STRATEGIC PLANNING COUNCIL AGENDA

Date:	April 19, 2016
Starting Time:	2:00 p.m.
Ending Time:	3:45 p.m.
Place:	**AA-140**

CHAIR: Gonzales

MEMBERS: Barton, Bongolan, Dryden, Falcone, Furch, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Nagtalon, Navarro, Perez, Popielski, San Juan, Sivert, Smiley, Sourbeer, Stockert, Talmo, Titus, Wick

RECORDER: Ashour

	Attachments	Time
A. MINUTES		2 min
1. Approve Minutes of April 4, 2016		
B. ACTION ITEMS/SECOND READING		
1. ACCJC Recommendation #1 Response	Exhibit B1	5 min
2. Board Policy 3200-Accreditation	Exhibit B2	5 min
3. Administrative Procedures 3200-Accreditation; 3505-Emergency Response Plan	Exhibit B3	5 min
C. ACTION ITEMS/FIRST READING		
1. EEO Plan 2016	Exhibit C1	10 min
2. IEPI GOALS		
D. INTEGRATED PLANNING MODEL		40 min
1. Review of 2015-2016 SPC Timeline		
2. Annual Progress Report- SP2016 Year 3	Exhibit D2	
3. Institutional Effectiveness: Scorecard		
4. Draft Goals and Objectives for Strategic Plan 2019		
E. DISCUSSION/INFORMATION		
1. Mobile Applications Review		20 min
2. Budget Reduction Recommendations from Budget Committee		15 min
F. ACCREDITATION		**2** min
1. Accrediting Commission Actions and Policy Updates		
2. Palomar Accreditation Update		
G. REPORTS OF PLANNING COUNCILS		**2** min
1. Finance & Administrative Services Planning Council – Ron Perez		
2. Human Resource Services Planning Council – Mike Popielski		
3. Instructional Planning Council – Dan Sourbeer		
4. Student Services Planning Council – Brian Stockert		

H. **REPORTS OF CONSTITUENCIES**   **2** min
   1. Administrative Association – Justin Smiley
   2. Associated Student Government – Michael Nagtalon
   3. CCE/AFT –Dan Dryden
   4. Confidential/Supervisory Team – Zeb Navarro
   5. Faculty Senate – Greg Larson
   6. PFF/AFT – Shannon Lienhart/Teresa Laughlin

I. **OTHER ITEMS**

A regular meeting of the Palomar College Strategic Planning Council scheduled April 19, 2016, was held in AA-140. Interim President Adrian Gonzales called the meeting to order at 2:00 p.m.

ROLL CALL
Present: Barton, Bongolan, Dryden, Falcone, Furch, Gonzales, Holmes, Larson, Laughlin, Lienhart, Moore, Nagtalon, Perez, San Juan, Sivert, Smiley, Sourbeer, Stockert, Talmo, Titus
Absent: Navarro, Popielski, Wick
Guests: Shawna Cohen, Carmen Coniglio, Lisa Hornsby, Connie Moise, Marti Snyder
Recorder: Cheryl Ashour

A. **MINUTES**
   1. **Approve Minutes of April 4, 2016**
       MSC (Sourbeer/Sivert): The minutes for April 4, 2016 were approved and accepted into the record with abstentions from Dan Dryden and Glyn Bongolan.

B. **ACTION ITEMS/SECOND READING**
   1. **ACCJC Recommendation #1 Response (Exhibit B1)**
       MSC (Barton/Larson): ACCJC Recommendation #1 Response was approved and accepted into the record.

   2. **Board Policy 3200-Accreditation (Exhibit B2)**
       MSC (Sourbeer/Stockert): Board Policy 3200-Accreditation was approved and accepted into the record.

   3. **Administrative Procedures 3200-Accreditation and 3505-Emergency Response Plan (Exhibit B3)**
       MSC (Sourbeer/Barton): Administrative Procedure 3200-Accreditation was approved and accepted into the record.

       MSC (Larson/Stockert): Administrative Procedure 3505-Emergency Response Plan was approved and accepted into the record.

C. **ACTION ITEMS/FIRST READING**
   1. **EEO Plan 2016 (Exhibit C1)**
       Shawna Cohen reviewed the EEO Plan 2016 and explained the changes from the last plan. This item will return to SPC for action/second reading.

   2. **IEPI Goals**
       Michelle Barton led a discussion on the metrics for IEPI goals: student performance and outcomes, accreditation status, fiscal, and state and federal compliance. A small workgroup met; the Faculty Senate reviewed their recommendations and would like a more conservative number for student performance and outcomes. After discussion, it was decided that the Math department will be asked to look at the numbers and inform Ms. Barton of any changes in time for her to revise the document before it comes back for action/second reading at the next SPC meeting.

D. **INTEGRATED PLANNING MODEL**
   1. **Review of 2015-2016 SPC Timeline**
       Michelle Barton reviewed the activities scheduled through the semester.

   2. **Annual Progress Report - SP2016 Year 3 (Exhibit D3)**
       Michelle Barton summarized the work that was completed this year on the objectives in Strategic Plan 2016 Year 3.

3. **Institutional Effectiveness: Scorecard**
Michelle Barton stated that the Student Success Scorecard Metrics is a state accountability system, measuring momentum points and completion or outcome by preparation level (prepared and unprepared students). Each of the metrics is broken down into demographic variables. She led a discussion of the following scorecard metrics: Persistence, 30+ units, Completion (SPAR), Remedial, CTE Completion, CDCP (enhanced non-credit), and Skills Builder (new this year).

4. **Draft Goals and Objectives for Strategic Plan 2019 (Exhibit C4)**
Michelle Barton led a discussion on the draft goals and objectives for Strategic Plan 2019. After discussion, it was decided that Ms. Barton will meet with the Faculty Senate on the teaching and learning goal and will move forward with the other goals. The Strategic Plan 2019 goals and objectives will be finalized at the next SPC meeting.

E. **DISCUSSION/INFORMATION**

1. **Mobile Applications Review**
Connie Moise presented the report and recommendation of the Mobile Applications Task Force. She reviewed the task force's objective and the requirements and desired features for the app. Ms. Moise discussed the results of the Task Force's interview of three companies: Dub Labs, High Point, and Grey Heller. She reported that the Task Force is recommending the District use Dub Labs. The initial cost will be $65,000 with an ongoing cost of $50,000, and three months to complete. After discussion, there was consensus among SPC members that Ms. Moise should move forward with Dub Labs.

2. **Budget Reduction Recommendations from Budget Committee**
VP Perez stated that one of the Budget Committee's charges is to recommend budget reductions in times of fiscal uncertainty. Now that Palomar College is officially in Stability Funding, VP Perez presented budget reduction ideas approved by the Budget Committee for the FY 2016-17 budget. The budget reduction plan is for two years while the district is in stability funding. At the end of two years, the budget reductions will be reviewed and if budget allows, budgets will be restored. The overall budget will be reduced by an estimated $5.6M total for two years. After discussion, SPC directed Mr. Perez to move forward with the Budget Committee's recommendation and discuss with executive staff.

F. **ACCREDITATION**

1. **Accrediting Commission Actions and Policy Updates**
Dan Sourbeer reported that Community College CEO's have established two workgroups, one that will work to improve the process and the other to develop transition plans to leave ACCJC.

2. **Palomar Accreditation Update**
Dan Sourbeer reported that work is continuing on Recommendation #2.

G. **REPORTS OF PLANNING COUNCILS**

1. **Finance and Administrative Services Planning Council**
Ron Perez reported that FASPC reviewed the recommendations from the Budget Committee and the Mobile Applications Task Force.

2. **Human Resource Services Planning Council**
There was no report.

3. **Instructional Planning Council**
Dan Sourbeer reported that IPC approved the faculty hiring list for 2017-18 (Exhibit G3).

4. **Student Services Planning Council**
Brian Stockert reported that SSPC is reviewing its membership and discussed forming a Recruitment and Retention subcommittee.

F.   REPORTS OF CONSTITUENCIES

    1.   Administrative Association
       There was no report.

    2.   Associated Student Government
       Michael Nagtalon reported that ASG elections are on April 21.

    3.   CCE/AFT
       Dan Dryden reported that CCE is working with the District to implement the Classification Study.

    4.   Confidential/Supervisory Team
       There was no report.

    5.   Faculty Senate
       There was no report.

    6.   PFF/AFT
       There was no report.

G.   OTHER
Teresa Laughlin thanked everyone for supporting the Political Economy Days.

Adrian Gonzales gave an update on the progress of the Marketing RFP. The Marketing/Enrollment Task Force is meeting tomorrow and may supplement its membership with people from IT and creative services.

H.   ADJOURNMENT
There being no remaining items, the meeting was adjourned at 3:43 p.m.

Fifth draft of follow-up report to ACCJC
Feb 20, 2015

Recommendation #1 -- Tutorial Support for Distance Education Students

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites.

Reference: II.C.1.c, III.C.1.a

Overall Summary

The College has established an online tutoring solution which currently serves both distance education and on-site courses at multiple locations. This solution includes online tutoring sessions offered by Palomar-trained tutors operating out of the tutoring centers at the main campus as well as after-hours tutoring offered by a third-party vendor. In addition, on-site tutoring has been established at the Camp Pendleton site, with attention given to the specific needs of the students at that site. These changes have ensured that all students, including students in online or hybrid courses, as well as students taking classes at remote sites, have access to high-quality tutoring support.

The College has increased on-site tutoring availability at the Camp Pendleton site, and is currently providing those student services necessary to support student learning at the Camp Pendleton site at levels commensurate with those offered at the main campus, with plans to provide further expansions in the near future.

Below, we provide details on how the College is currently meeting the accreditation standards. These details are organized into three sections: Section 1 describes the comprehensive online tutoring solution, Section 2 explains the increased onsite tutoring at Camp Pendleton, and Section 3 describes the student services offered at Camp Pendleton.

Section 1: Online tutoring

Summary

In its 2015 External Evaluation, the evaluating team found that the absence of on-site tutoring at the Camp Pendleton site, along with Palomar's lack of online tutoring, created a lack of equity in availability of tutoring services for distance education students and students at the Camp Pendleton site.

> "Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action." (From Standard IIC, page 45)

As the evaluation team noted, Palomar expressed awareness of the issues with its online tutoring options in its 2015 Self Evaluation, including an actionable improvement plan setting a Fall 2015 goal for establishment of online tutoring options. The evaluation team noted a lack of progress toward this goal during their site visit, and expressed concern that the online tutoring system would not be implemented by the Fall 2015 deadline. The evaluation team noted in the above quote that either an on-site tutoring facility or an online tutoring system could serve to provide equitable tutoring options to Camp Pendleton students.

The College has elected to implement a comprehensive online tutoring solution, combining tutoring by Palomar tutors during hours when the main campus tutoring centers are open and after-hours tutoring through NetTutor, a paid service available through the Online Education Initiative. These services are currently available for many classes in math, English accounting, and computer sciences classes offered by the College, with plans to expand the services to other disciplines. Initial assessments of the effectiveness of the system were completed in the Fall 2015 semester, and additional improvements and expansions are ongoing.

Resolution and Analysis

The Palomar College Tutoring Committee (hereafter "The Committee") was created to coordinate campus tutoring services and ensure availability of tutoring to all students. It oversees the implementation of all tutoring services at Palomar College and all of its satellite sites, for both in-person and online courses. The committee includes representatives from tutoring and learning centers on the main and Escondido campuses, as well as faculty, classified, and administrative representatives from multiple instructional disciplines and the Disability Resource Center. In Spring 2014, the Committee began planning a pilot project to develop an online tutoring service for Palomar which could serve the needs of both online classes and students at sites (e.g. Camp Pendleton) without onsite tutoring services. The Committee decided that it would be important for all sites and disciplines to share a common service whenever possible, to avoid placing extra burdens of adjusting to multiple solutions on students. One exception to this policy was the Computer Sciences department; due to their need for specific software and hardware environments, they had already established an online tutoring system, and it was decided that the best option would be to allow them to continue using their solution during development of a more comprehensive solution, while identifying an optimal service for all other departments.

After presentations by various providers and comparison of the offerings, in May 2015 the Committee determined that the WorldWideWhiteboard service offered free of charge by the Online Education Initiative (hereafter "WWWB") had the best combination of features and cost, as well as the potential for expansion to 24-hour service via the paid NetTutor service, which offers well-qualified tutors for most areas of instruction (***** a good place for evidence**). The Committee arranged a pilot program to determine how the WWWB system could best be used to support both students in online classes and students at remote sites. Tutors would be located in the Math Center and the Writing Center at the San Marcos campus, with appropriate computers and equipment to allow video, audio, and screen sharing with students through the WWWB system, and a software tracking system was established to track student use of the tutors.

The Committee decided to offer tutoring using the World Wide Whiteboard system to selected mathematics and English classes offered online and at Camp Pendleton in Fall 2015, with plans to expand to additional classes in Spring 2016. After consultation with department chairs in these

departments, eight math classes and thirteen English classes, either offered online or at the Camp Pendleton site, were selected as potential participants. After offering the instructors of these classes the opportunity to participate in this pilot study, six out of eight eligible math classes (268 students) and 11 out of 13 eligible English classes (135 students) elected to participate. Instructors distributed fliers to students at math and English orientation sessions describing the availability of the tutoring service.

During the Fall 2015 semester, monitoring indicated that student utilization of the online tutoring service was modest, with 18 math tutoring sessions and 7 English sessions provided by the online tutors by the end of the Fall 2015 semester. A survey was designed by the Committee and distributed to students in the participating classes, with questions designed to determine the level of student awareness of online tutoring options, rate of use, reasons for lack of use, and what the most useful times of day to offer online tutoring would be. The response rate to the survey was very low; only five responses were received.

The Committee decided that, given that students frequently select online courses specifically because they cannot be on campus during normal school hours, it would be best to try and extend online tutoring hours to later in the evening and night. In December 2015, the Committee began to explore the use of NetTutor services. This is a 24-hour tutoring service, accessible through the WWWB system, in which tutoring would be provided by an outside agency. NetTutor employs tutors in a wide variety of academic disciplines, with protocols for faculty to establish limits in topic or specific question coverage. After determining that tutors employed by NetTutor had credentials comparable to those required for Palomar's tutors, representatives from Accounting, CSIT (Computer Science and Information Technology), and Mathematics, departments indicated that they were interested in using the NetTutor service.

In the Spring 2016 semester, the Palomar-provided online tutoring options were offered to students in a variety of accounting, math and English classes offered online and at Camp Pendleton (as well as self-taught classes), during hours when the on-campus tutoring centers are open, with NetTutor providing service to accounting, math, and CSIT at other times. Together, the Palomar-provided online tutoring service and NetTutor services represent tutoring services commensurate to those provided on the main campus.

It is worth noting that utilization rates for online tutoring services are often low; this phenomenon is not unique to Palomar College. There are a wide variety of free online tutoring services available to students from sources not associated with Palomar College, and many students are more familiar with these and may prefer to use them.

Additional Plans

The Tutoring Committee will evaluate the success of the pilot program, and decide how best to expand online tutoring (both Palomar-provided and NetTutor-based) to all online and Camp Pendleton-based classes **(*** when?).** The Accounting department plans to offer the 24-hour NetTutor service to all of its classes, including all on the main campus, at Camp Pendleton, and online. In addition, the CSIT department will be adding NetTutor services for many of its classes. Some of the networking classes in the CSIT department have very specific security requirements, and arrangements are being made to ensure that those requirements are compatible with NetTutor's services.

Section 2: Onsite tutoring at Camp Pendleton and the main campus

Summary

The college has increased its tutoring services offered to Camp Pendleton students, as feasible given the differences in scale between the number of students present at the Camp Pendleton site as compared to the San Marcos campus, so that Camp Pendleton students have access to tutoring commensurate with that offered on the main campus. Math tutors are available to students at the Camp Pendleton site during lunch hours, and plans to "embed" tutors in math classes so that they will be available before, during, and after classes are in progress.

A program to use veterans trained as tutors to offer tutoring to the veteran student community on the main San Marcos campus is in development, to meet these students' cultural needs. **(*** will need details).** Finally, an ASL interpreter who is also qualified as a tutor has been recruited to offer tutoring to students in the Deaf or Hard of Hearing community, making triangular tutoring (student-interpreter-tutor) unnecessary and improving accessibility for students in that community. **These new programs represent increased and enhanced onsite tutoring programs to better meet the needs of all student groups at the College. (*** details?)**

Resolution and Analysis

The visiting team noted that the San Marcos campus offers tutoring at several locations around the campus. The Camp Pendleton site is housed in much smaller facilities, making it impossible to offer the same sort of multiple specialized tutoring locations. Instead, the Palomar online tutoring program also offers online math and English tutoring to Camp Pendleton students in specific classes during the same hours that the main campus tutoring centers are open, and the NetTutor program makes after-hours tutoring available to these students as well as all other Palomar students. In the Spring 2016 semester, additional tutor hirings allowed the College to ensure that an on-site math tutor for the Camp Pendleton site was available during lunch hours, as well as between 4 and 6 pm. Since all Pendleton classes begin at 6 pm, this ensured that a math tutor was available for pre-class questions.

While this represents tutoring offerings similar to those available at the main campus (given the difference in facilities and student population), the College is planning further expansions to the tutoring available to Camp Pendleton students. In the near future, the Tutoring Committee plans to offer instructors **(*** math only? English?)** the option to have "embedded" tutors, who would attend class with the students and be available to help with questions during class, as well as immediately before and after class.

The Tutoring Committee has noted **(*** how? Surveys? Student requests?)** that some veteran students have difficulty relating to tutors unfamiliar with veteran culture. In an effort to make tutoring for veteran students as accessible as possible, in Spring 2016, the Committee began a program to hire and train veterans as tutors, ensuring that veteran students would have access to effective tutoring. **(*** are these offered on main campus? Pendleton? Online?)**

Deaf and hard of hearing students face unique barriers to tutoring, as few tutors are able to communicate with these students in their preferred language. While "triangular" tutoring, involving the student, an interpreter, and the tutor, is available and funded through the Disability Resource Center, **in** an effort to make tutoring available to as many student communities as possible, in Spring 2016 the college began a basic skills funded pilot with an ASL interpreter who was also a qualified tutor. This is anticipated to make tutoring more accessible and comfortable for Deaf and hard of hearing students.

Additional Plans

As the online tutoring program expands, it will be able to increase the availability of math and English tutoring to Camp Pendleton students. The 24-hour NetTutor system will further enhance the availablility of tutoring, ensuring that tutoring offerings at Camp Pendleton remain commensurate with main campus offerings.

Pending assessment of the effectiveness of the veteran-specific and Deaf student-specific tutoring pilot programs, these offerings will be expanded and refined to further improve the availability of tutoring to these students.

Evidence

*** We'll need some of this.

Section 3: Student Services at Camp Pendleton

Summary

The evaluation team also noted in its 2015 site report that, while Palomar does offer a full spectrum of student services to support learning, these services are not easily accessible to students taking classes at the Camp Pendleton site.

> "Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free WiFi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College's foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)" (From Standard IIC, p. 46)

> "Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level." (From Standard IIC, p. 48)

Provision of tutoring to Camp Pendleton students is now provided via the World Wide Whiteboard and NetTutor solutions described in the previous sections. The college has expanded the range of other student services provided at the Camp Pendleton site to include all of the relevant learning support services provided at the San Marcos and Escondido campuses.

*** Details about comparative enrollment, usable to justify why some on-site services cannot be offered since they don't scale down well

Resolution and Analysis

The focus of the visiting team's recommendations for improving student services at the Camp Pendleton site is on the absence of tutoring services at the Camp Pendleton site. As described in Sections 1 and 2, expansions in online and onsite tutoring have filled this gap, and Pendleton students

now have access to tutoring services commensurate with those offered at the San Marcos and Escondido campuses. However, in an effort to ensure that the College fully meets the standard, we have reviewed the student services offered to Camp Pendleton students below.

The Camp Pendleton site consists of a pair of classrooms and very limited office space, which makes provision of full-time representatives for some main campus services impractical. For example, it would be impossible to offer an actual bookstore on site. However, the College is currently discussing options for making course textbooks available on site prior to the beginning of classes, or to resume offering a mobile bookstore on the site (as has been done in the past). College staff at the Camp Pendleton site have been performing regular surveys to determine which bookstore services are most needed for the students.

Students at the Camp Pendleton site have access to the following services on site:

Articulation: Expertise in articulation requirements is provided by on-site counselors, who can answer any routine questions. In cases of more complex needs, one of the counselors has previously served as an articulation officer and is available 1 day per week. Students can also be referred to San Marcos campus advisors.
Admissions and Records: Help is available on-site (***** details needed, will ask Ryan**)
Campus Police: Equivalent services are provided by the military base police. In addition, the College is working with Camp Pendleton to ensure that campus police will have access to the base facilities in cases where the specific expertise of campus police is required (e.g. Clery act violations).
Child Development Center: the base provides child care for military students.
Counseling: Counseling is provided 5 days per week, for both personal and academic counseling.
Disability Resource Center: No specific DRC counselor is available, but on-site counselors are familiar with DRC offerings and requirements. The base does have the ability to offer alternative testing environments and other accommodations offered by the San Marcos DRC. There are plans to make a DRC-specific counselor available on site by appointment. Pamphlets and information about DRC services are available on site, and counselors try to make sure students are aware of DRC accommodations and evaluations.
EOPS: On-site personnel can provide information about EOPS programs and assistance to students on site. No specific EOPS counselor is available, but the Camp Pendleton site is currently setting up a web videoconferencing system which would allow on-site students to have face-to-face meetings with San Marcos campus EOPS counseling.
Financial Aid and Scholarships: full on-site consultation is provided.
Math Learning Center: students can fulfill math lab hours in the on-site computer lab, and tutoring will be provided on-site during lunch hours beginning in Spring 2016. Plans for Fall 2016 include embedded tutors in classes available to answer questions before class and help during class.
Open Access computer lab: there are 25 computers available Monday – Friday on-site.
Transfer and Career Center: Information is distributed at the site by departments. The on-site counselors provide assistance in preparing students for transfer. There are current plans to offer workshops and teleconferencing with San Marcos campus advisors.
Tutoring: yes, see previous section
Veterans Affairs: Counseling, advising on VA benefits, and some paperwork intake is provided on-site.

(***** While Library is not listed as a specific service provided in the 2015 report, it is cited in the**

2002 standards specifically. How do we provide access to the Library to Pendleton students?)

Additional Plans

Palomar College is currently discussing ways to improve bookstore services to the Camp Pendleton site with its bookstore agency. Tutoring services, both on-site and online, are being expanded. In addition, the College plans to add a Disability Resource Center counselor to the staff present at the Camp Pendleton site to improve DRC services. Finally, expanded teleconferencing capabilities are being developed to ensure that Camp Pendleton students have access to the few advising and counseling services which are not currently available on site.

Evidence

*** would be good.

NOTES

II.C.1 from 2014 standards: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

II.C.1.c from 2002 standards: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

III.C.1 from 2014 standards: Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.1.a from 2002 standards: Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

To meet the 2014 standards, we will need evidence that we evaluate the quality of the student support services, and the ability to demonstrate that such services (for distance and onsite) enhance mission accomplishment.
III.C.1 should be satisfied by showing that the software and hardware in online tutoring are sufficient to accomplish the goal.

Addressing the 2002 standards does not require specific demonstration of performance or evidence of assessment.

Need to define "adequate support" for distance education; could be performance based (distance ed achievement of outcomes is comparable to onsite) or needs based (survey asking about student awareness of and use of tutoring resources? Compare to similar survey for onsite students?)
How do distance ed students access library resources?
How do they access support services other than tutoring?

Commensurate student services: Providing library and bookstore services, as well as other student services. We need to show that those are up and running.

Student services provided according to the 2015 report:
Admissions and Records
Articulation
Bookstore
Campus Police
Child Development Center
Counseling
Disability Resource Center
ESL Tutoring
EOPS

Financial Aid and Scholarships
Intercollegiate Athletics
International Student Services
Learning Communities
Math Learning Center
Open Access Computer Labs
STEM Center
Student Affairs
Student Employment
Student Health and Mental Services
Teaching and LEarning Centers
The Pride Center
Transfer and Career Center
Tutoring Services
Veterans Affairs
Reading and Writing Center

Which of these can be supported/needs to be supported at Pendleton? Which are provided **by** Pendleton?

Relevant sections from site report:

Std. II.A: P. 31: "There is evidence that technology is available to support all students regardless of location of classes. The tutoring model used at both the San Marcos and Escondido sites is decentralized, with tutoring available free of charge to all Palomar students who seek help or are referred by an instructor. This decentralized model has allowed some gaps in tutoring coverage to occur specifically in providing support to the online student population, which currently has no online options for tutoring."

Std. IIB: p.40: "Campus sites, e.g. Escondido Center and Camp Pendleton, demonstrate a wide spectrum of student support services to ensure students have the support they need to progress in achieving their academic goals. One noteworthy exception is the lack of tutorial services at Camp Pendleton (see IIC recommendation)."

Std. IIC, p. 45: "A tutoring workgroup established in 2011 has largely influenced tutoring services. The goals of the tutoring workgroup were to centralize staff and procedures; screen and train tutors in a consistent manner; improve outreach to faculty; and hire more full-time employees. This workgroup was eventually absorbed by the Faculty Senate and turned into a standing committee. Through the efforts of the workgroup and now committee, tutoring services now has established criteria for hiring tutors and even offers a certification program to train tutor applicants.
"Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action."

Std. IIC, p. 46: "Learning support services are primarily provided at the San Marcos and Escondido campuses. The services at these two locations include ample tutoring support, with multiple tutoring

locations at the San Marcos campus and a Teaching and Learning Center at the Escondido campus. Moreover, both these locations, as well as the Camp Pendleton site, have sufficient access to computer labs. Tutoring support is not available online, creating a service gap for students at the remote sites, particularly Camp Pendleton, as well as Distance Education students (II.C.1)"

"Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free WiFi access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College's foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)"

"While tutoring and other learning support systems are available at multiple locations at the San Marcos campus and through the teaching and learning center at Escondido, these services are lacking or nonexistent at Camp Pendleton. Specifically, no tutoring services are available to students at the Camp Pendleton location. This unequal access to tutoring is further heightened due to Palomar not offering online tutoring to students taking distance education courses. Although an actionable improvement plan specific to online tutoring for distance education students was identified in Palomar's Self Evaluation Report, interviews with Palomar staff raise concerns as to the progress made on implementing this needed service. The College's April 2014 substantive change report indicates that 30 percent of the College's students do not have an on-campus presence. The interviews with Palomar staff specific to online tutoring further indicated that little dialogue had taken place at the tutoring committee level. Data on distance education students and the courses they take still needed to be gathered, and the information technology department on campus had not yet been looped into the conversation. These factors all contribute to considerable uncertainty that Palomar will be able to meet its fall 2015 implementation deadline articulated in its actionable improvement plan (II.C.1.c)"

Std. IIC, p. 48: "Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level. Just as troubling is the complete absence of tutoring available to distance education students who attend Palomar and should be afforded an equitable level of support services. Despite an actionable improvement plan in its Self Evaluation Report, leadership staff at Palomar does not appear to be responding to this service with expediency or urgency."

The actionable improvement plan from the 2015 Self Evaluation:
"The College will research options and develop and implement a plan by Fall 2015 that provides students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services (II.C.1.c)."

3

4   **BP 3200   ACCREDITATION**

5   **Reference:**
6   ==ACCJC== Accreditation Eligibility Requirement ==21== ~~20~~;
7   ==ACCJC== Accreditation Standard==s I.C.12 and 13 (formerly== IV.B.1.i==)==
8   ==Title 5 Section 51016==

9

10   The Superintendent/President shall ensure that the District complies with the
11   accreditation process and standards of the Accrediting Commission of Community and
12   Junior Colleges and of accrediting agencies of other District programs that seek special
13   accreditation.

14   The Superintendent/President shall keep the Governing Board informed of the status of
15   accreditations and the relevant accrediting associations.

16   The Superintendent/President shall ensure that the Governing Board is involved in each
17   accreditation process in which Governing Board participation is required.

18   The Superintendent/President shall provide the Governing Board with a summary of
19   each accreditation report and any actions taken or to be taken in response to
20   recommendations in an accreditation report.

Changes in ==yellow== suggested from CCLC.

Date Adopted: 4/14/2009
(Replaces <u>former</u> ~~current~~ Palomar College Policy 3200)

AP 3200   ACCREDITATION

References:
   ACCJC Accreditation Eligibility Requirement 2~~10~~;
   ACCJC Accreditation Standards I.C. 12 and 13 (formerly IV.B.1.i)
   Title 5 Section 51016

In accordance with the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), the District shall conduct a comprehensive self-~~study~~evaluation every ~~six~~ seven years and host a visit by an accreditation team. The District shall prepare and submit mandatory midterm reports as required by ACCJC in the ~~third~~ fourth year of each ~~six~~seven-year cycle. Further, the District shall prepare and submit progress reports and annual reports as required by ACCJC.

When the ~~s~~Self ~~Study~~ evaluation report is completed, the Governing Board shall review and approve it prior to submission to ACCJC in accordance with prescribed timelines.

District employees responsible for the functions related to the accreditation standards shall be involved in the self-~~-~~evaluation ~~study~~ and team visit. The process for producing the written document that is the Comprehensive Self ~~Study~~ Evaluation shall include the appointment of:

- A Self ~~Study~~ Evaluation Chair or Chairs, appointed by the Superintendent/President in accordance with campus procedures. If the Chair is a faculty member, the appointment shall be made jointly by the Faculty Senate and Superintendent/ President

- Accreditation Liaison Officer, appointed by the Superintendent/President

- Active, campus-wide constituency participation inclusive of trustees, administrators, faculty, classified and supervisory staff, and students and

- An Accreditation Steering Committee

The District recognizes that the process of accreditation is an ongoing and continuous effort of planning, review, and improvement. To this end, the District shall establish a governance committee, titled the Accreditation Steering Committee. The Accreditation Steering Committee shall report to the District's principle governance committee, the Strategic Planning Council, and provide the overall planning, guidance, response, and preparation for the comprehensive Self ~~Study~~Evaluation, mid-term report, and other report requirements from ACCJC. The Accreditation Steering Committee shall make recommendations on any issues related to accreditation throughout the ~~six~~seven-year

Date Approved: SPC 04/21/09

37 cycle. The Accreditation Steering Committee shall maintain currency with accreditation
38 standards and procedures, including attending accreditation workshops. The
39 Accreditation Steering Committee shall communicate and distribute information related
40 to accreditation standards and procedures. The Accreditation Steering Committee shall
41 meet regularly and as necessary throughout the year.

42 The Accreditation Steering Committee shall form an Accreditation Writing Leadership
43 Team (AWLT), comprised of the Accreditation Steering Tri-Chairs, and members of the
44 institution selected by the Tri-Chairs for their expertise, as relevant to the report
45 requirements from ACCJC. The AWLT will provide overall preparation for the
46 comprehensive Self Evaluation, mid-term report, and other report requirements from
47 ACCJC and self-identified actionable improvement plans.

48 For each program requiring special accreditation, beyond that granted to the District by
49 ACCJC, the District shall comply with the specific accrediting agency's requirements.
50 This may include, but not be limited to, preparing accreditation studies and documents
51 for initial or reaffirmation of accreditation and preparing and submitting mandatory
52 progress reports. District employees responsible for the functions related to the
53 program's specific accreditation standards shall be involved in the accreditation
54 process. The Governing Board shall review and approve any studies or progress
55 reports as required by a program's specific accrediting agency.

56 Office of Primary Responsibility: Office of the Superintendent/President

Date Approved: SPC 04/21/09

AP 3505   EMERGENCY RESPONSE PLAN

References:
       Education Code, Sections 32280 et seq. and 71095;
       Government Code, Sections 3100 and 8607(a);
       19 California Code of Regulations (CCR) Sections 2400-2450;
       National Fire Protection Association 1600;
       Homeland Security Act of 2002;
       Homeland Security Presidential Directive-5;
       Executive Order S-2-05;
       34 Code of Federal Regulations Part 668.46(b)(13) and (g)

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

General information about the emergency response and evacuation procedures for the District are publicized each year as part of the District's Clery Act compliance efforts and that information is available on the District's Police Department Website.

The Palomar College Police Department has the responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document any situation that may cause a significant emergency or dangerous situation.

The District will use some or all of the systems described below to communicate information about significant incidents, including specific locations.

The District has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of a serious incident or an immediate threat to the campus community. These methods of communication include, but are not limited to:

- Palomar College Website: www.palomar.edu
- District Wide Emergency Notification System
- Opt-in Text Messaging
- Emergency Notification Towers and Wall Mounted Phones
- Electronic Signs on Campus and Campus Entrance Marquees
- Media communications, depending on circumstance

The District will post updates during a critical incident on the District web site at www.palomar.edu. Individuals can also call the District's recorded information telephone line at *(760) 891-7115*.

The yellow highlighted language is from CCLC legal Update 19 disseminated to districts to comply with changes to the Clery Act. Red highlighted text is District proposed language. Emergency Preparedness Plan working group changes and other made since 3/4/16.

Date Approved: SPC 2/15/2011

44

45 The District's *Director of Communications, Marketing, and Public Affairs* will be responsible
46 for the dissemination of emergency information to the larger community through some or all
47 of the above listed methods of communications. In the event of a catastrophic emergency,
48 information may come directly from the Palomar College Police Department.

49

50 **TESTING EMERGENCY RESPONSE AND EVACUATION PROCEDURES**

51

52 An evacuation drill is coordinated by the Environmental Health and Safety Department at
53 least once a year.

54

55 Located throughout the buildings, classrooms, and common areas of the District are:

56 • Emergency procedures posters
57 • Emergency Procedures flip-chart guides
58 • Evacuation plan posters

59

60 These guides and posters identify Palomar's protocols for different types of disasters. In
61 order to ensure the safety of the campus community, emergency evacuation areas and
62 routes may change due to the location or nature of the emergency. In either case, emergency
63 personnel on the scene will communicate information to the campus community regarding the
64 developing situation or any evacuation status changes.

65

66 Evacuation drills are monitored by the Environmental Health and Safety Department to
67 evaluate egress and behavioral patterns. Reports are prepared by participating departments
68 which identify deficient equipment so that repairs can be made immediately. Recommenda-
69 tions for improvements are also submitted to the appropriate departments and offices for
70 consideration.

71

72 The District's Environmental Health and Safety Department coordinates announced and
73 unannounced evacuation drills annually (at a minimum) as described above.

74 Following drills Environmental Health and Safety and Campus Police assess emergency
75 response procedures capabilities and disseminates information as needed.

76

77 In the event of an emergency, natural disaster, or the occurrence of a hazardous condition,
78 the District must ensure the activation of a plan or procedures to protect and govern
79 employees, students, visitors, and children in childcare programs at District facilities.

80

81 The Superintendent/President shall ensure that an emergency management team is created
82 to aid in the development, implementation, and communication of its emergency response
83 plan.

84

85 The District's Emergency Response Plan shall adopt California's Standardized Management
86 System (SEMS) and the National Incident Management System (NIMS). The purpose of

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Date Approved: SPC 2/15/2011

87 SEMS is to provide a standardized response to emergencies involving multiple jurisdictions
88 or multiple agencies. Compliance with requirements includes the use of the basic principles
89 and components of emergency management which include the Incident Command System
90 (ICS), multi-agency or inter-agency coordination, the operational area concept and estab-
91 lished mutual aid systems. SEMS and NIMS both utilize ICS. ICS is the combination of
92 facilities, equipment, personnel, procedures, and communications operating within a common
93 organizational structure, that is responsible for the management of resources to effectively
94 accomplish the District's stated objectives in response to an incident.
95
96 For compliance with NIMS and SEMS mandates, the following information shall be included
97 in the District's Emergency Response Plan:
98

99 • Plan activation procedures

100 • Chain of command procedures

101 • Emergency management procedures, including mitigation and prevention,
102   preparedness, response, and recovery

103 • Procedures to coordinate comprehensive emergency management and preparedness
104   activities with appropriate local, state, and federal government authorities
105
106 The Superintendent/President must ensure that District personnel with assigned roles within
107 the emergency response plan complete appropriate specialized training, in compliance with
108 NIMS and SEMS mandates. The District must comply with NIMS and SEMS to receive state
109 or federal funding.
110
111 The Superintendent/President must ensure that the District's emergency response plan is
112 updated and communicated regularly.
113
114 Office of Primary Responsibility: Finance and Administrative Services

The yellow highlighted language is from CCLC legal Update 19 disseminated to districts to comply with changes to the Clery Act. Red highlighted text is District proposed language. Emergency Preparedness Plan working group changes and other made since 3/4/16.

Date Approved: SPC 2/15/2011

PALOMAR COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

Adopted by the Governing Board ==[Month] [Day]==, 2016

EEO Advisory Committee First Reading: April 14, 2016

HRSPC First Reading: April 19, 2016

SPC First Reading: April 19, 2016

Table of Contents

Chapter 1.
Introduction

The Palomar Community College District Equal Employment Opportunity Plan ("Plan") reflects the District's commitment to fair and equitable treatment in employment towards realizing the full benefits of a culturally diverse and inclusive teaching and learning environment. The District believes that fostering diversity affords the best opportunity to enhance and realize institutional excellence, while preparing those at the center of the institution's mission, the students, to be responsible and culturally competent contributors in an increasingly global society.

The Plan provides an ongoing, systematic approach to evaluating the District's equal employment opportunity (EEO) practices. The primary goals of the Plan are to assess which practices best ensure equal treatment of all applicants and employees; to ensure that decisions regarding those practices are based upon and supported by applicable data; and to create a culturally inclusive environment that supports a diverse academic environment and workforce.

The Plan delineates the EEO practices that the District utilizes to further its commitment to diversity. In concordance with Title 5 of the California Code of Regulations, Section 53000 et seq. and other applicable laws, regulations, and District policies and procedures, the Plan details the connection between methods to achieve EEO through measurable outcomes and the District's overarching strategic planning and program review mechanisms. Largely driven by Title 5, the Plan also aligns with Standard III.A. Human Resources of the Accrediting Commission for Community and Junior College's Accreditation Standards.

The Human Resource Services (HRS) Department has primary responsibility for the development, review and systematic evaluation of the Plan. The Plan and any subsequent updates will undergo review through the District's shared governance process during which the Equal Employment Opportunity Advisory Committee, the Human Resource Services Planning Council, and then the Strategic Planning Council provide feedback to HRS, which is then incorporated into the Plan. Final review and approval of the Plan resides with the District's Governing Board. The Plan is reviewed and, as necessary, updated every three years as required by the California Community Colleges Chancellor's Office.

Adopted by the Governing Board of the Palomar Community College District on [Month] [Day], 2016.

Adrian Gonzales
Interim Superintendent/President

Chapter 2.
Definitions

Included in this chapter are definitions for terms used in the Plan and related concepts.

Adverse Impact. *Adverse impact* means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Appeal. *Appeal* means a request in writing made by a complainant to the Palomar Community College District's Governing Board pursuant to Title 5, Section 59338, and/or to the California Community Colleges Chancellor's Office (Chancellor's Office) pursuant to Title 5, Section 59339, to review the administrative determination of the District regarding a complaint of discrimination.

Chancellor. The Chancellor of the California Community Colleges system.

Chancellor's Office. The California Community Colleges Chancellor's Office.

Complaint. *Complaint* means a written and signed statement meeting the requirements of Title 5, Section 59328 that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges as set forth in Title 5, Section 59300 et seq.

DFEH. *DFEH* is an acronym for the California Department of Fair Employment and Housing.

District. *District* means the Palomar Community College District. This definition is inclusive of any District program or activity that is funded directly by the state or receives financial assistance from the state, or any other organization associated with the District or its educational centers that receives state funding or financial assistance through the District.

Diversity. *Diversity* means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, cultural, age, national origin, religious, sex, gender, sexual orientation, disability, socioeconomic, academic, and other backgrounds protected by federal and state laws and regulations. A diverse educational community demonstrates through its practices that it recognizes the educational benefits to all students from attending school in an environment that promotes and values employee diversity at all levels. Hiring strategies

to maximize workforce diversity enhance and include steps for identifying and eliminating adverse impact and the barriers to employment of historically underrepresented groups.

Equal Employment Opportunity. *Equal employment opportunity* means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in Section 53004(a). Ensuring equal employment opportunity also involves:

1. Identifying and eliminating barriers to employment that disproportionately exclude, or have an adverse impact upon, individuals based on any protected status identified in Government Code section 12940; and

2. Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to individuals from all groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan. The *Equal Employment Opportunity Plan* is the written document in which the District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs. *Equal employment opportunity programs* means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, Section 53006.

Ethnic Minorities. *Ethnic minorities,* as defined by Title 5, Section 53001(f)(1), means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

Ethnic Group Identification. *Ethnic group identification* means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

Monitored Group. *Monitored group* means those groups identified in Title 5, Section 53004(b) for which monitoring and reporting is required pursuant to Title 5, Section 53004(a).

OCR. An acronym for the Office for Civil Rights of the United States Department of Education.

Person with a Disability. *Person with a disability* means any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; (2) has a record of such an

impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Projected Representation. *Projected representation* means the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

Reasonable Accommodation. *Reasonable accommodation* means the efforts made on the part of the District to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in Title 5, Section 53025.

Responsible District Officer. *Responsible District Officer* means the person identified by the District as the person responsible for receiving and coordinating investigations of complaints of unlawful discrimination filed with the Chancellor's Office pursuant to Title 5, Section 59328.

Screening or Selection Procedure. *Screening or selection procedure* means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group. *Significantly underrepresented group* means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Chapter 3.
EEO Policy Statement

Board Policy 3420 Equal Employment Opportunity

References: Education Code, Sections 87100 et seq; Title 5, Sections 53000 et seq.

Adopted April 12, 2011

The Governing Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on the basis of characteristics including, but not limited to: ethnic group identification, race, color, national origin, religion, socioeconomic status, age, sex, gender, gender identity, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation. The Vice President, Human Resource Services is the responsible District officer charged with receiving formal complaints of equal employment opportunity violations and coordinating the investigation.

Also see BP 3410 titled Nondiscrimination, AP 3420 titled Equal Employment Opportunity, AP 3435 titled Discrimination and Harassment Investigations and Training, BP 7100 titled Commitment to Diversity, BP/AP 7120 titled Recruitment and Hiring, and the District's Equal Employment Opportunity (EEO) Plan.

Chapter 4.
Delegation of Responsibility, Authority, and Compliance

Achieving the goal of a diverse educational culture requires the collective efforts of the college community as a whole. All employees and agents of the District are responsible for promoting and supporting equal employment opportunity in order to realize the full benefits of a diverse, collaborative, and inclusive District culture. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board. The Governing Board is ultimately responsible for the proper implementation of the District's Plan at all levels of District operations, for ensuring equal employment opportunity as described in the Plan, and is accountable for the success of the Plan.

Superintendent/President. The Governing Board delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting and articulating the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Governing Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation.

Equal Employment Opportunity Officer. The Governing Board designates the Assistant Superintendent/Vice President, Human Resource Services as the equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Chapter 6. Complaints and for ensuring that District workforce, applicant pools, and selection procedures are properly monitored. For purposes of receiving, investigating, and resolving complaints of unlawful discrimination and harassment, the Equal Employment Opportunity Officer is referred to as the Responsible District Officer pursuant to Title 5, Section 59324.

Equal Employment Opportunity Advisory Committee. To promote understanding and support of equal employment opportunity policies and procedures, the District has established an Equal Employment Opportunity Advisory Committee (EEOAC), as further detailed in Chapter 5. The EEOAC acts as an advisory body to the equal employment opportunity officer and the District as a whole and assists in the implementation of the Plan pursuant to Title 5, Section 53003.

District Employees. Consistent with applicable state and federal laws and applicable collective bargaining agreements and employee handbooks, employees shall actively promote equal employment opportunity and the diversity goals of the Plan in all facets of District operations and processes, including, but not limited to, recruitment, selection, evaluation, and tenure.

Agents of the District. Any organization or individual, whether or not an employee of the District, who acts on behalf of the Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort. The District shall make a continuous good faith effort to comply with all the requirements of the Plan.

Chapter 5.
EEO Advisory Committee

Role. The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist in the articulation and implementation of the Plan. The EEOAC assists the District in achieving understanding of and support for equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the Plan. As further delineated in Chapter 8. Training for Selection Committees, the Equal Employment Opportunity Officer or qualified designees shall train the EEOAC on equal employment compliance and the Plan itself. The specific responsibilities of the EEOAC include:

1. Assisting in developing the District's Plan in compliance with state and federal regulations, statutes, and guidelines.

2. Monitoring the implementation and progress of the Plan and recommending corrective action when necessary.

3. Advising the District's Equal Employment Opportunity Officer in the development and presentation of annual reports to the Governing Board and Superintendent/President and responding to equal employment inquiries and concerns of all employees.

4. Assisting the District's Equal Employment Opportunity Officer in developing and coordinating information programs for District employees.

5. Reviewing and suggesting revisions in services, employment policies, and other written and unwritten rules, policies, practices, and procedures that affect persons with disabilities.

6. Monitoring the implementation of and compliance with the Americans with Disabilities Act.

Meetings. The EEO Advisory Committee meets once each month during the regular academic year. Meeting agendas and minutes are posted on the District's website at www.palomar.edu/committees/eeoc.

Composition. The EEOAC is comprised of District students, faculty, staff, administrators, and community members. A good faith effort shall be made to establish and maintain a committee comprised of a diverse membership and with respect to the principles of shared governance. The membership of the EEOAC is as follows:

▪ Chair: Assistant Superintendent/Vice President, Human Resource Services (Equal Employment Opportunity Officer)

- Four (4) full-time faculty members appointed by the Faculty Senate
- One (1) full-time faculty member appointed by the Palomar Faculty Federation
- One (1) part-time faculty member appointed by the Faculty Senate
- Two (2) classified unit employees appointed by CCE/AFT
- One (1) member of the Confidential and Supervisory Team
- One (1) member of the Administrative Association
- One (1) senior administrator
- Two (2) students appointed by the Associated Student Government
- Two (2) community representatives
- Three (3) at-large members

Chapter 6.
Unlawful Discrimination and Sexual Harassment Complaints

Overview: EEO and Unlawful Discrimination Complaints. Pursuant to Title 5, Section 53003(c)(2), this chapter addresses two sources of complaints: (a) those alleging violations of the equal employment opportunity regulations under Title 5, Section 53026; and (b) those alleging unlawful discrimination or harassment under Title 5, Section 59300, with or without reference to equal employment opportunity violations. All such complaints shall be filed with the Responsible District Officer, except those against the Equal Employment Opportunity Officer, which shall be filed with the Superintendent/President.

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026). The District is committed to the principles of equal employment opportunity and has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment regulations, as outlined in Title 5, Sections 53000 et seq., have been violated. All complaints shall be in writing, signed and dated by the complainant, and shall contain the following: the name(s) of the individual(s) involved, the date(s) of the alleged violation(s), and a detailed description of the actions constituting the alleged violation(s).

All complaints must be filed as soon as possible after the occurrence of an alleged violation unless the violation is ongoing. Complaints involving current hiring processes must be filed no later than 60 calendar days after such occurrence unless the complainant can verify a compelling reason for the District to waive the 60-day limitation. Complaints alleging violations of the Plan that do not involve a current hiring process must be filed no later than 90 days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to Title 5, Section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such cases, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026. Guidelines for minimum conditions complaints are provided on the website of the Chancellor's Office at www.cccco.edu.

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within 90 days of the filing of the complaint. The Equal

Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Title 5, Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Section 59300 et. seq.

Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.). Complaints alleging unlawful discrimination or harassment follow the procedures set forth in Title 5, Section 59300 et. seq., regardless of whether such complaints also include allegations of equal employment opportunity violations. The District has adopted policies and procedures for complaints alleging unlawful discrimination or harassment, which are included in Appendix A.

Chapter 7.
Notification to District Employees

The commitment of the Governing Board and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of the District's equal employment opportunity policy statement and the Plan. The policy statement will be printed in the college catalogs and class schedules, and will include information on how to review or obtain a copy the Plan.

The Plan and subsequent revisions will be distributed to the Governing Board, the Superintendent/President, administrators, the Faculty Senate's leadership, union and employee group representatives and members of the District's Equal Employment Opportunity Advisory Committee. The Plan will also be available on the District's website and notifications of updates and revisions will be made via the website and e-mail notification.

Each year, the District will provide all employees with a copy of the District's equal employment opportunity policy statement, Board Policy 3420 (located in Chapter 3. EEO Policy Statement) and written notice summarizing the provisions of the Plan. The Human Resource Services Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.

2. A list of locations where complete copies of the Plan are available, to include, at minimum, the District's website, the President's Office, the Human Resource Services office, the District's libraries, and at each department office.

Chapter 8.
Training for Selection Committees

Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening/selection of employees is subject to the equal employment opportunity requirements of Title 5, Section 53020(c) and the Plan. Any individual or organization, whether or not an employee of the District, who participates in the recruitment and screening/selection of personnel shall receive appropriate training on the following information:

- The requirements of the Title 5 regulations on equal employment opportunity (Sections 53000 et. seq.)
- The requirements of federal and state nondiscrimination laws
- The District's policies on nondiscrimination, recruitment, and hiring
- The requirements of the District's Plan
- Principles of diversity and cultural proficiency
- The value of a diverse workforce
- Recognizing and preventing bias

Persons serving in the above capacities will be required to receive training within the 12 months prior to service on a hiring process. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resource Services Department is responsible for providing the required training.

In addition, the District appoints a District Compliance Officers (DCOs) to each selection committee. DCOs are permanent employees that observe each selection process to verify that all selection practices, laws, and regulations were followed and all applicants are treated equitably. DCOs receive training prior to beginning their service in concepts similar to those of the selection committee members but relevant to their unique role.

Appendix B contains the District's current training materials related to the selection process.

Chapter 9.
Annual Written Notice to Community Organizations Regarding EEO Plan

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan for the purpose of seeking assistance from the community in identifying qualified applicants. The notice will inform these organizations of how they may obtain a copy of the Plan and shall request their assistance in identifying diverse, qualified candidates. The notice will include a summary of the Plan and the website address where the District advertises its job openings, as well as contact information for District employees and departments from which employment information may be obtained.

The District will actively seek to reach those institutions, organizations, and agencies that may serve as recruitment resources. A list of the organizations that will receive this notice is contained in Appendix C of this Plan and will be revised periodically as necessary.

Chapter 10.
Analysis of District Workforce, Applicant Pools, and
Degree of Underrepresentation

The Human Resource Services Department will annually survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are males, females, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Whites, and persons with disabilities.

For purposes of the survey and reports each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the selection committees and hiring administrators.

The District will annually report to the Chancellor the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty
3) Professional Non-faculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

Analysis of District Workforce. The District's demographic data for permanent employees as of Fall 2015 is presented on page 16. The District will survey all permanent employees during the three-year period of the Plan to validate ethnicity, gender, and disability data for the 2019 EEO Plan.

Palomar College Employee Demographic Data, Fall 2015

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Ethnicity
Executive/Administrative/ Managerial	42	24	18	1	0	2	11	26	2
Full-Time Faculty	251	117	134	3	6	19	34	187	2
Professional Non-faculty	40	16	24	0	2	8	5	22	3
Secretarial/Clerical	163	21	142	2	6	5	55	93	2
Technical and Paraprofessional	102	59	43	1	3	12	25	58	3
Skilled Crafts	21	21	0	2	0	0	9	10	0
Service and Maintenance	44	40	4	0	4	6	13	21	0

Ethnic diversity varies by job category, and is similar to the demographics reported in the EEO Plan 2013. Full-Time Faculty is the least diverse job category, with nearly 75% of employees in the category reporting White as their ethnicity. Approximately 40% or more of the employees in the other six job categories report that they belong to underrepresented ethnic groups, with about 53% of the employees in the Skilled Crafts and Service and Maintenance categories indicating they are of underrepresented ethnicities.

An analysis of the individual ethnic groups indicates that Hispanics/Latinos are represented in each of the job categories, while the other ethnic groups are not. American Indians/Alaskan Natives are included in the Executive/Administrative/Managerial, Full-Time Faculty, Secretarial/Clerical, Technical and Paraprofessional, and Skilled Crafts groups. Employees of Asian/Pacific Islander ethnic groups are included in all categories except Skilled Crafts. Black/African-American employees are included in all categories except Executive/Administrative/Managerial and Skilled Crafts.

In terms of gender diversity, four of the job categories are somewhat balanced in the number of female and male employees, while employees in the three other job categories are predominantly either female or male. The Executive/Administrative/Managerial, Full-Time Faculty, Professional Non-faculty, and Technical and Paraprofessional job categories are mostly balanced in the number of female and male employees. Approximately 87% of the employees in the Secretarial/Clerical category are female, 100% of the Skilled Crafts staff are male, and over 90% of the Service and Maintenance employees are male.

Analysis of Applicant Pools. The District collects employment applicant demographic data for completed recruitments each fiscal year commencing on July 1 and ending on June 30. This information consists of the ethnic, gender, and disability composition of applicant pools, interviewees, and hires. The applicant demographic data for the past three fiscal years of 2012-13, 2013-14, and 2014-15 is presented below on pages 18-20.

The total number of positions recruited varied widely over the timeframe studies, and in 2012-13 and 2014-15, the District did not hire in all categories. Overall, the total percentage of underrepresented hires hired in each job category each year was greater than one third of the District's total hires in 2012-13 and 2014-15 and over one quarter of all hires in 2013-14. Strong persistence of diversity was noted throughout the entire hiring process from application to hire when the number of underrepresented applicants is aggregated across all ethnic groups for most job categories. This persistence was also observed for most individual ethnic groups in most job categories each year.

Of the underrepresented ethnic groups, Hispanics/Latinos were hired in each job category over the three-year period, and each year. Asians/Pacific Islanders were also hired each year and in all job categories except Skilled Crafts and Service/Maintenance. Black/African-American applicants were hired in 2012-13 and 2013-14 in three categories: Full-Time Faculty, Professional Non-Faculty, and Skilled Crafts. Only one American Indian/Alaskan Native was hired in 2013-14, in the Faculty job category. These results are similar to prior years.

Gender demographics continue to follow the District's past trends. Hires in the Executive/Administrative/Managerial, Full-Time Faculty, Professional Non-Faculty, and Technical and Paraprofessional job categories was balanced across the three-year period. The Secretarial/Clerical category garnered mostly female hires, and the Skilled Crafts and Service and Maintenance categories resulted in all male hires.

Palomar College 2014-15 Applicant Pool Data: All Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	75	44	26	1	3	12	3	43	13
Full-Time Faculty	1193	633	530	8	56	146	85	792	106
Professional Non-faculty	305	69	233	5	50	23	84	120	23
Secretarial/Clerical	992	156	824	11	90	98	249	462	82
Technical and Paraprofessional	298	117	180	2	28	20	59	176	13
Skilled Crafts	0	0	0	0	0	0	0	0	0
Service and Maintenance	370	312	53	6	55	18	160	114	17

Palomar College 2014-15 Applicant Pool Data: Interviewed Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	14	8	6	0	0	2	0	11	1
Full-Time Faculty	84	31	50	1	2	5	9	61	6
Professional Non-faculty	40	7	32	0	8	4	14	10	4
Secretarial/Clerical	66	8	58	0	4	10	16	32	4
Technical and Paraprofessional	52	26	26	0	3	3	11	35	0
Skilled Crafts	0	0	0	0	0	0	0	0	0
Service and Maintenance	36	32	4	0	4	2	12	17	1

Palomar College 2014-15 Applicant Pool Data: Hires

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	3	2	1	0	0	1	0	1	1
Full-Time Faculty	10	1	9	0	0	1	2	7	0
Professional Non-faculty	6	0	6	0	0	0	4	1	1
Secretarial/Clerical	9	0	9	0	0	3	2	4	0
Technical and Paraprofessional	9	5	4	0	0	1	2	6	0
Skilled Crafts	0	0	0	0	0	0	0	0	0
Service and Maintenance	6	6	0	0	0	0	3	3	0

Palomar College 2013-14 Applicant Pool Data: All Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	374	206	139	5	21	14	10	129	195
Full-Time Faculty	1569	137	208	1	1	0	2	23	1542
Professional Non-faculty	327	87	237	5	34	33	70	161	24
Secretarial/Clerical	2349	370	1810	43	138	183	221	883	881
Technical and Paraprofessional	195	73	119	3	16	23	36	109	8
Skilled Crafts	39	28	9	1	1	3	2	12	20
Service and Maintenance	327	288	39	4	47	15	146	104	11

Palomar College 2013-14 Applicant Pool Data: Interviewed Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	65	31	31	1	2	3	2	29	28
Full-Time Faculty	163	23	25	1	1	0	2	17	142
Professional Non-faculty	29	13	16	1	3	1	4	20	0
Secretarial/Clerical	125	13	99	2	2	4	24	52	41
Technical and Paraprofessional	26	11	15	1	1	4	3	17	0
Skilled Crafts	13	12	0	1	1	0	1	6	4
Service and Maintenance	16	16	0	0	2	0	10	3	1

Palomar College 2013-14 Applicant Pool Data: Hires

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African- American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	9	4	5	0	0	1	1	7	0
Full-Time Faculty	21	10	11	1	1	0	2	17	0
Professional Non-faculty	6	2	4	0	1	1	1	3	0
Secretarial/Clerical	18	2	16	0	0	1	5	12	0
Technical and Paraprofessional	5	2	3	0	0	1	0	4	0
Skilled Crafts	2	2	0	0	1	0	0	1	0
Service and Maintenance	3	3	0	0	0	0	1	2	0

Palomar College 2012-13 Applicant Pool Data: All Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	201	81	35	0	10	9	19	65	98
Full-Time Faculty	0	0	0	0	0	0	0	0	0
Professional Non-faculty	167	34	117	4	15	5	51	67	18
Secretarial/Clerical	465	58	204	5	20	49	74	130	187
Technical and Paraprofessional	326	47	177	6	11	18	52	66	173
Skilled Crafts	60	55	0	0	0	5	19	33	3
Service and Maintenance	386	342	25	5	15	8	63	58	237

Palomar College 2012-13 Applicant Pool Data: Interviewed Applicants

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	39	25	8	0	2	3	5	19	10
Full-Time Faculty	0	0	0	0	0	0	0	0	0
Professional Non-faculty	20	3	14	1	0	2	6	7	4
Secretarial/Clerical	41	6	17	0	3	3	7	13	15
Technical and Paraprofessional	30	10	14	1	1	4	4	10	10
Skilled Crafts	7	7	0	0	0	0	2	5	0
Service and Maintenance	30	17	1	0	3	3	6	6	12

Palomar College 2012-13 Applicant Pool Data: Hires

	Total	Male	Female	American Indian/ Alaskan Native	Black/ African-American	Asian/ Pacific Islander	Hispanic/ Latino	White	Unknown Gender and/or Ethnicity
Executive/Administrative/ Managerial	6	6	0	0	0	0	0	6	0
Full-Time Faculty	0	0	0	0	0	0	0	0	0
Professional Non-faculty	3	2	1	0	0	0	0	3	0
Secretarial/Clerical	6	1	5	0	0	0	2	4	0
Technical and Paraprofessional	5	2	3	0	0	1	2	2	0
Skilled Crafts	1	1	0	0	0	0	0	1	0
Service and Maintenance	4	4	0	0	1	1	1	1	0

Chapter 11.
Methods for Addressing Underrepresentation

The District's hiring practices, presented in Appendix D, consist of methods of fair and equitable selection that meet the requirements of Title 5, Sections 53021, 53022, 53023, and 53024. These methods are intended to safeguard against underrepresentation of monitored groups in all job categories and promote inclusion and diversity. The District reviews and updates these practices periodically to ensure continued efficacy and legal compliance. The District takes additional interventions as necessary on the basis of individual recruitments, or when patterns of inequity are apparent across multiple recruitments, to further address underrepresentation.

Pursuant to Title 5, Section 53003(c)(7), the District will perform an analysis of the degree to which monitored groups are underrepresented to the extent that data regarding potential job applicants is provided by the Chancellor's Office. At the time of this writing, no such data is available.

Chapter 12.
Reasonable Accommodations for Persons with Disabilities

Pursuant to Title 5, Section 53025, the District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers. Accommodations may be requested through Human Resource Services.

Chapter 13.
Other Measures to Demonstrate Commitment to Diversity and EEO

Equal employment opportunity means that all qualified individuals have a fair and equitable opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. The District's goal is to ensure that equal employment opportunity exists at all levels of the institution and within all job categories. Ensuring equal employment opportunity also involves cultivating an environment that fosters cooperation, acceptance, democracy, and the free expression of ideas and is welcoming to individuals from all groups protected from discrimination under federal and state law.

The District recognizes that multiple approaches beyond the specific requirements of Title 5, Sections 53000 et. seq. are necessary to creating a broadly inclusive academic culture that ensures equal employment opportunity and the creation of a diverse workforce. Specific approaches that the District will implement to promote diversity and the goals of equal employment opportunity include, but are not limited, to the following approaches:

District-Wide Approaches.

1. The District's vision, mission, and values, included in Appendix E, emphasize the District's commitment to diversity and shapes the concepts of equitable and fair treatment of individuals in all aspects of District operations.

2. The District includes goals and objectives related to equal employment opportunity and diversity in its three-year, overarching Strategic Plans. Strategic Plan 2016 includes the following goal and objective related to the EEO Plan:

   Goal 4: Human Resources and Professional Development - Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

   Objective 4.1: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

3. In 2015, the District adopted a Diversity Plan with the purpose of identifying and recommending the resources and tools necessary for the College to achieve its Governing Board and Strategic Plan 2016 goals of increasing faculty and staff diversity. The Diversity Plan is included in Appendix E.

4. Information about the District's EEO and non-discrimination policies and procedures is posted on the District's website and cross-referenced on a number of District web

pages so that the information is easily available to students, employees, job seekers, and the public. Appendix E provides links to these pages.

5. A variety of events are hosted by various District entities throughout the academic year that focus on diversity topics, including the annual Unity in Diversity event hosted by the Equal Employment Opportunity Advisory Committee. Further information about current diversity-related activities can be found on the District website at www.palomar.edu.

Recruitment.

1. The District advertises positions in a broad range of venues to attract large, diverse, well-qualified applicant pools. The District's current advertising resource list is presented in Appendix E.

2. Employment applicants are required to address their sensitivity to various facets of diversity found within a community college in their application materials and, in turn, requiring selection committees to assess each qualified applicant's understanding of diversity based on the provided information. The selection process training materials in Appendix B outline this requirement.

3. Selection committees are required to develop interview questions that assess candidates' understanding of diversity in relation to the specific position. The selection process training materials in Appendix B outline this requirement.

4. As stated previously in Chapter 8, District Compliance Officers are permanent employees that serve on selection committees as non-voting observers to ensure that all District selection procedures and federal and state EEO regulations are followed. The District Compliance Officer training materials are presented in Appendix B.

5. Working with the Faculty Senate, Instructional Planning Council, and the Policies and Procedures Committee, develop improved policies and procedures for recruiting and selecting new and replacement faculty positions that may result in a larger, more diverse pool of candidates. Some possibilities include:

   a. Explore the current Human Resource Services staffing structure and the possibility of hiring or assigning a current employee to serve as a faculty recruiter who would:

      i. Develop targeted recruitment strategies as permissible by Education Code and Title 5 of the California Code of Regulations.

      ii. Form relationships with graduate schools for purposes of recruiting potential applicants.

iii. Examine position announcements, selection committee membership, and interview processes to identify and strengthen possible barriers to hiring diverse individuals.

b. Recruit for positions in a timeframe consistent with the specific disciplines' typical statewide meetings or conferences. It is more likely candidates will be recruited at these conferences and should be directed to a current posting where they may submit an application, rather than waiting until sometimes months later when the position is posted with other faculty positions. A byproduct of this change would be that all faculty recruitments would not occur at the same time, lessening the load on faculty, administration, and Human Resource Services.

c. The District will determine methods to understand how position postings are perceived by potential job seekers and whether there are any unintended barriers to candidates securing interviews.

d. Provide travel reimbursement for first-level interviews to eligible candidates.

e. Provide an option to offer first-level interviews and teaching demonstrations via videoconference for out-of-state candidates.

6. Working with the District's current applicant tracking system vendor (PeopleAdmin), Human Resource Services will explore reports and processes for informing the District's administration and Governing Board of the aggregate demographic makeup of qualified applicant pools within the scope of applicable laws and regulations (Education Code; Title 5 sections 53000 et seq. of the California Code of Regulations). Sharing this aggregate information must be accompanied with instructions for the permissible use of the data and a reminder of the confidential nature of this information.

7. Provide District-wide training on recruitment-related issues that includes, but is not limited to, opportunities such as:

a. Basic diversity awareness training that provides an overview of the importance of diversity in hiring and the "Four A's" (Awareness, Analysis, Action, and Assessment).

b. Faculty-hosted campus forums on diversity to be presented to faculty, staff, administration, and Governing Board members.

c. Strengthening the District's selection committee training with regards to eliminating bias and embracing diversity during the interview process.

d. Implicit bias in hiring decisions (facilitated by an outside consultant or District expert).

e. Recruitment fairs that invite internal and external job seekers to learn about Palomar College's application and interview process.

8. The District subscribes to the services offered by the Cooperative Organization for the Development of Selection Procedures (CODESP) in part to obtain assistance in developing content-valid interview materials and tests that comply with EEO regulations. CODESP's website address is www.codesp.com.

Employee Training on Other Topics.

1. Sexual harassment prevention training is available to all District employees, including those employees mandated to receive such training under California A.B. 1825. Information about the District's current A.B. 1825 training is provided in Appendix E.

2. Trainings on other diversity, non-discrimination, and cultural proficiency topics are offered to all employees through the Human Resource Services Department and the District's Professional Development program.   Information about trainings provided by Human Resource Services is provided in Appendix E. The Professional Development program's current list of course offerings may be viewed at www.palomar.edu/pd.

Other Practices.

The District shall seek to further enhance its commitment to diversity and equal employment opportunity through review of current practices and the development of additional ongoing measures. Such practices, when implemented, shall be included in future revisions of the Plan.

Appendix A.

Unlawful Discrimination and Sexual Harassment Policies and Procedures

Contents

- A-1. Unlawful Discrimination Policy (B.P. 3410 Nondiscrimination)
- A-2. Unlawful Discrimination Complaint Procedure
- A-3. Sexual Harassment Policy (B.P. 3430 Prohibition of Harassment)
- A-4. Sexual Harassment Administrative Procedure (A.P. 3430 Prohibition of Harassment)
- A-5. Sexual Harassment Complaint Procedure
- A-6. Unlawful Discrimination Complaint form

BP 3410   NONDISCRIMINATION

References:
> Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
> Penal Code Sections 422.55 et seq.;
> Government Code Sections 11135-11139.5, 12926.1, and 12940 et seq.;
> Title 5 Sections 53000 et seq. and 59300 et seq.;
> Accreditation Standard II.B.2.c

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. In addition, all students have the right to participate fully in the educational process, free from discrimination and harassment.

The District, and each individual who represents the District, shall provide equal access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. The District shall not prohibit any student from enrolling in any class or course on the basis of gender. Academic staff, including but not limited to counselors, instructors, and administrators shall not offer program guidance to students which differs on the basis of gender. Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. The

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Date Approved: 4/12/11; Revised: 10/8/2013; Revised: 3/11/2014

Superintendent/President shall establish administrative procedures that ensure all members of the District community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

Also see BP/AP 3420 titled Equal Employment Opportunity, BP/AP 3430 titled Prohibition of Harassment, AP 3435 titled Discrimination and Harassment Investigations and Training, and BP/AP 7120 titled Recruitment and Hiring.

Unlawful Discrimination Complaint Procedure

Governing Board Approved: December 10, 2002

Introduction and Scope

These are the written procedures for filing and processing complaints of unlawful discrimination in the Palomar Community College District. These procedures incorporate the legal principles contained in nondiscrimination provisions of the California Code of Regulations, Title 5, sections 59300 et seq. as well as other state and federal substantive and procedural requirements.

A copy of the written policy and procedures on unlawful discrimination are available in the Office of Human Resource Services.

These policies and procedures were adopted by the Palomar College Community College District Governing Board on December 10, 2002, in accordance with the procedures of the Board.

Authority: 20 U.S.C. § 1681 et seq.; Ed. Code, §§ 66270, 66271.1, 66281.5; Gov. Code, § 11135-11139.5; Cal. Code Regs., tit. 5, § 59326. Reference: Cal. Code Regs., tit. 5, § 59300 et seq.; 34 C.F.R. § 106.8(b).

Definitions

Definitions applicable to nondiscrimination policies are as follows:

- "Appeal" means a request by a complainant made in writing to the Palomar Community College District governing board pursuant to Title 5, section 59338, and/or to the State Chancellor's Office pursuant to Title 5, section 59339, to review the administrative determination of the District regarding a complaint of discrimination.

- "Complaint" means a written and signed statement meeting the requirements of Title 5, section 59328 that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at Title 5, section 59300 et seq.

- "Days" means calendar days.

- "Mental disability includes, but is not limited to, all of the following:
  (1) Having any mental or psychological disorder or condition, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity. for purposes of this section:
     (A) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
     (B) A mental or psychological disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
     (C) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
  (2) Any other mental or psychological disorder or condition not described in paragraph (1) that requires specialized supportive services.
  (3) Having a record or history of a mental or psychological disorder or condition described in paragraph (1) or (2) which is known to the District.

(4) Being regarded or treated by the District as having, or having had, any mental condition that makes achievement of a major life activity difficult.

(5) Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).

- "Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

- "Physical disability" includes, but is not limited to, all of the following:

(1) Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that does both of the following:

(A) Affects one or more of the following body systems: neurological, immunological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.

(B) Limits a major life activity. For purposes of this section:

(i) "Limits" shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.

(ii) A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity if it makes the achievement of the major life activity difficult.

(iii) "Major life activities" shall be broadly construed and includes physical, mental, and social activities and working.

(2) Any other health impairment not described in paragraph (1) that requires specialized supportive services.

(3) Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) or (2) which is known to the District.

(4) Being regarded or treated by the District as having, or having had, any physical condition that makes achievement of a major life activity difficult.

(5) Being regarded or treated by the District as having, or having had, a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment that has no present disabling effect but may become a physical disability as described in paragraph (1) or (2).

(6) "Physical disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

- "District" means the Palomar Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any other organization associated with the District or its educational centers that receives state funding or financial assistance through the District.

- "Responsible District Officer" means the officer identified by the District to the State Chancellor's Office as the person responsible for receiving complaints filed pursuant to Title 5, section 59328, and coordinating their investigation.

- "Sexual harassment" is unlawful discrimination in the form of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting, and includes but is not limited to:

(1) Making unsolicited written, verbal, physical, and/or visual contacts with sexual overtones. (Examples of possible sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, invitations. Examples of possible verbal sexual harassment include, but are

not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters.)

(2) Continuing to express sexual interest after being informed that the interest is unwelcomed.

(3) Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of conduct in an academic environment that might be found to be sexual harassment: implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.

(4) Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment.

(5) Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

(6) Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

- "Unlawful discrimination" means any complaint of unlawful discrimination based on a category protected under Title 5, section 59300, including sexual harassment and retaliation.

Authority: Gov. Code, § 12926; Cal Code Regs., tit. 5, § 59311; Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.

Students and Employees Notice

The Palomar Community College District's responsible officer shall make available to employees and students the District's unlawful discrimination policy and procedures. Faculty members, members of the administrative staff, and members of the classified service will be provided with a copy of the District's written policy on unlawful discrimination at the beginning of the first semester of the college year after the policy is adopted. All District employees will receive a copy of the unlawful discrimination policies and procedures during the first year of their employment. In years in which a substantive policy or procedural change has occurred all District employees will receive a copy of the revised policies and/or procedures. A copy of the District's written policy on unlawful discrimination will be available to students in the Student Affairs Office.

Authority: Ed. Code, § 66281.5; Cal. Code Regs., tit. 5, §§ 59324 and 59326. Reference: Cal. Code Regs., tit. 5, § 59300 et seq.; 34 C.F.R. § 106.8(b).

Retaliation

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination policy.

Authority: 20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106; Cal. Code Regs., tit. 5, § 59300 et seq.; Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.

Responsible District Officer

The Palomar Community College District has identified the Assistant Superintendent/Vice President, Human Resource Services, to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5, section 59328, and for coordinating their

investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

Authority: Cal. Code Regs., tit. 5, § 59324; 34 C.F.R. § 106.8.

Procedure

Informal/Formal Complaint Procedure

When a person brings charges of unlawful discrimination to the attention of the District's responsible officer, that officer will:

(1) Undertake efforts to informally resolve the charges;

(2) Advise the complainant that he or she need not participate in informal resolution;

(3) Notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so;

(4) Assure the complainant that he or she will not be required to confront or work out problems with the person accused of unlawful discrimination;

(5) Advise the complainant that he or she may file a nonemployment-based complaint with the Office for Civil Rights of the U.S. Department of Education (OCR) where such a complaint is within that agency's jurisdiction.

(6) If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within that agency's jurisdiction.

Efforts at informal resolution need not include any investigation unless the responsible District officer determines that an investigation is warranted by the seriousness of the charges. Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a complaint is filed an investigation is required to be conducted pursuant to Title 5, section 59334, and will be completed unless the matter is informally resolved and the complainant dismisses the complaint. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination pursuant to Title 5, section 59336.

In employment-related cases, if the complainant files with the Department of Fair Employment and Housing, a copy of that filing will be sent to the State Chancellor's Office requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing.

The District will make every effort to complete investigations and resolve complaints as quickly as possible. In discrimination complaints containing issues of academic freedom, the District must consult with a faculty member appointed by the Academic Senate with respect to contemporary practices and standards for course content and delivery. The District will provide for representation where required by law and may allow for representation for the accused and complainant in other circumstances on a case by case basis.

Authority: Cal. Code Regs., tit. 5, §§ 59327, 59328, 59334, 59336, and 59339; NLRB v. Weingarten, Inc. (1975) 420 U.S. 251.

Filing of Formal Written Complaint

If a complainant decides to file a formal written unlawful discrimination complaint against the District, he or she must file the complaint on a form prescribed by the State Chancellor. These approved forms are available from the District and also at the State Chancellor's website, as follows:

http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx

The completed form must be filed with the District representative or mailed directly to the State Chancellor's Office of the California Community Colleges.

Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory conduct should be advised of that filing and the general nature of the complaint. This should occur as soon as possible and appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

Authority: Cal. Code Regs., tit. 5, §§ 59311 and 59328.

Threshold Requirements Prior to Investigation of a Formal Written Complaint

When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

- The complaint must be filed on a form prescribed by the State Chancellor's Office.
- The complaint must allege unlawful discrimination prohibited under Title 5, section 59300.
- The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member, staff member, or administrator.
- In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the specific incident or incidents of alleged unlawful discrimination.
- In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.

If the complaint is defective it will be immediately returned to the complainant with a complete explanation of why an investigation could not be initiated under Title 5, California Code of Regulations, section 59300 et seq. Additional information about this initial review of complaints can be found in the Guidelines for Processing Formal Title 5 Unlawful Discrimination Complaints prepared by the State Chancellor's Office.

Authority: Cal. Code Regs., tit. 5, § 59328.

Notice to State Chancellor or District

A copy of all complaints filed in accordance with the Title 5 regulations will be forwarded to the State Chancellor's Office immediately upon receipt. Similarly, when the State Chancellor's Office receives a complaint a copy will be forwarded to the District.

Authority: Cal. Code Regs., tit. 5, § 59330.

Confidentiality of the Process

Investigative processes can best be conducted within a confidential climate, and the District does not reveal information about such matters except as necessary to fulfill its legal obligations. However, potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed.

The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the

District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.

If a complainant insists that his or her name not be revealed, the responsible officer should take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.

It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District's process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will all be asked to sign a confidentiality acknowledgement statement.

Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code, section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential.

Authority: Cal. Const. Art. I, § 1; Civil Code § 47; Ed. Code, §§ 76234 and 87740; Silberg v. Anderson (1990) 50 Cal.3d. 205; Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.

Administrative Determination

Within 90 days of receiving an unlawful discrimination complaint filed under Title 5, sections 59300 et seq., the responsible District officer will complete the investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:

  (a) The determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;

  (b) a description of actions taken, if any, to prevent similar problems from occurring in the future;

  (c) the proposed resolution of the complaint; and

  (d) the complainant's right to appeal to the District governing board and the State Chancellor.

The Palomar Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.

Authority: Cal. Code Regs., tit. 5, § 59336.

Complainant's Appeal Rights

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and summary is mailed to the complainant, the responsible District officer or his/her designee shall notify the complainant of his or her appeal rights as follows:

- First level of appeal: The complainant has the right to file an appeal to the District's governing board within 15 days from the date of the administrative determination. The District's governing board will review the original complaint, the investigative report, the administrative determination, and the appeal.

- The District's governing board will issue a final District decision in the matter within 45 days after receiving the appeal. Alternatively, the District's governing board may elect to take no action within 45 days, in

which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District's governing board will be forwarded to the complainant and to the State Chancellor's Office.

- Second level of appeal: The complainant has the right to file an appeal with the California Community College Chancellor's Office in any case not involving employment-related discrimination within 30 days from the date that the governing board issues the final District decision or permits the administrative determination to become final by taking no action within 45 days. The appeal must be accompanied by a copy of the decision of the governing board or evidence showing the date on which the complainant filed an appeal with the governing board, and a statement under penalty of perjury that no response was received from the governing board within 45 days from that date.

Complainants must submit all appeals in writing.

Authority: Cal. Code Regs., tit. 5, §§ 59338 and 59339.

Forward to State Chancellor

Within 150 days of receiving a complaint, the responsible District officer will forward the following to the State Chancellor:

- A copy of the final District decision rendered by the governing board or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within 45 days.
- A copy of the notice of appeal rights the District sent the complainant.
- Any other information the State Chancellor may require.

Authority: Cal. Code Regs., tit. 5, §§ 59338 and 59340.

Extensions

If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the responsible District officer will file a written request that the State Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by Title 5 in sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who may file written objections with the State Chancellor within 5 days of receipt.

The State Chancellor may grant the request unless delay would be prejudicial to the complainant. If an extension of the 90-day deadline is granted by the State Chancellor the 150-day deadline is automatically extended by an equal amount.

Authority: Cal. Code Regs., tit. 5, § 59342.

Record Retention

Unlawful discrimination records that are part of an employee's employment records may be classified as Class 1 – Permanent records and retained indefinitely or microfilmed in accordance with Title 5, California Code of Regulations, Section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as Class-1 Permanent may be classified as Class 2 – Optional records or as Class 3 – Disposable records, to be retained for a period of three years.

Authority: Cal. Code Regs., tit. 5, § 59020.

BP 3430   PROHIBITION OF HARASSMENT

References:
Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Section 12950.1;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or because he/she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Academic Freedom
This policy works with BP 4030 titled Academic Freedom and is not intended to inhibit or interfere with freedom of expression and freedom of inquiry within the framework of responsibility. It is understood that staff members exercising their rights under Academic Freedom will accept responsibility for both the substance and the manner of their messages.

Any student or employee who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 titled Discrimination and Harassment Investigations and Training. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end, the Superintendent/President shall ensure that the District undertakes education and training activities to counter discrimination and to prevent, minimize, and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures as defined by law that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents. The Vice President, Human Resource Services is the responsible District officer charged with receiving complaints of harassment and coordinating the investigation.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

Also see BP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, AP 3435 titled Discrimination and Harassment Investigations and Training, BP 4030 titled Academic Freedom, and appropriate provisions of applicable collective bargaining agreements/employee handbooks

Date Adopted: 6/11/2013
(Replaces former Palomar College Policy 102)

AP 3430   PROHIBITION OF HARASSMENT

References:
> Education Code Sections 212.5, 44100, and 66281.5;
> Title 5 Sections 59320 et seq.;
> Title IX, Education Amendments of 1972;
> Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and in conjunction with associated administrative procedure AP 3435 titled Discrimination and Harassment Investigations and Training, sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students and employees in connection with all academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

Academic Freedom

This policy works with BP 4030 titled Academic Freedom and is not intended to inhibit or interfere with freedom of expression and freedom of inquiry within the framework of responsibility. It is understood that all employees exercising their rights under Academic Freedom will accept responsibility for both the substance and the manner of their expression.

Definitions

- **General Harassment** -- Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, gender, gender identity, gender expression, sex, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment.

- **Sexual Harassment** -- In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:
    - submission to the conduct is made a term or condition of an individual's employment, academic status, or progress

- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual

- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college

This definition encompasses two kinds of sexual harassment:

- "Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct

- "Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

- Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty, or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of an instructor over a student. Such action by the

District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Also see BP 3410 titled Nondiscrimination, BP 3420 titled Equal Employment Opportunity, BP 3430 titled Prohibition of Harassment, AP 3435 titled Discrimination and Harassment Investigations and Training, BP 4030 Academic Freedom, and relevant provisions of applicable collective bargaining agreements/employee handbooks.

Office of Primary Responsibility: Human Resource Services

Sexual Harassment Complaint Procedure

A. Introduction

1. Applicability

This procedure applies to students, employees and applicants for employment who, either allege that they have personally suffered sexual harassment discrimination or retaliation, or to an individual who learned of the alleged conduct in his or her official capacity. Any oral or written complaint of sexual harassment discrimination or retaliation must be made to one of the individuals identified in paragraph B below within one year of the date of the alleged harassment or retaliation, or within one year of the date on which the Complainant knew or should have known of the facts underlying the alleged unlawful discrimination.

2. Definitions

Complainant: A student, employee or applicant for employment who believes that they have been personally sexually harassed, or an individual who learned of it in his or her official capacity.

Respondent: The individual who allegedly sexually harassed or took reprisals upon the Complainant, or an individual who participated in the complaint procedure.

Complaint: A written statement which contains as much detail as possible as to the circumstances surrounding the alleged harassment including date(s), time(s), description of incident(s), witnesses and the desired remedy.

Informal Complaint: An unwritten complaint, which the Complainant has verbally provided to a District supervisor or management employee and which contains the information described in the Complaint definition above.

Days: Days, as used in this procedure, mean days in which the District is open for business.

B. Reporting Unwelcome Conduct

Sexual harassment is unlawful only when it is conduct which is not solicited, welcome or voluntarily engaged in or participated in. Therefore, where possible or practicable, an individual who believes that such unwelcome conduct constitutes sexual harassment should clearly inform the perpetrator that such conduct is not wanted, not appropriate and should cease. Where it is not possible or practicable to do so, or if the harassment continues after clear notice to the alleged harasser that the conduct is unwelcome, employees, applicants and students should take the action set forth below.

Employees should immediately inform their supervisor or the Responsible Officer. If it is not practicable to inform the immediate supervisor, or that individual is the alleged harasser, employees shall promptly report any charges of discrimination to the next higher level supervisor or the Responsible Officer. Immediate supervisors who learn of such a complaint shall immediately report it to the Responsible Officer or President as appropriate. All charges shall be reported to the District Responsible Officer.

Students should immediately report any allegations of sexual harassment to the Director of Student Affairs, the Assistant Superintendent/Vice President of Student Services, or, if not available, to the Responsible Officer. Any such report shall be promptly reported to the Responsible Officer. Any District employee to whom an oral or written harassment complaint is reported shall immediately notify the Responsible Officer.

C. Informal Complaint Procedure

Upon the receipt of notice of the filing of a timely, within one (1) year of the date of the alleged harassment or retaliation, written or oral harassment complaint, the District Responsible Officer shall:

1. Clarify the specific nature of the allegations whether written or oral, and attempt to informally resolve the complaint.

2. Advise the individual that he or she need not participate in any informal efforts to resolve the complaint, and that he or she may file a complaint with the Office of Civil Rights of the U.S. Department of Education (OCR), or the Chancellor for California Community Colleges.

3. Take appropriate action to assist in preventing conduct by the alleged harasser or others which may constitute or appear to constitute reprisal for filing the complaint.

4. Within ten (10) days of the receipt of the complaint, provide a copy of this Policy to both the Respondent and the Complainant; provide to the Respondent written notice of the substance of the allegations of the complaint where oral, a copy of the complaint where written, and request that the Respondent provide a written response to the written complaint or to the summary of the allegations provided within ten (10) days. Failure or refusal of the individual making the complaint to provide requested information regarding the allegations, other facts or circumstances surrounding the charges, or necessary for the continued processing of the complaint, or to cooperate in the complaint procedure shall result in dismissal of the complaint without investigation or any further action.

5. Within ten (10) days of receipt of the statement of the Respondent, or if no statement is submitted within ten (10) days of the notice to the Respondent in paragraph 4 above, the Responsible Officer shall provide the Respondent the opportunity to discuss the allegations of the complaint and any possible resolution of them. If within the above ten (10) day period no statement is submitted, the Responsible Officer shall review what information is available to determine whether the allegations are sufficiently serious to warrant the initiation of a formal complaint.

6. If the matter is resolved, the Responsible Officer will put the agreed upon resolution in writing and shall meet individually with both parties who will review and sign an agreement which shall include the specific nature of the allegations and all of the terms of the resolution.

7. If the parties agree that there has been no sexual harassment and are satisfied with the resolution, the written agreement shall state these facts, and that the parties agree. The documents and the original of the agreement shall be retained by the Responsible Officer for a period of three (3) years, after which time the documents and the agreement will be shredded. The documents and the agreement will not be filed in the personnel files of either party.

8. If the parties agree that sexual harassment has occurred, but are satisfied with the resolution, then the agreement, specifically describing the conduct alleged, the resolution and the complaint shall be placed in a sealed envelope in the personnel file of the Respondent marked to the effect that it may be opened only at the direction of the President, or if otherwise required by law.

9. If the Complainant is not satisfied with the resolution of the complaint, or if the Responsible Officer determines that an informal resolution either cannot be reached or cannot be reached within thirty (30) days of the submission of the complaint at the informal level, the Responsible Officer will provide written notice of that determination to the parties and of the Complainant's right to file a formal complaint with the Responsible Officer under this Policy and/or with any federal or state enforcement agency such as the Office of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Fair Employment and Housing.

10. Even if the Complainant is satisfied with the resolution of the complaint, or agrees that no sexual harassment or retaliation occurred, the Responsible Officer shall determine, subject to the approval of the President, whether the alleged conduct is of such a serious nature under all of the facts and circumstances that, if true, corrective action in addition to that agreed upon by the parties, if any, and/or disciplinary action would be appropriate. In such cases, the Responsible Officer will direct the formal investigation of the Complaint as provided in paragraph D below, provide a copy of the report of the investigation to the Respondent for review, comment and submission of any statement or evidence not previously provided within the time required to submit a statement in response to documents to be placed in the personnel file. The Responsible Officer shall submit such report and statement to the President for appropriate disposition.

D. Formal Complaint Procedure

1. Except as provided in paragraph C.10. above, the Complainant shall initiate the formal complaint procedure by filing a complaint in writing after completing the informal resolution process. A formal

complaint form is attached to this Procedure.

2. Upon receipt of the formal complaint, the Responsible Officer, or trained designee, shall investigate the complaint. Any designated investigator is required to notify the Responsible Officer immediately when it comes to his/her attention that such member is a witness to allegations, or for any other reason may not be able to fairly or impartially investigate the allegations.

3. The Responsible Officer or designee will examine the complaint, and will interview the Respondent and the Complainant, with their consent, and any other witnesses deemed necessary to make a determination as to whether the conduct alleged occurred as stated in the complaint, or if not, what conduct did occur. If sexual harassment did occur, the Responsible Officer will determine the nature and seriousness of the conduct in light of all of the surrounding facts and circumstances. The above determinations and the bases for such determinations shall be included in a written report drafted or submitted to the Responsible Officer for review within eighty (80) days of the filing of the formal written complaint. The Responsible Officer shall review the report for sufficiency and, if found to be sufficient, will review the report with the appropriate site manager and President for recommended action.

4. Within ninety (90) days of receiving the formal written complaint, the Responsible Officer shall provide the Complainant with:

   a) A copy of the report of the District's investigation or a summary of the investigation;

   b) A written notice of the administrative decision setting forth the determination of the President, or his or her designee, as to whether sexual harassment did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; notice of the Complainant's right to submit a written appeal to the District Governing Board within fifteen (15) days of receipt of the report; and to submit an appeal to the Chancellor of the California Community Colleges. The results of the investigation and the determination as to whether harassment occurred shall also be reported to the Respondent and to the Respondent's supervisor. The Responsible Officer shall be responsible for preparing and submitting the above notice.

E. Appeal to the Governing Board

If the Complainant timely files a written appeal to the Governing Board, the Board shall review the original complaint, the investigation report, the administrative decision, and the appeal. The Governing Board shall issue a final decision within forty-five (45) days after receiving the appeal, or the administrative decision will become final automatically upon the expiration of the forty-five (45) day period. The Complainant and the Respondent shall be notified in writing of the Governing Board's decision, or that the administrative decision has become final by operation of law.

F. Further Appeal

Within thirty (30) days after the Governing Board issues its final decision or the administrative decision otherwise becomes final, the Complainant shall have the right to file a written appeal with the Chancellor of Community Colleges. If the complaint involves allegations of employment related discrimination, the Complainant may, at any time, also file a complaint with the Department of Fair Employment and Housing or the Equal Employment Opportunity Commission instead of, or in addition to, filing a petition for review with the Chancellor of Community Colleges within thirty (30) days after the Governing Board issues a final decision or permits the administrative decision to become final. Any complaint filed with the Chancellor of Community Colleges must be filed within one (1) year of the date of the alleged unlawful discrimination or within one (1) year of the date on which the Complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

G. Reports

The District Responsible Officer shall make any required reports to the Chancellor of California Community Colleges.

Unlawful Discrimination Complaint Form

PALOMAR COLLEGE

1. **Name:** _____

2. **Address:** _____

3. **Phone (Day):** _____ **Phone (Evening):** _____

4. **Email Address:** _____

5. **I am a:** ☐ Student ☐ Employee ☐ Other: _____

6. **I wish to complain against:**

   District: _____ College: _____

7. **Date of most recent incident of alleged discrimination:** _____

   (Non-employment complaints must be filed within one (1) year of the alleged unlawful discrimination. Employment complaints must be filed within six (6) months of the date of the alleged unlawful discrimination.)

8. **I allege discrimination based on the following category protected under Title 5 (you must select at least one):**

   ☐ Age   ☐ Ethnic Group Identification   ☐ Physical Disability   ☐ Retaliation** (see below)
   ☐ Ancestry   ☐ Mental Disability   ☐ Race   ☐ Sex/Gender (includes Harassment)
   ☐ Color   ☐ National Origin   ☐ Religion   ☐ Sexual Orientation

9. **Clearly state your complaint (attach additional pages as necessary).** Describe each incident of alleged discrimination separately. for each action provide the following information: 1) Date(s) on which the discriminatory action occurred; 2) name(s) of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your protected group status you indicated in section 8 above (such as your race, sex, age, or religion).

   ** If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds.

   _____

   _____

   _____

   _____

10. **What would you like the District to do as a result of your complaint – what remedy are you seeking?**

   _____

   _____

11. **I certify that this information is to the best of my knowledge.**

   _____   _____
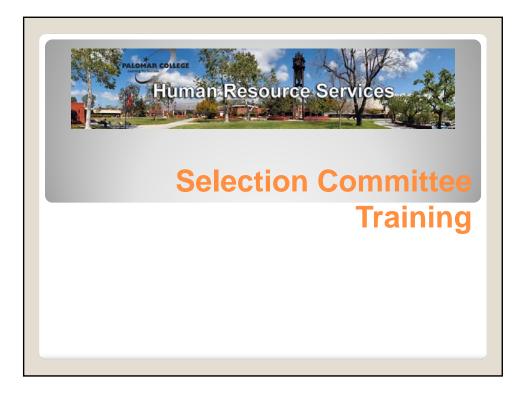   Signature of Complainant   Date

Please submit this form to Human Resource Services, Room A-1 or mail to:
Palomar College, Human Resource Services, 1140 W. Mission Rd., San Marcos, CA 92069

Rev. 7.3.2014

Appendix B.

Selection Process Trainings

Contents

- B-1. Selection Committee Training (Non-Faculty Positions)
- B-2. Selection Committee Training (Faculty Positions)
- B-3. District Compliance Officer Training

Selection Committee Training

Human Resource Services

Training Outline

- Vision and Mission Statements
- Diversity
- EEO Laws, Regulations and Policies
- Confidentiality
- Overview of Selection Committee's Responsibilities
- Compliance Officers
- Developing Application Screening and Interview Materials
- Screening Applications
- First- and Single-level Interviews
- Reference Checks
- Second-level Interviews
- Selection and Hire

Vision and Mission Statements

Vision and Mission Statements

- Vision: Learning for Success.

- Values: Palomar College's core values include access in programs and services; equity and the fair treatment of all in our policies and procedures; diversity in learning environments, philosophies, cultures, beliefs, and people; and inclusiveness of individual and collective viewpoints in collegial decision-making processes.

- Strategic Goal #3 (from Strategic Plan 2016): Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

For the College's comprehensive Vision, Mission, Values, and Goals, visit: http://www.palomar.edu/about/goals.aspx.

Diversity

Vision of Diversity
And
Demographics

Why is Diversity Important?

- Recognizing diversity in the hiring process assists Palomar College in fulfilling its vision, mission, values, and goals.

- Hiring persons of diverse backgrounds and individuals that embrace diversity provides a variety of important benefits to the District.

- Local, student and staff demographics:
  - Local: http://quickfacts.census.gov/qfd/states/06/06073.html
  - Student: http://datamart.cccco.edu/Students/Enrollment_Status.aspx
  - Staff: https://misweb.cccco.edu/mis/onlinestat/staff.cfm

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

Federal Laws

- Civil Rights Act of 1964, Title VII: prohibits discrimination on the basis of race, color, religion, sex, and national origin.

- Age Discrimination in Employment Act of 1967 (ADEA): prohibits discrimination against persons age 40 and over in employment.

- Americans with Disabilities Act of 1990 (ADA): prohibits discrimination against those with physical and mental disabilities in employment and public services.

California State Laws

- California Fair Employment and Housing Act (FEHA): prohibits discrimination in employment on the basis of age (40 and over), ancestry, color, religious creed, disability (mental and physical, including HIV and AIDS), marital status, medical condition (including cancer and genetic characteristics), genetic information, national origin, race, religion, sex (including pregnancy, childbirth, and medical conditions associated with pregnancy or childbirth), gender, gender identity, gender expression, and sexual orientation. Note: Protects individuals of the listed classes, as well as individuals associated with members of or assumed to be members of the listed classes.

- California Code of Regulations, Title 5, §§ 53020 – 53026: outlines recruitment and selection practices related to required equal employment opportunity (EEO) programs for community colleges in California

- Proposition 209: Amended the California state constitution to prohibit preferential treatment towards any individual or group on the basis of race, sex, color, ethnicity, or national origin in public employment, public education and/or contracting.

District Policies

- B.P. 3410 – Nondiscrimination: The District, and each individual who represents the District, shall provide equal access to its services, classes, and programs without regard to national origin, religion, age, sex, gender, gender identity, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

- B.P. 3420 – Equal Employment Opportunity: The Governing Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

- B.P. 7100 – Commitment to Diversity: The Governing Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

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Confidentiality

Confidentiality

- The hiring process is a highly sensitive and confidential process. It is critical that committee members maintain the highest degree of confidentiality – before, during and after the screening/interviewing process.

- As a member of the selection committee, you agree that you are acting as an agent of Palomar College and understand that you are participating in a confidential process. You recognize that all actions related to this process are subject to the laws and regulations relating to equal and fair employment practices. Failure to maintain confidentiality could result in violation of Federal or state regulations and incur liability on behalf of the District.

- You will be required to sign a Confidentiality Agreement for each committee on which you serve.

Examples Of What To Avoid

- Personal knowledge and hearsay:
  - Do not participate in hearsay at any time – before, during and after the recruitment process.
  - Do not discuss personal knowledge or what you have heard outside of the process about any of the candidates or potential candidates whether that information is positive or negative.

- Attempting to influence other committee members:
  - Do not discuss any of the candidates or potential candidates with committee members until deliberations.

- Discussions outside of deliberations:
  - No discussion (oral, written or electronic) should take place outside of deliberations about candidates or potential candidates.

Conflict of Interest

- By participating in this process, you also agree that you will immediately inform the Chairperson and remove yourself from the committee if you are related by blood, adoption, marriage or domestic partnership to any applicant for the position, or have a personal or financial relationship with any applicant that would prevent you from being objective during the screening process or could be perceived by an outside party as preventing objectivity.

- Not revealing a conflict of interest could lead to a complaint of an unfair hiring practice.

Overview of Selection Committee's Responsibilities

Summary of Responsibilities

- <u>Selection Committee Goal</u>: Select and hire the most qualified candidate who will support the learning and working environment of Palomar College and who will provide the greatest asset to our diverse student body, faculty and staff workforce, and community.

- Develop job-related application screening and interview materials.

- Review all applications.

- Participate in all interviews.

Summary of Responsibilities (Continued)

- Conduct reference checks on finalists (some committee members).

- Turn in all screening, interview evaluations, and reference check forms, and other written materials to your Committee Chair.

- Maintain integrity throughout the hiring process.

- Report any concerns to the Committee Chair or to HRS.

Compliance Officers

Compliance Officers

- A Compliance Officer is a non-voting member of a selection committee whose purpose is to ensure the hiring process is equitable for all applicants and protect the District from liability.

- Compliance Officers receive extensive training from HRS on EEO regulations and the District's hiring procedures.

- Main responsibilities:
  - Observes and monitors each stage of the process
  - Attends all meetings and interviews
  - Serves as a resource to committee members
  - Intervenes or halts the process when necessary

DEVELOPING APPLICATION SCREENING AND INTERVIEW MATERIALS

Screening Criteria

- □ Purpose: To review each applicant's materials using standardized criteria to ensure consistency in the application review phase of the hiring process.

- □ Must be developed from and directly related to the position announcement and job description.

- □ Sections of the announcement that contain items to screen include the preferred qualifications and the duties and responsibilities sections.

Screening Criteria (Continued)

- □ Must have a scoring scale.

- □ Must have one screening item related to sensitivity to diversity.

- □ Screening criteria must be submitted and approved by HRS before applications will be released to the committee for screening.

Interview Materials

- Interview Questions:
  - Develop job-related interview questions directly related to the position requirements and responsibilities listed in the announcement and job description.

  - Create a variety of questions:
    - Basic information question, a.k.a. the icebreaker question
    - Behavioral questions
    - Knowledge questions
    - Scenario questions
    - Learning outcomes question (faculty positions)

  - Include at least one question regarding diversity. Diversity questions should relate directly to the position whenever possible.

  - Sample questions are available by contacting HRS.

Interview Materials (Continued)

- Interview Answers:
  - Develop suggested/desired answers to the interview questions.
  - Answers should demonstrate desired characteristics and breadth of knowledge and experience of the ideal candidate.
  - Develop a method to score each question consistently.

- Interview questions and answers must be submitted and approved by HRS before applications will be released to the committee for screening.

- Skills Test (optional):
  - Decide if the candidates will perform any skills tests as part of the interview process (i.e. writing assignment or Excel exercise).

- Remember, all tests must be approved by HRS before applications will be released to the committee.

Screening Applications

Reviewing Applications

- Be consistent in your evaluation of each application using the screening criteria as a guide to select applicants for interviews.

- All applications must be kept secure and confidential at all times!

- Screening must be done individually and confidentially.

- Committee members must screen all applications.

- Please turn in all screening forms to HRS after the committee has decided who to interview.

Selecting Interviewees

- Select the most qualified candidates to interview based on how the applicants' scores in the screening process.

- If in doubt about whether or not to interview a candidate, select for an interview.

First- and Single-level Interviews

General Information

- Purpose: To assess experience, knowledge, and skills related to the position.

- Committee members must attend each interview in its entirety and evaluate each candidate.

- A standard and consistent introduction should be given to each candidate.

- Please write your name on the interview evaluation forms.

Guidelines

- Maintain appropriate body language and tone of voice during each interview, and be respectful of each candidate's background.

- Each committee member should ask the same questions of each candidate.

- Ask appropriate follow-up questions if needed.

- Stay within pre-determined time allotted for the interviews

- Take notes on objective, interview-related information only. Wait until all candidates have been interviewed and all committee members have finished their individual evaluations and scoring before discussing the candidates.

- Do not offer the position to a candidate or invite candidates to second-level interviews during the interview.

Determining Finalists

- Use information from the interviews as well as the application materials when deliberating after interviews.

- All finalists should be individuals who the committee would seriously consider hiring based on the outcome of the first-level interviews.

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Overview

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- If you have difficulty contacting references, please notify HRS as soon as possible.

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Second-level Interviews

- Purpose: To assess suitability as a potential employee of the department and District, and to recap and confirm information learned at the first level.

- During the interviews, the committee must adhere to the same guidelines described for first-level interviews.

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Requirements

- As a committee, complete the interview report. Give specific, job-related reasons as to why each candidate was/wasn't selected.

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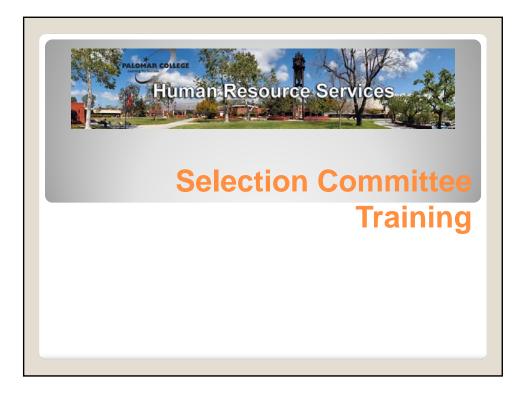- Governing Board ratification is required prior to starting employment.

Any questions?

Contact:
Monique Dumbrique: ext. 2852; mdumbrique@palomar.edu
Eloisa Castro: ext. 3043; ecastro@palomar.edu
Thank you.

Selection Committee Training

Human Resource Services

Training Outline

- Vision and Mission Statements
- Diversity
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- Not revealing a conflict of interest could lead to a complaint of an unfair hiring practice.

Consequences

- A breach of confidentiality and/or the presence of a real or apparent conflict of interest may result in one or more of the following consequences, dependent upon the nature and/or severity of the violation:
  - Removal from the selection committee
  - Restriction from service on future selection committees
  - Suspension and/or cancellation of the recruitment

Overview of Selection Committee's Responsibilities

Summary of Responsibilities

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- Compliance Officers receive extensive training from HRS on EEO regulations and the District's hiring procedures.

- Main responsibilities:
  o Observes and monitors each stage of the process
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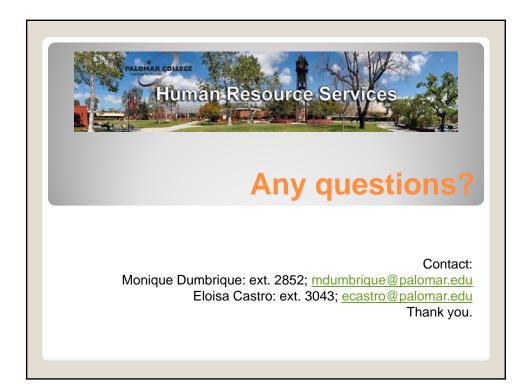
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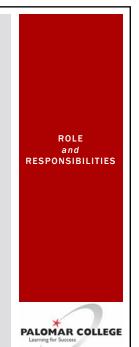- Governing Board ratification is required prior to starting employment.

Any questions?

Contact:
Monique Dumbrique: ext. 2852; mdumbrique@palomar.edu
Eloisa Castro: ext. 3043; ecastro@palomar.edu
Thank you.

District Compliance Officer Training

PALOMAR COLLEGE
Learning for Success

District Compliance Officers: A Brief Overview

Definition
- From A.P. 7120: "It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s)."
- Serves as a **non-voting** (but bona fide) member of the selection committee

Main Responsibilities
- *Observes* and *monitors* each stage of the selection process to ensure compliance with employment laws and regulations
- *Serves as a resource* to the committee regarding questions and concerns; facilitator role
- *Attends* all committee meetings and interviews; *reviews* committee correspondence for appropriateness
- *Intervenes* or *halts* the process to correct and/or prevent violations from occurring
- *Tracks hours* spent serving as a District Compliance Officer

ROLE
and
RESPONSIBILITIES

PALOMAR COLLEGE
Learning for Success

District Compliance Officer Assignments by Position Type

Type of Position Being Recruited	Position Types Permitted to Serve as District Compliance Officers
Administrator	Administrators; Faculty
Faculty	Administrators; Faculty
Confidential & Supervisory Team (CAST)	Administrators; Faculty; CAST
Classified	Administrators; Faculty; CAST; Classified
Child Development Center Teachers	Optional – Administrators; Faculty; CAST; Classified

Note: To avoid potential conflicts of interest, District Compliance Officers cannot serve on committees for recruitments in their own departments.

ROLE
and
RESPONSIBILITIES

PALOMAR COLLEGE
Learning for Success

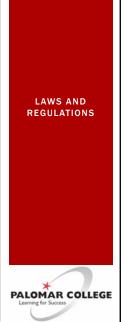| Year	History
1961	Executive Order No. 10925 issued by President Kennedy, establishing the concept of affirmative action
1964	Civil Rights Act is passed; Title VII prohibits employment discrimination
1967	Age Discrimination in Employment Act passed
1974	California Fair Employment and Housing Act passed
1978	*Regents of the U.C. v. Bakke* - AA upheld; quotas outlawed
1990	Americans with Disabilities Act passed
1996	Prop. 209 is passed in CA, abolishing AA in public sector; Chancellor's Office requires districts to continue AA programs until final rulings on appeals
2001	Final appeal to Prop. 209 denied; Chancellor's Office requires all districts to dismantle AA programs. Districts still required to conduct EEO programs.
2001-2002	Palomar ends AA program by removing AA representatives from selection committees and no longer audits applicant pools for diversity.
2001-2002	Several serious violations in hiring occur at Palomar, causing recruitments to be cancelled; some positions never reopened.
2002	Faculty Hiring Policy developed by Faculty Senate and the District to address and prevent process violations; District Compliance Officers are required for all faculty and some administrative recruitments.
2003	Accreditation site visit. Visiting team issues a recommendation for the District to diversify its employees, and especially its faculty.
2006-Present	Increasing the diversity of employees becomes an ongoing goal of the District's Strategic Plans for 2009, 2013, and 2016. Several Board policies and procedures supporting diversity, nondiscrimination, and EEO are passed. The District adopts its new state-mandated EEO Plan in 2013.

EEO, AA, AND DISTRICT COMPLIANCE OFFICERS:

History and Context

PALOMAR COLLEGE
Learning for Success

Federal EEO Laws

- **Civil Rights Act of 1964, Title VII:** Prohibits discrimination on the basis of race, color, religion, sex, and national origin in employment.

- **Age Discrimination in Employment Act of 1967 (ADEA):** Prohibits discrimination against persons age 40 and over in employment.

- **Americans with Disabilities Act of 1990** (ADA): Prohibits discrimination against those with physical and mental disabilities in employment and public services.

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Learning for Success

California EEO Laws

- **California Fair Employment and Housing Act (FEHA):** Prohibits discrimination in employment on the basis of age (40 and over), ancestry, color, religious creed, disability (mental and physical, including HIV and AIDS), marital status, medical condition (including cancer and genetic characteristics), genetic information, national origin, race, religion, sex (including pregnancy, childbirth, and medical conditions associated with pregnancy or childbirth), gender, gender identity, gender expression, and sexual orientation. **Note:** FEHA protects individuals of the listed classes, as well as individuals associated with members of or assumed to be members of the listed classes.

- **California Code of Regulations, Title 5, §§ 53020 – 53026:** Outlines recruitment and selection practices related to required equal employment opportunity (EEO) programs for community colleges in California. Hiring decisions must be based only on job-related information. AA is no longer permitted, but EEO is mandatory.

- **Proposition 209:** Amended the California state constitution to prohibit preferential treatment towards any individual or group on the basis of race, sex, color, ethnicity, or national origin in public employment, public education, and/or contracting.

LAWS AND REGULATIONS

PALOMAR COLLEGE
Learning for Success

District Policies, Procedures, and Plans

- **B.P. 3410 – Nondiscrimination:** Affirms the District's commitment to equal opportunity in all programs and services.

- **B.P. 3420 – Equal Employment Opportunity:** Describes the importance of the inclusion of faculty and staff from a wide variety of backgrounds to create a climate of acceptance, including in employment.

- **B.P. and A.P. 3430 – Prohibition of Harassment:** Prohibits harassment based on personal background is prohibited, including, but not limited to, sexual harassment.

- **B.P. 7100 – Commitment to Diversity:** Recognizes the importance of hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

- **B.P. and A.P. 7120 – Recruitment and Hiring:** The District's philosophy and procedures for attracting and selecting qualified, diverse candidates.

- **Equal Employment Opportunity Plan:** Identifies the District's practices for promoting diversity and equal treatment of employment applicants and employees.

DISTRICT REGULATIONS

PALOMAR COLLEGE
Learning for Success

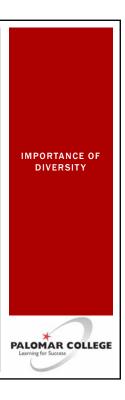
District's Vision, Mission, Values, and Goals

- **Vision:** Learning for Success

- **Mission:** Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

- **Relevant Values:** Palomar College's core values include **access** in programs and services; **equity** and the fair treatment of all in our policies and procedures; **diversity** in learning environments, philosophies, cultures, beliefs, and people; and **inclusiveness** of individual and collective viewpoints in collegial decision-making processes.

- **Strategic Goal #4** (from Strategic Plan 2016): Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.

  - **Objective 4.2:** [I]dentify recommendations to strengthen the College's ability to attract and recruit diverse candidates for employment.

MISSION, VISION, VALUES, AND GOALS

PALOMAR COLLEGE
Learning for Success

Sensitivity to and Understanding of Diversity

- Hiring persons of diverse backgrounds <u>and</u> individuals that embrace diversity provides a variety of important benefits to the District:
  - Provides *role models* for our students, whether from underrepresented or other backgrounds
  - *Cultural competence:* Teaches students how to successfully interrelate with others in a diverse society
  - Ensures *a variety of perspectives* are considered in the institution in decision-making, planning, and participation

- Chancellor's Office requires that all new hires demonstrate "the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds."
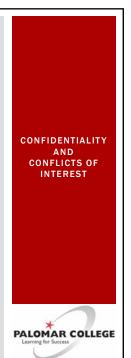
IMPORTANCE OF DIVERSITY

PALOMAR COLLEGE
Learning for Success

Importance of Confidentiality

- Confidentiality is required of all committee members and the District Compliance Officer <u>before, during and after</u> the hiring process.
- All aspects of the hiring process are subject to the laws and regulations relating to equal and fair employment practices.
- Failure to maintain confidentiality could result in the violation of federal or state regulations and incur liability on behalf of the District. Report all breaches of confidentiality to Human Resource Services.

Conflicts of Interest

- Committee members and District Compliance Officers must remove themselves from the committee if they are:
  - Related by blood, adoption, marriage or domestic partnership to any applicant for the position
  - Have a personal or financial relationship with any applicant that would prevent them from being objective during the process
  - Have a relationship with any applicant could be perceived by an outside party as preventing objectivity

- Failure to reveal a conflict of interest could lead to a complaint of an unfair hiring practice!
- Report all real or apparent conflicts of interest to Human Resource Services.

CONFIDENTIALITY AND CONFLICTS OF INTEREST

PALOMAR COLLEGE
Learning for Success

Confidentiality – Specific Examples of What to Protect

Committee members, and the District Compliance Officer, are prohibited from releasing the following information during the selection process:

- **Written material** turned in by the applicants or evaluations made by the committee members about applicants.
- **Oral discussions** by or about applicants or committee members during or following the interview process.
- **Any other information** that relates to the selection process, including, but not limited to:
  - Names of applicants
  - Number of applications received
  - Application or applicant ratings or status
  - Any information pertaining to references, results or questions that are asked
  - All other information related to the hiring process!

- Information about the hiring process can only be shared with the committee members and select individuals in Human Resource Services.

CONFIDENTIALITY AND CONFLICTS OF INTEREST

PALOMAR COLLEGE
Learning for Success

General Selection Process Timeframe and Time Commitment

Meeting/Interview Type	Timeframe
Meeting(s) to develop screening and interview materials	• 1-2 hours (usually completed in 1-2 meetings) • Takes place before position closes
Meeting to select first-level interviewees	• 1-1 ½ hours • Takes place after application review
First-level interviews	• Interviews: 45 minutes to 1 hour per candidate • Deliberations: 1 hour following interviews • Held 1-2 weeks following the meeting to select interviewees depending on position type
Second-level interviews	• Interviews: 1 hour per candidate Deliberations: 1 hour following interviews • Held 1-2 weeks after finalists selected

Note: These timeframes are general; actual timeframes may vary. Volunteer accordingly!

SELECTION PROCESS OVERVIEW

PALOMAR COLLEGE
Learning for Success

What District Compliance Officers Must Ensure

- **Ensure the integrity and consistency of the hiring process.**
  - ➤ Ensure all committee members participate equally in the process.
  - ➤ Ensure all committee members follow relevant laws and regulations.
  - ➤ Ensure all applicants are treated in a professional and courteous manner throughout the process.
  - ➤ Ensure all interviewees are treated consistently during interviews.

- **Ensure facilitation of the hiring process.**
  - ➤ Assist with tasks as requested by the committee chair or as required (i.e. timing, calculating applicant ratings, etc.)
  - ➤ Answer the committee's questions about the process.
  - ➤ Contact Human Resource Services with questions you cannot answer, situations you cannot correct, and any other concerns.

- **Ensure your complete objectivity throughout the process.**
  - ➤ Do not comment on, score, or rank the applicants.
  - ➤ Do not offer suggestions for developing materials related to the process (except where noted).
  - ➤ Do not provide information that could lead committee members to making a decision regarding any candidate.

OVERVIEW OF SPECIFIC RESPONSIBILITIES

PALOMAR COLLEGE
Learning for Success

What District Compliance Officers Must Prevent

- **Prevent committee members from discussing inappropriate information about applicants.**
  - ➤ Only job-related qualifications tied directly to the position from application materials and interviews may be discussed (required by Title 5).
  - ➤ Personal knowledge and hearsay about applicants, whether that information is positive or negative, cannot be considered.
  - ➤ Information about an applicant's personal background may not be discussed, even if brought up by the candidate.

- **Prevent committee members from discussing applicants at the inappropriate time or manner.**
  - ➤ Committee members are only permitted to discuss applicants: a) after application screening, and b) during deliberations.
  - ➤ Written and electronic communications about applicants are prohibited.
- **Prevent inappropriate situations from occurring at any stage of the process.**
  - ➤ Follow all guidelines for each stage of the process.
  - ➤ Speak up! If something goes wrong, your role is to correct any inconsistencies and violations.

OVERVIEW OF SPECIFIC RESPONSIBILITIES

PALOMAR COLLEGE
Learning for Success

The Hiring Process in a Nutshell

- **Main objective:** To select and hire the most qualified candidate who will support the learning and working environment of Palomar College and who will provide the greatest asset to our diverse student body, faculty and staff workforce, and community.

- **Major steps of the hiring process:**
  1. Develop job-related, legally-compliant application screening and interview materials
  2. Screen qualified applications for interview consideration
  3. Determine logistics for interviews
  4. Conduct interviews and post-interview deliberations
  5. Conduct reference checks on finalists and selected candidates
  6. Submit recruitment materials to Human Resource Services as required and for hire

SELECTION PROCESS OVERVIEW

PALOMAR COLLEGE
Learning for Success

Developing Screening Criteria
- Purpose: To review each applicant's materials using standardized criteria to ensure consistency in the application review phase of the hiring process.
- Must be developed from and directly related to the position announcement and job description.
- Must have a scoring scale.
- Must have one screening item related to sensitivity to diversity.
- Must have one screening item to evaluate letters of recommendation (if required for the position).
- Submit screening criteria to HRS for approval.
- Applications will not be released for screening until HRS approves the screening criteria.

District Compliance Officer's Role in Developing Screening Criteria
- Ensure that the materials are developed in line with applicable regulations.
- Ensure that all portions of screening materials are produced.
- Ensure that no inappropriate information is discussed during the development of the criteria.
- Remind the committee that applications will not be released until HRS approves the materials.

DEVELOPING SCREENING AND INTERVIEW MATERIALS

PALOMAR COLLEGE
Learning for Success

Developing Interview Questions
- Interview questions must relate directly to the position requirements and responsibilities listed in the announcement and job description.
- A variety of different types of questions will be created to obtain broad information from each candidate.
- Include <u>at least</u> one question regarding the importance of diversity.
- Develop suggested/desired answers to the interview questions.
- Determine a scoring method.
- Submit interview questions to HRS for approval.
- Applications will not be released for screening until HRS approves the questions.

Developing the Teaching Demonstration (Faculty Positions)
- The teaching demonstration is <u>required</u> for first-level interviews. (A teaching demonstration may optionally be required for second-level interviews.)
- Develop a specific topic for all candidates.
- Develop a rubric for evaluating and scoring the demonstration (total score should be no more than 3x one of the interview questions).
- Identify the following:
  - Time limit for demonstration
  - Audio-visual and other materials provided and/or required (e.g., handouts)
- Applications will not be released for screening until HRS approves the teaching demonstration.

DEVELOPING SCREENING AND INTERVIEW MATERIALS

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Developing Interview Testing Materials (Optional)
- Tests are encouraged, but optional.
- Common types of tests: Writing assignments; hands-on skills demonstrations; computer application tests.
- Tests must be directly related to the responsibilities in the job description.
- Develop a rubric for evaluating and scoring each test (total score should be no more than 3x one of the interview questions).
- Identify the time limit for the test.
- Submit interview questions to HRS for approval.
- Applications will not be released for screening until HRS approves the testing materials.

District Compliance Officer's Role in Developing Interview Materials
- Ensure that the materials are developed in line with applicable regulations.
- Ensure that all required items are produced.
- Ensure that no inappropriate information is discussed during the development of the interview materials.
- Remind the committee that applications will not be released until HRS approves the materials.

DEVELOPING SCREENING AND INTERVIEW MATERIALS

PALOMAR COLLEGE
Learning for Success

Application Screening Process

- HRS will screen applications for completeness and minimum qualifications, and releases minimally-qualified applications to the committee to screen.
- Committee members will screen applications online through PeopleAdmin, the District's application management system.
  - All committee members and the Compliance Officer will receive a special login (username and password) to access applications in PeopleAdmin.
- Applications must be screened individually *and* confidentially by all committee members.
- Committee members can print copies of applications, but they must be turned into HRS after screening with screening forms to protect confidentiality.
- Committee members are prohibited from discussing applicants until the committee meets as a group to select interviewees.

District Compliance Officer's Role During Application Screening

- Ensures that committee members do not discuss applicants before the committee meets to select interviewees.
- Reminds committee members of the importance of confidentiality if required.
- No requirement to review applications – access provided for review purposes in case of potential violations.

APPLICATION SCREENING

PALOMAR COLLEGE
Learning for Success

Meeting to Select Interviewees

- Purpose: To select the best-qualified candidates to interview based on how applicants were scored during the screening process.
- Most committee members will agree on some applicants, not discuss those with low scores, and need to discuss some on which there is no consensus.
  - Scores are to be used as a *guide* to selection.
  - If the committee cannot arrive at consensus on an applicant after discussion, the candidate should be invited to interview.
  - All interviewees must be those the committee is seriously considering based on the outcome of the screening process.

District Compliance Officer's Role During Meeting to Select Interviewees

- Monitor the discussion to ensure that committee members consider job-related qualifications that match the screening criteria only.
- Ensure inappropriate information is not discussed or considered.
- Ensure that all committee members have equal participation.
- Advocate for interviewing candidates when consensus cannot be established.
- Assist the chair with recording votes for candidates. Sample scoring grid:

	Screener 1	Screener 2	Screener 3	Total Votes
Candidate 1	Yes	Yes	Yes	3
Candidate 2	No	Yes	Yes	2
Candidate 3	Yes	No	Yes	2

APPLICATION SCREENING

PALOMAR COLLEGE
Learning for Success

Preparing for Interviews

The committee must identify and submit to HRS all of the following information to schedule interviews:

➢ **Interview dates and times** (two weeks' notice for faculty plus an additional two weeks if a candidate requires equivalency; two weeks for administrators; one week for all other position types)

➢ **How long each interview will be** (usually 45 or 60 minutes)

➢ **How long the teaching demonstration will be** (between 15 and 30 minutes depending on the topic)

➢ **How long the skills test(s) will be** (dependent on requirements)

➢ **How much time candidates will have to review questions** (optional; usually 5 or 10 minutes depending on length/complexity)

➢ **How long breaks between interviews will be** (optional; usually 5 or 10 minutes in between each interview)

➢ **How long and what time the lunch break will be**

➢ **Interview, question review, and test location(s)**

➢ **Name and contact information** for escort and test proctor

➢ **List of candidates** to be interviewed

Compliance Officer's Role During Interview Preparation

▪ Ensure that the committee identifies all components listed above

▪ Provide input on your schedule to the chair to ensure your attendance at all interviews and deliberations

INTERVIEW PREPARATION

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Learning for Success

First- and Single-Level Interviews – General Information

▪ Purpose: To assess experience, knowledge, and skills related to the position.

▪ Candidates will arrive in HRS, room ST-1, for weekday interviews or at the clock tower for weekend interviews.

▪ All committee members must attend **each interview in its entirety** and **evaluate each candidate.**

▪ All committee members must also attend the deliberations afterwards and participate in the discussion.

Second-Level Interviews: General Information

▪ Purpose: To assess suitability as a potential employee of the department and District, and to recap and confirm information learned at the first level.

▪ During the interviews, the committee must adhere to the same guidelines described for first- and single-level interviews.

▪ See the Faculty Hiring Procedures for specific details pertinent to final interviews for faculty.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

Fairness, Equity, and Courtesy Towards Interview Candidates

- Candidates must be treated **consistently and courteously.**

- Committee members **must maintain appropriate body language and tone of voice** during each interview.

- The committee must **be respectful of each candidate's background.**

- Remember that only job-related qualifications may be considered.

- **Discussion of personal information,** hearsay, and membership in a protected class may violate employment laws and regulations.

- **Intervene if necessary and as soon as possible** to correct inconsistencies and prevent violations from occurring.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

Pre-Interview Introductions (All Interviews)
- A standard introduction will be given by the chair to each candidate consisting of:
  - ➢ Committee members introducing themselves
  - ➢ Interview timeframe
  - ➢ Notification that the District Compliance Officer will monitor time

District Compliance Officer's Role During Pre-Interview Introductions
- Ensure all committee members introduce themselves to the candidate
- Ensure the chair gives the correct information
- Correct the chair if information given is incorrect or if the chair forgets to provide it

The General Process for All Interviews and Position Types
- Each committee member will ask the same questions of each candidate in the same order.

- Scripted questions must be asked exactly as written.

- Follow-up questions may be asked for clarification within the following guidelines:
  - ➢ Must relate directly to one or more scripted interview questions
  - ➢ Cannot lead the candidate to the suggested answer
  - ➢ Cannot infringe on the candidate's ability to complete the interview within the allotted timeframe

- Adhere to pre-determined time allotted for the interviews and other components.

- Ensure answers to candidate's questions at the end of the interview are answered appropriately and consistently.

- Do not offer the position to a candidate or invite candidates to second-level interviews during the interview.

- Wait until all candidates have been interviewed and all committee members have finished their individual evaluations and scoring before discussing the candidates.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

Second-Level Faculty Interviews
- Consists of two interviews: one with the Joint Selection Committee, and the other with the Superintendent/President.

- The Joint Selection Committee is composed of the following members:
  - Dean of the appropriate division (committee chair)
  - Vice President of Instruction or Student Services, depending on discipline
  - Chair of the first-level selection committee
  - At least two other faculty members from the first-level selection committee
  - District Compliance Officer

- President's interviews:
  - The President is the sole committee member.
  - A District Compliance Officer will observe each interview.
  - A faculty observer appointed by the first-level committee is optional.

- Interview question development:
  - Joint Selection Committee questions and optional teaching demo are developed by the Dean with input from the faculty and the Vice President.
  - President's interview questions are developed by the President.
  - Questions are approved by HRS prior to use.

- The President and the Joint Selection Committee will meet after all finalists have been interviewed to discuss the hiring decision.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

The District Compliance Officer's Role During the Interview Process
- Ensures that interviews are conducted consistently for each candidate.
- Ensures that scripted interview questions are asked by the proper committee members, as written, and in the correct order.
- Ensures that follow-up questions are used for clarification purposes only and follow the guidelines.
- Times all components of candidates' interviews:
  - Provides verbal notifications on time remaining to candidates to assist them in staying on track.
  - A good rule: warn at 5 minutes remaining and 1 minute remaining.
  - Directs candidates to stop when time has run out for any component of the interview process.
- Notifies committee to incorporate any unplanned changes that occur during the first interview into subsequent interviews.
- Ensures that no irrelevant or inappropriate discussion occurs before, during, or after interviews between committee members and candidates.
- Prevents committee members from commenting on candidates until deliberations begin.
- Prevents committee members from offering a position to candidates and inviting candidates to subsequent stages of the hiring process.
- Takes notes during the process on any unusual circumstances.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

Post-Interview Deliberations

- Finalists/hires must be selected on job-related information only and based on the results of interview evaluation scores.
- Committee members may use information from the interviews and the application materials when deliberating.
- Hearsay, outside information, personal knowledge of the candidates, and personal characteristics are prohibited from the discussion.
- All finalists must be individuals who the committee would seriously consider hiring.
- Finalists for second-level interviews are forwarded unranked and given equal consideration.
- The chair will complete the Selection Committee Interview Report with the input of committee members.
- Reference checks must be conducted before job offers are made and/or second-level interviews are conducted.
- Reference checks may not begin until HRS permits the committee to do so.
- Committee members must return all recruitment documents to HRS after a decision to hire has been made or finalists have been selected.

Compliance Officer's Role During Post-Interview Deliberations

- Ensures that finalists/hires are selected based on job-related criteria and interview scoring only.
- Ensures that the committee only forwards suitable candidates to second-level interviews and forwards them to the next stage unranked.
- Assists chair with recording votes for candidates.
- Prevents discussion/consideration of irrelevant/inappropriate information.
- Reminds the committee that reference checks may not begin until permitted by HRS.
- Ensures that the committee completes the interview report properly.
- Ensures that the committee submits all required paperwork to HRS.

INTERVIEWS

PALOMAR COLLEGE
Learning for Success

Final Steps in the Hiring Process

- **Tentative job offers** are made by:
  - Faculty positions – division dean
  - Executive and senior administrator and director positions – next-level administrator
  - All other positions – Human Resource Services

- **Pre-employment requirements** must be fulfilled in order for the new hire to be placed on the Governing Board agenda.
  - TB test results
  - LiveScan (fingerprinting) criminal background check
  - Official transcripts (if required)
  - Other requirements specific to the position

- **Governing Board ratification** is required prior to starting employment.

HIRE

PALOMAR COLLEGE
Learning for Success

If Violations Occur…

- **Take notes** on what happened.

- **Contact Human Resource Services as soon as possible!**
  For issues related to a specific recruitment: Contact the recruiter for the position. Or, contact:
  - ➢Monique Dumbrique, Employment Technician, ext. 2852; mdumbrique@palomar.edu
  - ➢Lisa Hornsby, Manager, Human Resources, ext. 2201, lhornsby@palomar.edu
  For general District Compliance Officer issues/questions:
  - ➢Shawna Cohen, Human Resources Analyst, ext. 2608; scohen@palomar.edu

- Action taken usually involves interviewing all involved parties, including the District Compliance Officer.

- Consequences are in relation to the severity of the violation.

QUESTIONS *and* CONCERNS

PALOMAR COLLEGE
Learning for Success

Appendix C.

Diversity Organizations in San Diego County

Contents

Diversity Organizations in San Diego County

General Organizations:

- Neighborhood House Association: (858) 715-2642; www.neighborhoodhouse.org
- Urban League San Diego County: (619) 266-6247; sdul@sdul.org; www.sdul.org
- MAAC Project: (619) 426-3595; www.maacproject.org
- Anti-Defamation League, San Diego chapter: (858) 565-6896; regions.adl.org/san-diego
- American Civil Liberties Union of San Diego and Imperial Counties: (619) 232-2121; info@aclusandiego.org; www.aclusandiego.org
- Interfaith Community Services: (760) 489-6380; info@interfaithservices.org; www.interfaithservices.org
- Fair Housing Council of San Diego: (619) 699-5888; www.fhcsd.com

Asian and Pacific Islander Organizations:

- Asian Business Association of San Diego: (858) 277-2822; info@abasd.org; www.abasd.org
- San Diego Alliance for Asian Pacific Islander Americans: (858) 405-3326; www.sdalliance.org
- Chinese Service Center of San Diego: (858) 565-8008; www.cscsandiego.org
- Filipino-American Chamber of Commerce of San Diego: www.facebook.com/faccsd
- Japanese Americans Citizens League, San Diego chapter: (619) 512-2534; info@jaclsandiego.org; www.jaclsandiego.org
- Vietnamese Federation of San Diego: info@vietfederationsd.org; vietfederationsd.org

Black/African-American Organizations

- NAACP North San Diego County: (760) 754-9686; info@nsdcnaacp.org; www.nsdcnaacp.org
- NAACP San Diego Chapter: (619) 263-7823; sandiegonaacp@earthlink.net; www.sandiegonaacp.org
- Central San Diego Black Chamber of Commerce: (858) 939-1849; info@csdbcc.com; www.csdbcc.com
- National Black MBAs, San Diego chapter: (760) 774-2214; www.nbmbaa.org/Chapters/ChapterOverview/sanDiego.aspx

Disability Organizations:

- Disability Rights California, San Diego chapter: (619) 239-7861; www.disabilityrightsca.org
- ARC of San Diego: (619) 685-1175; info@arc-sd.com; www.arc-sd.com
- Goodwill San Diego: (888) 446-6394; info@sdgoodwill.org; www.sdgoodwill.org
- TERI: (760) 721-1706; www.teriinc.org

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Organizations:

- San Diego LGBT Community Center: (619) 692-2077; comments@thecentersd.org; www.thecentersd.org
- Greater San Diego Business Association/Gay & Lesbian Chamber of Commerce: (619) 296-4543; info@gsdba.org; www.gsdba.org
- San Diego Pride: (619) 297-7683; www.sandiegopride.org
- Gay and Lesbian Alliance Against Defamation: www.glaad.org
- North County LGBTQ Resource Center: (760) 672-1848; info@ncresourcecenter.org; www.ncresourcecenter.org
- Parents, Families, and Friends of Lesbians and Gays (PFLAG), San Diego County: www.pflag.com
- Gay, Lesbian and Straight Education Network, San Diego County: glsen@glsensandiego.org; chapters.glsen.org/cgi-bin/iowa/sandiegocounty/home.html

Latina/Latino, Hispanic, and Chicana/Chicano Organizations:

- San Diego County Hispanic Chamber of Commerce: (858) 268-0790; info@sdchcc.com; info.sdchcc@gmail.com; www.sdchcc.com
- Casa Familiar: (619) 428-1115; www.casafamiliar.org
- Chicano Federation of San Diego County: (619) 285-5600; info@chicanofederation.com; www.chicanofederation.org

- National Society of Hispanic MBAs San Diego Chapter: president@sandiego.nshmba.org; www.nshmba.org/sandiego
- League of United Latino American Citizens, San Diego council: (619) 894-1113; www.lulac.net

Native American/American Indian Organizations:

- Visit www.kumeyaay.info/southern_calif_tribes for a list of local tribes and current contact information.

Appendix D.

District Hiring Practices

Contents

- D-1. Board Policy 7120 Recruitment and Hiring
- D-2. Administrative Procedure 7120 Recruitment and Hiring
- D-3. Faculty Hiring Procedures

1   **HUMAN RESOURCES**

2   **BP 7120   RECRUITMENT AND HIRING**

3   **References:**
4   Education Code Sections 70902(d) and 87100 et seq.;
5   Title 5 Sections 53000 et seq.;
6   Accreditation Standard III.1.A

7   The Superintendent/President shall establish procedures to recruit and select faculty,
8   staff, and administrators who have a clear understanding of and commitment to the
9   mission, vision, and values of the institution. In order to best promote student learning
10   within a culture of inclusion, successful candidates must be sensitive to, understand,
11   and work well with individuals with a broad range of backgrounds and needs, including
12   but not limited to individuals with disabilities and those with diverse academic,
13   socioeconomic, cultural, and ethnic backgrounds. Academic employees shall possess
14   the minimum qualifications prescribed for their positions by the Board of Governors.
15   Classified employees shall possess minimum qualifications described by their
16   classification specification.

17   Faculty hiring procedures shall be established and implemented in accordance with
18   Board Policies and Administrative Procedures regarding the Faculty Senate's role in
19   local decision-making (see BP 2510 titled Participation in Local Decision-Making) as an
20   academic and professional matter.

21   Staff hiring procedures shall be established after first affording the staff constituent
22   groups an opportunity to participate in the formulation of staff hiring policies and
23   procedures under the Governing Board's policies regarding local decision-making.

24   Hiring procedures for administrative, confidential, and supervisory employees shall
25   encourage participation of executive and senior administrators, the Administrative
26   Association, the Confidential and Supervisory Team, faculty, and classified staff in all
27   appropriate phases of the process.

28   Also see BP 3410 titled Nondiscrimination and BP 3420 titled Equal Employment
29   Opportunity.

Date Adopted: 11/08/2011
(Replaces current Palomar Policy 7120)

AP 7120 RECRUITMENT AND HIRING

References:
Education Code Sections 70902 (d); 87100 et seq., 87400, 87408-87408.6,
88003, and 88021;
Title 5 Code Sections 53000 et seq.;
Accreditation Standard III.A

GENERAL PROVISIONS

Equal Employment Opportunity (EEO) – Commitment to Diversity: In all phases of recruitment and hiring, equal opportunity is afforded to all employees and qualified applicants for employment without discrimination on bases including but not limited to: ethnic group identification, race, color, national origin, religion, socio-economic status, age, gender, gender identity, gender expression, sex, physical or mental disability, sexual orientation, political affiliation, transgender, marital status, veteran status, medical conditions, union membership or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. Applicants not possessing specific qualifications as outlined in the job announcement who feel that their background and experience is equivalent to the minimum requirements are encouraged to apply.

Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

ANNOUNCEMENTS AND RECRUITMENT

A. Announcements

Human Resource Services must approve all announcements prior to posting. Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing a procedure developed by IPC. The position announcement is developed through a collaborative process involving the department/program, appropriate administrators, and Human Resource Services (HRS).

1. Approval: Announcements must receive final authorization as indicated in Table 1.

Table 1. Announcement Authorizations by Position Type.

Position Type	Required Approval
Superintendent/President	Governing Board
Vice President	Superintendent/President or Designee
Directors and Deans	Appropriate Executive Administrator
Administrators Below Director	Supervisor of Position or Designee
Faculty	Hiring Committee Chair, Department Chair or Program Director, Dean of the appropriate division, and the appropriate Vice President
Classified	Supervisor of Position or Designee
CAST (Confidential and Supervisory Team)	Supervisor of Position or Designee
Child Development Center Teachers	Supervisor of Position or Designee

2. Components: The position announcement must include the following:

   - A description of the position duties, responsibilities, salary, assignment, benefits, and terms of employment (including working hours and conditions, employment group, and status);
   - For academic positions, minimum qualifications as determined by the Board of Governors, and for classified positions, as determined by the Governing Board (Board);
   - Preferred qualifications (when listed) that are job related and consistent with business necessity;
   - For faculty positions, a provision for determination of equivalency;
   - Depending on employment unit, a statement regarding required participation in shared governance;
   - Additional language required for compliance with federal, state, and District regulations (e.g., Equal Opportunity Employer notice);
   - Any application procedures specific to the posted position.

B. Advertising

1. HRS provides assistance including the identification of appropriate advertising media. Table 2 outlines minimum advertising durations.
2. Job announcements are advertised through various organizations (e.g., the California Community Colleges Registry) and through various electronic and print media;
3. Transfer Opportunities: For eligible positions, notice of transfer opportunities will be distributed internally to provide current employees notice of such positions, subject to provisions of applicable collective bargaining agreements or employee handbooks.

Table 2. Advertising Durations for Permanent Positions.*

Position	Minimum Advertisement Duration
Educational Administrators	8 weeks, open until filled
Classified Administrators	4 weeks, open until filled
CAST	4 weeks, open until filled
Classified	2 weeks, open until filled
Faculty	8 weeks,** open until filled
Child Development Teachers	4 weeks, open until filled

* A minimum two-week advertising period is required for all interim appointments.
** In extenuating circumstances, a six-week advertising period may be authorized by the appropriate Vice President.

C. Recruitment Methods

- HRS recruits all permanent positions.
- Presidential searches will be handled in accordance with BP 2431 titled Superintendent/President Selection.
- Part-Time Faculty: HRS will accept applications on an ongoing basis for part-time faculty positions (see the section titled Part-Time Faculty).
- All applications shall be submitted to HRS.

D. Applications

1. Applications are attached to each job announcement and are available online through the District website. Hard copy applications are available in the HRS Office. The application will contain the following basic components:
   - Application form inclusive of educational and professional histories, skills and qualifications and references;
   - Attachment to application (conviction history questionnaire); and
   - Confidential data sheet for federal and state collection and reporting purposes.
2. HRS will accept application materials until the position is filled.

SCREENING AND INTERVIEW

A. Pre-Screening

HRS will pre-screen all applications for completeness and evidence of minimum qualifications prior to forwarding applications to the selection committee.

B. Selection Committee Screening

Screening criteria and interview questions must be approved by HRS before Selection Committee members receive applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Depending on the volume of applications received for a particular position, additional screening criteria may apply.

C. Selection Committee Composition

1. Selection Committee composition is outlined in Table 3 below and applies to both permanent and interim appointments.

Table 3. Composition of Selection Committee by Position Type and Interview Level.

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Instruction*†‡ Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• At least one faculty member from each instructional division; and one faculty member from Student Services • Two Instructional Deans appointed by the Superintendent/President • One member of the Administrative Association • One member of the Confidential & Supervisory Team • Two classified employees to include one from Instruction and one at-large • Two students	• All other Vice Presidents
Assistant Superintendent/ Vice President for Student Services*†‡ Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• Four faculty members, to include two from Student Services and two at-large • Two Student Services administrators appointed by the Superintendent/President • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include three from Student Services and one at-large • Two students	• All other Vice Presidents
Assistant Superintendent/ Vice President for Finance & Administrative Services*†‡ Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• Four faculty members to include three instructional faculty members and one from Student Services • One representative from Instruction appointed by the Assistant Superintendent/Vice President for Instruction • One representative from Student Services appointed by the Assistant Superintendent/Vice President for Student Services • Two Finance & Administrative Services Directors appointed by the Superintendent/President • One member of the Confidential & Supervisory Team • One member of the Administrative Association • Four classified employees to include three from Finance & Administrative Services and one at-large • Two students	• All other Vice Presidents

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
Assistant Superintendent/ Vice President for Human Resource Services*†‡ Ψ	• 1st-Level: Another Vice President • 2nd-Level: Superintendent/President	• One faculty member from each division; • One Instructional Dean appointed by the Assistant Superintendent/Vice President for Instruction • One Student Services Dean or Director appointed by the Assistant Superintendent/Vice President for Student Services • One Finance & Administrative Services Director appointed by the Assistant Superintendent/Vice President for Finance & Administrative Services • One member of the Administrative Association • One member of the Confidential & Supervisory Team • Four classified employees • One representative of Human Resource Services appointed by the Superintendent/President • Two students	• All other Vice Presidents
Dean*†‡	• 1st-Level: Co-chairs consisting of an existing Dean from any division (with the approval of the appropriate Vice President) and a faculty member appointed by the Faculty Senate • 2nd-Level: Superintendent/President	• One faculty member from each constituent discipline/department within the affected division • One representative from each of the other constituent employee groups: Administrative Association, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT • Additional members may be appointed at the President's discretion	• The appropriate Vice President • The Dean co-chair of the 1st-level committee • An additional member from relevant/ affected divisions may be appointed by the Supt./ President where appropriate
Director*†‡	• 1st-Level: Any executive, senior, or Administrative Association administrator (for directors who report to the Superintendent/President, the chair shall be appointed by the Superintendent/President or designee) • 2nd-Level: Appropriate executive or senior administrator	• One representative from each of the constituent employee groups: Administrative Association, Faculty, Confidential & Supervisory Team, and the bargaining unit represented by CCE/AFT • Additional members may be appointed at the discretion of the executive or senior administrator to whom the position reports	• Chair of the 1st-Level Committee • An additional member from relevant/ affected divisions may be appointed by the executive or senior administrator where appropriate
Faculty*	• 1st-Level: Department Chair/Director or faculty designee (co-chairs may be appointed) • 2nd-Level: Two interviews are conducted for each finalist and are as follows: • President's interviews: Superintendent/President (serves as both chair and the sole committee member) • Joint Selection Committee's interviews: Appropriate Dean	• Majority of committee must consist of faculty members from the discipline or a closely related discipline (Note: may substitute one community member or faculty member from another institution) • One faculty member from outside of the department • One student (optional – non-voting)	• Joint Selection Committee: • Appropriate Vice-President • Chair of the first-level committee • At least two additional members from the 1st-level committee **Note:** Not to exceed seven members, including the chair, except where extenuating circumstances exist

Date Approved: 10/21/14

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

Position	Committee Chair	1st-Level Committee	2nd-Level Committee
All other Administrative Association positions, Confidential & Supervisory Team positions, and Classified positions*	• Supervisor of the position or designee	• Majority of committee must consist of employees from within the affected department/program • One employee from outside of the department **Note:** Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position	2nd-Level interviews are not required; if conducted, the committee consists of the following: • Supervisor of the position • All or some members of the 1st-level committee • The executive, senior, or other administrator to whom the position's supervisor reports (optional) • Additional members may be appointed at the executive, senior, or other administrator's discretion (optional)
Child Development Center	• Coordinator or Center Liaison or designee	• Majority of committee must consist of employees from within the affected department/program • One employee from outside of the department **Note**: Committee must consist of three members at minimum; at least one committee member must be of the same constituent employee group as the vacant position	2nd-Level interviews are not required; if conducted, the committee consists of the following: • Supervisor of the position • All or some members of the 1st-level committee • The executive, senior, or other administrator to whom the position's supervisor reports (optional for all positions except site supervisor or coordinator)

* A District Compliance Officer, appointed by HRS, is required to observe and monitor all stages of the 1st- and 2nd-level hiring processes.

† For these positions, the 1st-level committee shall appoint a faculty member of the committee to serve as a non-voting observer during the 2nd-level interviews (for faculty positions, the non-voting observer is appointed to the Superintendent/President's interviews).

‡ For these positions, except where otherwise indicated, constituent group representatives are appointed by the leadership of their representative constituent groups (e.g. classified employees are appointed by the CCE/AFT Executive Council; students are appointed by the Associated Student Group leadership; faculty are appointed by the Faculty Senate, and administrators by the Administrative Association).

Ψ For these positions, interim Vice Presidents who are not applying for the position in question may serve on 2nd-Level Committees.

Date Approved: 10/21/14
(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

2. Verification of Committee Composition: HRS verifies compliance of selection committee membership with applicable Board policies and procedures.

3. Diversity: The selection committee should be balanced in its diversity and, to this end, will seek representation from under-represented groups whenever possible.

4. Confidentiality: Each participant in the hiring process is responsible for maintaining the confidentiality of all aspects of the selection process, including written materials, oral discussions and any other information that relates to the selection process. Such information may be shared only with members of the Selection Committee, HRS, and the administrators involved. Confidentiality must be maintained permanently.

5. Training:
   a. Prior to participating as a selection committee member, members must receive training on the selection process. Such training must occur within one year prior to serving on a selection committee. HRS shall provide selection committee training. See the Selection Committee Training Packet available through HRS.

   b. Training shall include the philosophy and commitment to staff diversity as outlined in the District's Equal Employment Opportunity Plan and inclusive of cultural diversity, the roles and responsibilities of all members of the selection committee, the selection process, interview procedures and techniques (including guidelines on appropriate follow-up questions and reference checks), and the confidentiality of the selection process.

6. Responsibilities:

   a. The Committee Chair/Co-Chairs shall be responsible for:
   - Ensuring compliance with District policies and procedures in conjunction with the hiring process;
   - Coordination of calendars to ensure participation of all committee members, including the Compliance Officer;
   - Coordination of candidate interviews with HRS;
   - Maintaining committee records;
   - Performing other duties determined by agreement with the committee.

   b. Voting Committee Members shall be responsible for:
   - Identifying selection criteria based on the minimum and preferred qualifications of the position in light of the expected duties and responsibilities of the position. Screening criteria will include an evaluation of the extent to which applicants have and demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the community college;

- Developing interview questions, directly related to the position announcement criteria, designed to distinguish candidates who will best meet the needs of the District in the position;
- Screening all applications forwarded by HRS to select candidates for interview;
- Interviewing candidates selected for interview using pre-approved questions.
- The voting members of the Selection Committee recommend an unranked list of finalists for consideration. All of the finalists recommended must be fully acceptable to the Committee.

7. Attendance: All members of the Selection Committee must be present for all interviews. If a voting member of the committee misses any part of an interview, the committee member is ineligible for further participation in the hiring process.

8. The Compliance Officer's Role: It is the responsibility of the Compliance Officer to observe and monitor the hiring process to ensure complete fairness and consistency for each applicant and to serve as a non-voting resource person to the selection committee(s). For faculty positions, see the Faculty Senate's Faculty Hiring Procedure on the Faculty Senate website for details on the Compliance Officer's role. For all other positions, see the Selection Committee Training Packet available on the HRS website.

9. The Observer's Role:

   a. The observer may observe the interviews, but not actively participate. S/he may not ask questions of or comment on the candidates during or between the interviews;
   b. The observer may attend the deliberations for Vice President, Dean, and Director positions at the discretion of the chair of the second-level hiring committee. For faculty positions, the observer is required to attend the deliberations;
   c. If attending the deliberations after the interviews, the observer's role remains non-participatory. He/she will be invited to comment on factual observation and process only.
      - Since the observer's role is non-participatory, he/she is not permitted to conduct reference checks on finalists;
      - Other first-level committee members, including the chair of the first-level committee, may conduct the reference checks.

D. Background Checks

Policies and procedures governing applicant background checks are as outlined in AP 7126 titled Applicant Background Checks.

E.   Reference Checks

Reference checks are required for all positions. See the Selection Committee Training Packet, available via the HRS website, for specific procedures designed to assist committees in conducting reference checks.

Table 4. Reference Check Process by Employment Unit.* †

Employment Unit	Deciding Authority/Process
Classified, Confidential & Supervisory Team, and Administrative Association* (except directors)	Supervisor or designee checks prior to submitting finalists or making a hiring recommendation.
Faculty, Directors*, Deans*, and Vice Presidents*	1st-level committee conducts reference checks and forwards to 2nd-level committee

* The supervisor of the position may conduct additional reference checks in accordance with established procedures prior to the job offer.

† *For all non-faculty positions, HRS may conduct reference checks in lieu of or in addition to those conducted as provided in Table 4.*

F. Interviews

1. Practical Skills, Demonstrations and Testing: The initial interview process may involve skills testing and performance demonstrations appropriate to the position. All skills tests and performance evaluation processes must be approved in advance by HRS.
   a. Faculty positions require in-person teaching demonstrations as indicated in the Faculty Hiring Procedure available on the Faculty Senate's website.

2. Interviews are conducted as outlined in Tables 3 and 5.

3. In the event a selected applicant declines the position or is otherwise unable to be employed in the position, the qualified applicant pool for any posted position may be utilized for up to 90 days after an offer of employment has been extended.

Table 5. Positions Requiring Second-Level Interviews and Specific Components.

	Vice Presidents	**Directors**	**Deans**	**Faculty**
Open Forum	X (required)			
Site Visits	X (optional)		X (optional)	
Reference Checks between 1st and 2nd level Interview	X (required)	X (required)	X (required)	X (required)
Teaching Demonstration				X (required)

Date Approved: 10/21/14

(Replaces current Palomar Procedures 26, 174, 174.1, 174.2, and 190)

4. Final Administrative Interviews: The Superintendent/President interviews the finalists for all senior and executive administrative positions recommended by the Selection Committee. It is at the Superintendent/President's discretion to include other Palomar employees in the final interview or to arrange additional interviews or meetings with appropriate campus constituencies.

5. Joint Selection Committee for Full-Time Faculty 2nd Level Interviews: The Joint Selection Committee and the Superintendent/President meet after completing separate interviews of each of the final candidates. Each candidate is discussed and assessed relevant to the separate interviews, reference checks, teaching demonstration, and needs of the discipline/department. The Superintendent/ President considers input from each Committee member and works towards consensus as much as possible in making the final selection. The Superintendent/ President will make the final recommendation to the Governing Board.

G. Applicant Travel Expenses

Palomar College does not reimburse applicants for first-level interviews for expenses incurred during the application and/or first-level interview process. Second-level applicant expenses will be eligible for reimbursement as follows:

1. For full-time faculty and some administrator positions (president, vice-president, director, dean), applicants who must travel 150 miles or more one way from their residence to the District are eligible for reimbursement with proper verification. Reimbursement is available only for 2nd-level interviews.
2. All expense documentation must be submitted to HRS within 30 days of completing travel. Only original receipts shall be accepted as proper travel expense documentation for reimbursement purposes.
3. Reimbursement is limited to $1,000.00 to cover the travel costs incurred by the applicant on behalf of him/herself only. Allowable travel costs and associated processes are outlined in the District's travel procedure contained in the Finance and Administrative Services Handbook.

H. Deliberation and Selection Process

1. Deliberations: For all positions, after interviews are completed, the voting members of the Selection Committee discuss and evaluate the qualifications of the interviewed candidates.
2. For positions requiring second-level interviews, a minimum of two unranked candidates must be forwarded. Exceptions require the approval of the Superintendent/President or designee. Where an exception to the minimum candidates is not warranted, the original applicant pool shall be revisited for potential candidates and the position recruitment shall be extended.

3. Table 6 below outlines the alternatives where there are insufficient finalists for a position.

Table 6. Actions and Required Authorization for Insufficient Position Finalists for non-faculty positions.

Authorized Action	Deciding Authority
Cancel the recruitment	Responsible administrator
Authorize a single candidate	Superintendent/President or designee
Review the applicant pool again	Responsible administrator and the 1st Level Committee
Extend 1st Screening Duration	Responsible administrator and the 1st Level Committee, subject to HRS approval

4. Selection: Final selection is the sole responsibility of the Superintendent/ President, and is subject to Governing Board approval. See BP 2430 titled Delegation of Authority to the Superintendent/ President and BP/AP 7110 titled Delegation of Authority.

5. If none of the finalists are selected for hire, the Selection Committee and the appropriate administrator will:
   a. Review information regarding the recommended finalists and/or the nature of the position; and/or
   b. Review the interview pool to ensure that other potential finalists have not been overlooked; and/or
   c. Recommend that the search be extended..

EMPLOYMENT OFFERS

A. **Conditional Offers**: All employment offers are conditional pending satisfaction of employment requirements, including submission of required forms, background and/or reference checks, fingerprinting, proof of eligibility for employment, TB test results and certificate of freedom from communicable disease (see BP/AP 7330 titled Communicable Disease) and Governing Board approval. All conditions of employment must be met prior to employment.

B. **Pre-Employment Requirements**:
   1. Physical Examination: Depending on the nature of the position, a pre-employment physical examination may be required to ensure sufficient fitness for the duties associated with the particular position. See BP 7335 titled Health Examinations.
   2. Criminal History-Live Scan Verification: All offers of employment are conditional pending receipt of satisfactory criminal history reviews via Live Scan. See: AP 7337 titled Fingerprinting.

C. **Conditional employment offers are made as follows**:
   1. For classified, CAST, administrative and child development teacher positions, HRS will make the offer;

2. For full-time faculty positions, the appropriate dean will make the offer;
3. For dean positions, the appropriate vice president will make the offer; and
4. For vice-president positions, the president will make the offer.
5. HRS coordinates all necessary intake and orientation procedures and extends the formal job offer after completion of all pre-employment requirements.

FULL-TIME FACULTY SELECTION

The selection process is described in the Faculty Hiring Procedure, which can be obtained through the Faculty Senate, and is intended to reflect the District's commitment to shared governance, as outlined in BP/AP 2510 titled Participation in Local Decision Making.

PART-TIME FACULTY RECRUITMENT AND SELECTION

The following provisions shall apply to all faculty for part-time positions.

A. **Announcement and Recruitment**:
   1. Establishing the Position: Departments shall notify HRS when a position becomes available.
   2. Advertising the Position: HRS shall advertise all part-time faculty positions.

B. **Applications, Screening and Selection**:
   1. All application packets (including the appropriate application form and attachments, transcripts, and other documents/forms as required by the appropriate departments) shall be submitted directly to HRS;
   2. HRS shall record all legally required applicant information and remove and/or redact any confidential data;
   3. Prior to forwarding applications to the appropriate departments for selection, HRS shall conduct a preliminary screen to determine completeness of application and satisfaction of minimum qualifications and/or possible need for equivalency;
   4. The Department shall select qualified candidates for interview, and conduct all interviews. The Department Chair/Director shall notify the appropriate Dean and HRS of his/her selection of part-time faculty.
   5. HRS shall retain all applications for a minimum of three years.

Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; and AP 7127 titled Restrictions Governing the Employment of Applicants with Criminal Records.

Office of Primary Responsibility: Human Resource Services

1
2 Approved by the Faculty Senate, 9-28-15
3 Reviewed and amended by the Senate, 10-26-15, to be posted to the Faculty Senate website.
4
5 **Faculty Hiring Procedures**
6 The Faculty of Palomar College, in establishing the procedures for the hiring of full and part-
7 time faculty, is guided by the following principles:
8
9 **The Faculty's role in Shared Governance:** Pursuant to rules adopted by the Board of
10 Governors of the California Community Colleges, the Palomar College Governing Board
11 elects to rely primarily on the advice and judgment of Faculty Senate on academic and
12 professional matters. Among these matters are "faculty hiring policy, faculty hiring criteria, and
13 faculty hiring procedures," specifically noted as number 11 in the "10+1+1."
14
15 **Commitment to Diversity –** The faculty of Palomar College is committed to the goal of
16 diversity in hiring. To that end, while the faculty maintains discipline/subject expertise as a first
17 priority, the elements related to hiring should reflect the faculty's commitment to building
18 diversity as described in AP 7120:
19   In all phases of recruitment and hiring, equal opportunity is afforded to all employees
20   and qualified applicants for employment without discrimination on bases including but
21   not limited to: ethnic group identification, race, color, national origin, religion, socio-
22   economic status, age, gender, gender identity, gender expression, sex, physical or
23   mental disability, sexual orientation, political affiliation, transgender, marital status,
24   veteran status, medical conditions, union membership or on the basis of these
25   perceived characteristics, or based on association with a person or group with one or
26   more of these actual or perceived characteristics. Applicants not possessing specific
27   qualifications as outlined in the job announcement who feel that their background and
28   experience is equivalent to the minimum requirements are encouraged to apply.
29
30 In defining diversity with a broad list of groups and individual characteristics, the Faculty
31 recognizes the complex dynamics of the goal of diversity, acknowledging that while our
32 differences may be evident in ways that are sometimes overt and obvious, they often become
33 evident in language, tone, and attitude. We are committed to an understanding of diversity that
34 acknowledges both visible and invisible registers of difference, and we embrace the goal of a
35 more diverse faculty in all elements of recruitment and hiring.
36
37 **The goal of the 75/25 Ratio:** In 1988, the California Legislature in section 70 of AB1725 (the
38 fundamental California Community College reform bill) found and declared: "Because the
39 quality, quantity and composition of full-time faculty have the most immediate and direct impact
40 on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-
41 time faculty."

42

Based on this declaration, the reform bill established the current system goal regarding full-time faculty standards: "the Legislature wishes to recognize and make efforts to address longstanding policy of the Board of Governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors."

The Faculty of Palomar College has developed the following procedures for the hiring of full and part-time faculty. These procedures are generally in line with the College's Administrative Procedure (AP) 7120. Where they diverge from that procedure, they are specifically recommended for faculty hiring. The Faculty's intention is to maintain the standard of excellence which has been the hallmark of the Palomar College Faculty and to encourage the principles noted above.

FULL TIME FACULTY

These procedures are established for the regular, routine process for hiring full-time faculty. The Faculty recognizes the central role of the Human Resource Services (HRS) in the success of these procedures. In every stage of the process, the goal is collaboration in the service of high standards and the growth of a first-rate, diverse faculty.

A. IDENTIFICATION OF POSITIONS

1. Full-time faculty positions are requested by departments or disciplines and then are prioritized by a subcommittee of the Instructional Planning Council (IPC), utilizing the procedure developed by IPC.

2. Full-time positions for counseling and library faculty are identified through a specific formula developed by counselors, librarians, and the District.

3. As early as possible, IPC will publish the priority list of positions to be hired, ideally by May 1.

4. With the goal of establishing the strongest and most diverse pools of candidates, a preliminary number of positions to be hired will be determined by the Superintendent/President and submitted to the Governing Board as early as possible, ideally by August 15.

5. In the interest of a more efficient process, multiple positions for specific departments may be considered where appropriate. Departments which are designated for multiple positions may forfeit priority consideration in the one to three years following.

6. Departments may begin work on preliminary preparations relating to announcements, etc. in order to act as quickly as possible when positions are approved by the Governing Board. These steps will be contingent upon HRS requirements relating to training.

88
89 **B. ANNOUNCEMENTS AND RECRUITMENT**
90
91 A crucial element of these procedures is the goal of flexibility in the steps outlined below. After
92 the positions to be hired are identified and approved, departments will work with HRS to
93 establish appropriate timelines. Considerations relating to discipline expertise and diversity
94 should guide the establishment of timelines between the notification of positions to be hired
95 and the expected hire date.
96
97 **1. Announcements**
98
99 **a.** The position announcement is developed through a collaborative process involving
100 the department/program, appropriate administrators, and Human Resource Services
101 (HRS).
102
103 **b.** Human Resource Services must approve all announcements prior to posting.
104
105 **c.** Announcements must receive final authorization by the Hiring Committee Chair,
106 Department Chair / Program Director (or designee), Dean of the appropriate division,
107 and the appropriate Vice President.
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109
110
111
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113
114
115 **2. Components:** The position announcement must include the following:
116
117 **a.** A description of the position duties, responsibilities, salary, benefits, and terms of
118 employment (including classification, working hours, conditions).
119
120 **b.** Minimum qualifications, as determined by the State Academic Senate and the Board
121 of Governors in accordance with Education Code Section 87356 et seq.
122
123 **c.** Preferred qualifications (when listed) that are job-related and consistent with the
124 demands of the discipline/subject area.
125
126 **d**. A provision for determination of equivalency, if applicable.
127
128 **e.** Depending on employment unit, a statement regarding required participation in
129 shared governance
130
131 **f.** Additional language required for compliance with federal, state, and District
132 regulations (e.g., Equal Opportunity Employer notice)
133

134   **g.** Any application procedures specific to the posted position.
135
136   **h.** A statement in accordance with Title 5 that requires that all applicants be "sensitive to
137   and have an understanding of the diverse academic, socioeconomic, cultural, disability,
138   gender identity, sexual orientation, and ethnic backgrounds of community college
139   students, faculty, and staff." Departments/programs will require applicants to explain or
140   submit written materials that provide evidence of such understanding.
141
142   **i.** Legal qualifiers established by Human Resource Services to comply with federal,
143   state, and District regulations.
144
145
146 **3. Advertising and Recruitment**
147
148   **a.** HRS provides assistance including the identification of appropriate advertising
149   media. The Department Chair/Director or designee will confer with HRS to
150   establish venues outside the standard advertising methods and sites.
151
152   **b.** Venues additional to the standard will be at the expense of the
153   department/division
154   **c.** Job announcements are advertised through various organizations (e.g., the
155   California Community Colleges Registry) and through various online sources.
156
157   **d.** Transfer Opportunities: For eligible positions, notice of transfer opportunities will be
158   distributed internally to provide current employees notice of such positions, subject to
159   provisions of applicable collective bargaining agreements or employee handbooks.
160
161
162
163
164 **C. APPLICATIONS**
165
166 **1.** All applications shall be submitted to HRS.
167
168 **2.** Applications for open positions are available online through the District website.
169
170 **3.** Applicants must establish a digital profile (individual user account) in the online system in
171 order to be considered. Applicants may visit HRS for assistance with this first step.
172
173 **4.** For assistance with any element of the process, applicants should contact HRS directly.
174
175 **5.** The application will contain the following basic components:
176
177   **a.** Application form inclusive of educational and professional histories, skills and
178   qualifications and references
179

180   **b.** Conviction history.

181

182   **c.** Confidential data for federal and state collection and reporting purposes.

183

184

185 **6.** HRS will accept application materials until the position is closed.

186

187 **7.** Letters of recommendation will be accepted for one week after the position is closed.

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192 **D. SCREENING**

193 **1. Pre-Screening**

194

195   **a.** HRS will pre-screen all applications for completeness and evidence of minimum
196   qualifications prior to forwarding applications to the Selection Committee.

197

198   **b.** Completed applications which do not meet minimum qualifications but which have a
199   completed equivalency form will be forwarded to the Selection Committee for review.

200

201   **c.** All applicants with completed applications who meet stated minimum qualifications
202   will be forwarded to the Selection Committee.

203

204   **d.** Hiring Committee Chairs will be given the option to have HRS contact applicants with
205   incomplete applications to obtain missing materials (i.e. missing transcripts). This
206   includes applicants who do not meet the minimum qualifications and did not complete
207   an equivalency form. Applicants will be given one week to complete their application
208   once notified by HRS.

209

210   **e.** Hiring Committee Chairs will have access to all applications for the purpose of
211   review.

212

213

214 **2. Selection Committee Screening**

215

216 Screening criteria and interview questions must be approved by HRS before Selection
217 Committee members receive applications. Screening criteria and interview questions are
218 developed from the qualifications and requirements listed in the position announcement.

219

220 **E. COMMITTEE FORMATION**

221

222 **1. Verification of Committee Composition:** HRS verifies compliance of Selection
223 Committee membership with applicable Board policies and procedures.

224

225 **2. Diversity:** Per Title 5, 53024.e, "Whenever possible, screening committees shall include a
226 diverse membership which will bring a variety of perspectives to the assessment of applicant

227   qualifications." The Selection/Joint Selection Committee will maintain discipline expertise as
228   the primary value in committee formation and will make every reasonable effort to include
229   representation that will advance the Faculty's commitment to diversity as described in the
230   guiding principles at the start of this document. In defining diversity with a broad list of groups
231   and individual characteristics, the Faculty recognizes the complex dynamics of the goal of
232   diversity, acknowledging that while our differences may be evident in ways that are sometimes
233   overt and obvious, they often become evident in language, tone, and attitude. We are
234   committed to an understanding of diversity that acknowledges both visible and invisible
235   registers of difference, and we embrace the goal of a more diverse faculty in all elements of
236   recruitment and hiring.
237
238   **3. Confidentiality:** Each participant in the hiring process is responsible for maintaining the
239   confidentiality of all aspects of the selection process, including written materials, oral
240   discussions and any other information that relates to the selection process. Such information
241   may be shared only with members of the Selection/Joint Selection Committee, HRS, and the
242   administrators involved. Confidentiality must be maintained permanently.
243
244   **4. Training:**
245
246   **a**. Prior to participating as a selection committee member, members must receive
247   training on the selection process. Such training must occur within one year prior to
248   serving on a selection committee. HRS shall provide selection committee training.
249   Selection Committee Training materials are available through HRS.
250
251   **b.** Training shall include the philosophy and commitment to staff diversity as outlined in
252   the District's Equal Employment Opportunity Plan and inclusive of cultural diversity, the
253   roles and responsibilities of all members of the selection committee, the selection
254   process, interview procedures and techniques (including guidelines on appropriate
255   follow-up questions and reference checks), and the confidentiality of the selection
256   process.
257
258   **5. Attendance:** All members of the Selection Committee must be present for meetings,
259   interviews, and deliberations.
260
261   a. If a voting member of the committee misses any part of an interview or deliberation,
262   the committee member is ineligible for further participation in the hiring process.
263
264   b. Each Selection Committee will establish its specific policy with regard to attendance
265   at preparatory meetings (i.e. development of announcement and materials, etc).
266
267   **6. The Compliance Officer's Role:** It is the responsibility of the Compliance Officer to
268   observe and monitor the hiring process to ensure complete fairness and consistency for each
269   applicant and to serve as a non-voting resource person to the selection committee(s). The
270   Selection Committee Training materials are available through HRS.
271
272

F. COMMITTEE CHAIR/CO-CHAIR RESPONSIBILITIES (for Selection/Joint Selection)

1. Committee Chairs/Co-Chairs shall be responsible for:

    a. Ensuring compliance with District policies and procedures in conjunction with the hiring process

    b. Coordination of calendars to ensure participation of all committee members, including the Compliance Officer

    c. Coordination of candidate interviews with HRS

    d. Maintaining committee records

    e. Performing other duties determined by agreement with the committee.

G. SELECTION COMMITTEE COMPOSITION

1. The First-level interview is conducted by the Selection Committee.

2. The Selection Committee should generally have no more than nine voting members.

3. The First-level Selection Committee is composed of the following members:

- Committee Chair or Co-chairs (Department Chair/Director or faculty designee)

- Faculty members from the discipline or a related discipline (Note: may substitute one community member or a faculty member from another institution with expertise in the appropriate discipline, at the discretion of the committee).

- One (1) faculty member from outside of the department.

- One (1) student (optional – non-voting)

- One (1) compliance officer

H. SELECTION COMMITTEE RESPONSIBILITIES

1. All members of the Selection Committee are voting members, with the exception of the Compliance Officer and the student (in cases where the committee exercises the option of including a student member).

319   **2.** The Compliance Officer must be present during all meetings of the selection committee. For
320   the Compliance Officer's duties, see the HRS Training materials.
321
322   **3.** Voting members of the Selection Committee identify selection criteria based on the
323   minimum and desirable qualifications of the position in light of the expected duties and
324   responsibilities of the position. Selection criteria will include an evaluation of the extent to
325   which applicants have and demonstrate sensitivity to and understanding of the diverse
326   academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college
327   students.
328
329   **4.** Voting members of the Selection Committee develop job related screening criteria and
330   interview questions designed to distinguish candidates who will best meet the needs of
331   students. A question related to diversity is required, and voting members should assess
332   candidates' attitudes about and level of awareness of diversity in light of the "commitment to
333   diversity" articulated at the start of this document.
334
335   **5.** No Selection Committee meetings or interviews may be conducted without a Compliance
336   Officer.
337
338   **6.** Voting members of the Selection Committee determine the subject matter and format of the
339   demonstration of teaching, counseling, or librarianship skills required of all faculty candidates.
340
341   **7.** All voting members of the Selection Committee screen all applications to select candidates
342   for interview.
343
344   **8.** All voting members of the Selection Committee complete screening forms for each
345   applicant, and, upon determination of applicants to be interviewed, all applications and
346   screening forms are returned to HRS.
347
348   **9.** All members of the Selection Committee establish interview times so that all members can
349   attend.
350
351   **10.** All members of the Selection Committee interview all selected candidates using pre-
352   approved questions. Follow-up questions may be asked as long as they do not lead the
353   candidate to a desired response and stay within the scope of the original question or answer.
354   In addition, information on the application, resume, or portfolio may be specifically addressed if
355   not included in the original answer (and remains in the scope of the original question).
356
357   **11.** The voting members of the Selection Committee recommend the finalists for consideration
358   by the Joint Selection Committee. All recommended finalists must be acceptable to the
359   Selection Committee since only a candidate recommended by the Selection Committee will be
360   hired.
361
362   **12.** Following notification confirming that HRS has contacted the candidates, at least two
363   voting members of the Selection Committee who are moving forward to the Joint Selection
364   Committee will conduct reference checks on the recommended finalists per the "Reference

365 Check Guidelines." Information gathered through reference checks will be shared with the
366 Joint Selection Committee and the Superintendent/President during deliberations.
367
368 **I. JOINT SELECTION COMMITTEE COMPOSITION**
369
370   **a.** The Joint Selection Committee is composed of the following members:
371
372   - Committee Chair (Appropriate Dean)
373
374   - Chair of the first-level committee
375
376   - Vice President for Instruction or Student Services, as appropriate
377
378   - At least two (2) additional members from the first-level committee
379
380   - Note: not to exceed seven members, including the chair, except where extenuating
381   circumstances exist.
382
383 **7. The Observer's Role:** The Selection Committee may appoint a faculty member of the
384 committee to serve as a non-voting observer for the President's Interview.
385
386   **a**. The observer may not initiate interaction with the candidates (asking questions or
387   commenting) during or between the interviews. The President is free to involve the
388   observer in any way he or she deems appropriate.
389
390   **b**. The observer is required to attend the deliberations, and will be invited to comment
391   on factual observation and process only.
392
393   **c.** Because the observer's role is non-voting, he/she is not permitted to conduct
394   reference checks on finalists.
395
396
397 **J. FIRST-LEVEL INTERVIEW**
398
399 **1. Practical Skills, Demonstrations and Testing:**
400
401   **a.** The first-level interview process may involve skills testing and performance
402   demonstrations appropriate to the position. All skills tests and performance evaluation
403   processes must be approved in advance by HRS.
404
405   **b.** In-person teaching demonstrations are required at the first level.
406
407
408 **2.** Interviews are scheduled by Human Resource Services upon notification by the Selection
409 Committee.
410

411 **3.** Human Resource Services provides copies of the application and interview screening
412 forms to the Selection Committee with an interview schedule.
413
414 **4.** All members of the Selection Committee must be present for all interviews. If a voting
415 committee member misses an interview, that committee member is removed from the
416 Selection Committee.   No interviews may be conducted without a Compliance Officer.
417
418 **5.** At the request of the Selection Committee, a candidate who must travel more than 150
419 miles to interview with the Selection Committee may be interviewed by the Joint Selection
420 Committee and the Superintendent/President or designee within a day of the Selection
421 Committee interview. If the candidate becomes a finalist for the position, these interviews will
422 serve as finalist interviews.
423
424 **6.** After interviews are completed, members of the Selection Committee discuss and evaluate
425 the qualifications of the candidates. The Committee also considers whether the candidates
426 selected as finalists demonstrate appropriate sensitivity to and understanding of the diversity
427 of the Palomar College community.
428
429 **7.** If the Selection Committee is not satisfied with the interviewed candidates, the Committee
430 Chair may request to review the applicant pool to ensure that qualified applicants have not
431 been overlooked.
432
433 **8.** The Selection Committee Chair forwards the application materials of the finalists to HRS.
434
435 **9**. Selection Committee members return the screening and interview forms and all other non-
436 finalist application materials to the HRS.
437
438 **10.** HRS notifies the Dean and the Chair of the Selection Committee to confirm the list of
439 finalists.
440
441 **11**. HRS sends materials related to the second-level interview to the Dean, who then convenes
442 the Joint Selection Committee.
443
444
445
446 **K. SECOND-LEVEL INTERVIEWS**
447
448 **1.** Two separate second-level interviews are conducted, one by the Joint Selection Committee
449 and the other by the Superintendent/President.
450
451
452 **Joint Selection Committee Interview:**
453
454 **2.** The Joint Selection Committee interviews all finalists forwarded by the Selection
455 Committee.
456

3. Teaching demonstrations are optional at the second-level. The Department responsible for the position will make the determination relating to a second-level teaching demonstration.

4. The Joint Selection Committee will consider the Superintendent/ President's assessment and recommendations before coming to consensus.

The President's Interview:

1. The President interviews all finalists forwarded by the Selection Committee.

2. The President's Interview is conducted by the Superintendent/President, who serves as both Chair and sole committee member.

3. Also present at the President's Interview are:

    a. Compliance Officer

    b. Observer (The first-level committee may appoint a faculty member of the committee to serve as a non-voting observer during the Superintendent/President's interviews).

4. The Superintendent/President, or designee, interviews the finalists and presents his/her assessments and recommendations to the Joint Selection Committee.

L. DELIBERATION AND SELECTION PROCESS

1. Background Checks: Regulations regarding background checks are outlined in Board Policies and Procedures, AP 7126 & AP 7337.

2. Reference Checks:

    a. Reference checks are required for all positions.

    b. Following notification confirming that HRS has contacted the candidates, at least two voting members of the Selection Committee who are moving forward to the Joint Selection Committee will conduct reference checks on the recommended finalists per the "Reference Check Guidelines." Information gathered through reference checks will be shared with the Joint Selection Committee and the Superintendent/President during deliberations.

3. Selection / Seeking Consensus: The Joint Selection Committee and the Superintendent/President meet after completing separate interviews of each of the final candidates. Each candidate is discussed and assessed relevant to the separate interviews, reference checks, teaching demonstration, and needs of the discipline/ department. The

503 Superintendent/President considers input from each Committee member and works towards
504 consensus as much as possible in making the final selection. The Superintendent/ President
505 will make the final recommendation to the Governing Board.
506
507 **5. Candidate's Notification:** The appropriate Dean extends the tentative offer of employment
508 to the selected finalist and coordinates all necessary intake and orientation procedures with the
509 Human Resource Services Office.
510
511 **6. If none of the finalists are selected for hire**, or if a selected candidate declines the
512 position or is otherwise unable to be employed in the position, the Joint Selection Committee,
513 in consultation with the President, will:
514
515   **a.** Review information regarding the recommended finalists and/or the nature of the
516   position; and/or
517
518   **b.** Review the interview pool to ensure that other potential finalists have not been
519   overlooked; and/or
520
521   **c.** Recommend that a new search be initiated.
522
523 **7.** In any of the situations described above, the pool of finalists for any posted position may be
524 utilized for up to 90 days after an offer of employment has been extended.
525
526 8. **Governing Board Review/Approval:** All offers of employment require approval by the
527 Governing Board.
528
529
530
531
532 **N. PART-TIME FACULTY RECRUITMENT AND SELECTION**
533
534 <mark>This process is currently under review, pending revision.</mark>
535
536 **1.** The following provisions shall apply in hiring for all part-time faculty positions.
537
538 **2. Announcement and Recruitment**:
539
540   **a.** Departments shall notify HRS when a position becomes available.
541   **b.** Advertising the Position: HRS shall advertise all part-time faculty positions.
542
543 **3. Applications, Screening and Selection**:
544

545   **a.** All application packets (including the appropriate application form and attachments,
546   transcripts, and other documents/forms as required by the appropriate departments)
547   shall be submitted directly to HRS
548   **b.** HRS shall record all legally required applicant information and remove and/or redact
549   any confidential data
550   **c.** Prior to forwarding applications to the appropriate departments for selection, HRS
551   shall conduct a preliminary screen to determine completeness of application and
552   satisfaction of minimum qualifications and/or possible need for equivalency
553   **d.** The Department shall select qualified candidates for interview, and conduct all
554   interviews. The Department Chair/Director shall notify the appropriate Dean and HRS
555   of his/her selection of part-time faculty.
556   **e.** HRS shall retain all applications for a minimum of three years.
557
558 Also see BP/AP 3410 titled Nondiscrimination; BP/AP 3420 titled Equal Employment
559 Opportunity; BP/AP 7211 titled Faculty Service Areas and Competencies, BP/AP 4015 titled
560 Minimum Qualifications and Equivalencies; AP 7126 titled Applicant Background Checks; and
561 AP 7 27 titled Restrictions Governing the Employment of Applicants with
562 Criminal Records.
563
564 Equal employment opportunity issues (e.g., diversity of applicant pool) are addressed in BP/AP
565 3420 titled Equal Employment Opportunity and the District's EEO Plan.
566
567
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Appendix E.

Resources for Other Measures of Furthering Equal Employment Opportunity

Contents

Palomar Community College District
Vision, Mission, and Values

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

Values

Palomar College is dedicated to achieving student success and cultivating a love of learning. Through ongoing planning and self-evaluation, we strive to improve performances and outcomes. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

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

Palomar College –Increasing Faculty & Staff Diversity

Introduction

The purpose of this plan is to identify and recommend the resources and tools necessary for the College to achieve the Board and Strategic Plan 2016 goal of increasing faculty and staff diversity.

Goals and Objectives

In the 2014-15 Governing Board Goals, the Board established a goal to improve the diversity of its faculty and staff. In Strategic Plan 2016, the College established a corresponding Goal 4 – "Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement", and Objective 4.2 – "Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the College's ability to attract and recruit diverse candidates for employment." This plan addresses this goal and objective.

Process

The College requested the Faculty Senate to 1) review the full-time faculty hiring process, and 2) to establish a uniform part-time faculty hiring process, to ensure that diversity is fostered and embraced throughout each recruitment.

The Equal Employment Opportunity Advisory Committee was charged with identifying opportunities for recruitment and retention process improvements that support achieving the College's SP 2016 Goal 4 and Objective 4.2. The Committee established an ongoing informal discussion group of faculty and administrators to explore these opportunities. The discussion group met multiple times, reviewed the practices of other colleges and universities, and identified opportunities for improvement.

The College reviewed its online application system, identified improvements, and implemented them. For faculty recruitments, the College changed internal procedures to provide all completed applications to faculty 1st level screening committees to improve faculty recruitment inclusivity. With the support of the Senate and administration, supporting documents required for a complete application were reduced to cover letter, resume, and unofficial transcripts.

<u>Action Plan</u>

In addition to the actions noted in Process, the EEO Advisory Committee and its discussion group has made the following supportive recommendations.

- Incorporate into all hiring procedures, the Title 5, Section 53024(e) requirement that "whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications." This membership should be voting membership.

- Comprehensively improve the College's web content to reflect diversity in faculty, staff, and students.

- Emphasize the importance of diversity in all hiring committee training.

- Establish the District compliance officer role in all classified staff hiring committees.

- Establish and staff a position in Human Resource Services that specifically and directly supports the College's diversity and equal employment opportunity goals, and implements improvement recommendations.

- Rename and repurpose the Equal Employment Opportunity Advisory Committee to the Diversity and Equal Employment Opportunity Committee, and elevate its role to a full shared governance committee reporting through the Human Resource Services Planning Council to the Strategic Planning Council.

- Expand diversity events from a single annual event, to add additional diversity workshops for faculty and staff in each academic semester. Consider cultural simulation games to help existing faculty and staff gain a greater understanding and appreciation of the importance of diversity to the College.

- Design and administer a cultural climate survey for faculty, staff, and students to better assess further improvement opportunities.

- Reach out to regional graduate schools and educate prospective diverse graduate students on Palomar College employment opportunities.

- Increase awareness that, to prepare students for a globally diverse society, the College must understand and appreciate diversity and infuse it into the student,

faculty, and staff populations, the curriculum, and into the fabric of the institution.

- Broadly market College employment opportunities to diverse communities.

Progress

1. In May 2015, the College reported to the Board on diversity performance and areas to improve.

2. The Faculty Senate has drafted revisions to the full-time hiring procedure, and is actively discussing a uniform part-time faculty hiring procedure, both of which add diverse voting members to the screening committee's composition.

3. The EEO Advisory Committee and Diversity Discussion Group reviewed a variety of materials from colleges and universities, and identified the specific areas for improvement noted above.

4. The EEO Advisory Committee agrees that the committee should be renamed and its role elevated to that of full shared governance stature.

5. At the College's request, a marketing plan has been drafted, and funding budgeted for marketing College employment opportunities to diverse communities.

6. Initial conversations have taken place with other institutions that have administered or are considering using a cultural climate survey. The College has budgeted the development of the survey.

Links to EEO Policies and Procedures on District Web Pages

- Human Resource Services Equity and Diversity website:
  www.palomar.edu/hr/equitydiversity

- Palomar College employment opportunities website: palomar.peopleadmin.com

- College catalog: www.palomar.edu/catalog

- Class schedule: www.palomar.edu/schedule

- Governing Board Policies and Procedures:
  www.palomar.edu/gb/Web%20Pages/PoliciesAndProcedures.htm

Palomar College Employment Advertising Resources

The following standard advertising is provided for all permanent positions, unless otherwise noted:

- San Diego.CraigsList.org
- CalJobs.ca.gov
- CCCRegistry.org
- EdJoin.org
- HigherEdJobs.com
- AsiansInHigherEd.com
- BlacksInHigherEd.com
- HispanicsInHigherEd.com
- NativeAmericansInHigherEd.com
- DisabledInHigherEd.com
- LGBTInHigherEd.com
- VeteransInHigherEd.com
- ACCCA.org (all administrator positions)
- ChronicleVitae.com (all faculty positions)

Human Resource Services actively researches additional advertising venues to assist departments with position/discipline-specific advertising beyond the minimum resources provided above. Additional advertising may be arranged at the hiring department's expense.

Employee Trainings on EEO- and Diversity-Related Topics

The trainings listed below are offered to all District employees in an online, multimedia format through the Keenan SafeColleges website at http://www.palomar.keenan.safecolleges.com. The following are course descriptions as provided by Keenan, unless otherwise noted.

Sexual Harassment: Policy and Prevention (AB 1825)
The goals of the course are to train administrators and supervisors how to handle sexual harassment concerns.

Discrimination: Avoiding Discriminatory Practice
As a supervisor, it's essential that you help to establish and maintain a respectful and positive environment. This course provides supervisors with an overview of some best practices that will help them manage a diverse environment, avoid discriminatory behaviors and create a culture that embraces acceptance and respect for all.

Diversity Awareness: Staff to Staff
The goals of the course are to provide staff with an awareness of how a diverse workforce strengthens a college or university; equip staff to recognize and respond to incidents of harassment, bigotry, and prejudice; and to appreciate the rich benefits of a diverse, multicultural workforce in the campus environment.

Discrimination Awareness in the Workplace
This course is designed to instill staff with a basic awareness and understanding of discrimination which can help you avoid discriminatory behaviors as well as build a culture that reflects acceptance and respect for all.

Safe Zone Training (District-Developed Course)
Faculty and staff who participate in the Palomar College Pride Center Safe Zone workshops will successfully demonstrate knowledge of LGBTQ issues, including impact of lack of acceptance of LGBTQ students, faculty, and staff on the learning environment. In addition, participants will demonstrate respect for those differences.

Title IX and Sexual Misconduct
This course provides college and university staff members with information about the importance and implications of Title IX and sexual misconduct.

Campus SaVE Act for Employees – Sexual Violence Awareness
Sexual assault remains a significant problem on college campuses, despite the fact that federal law guarantees all students the right to an education free from sexual harassment and sexual violence. The effects of sexual violence can be long-lasting as well as emotionally and physically devastating, even disrupting a student's academic career. This course educates college and university staff on proper identification, response, and handling of incidents of sexual violence

Strategic Plan 2016
Action Plan Year Three 2015-2016
End of Year Progress Report

April 19, 2016

Table of Contents

Strategic Goal 1

Student Learning:
Support excellence in teaching and academic programs and services to improve student learning

<div align="center">

Objective 1.1
Objective Leader: Vice President, Instruction

</div>

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 1.1: Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within 3 years.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   Assessments of strategies completed and discussed
   - Summer Bridge
   - First-Year Experience
   - Learning Communities (15/16)
     - English/Reading
     - Math/Counseling
     - English/Counseling
     - Health/Library Technology
     - Biology/Reading
     - LeapStart
     - Algebra 2N1
   - Learning Communities (16/17)
     - English/Reading
     - Math/Counseling
     - LeapStart
     - English 10/Cinema 100
     - English 280/Sociology 115
     - Biology 100/Reading 110
     - Algebra 2N1
   - Tutoring (traditional, online pilot using our tutors and schedule, online pilot using NetTutor)
   - Workshops
   - Village Mentoring

English
   - English is in the process of discussing with SMUHSD and CSUSM our acceptance of the ERWC. Palomar's English Department currently accepts the 11th grade EAP results but not the 12th grade ERWC results.
   - English also participates in a number of Learning Communities, paired primarily with Reading. This coming fall, English 10 will pair with Cinema 100.
   - This summer, English will once again join the Summer Bridge program -- Write On.
   - The Writing Center is open five days a week to students. English is also participating in online tutoring staffed by Writing Center tutors; this tutoring is available to students taking online English 100 and to students taking English 10, 50, or 100 at Camp Pendleton.

ESL

- ESL continues to offer its one-year learning community LeapStart, which is designed to help students move from ESL 101/131 and ESL 102/Reading 110 in two semesters with emphasis on accelerating their completion of their ESL coursework.
- Two courses (ESL 105 and 106) have been developed as an accelerated path in lieu of ESL 55, ESL 101, 102, and 103.
- ESL offers tutoring 6 days a week at the ESL Tutoring Center. Tutors there offer workshops as well.
- ESL will participate in its 3rd Summer Bridge – ESL Jam for students who place into ESL 55 and 101.
- For the first time, ESL will offer ESL Jam in Escondido at night.
- ESL offers students a challenge test that they can take to skip a level if they demonstrate accelerated ability to comprehend and produce the English language.
- ESL advisors help connect students with resources and give them the direction they need to accelerate their learning.

Math

- Math continues to participate in Summer Bridge – Math Jam. Summer 2016 will be the seventh year that the Math Department will participate in Summer Bridge.
- The Math Learning Center continues to offer tutoring 6 days a week. The Center also provides online tutoring using its tutors and participates in online tutoring provided by NetTutor.
- The Math Center places embedded tutors in both Learning Community classes and non-Learning Community classes.
- The Math Center continues to offer one-on-one tutoring which is especially beneficial to DRC students.
- Math has developed a number of accelerated pathways
  - Math 54 (Algebra for Statistics)
  - Math 2N1 Acceleration for Math 50/60 in one semester
  - Accelerated Math Gateway (Math 60 – Math 135 in one year)

Reading

- The department continues to be a key player in all of the Summer Bridge programs in an effort to boost the reading levels of participating students.
- Reading Services has also provided support for students in STEM by creating and presenting workshops in vocabulary and textbook management skills.
- Reading continues to pair with English and ESL for learning communities.
- Reading conducts an in-reach to English 10 and English 50 students twice a year in the fall and spring before registration to encourage students to enroll simultaneously in reading and English classes.
- Reading Services invites students from content area classes to test to determine their reading grade level and skill set in order to improve their technical reading skills and/or obtain the remediation necessary for successful reading in content area classes.

Counseling
- Counseling continues to pair with Math courses in learning communities.
- Departmental participation in the FYE and SB programs has allowed for more interactions between incoming and first-year students and counselors; as a result, all of the students in these programs have an educational plan.

DRC
- DRC offers an English 10 support class and a Math 15 support class. BSI funds have provided an embedded tutor for the English 10 support class.
- BSI funds have also provided an ASL Interpreter/Tutor for Deaf students taking English and math. The tutor has been vetted by both departments.

Discuss results
- SB 2015
  - http://www2.palomar.edu/pages/fye-sb/files/2016/01/Summer-Bridge-2015FinalReport.pdf
  - ESL 55 Jam (100% completion rate; n=18)
    - 61.5% of students participating in ESL 55 Jam improved upon their initial ESL placement; overall, the group improved their reading score from 7.07 to 8.89.
  - ESL 101 Jam (100% completion rate; n=31)
    - 61.1% of students participating in ESL 101 Jam improved upon their initial placement; overall, the group improved their reading score from 7.27 to 9.17.
  - Math Jam I (29 of 33 students completed; 11 reassessed – a number went on to Math Jam II)
    - 81.1% of students who reassessed improved upon their initial math placement; overall, the entire group improved its reading score from 9.8 to 12.2.
  - Math Jam II (73 students reassessed; 96 students began, and 84 completed
    - 80.82% of students who reassessed improved upon their initial math placement; overall, the entire group improved its reading score from 11.2 to 11.7.
  - Counseling – all students ended with an educational plan.

- SB 2016
  - We will offer ESL 55 Jam, ESL 101 Jam, Math Jam I and II, Write On (English 10).
  - For the first time, we will offer ESL Jam in Escondido in the evenings.

- FYE 2014/15 (Students are required to enroll in an English, Math, or ESL track; see accompanying document on Course Taking Patterns)
  - http://www2.palomar.edu/pages/fye/files/2015/11/FYE2014SummaryReportFinal.pdf
  - English
    - 78/115 students passed English 10, 50, or 100 in their 1st semester.
    - 67/102 students passed English 10, 50, or 100 in their 2nd semester.
  - Math
    - 108/169 students passed their math class in their 1st semester.
    - 71/132 students passed their math class in their 2nd semester.
  - ESL
    - 31/33 students passed their ESL class in their 1st semester.
    - 18/23 students passed their ESL class in their 2nd semester.
  - Workshops
    - 86 of the 191 FYE students attended at least on workshop in Fall 2014, and 62 of 171 attended at least one workshop in Spring 2015.

- LCs
  - http://www2.palomar.edu/pages/irp/files/2016/02/BSI-HSIActivityEvalReport2014.pdf

  - Persistence is consistently higher for students participating in a basic skills learning community.
  - Retention and success are almost always higher for students participating in a basic skills learning community.

- ESL/LeapStart
  - *Basic Skills Cohort Tracker*
    - *From F10-F13, of the 78 students who took ESL 101, 35 had successfully completed English 100 (44.9%).*
    - *From F11-F14, of the 75 students who took ESL 101, 30 had successfully completed English 100 (40%).*
    - *From F12-F15, of the 86 students who took ESL 101, 47 had successfully completed English 100 (54.6%).*

- English
  - *Basic Skills Cohort Tracker*
    - *From F10-F13, of the 711 students who took English 10, 192 had successfully completed English 100 (27%).*
    - *From F11-F14, of the 694 students who took English 10, 222 had successfully completed English 100 (31.9%).*
    - *From F12-F15, of the 647 students who took English 10, 222 had successfully completed English 100 (34.3%).*

- Math
  - *Basic Skills Cohort Tracker*
    - *From F10-F13, of the 960 students who took Math 15, 60 had successfully completed transfer-level math (100+) (6.25%). 24% had completed Math 56 or 60.*
    - *From F11-F14, of the 884 students who took Math 15, 72 had successfully completed transfer-level math (100+) (8%). 26.1% had completed Math 56 or 60.*
    - *From F12-F15, of the 890 students who took Math 15, 67 had successfully completed transfer-level math (100+) (7.5%). 21.12% had completed Math 56 or 60.*

- Tutoring
  - *Waiting on data from IRP.*

- Village Mentoring Program
  - The Village Mentoring Program has taken a step back this year in terms of engagement of students. In Fall 2014, we had 12 students enrolled in the Village Mentoring Program, and for Fall 2015, we had 20 students sign up for the program. However, of those 20 students, only 9 followed through with their intention and met a mentor at least one time and fewer met with their mentor the required three times. Communication (via email and phone) was unsuccessful

this semester. It was difficult for students to be connected to their mentors (because they did not respond to communication). Thus, mentoring relationships could not get off the ground.

Determine additional data desired.
- None required.

Discuss any changes to be made to achieve desired outcomes.
- Scale up Summer Bridge, FYE, and LC programs.
- Adequate hrs of counseling to be provided and housed at the TLCs (SM and EC); counselors to be hired in advance
- TLC Staffing
  - We are working on moving the staff to a 12-month contract position. Currently, several of the positions are 11-month, and, in order to continue to support the expansion of the Summer Bridge and FYE programs, we need staffing available year-around to aid in the planning and implementation of these programs.
  - We have requested a 45% Office Specialist position for ESC TLC.
  - We need to fill the TLC Specialist vacancy. The position has been vacant since July 2015 with shifts resulting from retirements. This position is crucial to the continued success of our programs. This position assists with outreach, marketing, budgeting, and follow-up services.
  - It would also be ideal to have a Financial Aid Specialist at the TLC a few hours each week to assist our FYE, SB and LC students with FA related questions/issues.

Determine support needed
- For Summer Bridge
  - Increased access to computer labs
  - Increased staffing
  - Increased access to counseling
  - Increased funding

- For SB and FYE, adequate hrs of counseling to be provided and housed at the TLCs (SM and EC); counselors to be hired in advance.

- TLC Staffing
  - We are working on moving the staff to a 12-month contract position. Currently, several of the positions are 11-month, and, in order to continue to support the expansion of the Summer Bridge and FYE programs, we need staffing available year-around to aid in the planning and implementation of these programs.
  - We have requested a 45% Office Specialist position for ESC TLC.
  - We need to fill the TLC Specialist vacancy. The position has been vacant since July 2015 with shifts resulting from retirements. This position is crucial to the continued success of our programs. This position assists with outreach, marketing, budgeting, and follow-up services.
  - It would also be ideal to have a Financial Aid Specialist at the TLC a few hours each week to assist our FYE, SB and LC students with FA related questions/issues.

Determine goals regarding the scaling up of successful strategies.
- Summer Bridge – we are at capacity for Summer Bridge at San Marcos in the daytime. We are expanding to Escondido at night as a pilot.

- FYE – goal of 300 students to be enrolled for 16-17
- Village Mentoring Program
  - We wish to recruit student ambassadors for the program in order to advertise more effectively and follow up with students on participation.
  - Hold face-to-face, introductory meetings so that mentors and mentees can meet, face-to-face, on day one of the program to help jumpstart the mentoring relationship and ensure the first, critical meeting takes place.

Define any new strategies
- Introduction of a 2nd year program
  - BSI Coordinators and TLC Supervisor have discussed the idea of a 2nd year program. Once Palomar has committed needed resources to scaling up SB and FYE, perhaps we can begin planning for and implementation of a 2nd year program.

Develop a timetable for check-ins.
- We need to create opportunities for departments to discuss individually and as a group the data presented above.
- Data is typically available within 2-3 months after the semester's end.
- Tutoring Data desired annually
- BSI Annual Report – typically available by the following fall
- Learning Community and other basic skills data are compiled and reported upon by IRP; the resultant document is posted on the IRP website.
- FYE and SB Reports are written by the FYE/SB Coordinator and posted on the TLC website.

Develop ongoing reports/research for continued evaluation.
- IRP Tutoring Data
- Annual FYE Report
- Annual SB Report
- Annual BSI Report
- Annual LC Report
- Annual Village Mentoring Report
- Annual comparisons of # of students completing remediation within 1st 3 years starting from Fall 2012.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
   We should work to continue with this objective.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**
   No response.

Objective 1.2
Objective Leader: Vice President, Instruction

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

    Objective 1.2: Develop and implement a model for establishing career pathways for all disciplines and programs.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

    a. **Describe the work that has been completed**.
        *   Reviewed local high school program of study templates
        *   Created pathways workgroup in SSEC
        *   Discussed pathways and programs of study in SSEC pathways workgroup
        *   Worked with Palomar Information Systems faculty to examine curriculum with university requirements and to examine labor market information related to the degrees
        *   Sent team of administrators, instructional faculty, and counseling faculty to Redesigning America's Community Colleges: A Guided Pathways Approach conference
        *   Reviewed various Program of Study templates. Utilizing template examples from higher education systems rather than from K-12 systems. Reviewed various website examples such as Queensborough Community College Academies
        *   Met with Ramona USD to expand Palomar course offerings to HS students and work towards a middle college
        *   Have met with officials from Bonsall, Fallbrook, Vista, and Escondido USD's to explore dual enrollment and other options

    b. **Describe the work that is in progress or still needs to be completed.**
        *   Currently in progress with developing dual enrollment policies and implementation plan with San Marcos Unified School District in conjunction with San Marcos Promise
        *   Meeting with Poway Unified School District counselors to assess district needs and to explore the development of dual enrollment in April.
        *   Ongoing discussions with Bonsall, Fallbrook, Vista, Escondido USD's.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
    We will need to move towards a permanent and coordinated assignment related to dual enrollment and K-12 relationships

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

    Yes, should be a high priority to renew visibility in the community.

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

    Objective 1.3: Ensure adequate tutorial support for distance education.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

    Project Steps

    1. Pilot online tutoring process with English and Math with online and Camp Pendleton classes.
        - Our pilot is well underway.

    2. Expand online tutoring to more disciplines in Spring / Summer terms.
        - Accomplished

    3. Evaluate, modify, and expand in Fall.
        - To be done in Fall 16

    4. Explore additional approaches to provide tutorial (or academic) support for distance education students.
        - To be done in Fall 16

    Outcomes

    - Online tutoring is in place with a minimum of five disciplines participating.

        The disciplines currently participating are:
        - Psych/Soc (Stats)
        - Accounting
        - CSIT
        - Math
        - English *

        Online tutoring is offered in two different ways:
        - Limited hours with access to Palomar College tutors (Math & English)
        - Expanded hours with access to NetTutor tutors for each discipline except for English

    - Additional approaches to providing academic support for distance education students are implemented and serving students.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Continuous resources will be needed

4. Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?

Yes, should be a priority until it is part of Palomar College's culture

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Objective 1.4
Objective Leader: Vice President, Instruction

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 1.4: Provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido site.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   Project Steps
   1. Identify services that need strengthening (added: or to be created).
   2. Attempt to influence facilities renovations to provide space for improved student support.
   3. Increase counseling presence on site.
   4. Increase access to financial aid.
   5. Increase student access to DRC services.
   6. Establish tutoring services on site and through online access.

   Outcomes

   1. **Appropriate services identified.**
      - DRC, Veteran Services, Tutoring, Counseling, Enrollment Services, Financial Aid
      - Need to identify instructor pool for a variety of courses to be offered at CPPEN North.
      - Our staff at CPPEN is quite knowledgeable with Tuition Assistance as we help students with this daily.
      - Most service members utilize the Joint Education Center's testing center for their CLEP and DANTES needs because they can do so in our building. We then advise them of the process to request their transcripts with scores to be sent to Palomar.
      - We still have a SOC agreement and our staff understands what it entails. However, we have very few students who utilize the program now.
      - As soon as a student inquires with us, we communicate the benefits of attending at Palomar vs. the other base institutions.
        - $46/unit – less than a 3rd the cost of the 2nd cheapest on base
        - BOGW – no other school on base offers it
        - Accreditation and transfer acceptability
        - Robust student services on site: tutoring, Counseling, Financial Aid, Enrollment Services, Veterans Services, Assessment testing, etc.
        - Proximity to main campus with even more services
        - Flexible class scheduling on- and off-base

   2. **Attempt to influence Facilities plans to provide improved student support services.**
      - Ryan Williams has established contact with Dwight Fitzgerald, the Education Service Officer (Ryan's POC for Palomar). Unfortunately, Palomar will be moving into a smaller space, although it is the biggest of the rooms that were available for all of the college/universities serving Camp Pendleton. (This is largely out of our control.) Palomar will need to develop a plan to deliver our increase in service with the more limited space in creative ways, such as using technology,

creating multipurpose use, etc.
- Facilities and IS should be a part of this conversation.

3. **Minimum of one counselor present during CPPEN site operating times.**
   - Counseling is currently being offered 5 days per week, 18 hours per week. As we see an increase in the number of students, additional counseling will be necessary.

4. **Delivery of Financial Aid services and workshops scheduled and completed.**
   - Financial aid service is being provided. However, Camp Pendleton Center staff needs more training in certain aspects of financial aid in order to help students more efficiently, especially by being aware of the timelines and process and knowing how to help students find their way on eservices.
   - The Joint Education Center sets up its own FA workshop. Their employees know the process of each individual school. Ideally, we would like to have Palomar staff available for FAFSA application workshops where students could complete their applications with the assistance of someone who knows

5. **Improved access to DRC services.**
   - We have DRC pamphlets and are able to advise students on that service. However, we don't have DRC counseling available on site.

6. **Onsite and online tutoring services established and available to students.**
   - There are two on-site math tutors available a total of 3 days a week, 15 hours. We also have online tutoring available for English and Math students studying at Camp Pendleton. We are in the process of installing webcams. If the onsite tutor is not there, students can connect from the Camp Pendleton lab to main campus tutors participating in the online tutoring.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   - Advertising on the base appears to work well—should dedicate funds to promoting courses on base.
   - Ongoing funds to support on base tutoring and online tutoring.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   Yes, should probably still be highlighted until this support is ongoing and part of our culture.

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

    Objective 1.5: Improve the understanding of the role and value of Institutional Learning Outcomes among faculty, staff, administration and students.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

    Project Steps

    1. Present information at Faculty Plenary in fall 2015.
    2. Attend department and division meetings to discuss ILOs and assessment.
    3. PD workshops.
    4. Write annual GE/ILO Assessment report - present to Faculty Senate, Curriculum, Strategic Planning Council, and post online.
    5. Continue to assess GE/ILOs and recruit & train faculty.
    6. Schedule an annual presentation to ASG and Governing Board.
    7. Examine resources that can provide PC student graduation data from 4-year institutions, as well as employment information; provide a pathway to disseminate information to departments and divisions.

    Progress

    1. Information was presented to the faculty in a breakout session during the fall 2015 Plenary.
    2. Marty and Wendy trained department SLO facilitators to present information at departmental meetings. Marty and Wendy also presented information to Deans and Chairs at Chairs & Directors meeting.
    3. Two professional development workshops were offered this year.
    4. The Written Communication and Intercultural Competency & Knowledge Assessment reports were written and presented to various councils and posted on the LOC website.
    5. Digital literacy will be assessed this spring with plans to assess another GE/ILO next year. In addition, LOC spent several meetings this year discussing the results and possible action for the written communication and intercultural competency & knowledge assessments.
    6. Information about assessment was presented to the ASG with plans to present to the Governing Board in May or June of this year.
    7. This task has been discussed with the office of research and planning. It is still trying to be determined if and how the information can be accessed. The hope is to come up with a plan before the end of this academic year.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

Ongoing funding will be required to sustain our current process

4. Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?

I would continue to include SLO's in the Strategic Plan for now.

Objective 1.6
Objective Leader: Superintendent/President

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 1.6: Increase faculty to exceed FON by at least one per year if the budget allows.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed. (Bulleted lists are acceptable.)**

   The college exceeded the FON by at least one in 2015-16. The college is currently recruiting and interviewing for 27 faculty positions for 2016-17. As a result of declining FTES, it is projected that the number of faculty hired for the 2016-17 year will far exceed the adjusted FON.

   b. **Describe the work that is in progress or still needs to be completed. (Bulleted lists are acceptable.)**

   See above.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   No.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   No. The objective should be reconsidered from a planning perspective rather than a compliance perspective.

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<u>Strategic Goal 2</u>

Student Support and Success:
Implement effective pathways that support
student access, progress, and completion

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Objective 2.1
Objective Leader: Vice President, Student Services
Vice President, Instruction, Faculty Senate President

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 2.1: Implement a coordinated outreach and retention plan that employs internal and external outreach and retention strategies.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**

   <u>Outreach and Retention:</u>
   2.1.1: Hiring of the Manager of Outreach is in the recruitment stage.
   2.1.2: N/A
   2.1.3: N/A
   2.1.4: N/A
   2.1.5: N/A
   2.1.6: N/A
   2.1.7: N/A

   <u>Marketing and Messaging:</u>
   2.1.1: N/A
   2.1.2: N/A
   2.1.3: N/A
   2.1.4: N/A

   b. **Describe the work that is in progress or still needs to be completed.**

   <u>Outreach and Retention:</u>
   2.1.1: There is no budget established to date.
   2.1.2: We have hired a Manager of Orientation and Follow-Up Services. Nancy Moreno and Jamie Moss have continued to coordinate outreach and retention activities.
   2.1.3: We are developing an Access database to track and monitor the onboarding process. Information Services is updating their systems and our ability to update our system is dependent on them completing prerequisite projects.
   2.1.4: We are piloting increased engagement with SMUSD to implement pathways programs including dual enrollment.
   2.1.5: No update.
   2.1.6: In the process of creating an Outreach and Retention committee (reporting to SSPC) to create and implement strategic outreach and retention strategies.
   2.1.7: Evaluation of strategies will be a responsibility of the new Outreach and Retention committee.

Marketing and Messaging:
2.1.1: The college is reviewing a marketing needs assessment.
2.1.2: The college is engaged in the review of an RFP to hire a vendor to implement a marketing and messaging strategy. In addition, we are reviewing software solutions for increasing our messaging capacity.
2.1.3: See #2.
2.1.4: See #1.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

Yes, software and staff are needed to complete this project. Software will include Customer Relations Management software. Staff members will include hiring the Manager of Outreach, Systems Module Functional Specialist, IS Project Manager, Outreach Coordinator and Peer Ambassadors for retention. A budget will need to be established for the outreach function.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

Yes.

Objective 2.2
Objective Leader: Vice President, Student Services

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 2.2: Evaluate and refine the College's intake and orientation process including the Early Acceptance Program.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      2.2.1: A new Manager of Orientation and Follow Up Services has been hired to identify gaps in delivery and coordinate the variety of orientation activities. Specific strategies for orientation are being reviewed.
      2.2.2: An SSEC workgroup has been established that include Student Services and Instruction.
      2.2.3: We created an online orientation module and a pre-advising module.
      2.2.4: We have implemented the full orientation.
      2.2.5: We have evaluated the orientation modules and have concluded that working with a new vendor is necessary.

   b. **Describe the work that is in progress or still needs to be completed.**
      2.2.1: Ongoing workgroups include Student Pathways, Retention and Orientation in SSEC are utilizing the 3SP plan to develop new strategies for in person and online orientations.
      2.2.2: No update.
      2.2.3: We have selected a new vendor for the online orientation modules and are working on applicable revisions.
      2.2.4: We are currently working with IS on implementation of new software.
      2.2.5: No update.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   No

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   Yes

Objective 2.3
Objective Leaders: Vice President, Student Services
Vice President, Instruction

2.3 Update from Student Services:

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 2.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience program so that it is available to all incoming students.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      2.3.1: N/A
      2.3.2: We have counselors that have provided workshops and counseling services that promote student awareness of appropriate support services.
      2.1.3: N/A

   b. **Describe the work that is in progress or still needs to be completed.**
      2.3.1: A proposal has been brought to the SSEC to fund additional counseling support for FYE.
      2.3.2: N/A
      2.3.3: N/A

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   No from Student Services

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   Yes from Student Services

2.3 Update from Instruction:

2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.

Project Steps

1. Discuss continued expansion of FYE.
   - Who to focus efforts on in accordance with student equity plan
   - Strategies for expansion
   - Implications for expansion (staffing, space, tracking, follow up, evaluation)
   - Identify resources needed
2. Increase student awareness of appropriate support services.
   - Define appropriate support services
   - Define groups to identify for marketing FYE
   - Identify resources needed
3. Increase student use of appropriate services
   - Develop strategies

Identify implications for increasing use (staffing, space, tracking, follow up, evaluation).

Outcomes

1. Targets for FYE program
   - 2015-16 – 300 students

The 1415 cohort consisted of 191 students. The cohort for 15-16 is comprised of 199 students.
   - 2016-17 – 400 students

2. List of student groups for focus; presentation of possible strategies with implications and resources needed included

Demographics for 14-15

Gender: 36.6% male and 61.8% female (1.6% listed unknown).

Average age: 21

Ethnicity	Percentage
African America	4.7%
American Indian	4.7%
Filipino	2.6%
Pacific Islander	0.5%
Asian	4.2%
Hispanic	78.5%
White	22.5%

DRC: *19 of our 191 FYE 14 students were also listed with program certification in DRC.*

Veterans*: 2 of our 191 FYE 14 students were also listed with program certification in Veterans.*

Former Foster Youth*: 6 of our 191 FYE 14 students were also listed with program certification as FFY.*

3. List of services by student group; report on implications and resources needed.

   At present, all services are available to all groups.

4. List of strategies; report on implications and resources needed.

Please see the FYE Report for 14-15:
http://www2.palomar.edu/pages/fye/files/2015/11/FYE2014SummaryReportFinal.pdf .

In order to achieve our goal of having the FYE program available to all incoming students, we will need the following:

- *TLC Staffing:*
  - o *We are working on moving the staff to a 12-month contract position. Currently, several of the positions are 11-month, and, in order to continue to support the expansion of the Summer Bridge and FYE programs, we need staffing available year-around to aid in the planning and implementation of these programs.*
  - o *We have requested a 45% Office Specialist position for ESC TLC.*
  - o *We need to fill the TLC Specialist vacancy. The position has been vacant since July 2015. This position is crucial to the continued success of our programs. This position assists with outreach, marketing, budgeting, and follow-up services.*
  - o *It would also be very helpful for our students to have a Financial Aid Specialist at the TLC a few hours each week to assist our FYE, SB and LC students with FA-related questions/issues.*
- *Increased staffing (FA, Counseling, Outreach, IR)*
  - o *Counseling: we would like to see 1 FTEF position for counseling, specifically for FYE students, housed at the TLC and hired for the year well in advance of the beginning of Summer Bridge. Having students interacting with the same people throughout the year makes students much more comfortable and more likely to persist and seek help when they need it.*
  - o *Outreach: The TLC Supervisor and staff have been working with Outreach to assure that marketing materials for SB and FYE are being distributed to contacts beyond Palomar College. The TLC Supervisor is also working with the Supervisor, Admissions, and the Dean, Languages & Literature at Foothills and Twin Oaks High Schools to serve the needs of some of our most vulnerable high school student populations.*
  - o *Short-Term Hourly Support: $16,220.00 was requested from Student Equity to provide short-term hourly support at the TLC San Marcos to support up to 400 FYE students.*
  - o *Short-Term Hourly Support: $2,442.00 was requested from Student Equity to provide short-term hourly support at the TLC Escondido to support the new ESL Jam at the Escondido Center.*
- *Space (computer lab space for registration assistance, large gathering place identified for orientation, designated interactive workshop space)*
- *Tracking (regularly run reports)*
- *Follow up (evaluation of reports, development of a Faculty Advising Program (which is underway), hiring of 2nd year FYE students to serve as Student Ambassadors, referral of students to appropriate resources; availability of appropriate resources)*
- *Technology that allows students to apply online; staff and tech support to track student progress through pathways as needed*
- *Technology that allows the TLC Supervisor, Coordinators, and Dean LL to interact with data more efficiently and visually*
- *Funding to provide social and cultural events that connect students and families to our campus and that honor their achievements at key points along their pathway.*
  - o *The TLC Supervisor and FYE Coordinator have been working with the Palomar Foundation to apply for community grants to cover the costs not typically supported by General Funds or state-funded grants (e.g., field trips, food for special ceremonies).*

- **FYE 14 Cohort**

	Fall 2014			Spring 2015			Fall 2015		
	Number Enrolled	Number Passed	% Successful	Number Enrolled	Number Passed	% Successful	Number Enrolled	Number Passed	% Successful
ESL 45	1	1	100%	0	0		0		
ESL 55	6	6	100%	1	1	100%	1	0	0%
ESL 101	8	8	100%	6	6	100%	0		
ESL 102	2	1	50%	10	6	60%	6	6	100%
ESL 103	2	1	50%	2	1	50%	2	1	50%
ENG 10	52	36	69.2%	19	11	58%	2	2	100%
ENG 50	42	29	69.0%	43	35	81%	14	7	50%
ENG 100	19	11	57.9%	36	18	50%	32	23	72%
Math 10				1	0	0%	0		
Math 15	47	31	66.0%	20	9	45%	2	0	0%
Math 47/Math 54	4	1	25%	16	11	69%	4	3	75%
Math 50	49	27	55.1%	29	13	45%	15	4	27%
Math 53							1	0	0%
Math 55							1	1	100%
Math 56	9	4	44.4%	9	7	78%	1	0	0%
Math 60	20	15	75%	28	13	46%	17	3	18%
Math 100							2	1	50%
Math 105							1	0	0%
Math 110	8	5	62.5%	12	5	42%	8	3	38%
Math 115	3	1	33%	4	2	50%	8	4	50%
Math 120	1	0	0%	2	1	50%	2	2	100%
Math 130				1	1	100%	1	0	0%
Math 135				1	0	0%	1	1	100%
Math 140				0			1	1	100%
Math 141				2	2	100%			
Math 200							1	1	100%
Math 205				1	1	100%			
Math 206							1	1	100%
READ 30				1	0	0%			
READ 49	20	17	85%	3	3	100%	1	1	100%
READ 51	29	22	75.9%	11	7	64%	1	1	100%
READ 110	14	9	64.3%	12	9	75%	5	4	80%
READ 120	1	1	100%	2	2	100%	2	1	50%

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Objective 2.4
Objective Leader: Vice President, Student Services

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 2.4: Develop and implement an enhanced technologies (student portal, an online education planning tool, and an electronic degree audit system) to support student success.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      2.4.1: N/A
      2.4.2: The Director of IS has developed a comprehensive technology project plan.
      2.4.3: N/A
      2.4.4: N/A
      2.4.5: N/A
      2.4.6: N/A

   b. **Describe the work that is in progress or still needs to be completed.**
      2.4.1: We are awaiting the results of the classification study. Rebuilding IS resources is crucial for implementation of technology to assist in development of pathways that support student access, progress and completion.
      2.4.2: The Director of IS is prioritizing steps to implement a comprehensive technology project plan.
      2.4.3: In progress.
      2.4.4: In progress. We would like to leverage the community college Chancellor's Office initiatives including CCCApply, Student Portal, Common Assessment, Education Planning, Online Counseling Services, StarFish Retention, Degree Audit and CRM with PeopleSoft modules.
      2.4.5: In progress.
      2.4.6: In progress.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   Yes – additional IS staffing including Programmers and Systems Module Functional Specialists. We will also need additional fiscal resources to purchase and maintain applicable software.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   Yes.

Objective 2.5
Objective Leader: Vice President, Instruction

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 2.5: Modify the College's website to improve student access to support services.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      - Hired webmaster
      - In October, 2014, the Website Revamp Task Force was formed. The Task Force oversaw the revamp of the Palomar website during the course of nine months and reported to the Strategic Planning Council. Using the revamp template, the college website was developed, updated and launched
      - Content Management System options were discussed during the revamp project and effective July 1, 2015, Palomar College officially adopted the WordPress CMS framework as the platform for all of its websites and developed a Palomar College WordPress theme entitled "Palomar Twenty Fifteen" as part of that effort
      - The Palomar Twenty Fifteen theme is pre-encoded with the specifications of the Palomar College Website standards and no web coding is necessary for deployment. The site admin needs only to activate the Palomar Twenty Fifteen theme and the site is compliant with Palomar College's Web standards. The website was modified using the revamp template.

   b. **Describe the work that is in progress or still needs to be completed.**
      - More than 64% of the existing websites have been transferred to the new template
      - We are in the process of identifying the oversight management of the website as part of the Web Page Development Procedures.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   Web and app (when we get one) should be part of marketing discussions

Strategic Goal 3
Partnerships
Strengthen educational, business, and community partnerships to increase college connections and student learning experiences

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Objective 3.1
Objective Leader: Vice President, Instruction

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

    Objective 3.1: Establish faculty councils with high school partners to improve alignment of curriculum and student transition

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

    a. **Describe the work that has been completed.**
    *   Have met with leaders of the following feeder districts: San Marcos, Fallbrook, Poway, Bonsall, Ramona.
    *   Additional conversations leaders from high schools within Escondido and Vista.
    *   Jennifer Nelson is acting as primary contact for dual enrollment.

    b.   **Describe the work that is in progress or still needs to be completed.**
    *   Assign faculty liaisons.
    *   Use NCPDF to promote faculty-faculty meetings/interactions
    *   Dual Enrollment/Palomar class offerings being established for fall 2016
    *   MOU's will need to be established with participating districts
    *   Meetings with district officials from Escondido, Vista, and Valley Center/Pauma.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

    We need a FT employee dedicated to dual enrollment and related activities.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

    Yes, should be a priority until is part of Palomar College's culture.

Objective 3.2
Objective Leader: Superintendent/President

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 3.2: Establish an advisory council made up of business and community members in order to learn how the college's programs and services can best serve the community.

3. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed. (Bulleted lists are acceptable.)**

      Work has not progressed on this objective. The college has moved forward with hiring a firm to examine how best to market to the community. This work includes an assessment of community and workplace needs. In addition, the college is conducting an community survey to identify workforce and training needs as well. The community survey seeks to identify individuals and organization who might be interested in engaging with Palomar further. This information will be shared with the new Superintendent/President and the objective reassessed.

   b. **Describe the work that is in progress or still needs to be completed. (Bulleted lists are acceptable.)**

      See above.

4. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   NA

5. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   No. The college expects that the outcomes of the work to develop a marketing/messaging plan and to survey the community will lead to related activities. Once the work is completed, an updated objective should be crafted.

<div align="center">

Objective 3.3
Objective Leader: Superintendent/President

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 3.3: Increase external funding through grants and partnerships within the community.

6. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed. (Bulleted lists are acceptable.)**
      - **Adult Education**
         o Partnerships with K-12 have been established.
         o Educational partners meet regularly and have developed plans for implementation.
      - **HSI/STEM/NSF**
         o The college submitted an HSI cooperative grant with CSUSM in 2015-16. This year, the program is funding down the slate and the college has been notified that depending on funding it may receive an award.
         o The college is working with UCSD to develop a Title III STEM cooperative grant.

   b. **Describe the work that is in progress or still needs to be completed. (Bulleted lists are acceptable.)**

      - Complete the grant proposals.
      - Continue work on Adult Education grant.

7. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   NA

8. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   No. Not in this form. The new Strategic Plan does have goals and objectives related to strengthening partnerships and connections with the community. It also has objectives related to seeking new forms of revenue that are aligned with the college mission.

Strategic Goal 4

Human Resources and Professional Development:
Recruit, hire, and support a diverse faculty and staff
who are committed to student learning and achievement

Objective 4.1
Objective Leaders: Vice President, Human Resource Services
Faculty Senate President

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 4.1: Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college's ability to attract and recruit diverse candidates for employment.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed. (Bulleted lists are acceptable.)**
   Faculty Senate and Human Resource Services have worked together this past year to strengthen the college's ability to attract and recruit diverse candidates for employment by revising both the Faculty hiring process and AP 7120.

   A February 2016 State Academic Senate article "A Commitment to Success for All: Hiring Faculty to Serve the Needs of Our Diverse Students" was read by our Faculty Senate, and they are considering its recommendations and will continue to hear other recommendations by the State Senate in providing guidance towards diversifying the college's faculty.

   b. **Describe the work that is in progress or still needs to be completed. (Bulleted lists are acceptable.)**

   The Office of Institutional Research has provided data and examined research and literature around faculty hiring and diversity. The next step is to work with faculty and administration to use this data (along with additional information) to examine the hiring process and how it may be improved. Anecdotal analysis suggests the District could benefit from more revisions to both the Faculty hiring process, as directed by the Faculty Senate, and the Administrative Procedure 7120 – Recruitment and Hiring. The Faculty Senate and Human Resource Services plans to re-engage in discussions along these lines in the coming weeks.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

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Objective 4.2
Objective Leader: Vice President, Human Resource Services,
Vice President, Instruction, Professional Development Coordinator

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1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 4.2: Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      The Staff Training and Development committee met several times to discuss options for providing training.

   b. **Describe the work that is in progress or still needs to be completed.**
      Kelly Falcone is working with Najib Manea to create Blackboard learning organization (very similar to a Blackboard course) that is focused on technology training for Faculty and Staff. The Bb organization will be available for enrollment by all employees. The organization will be structured to allow for self-directed learning and will also be used for face-to-face training. We will be able to collect data from all employees who choose to join the organization and/or attend on campus training. This is in progress and will be available for Fall 2016. It will be updated/maintained by ATRC and Kelly Falcone

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
   The ATRC is helping to build the technology tools Bb organization, but there is concern that ATRC's primary goal is in assisting faculty and they are now being asked to also support Staff. Is this an added duty? Should they be compensated?

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**
   Yes, Professional Development is a college priority. A new priority in regards to staff development is the discussion of AB 2558 which was passed in 2014. AB 2558 changes the focus of Professional Development from a program created solely for Faculty, to a program created and implemented for Faculty and Staff. The bill states: **87152.** (a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.

   We need to decide as a college if we are going to make adjustments to PD to support, create, and implement a PD program that is inclusive of all employee groups.

Objective 4.3
Objective Leader: Vice President, Instruction
Vice President, Student Services
Professional Development Coordinator

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 4.3: Implement professional development opportunities that support faculty innovation in teaching and learning.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
   Student Services: 4.3.1: SSPC implemented our process for reviewing a request for funding an innovative project with SPPF funds.

   Professional Development: The PD Office is always encouraging faculty to facilitate innovative PD workshops. Kelly Falcone has also been looking for outside speakers to come to campus to provide innovative PD.

   b. **Describe the work that is in progress or still needs to be completed.**
   Student Services: 4.3.1: N/A

   Professional Development: Although the PD Office is always encouraging faculty to present innovative PD workshops and have been looking for possible speakers, there are several barriers in place. One, faculty are not as available as they have been in the past and have not been volunteering. Two, the PD Office has no money to pay for outside speakers.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**
   Student Services: No.

   Professional Development: Without a PD budget, it is incredibly hard to bring in innovative PD workshops to our campus. Most speakers cost between $2,000-$5,000.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**
   Student Services: No.

   Professional Development: Yes, excellence in teaching should always be a college priority. The difficulty of this goal is how exactly to measure innovation and what do we mean by innovation? And how can the PD office offer workshops that support innovation in teaching and learning without faculty volunteers? When outside experts come to the college to speak, they bring with them new ideas and strategies.

Objective 4.4
Objective Leader: Superintendent/President, Vice Presidents

Update from Student Services:
1. For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?

Objective 4.4: Create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups.

2. Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.

    a. Describe the work that has been completed.
- VPs and Councils reviewed accreditation recommendation related to this objective
- Working within the current governance structure, improved communication and the flow of information to and from councils and committees through Comet Information Exchange (CIA), email summaries of meetings, Google hangouts/webinars and question/answer sessions with constituency leadership (individual meetings) and members (Classified Professional Development Day)
- Communicated the need to managers and supervisors, at new Managers meetings, to encourage staff to participate in the governance process
- Communicated the need to directors and chairs, at regular Chairs and Directors meetings, to ensure part-time and classified staff are provided the opportunity to participate in planning activities of the college (e.g. program review and planning, mid-range and long-range planning)
- Discussed with constituency leadership the need for members to have ready access to their list of committee and council representatives in order to increase communication and input from all interested parties
- Sought input from classified staff at Classified Staff Development Day
- Implemented the Comet Information Exchange for means of relaying campus information to all constituencies and added feedback mechanism.
- The Interim VPI met with leaders of constituency groups to discuss current and future practices regarding committee/council assignments and governance participation.

Additional Progress Report from Student Services
4.4.1: The VPSS and SSPC have reviewed accreditation recommendations related to this objective.
4.4.2: The VPSS office sends out SSPC and SSEC Council highlights after each meeting to improve communication and the flow of information. In addition, the college has created a website called the Comet Information Exchange which includes highlights from each council and committee.
4.4.3: At SSEC and SSPC meetings managers, supervisors, faculty and classified staff are encouraged to participate in the governance process and subsequent planning activities. Also, each member is requested to share pertinent information with their constituent

groups.

4.4.4: The college conducts an annual survey of our governance structure councils and committees regarding constituent group perception.

b. Describe the work that is in progress or still needs to be completed.

- Will conduct end of year assessment to show improvements over the accreditation self-evaluation findings on participatory governance
- Easy access links to constituency representatives being added to Comet Information Exchange (CIA) so all members may effectively communicate and participate in campus discussions and activities

Additional Progress Report from Student Services

4.4.1: N/A

4.4.2: The SSPC is currently reviewing membership structure to emphasize the role of constituent groups in the governance process.

4.4.3: N/A

4.4.4: Ongoing.

3. In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.

No.

4. Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?

- Yes, it needs to stay a priority until we believe the culture is what we want it to be.

Strategic Goal 5

Facilities and Infrastructure:
Ensure that existing and future facilities and
infrastructure support student learning, programs, and services

Objective 5.1
Objective Leader: Superintendent/President, Vice Presidents

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

   Objective 5.1: Develop operational plans for opening the South Education Center.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

   a. **Describe the work that has been completed.**
      - The college has held public forums and meetings with local school districts to seek input from the community regarding the educational services to be offered at the proposed South Center.
      - Facilities floor plans were previously developed and presented to the Board.
      - District Enrollment Flow study completed to evaluate enrollments in southern portion of the district.
      - A cost projection has been developed by using the Escondido Center as a guide. This cost projection will be evaluated in the Fall 2016 to assist in developing a staffing plan.
      - SPC will be meeting at the end of April 2016 to discuss the development of the South Education Center
      - An EIR has been completed for the South Education Center and is open for public comment. The EIR will be presented to the Governing Board in June 2016

   b. **Describe the work that is in progress or still needs to be completed.**
      - Upon approval of the EIR by the Governing Board, contracts will be developed to initiate the remodel process. It is anticipated that the remodel will take 18 months.

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

   To be determined.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

   To be determined.

1. **For which objective in Strategic Plan 2016 Year 3 Action Plan are you providing this report?**

    Objective 5.2: As identified in Master Plan 2022, carry out the next three years of planned facilities projects on the San Marcos campus.

2. **Review the Action plan listed for your objective. Please provide a brief progress report on work that has been completed and the work that still needs to be completed on this objective.**

    a. **Describe the work that has been completed.**
        ▪ Construction of STEM renovation awarded on 12/8/15, completed in early April 2016
        ▪ Construction of A Building Renovation awarded on March 8, 2016, construction start on 3/21/16.
        ▪ CDC project occupancy on 3/21/16 – children in facility on 3/28/16
        ▪ Construction started on temporary parking lot in January 2016
        ▪ Started design of LL Remodel project (programming)

    b. **Describe the work that is in progress or still needs to be completed.**
        ▪ Completing EIR on South Ed. Center – anticipated construction start July 2016
        ▪ Design completing on parking structure and Police station project – projected construction start 6/1/16
        ▪ Design in progress on M&O building – anticipated construction start Nov. 2016
        ▪ Library construction in progress – occupancy anticipated in Spring 2018

3. **In order for you and the assigned groups to complete the work on this objective, are additional resources needed? If yes, describe the resources and how they would be used.**

    No.

4. **Does this objective represent a college priority that SPC should consider as the Council develops Strategic Plan 2019?**

    Yes, the projects listed in this objective are part of the Prop M bond measure and are needed to support the District Educational Master Plan.

Rankings for Faculty Hiring - 2017-18

Ranking	Discipline
1	Chemistry - 1
2	English - 1
3	Zoology
4	ESL - 1
5	Biology
6	Psychology - 1
7	Computer Science Networking
8	Speech
9	Welding
10	English - 2
11	Mathematics - 1
12	Chemistry - 2
13	Cabinet & Furniture Technology - 1
14	Reading
15	ESL - 2
16	History
17	Architecture
18	ASL
19	Kinesiology/Health
20	American Indian Studies