies**
283 Competency
284 A. Possession of the minimum qualifications in Art, Anthropology, History, Sociology,
285 OR Music as determined by the State Academic Senate and the Board of Governors;
286 AND
287 B. Master's in American Indian Studies; OR

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288 ~~C. Master's in the related interdisciplinary area with appropriate course work in~~
289 ~~American Indian Studies; OR~~
290 ~~D. Master's in any academic discipline and a Bachelor's in American Indian Studies; OR~~
291 ~~E. Equivalent; AND~~
292 ~~F. Must have taught a minimum of two semesters' part-time classes in American Indian~~
293 ~~Studies or an appropriate interdisciplinary course at an accredited post-secondary~~
294 ~~institution within the previous three years.~~
295
296 ~~Department: Behavioral Sciences~~
297 **~~FSA-Anthropology~~**
298 ~~Competency~~
299 ~~A. Possession of the minimum qualifications in Anthropology as determined by the State~~
300 ~~Academic~~
301 ~~Senate and the Board of Governors; AND~~
302 ~~B. Minimum of two semesters' part-time experience at an accredited post-secondary~~
303 ~~institution within the previous three years in Physical Anthropology and Cultural~~
304 ~~Anthropology. In addition, the candidate must be sufficiently familiar with Archaeology~~
305 ~~and Comparative Societies to teach them on an introductory level; AND~~
306 ~~C. Competence in the history of Anthropology, Ethnology, Archaeology, the Dynamics~~
307 ~~of Culture Change, and Physical Anthropology. Competence can be demonstrated by~~
308 ~~the passing of corresponding graduate school exams, by the approval of corresponding~~
309 ~~graduate school transcript files, or by publication in standard journals of the discipline;~~
310 ~~AND~~
311 ~~D. Evidence of consistently strong student and peer evaluations, indicating the ability to~~
312 ~~contribute to the Anthropology program at its present level.~~
313
314 ~~Department: Behavioral Sciences~~
315 **~~FSA-Philosophy~~**
316 ~~Competency~~
317 ~~A. Possession of the minimum qualifications in Philosophy as determined by the State~~
318 ~~Academic Senate and the Board of Governors; AND~~
319 ~~B. Minimum of two semesters' part-time experience teaching Ethical and Political~~
320 ~~Values, Knowledge and Reality, and Introduction to Logic, plus a minimum of the~~
321 ~~following: Symbolic Logic, Oriental Philosophies, Philosophy of Religion, Existentialism,~~
322 ~~Marxism, Pragmatism, Transcendentalism, Philosophy in Literature, Bioethics at an~~
323 ~~accredited post-secondary institution within the previous five years; AND~~
324 ~~C. Competence in the history of Philosophy (classic, modern and contemporary), Ethics,~~
325 ~~Metaphysics, Epistemology, Political Philosophy, Logic (critical thinking and symbolic~~
326 ~~logic).~~
327

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328 Competence can be demonstrated by the passing of corresponding graduate school
329 exams, by the approval of corresponding graduate school transcript files, or by
330 publication in standard journals of the discipline; AND
331 D. Evidence of consistently strong student and peer evaluation, indicating the ability to
332 contribute to the Philosophy program at its present level; and be able to demonstrate
333 professional non-teaching activities in the field of Philosophy over the previous three
334 years.
335
336 Department: Behavioral Sciences
337 **FSA-Psychology**
338 Competency
339 A. Possession of the minimum qualifications in Psychology as determined by the State
340 Academic Senate and the Board of Governors; AND
341 B. Minimum of two semesters' part-time experience teaching Introductory Psychology at
342 an accredited post-secondary institution within the previous three years. In addition, the
343 candidate must be sufficiently familiar with at least one of the following areas of
344 Psychology to teach it on an introductory level: Experimental, Physiological, Statistics,
345 Social, Developmental, Abnormal, Human Sexuality, or Personal Growth. AND
346 C. Competence in the history of Psychology, Experimental Methods, Physiological
347 Psychology, Sensation, Perception, Learning, Memory, Psychological Development,
348 Thinking and Cognition, Motivation and Emotion, Personality, Abnormal Psychology,
349 Therapy and Social Psychology.
350
351 Competence can be demonstrated by the passing of corresponding graduate school
352 exams, by the approval of corresponding graduate school transcript files, or by
353 publication in standard psychological journals; AND
354 D. Evidence of consistently strong student and peer evaluations, indicating the ability to
355 contribute to the Psychology program at its present level.
356
357 Department: Behavioral Sciences
358 **FSA-Sociology**
359 Competency
360 A. Possession of the minimum qualifications in Sociology as determined by the State
361 Academic Senate and the Board of Governors; AND
362 B. Minimum of two semesters' part-time experience teaching college courses in
363 Introductory Sociology at an accredited post-secondary institution within the previous
364 three years, and in one of the following: Contemporary Social Issues, Marriage and
365 Family, Social Psychology or Human Sexuality. In addition, the candidate must be
366 sufficiently familiar with the remaining two courses to teach them on an introductory
367 level; AND

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368　C. Competence in research methods and sociological theory. In addition, the candidate
369　must have demonstrated competence in three of the following areas: Social
370　Psychology, Human Sexuality, Marriage and Family, Deviance, Minority Relations,
371　Social Stratification, Demography and Urban Sociology. Competence can be
372　demonstrated by the passing of corresponding graduate-school exams, by the approval
373　of corresponding graduate-school or upper-division transcript, or by publication in
374　standard psychological journals; AND
375　D. Evidence of consistently strong student and peer evaluations, indicating the ability to
376　contribute to the Sociology program at its present level.
377
378　Department: Behavioral Sciences
379　**FSA-Religious Studies**
380　Competency
381　A. Possession of the minimum qualifications in Religious Studies as determined by the
382　State Academic Senate and the Board of Governors; AND
383　B. Minimum of two semesters' part-time experience teaching World Religions at an
384　accredited post-secondary institution within the previous three years.
385　C. Competence in the history of religion, contemporary religious thought and
386　movements, Western religions (Judaism, Christianity, Islam), and Eastern religions
387　(Hinduism, Buddhism, Confucianism, Taoism). This can be demonstrated by the
388　passing of corresponding graduate school exams, by the approval of corresponding
389　graduate school dossier file submissions, or by publication in the standard journals of
390　the discipline; AND
391　D. Evidence of consistently strong student and peer evaluations, indicating the ability to
392　contribute to the Religious Studies program at its present level.
393
394　Department: Child Development
395　**FSA-Child Development**
396　Competency
397　A. Possession of the minimum qualifications in Child Development/Early Childhood
398　Education as determined by the State Academic Senate and the Board of Governors;
399　AND
400　B. Minimum of two semesters' part-time experience teaching in the FSA at an
401　accredited post-secondary institution within the previous three years.
402　C. Documented evaluated part-time experience in working with age-appropriate levels
403　and parents.
404　D. Must demonstrate evidence of positive evaluation by students and peers.
405
406　Department: Multicultural Studies
407　**FSA-Ethnic Studies**
408　Competency

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409 A. Possession of the minimum qualifications in Ethnic Studies, History, Political
410 Science, English, Sociology, Anthropology, Religious Studies, OR Economics as
411 determined by the State Academic Senate and the Board of Governors.
412
413 Department: Physical Education
414 **FSA-Physical Education**
415 Competency
416 A. Possession of the minimum qualifications in Physical Education as determined by the
417 State Academic Senate and the Board of Governors; AND
418 B. Minimum of two semesters part-time teaching experience in the FSA at an accredited
419 post-secondary institution within the previous five years; OR
420 C. Completion of course work or other special training relevant to the FSA within the
421 previous five years.
422
423 Department: Economics, History, and Political Science
424 **FSA-Economics**
425 Competency
426 A. Possession of the minimum qualifications in Economics as determined by the State
427 Academic Senate and the Board of Governors; AND
428 B. Master's in Economics or the equivalent; AND
429 C. Minimum of two semesters' part-time teaching experience in Principles of Economics
430 (Macro) and Principles of Economics (Micro) at an accredited post-secondary institution
431 within the previous three years.
432
433 Department: Economics, History, and Political Science
434 **FSA-History**
435 Competency
436 A. Possession of the minimum qualifications in History as determined by the State
437 Academic Senate and the Board of Governors; AND
438 B. Master's in History or the equivalent; AND
439 C. Minimum of two semesters' part-time teaching experience in History of Western
440 Civilization or History of the United States at an accredited post-secondary institution
441 within the previous three years.
442
443 Department: Economics, History, and Political Science
444 **FSA-Political Science**
445 Competency
446 A. Possession of the minimum qualifications in Political Science as determined by the
447 State Academic Senate and the Board of Governors; AND
448 B. Master's in Political Science or the equivalent; AND

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449 C. Minimum of two semesters' part-time teaching experience in Introduction to Politics
450 and American Political Institutions and Introduction to United States and California
451 Governments at an accredited post-secondary institution within the previous three
452 years.
453
454 **DIVISION**
455 **MATHEMATICS AND THE NATURAL AND HEALTH SCIENCES**
456
457 Department: Chemistry
458 **FSA-Chemistry**
459 Competency
460 A. Possession of the minimum qualifications in Chemistry as determined by the State
461 Academic Senate and the Board of Governors. OR
462 B. Satisfactory completion of 12 semester or 15 quarter units of upper division or
463 graduate Chemistry courses within the previous three years at an accredited post-
464 secondary institution; AND
465 C. Minimum of one semester of part-time teaching experience in chemistry, lecture or
466 laboratory, at an accredited post-secondary institution within the previous three years.
467
468 Department: Dental Assisting
469 **FSA-Dental Assisting**
470 Competency
471 A. Possession of the minimum qualifications in Dental Technology as determined by the
472 State Academic Senate and the Board of Governors; AND
473 B. Current California license as a Doctor of Dental Surgery or Registered Dental
474 Hygienist with Certified Dental Assistant status OR Registered Dental Assistant with
475 Certified Dental Assistant status; AND
476 C. Clinical competency in the use of four-handed dentistry; AND
477 D. Minimum of two semesters' part-time teaching experience at a post-secondary
478 institution accredited by the Commission on Dental Accreditation of the American Dental
479 Association and the California Board of Dental Examiners.
480 E. Minimum of Bachelors Degree for Dental Assistant or Dental Hygienist.
481
482 Department: Earth Sciences
483 **FSA-Aeronautical Sciences**
484 Competency
485 A. Possession of the minimum qualifications in Aeronautics as determined by the State
486 Academic Senate and the Board of Governors; AND
487 B. Minimum of two semesters' part-time teaching experience in Aeronautical Sciences
488 at an accredited post-secondary institution within the previous ten years.
489

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490   Department: Earth Sciences
491   **FSA-Astronomy**
492   Competency
493   A. Possession of the minimum qualifications in Physics/Astronomy as determined by the
494   State Academic Senate and the Board of Governors; AND
495   B. Minimum of two semesters' part-time teaching experience in Astronomy at an
496   accredited post-secondary institution within the previous five years, OR
497   C. Any person with an MA/MS degree in any Earth Science or Physics who has been
498   teaching full-term Astronomy courses for a minimum of two semesters part-time at an
499   accredited post-secondary institution within the previous five years.
500
501   Department: Earth Sciences
502   **FSA-Geology**
503   Competency
504   A. Possession of the minimum qualifications in Geology and Earth Science as
505   determined by the State Academic Senate and the Board of Governors; AND
506   B. Minimum of two semesters' part-time teaching experience in Geology at an
507   accredited post-secondary institution within the previous ten years; OR
508   C. Any person with an MA/MS degree in any Earth Science who has been teaching full-
509   term Geology courses for a minimum of two semesters part-time at an accredited post-
510   secondary institution within the previous five years.
511
512   Department: Earth Sciences
513   **FSA-Geography**
514   Competency
515   A. Possession of the minimum qualifications in Geography as determined by the State
516   Academic Senate and the Board of Governors; AND
517   B. Minimum of two semesters' part-time teaching experience in Geography at an
518   accredited post-secondary institution within the previous five years; OR
519   C. Any person with an MA/MS degree in any Earth Science or related Social Science
520   who has been teaching full-term Geography courses for a minimum of two semesters
521   part-time at an accredited post-secondary institution within the previous five years.
522
523   Department: Earth Sciences
524   **FSA-Oceanography**
525   Competency
526   A. Possession of the minimum qualifications in Geology and Earth Science as
527   determined by the State Academic Senate and the Board of Governors; AND
528   B. Minimum of two semesters' part-time teaching experience in Oceanography at an
529   accredited post-secondary institution within the previous five years; OR

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530 ~~C. MA/MS in any science and 24 units of upper-division and/or graduate work in ocean-~~
531 ~~related courses; AND~~
532 ~~D. Minimum of two semesters' part-time teaching experience in Oceanography at an~~
533 ~~accredited post-secondary institution within the previous ten years; OR~~
534 ~~E. Any person with an MA/MS in any science who has been teaching full-term~~
535 ~~Oceanography courses for a minimum of two semesters part-time at an accredited post-~~
536 ~~secondary institution within the previous five years.~~
537
538 ~~Department: Life Sciences~~
539 ~~**FSA-Medical Assistant**~~
540 ~~Competency~~
541 ~~A. Possession of the minimum qualifications in Medical Assistant as determined by the~~
542 ~~State Academic Senate and the Board of Governors; AND~~
543 ~~B. Minimum of two semesters' part-time teaching experience in the FSA at an~~
544 ~~accredited post-secondary institution within the previous five years.~~
545
546 ~~Department: Life Sciences~~
547 ~~**FSA-Biological Science**~~
548 ~~Competency~~
549 ~~A. Possession of the minimum qualifications in Biological Sciences as determined by~~
550 ~~the State Academic Senate and the Board of Governors; AND~~
551 ~~B. Minimum of two semesters' part-time teaching experience in the FSA at an~~
552 ~~accredited post-secondary institution within the previous five years.~~
553
554 ~~Department: Mathematics~~
555 ~~**FSA-Mathematics**~~
556 ~~Competency~~
557 ~~A. Possession of the minimum qualifications in Mathematics as determined by the State~~
558 ~~Academic Senate and the Board of Governors; AND~~
559 ~~B. 1. Must have taught within the previous three years, a minimum of four satisfactorily~~
560 ~~evaluated courses. These courses must come from a minimum of two of the following~~
561 ~~groups at an accredited post-secondary institution:~~
562 ~~a. Basic Mathematics, Arithmetic, Prealgebra, Beginning Algebra, and Intermediate~~
563 ~~Algebra~~
564 ~~b. Trigonometry, College Algebra, Precalculus, Concepts of Elementary Math I and II,~~
565 ~~FORTRAN, Statistics, and Mathematics for Liberal Arts~~
566 ~~c. Calculus 1, 2, and 3, Calculus for the Economics, History, and Political Science,~~
567 ~~Differential Equations, and Linear Algebra; OR~~
568 ~~2. Must have directed satisfactorily a mathematics laboratory or center for at least one~~
569 ~~year within the previous three years..~~
570

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571 Department: Nursing Education
572 **FSA-Nursing**
573 Competency
574 A. Possession of the minimum qualifications in Nursing as determined by the State
575 Academic Senate and the Board of Governors; AND
576 B. Master's of Science degree in Nursing or Master's in Nursing degree from an
577 accredited college or university; AND
578 C. Current license or eligibility for licensure as a Registered Nurse in the State of
579 California; AND
580 D. A minimum of one-year's continuous experience in the practice of professional
581 nursing; AND
582 E. Eligible for approval by the State Board of Nursing; AND
583 F. Teaching experience in nursing in any health care setting; AND
584 G. Clinical competency in nursing.
585
586 Department: Physics and Engineering
587 **FSA-Engineering**
588 Competency
589 Possession of the minimum qualifications in Engineering as determined by the State
590 Academic Senate and the Board of Governors.
591
592 Department: Physics and Engineering
593 **FSA-Physics**
594 Competency
595 A. Possession of the minimum qualifications in Physics/Astronomy as determined by the
596 State Academic Senate and the Board of Governors; AND
597 B. Minimum of two semesters' part-time teaching experience in the FSA at an
598 accredited post-secondary institution within the previous two years.
599
600 **DIVISION**
601 **MEDIA, BUSINESS, AND COMMUNITY SERVICES**
602
603 Department: Business Education
604 **FSA-Accounting**
605 Competency
606 A. Possession of the minimum qualifications in Accounting as determined by the State
607 Academic Senate and the Board of Governors, AND
608 B. Minimum of two semesters' part-time experience teaching Accounting courses at an
609 accredited post-secondary institution within the previous three years, OR
610 C. Must have a minimum of one year's full-time work experience in Accounting within
611 the past three years.

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612
613 Department: Business Education
614 **FSA-General Business**
615 Competency
616 A. Possession of the minimum qualifications in one of the following: Banking and
617 Finance, Business, Management, Marketing, Industrial Relations, International
618 Business, Labor Relations, Law, Retailing, Real Estate, or Legal Assisting, as
619 determined by the State Academic Senate and the Board of Governors, AND
620 B. Minimum of two semesters' part-time experience teaching Business courses at an
621 accredited post-secondary institution within the previous three years, OR
622 C. Must have a minimum of one year's full-time work experience in Business within the
623 past three years.
624
625 Department: Business Education
626 **FSA-Office Services**
627 Competency
628 A. Possession of the minimum qualifications in one of the following: Office
629 Management, Computer Applications, or Office Technologies, as determined by the
630 State Academic Senate and the Board of Governors, AND
631 B. Minimum of two semesters' part-time experience teaching Office Information
632 Systems courses at an accredited post-secondary institution within the previous three
633 years, OR
634 C. Must have a minimum of one year's full-time work experience in administrative
635 support within the past three years.
636
637 Department: Communications
638 **FSA-Communications**
639 Competency
640 A. Possession of the minimum qualifications in Film Making/Video, Telecommunication
641 Technology, OR Mass Communication as determined by the State Academic Senate
642 and the Board of Governors; AND
643 B. Competency in Mass Communications, Film Making/Video, and/or
644 Telecommunications Technology requires a minimum of two semesters' part-time
645 teaching experience or course work at an accredited post-secondary institution in the
646 discipline(s) within the previous five years, or a minimum of two semesters' part-time
647 teaching experience during the last five years in the disciplines of Cinema, Journalism,
648 or Radio-TV.
649 C. Competency in Journalism requires a minimum of two semesters part-time teaching
650 experience or course work at an accredited post-secondary institution in the discipline
651 within the last five years or teaching experience in the areas of Mass Communications,
652 Cinema, or Radio-TV within the previous five years.

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653
654 Department: Communications
655 **FSA-Photography**
656 Competency
657 A. Possession of the minimum qualifications in Photographic Technology/Commercial
658 Photography as determined by the State Academic Senate and the Board of Governors;
659 AND
660 B. Minimum of five years' part-time experience in photographic work, OR
661 C. A.A. in Photography or directly related field, with a minimum of seven years'
662 experience in photographic work; OR
663 D. M.A. in Photography or directly related field; AND
664 E. Minimum of one semester part-time teaching experience in Photography within the
665 previous year or an equivalent instruction through private and/or public photography
666 workshops; AND
667 F. Have been actively creating photography for the previous five years, as evidenced by
668 a portfolio of photographic work from the previous five years which exhibits mastery of
669 technical and aesthetic applications in current photographic trends.
670
671 Department: Computer Science and Information Systems
672 **FSA-Computer Science and Information Systems**
673 Competency
674 A. Possession of the minimum qualifications in Computer Science and Information
675 Systems OR Computer Science as determined by the State Academic Senate and the
676 Board of Governors; AND
677 B. Must have taught a CIS course at an accredited post-secondary institution within the
678 previous two years.
679 C. Minimum of Master's Degree in Computer Science or Master's Degree in Computer
680 Information Systems.
681
682 Department: Graphic Communications
683 **FSA-Graphic Communications**
684 Competency
685 Possession of the minimum qualifications in Graphic Arts as determined by the State
686 Academic Senate and the Board of Governors.
687
688 **DIVISION**
689 **STUDENT SERVICES**
690
691 Department: Athletics
692 **FSA-Coaching**
693 Competency

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694 A. Possession of the minimum qualifications in Coaching as determined by the State
695 Academic Senate and the Board of Governors; AND
696 B. Minimum of two seasons' coaching experience within the past five years.
697
698 Department: Counseling, Guidance, and Career Development
699 **FSA-Counseling**
700 Competency
701 A. Possession of the minimum qualifications in Counseling as determined by the State
702 Academic Senate and the Board of Governors; AND
703 B. Minimum of part-time experience in one or more of the following activities:
704 1. Individual counseling and advising.
705 2. Teaching courses offered by the Counseling Department.
706 3. Service in a Career or Transfer Center.
707 C. The experience listed in "B" must have been completed within the previous two
708 years.
709
710 Department: Disabled Student Programs and Services
711 **FSA-Special Education**
712 Competency (Counselors of students with disabilities)
713 A. Possession of the minimum qualifications as determined by the State Academic
714 Senate and the Board of Governors.
715 B. Minimum of two years' part-time experience within the previous five years counseling
716 students with the following disabilities: Physical disabilities, learning disabilities,
717 acquired brain injuries, visual impairments and hearing impairments.
718 Speech & Language Disabilities:
719 1. Possession of the minimum qualifications as determined by the State Academic
720 Senate and the Board of Governors.
721 2. Minimum of two years' part-time experience within the previous five years counseling
722 students with communication disabilities.
723 Specialized instructors working with students with disabilities:
724 1. Possession of the minimum qualifications as determined by the State Academic
725 Senate and the Board of Governors.
726 2. Minimum of two years' part-time experience within the previous five years teaching
727 students with specific disabilities such as: Learning disabilities, developmental
728 disabilities, acquired brain injuries, hearing problems and physical disabilities.
729
730 **DIVISION**
731 **VOCATIONAL TECHNOLOGY**
732
733 Department: Emergency Medical Education
734 **FSA-Emergency Medical Technology**

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735   Competency
736   A. Possession of the minimum qualifications in Emergency Medical Technologies as
737   determined by the State Academic Senate and the Board of Governors; AND
738   B. Registered Nurse currently licensed in the State of California, OR Emergency
739   Medical Technician-Paramedic (EMT-P) who is currently certified in the State of
740   California; AND
741   C. Minimum of two years' academic or clinical experience in emergency medicine within
742   the previous five years.
743
744   Department: Cooperative Education
745   **FSA-Cooperative Education**
746   Competency
747   A. Master's Degree from an accredited institution; OR
748   B. Possession of the minimum qualifications as determined by the State Academic
749   Senate and the Board of Governors in an appropriate vocational subject matter
750   discipline, OR
751   C. The equivalent.
752
753   Department: Family and Consumer Sciences
754   **FSA-Family and Consumer Sciences**
755   Competency
756   A. Possession of the minimum qualifications in Family and Consumer Studies/Home
757   Economics as determined by the State Academic Senate and the Board of Governors;
758   AND
759   B. Minimum of two semesters' part-time teaching experience at an accredited post-
760   secondary institution in the FSA within the previous five years; OR
761   C. Satisfactory completion at an accredited post-secondary institution within the
762   previous five years: 12 semester units or its equivalent in the FSA.
763
764   Department: Family and Consumer Sciences
765   **FSA-Nutritional Science/Dietetics**
766   Competency
767   Possession of the minimum qualifications in Nutritional Science/Dietetics as determined
768   by the State Academic Senate and the Board of Governors.
769
770   Department: Public Safety
771   **FSA-Administration of Justice**
772   Competency
773   A. Possession of the minimum qualifications in Administration of Justice as determined
774   by the State Academic Senate and the Board of Governors; AND

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775 B. Minimum of six years' work experience in the discipline, one year of which must have
776 been within the previous four years.
777
778 Department: Public Safety
779 **FSA-Fire Technology**
780 Competency
781 A. Possession of the minimum qualifications in Fire Technology as determined by the
782 State Academic Senate and the Board of Governors; AND
783 B. Minimum of six years' work experience in the discipline, one year of which must have
784 been within the previous four years.
785
786 Department: Trades and Industry
787 **FSA-Cabinet and Furniture Technology**
788 Competency
789 A. Possession of the minimum qualifications in Furniture Making or Cabinet Making as
790 determined by the State Academic Senate and the Board of Governors; AND
791 B. Minimum of two semesters' part-time teaching experience at the high school,
792 community college, or adult level; AND
793 C. Ability to effectively teach and demonstrate the varied skills with knowledge in areas
794 of operations and processes inherent to the Woodworking and wood-related fields; AND
795 D. Ability to mill rough lumber to finish sizes and knowledge of associated processes,
796 operations, and equipment.
797 E. Effectively manage, maintain, and repair the teaching laboratory including machines,
798 equipment, tools, and other operational aspects of the facility.
799
800 Department: Trades and Industry
801 **FSA-Drafting**
802 Competency
803 A. Possession of the minimum qualifications in Drafting as determined by the State
804 Academic Senate and the Board of Governors; AND
805 B. Minimum of two semesters' part-time teaching experience in one of the following
806 areas of specialization within the previous two years:
807 1. Mechanical/Technical Drafting
808 2. Architectural Drafting
809 3. Computer-Aided Drafting
810 4. Electro-Mechanical Drafting
811
812 Department: Trades and Industry
813 **FSA-Electronics Technology**
814 Competency

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815 ~~A. Possession of the minimum qualifications in Electronics Technology as determined~~
816 ~~by the State Academic Senate and the Board of Governors; OR~~
817 ~~B. Any four-year degree with a minimum total of four years of full-time electronics~~
818 ~~experience in industrial, occupational, or teaching settings.~~
819
820 ~~Department: Trades and Industry~~
821 ~~**FSA-Welding**~~
822 ~~Competency~~
823 ~~Possession of the minimum qualifications in Welding as determined by the State~~
824 ~~Academic Senate and the Board of Governors.~~
825
826 ~~Department: Trades and Industry~~
827 ~~**FSA-Industrial Technology**~~
828 ~~Competency~~
829 ~~A. Possession of the minimum qualifications in Auto Mechanics or Diesel Mechanics as~~
830 ~~determined by the State Academic Senate and the Board of Governors.~~
831 ~~B. Relevant professional experience in the appropriate discipline for a minimum of two~~
832 ~~years, OR~~
833 ~~C. Completion of 12 semester units of course work in the selected discipline, OR~~
834 ~~D. Completion of updated training within the previous two years relating to the selected~~
835 ~~discipline.~~
836
837 ~~Department: Vocational Programs~~
838 ~~**FSA-Apprenticeship/Industrial Technology**~~
839 ~~Competency~~
840 ~~Possession of the minimum qualifications as determined by the State Academic Senate~~
841 ~~and the Board of Governors.~~
842
843 ~~Department: Vocational Programs~~
844 ~~**FSA-Apprenticeship/Electrician**~~
845 ~~Competency~~
846 ~~Possession of the minimum qualifications as determined by the State Academic Senate~~
847 ~~and the Board of Governors.~~
848
849 ~~Department: Vocational Programs~~
850 ~~**FSA-Apprenticeship/Welding**~~
851 ~~Competency~~
852 ~~Possession of the minimum qualifications as determined by the State Academic Senate~~
853 ~~and the Board of Governors.~~
854
855 ~~Department: Vocational Programs~~

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856   **~~FSA-Apprenticeship/Work Experience~~**
857   ~~Competency~~
858   ~~A. Master's Degree from an accredited institution; OR~~
859   ~~B. Possession of the minimum qualifications as determined by the State Academic~~
860   ~~Senate and the Board of Governors; OR~~
861   ~~C. The equivalent.~~
862
863   ~~Department: Vocational Programs~~
864   **~~FSA-Industrial Relations~~**
865   ~~Competency~~
866   ~~Possession of the minimum qualifications in Industrial Relations as determined by the~~
867   ~~State Academic Senate and the Board of Governors.~~
868
869   ~~Department: Vocational Programs~~
870   **~~FSA-Carpentry~~**
871   ~~Competency~~
872   ~~Possession of the minimum qualifications in Carpentry as determined by the State~~
873   ~~Academic Senate and the Board of Governors.~~
874
875   ~~Department: Vocational Programs~~
876   **~~FSA-Construction Inspection~~**
877   ~~Competency~~
878   ~~Possession of the minimum qualifications in Building Codes and Regulations as~~
879   ~~determined by the State Academic Senate and the Board of Governors.~~
880
881   ~~Department: Vocational Programs~~
882   **~~FSA-Construction Technology~~**
883   ~~Competency~~
884   ~~Possession of the minimum qualifications in Construction Technology as determined by~~
885   ~~the State Academic Senate and the Board of Governors.~~
886
887   ~~Department: Vocational Programs~~
888   **~~FSA-Parks and Recreation Management~~**
889   ~~Competency~~
890   ~~Possession of the minimum qualifications in Forestry/Natural Resources as determined~~
891   ~~by the State Academic Senate and the Board of Governors.~~
892
893   ~~Department: Vocational Programs~~
894   **~~FSA-Plumbing~~**
895   ~~Competency~~

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896 Possession of the minimum qualifications in Plumbing as determined by the State
897 Academic Senate and the Board of Governors.
898
899 Department: Vocational Programs
900 **FSA-Quality Assurance Technology**
901 Competency
902 Possession of the minimum qualifications in Manufacturing Technology as determined
903 by the State Academic Senate and the Board of Governors.
904
905 Department: Vocational Programs
906 **FSA-Surveying**
907 Competency
908 Possession of the minimum qualifications in Engineering Technologies as determined
909 by the State Academic Senate and the Board of Governors.
910
911 Department: Vocational Programs
912 **FSA-Travel Services**
913 Competency
914 Possession of the minimum qualifications in Travel Services determined by the State
915 Academic Senate and the Board of Governors.
916
917 Department: Vocational Programs
918 **FSA-Water Technology Education**
919 Competency
920 Possession of the minimum qualifications in Water Treatment as determined by the
921 State Academic Senate and the Board of Governors.
922
923 Department: Vocational Programs
924 **FSA-Waste Water Treatment and Disposal**
925 Competency
926 Possession of the minimum qualifications in Sewage Treatment determined by the State
927 Academic Senate and the Board of Governors.
928
929
930   ❖ **From current Palomar Policy 154.2 titled Faculty Responsibility**
931
932 **Faculty Responsibilities**
933   • Attendance data are to be carefully and accurately recorded by instructors in
934   accordance with established procedures.
935   • Faculty members are expected to attend regularly all scheduled
936   administrative/faculty meetings.

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937 • All faculty members are expected to take part in the students' activities. These
938   activities involve sponsorship of student social activities, such as dances and
939   sponsorship of student organizations. Equalization of these responsibilities is
940   necessary and from time to time various faculty members may be asked to assist
941   in a specific fashion. Such requests come from the Office of the Assistant
942   Superintendent/Vice President for Student Services.
943 • All faculty members are expected to participate in Commencement exercises.
944
945
946   ❖ From current Palomar Policy 154.21 titled Service Responsibility
947
948 **Service Responsibility**
949 In addition to classroom, counseling, or librarian duties and the activities which are
950 directly related to those, full-time faculty are expected to participate in the governance of
951 the College and service to the Palomar College community. Recognizing the value of
952 this contribution to the operation of the college, faculty should participate each semester
953 of employment in District governance and other District service activities. Service points
954 are awarded for such participation according to the established guidelines.
955
956 Questions of applicability of this policy or related procedures shall be adjudicated by the
957 Faculty Senate Personnel Standards and Practices Committee in consultation with the
958 Department Chair/Director and the appropriate Division Dean.
959
960
961   ❖ From current Palomar Policy 154.3 titled Teaching Load (77-6584)
962
963 **Teaching Load**
964 A reasonable teaching load generally consists of 15 lecture hours per week, or up to 20
965 hours combination lecture-laboratory. Hours substantially in excess of these figures
966 should be permitted only in exceptional cases after a thorough review by the
967 department chairpersons, the appropriate deans, and the Assistant Superintendent/Vice
968 President for Instruction. Student contact hours (WSCH) should be maintained at a
969 level commensurate with statewide community college averages. This will vary
970 dependent on the academic discipline, and will require that certain instructional areas
971 reach higher contact hour (WSCH) averages. Three subject preparations is not
972 unreasonable. At times it has been and will be necessary to deviate from this standard.
973 In such cases, the instructors have traditionally recognized that the need for temporary
974 overloads is paramount to other considerations. Instructors are expected to maintain a
975 minimum of five office hours weekly to assist with student advising in the major field.
976 GB 1-10-78
977

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978
979   ❖ **From current Palomar Policy 154.31 titled Summer Session Teaching**
980   **Load (84-10744)**
981
982 **Summer Session Teaching Load**
983 Due to the accelerated schedule of summer classes, the maximum load per instructor is
984 144 hours for the total summer session (including 6- and 8-week sessions). Special
985 circumstances may warrant an exception. Exceptions must be approved by the
986 Assistant Superintendent/Vice President for Instruction.
987 GB 6-25-85
988
989
990   ❖ **From current Palomar Policy 176 titled Faculty Service Areas (91-14913)**
991
992 **Faculty Service Areas**
993 In accordance with California Education Code section 87743, should a reduction in
994 force be necessary, the Governing Board of the Palomar Community College District
995 shall make assignments and reassignments in a manner that employees shall be
996 retained to render any service which their seniority and qualifications entitle them to
997 render.
998 GB 3-10-92; 5-26-92
999
1000
1001   ❖ **From current Palomar Procedure 154.21 titled Service Responsibility**
1002
1003 **Service Responsibility**
1004 It is the intent of the Service Responsibility Policy to encourage regular participation by
1005 all full-time faculty in the governance, operation, and representation of the College.
1006
1007 Each Faculty member is expected to earn an average of no fewer than two (2) service
1008 points per year through active participation in one or more College service activities.
1009 Service point substantiation is required when applying for load-bank leave (see
1010 procedure 154.42 of the faculty manual). Also, institutional service is considered during
1011 the Tenure and Evaluations Review process (see procedure 173 of the faculty manual).
1012 During the first year of employment, probationary faculty will satisfy this requirement
1013 through regular participation in department activities.
1014
1015 Service activities that are used toward meeting Professional Development requirements
1016 or receiving additional compensation may not be simultaneously used toward meeting
1017 any service responsibility requirements. (Note: This does not prohibit a department
1018 chair from receiving credit for professional development activities and service credit

*NOTE: This procedure is **legally required**. The text in red is from the CCLC. The text in blue is additional language to consider. The text in **black ink** is current Palomar Policies and current Palomar Procedures The language in green reflects revisions/additions made by Human Resource Services and Instructional Services. Chgs in <mark>yellow</mark> from 4-3-15 P&P meeting.*

Date Approved:
(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

1019 ~~activities while receiving a summer stipend. PD hours are limited to 72 hours an~~
1020 ~~academic year. This provision is intended to avoid a specific activity being paid for in~~
1021 ~~more than one manner.)~~
1022
1023 ~~It is the Faculty member's responsibility to provide documentation of College service.~~
1024 ~~Such documentation will be maintained in the Professional Development Office as a~~
1025 ~~part of the faculty member's file. The faculty member's Professional Development file is~~
1026 ~~reviewed during the Tenure Review and Evaluations process. Verification of the activity~~
1027 ~~is achieved by completing the Service Point Record box on the Professional~~
1028 ~~Development Contract. Questions regarding the appropriateness of an activity not~~
1029 ~~specifically listed on the Service Point Guidelines should be directed to the Professional~~
1030 ~~Development Coordinator.~~
1031
1032 ~~Service points may be earned in a variety of ways including service on committees, task~~
1033 ~~forces, special service to a department or program or by service in leadership positions.~~
1034 ~~Appropriate activities and point values earned for active participation are listed in the~~
1035 ~~Service Point Guidelines table. As new committees are added, service point value will~~
1036 ~~be assigned by the Professional Development Review Board, approved by the Faculty~~
1037 ~~Senate, and added to the table. Please contact the Professional Development~~
1038 ~~Coordinator if your specific committee is not listed. Generally, service points are~~
1039 ~~assigned based on the committee commitment involved, e.g., Educational Master~~
1040 ~~Planning Committee meets on a regular basis and is assigned 2 service points per~~
1041 ~~semester.~~
1042
1043
1044   ❖ ~~**From current Palomar Procedure 154.3 titled Teaching Load**~~
1045
1046 ~~**Teaching Load**~~
1047 ~~Due to the special needs of students enrolled in the English as a Second Language~~
1048 ~~Program, the teaching load is set at 20 hours per week (not including five office hours~~
1049 ~~per week) arranged as follows:~~
1050   • ~~15 hours classroom assignment~~
1051   • ~~5 hours individual and small group assistance and/or administrative duties~~
1052   ~~necessary to administer the various site programs.~~
1053
1054   ❖ ~~**From current Palomar Procedure 154.4 titled Overloads**~~
1055 ~~Academic employees with less than a full-time contract shall not be given hourly~~
1056 ~~assignments in addition to their contract assignment.~~
1057
1058 ~~**Service Point Guidelines**~~
1059 ~~**Governance Activities**~~

*NOTE: This procedure is **legally required**. The text in red is from the CCLC. The text in blue is additional language to consider. The text in **black ink** is current Palomar Policies and current Palomar Procedures The language in green reflects revisions/additions made by Human Resource Services and Instructional Services. Chgs in <mark>yellow</mark> from 4-3-15 P&P meeting.*

Date Approved:
(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

1060	*Planning Committees*	*Point Value/Semester*
1061	Educational Master Planning	2
1062	Facilities Planning	2
1063		
1064	*Operations Committees*	
1065	Academic Review	1
1066	Benefits	1
1067	Bookstore Advisory	1
1068	Computer Coordinating	1
1069	Curriculum	2
1070	Environmental Impact Review	1
1071	EOP&S Advisory	1
1072	Faculty and Staff Diversity Advisory	1
1073	Institutional Review	2
1074	International Student Advisory	1
1075	Matriculation	1
1076	Professional Development Review Board	1
1077	Registration	1
1078	Resource Allocation	1
1079	Sabbatical Leave	1
1080	Safety and Security	1
1081	Scholarship	1
1082	Staff Development and Training	1
1083	Staff Priorities	1
1084	Student Equity	1
1085	Tenure and Evaluation Review Board	2
1086		
1087	*Faculty Senate Committees*	
1088	Academic Standards and Practices	1
1089	Committees on Committees	1
1090	Elections	1
1091	Personnel Standards and Practices	1
1092	Professional Procedures	1
1093	Salary and Benefits (service on Meet and Confer Committee earns an additional	
1094	Point)	1
1095	Adjunct Faculty	1
1096	Equivalency	1
1097	Faculty Service Area Review	1
1098		
1099	Note: Sabbatical Leave service points listed under Operations Committees above.	
1100		

*NOTE: This procedure is **legally required**. The text in red is from the CCLC. The text in blue is additional language to consider. The text in **black ink** is current Palomar Policies and current Palomar Procedures The language in green reflects revisions/additions made by Human Resource Services and Instructional Services. Chgs in <mark>yellow</mark> from 4-3-15 P&P meeting.*

Date Approved:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176 and Palomar Procedures 154.21, 154.3, 154.4, and 176)

1101   *Other Governance Service*
1102   Faculty Senate ———————————————————— 2
1103   Faculty Council ———————————————————— 1
1104   Department Chair ——————————————————— 2
1105   Distinguished Faculty Award Committee ——————— 1
1106   Academic and Professional Matters Task Force ——— 1
1107   Partnership for Excellence Task Force (meets fall semester) ——— 2
1108   Peer Review Committee ————————————————— 1
1109   Peer Tenure And Evaluation (4 Year) ———————— 1
1110   Vocational Advisory Committee —————————————— 1
1111   Any Selection Committee ———————————————— 1
1112   Other Governance Task Force (as identified on PD contract) ——— 1
1113
1114   Note: Service as a Committee Chair or Committee Co-Chair earns an additional point.
1115
1116   Faculty Council members serve on several committees, such as, Working Conditions,
1117   and earn points for this service through the Faculty Council points identified above.
1118
1119   *Other District Service*
1120   Special Department Activities approved by PD Review Board ——— 1
1121   External College District Liaison —————————————— 1
1122   Student Club Advisor —————————————————— 1
1123   Special Performance (rep of College) approved by PD Review Bd ——— 1
1124   Special Presentation approved by PD Review Board ——— 1
1125   Special Presentation/Speakers' Bureau approved by PD Review Bd 1
1126   Patrons of Palomar College ————————————————— 1 per year
1127   The Friends of the Arboretum —————————————— 1 per year
1128   Other - Requires prior approval by the PD Review Board
1129
1130   Current Faculty Service Areas and Competencies can be found in the collective
1131   bargaining agreement between the District and the PFF.
1132
1133   Office of Primary Responsibility: Human Resource Services
1134
1135   *The text in **black ink** is current Palomar Policies 154.2 titled Faculty Responsibility with no adoption date,*
1136   *154.21 titled Service Responsibility with no adoption date, 154.3 titled Teaching Load adopted on 1-10-*
1137   *78, 154.31 titled Summer Session Teaching Load adopted on 6-25-85, and 176 titled Faculty Service*
1138   *Areas adopted on 3-10-92 and revised on 5-26-92 and current Palomar Procedures 154.21 titled Service*
1139   *Responsibility, 154.3 titled Teaching Load, 154.4 titled Overloads, and 176 titled Faculty Service Areas*
1140   *with no date.*

3

4   **AP 7600   PALOMAR COLLEGE POLICE DEPARTMENT**

5

6   **Reference:**
7   Education Code Section 72330

8

9   **Palomar College Police Department**

10

11   The Chief Human Resources Officer is delegated the responsibility to establish
12   minimum qualifications of employment for the Palomar College Chief of Police including
13   but not limited to the conditions contained in Board Policy (see BP 7600 titled Palomar
14   College Police Department).

15

16   Every member of the police department first employed by the District before July 1,
17   1999, must, in order to retain his/her employment, meet the requirements of Education
18   Code Section 72330.2, including but not limited to:

19

20   • Submission of one copy of his/her fingerprints which shall be forwarded to the
21   Federal Bureau of Investigation

22   • A determination that the employee is not a person prohibited from employment
23   by a California community college district and

24   • If the employee is required to carry a firearm, is not a person prohibited from
25   possessing a firearm

26   Every member of the Palomar College Police Department shall be supplied with, and
27   authorized to wear, a badge bearing words "Palomar College Police." Every member of
28   the Department shall be issued a Police Department identification card.

29

30   In addition, the minimum qualifications and other requirements for the Community
31   Service Officers/Dispatchers in the Police Department prior to full-time employment
32   include:

33

34   • Equivalent to completion of the 12th grade

35   • Satisfactory passage of a physical examination

36   • Psychological evaluation at the discretion of the District

37   • Passage of a background investigation

38   • Possession of a valid Class "C" California driver license

NOTE: This procedure is legally advised. The text in red type is recommended from the CCLC. The text in blue type is additional language to consider. The text in green ink reflects revisions/additions made by HRS This item was reviewed on 4/18/08 & approved on 5/16/08 by P&P. On 3/17/09 at SPC the CCE requested the item be tabled for negotiations.

Date Approved:

39   • Possession or willingness to obtain valid CPR/AED and First Aid Certification
40   and/or EMT Certification

41 This procedure is subject to the provisions in the applicable collective bargaining agreement
42 or employee handbooks.

43

44 Salaries and working conditions for Palomar College Police Department permanent and
45 probationary full-time and part-employees shall be established after appropriate
46 negotiations with their exclusive representative.

47

48 The Chief Human Resources Officer, in cooperation with the Chief of Police, shall issue
49 other regulations as may be necessary for the administration of the Palomar College
50 Police Department, including but not limited to:

51

52   • Schedules and shifts

53   • Call back procedures

54   • Less lethal weapons safety and practical application practices, especially
55   drawing weapons

56   • Firearms safety and practical application

57   • Use of vehicles

58   • Pursuit policies practices

59   • Disciplinary procedures

60   • Lexipol police department policy and procedures

61   • Use of force

62   • Training

63

64 The Palomar College Police Department shall cooperate with local law enforcement in
65 accordance with an agreement to be entered into in accordance with the requirements
66 of Education Code Section 67381. The agreement shall address, but not be limited to,
67 the following:

68

69   • Operational responsibilities for investigations of the following violent crimes:
70   willful homicide, forcible rape, robbery, aggravated assault

71   • Geographical boundaries of the operational responsibilities and

72   • Mutual aid procedures

73

74 Office of Primary Responsibility: Human Resource Services

Date Approved:

BP 7700   WHISTLEBLOWER PROTECTION

References:

Education Code Sections 87160-87164;
California Labor Code Section 1102.5;
Government Code Section 53296;
Private Attorney General Act of 2004 (Labor Code Section 2698)
Affordable Care Act (29 U.S.C. 218C)

The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by District employees, and the protection from retaliation of those who make such reports with reasonable cause and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, "unlawful activity" refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or Board Policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, with reasonable cause, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not: (1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or (2) directly or indirectly use or attempt to use the official authority or influence of his or her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

AP 7700   WHISTLEBLOWER PROTECTION

References:
   Education Code Sections 87160-87164;
   Labor Code Sections 1102.5 and 2698 (Private Attorney General Act of 2004);
   Government Code Section 53296
   Affordable Care Act (29 U.S.C. 218C)

Individuals are encouraged to report suspected incidents of unlawful activities by District employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, with reasonable cause, reported such activities and/or assist the District in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 titled Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the District's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a District employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another District official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the District. When the alleged unlawful activity involves the Superintendent/President, the report should be made to the President of the Governing Board. When the alleged unlawful activity involves the Governing Board or one of its members, the report should be made to the Superintendent/President who will confer with the President of the Governing Board and/or legal counsel on how to proceed.

39 Allegations of suspected unlawful activities should be made in writing so as to assure a
40 clear understanding of the issues raised, but may be made orally. Such reports should
41 be factual and contain as much specific information as possible. The receiving
42 supervisor or administrator should elicit as much information as possible. If the report is
43 made orally, the receiving supervisor or administrator shall reduce it to writing and make
44 every attempt to get the reporter to confirm by his or her signature that it is accurate and
45 complete.

46 Once the receiving supervisor or administrator has received and/or prepared a written
47 report of the alleged unlawful activity, he/she must immediately forward to the
48 Superintendent/President. However, if this process would require submitting the report
49 to an employee implicated in the report, the receiving supervisor or administrator should
50 follow the reporting options outlined, above. The high-level administrator or trustee who
51 receives the written report pursuant to this paragraph is responsible for ensuring that a
52 prompt and complete investigation is made by an individual with the competence and
53 objectivity to conduct the investigation, and that the assistance of counsel and/or an
54 outside investigator is secured if deemed necessary.

55 In the course of investigating allegations of unlawful conduct, all individuals who are
56 contacted and/or interviewed shall be advised of the District's no-retaliation policy.
57 Each individual shall be: a) warned that retaliation against the reporter(s) and/or others
58 participating in the investigation will subject the employee to discipline up to and
59 including termination; and b) advised that if he or she experiences retaliation for
60 cooperating in the investigation, then it must be reported immediately.

61 In the event that an investigation into alleged unlawful activity determines that the
62 allegations are accurate, prompt, and appropriate corrective action shall be taken.

63 **Protection from Retaliation**

64 When a person makes a good-faith report of suspected unlawful activities to an
65 appropriate authority, the report is known as a protected disclosure. District employees
66 and applicants for employment who make a protected disclosure are protected from
67 retaliation.

68 Any employee who believes he or she has been (1) subjected to or affected by
69 retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage
70 in activity that would result in a violation of law, should report such conduct to the
71 appropriate supervisory personnel (if such supervisory personnel is not the source of or
72 otherwise involved in the retaliatory conduct). Any supervisory employee who receives
73 such a report, or who otherwise is aware of retaliatory conduct, is required to advise the
74 Superintendent/President or the Superintendent/President's designee. If the allegations
75 of retaliation or the underlying allegations of unlawful conduct involve the
76 Superintendent/President, the supervisor shall report to the highest level administrator
77 and/or Board member who is not implicated in the reports of unlawful activity and
78 retaliation.

79   All allegations of retaliation shall be investigated promptly and with discretion, and all
80   information obtained will be handled on a "need to know" basis. At the conclusion of an
81   investigation, as appropriate, remedial and/or disciplinary action will be taken where the
82   allegations are verified and/or otherwise substantiated.

83   **Requirement to Post Whistleblower Hotline**

84   Employees who have information regarding possible violations of state or federal
85   statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or
86   limited liability company to its shareholders, investors, or employees should contact the
87   Community College Chancellor's Office or the Governing Board for the District.
88   Employees can contact the State Personnel Board with complaints of retaliation
89   resulting from whistleblower activities. The State Personnel Board hotline is (916) 653-
90   1403.

91   **Other Remedies and Appropriate Agencies**

92   In addition to the internal complaint process set forth above, any employee who has
93   information concerning allegedly unlawful conduct may contact the appropriate
94   government agency.

95   Office of Primary Responsibility: Human Resource Services

Monitoring Strategic Plan 2016
through Institutional Effectiveness
Strategic Planning Council
April 7, 2015

IPM

Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model
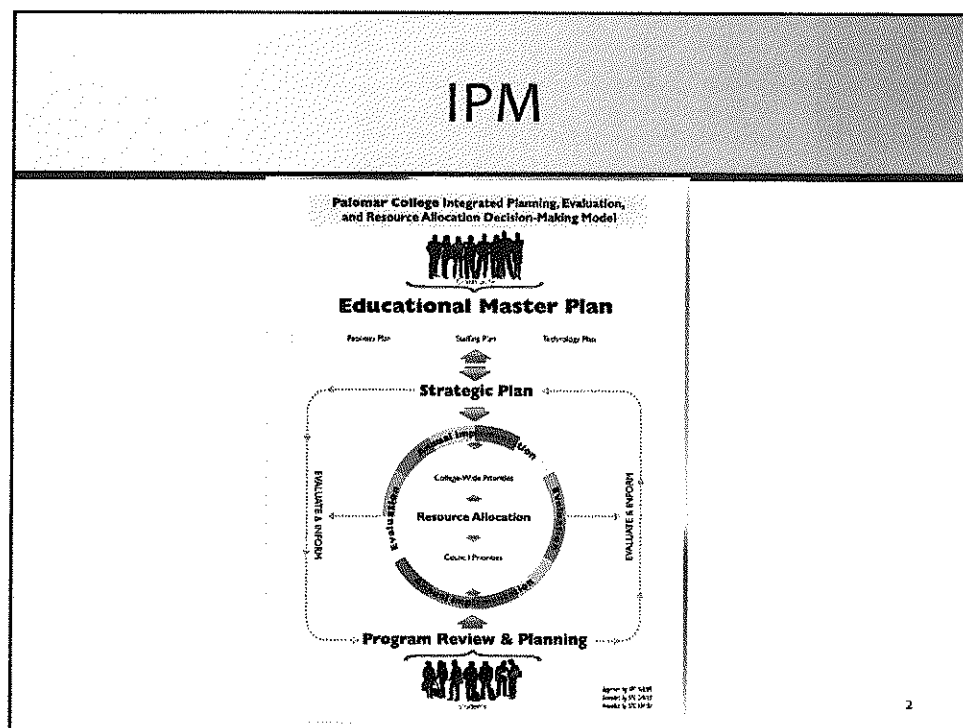
Overview

- Student Headcount and Demographics
- Staff Demographics
- Enrollments and Distribution of Course Offerings
- Progress and Achievement
  - Institution-Set Standards (ACCJC)
  - Targets (IEPI)
  - Scorecard

3

Student Headcount and Demographics

4

Student Headcount

Fall Headcount: Credit and Non-credit

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Credit	2,101	1,993	1,885	1,837	1,749
Credit	25,433	24,796	23,568	23,802	24,192
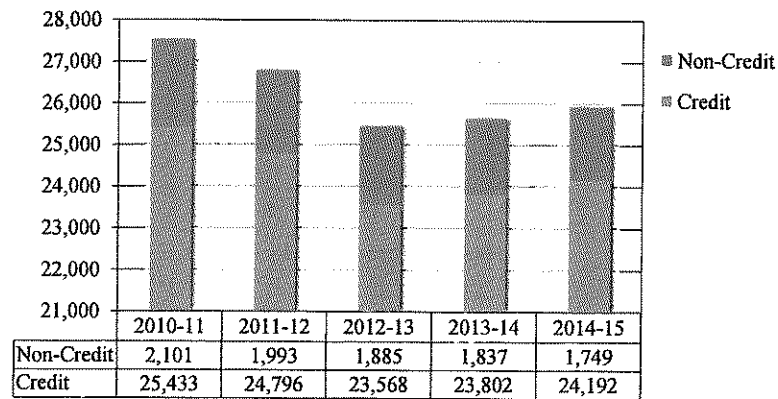
5

Student Headcount – First-time Freshman

High School District for Fall First-Time Students

High School District	2010-11	2011-12	2012-13	2013-14	2014-15
Escondido Union High	14.0%	15.0%	14.0%	16.0%	16.0%
Fallbrook Union High	4.0%	3.0%	3.0%	3.0%	3.0%
Julian Union High	0.0%	0.0%	0.0%	0.0%	0.0%
Poway Unified	8.0%	7.0%	7.0%	5.0%	5.0%
Ramona City Unified	2.0%	3.0%	3.0%	3.0%	2.0%
San Marcos Unified	7.0%	8.0%	8.0%	7.0%	9.0%
Valley Center-Pauma Unified	3.0%	3.0%	2.0%	3.0%	3.0%
Vista Unified	8.0%	8.0%	8.0%	7.0%	7.0%
Other HS District	54.0%	53.0%	55.0%	56.0%	56.0%
Total First-Time Students	4,808	4,196	3,793	3,963	4,053

6

3

Gender

Fall Credit Students by Gender
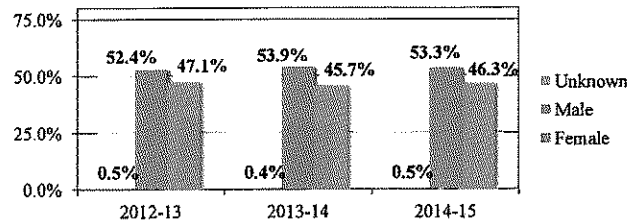
Fall Non-credit Students by Gender
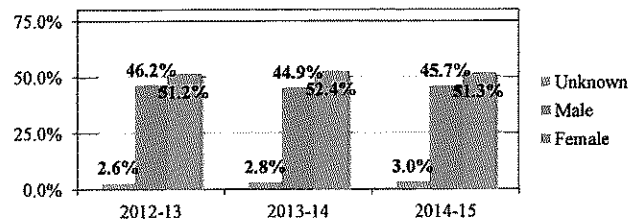
7

Race and Ethnicity - Credit

Race and Ethnicity for Fall Credit Students
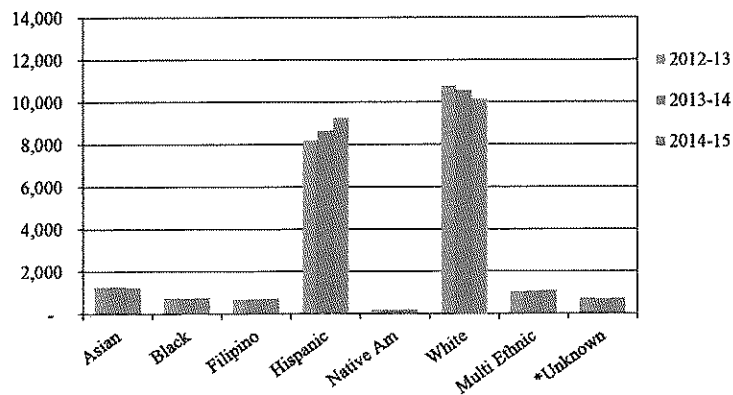
8

Race and Ethnicity - NonCredit

Race and Ethnicity for Fall Non-credit Students
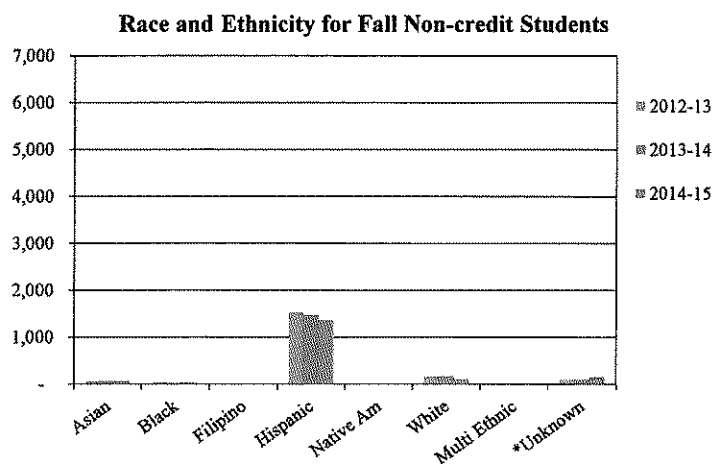
9

Age

Fall Students by Age Group

Age Group	Credit Students			NonCredit Students		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
17 & Under	2.6%	2.4%	3.0%	0.7%	1.0%	1.5%
18-20	37.7%	36.5%	34.8%	5.9%	6.3%	5.9%
21-24	25.6%	26.6%	27.3%	15.0%	13.6%	13.2%
25-29	12.4%	13.3%	13.8%	16.5%	16.7%	15.4%
30-34	6.1%	6.3%	6.6%	15.4%	14.6%	14.1%
35-39	3.7%	3.7%	3.7%	11.0%	12.5%	11.7%
40-44	3.1%	2.9%	2.8%	10.7%	9.9%	10.8%
45-54	5.1%	4.7%	4.4%	14.7%	14.8%	17.4%
55-64	2.6%	2.5%	2.5%	5.8%	6.1%	7.0%
65 & Over	1.1%	1.1%	1.0%	4.1%	4.5%	2.7%
Unknown	0.0%	0.1%	0.0%	0.1%	0.1%	0.2%
Headcount	23,568	23,802	24,192	1,885	1,837	1,749

10

5

Age

Fall Students by Age Group

	Credit Students			NonCredit Students		
Age Group	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
17 & Under	2.6%	2.4%	3.0%	0.7%	1.0%	1.5%
18-20	37.7%	36.5%	34.8%	5.9%	6.3%	5.9%
21-24	25.6%	26.6%	27.3%	15.0%	13.6%	13.2%
25-29	12.4%	13.3%	13.8%	16.5%	16.7%	15.4%
30-34	6.1%	6.3%	6.6%	15.4%	14.6%	14.1%
35-39	3.7%	3.7%	3.7%	11.0%	12.5%	11.7%
40-44	3.1%	2.9%	2.8%	10.7%	9.9%	10.8%
45-54	5.1%	4.7%	4.4%	14.7%	14.8%	17.4%
55-64	2.6%	2.5%	2.5%	5.8%	6.1%	7.0%
65 & Over	1.1%	1.1%	1.0%	4.1%	4.5%	2.7%
Unknown	0.0%	0.1%	0.0%	0.1%	0.1%	0.2%
Headcount	23,568	23,802	24,192	1,885	1,837	1,749

2/3 under 25

11

Full/Part-time Status

Full- or Part-time Status of Fall Students

Legend:
- Part Time – NonCredit
- Full Time – Credit
- Part Time – Credit

	2012-13	2013-14	2014-15
Part Time – NonCredit	1,885	1,837	1,749
Full Time – Credit	7,518	8,083	8,040
Part Time – Credit	16,050	15,719	16,152

12

Student Placement Level

**All Placements in English
(N=40310)**

- Transfer — 39.0%, 38.6%, 38.6%
- AA Degree Applicable — 26.8%, 26.7%, 26.4%
- Basic Skills — 34.2%, 34.7%, 35.0%

2011-12 2012-13 2013-14

**All Placements in Math
(N=42846)**

- Transfer — 10.9%, 11.2%, 11.4%
- AA Degree Applicable — 43.1%, 43.1%, 45.7%
- Basic Skills — 46.0%, 45.7%, 43.0%

2011-12 2012-13 2013-14

13

Student Placement Level – First Time Freshman **WHO** Assessed

Placement Profile of First-Time Students Who Assessed

Legend: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14

Below Transfer Level in at Least One Subject | Below Transfer Level in both English and Math | Below Transfer in English, Math, and Reading

Placement
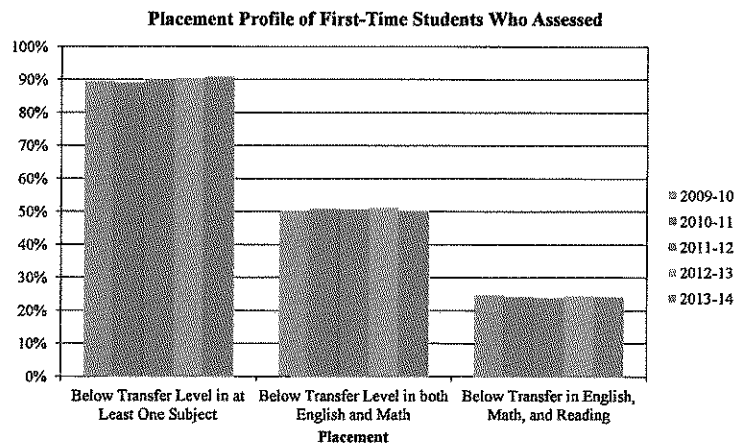
14

Summary

- Student headcount has declined over time
  - Overall and first-time entering
- Demographics, in general, are consistent over time with the exception of race/ethnicity
- Significant number of students who take our assessments are placed in below college level coursework

15

Staff Demographics

16

Staffing Levels and Demographics

2013-14 Employee Demographics	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount
Administrators	8.11%	2.70%	0.00%	21.62%	2.70%	64.86%	0.00%	0.00%	40.54%	59.45%	37
Faculty (Full-Time)	5.64%	1.88%	0.75%	12.41%	1.50%	76.69%	0.75%	0.38%	50.00%	50.00%	266
Faculty (Part-Time)	3.36%	2.21%	1.26%	13.12%	1.39%	75.96%	1.86%	0.81%	49.00%	51.00%	861
Classified/CAST	4.67%	3.44%	1.97%	25.80%	1.23%	59.71%	2.21%	0.98%	61.43%	38.57%	407

2012-13 Employee Demographics	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount
Administrators	5.71%	2.86%	0.00%	20.00%	5.71%	65.71%	0.00%	0.00%	51.43%	48.57%	35
Faculty (Full-Time)	5.77%	1.92%	0.38%	12.69%	1.54%	76.54%	0.77%	0.38%	49.62%	50.38%	260
Faculty (Part-Time)	3.62%	1.93%	1.57%	11.79%	1.45%	77.27%	1.81%	0.36%	46.07%	53.93%	827
Classified/CAST	4.66%	3.03%	2.10%	25.64%	1.40%	60.14%	2.10%	0.93%	61.31%	38.69%	429

2011-12 Employee Demographics	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount
Administrators	10.81%	2.70%	0.00%	18.92%	5.41%	62.16%	0.00%	0.00%	51.35%	48.65%	37
Faculty (Full-Time)	5.51%	2.21%	0.37%	12.13%	1.47%	77.21%	0.74%	0.37%	48.90%	51.10%	272
Faculty (Part-Time)	3.19%	1.60%	1.11%	13.14%	1.23%	78.26%	1.47%	0.00%	47.91%	52.09%	814
Classified/CAST	4.06%	2.86%	2.39%	26.25%	1.43%	60.38%	2.39%	0.24%	61.34%	38.66%	419

Source: California Community Colleges Chancellor's Office Annual Statewide Staffing Reports, 2011-12, 2012-13, and 2013-14

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Full-time Faculty Obligation

Full-time Faculty Obligation and Ratio
Fall 2010-Fall 2014

Fall	Total FTE Faculty	FT Faculty Obligation	Difference Between FT Faculty Obligation and Total FT Faculty	% of FTEF Attributable to FT Faculty
2014	269.65	260.8	8.85	45.78
2013	270.18	257.8	12.38	49.19
2012	267.86	266.8	1.06	52.14
2011	289.92	285.8	4.12	54.48
2010	286.88	285.8	1.08	54.46

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Enrollments and Distribution of Course Offerings

Enrollments and Course Offerings

Course Offerings and Productivity
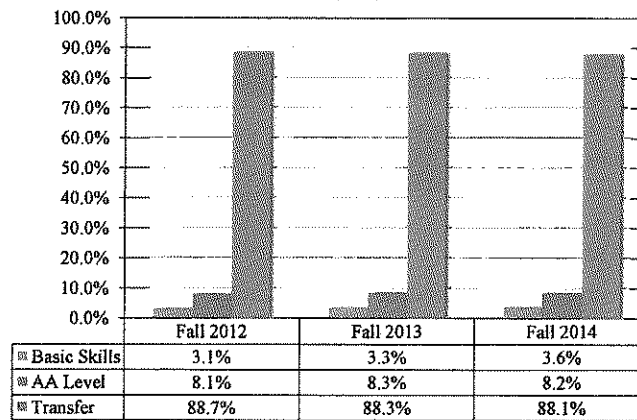
Metric	2012-13	2013-14	2014-15*
Course Offerings	4,739	5,101	5,206
Census Load %	87.4%	82.4%	80.8%
FTES	18,595	18,925	18,890
WSCH/FTEF	470	437	424

*Projected

Course Offerings

Fall Course Offerings by Course Level

	Fall 2012	Fall 2013	Fall 2014
Basic Skills	3.1%	3.3%	3.6%
AA Level	8.1%	8.3%	8.2%
Transfer	88.7%	88.3%	88.1%

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Course Offerings

Fall Offerings by Vocational Status

	Fall 2012	Fall 2013	Fall 2014
Non-voc.	61.0%	62.2%	63.2%
Vocational	39.0%	37.8%	36.8%

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Course Offerings

Fall Offerings by Class Time

0	500	1,000	1,500	2,000	2,500

Day — 1,939 / 2,103 / 2,100

Evening — 693 / 740 / 774

Distance Ed — 264 / 312 / 319

2012-13   2013-14   2014-15
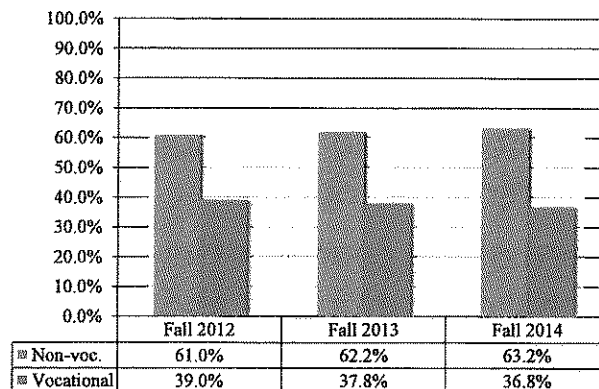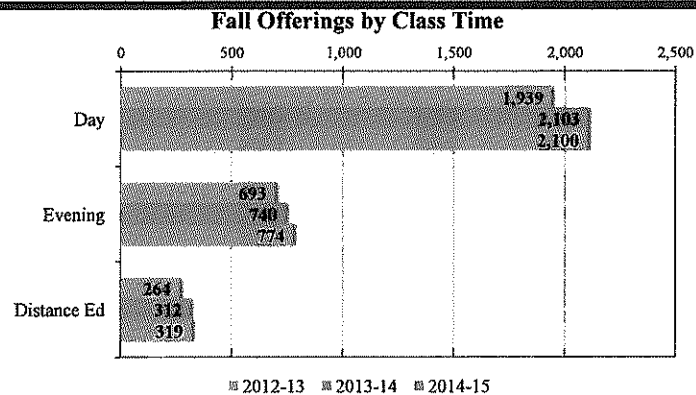
23

Summary

- Declining enrollments paired with increased offerings is impacting our FTES, Fill rates and WSCH/FTEF
- Overwhelming majority of courses offered are transfer-level courses
- One third of the courses offered fall into vocational education and about 10% of course offerings are distance education

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4/6/2015

Student Progress and Achievement

Institution-Set Standards
Institutional Effectiveness Targets
Course Success Rates
Scorecard

Institution-Set Standards

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

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Institution-Set Standards

- For this year, our Institution-set Standards fall into the following three categories
  - Course success rate
  - Degrees and Certificates
  - Transfers
- Scorecard Metrics
  - At the state level – system-wide goals
  - Used in our equity plan
  - All constituent groups participated in the development of them
- Included as part of Institutional Effectiveness Review

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2014 ACCJC Annual Report
Institution-Set Standards

Metric	Standard	Actual	Met
Fall Course Success Rate	70%	70%	✔
Degrees	1,100	1,429	✔
Certificate	1,200	1,945	✔
Transfer Count	1,745	1,968	✔
Transfer Rate	40%	41%	✔

Standards to Consider Adding Next Year

Metric
Basic Skills Improvement
SPAR

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Framework of Indicators – Institution-Set Targets

- Institutional Effectiveness Partnership Initiative – CCCCO
- Required by Legislature
- Draws Heavily on Existing Resources for Year 1
- Was Developed by Advisory Committee Workgroup
- Draws in Part on Input from Fiscal Experts
- Have v1.0 Implemented by June 30, 2015
- Includes one target for each area:
  - Student Performance and Outcomes (e.g., Scorecard) – Course Success Rate
  - Accreditation Status - Status
  - Fiscal Viability – Ending Balance
  - Compliance w/State and Federal Programmatic Guidelines - Audit

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Framework of Indicators – Course Success Rate

Palomar College – Course Success Rates

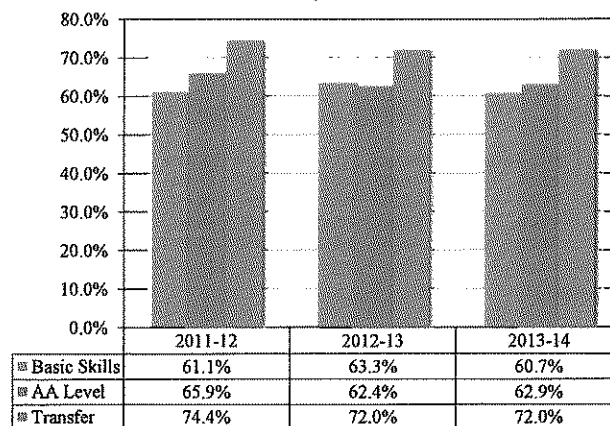|	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Summer	79.0%	78.8%	80.7%	77.4%	73.3%	72.3%	71.8%	70.5%	73.3%	72.6%	72.8%
Fall	70.0%	71.0%	71.0%	69.2%	69.3%	67.0%	66.1%	65.1%	65.1%	65.4%	66.9%
Spring	-	71.0%	70.8%	67.8%	67.8%	67.1%	66.3%	65.5%	65.2%	65.0%	65.2%
Annual	-	71.7%	71.7%	69.2%	69.1%	67.7%	66.9%	66.0%	66.1%	66.1%	66.9%

Source: CCCCO Datamart

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Framework of Indicators – Institution-Set Targets

- **Annual** Course Success Rate Target – 71%
- Accreditation Status – Fully Accredited, No Action
- Ending Balance – In progress
- Audit – Unmodified Auditors Report without Internal Control Issues
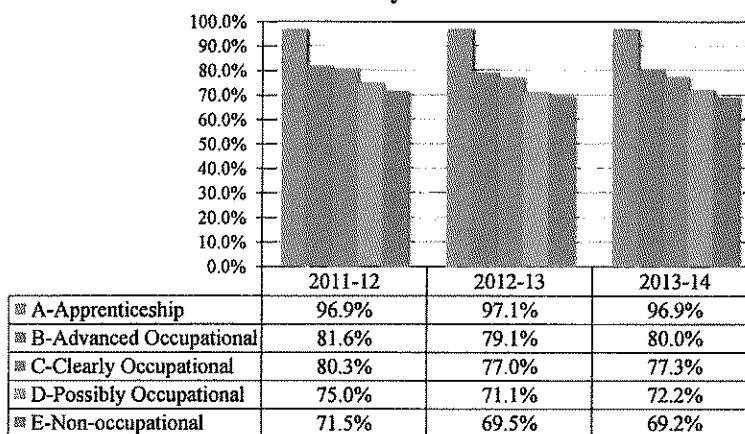
31

Course Success Rates

Success Rate by Course Level

	2011-12	2012-13	2013-14
Basic Skills	61.1%	63.3%	60.7%
AA Level	65.9%	62.4%	62.9%
Transfer	74.4%	72.0%	72.0%

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Course Success Rates

Success Rate by SAM Code

|	2011-12	2012-13	2013-14
A-Apprenticeship	96.9%	97.1%	96.9%
B-Advanced Occupational	81.6%	79.1%	80.0%
C-Clearly Occupational	80.3%	77.0%	77.3%
D-Possibly Occupational	75.0%	71.1%	72.2%
E-Non-occupational	71.5%	69.5%	69.2%

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Summary

- Met each institution-set standard
- Institution set targets
  - Four targets by June 15, 2015
  - Version 2.0 coming soon
- Course success rates vary by course level
  - Transfer level highest success rates
- Course success rates vary by SAM occupational code

34
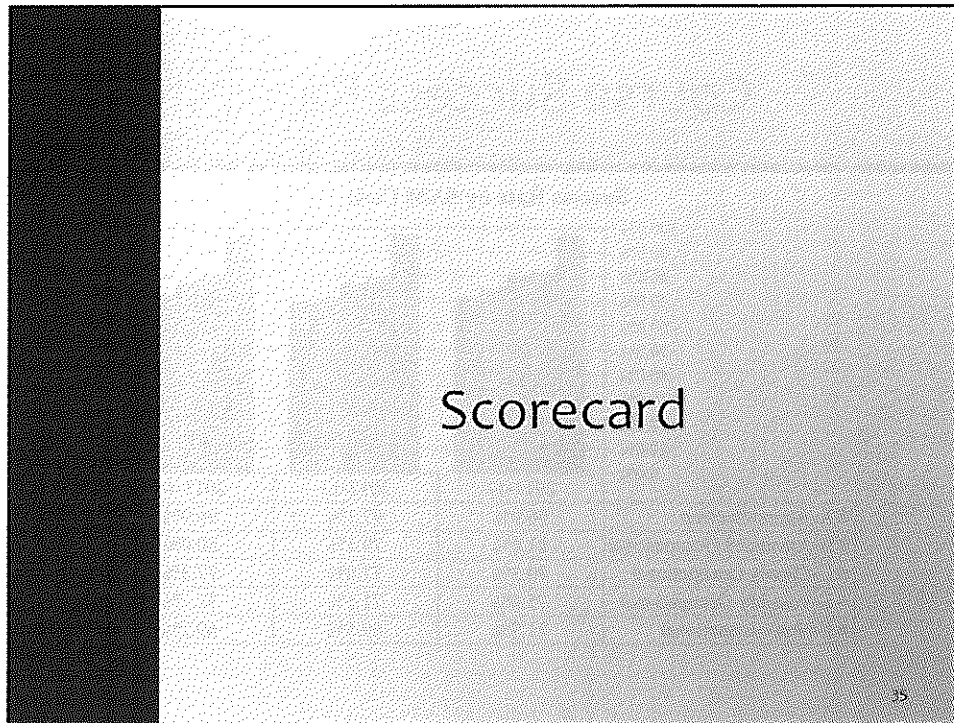
Scorecard

Student Success Scorecard Metrics

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

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Scorecard Website

- http://scorecard.cccco.edu/scorecard.aspx

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Scorecard Progress and Achievement (Completion)

Scorecard - SPAR 2015

Cohort Year	Cohort Head Count	Transfer	AA/AS sans: Xfer	Certificate sans: Xfer & AA/AS	Tranfer Prep'd ONLY	SPAR Total	No Outcome
				Outcome			
2004-2005	3,384	48.7%	3.3%	1.3%	3.6%	56.9%	43.1%
2005-2006	3,412	47.9%	3.3%	0.8%	4.2%	56.3%	43.7%
2006-2007	3,743	45.7%	3.4%	1.1%	4.6%	54.8%	45.2%
2007-2008	4,005	43.0%	3.5%	1.2%	4.5%	52.3%	47.7%
2008-2009	4,118	38.8%	4.3%	1.3%	5.8%	50.2%	49.8%
2004-2005	3,384	1,648	112	43	123	1,926	1,458
2005-2006	3,412	1,636	113	28	144	1,921	1,491
2006-2007	3,743	1,712	128	40	172	2,052	1,691
2007-2008	4,005	1,724	141	47	181	2,093	1,912
2008-2009	4,118	1,598	177	53	239	2,067	2,051

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Scorecard - SPAR

Transfer Rates by Scorecard Report Year			
	Report Year		
Cohort Year	2014	2015	Increase
2003-2004	48.0%		
2004-2005	47.2%	48.7%	1.5%
2005-2006	46.0%	47.9%	1.9%
2006-2007	43.3%	45.7%	2.4%
2007-2008	39.8%	43.0%	3.2%
2008-2009		38.8%	

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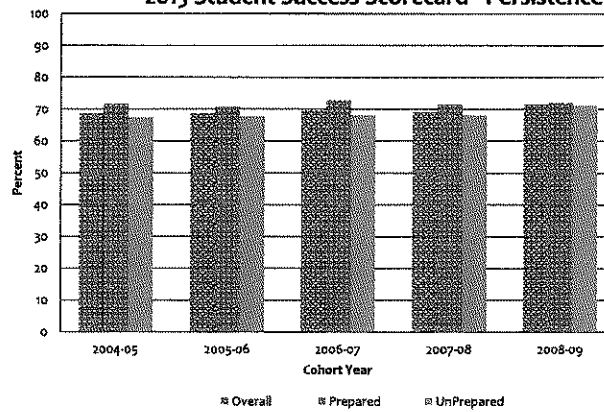
Completion (SPAR)

2015 Student Success Scorecard - Completion
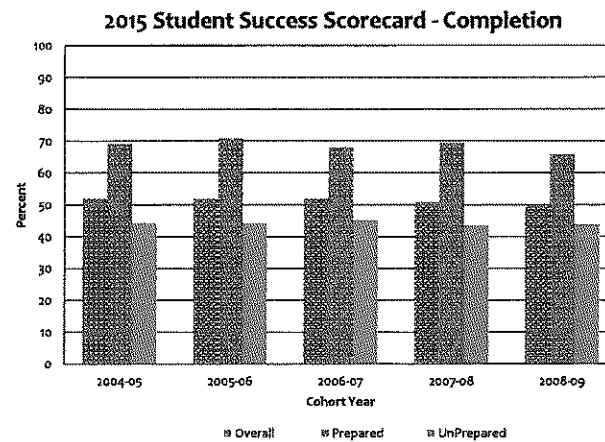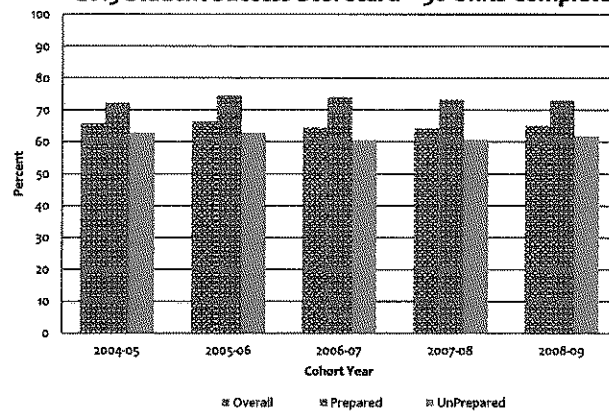
40

Persistence

2015 Student Success Scorecard - Persistence

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30 Units Completed

2015 Student Success Scorecard – 30 Units Completed

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Remediation

2015 Score Card Remedial English
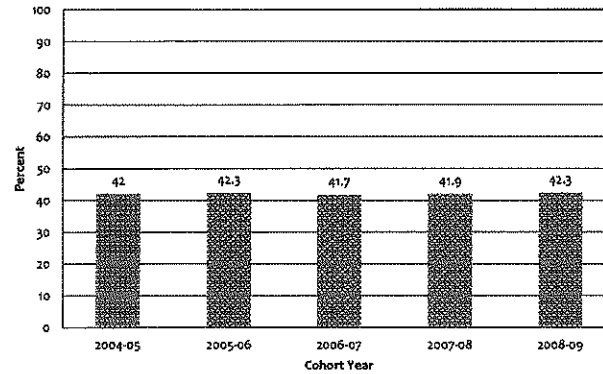
43

Remediation

2015 Score Card Remedial Math

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Remediation

2015 Score Card Remedial ESL
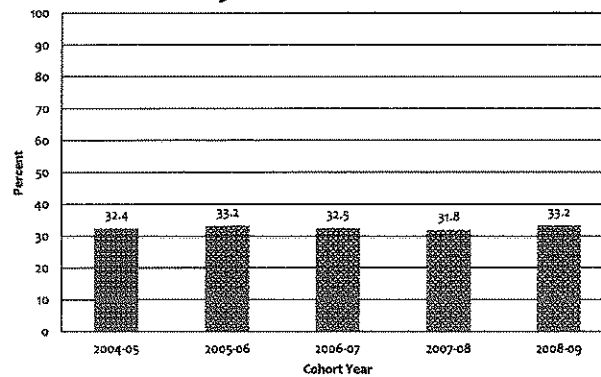
CTE Completion
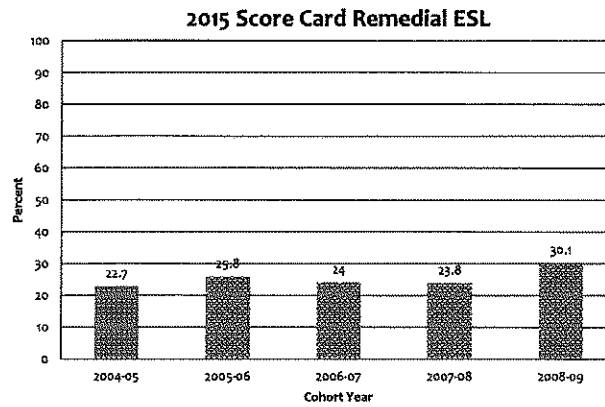
2015 Score Card CTE Completion

Scorecard Summary

- Prepared students succeed.
- Performance across five years pretty consistent with the exception of SPAR.
- Looking into changes in SPAR over reporting year
- Completion of remediation continues to be a concern.

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The End!
Thank You

"When one tugs at a single thing in nature, he finds it attached to the rest of the world." ~ John Muir

Happy Earth Day

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California Community Colleges
Summary-Unrestricted General Fund Transactions
Fiscal Year 2013-14
311 Reports from State Chancellor

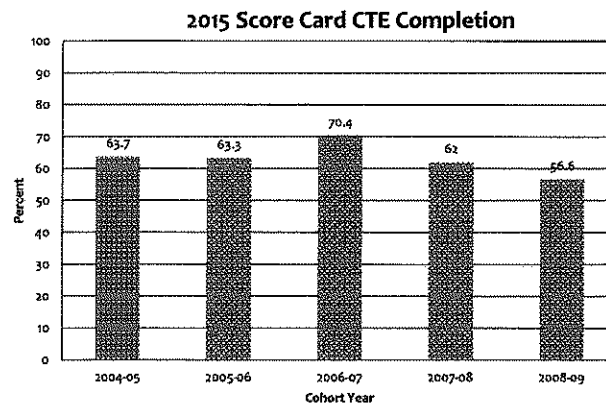| District	Adjusted Beg. Balance	Revenue	Expenditures	Revenue Less Expenditures	Other Financing	Other Outgo	Prior Year Adjustments	Net Increase / (Decrease)	Net Ending Balance	Fund Balance % from Expenditures	Board Policy for Unrestricted Fund Balance	Board Directives / Goal for Unrestricted Fund Balance
Allan Hancock	5,185,156	50,596,049	48,160,952	2,435,097	51,582	2,101,309	-	385,370	5,570,526	11.57%		
Antelope Valley Joint	9,940,756	59,247,451	57,867,474	1,379,977		1,241,500	(599,732)	(461,255)	9,479,501	16.38%	8.00%	8.00%
Barstow	3,913,074	16,144,091	13,584,558	2,559,533	760	1,130,631		1,429,662	5,342,736	39.33%	15.00%	15.00%
Butte-Glenn	14,687,136	60,092,073	56,076,073	4,016,000		2,411,901		1,604,099	16,291,235	29.05%	5.00%	5.00%
Cabrillo	12,177,903	61,407,063	59,244,313	2,162,750	1,194,624	3,163,523		193,851	12,371,754	20.88%	5% + Operating Reserves	5% + Operating Reserves
Cerritos	10,893,370	86,557,303	81,923,305	4,633,998	89,258	1,503,312		3,219,944	14,113,314	17.23%	5.00%	5.00%
Chabot-Las Positas	7,559,878	98,063,644	95,740,572	2,323,072	562,608	666,978	1,204,776	3,423,478	10,983,356	11.47%	5.00%	5.00%
Chaffey	14,158,861	77,280,424	78,334,573	(1,054,149)	9,329	1,827,224		(2,872,044)	11,286,817	14.41%	7.00%	7.00%
Citrus	7,137,082	61,307,426	57,698,771	3,608,655	96,330	2,038,961		1,666,024	8,803,106	15.26%	5.00%	5.00%
Coast	37,660,081	178,574,787	176,311,910	2,262,877	500,000	4,360,541	(706,044)	(2,303,708)	35,356,373	20.05%	5% + 3% Contingency	5% + 3% Contingency
Compton	7,149,975	32,822,991	29,481,458	3,341,533	(14,920)	2,237,860	(70,826)	1,017,927	8,167,902	27.71%	5.00%	8.00%
Contra Costa	36,449,256	168,388,403	163,460,060	4,928,343	575,132	6,610,834		(1,107,359)	35,341,897	21.62%	10.00%	10.00%
Copper Mountain	1,095,058								1,095,058	Not Yet Certified		
Desert	7,144,515	42,723,983	39,981,630	2,742,353	(689,847)	710,396	1,719,709	3,061,819	10,206,334	25.53%		
El Camino	20,767,239	104,478,777	100,783,625	3,695,152		6,599,584	34,488	(2,869,944)	17,897,295	17.76%	5.00%	5.00%
Feather River	3,508,438	13,427,323	12,280,591	1,146,732		636,269		510,463	4,018,901	32.73%	5.00%	5.00%
Foothill-DeAnza	53,670,758	185,381,250	173,876,424	11,504,826	297,962	12,085,260		(282,472)	53,388,286	30.70%	10.00%	10.00%
Gavilan	2,937,919	28,756,014	27,240,214	1,515,800		1,747,859		(232,059)	2,705,860	9.93%	10% (Max $1.5 M)	10% (Max $1.5 M)
Glendale	4,960,429	79,747,104	77,133,837	2,613,267	612,279	3,347,118		(121,572)	4,838,857	6.27%	5.00%	5.00%
Grossmont-Cuyamaca	12,221,653	96,619,507	95,522,910	1,096,597	813,568	2,910,896		(1,000,731)	11,220,922	11.75%	5.00%	5.00%
Hartnell	9,555,374	36,634,012	35,641,443	992,569		851,029		141,540	9,696,914	27.21%	20.00%	20.00%
Imperial	2,335,684	35,688,932	34,745,671	943,261		805,672		137,589	2,473,273	7.12%	5.00%	16.60%
Kern	25,526,565	112,469,198	98,659,548	13,809,650	270,227	7,572,756	(661,727)	5,845,394	31,371,959	31.80%	15% (Each College 3%)	15% (Each College 3%)
Lake Tahoe	2,053,546	12,876,018	12,734,912	141,106	81,487	533,389	308	(310,488)	1,743,058	13.69%		
Lassen	3,612,677	12,367,970	12,221,445	146,525	8,584	182,456	290,594	263,247	3,875,924	31.71%		
Long Beach	17,180,702	106,474,478	100,324,597	6,149,881	352,916	2,481,756		4,021,041	21,201,743	21.13%	5.50%	5.50%
Los Angeles	66,699,483	529,143,921	523,748,884	5,395,037	1,058,800	15,637,630	15,795,225	6,611,432	73,310,915	14.00%	10.00%	10.00%
Los Rios	31,576,344	272,673,655	270,653,700	2,019,955	6,662,575	8,980,297		(297,767)	31,278,577	11.56%	5% + 3% Contingency	5% + 3% Contingency
Marin	3,929,633	48,131,391	45,949,961	2,181,430	735,039	1,505,849		1,410,620	5,340,253	11.62%	7.67-17%	7.67-17%
Mendocino-Lake	1,873,967	19,985,096	19,873,951	111,145	325,000	525,188	(4)	(89,047)	1,784,920	8.98%	8.00%	8.00%
Merced	5,661,016	51,844,141	48,578,011	3,266,130	140,855	4,342,852		(935,867)	4,725,149	9.73%	5.00%	8.00%
Mira Costa	17,573,014	93,458,641	88,207,791	5,250,850	165,044	5,503,175		(87,281)	17,485,733	19.82%	5.00%	8.00%
Monterey Peninsula	3,895,079								3,895,079	Not Yet Certified		
Mt. San Antonio	27,729,958	148,416,716	145,965,823	2,450,893	574,076	518,742	(779,070)	2,506,227	30,236,185	20.71%	10.00%	10.00%
Mt. San Jacinto	6,427,247	57,272,732	51,733,568	5,539,164	(550,669)	3,253,286		1,735,209	8,162,456	15.78%	6.00%	6.00%
Napa Valley	4,983,129	33,140,440	32,150,819	989,621	1,398,003	1,071,613		1,316,011	6,299,140	19.59%	5.00%	5.00%
North Orange County	42,192,158	171,384,348	160,353,104	11,031,244	14,225	9,538,770	(2)	1,506,699	43,698,857	27.25%	5.00%	5.00%
Ohlone	10,563,202	48,273,314	47,476,771	796,543		849,898		(53,355)	10,509,847	22.14%	5.00%	5.00%
Palo Verde	1,420,294	12,822,850	11,195,101	1,627,749		941,203	193	686,739	2,107,033	18.82%		
Palomar	13,647,556	102,198,939	101,184,309	1,014,630	737,927	4,851,699		(3,099,142)	10,548,414	10.42%	5.00%	5.00%
Pasadena	21,797,802								21,797,802	Not Yet Certified		
Peralta	15,333,744	115,705,326	116,781,361	(1,076,035)	11,188,145	7,080,296		2,252,744	17,586,488	15.06%	5.00%	5.00%
Rancho Santiago	37,633,190	143,325,250	144,496,127	(1,170,877)	100,667	9,296,288		(10,366,498)	27,266,692	18.87%	5.00%	5.00%
Redwoods	1,363,749								1,363,749	Not Yet Certified	10.00%	10.00%
Rio Hondo	5,072,398	70,004,672	65,308,639	4,696,033		502,201	(2)	4,193,830	9,266,228	14.19%		
Riverside	10,926,707	142,471,581	137,015,538	5,456,043	(1,360,199)	3,288,493		807,351	11,734,058	8.56%	5.00%	5.00%
San Bernardino	24,062,725	76,882,155	73,167,902	3,714,253	24,736	11,117,504		(7,378,515)	16,684,210	22.80%	5.00%	5.00%
San Diego	18,197,218	204,042,424	205,032,797	(990,373)		3,829,156		(4,819,529)	13,377,689	6.52%	10.00%	15.00%

California Community Colleges
Summary-Unrestricted General Fund Transactions
Fiscal Year 2013-14
311 Reports from State Chancellor

District	Adjusted Beg Balance	Revenue	Expenditures	Revenue Less Expenditures	Other Financing	Other Outgo	Prior Year Adjustments	Net Increase / (Decrease)	Net Ending Balance	Fund Balance % from Expenditures	Board Policy for Unrestricted Fund Balance	Board Directives / Goal for Unrestricted Fund Balance
San Francisco	17,874,618								17,874,618	Not Yet Certified	5-9%	5-9%
San Joaquin Delta	10,278,638	82,293,194	79,642,852	2,650,342	20,366	2,497,475		173,233	10,451,871	13.12%	5.00%	10.00%
San Jose-Evergreen	11,200,410	86,054,053	80,984,356	5,069,697	525,804	3,015,599		2,579,902	13,780,312	17.02%	5.00%	7.00%
San Luis Obispo County	5,367,525	47,746,863	45,565,819	2,181,044	9,933	1,644,659		546,318	5,913,843	12.98%	6.00%	6.00%
San Mateo County	19,703,769	135,790,198	119,336,708	16,453,490	4,553,777	20,586,908		420,359	20,124,128	16.86%	5-15%	5-15%
Santa Barbara	26,703,453								26,703,453	Not Yet Certified		
Santa Clarita	8,928,140	80,816,948	78,076,060	2,740,888	512,966	3,224,087		29,767	8,957,907	11.47%		
Santa Monica	10,520,810	144,834,471	141,148,243	3,686,228	111,105	346,364		3,450,969	13,971,779	9.90%		
Sequolas	2,737,411	48,246,354	45,918,791	2,327,563	25,863	596,362	215,204	1,972,268	4,709,679	10.26%	6.00%	8.00%
Shasta-Tehama-Trinity	10,526,707	41,014,508	39,936,923	1,077,585	10,566	1,577,286		(489,135)	10,037,572	25.13%	5.00%	5.00%
Sierra Jt.	16,013,008	80,427,769	75,873,509	4,554,260	77,343	6,260,410		(1,628,807)	14,384,201	18.96%	8-12%	8-12%
Siskiyou Jt.	1,061,502								1,061,502	Not Yet Certified		
Solano	6,214,519								6,214,519	Not Yet Certified	5.00%	5.00%
Sonoma County	12,033,909	105,929,652	103,801,183	2,128,469	1,289,893	3,507,527		(89,165)	11,944,744	11.51%	5.00%	5.00%
South Orange County	27,594,916	196,304,963	147,552,068	48,752,895		39,024,983		9,727,912	37,322,828	25.29%	7.50%	7.50%
Southwestern	7,199,788	82,323,354	79,633,356	2,689,998	250,000	678,803		2,261,195	9,460,983	11.88%	5.00%	5.00%
State Center	37,628,737	143,198,774	140,858,102	2,340,672	529,416	2,772,176		97,912	37,726,649	26.78%		
Ventura	28,595,247	140,564,771	131,090,215	9,474,556	547,659	(1,480,605)		11,502,820	40,098,067	30.59%	7-15%	7-15%
Victor Valley	9,780,208	51,904,262	52,166,584	(262,322)	10,000			(252,322)	9,527,886	18.26%	5.00%	5.00%
West Hills	4,838,518	31,723,280	31,261,257	462,023	2,409,880	4,467,551		(1,595,648)	3,242,870	10.37%		
West Kern	5,178,263								5,178,263	Not Yet Certified		
West Valley	11,717,704	102,305,831	80,445,978	21,859,853	484,900	9,939,223		12,405,530	24,123,234	29.99%	8.00%	8.00%
Yosemite	19,904,780	88,101,131	87,256,284	844,847		1,228,442	6	(383,589)	19,521,191	22.37%	10.00%	10.00%
Yuba	5,500,588	45,568,807	41,577,740	3,991,067	42,590	4,278,715		(245,058)	5,255,530	12.64%		
Statewide	1,023,145,866	5,894,453,046	5,630,031,051	264,421,995	37,438,164	266,559,119	16,443,098	51,744,138	1,074,890,004	19.09%		