PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL AGENDA

Date:	April 17, 2018
Meeting Time:	2:30p-4:00p
Place:	AA-140

CHAIR: Joi Lin Blake
MEMBERS: Jenny Akins, Michelle Barton, Colleen Bixler, Lisa Carmichael, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Erin Scott, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq
RECORDER: Cheryl Ashour

A. MINUTES   2 min
    1. Approve Minutes of April 3, 2018

B. ACTION ITEMS/SECOND READING
    1. Instructional Planning Council Governance Structure   Exhibit B1   10 min

C. ACTION ITEMS/FIRST READING
    1. Policies and Procedures   Exhibit C1   5 min
        a. AP 4105 – Distance Education
        b. BP 7260 – Classified Administrators and Supervisors
        c. BP/AP 7270 – Student Workers
        d. AP 7343 – Industrial Accidents and Illnesses
        e. AP 7510 – Domestic Partners

D. ACCREDITATION
    1. ACCJC Visit   10 min

E. INTEGRATED PLANNING MODEL   15 min
    1. Strategic Plan Action Plan Update   Exhibit E1
    2. Strategic Plan 2019
    3. Educational Master and Facilities Plan Update

F. INFORMATION/DISCUSSION
    1. Institutional Summit   5 min
    2. IS Project Update   10 min
    3. Guided Pathways Update   5 min
    4. Moving Cooperative Education to Associate Dean, Workforce
        Development Ext, Career, Technical & Extended Education Division
    5. Discussion on Chapter 4 of the Community Book Club Reading: 20 min
        Redesigning American's Community Colleges

G. REPORTS OF PLANNING COUNCILS/DEPARTMENTS   5 min
    1. Finance & Administrative Services Planning Council – Ron Perez
    2. Human Resource Services Planning Council – Lisa Norman
    3. Instructional Planning Council – Jack Kahn
    4. Student Services Planning Council – Adrian Gonzales
    5. Foundation – Stacy Rungaitis
    6. Professional Development – Kelly Falcone

H. <u>**REPORTS OF CONSTITUENCIES**</u>   5 min
   1. Administrative Association – Connie Sterling
   2. Associated Student Government – Erin Scott
   3. CCE/AFT – Anel Gonzalez
   4. Confidential/Supervisory Team – Jenny Akins
   5. Faculty Senate – Travis Ritt
   6. PFF/AFT – Teresa Laughlin/Colleen Bixler

I. <u>**OTHER ITEMS**</u>

A regular meeting of the Palomar College Strategic Planning Council scheduled April 17, 2018, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

ROLL CALL

Present: Michelle Barton, Joi Blake, Patti Dixon, Kelly Falcone, Margie Fritch, Adrian Gonzales, Laura Gropen, Jack Kahn, Ron Perez, Travis Ritt, Stacy Rungaitis, Erin Scott, Patti Serafin, Erin Scott, Buddy Springer, Brian Stockert, Sherry Titus, Fari Towfiq

Absent: Jenny Akins, Colleen Bixler, Lisa Carmichael, Carmelino Cruz, Dan Dryden, Anel Gonzalez, Teresa Laughlin, Martha Martinez, Lisa Norman, Connie Sterling, Fari Towfiq

Guest: Kendyl Magnuson, Candace Rose

Recorder: Cheryl Ashour

A. MINUTES

    1. Approve Minutes of April 3, 2018

        MSC (Ritt/Fritch) to approve the April 3, 2018 Minutes as presented

B. ACTION ITEMS/SECOND READING

    1. Instructional Planning Council Governance Structure (Exhibit D1)

        Jack Kahn stated the IPC Governance Structure is returning to IPC to discuss the membership requests from the March 20 SPC meeting.

        MSC (Titus/Ritt) to table the Instructional Planning Council Governance Structure

    2. Policies and Procedures

        a. Chapter 7 BP's and AP's

            1. BP/AP 7150 – Employee Evaluations
            2. BP/AP 7160 – Professional Development
            3. AP 7175 – District Awards
            4. AP 7212 – Temporary Faculty
            5. AP 7216 – Employee Grievance/Complaint Procedure
            6. AP 7231 – Seniority
            7. BP 7335 – Health Examinations
            8. AP 7337 – Fingerprinting
            9. BP/AP 7340 – Leaves
            10. BP 7345 – Catastrophic Leave Program
            11. AP 7343 – Industrial Accident and Illness Leave
            12. BP/AP 7600 – Palomar College Police Department
            13. BP 7700 – Whistleblower Protection

        MSC (Barton/Gonzalez) to approve Chapter 7 BPs and AP's: BP/AP 7150, BP/AP 7160, AP 7175, AP 7212, AP 7216, AP 7231, BP 7335, AP 7337, BP/AP 7340, BP 7345, AP 7343, BP/AP 7600, BP 7700 as written.

C. ACTION ITEMS/FIRST READING

1. Policies and Procedures
   a. AP 4105 – Distance Education
   a. BP 7260 – Classified Administrators and Supervisors
   b. BP/AP 7270 – Student Workers
   c. AP 7343 – Industrial Accidents and Illnesses
   d. AP 7510 – Domestic Partners

Travis Ritt reported the State Academic Senate is proposing new language to AP 4105. He requested AP 4105 go back to Policies and Procedures Committee to have the language incorporated into the procedure.

MSC (Dixon/Falcone) to remove AP 4105-Distance Education from consideration. The remaining policies and procedures will return for action/second reading at the next meeting.

D. ACCREDITATION

1. **ACCJC Visit for the South Education Center**
   Michelle Barton reported on the recent visit from ACCJC liaison Stephanie Droker. She toured the South Education Center in the morning and stated she was very impressed. She visited the Accreditation Advisory Committee in the afternoon.

2. **Incorporating ACCJC Standards in Councils and Committees**
   Michelle Barton stated Councils and Committees will be assigned specific ACCJC Standards to document in agendas and/or minutes. Training will be provided, either online or part of the summer orientation meeting.

E. INTEGRATED PLANNING MODEL

1. **Strategic Plan Action Plan Update**
   Michelle Barton reviewed the progress of the objectives in Strategic Plan 2019 Year 2. Each objective was summarized and a recommendation made whether to move forward to Year 3.

2. **Strategic Plan 2019**
   Michelle Barton reported the objectives that were recommended to move forward into Year 3 will be incorporated into a document and reviewed at the next meeting.

3. **Educational Master and Facilities Plan Update**
   Michelle Barton reported the consultants are coming in May to meet with students and partners. The emphasis will be on programs and services. She noted many of the discussions at the previous listening sessions evolved into discussion about facilities. The consultants sent a 12-page document; it will be shortened and only include what is important and needed for the update.

F. INFORMATION/DISCUSSION

1. **Institutional Summit**
   Joi Blake reported she meets with constituent leaders monthly. PFF had recommended at their meeting that the District hold an institutional summit. There have been many new hires the last couple years leading to cultural/paradigm shifts. The purpose of the summit will be to keep what is important and build on the new, understanding that institutional cultural change is difficult. It was suggested the summit could be done during the SPC summer orientation.

2. **IS Project Update**
   Connie Moise presented an update on the technology projects completed, in progress, and considering. She reported 41 projects are completed, 35 in progress, 33 not started, 14 on hold, and 82 open projects. She discussed the projects and how the list is prioritized.

3. **Guided Pathways Update**
   Jack Kahn reported the Guided Pathways Plan was submitted and approved by the Chancellor's Office. He stated workshops and training will be held during plenary week. On the day of plenary a workshop will be held on creating pathways and how to design a Meta major.

4. **Moving Cooperative Education to Associate Dean, Workforce Development Ext, Career, Technical & Extended Education Division**
   Jack Kahn reported Cooperative Education will be moved to the Workforce Development Ext, Career Technical & Extended Education Division. Cooperative Education is similar to the other departments and fits with guided pathways.

5. **Discussion on Chapter 4 of the Community Book Club Reading:** *Redesigning America's Community Colleges*
   Kelly Falcone led a discussion on Chapter 4 of *Redesigning America's Community Colleges*. Members discussed pathways, persistence, students feeling part of a community at Palomar, and cognitive and communication skills. Chapter 5 will be discussed at the next meeting.

G. **REPORTS OF PLANNING COUNCILS**
   1. **Finance & Administrative Services Planning Council**
      Ron Perez reported the name of the South Center will be changed to Rancho Bernardo Center and the name of the North Center will be changed to Fallbrook Center.

   2. **Human Resource Services Planning Council**
      Joi Blake reported HRSPC is working on the Staffing Plan.

   3. **Instructional Planning Council**
      Jack Kahn reported IPC is firming up the faculty hiring recommendations for 2019-20. They also discussed resource allocations and gainful employment certificates.

   4. **Student Services Planning Council**
      Adrian Gonzales reported SSPC is forming a Transfer Advisory group. It will come to SPC as information at a later meeting.

   5. **Foundation**
      Stacy Rungaitis reported the Foundation will be hosting a Golf Tournament May 21 and the Scholarship Honors Night May 23. They will be participating in Commencement May 25 by providing alumni gift bags. At the next SPC meeting Ms. Rungaitis will be bringing a naming opportunity for first reading. She would like to move the item to second reading at that time.

   6. **Professional Development**
      Kelly Falcone reported PD Faculty Adjunct hours are due May 1 and PD Permanent Faculty hours are due May 12. Ms. Falcone is working on implementing Cornerstone with other community colleges in California.

H. **REPORTS OF CONSTITUENCIES**
    1. **Administrative Association**
        There was no report.

    2. **Associated Student Government**
        Erin Scott reported elections begin Monday.

    3. **CCE/AFT**
        Buddy Springer reported CCE, PFF and HRS are attending a joint bargaining conference at this time. CCE signed the Holiday Schedule MOU.

    4. **Confidential/Supervisory Team**
        There was no report.

    5. **Faculty Senate**
        Travis Ritt discussed the issues that will be brought forward during the Statewide Academic Senate Spring Plenary:
- AB 2767-Funding Formula. They advocate for more public input and a later implementation.
- AB 2621-Online Community College. They advocate to push back implementation.
- UC System and Community College System pathways agreement.
- CSU System memo stating each individual CSU campus can determine which units they accept with AP credits.

    6. **PFF/AFT**
        There was no report.

I. **Other**
The person who made threats against Palomar College is still in custody. Precautions are still taking place.

J. **ADJOURNMENT**
There being no remaining items, the meeting was adjourned at 4:17 pm.

Request submitted by: Jack S. Kahn, Ph.D.				**Date:** 03/6/18	

Proposed Name of Requested Group: Instructional Planning Council

X	**Council**		**Committee**		**Subcommittee**		**Task Force**
Action Requested:		**Add**		**Delete**		X	**Change**

Role:
- Develops, implements, evaluates and revises college plans and initiatives relevant to Instruction, both short- and long-term
- Develops, reviews, updates, and implements the Program Review and Planning (PRP) process for Instruction, including the form and data elements to be used
- Reviews, summarizes, and provides feedback on PRPs and makes funding recommendations
- Summarizes and recommends global priorities for Instruction as a result of PRP reviews, including budget allocations, equipment, technology, facilities, and other resources essential to support instruction and the success of students
- Develops and updates the Staffing Plan for Instruction utilizing PRP and data provided by Human Resource Services
- Makes recommendations and provides input to the District's Educational Master Plan and the Strategic Plan
- Implements goals and objectives of the Annual Action Plan as assigned by SPC
- Makes recommendations on matters relevant to Instruction or the District at the request of SPC
- Convenes IPC subcommittee to (a) review and update the process [qualitative and quantitative elements and instruments] and timeline for full-time faculty position requests and (b) annually develop and recommend a prioritized list of full-time faculty positions, forwarded to SPC for information

Products:
- Program Review and Planning summaries and funding recommendations
- Recommendations for global needs for Instruction, as determined from PRP analysis
- Progress reports on assigned Annual Action Plans
- Annual goals and accomplishments
- Full-time Faculty Position Priority Recommendations
- Other products as determined through College planning and operational matters

Reporting Relationship: Strategic Planning Council

Meeting Schedule: Second and Fourth Wednesdays, 2:00 to 4:00 p.m. 2:30 to 4:00 p.m. (or more frequently as needed for special tasks)

Chair: * Vice President for Instruction
Members:
- *Five (5) instructional deans
- Associate Dean of Workforce Development & Extended Studies
- *Seven (7) Faculty Members (one each from the five instructional divisions, Library, and Student Services appointed by Faculty Senate)
- One Apprenticeship Faculty representative appointed by the CTEE Division
- One Professional Development Coordinator
- One Instructional Services Office Manager
- *One Faculty Member who is also on the Faculty Senate appointed by the Faculty Senate
- *One SLOAC Coordinator
- One Two Classified Unit Employees (One from Instruction and One from Student Services) appointed by CCE/AFT
- One Two Students appointed by ASG
- Director of Occupational and Non-Credit Programs
- Research Analyst
- One Confidential and Supervisory Team representative appointed by CAST
- One Administrator appointed by AA
- *One Faculty Member appointed by PFF

*The Faculty Position Priority Subcommittee membership includes asterisked members plus two (2) faculty appointed by the Faculty Senate.

If change is requested, attach current structure and list proposed changes.

Reviewed by Strategic Planning Council:
9/16/03 First Reading
10/07/03 Approved
03/06/06 Revisions Approved SPC
09/04/13 Revisions Approved by SPC
09/17/13 Revisions Approved by SPC

1   **INSTRUCTIONAL SERVICES**
2   **REV 4/6/18**
3

4 **AP 4105   DISTANCE EDUCATION**

5

6 **References:**
7   Title 5 Sections 55200 et seq.
8   34 Code of Federal Regulations Part 602.17 (U.S. Department of Education
9   regulations on the Integrity of Federal Student Financial Aid Programs under Title
10   IV of the Higher Education Act of 1965, as amended);
11   ACCJC Accreditation Standard II.A.1

12

13 Consistent with federal regulations pertaining to federal financial aid eligibility, the
14 District must authenticate or verify that the student who registers in a distance education
15 or correspondence education courses is the same student who participates in and
16 completes the course or program and receives the academic credit. The District will
17 provide to each student at the time of registration, a statement of the process in place to
18 protect student privacy. and estimated additional student charges associated with
19 verification of student identity, if any.

20

21 The Vice President for Instruction District shall utilize one or more of these methods to
22 authenticate or verify the students' identity:

23

24   •   secure credentialing/login and password;
25   •   proctored examinations; or
26   •   new or other technologies and practices that are effective in verifying student
27   identification.

28

29 The Vice President for Instruction District shall establish procedures for providing a
30 statement of the process in place to protect student privacy and estimated additional
31 student charges associated with verification of student identity, if any, to each student at
32 the time of registration.

33

34 **Definition**
35 Distance education means instruction in which the instructor and student are separated
36 by distance and have substantive [1]interaction through the assistance of communication
37 technology.

38

39 **Course Approval**
40 Each proposed or existing course offered by distance education shall be reviewed and
41 approved separately. Separate approval is mandatory if any portion of the instruction in
42 a course or a course section is designed to be provided through distance education.
43

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[1] ACCJC Definition
Yellow – CCLC recommended changes.

Date SPC Approved: 5/15/2012; Revised:
(Replaces all previous versions of AP 4105.)

The review and approval of new and existing courses offered through distance
education shall follow the curriculum approval procedures outlined in AP 4020 titled
Program and Curriculum Development.

Certification

When approving courses to be offered though distance education, the Curriculum
Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to
  the courses offered through distance education as are applied to traditional
  classroom courses. Areas that are part of the Distance Education Review process
  include, but are not limited to:

  - Student Access to Resources
  - Student Services
  - Intervention and Remediation Recommendations
  - Test Security
  - Academic Integrity

- **Course Quality Determinations:** Determinations and judgments about the
  quality of the course offered through distance education are made with the full
  involvement of the Curriculum Committee.

- **Instructor Contact:** Each section of the course that is delivered through
  distance education will include regular effective contact between instructor and
  students.

- **Accessibility Standards:** Electronic course materials, e-textbooks, websites, and
  course packs must be in compliance with the Americans with Disabilities Act,
  section 508 of the Rehabilitation Act of 1973, and Web Content Accessibility
  Guidelines (WCAG). accessible to individuals with disabilities.

Validation of preparedness of faculty to teach online may be determined by the academic
department in one or more of the following ways:

- Evidence of successful completion of the Faculty Senate-approved "Online
  Preparedness Training at Palomar" series of distance education pedagogy
  workshops

- Evidence of coursework, certificates, and/or degrees that focus on online teaching
  which were completed at other accredited higher education institutions

Yellow – CCLC recommended changes.

Date SPC Approved: 5/15/2012; Revised:
(Replaces all previous versions of AP 4105.)

86   •   Evidence of a successfully evaluation of having taught the proposed course in
87   adherence with the outline of record. adhering to the criteria approved by the
88   Faculty Senate with the "Online Best Practices Checklist"
89
90   •   Evidence of having successfully taught online course(s)
91
92   **Duration of Approval**
93   All courses offered through distance education approved under this procedure will
94   continue to be in effect unless there are substantive changes of the course outline.
95
96   Office of Primary Responsibility: Faculty Senate and Instruction Office

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Yellow – CCLC recommended changes.

Date SPC Approved: 5/15/2012; Revised:
(Replaces all previous versions of AP 4105.)

BP 7260   CLASSIFIED ADMINISTRATORS AND SUPERVISORS

References:
Education Code Sections 72411 and 87002 (b) and (c);
Government Code Sections 3540.1(g) and (m)

Classified administrators are administrators who are not employed as educational administrators and who, regardless of job description, have significant responsibilities for formulating District policies or administering District programs other than the instructional or student services programs of the District.

Classified supervisors are supervisors of classified employees not employed in academic positions.

Classified administrators and supervisors, regardless of job description, have authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other classified employees, or have the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action.

Refer to the appropriate employee handbook for additional details regarding classified administrators and supervisors.

Classified administrators may be employed by an appointment or contract of up to four years in duration. If a classified administrator is employed by an appointment or contract, the appointment or contract shall be subject to the same conditions as applicable to educational administrators.

Classified administrators may be employed in the same manner as the other members of the classified service. If a classified administrator is employed as a regular member of the classified service, employment shall be consistent with other provisions of these policies regarding employment of classified employees.

Also see BP/AP 7120 Recruitment and Hiring

Office of Primary Responsibility: Human Resource Services

Date Adopted: 1/13/2009; Revised:

1   **HUMAN RESOURCES**
2   <mark>**REV 10/14/17 negligible proposed changes**</mark>
3
4
5   **BP 7270   STUDENT WORKERS**
6
7   **References:**
8   Education Code Sections 69960(f) and 88003

9   The District shall provide employment opportunities for its students through various
10   local, state, and federally funded programs.

11   <mark>Office of Primary Responsibility: Human Resource Services</mark>

AP 7270   STUDENT WORKERS

References:
        Education Code Sections 69960(f) and 88003~~;~~
        ~~Government Code Sections 18220 et seq.~~

~~Districts, when hiring for internships and student assistant positions, shall give preference to applicants up to 26 years of age who are, or have been, dependent children in foster care.~~

Only enrolled Palomar College students can be employed as student workers. A student worker's primary role at the District is as a student. Student workers may only be employed as student assistants hired by specific departments or placed in particular departments/offices through the work-study program while enrolled in classes.

Full and part-time Palomar College students shall only be employed part-time regardless of funding source and shall not be a part of the classified service nor perform tasks commensurate with an established classified position. Student workers are hired to gain work experience and develop new skills. Tuberculosis tests are required for all student workers. Certain additional clearances (e.g., fingerprinting, etc.) may be required based on the work location and assigned responsibilities. Student assistants can only work in one capacity (i.e., cannot work as a student assistant and a short-term or professional expert or substitute).

Specific procedures governing hiring processes, applications, and eligibility requirements for student workers can be found in the Palomar College Short-Term and Student Employee Information Booklet available on the Human Resource Services website.

Office of Primary Responsibility: Human Resource Services

Date Approved: 11/18/08; Revised: 5/7/2013; Revised:
(Replaces all previous versions of AP 7270.)

1   **HUMAN RESOURCES**

2   ## AP 7343   INDUSTRIAL ACCIDENTS AND ILLNESS LEAVE

3   **References:**
4   Education Code Sections 87787 and 88192

5   The specific procedures for industrial accident leaves of absence are contained in the
6   appropriate collective bargaining agreement and employee handbooks.

7   **Academic Employees**
8   Academic employees shall be entitled to not less than 60 days leave on account of an
9   industrial accident or illness in any one fiscal year for the same accident.

10   Allowable leave shall not be accumulated from year to year.

11   Industrial accident or illness leave shall commence on the first day of absence.

12   When an academic employee is absent from his/ or her duties on account of an
13   industrial accident or illness, the employee shall be paid the portion of the salary due to
14   him/ or her for any month in which the absence occurs as, when added to his/ or her
15   temporary disability indemnity under the Labor Code, will result in a payment to the
16   employee of not more than his/ or her full salary. "Full salary," shall be computed so
17   that it shall not be less than the employee's "average weekly earnings" as that phrase is
18   used in Labor Code Section 4453 of the Labor Code. For purposes of this section,
19   however, the maximum and minimum average weekly earnings set forth in Labor Code
20   Section 4453 of the Labor Code shall otherwise not be deemed applicable.

21   Industrial accident or illness leave shall be reduced by one day for each day of
22   authorized absence regardless of a temporary disability indemnity award.

23   When an industrial accident or illness leave overlaps into the next fiscal year, the
24   employee shall be entitled to only the amount of unused leave due him/ or her for the
25   same illness or injury.

26   Upon termination of the industrial accident or illness leave, the employee shall be
27   entitled to the benefits provided in Education Code Sections 87780, 87781, and 87786,
28   and, for the purposes of each of these sections, his/ or her absence shall be deemed to
29   have commenced on the date of termination of the industrial accident or illness leave.
30   However, if the employee continues to receive temporary disability indemnity, he/she
31   may elect to take as much of his/ or her accumulated sick leave which, when added to
32   his/ or her temporary disability indemnity, will result in a payment to the employee of not
33   more than his/ or her full salary.

Date Approved: SPC 11/18/08; Revised:
(Replaces former Palomar Policy 156.34 and all previous versions of AP 7343.)

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34 During any paid leave of absence, the employee may endorse to the District the
35 temporary disability indemnity checks received on account of his or her industrial
36 accident or illness. The District shall issue the employee appropriate salary warrants for
37 payment of the employee's salary and shall deduct normal retirement, other authorized
38 contributions, and the temporary disability indemnity, if any, actually paid to and
39 retained by the employee for periods covered by the salary warrants.

40 Any employee receiving benefits as a result of this section, during periods of injury or
41 illness, shall remain within the State of California unless the Governing Board
42 authorizes travel outside the state.

43 **Classified Employees**
44 Classified employees shall be entitled to not less than 60 days leave on account of an
45 industrial accident or illness, in any one fiscal year for the same accident.

46 Allowable leave shall not be accumulative from year to year.

47 Industrial accident or illness leave of absence will commence on the first day of
48 absence.

49 Payment for wages lost on any day shall not, when added to an award granted the
50 employee under the workers' compensation laws of this state, exceed the normal wage
51 for the day.

52 Industrial accident leave will be reduced by one day for each day of authorized absence
53 regardless of a compensation award made under workers' compensation.

54 When an industrial accident or illness occurs at a time when the full 60 days will overlap
55 into the next fiscal year, the employee shall be entitled to only that amount remaining at
56 the end of the fiscal year in which the injury or illness occurred, for the same illness or
57 injury.

58 The industrial accident or illness leave of absence is to be used in lieu of entitlement
59 acquired under Education Code Section 88191. When entitlement to industrial accident
60 or illness leave has been exhausted, entitlement to other sick leave will then be used;
61 but if an employee is receiving workers' compensation, the person shall be entitled to
62 use only so much of the person's accumulated or available sick leave, accumulated
63 compensating time, vacation or other available leave which, when added to the workers'
64 compensation award, provide for a full day's wage or salary.

65 Periods of leave of absence, paid or unpaid, shall not be considered to be a break in
66 service of the employee.

67 During all paid leaves of absence, whether industrial accident leave as provided in this
68 procedure, sick leave, vacation, compensated time off, or other available leave provided
69 by law or the action of the District, the employee shall endorse to the District wage loss

Date Approved: SPC 11/18/08; Revised:
(Replaces former Palomar Policy 156.34 and all previous versions of AP 7343.)

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70   benefit checks received under the workers' compensation laws of this state. The
71   District, in turn, shall issue the employee appropriate warrants for payment of wages or
72   salary and shall deduct normal retirement and other authorized contributions.
73   Reduction of entitlement to leave shall be made only in accordance with this procedure.

74   When all available leaves of absence, paid or unpaid, have been exhausted and if the
75   employee is not medically able to assume the duties of the person's position, the
76   person, if not placed in another position, shall be placed on a reemployment list for a
77   period of 39 months. When available, during the 39-month period, the person shall be
78   employed in a vacant position in the class of the person's previous assignment over all
79   other available candidates except for a reemployment list established because of lack of
80   work or lack of funds, in which case the person shall be listed in accordance with
81   appropriate seniority regulations.

82   ~~Any employee receiving benefits as a result of this section shall, during periods of injury~~
83   ~~or illness, remain within the State of California unless the Governing Board authorizes~~
84   ~~travel outside the state.~~

85   An employee who has been placed on a reemployment list, as provided above, who has
86   been medically released for return to duty and who fails to accept an appropriate
87   assignment, shall be dismissed.

88   Office of Primary Responsibility: Human Resource Services

BP 7510   DOMESTIC PARTNERS

References:
> Family Code Sections 297, 298, 298.5, 297.5, 299, 299.2, and 299.3

Domestic partners registered with the California Secretary of State shall have, insofar as permitted by California law, all of the same rights, protections, and benefits, as well as the same obligations, responsibilities, and duties of married persons (spouses) under state law. Former domestic partners shall have all of the rights and obligations of former spouses. Surviving domestic partners shall have the same rights, protections, and benefits as are granted to a surviving spouse of a decedent.

Therefore, all references to "spouses" in the bBoard pPolicies or aAdministrative pProcedures shall be read to include registered domestic partners as permitted by California law.

Office of Primary Responsibility: Human Resource Services

Mission

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

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Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Implement our campus theme "Better Together" and encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
PD Coordinator	SPC	• Identify theme • Create opportunities for campus to engage in related activities • Distribute book "Better Together" to campus community • Identify new theme for upcoming year	Spring 2017-Spring 2019	• Theme identified • Campus engaged in theme • Community received book • New theme and planning for upcoming year completed

Progress: The campus continued to engage in the Better Together theme. All community members received the book "Better Together."   The theme was integrated into many presentations by campus groups and highlighted in dialogue by the Superintendent/President. During the Spring term, a call went out to identify a new theme. Our community expressed an interest in maintaining the "Better Together" theme for another year.

Work Left to Do: Engage campus in the theme throughout the year.

Include in Next Year's Plan: Yes

| Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college. |

Objective 1.2: Complete review and update of the College's General Education/Institutional Learning Outcomes.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
LOC Coordinators	LOC	• Engage LOC in discussion about ILOs • Form LOC workgroup to review ILOs and update/refine • Approve update of ILOs	Fall 16- Spr - 17 Fall 2016 Spr 2017	• ILOs updated and posted

Progress:
LOC and LOC workgroup researched, evaluated, discussed, and updated the College's General Education/Institutional Learning Outcomes (GE/ILO). The new GE/ILOs are posted on the LOC website and have been transferred to TracDat where course and program SLOs are mapped to them.

Work Left to Do: None.

Include in Next Year's Plan: No

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI Chair LOC	LOC	• After reviewing the results and discussions of the assessment of the GE/ILO Intercultural Knowledge and Competency, a workgroup was formed – Education, Culture and Knowledge to promote cultural fluency across the college. The group agreed upon the following mission: to create a culture on this campus where Critical Multicultural Consciousness is embedded throughout the institution. The workgroup set goals the following goals for 2016-2017: • Conduct a survey to determine the cultural climate of the campus community • Discuss the survey results. • Identify campus groups with similar miss • Invite to a speaker to come to campus to discuss cultural fluency. • Host a campus PD workshop to teach faculty cultural fluency skills. • Create a campus dialogue for students, staff and faculty to discuss different issues regarding education, culture and knowledge.	Spring 2017 - Spring 2018	• Workgroup met to create mission and goals. • Gather data that help to inform the workgroup as they plan. • Discuss results to determine the climate of the College and maybe make changes to goals. • Create alliances and coordinate efforts. • Help faculty and staff build skills. • Help Faculty, staff and students communicate ideas to better understand themselves and others.

Progress:

This objective was carried over from the previous year. Last year a survey was held at plenary and results collected and discussed. This year, the activities focused on professional development. We have done several things to strengthen and promote cultural fluency across the college. In the spring 2017, we offered several professional development workshops for both staff and faculty. The workshops are featured below. After seeing the positive response and attendance to these workshops, the professional development program made a commitment to include these types of workshops in the PD schedule each school year.

- **Supporting Undocumented Students on Campus and in the Classroom** (2 hours) Marisol Clark Ibanez, Ph.d Sociology, CSUSM
- **Cultural Intelligence: Co-Creating a Cultural Intelligent Campus (3 Hours)** Fredi Avalos, Ph.d. Diversity and Cultural Intelligence Faculty Fellow, CSUSM
- **Teaching in Difficult Times: (2 Hours)** Fredi Avalos, Ph.d. Diversity and Cultural Intelligence Faculty Fellow, CSUSM

Work left to do: Professional Development will include Cultural Fluency workshops in the future.

Include in Next Year's Plan: No. Work is complete, PD workshops have been integrated into the PD schedule and plans, and work to continue to focus on diversity in our practices is also taking place as part of the staffing plan and training.

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome

| VPI/ VPSS | Guide Pathways, SSEC, IPC, SSEC, PD, FYE Program, GEAR-UP, Financial Aid, Admissions and Records, Counseling, Fiscal Services, Foundation | **FROM VPI**

A lot of work included in the Guided Pathways plan addresses this objective. The following project steps / elements from the plan are listed here.

GP Element 11:

Develop and offer PD workshops on:

• The Introduction to Guided Pathways.
• Backwards design to map current programs into meta-majors.
• Embedding support services in the classroom.
• Understanding the college's data and how to use the data to implement and assess the Guided Pathways Plan.

GP Element 12:

• Improve SLO Process to ensure course and program SLOs and assessment plans are appropriate and measurable.
• Develop curriculum outcome maps for each program where appropriate.
• Realign course SLOS with ILOs and GE/ILOs

GP Element 13:

• Develop a process to analyze pathway outcomes by sharing data between groups.
• Develop methods demonstrative the effective use of learning outcomes assessments to facilitate course and program improvements.

FROM VPSS

• Further expand the Palomar Promise program to include all public charter, alternative and continuation high schools in the PCCD service area.
• Create a summer bridge program for graduating GEAR-UP students who plan to enroll at Palomar College | 2018-19 thru 2022-23

2018-19 thru 2021-22

2018-19- thru 2022-23

Spr 2018-Fall 2018

Spr 2018-Sum 2018 | • PD Workshops developed and delivered face-to-face and online.

• Departments reviewed SLOS to ensure they are appropriate and measurable.
• Curriculum (outcomes) maps exist for all programs where appropriate.
• SLOs were realigned to current ILOs and GE/ILOs

• Procedures and models for sharing SLO outcomes across programs developed

• FYE/Promise program will double in size (approximately 1,600 students)
• 100 GEAR UP students will participate in summer bridge and enroll for Fall 2018 courses |

Progress:

VPI

- Teaching Excellence web page (working on that now with AT – should finish this summer)
- Curriculum/Assessment – How can we strengthen our understanding of assessment and how we can use it to get better?
- DE/Academic Technology – how can we strengthen our online classes?
- PD activities that support these

VPSS

- Eligibility criteria has been established and advertised; over 2,000 students have applied for acceptance to FYE/Promise, we are currently evaluating eligibility
- GEAR UP staff are currently identifying prospective graduates who are interested in attend PC in the fall

Work Left to Do:

VPI

- Tutoring
- TLC

VPSS

- We are currently evaluating staffing needs to adequately serve potentially 2,000 FYE/Promise students
- We are currently discussing which counseling courses will best serve transitioning GEAR-UP students and will build courses for summer bridge offering

Include in Next Year's Plan: Yes.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.1: Develop and implement an integrated outreach plan.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Public Information Officer, VPI and VPSS, VP Fiscal	SSPC, SEM Advisory Committee (to oversee), Outreach, Grant Funded Student Programs, Counseling, All Priority Programs, Instruction	The objective is currently addressed in the College's new SEM plan. Please list the Project Steps Describe in the Action Plan. SEM Action Plan Steps: • Customer Relations Management implementation (F18) • Determine methods of marketing, outreach appropriate for reaching targeted student groups. • Work with departments to determine marketable copy and process for attaining on an ongoing basis. • Develop internal marketing plan. • Develop web-presence with modern navigation and consistency.	Fall 2018-Spring 2019	• Marketing campaign and plan developed for each targeted student group. • Developed process for attaining marketable copy from departments on an ongoing basis. • Modern web page launched. • Internal marketing plan developed.

Progress:

This objective is currently addressed in the College's new SEM Action Plan. Will integrate progress from the Action Plan as it becomes available.

Work Left to Do: All project steps are left to do or in progress.

Include in Next Year's Plan - YES. **Outreach is a critical objective for the college to address**. SPC should maintain oversight to ensure the work is completed.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Person	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI / VPSS	Guided Pathways Work Group	This objective is currently listed in the College's SEM Plan and the College is developing a Guided Pathways implementation plan for the Chancellor's Office. Please list the SEM Plan's Action Plan here. **Student Service Support and Follow-up** • Implement approaches to more effectively communicate and implement follow-up with students. • Develop and implement comprehensive retention plan that includes targeted follow-up and support and facilitates a sense of belonging on campus. • Implement technology solutions, including Starfish, to assist faculty, staff, and students in education planning and tracking of progress towards goals (degree audit, electronic education plans, and early alert) • Ensure students receive accurate and timely counseling services support • Implement programs such as second year experience/adult promise with integrated student support. **Curriculum and Scheduling** • Clearly mapped programs / Meta Majors • Assessment and evaluation of schedule to ensure it meets needs of students • Innovative program development supported • Alternative scheduling • Professional Development and support for faculty, Instruction, and Student Services • Reduce course redundancy • Rethink the use of combined classes (reduce) • Reduce program complexity - use stackable certificates in place of long lists of electives	Five Year Guided Pathways Timeline	Completed progress on elements of Guided Pathways plan as reflected in Guided Pathways plan and action items.

Progress:
This objective is listed in the College's SEM Action Plan and Guided Pathways Implementation Plan. Progress will be inserted into SP 2019 once reported in the other two plans.
Include in Next Year's Plan - YES. These plans are new and work is just getting underway. This objective represents the significant work for implementing Guided Pathways at Palomar.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.				
Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.				
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**
VPI	BSI SSEC	This work will be completed as part of the College's efforts to implement Guided Pathways and address AB705. • Determine existing support services and coordinate efforts for best practices and preparation for Guided Pathways • Align obligation of AB705	Five Year Guided Pathways Timeline ((Summer 2022 (AB705 requirements will be addressed sooner))	• Students will complete their English and math requirements within one year of entry per AB705 legislation.

Progress:
Individual departments are working to address requirements of AB705. English has developed a new pathway and course with required support for students placing into English 10. Course has been submitted to Curricunet. The math department is reviewing data and developing a proposal for implementing pathways to move students to transfer level math within one year. Two meetings have occurred bringing all disciplines with Basic Skills courses together to preliminarily discuss an institutional plan for Basic Skills.

Work Left to Do:
Formal workgroup needs to meet on a regular basis to develop plan, timeline, and goals for supporting students with Basic Skills needs. AB705 requirements will dictate short-term goals. Workgroup needs to include student services personnel to determine wrap-around needs of services. Guide Pathways funding will provide some support for the goals.

Include in Next Year's Plan - YES - particularly to be in alignment with AB705.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.4: *Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies.*

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Vice President for Student Services, Vice President for Instruction	Information Services, Student Services, Associated Student Government., Guided Pathways, Outside Consultant	This objective is listed in the College's SEM Plan and Guided Pathways Plan. The action items from the SEM Plan appear below. • Implement Common Application for Admissions (CCCApply) and eliminate/minimize "special purpose applications" • Hire outside consultant per Guided Pathways plan (see A2.2) to complete gap analysis and develop timeline for improvement of application, registration, and enrollment process. • Develop metrics and timeline for goals for success (number of contacts, increased educational plans etc.). • Implement Starfish Early Alert • Implement Starfish Degree Planner • Implement Clockwork DRC Student Data software and integrate with Peoplesoft • Implementation of Peoplesoft degree audit features to drive Starfish • Develop process for abbreviated education plan online. • Automate current paper processes using PeopleSoft workflow functionality to enable students to self-process forms outside of 'regular' enrollment (e.g., Add/Drop process outside "regular" enrollment periods) • Analyze Service Area Outcomes pertaining to customer service.		• Consultant hired and gap analysis and timeline developed. • Face to face registration and enrollment wait times decreased by target goals. • Increase in student contacts, abbreviated educational plans and comprehensive educational plans per goals. • Customer service satisfaction improved over baseline. .

Progress:
This objective is listed in the College's SEM Action Plan and Guided Pathways Plan. As these are new plans, progress has not yet been reported.

Work Left To Do. - accomplish outcomes listed.

Include in Next Year's Plan - YES. As oversight, SPC should ensure the work listed in the Action Plan and Guided Pathways Plan is completed. Suggestion to word objective differently to match to SEM Plan if necessary.

Goal 2: **Strengthen efforts to improve outreach, persistence, and student success.**

Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres VPHRS, VPFAS	President's Office Planning Councils	• Revise non-instructional program review cycle and process. • Develop new non-instruction program review forms. • HRS / FASC / Pres. Office complete comprehensive program review. • Integrate Student Services and Instructional Services non-instructional programs into new process.	Fall 2017 Fall 2017 Spr/Sum 2018 Fall 2018	• Revised process described. • Non-instructional program review and planning form developed. • 100% Completed non-instructional program review.

Progress:
The non-instructional program review cycle and process have been revised and updated to align with the instructional cycle. A new comprehensive form was created and units in HR, FAS, and President's office will be completing their Comprehensive Reviews throughout spring and summer. A staff survey will be administered beginning next week to provide feedback on services.

Work Left to Do:
While student services and instructional services non-instructional program review is in place there is an interest to align the review process for all non-instructional programs. This work still needs to be done.

Include in Next Year's Plan - YES. Need to confirm completion of reviews and integrate the remaining non-instructional programs if appropriate.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to, FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPSS VPI	FYE program, Admissions, Financial Aid, Research Office, Fiscal Services, Foundation Guided Pathways	VPSS: • Provide funding opportunities for campus groups focused on addressing disproportionate impact (DI) groups identified in Student Equity Plan. • Distribute Student Equity (SE) funding to campus groups approved for funding as appropriate. • Further expand the Palomar Promise program to include all public charter, alternative and continuation high schools in the PCCD service area. • Create a summer bridge program for Gear Up students planning on attending Palomar. VPI: This objective is related to and will be addressed as part of Guided Pathways work. The following Guided Pathways elements are addressed: • Use backwards design to identify meta-majors. (GP element #8) • Revise all PRPs to include preparation for Guided Pathways • Start program evaluation and mapping process of programs to meta-majors • Develop a standard course mapping template of courses to majors • Ensure a fiscally responsible schedule that is consisting with mapping processes described in bullets three and four of this list. • Review literature and examine other colleges' student support programs in Guided Pathways. Identify support programs and services to embed with each meta-major and pathway. (GP element #9) • Analyze orientation, registration, educational planning, and application processes (BPA) (GP element #9) • Work with Service Areas to develop Mission Statements and Service Area Outcomes (GP element #9)		VPSS: • Student Equity funding utilized to affect persistence and student success outcomes of DI students. • Palomar Promise/FYE expanded to accommodate all high schools in the District (up to 2,500 students). • Gear Up Summer Bridge program implemented with x students participating. VPI: • Student Equity funding utilized to affect persistence and student success outcomes of DI students. • Palomar Promise/FYE expanded to accommodate all high schools in the District. • Gear Up Summer Bridge program implemented with x students participating.

Progress: The FYE has grown considerably over the past year to accommodate Palomar Promise students. The program will need to expand further to accommodate the new Promise Cohort beginning in Fall 2018. The college has received almost 2,300 applications for the Fall 2018 cohort. About 75% of the applications are from the following districts: Escondido, San Marcos, and Vista. These districts serve traditionally underrepresented students. Demographics of 65% of the applications are from students self-identified as Latino/a. About 30% are first generation students.

Work Left to Do: In addition to the work to implement Palomar Promise and increase the FYE program, there have been individual efforts to increase persistence and retention across the college. With Guided Pathways plan, we are seeking to create an overarching integrated/structure of Instruction and Student Services that integrates student support services within the meta-majors as well as identifying support programs and strategies to ensure students receive support when they need it. Guided Pathways can provide resources to accomplish some of this work.

Include in Next Year's Plan - YES.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.				
Objective 2.7: Integrate the college's 3SP, Equity, and Basic Skills plans.				
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**
Dir SEC	SSEC	• Develop integrated plan. • Governing Board approve integrated plan. • Submit integrated plan to Chancellor's office.	Completed	The Integrated Plan was approved by the board and submitted to Chancellor's office in February.

Progress:
3SP, Equity, and Basic Skills plans were integrated, approved by the board and sent to the Chancellor's office.

Work Left to Do: Implement plan.

Include in Next Year's Plan - No, the objective has been completed.

Goal 3: Strengthen the college's message to our community.

Objective 3.1: Implement an integrated communications plan that reflects Palomar's presence in the community and includes but is not limited to:
1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
PIO		• Develop an integrated communications plan that includes social media and printed marketing materials. • Develop social media strategies to increase engagement. • Develop Annual Report and Viewbook for outreach activities. Additionally, approved brand templates for support of academic department marketing. Starting work on new Annual Report (both college and ICOC). • Increase outdoor media presence (bus and billboards). • Added billboard in northeastern portion of district to support North Center (18). • Increase Facebook following/engagement with integrated postings. • Increase Twitter followings (17/18). • Increase Instagram postings and engagement/followings (17/18). • Increased digital marketing presence (through Outdoor media and Facebook). • Introduce Palomar News (with integrated strategies introduced on social media). • Revise/Update College website.	Most activities planned for completion 2017-18	• Overall expected outcome is an increase in applications submitted to the college. • Plan completed • Viewbook completed • Annual Report completed • Outdoor Media - increase of overall brand impressions • Palomar News Open Rate of online newsletter 30% (as opposed to average of 18%) • Increased social media presence • Facebook increase by 20% (Spring 2018) • Twitter increase by 20% (Spring 2018) • Instagram increase by 20% (Spring 2018)

Progress:

- 16/17 Annual Report (for 17/18)
- Viewbook
- 17/18 Fact Sheets (institutional and some site specific)
- Palomar News (launched and delivering 2-3 postings per week/monthly newsletter)
- Brand templates developed (Creative Services)
- Social Media monitoring -- monthly reports generated
- Integrated public/media relations with social media
- Billboard/Bus (outdoor media) presence – changed per semester

- Community Fairs (approximately five per semester)

Work Left to Do:

- 17/18 Annual Report
- Updated Viewbook
- Updated Fact Sheets (institutional and site specific)
- Billboard/Bus updates (18/19 – TBD based on funding)
- Social Media posts (ongoing)

Additional Resources Needed:

- Appropriate funding for billboard/bus 18/19
- Digital marketing – (integrated with billboards and geofenced for locations)
- Marketing resources should represent 3-5% of budget

Include in Next Year's Plan: Yes

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring and retention.				
Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.				
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**
VPHRS	HRSPC IR&P	- A new five year staffing plan is being developed. - Implementation of a new position authorization work flow and tracking system - Implementation of revised recruitment/vacancy lists for recruitment - Completion of South and North Education Hires	- Staffing Plan Draft - June 2018 / Final Fall 2018 - Position Auth. workflow June 2019 - South and North Center hires to board May 2018	- Final Staffing Plan (Fall 2018) - New Workflow - Revised recruitment list - Completed - South and North Center staffed - OVERALL - Improved efficiency of hiring process guided by the new Staffing plan

Progress:

Human Resource Services was charged with recruiting all newly established, vacant positions at the North and South Centers. These recruitments took priority over all other recruitments beginning in Winter 2017. The total number of recruitments was approximately 48. The recruitment timelines focused on approval of all new hires during the May 2017 Board meeting with the intent for new employees to start on the main San Marcos Campus and then transition to each respective site.

Other critical staffing needs are determined through prioritization. This process has changed from the previously defined prioritization list in the staffing plan wherein all positions were prioritized on the recruitment. Based on the ineffectiveness of this system, the new practice now includes prioritized positions that are based on the top 5-10 positions defined by executive cabinet. All other positions will be recruited based on the division of assignments provided to each recruiter. The top priority positions will be posted and recruited first including the development of the hiring committees as well as the necessity to move these positions to the nearest Board meeting based on devised timelines.

Preceding staffing, the identification of how to process all positions through the personnel requisition system was unclear. This process led to confusion and the inability of positions to move smoothly and expeditiously through the approval process leading up to the recruitment process. This process has now been clarified through the joint efforts of HR and Finance Services with a new workflow system. As a next step in this process Information Services (IS) is assisting with integrating this within the People Admin software, which can provide current and relevant data on workflow for positions moving through the system.

Finally, HRSPC is working toward updating the Master Staffing Plan. This will be a five-year plan that will include future trends, attrition, budget allocations as well as a review of all plans that address staffing needs across the District.

Staffing Plan

- The Plan will span a five (5) year period from 2018-23

- The Plan will consist of five (5) chapters including:

  Chapter 1: Executive Summary and Overview
  Chapter 2: Plan Methodology
  Chapter 3: Workforce Analysis
  Chapter 4: Planning Assumptions and Staffing Forecast
  Chapter 5: Implementation Procedures

- Chapter 1 and Chapter 2 are under review for clarity, content and adherence to any legal/statutory requirements.

- Workforce data analysis is underway by the Committee. Specifically, employee attrition, hiring trends as well as student population data is being assessed in relation to staffing.

- The Committee met in October 2017 to begin the discusison on the development of the Staffing Plan and has met several more times to discuss the integration of data and content. Staff agendas and minutes can be found on the website.

Work Left to Do:

- Complete data analysis
- Add textual content in relation to data analysis
- Implementation of People Admin software and related training
- Update hiring policies and procedures subsequent to the HR Business Process Analysis (BPA)

Include in Next Year's Plan: No. The work is underway and will be completed.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring and retention.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome

VPHRS	EEOAC	• Engage in the services of an IEPI (Institutional Effectiveness Partnership Initiative) to review and strengthen recruitment processes for increasing diversity of faculty and staff.
		• Explore programs/projects to implement new objectives for recruiting that are identified in Chapter 13 of the District's Equal Employment Opportunity Plan 2016.
		   • Strengthening the District's selection committee training with regards to eliminating bias and embracing diversity during the interview process.
		   • Implicit bias in hiring decisions (facilitated by an outside consultant or District expert).
		   • Recruitment fairs that invite internal and external job seekers to learn about Palomar College's application and interview process
		   • Examine position announcements, selection committee membership, and interview processes to identify and strengthen possible barriers to hiring diverse individuals
			Spring 2018-Spring 2019	• Recruitment processes, Board Policy 7120 and Administrative Procedure 7120 revised, approved, and implemented.
				
				• New strategies developed and implemented.
				   • Provide an outside consultant to conduct diversity training on implicit bias and diversity hiring for mandatory hiring committee trainings.
				   • The same as above but also to provide compliancy training for compliance officers.
				   • Seek diversity recruitment fairs based on continuous data analysis regarding diversity recruitment progress from People Admin and based on identified areas of deficiency for diversity group hiring from the EEO Plan.
				   • Update job descriptions and announcements to strengthen diversity statement.

Progress:

• In September 2017, the District sent a team, comprised of classified staff, faculty, supervisors, and administrators to the "Equity in Faculty Hiring Institute", hosted by the Center for Urban Education at the University of Southern California. This two-day institute focused on the faculty hiring practices in California Community Colleges and provided tools, resources, and data to strategize implementing recruitment practices, which focused on being equity, minded.

• In 2016-17 year, the District made notable progress toward expanding its diversity hiring. Overall, 40.5% of full-time permanent employees hired in 2016-17 were from identified underrepresented groups at the College as illustrated in the charts below. Human Resource Services will continue to track this data to assess the attainment of our goals and objectives and inform us on additional areas that we may need to continue to grow.

• The HRS department trained five (5) new District Compliance Officers to serve on hiring committees. Nine (9) new volunteers are also scheduled to be trained this year.

• During the 2017-18 year, the District has embraced an enriched diversity-training specific to hiring committees. Prior to these new trainings, hiring committee members participated in an online webinar. However, this training will be phasing out as an expert in the field trains more employees across the District in the direct training that provides

for reciprocity and a deeper understanding of the complexities that can expand our diversity hiring efforts. These trainings provide an in-depth analysis and approach toward addressing case studies that address unconscious biases, screening applications with a broad perspective in fully understanding the applicants profile and most important how they can best serve a diverse student population. Thus far, the District has trained approximately 60 employees across the District and it is the intent to continue in this effort into the 2018-19 year.

- Human Resource Services and the EEO Advisory Committee have worked jointly to identify and target recruitment to address areas of deficiency. Below are a list of recruitment fairs and corresponding dates that Palomar has or will participate that focus specifically on diverse populations in all areas of staffing across the College?

    Recruitment Fairs:
    - CCC Registry 1/27/18

    - Recruit Military (focus was for veterans) 2/1/18

    - A2MEND (African American Male Education Network & Development) 2/28-3/2/18

    - APAHE (Asian Pacific Americans in Higher Education) 4/12-4/13/18

    - LULAC (League of United Latin American Citizens) Career fair 7/18- 7/20

Work Left to Do:

- Additional diversity and unconscious bias hiring committee trainings provided by expert in the field need to be provided into the 2018-19

- Compliancy officer training needs to be developed

- Additional, and ongoing targeted recruitment fairs

- Include updated, consistent diversity statement within job announcements

Additional Resources Needed:
EEO Funds from the State Chancellor's office will be needed to implement the various work including recruitment and training for all District employees.

Include in Next Year's Plan - YES

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring and retention.				
Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.				
Person Responsible	**Group**	**Project Steps**	**Timeline**	**Objective Measurable Outcome**
VPHRS VPI	HRSPC PD Coordinator	• Merge Staff Training and Development Committee with Faculty Professional Development Committee to form a District-wide Professional Development Committee, serving all faculty and staff. • Develop Human Development Resource Plan	Fall 2017-Spr 2018	• New PD committee formed and approved by GB • Human Development Resource Plan developed

Progress:

Progress Completed:

We have successfully transitioned to an all-college PD program. We did this by first creating the Professional Development Committee which includes representations from all constituent groups. We reviewed several PD software programs, chose Cornerstone On Demand, and successfully implemented the software program for the 2017-2018 year. The Professional Development Committee developed our first Professional Development Plan.

Work Left to Do:

Three challenges we are still facing are: 1.) How to track PD expenditures across the campus, 2.) We need a budget that supports an all-college PD program, and 3.) We need a better system for tracking the professional development goals as developed in the various grants/funds we have.

We are still working on the best way to report on PD Expenditures across the campus. We currently do not have any easy way to track all of the spending associated with PD. We have been provided with a report that includes common budget codes for PD and will have to review all of the money spent and try to do our best guess of which are PD related.

We are also working on a budget development sheet to try to see if PD can be provided with a budget to account for all of the spending from the PD Office. We are currently provided with $1500 for a program that costs about $80,000 annually. All funding comes from various accounts across campus and by writing grants requesting funds.

Because we do not have a central location to be able to read the various grants/funds that have PD incorporated it has been difficult to include these in the PD plan and be able to report on them. We need to identify a more efficient and effective way to integrate the goals/needs from various groups across campus in support of their grant work.

Include in Next Year's Plan - YES. Funding structure needs to be determined.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres VPs	**South Center** Facilities, Information Services, Instructional Planning Council, Department Chairs, Deans, Schedule Planning Team, Student Services, Public Information Office	This objective is cross-listed in the College's SEM Plan and Guided Pathways Plan. The focus for this work at this time is opening the South Center and increasing outreach and concurrent/dual enrollment. Outreach is addressed in Objective/Marketing 2.1 above. **South Center** The district will open a North and South Center to better serve these geographic regions. The items below describe action steps. • Apply for Substantive change • Complete Infrastructure • Procure supplies & equipment • Hire and train staff & faculty • Data-based schedule development • Develop efficient enrollment & registration processes • Launch Advertising & marketing campaign	May 2018 for Summer opening of South Center	**South Center** • South Center Opens Summer 2018. • 750 FTES in the South Center year one. • Demonstrated growth of FTES to 1000 FTES in the South Center year two. • Demonstrated growth to 1500 FTES in the South Center year three.
	Dual Enrollment/Concurrent Enrollment Dual Enrollment Team, Department Chairs, Counseling, Student Services, Schedule Planning Team	**Dual Enrollment/Concurrent Enrollment** The district will establish CCAPS with 90% of high school districts and provide support for charter and alternative schools. • Determine barriers to completing CCAPS and work with representative constituencies to overcome barriers (unions, parents etc.). • Determine pathways from high schools and align with instruction at the North and South Center. • Consider distance education as an option for dual/concurrent enrollment. • Develop timeline for middle college program.	Spring 2019-Fall 2020	**Dual Enrollment/Concurrent Enrollment** • Concurrent and Dual enrollment increased by 20% • CCAPs in place • Expanded concurrent offerings in virtual high schools, charter, alternative schools and Programs. • Dual Enrollment Team developed a planning timeline with districts to establish new and expanded pathways and connection to north and south centers. • Middle college program launched.

Progress:

South Center

The College is on track to open the South Center for Summer 2018. Class schedule has been completed and hiring of staff is in progress. The College received a Substantive Change approval from ACCJC and a representative from the commission will visit the location (part of the approval process) on April 16.

Dual Enrollment/Concurrent Enrollment

The College has established five Dual Enrollment MOUs with the Bonsall, Fallbrook, Vista, Julian, and Valley-Center districts. In Spring 2018 twelve sections were offered in across these districts with a total of 294 student enrollments. The Dual Enrollment Team is working on developing 4 course sequenced CTE Pathways and IGETS or CSU GE Pathways over three years.

Work Left to Do:

- Open South Education Center; enroll students!
- Increase number of Dual Enrollment MOUs and Special Admit student enrollments; consider distance education options for concurrent enrollment and develop a timeline for middle college program.

Include in Next Year's Plan - YES - This objective aligns with the SEM Plan and should continue as part of the college's overall Strategic Plan.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres VPs	**North Center** Facilities, Information Services, Instructional Planning Council, Department Chairs, Deans, Schedule Planning Team, Student Services, Public Information Office **Dual Enrollment/Concurrent Enrollment** Dual Enrollment Team, Department Chairs, Counseling, Student Services, Schedule Planning Team	This objective is cross-listed in the College's SEM Plan and Guided Pathways Plan. The focus for this work at this time is opening the South Center and increasing outreach and concurrent/dual enrollment. Outreach is addressed in Objective/Marketing 2.1 above. **North Center** The district will open a North and South Center to better serve these geographic regions. The items below describe action steps. • Apply for Substantive change • Complete Infrastructure • Procure supplies & equipment • Hire and train staff & faculty • Data-based schedule development • Develop efficient enrollment & registration processes • Launch Advertising & marketing campaign **Dual Enrollment/Concurrent Enrollment** The district will establish CCAPS with 90% of high school districts and provide support for charter and alternative schools. • Determine barriers to completing CCAPS and work with representative constituencies to overcome barriers (unions, parents etc.). • Determine pathways from high schools and align with instruction at the North and South Center. • Consider distance education as an option for dual/concurrent enrollment. • Develop timeline for middle college program.	May 2018 for Summer opening of North Center Spring 2019-Fall 2020	**North Center** • North Center Open Summer 2018. • 500 FTES in the North Center year one. • Demonstrated growth of FTES to 750 FTES in the North Center year two. • Demonstrated growth to 1000 FTES in the North Center year three. **Dual Enrollment/Concurrent Enrollment** • Concurrent and Dual enrollment increased by 20% • CCAP completed in place. • Expanded concurrent offerings in virtual high schools, charter, alternative schools and Programs. • Dual Enrollment Team developed a planning timeline with districts to establish new and expanded pathways and connection to north and south centers. • Middle college program launched.

Progress:

North Center

The College is on track to open the North Center for Summer 2018. Class schedule has been completed and hiring of staff is in progress. The College is beginning to work on a Substantive Change proposal and should have it submitted by the end of the Summer term.

Dual Enrollment/Concurrent Enrollment

The College has established five Dual Enrollment MOUs with the Bonsall, Fallbrook, Vista, Julian, and Valley-Center Districts. In Spring 2018 twelve sections were offered in across these districts with a total of 294 student enrollments. The Dual Enrollment Team is working on developing 4 course sequenced CTE Pathways and IGETS or CSU GE Pathways over three years.

Work Left to Do:

- Open North Education Center; enroll students!

- Increase number of Dual Enrollment MOUs and Special Admit student enrollments; Consider distance education options for concurrent enrollment and develop a timeline for middle college program.

Include in Next Year's Plan - YES - This objective aligns with the SEM Plan and should continue as part of the college's overall Strategic Plan.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPI	Cabinet SPC IPC / SSPC CTEE Articulation	• Develop and implement Dual and Concurrent Enrollment with K-12 districts. • Create South Center schedule. • Seek and implement cooperative grants with universities to leverage resources and pathways.	Fall 2019 Completed Fall 2019	• Dual and concurrent enrollment courses offered at high schools • Summer 2018 South Center Schedule submitted to VPI • Title V and BS Cooperative grant activities implemented

Progress:
Most of this objective (first two bullets) is addressed as part of Objectives 5.1 and 5.2.
The college continues to implement its Title V Cooperative grant with CSUSM. Additionally, work is underway to strengthen programs and articulations with CSUSM.

Work Left to Do:
Addressed as part of Objectives 5.1 and 5.2

Include in Next Year's Plan - NO or revise to be more specific. Much of the work identified for this objective is addressed in other objectives.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
VPFAS	Executive Team, Institutional Research and Planning, Budget Committee, Program Review & Planning.	This objective is listed in the College's SEM Plan and Guided Pathways Plan. The action items from the SEM Plan appear below. • Organize relevant representatives to contribute to development of plan. • Implement budget controls and automatic budget processes using delivered Peoplesoft functionality. • Implement system-wide budget development process to be facilitated through fiscal services and to include a process based on past practice and projected needs. • Align expenditure plans with revenue projections. • Develop draft plan and communicate plan to student groups. • Finalize and present plan to board.	Spr 2018-Spr 2020	• Completed Financial Recovery plan • Balanced Budget • Improved efficiency to prepare department budgets

Progress:
This objective is included in the SEM Action Plan. As progress becomes available and reported, it will be integrated with the Strategic Plan.

Work Left to Do:
Carry out the project steps.

Include in Next Year's Plan - YES

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Supt/Pres VPs	Strategic Enrollment Management Advisory Committee	**SEM Plan Development** • Establish Enrollment Management Advisory Committee. • Complete Internal and External Scan. • Engage in planning process to create SEM Plan. • Develop SEM Action Plan. • Implement SEM Action Plan. **Connecting Budget to Scheduling and FTES Forecasting** • Develop FTEF Allocation Calculator and Budget Model • Develop excel tools to support class schedule development and planning • Refine schedule development process • Create North and South Education Center Schedule utilizing block scheduling and program pathways.		• Enrollment Advisory Committee Established. • Internal/External Scans Completed • SEM Plan Completed • SEM Action Plan Completed • FTEF Allocation and calculator completed • Excel Tools to support class Schedule completed • New Schedule Development Process implemented • North and South Education Center schedule developed utilizing block scheduling

Progress: All identified measurable outcomes have been completed. The SEM Action Plan is in place and work is commencing. Project plans for objectives that align with the Strategic Plan's objectives have been integrated and progress on these objectives will be pulled from the SEM Action Plan reporting to minimize duplicative work. *Work Left to Do* Implement and Report on SEM Action Plan *Include in Next Year's Plan - NO* - **This specific objective is completed. Work on the SEM Action Plan is underway and documented in the SEM Action Plan and the Strategic Plan.**

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.6: Explore alternative revenue streams that align with the college's mission, including but not limited to reestablishing the college's contract education program.

Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Vice President for Instruction, CTEE Dean, Vice President for Student Services	Human Resource Services Planning Council, Career Technical and Extended Education Division, Deans, Faculty Senate, Institutional Research and Planning, Public Information Office, Foundation.	This objective is listed in the College's SEM Plan and Guided Pathways Plan. The action items from the SEM Plan appear below. • Establish Contract Education, not-for-credit and non-credit and develop process for vetting new partnerships and offerings. • Analyze current partnerships (and data available) and organize integrated database. • Establish new leadership positions to guide initiatives. • Modify Instructional Planning Council form to recommend faculty hires outside current disciplines	Spring 2019	• Contract Education, not-for-credit, non-credit, and continuing education will be re-established and business/community partnerships will increase by 25%. • Current partnerships analyzed and organized in centralized database. • Procedure established for expediting contract and community education. • Leadership positions established. • Developed process to recommend new faculty hires in industry areas not previously represented by the college.

Progress:
This objective is included in the SEM Action Plan. As progress becomes available and reported, it will be integrated with the Strategic Plan.

Work Left to Do:
Carry out the project steps.

Include in Next Year's Plan - YES