



Tuesday, November 6, 2018 Strategic Planning Council

Chair: Joi Blake

Members: Jenny Akins, Barbara Baer, Michelle Barton, Carmelino Cruz, Olga Diaz, Patti Dixon, Aiden Ely, Kelly Falcone, Tricia Frady, Anel Gonzalez, Laura Gropen, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White

Recorder: Cheryl Ashour

A. Opening

Subject 1. Call to Order

Meeting Nov 6, 2018 - Strategic Planning Council

Category A. Opening

Access Public

Type Integrated Planning

Subject 2. Approval of October 16, 2018 SPC Minutes

Meeting Nov 6, 2018 - Strategic Planning Council

Category A. Opening

Access Public

Type Action, Minutes

Minutes View Minutes for Oct 16, 2018 - Strategic Planning Council

Motion & Voting

Approve October 16, 2018 SPC Minutes as presented

Motion by Travis Ritt, second by Kelly Falcone.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White, Teresa Laughlin, Travis Ritt

B. Information/Discussion

Subject 1. Enrollment Services: PeopleSoft Degree Audit, Transfer Credit Evaluation, and Automated Graduation Applications

Meeting Nov 6, 2018 - Strategic Planning Council

Category B. Information/Discussion

Access Public
Type Presentation

Subject 2. Deactivation of the Learning Outcomes Council

Meeting Nov 6, 2018 - Strategic Planning Council

Category B. Information/Discussion

Access Public

Type Information/Discussion

Subject 3. Team Life Governance Structure change

Meeting Nov 6, 2018 - Strategic Planning Council

Category B. Information/Discussion

Access Public

Type Information/Discussion

File Attachments

TEAM LIFE Governance Structure change proposal 10.22.18.pdf (93 KB)

Subject 4. Grants Request Form and Process

Meeting Nov 6, 2018 - Strategic Planning Council

Category B. Information/Discussion

Access Public

Type Information/Discussion

Subject 5. Fallbrook Education Center Concept Rendering

Meeting Nov 6, 2018 - Strategic Planning Council

Category B. Information/Discussion

Access Public

Type Presentation

C. Action-Second Reading

Subject 1. Policies and Procedures-See Public Content for specific Policies and Procedures

Meeting Nov 6, 2018 - Strategic Planning Council

Category C. Action-Second Reading

Access

Public

Type

Action-Second Reading

Recommended Action Approve

Goals

Accreditation Standard 1.C: Institutional Integrity

Accreditation Standard 4.A: Decision-Making Roles and Processes

a. These were approved at the 10/05/18 P&P meeting:

1. BP/AP 3502 – Campus Security
2. BP/AP 4015 – Minimum Qualifications/Equiv. (for deletion)
3. AP 4101 (no BP) – Directed Study
4. BP/AP 4110 – Honorary Degrees
5. BP/AP 4220 - Standards of Scholarship
6. BP/AP 4235 – Credit by Examination
7. BP/AP 4300 – Field Trips and Excursions
8. AP 4700 (no BP) – Chair/Director Responsibilities (for deletion)

File Attachments

Exhibit B.1.a-Policies and Procedures.pdf (406 KB)

Motion & Voting

Approve Board Policies and Procedures as presented: BP/AP 3502, BP/AP 4015, AP 4101, BP/AP 4110, BP/AP 4220, BP/AP 4235, BP/AP 4300, AP 4700

Motion by Teresa Laughlin, second by Kelly Falcone.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White, Teresa Laughlin, Travis Ritt

Subject**2. Website Privacy Notice**

Meeting

Nov 6, 2018 - Strategic Planning Council

Category

C. Action-Second Reading

Access

Public

Type

Action-Second Reading

Recommended Action Approve

File Attachments

Exhibit B.2-Website Privacy Notice.pdf (158 KB)

Motion & Voting

Approve Website Privacy Notice as presented.

Motion by Travis Ritt, second by Laura Gropen.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White, Teresa Laughlin, Travis Ritt

Subject 3. Educational Master Plan 2022 - 2018 Update

Meeting Nov 6, 2018 - Strategic Planning Council

Category C. Action-Second Reading

Access Public

Type Action-Second Reading

Recommended Action Approve

A copy of the Educational Master Plan 2022 - 2018 Update can be found at:

<https://www2.palomar.edu/pages/strategicplanning/files/2018/11/Palomar-College-FINAL-WORKING-DRAFT-OF-EMP-V1.3.-9-24.pdf>

The link to the main website is:

<https://www2.palomar.edu/pages/strategicplanning/master-plan-2022-update/>

File Attachments

Palomar-College-FINAL-WORKING-DRAFT-OF-EMP-V1.3.-9-24.pdf (1,831 KB)

Motion & Voting

Approve Educational Master Plan 2022 - 2018 Update as presented

Motion by Laura Gropen, second by Anel Gonzalez.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White, Teresa Laughlin, Travis Ritt

Subject 4. Facilities Master Plan 2019 Update

Meeting Nov 6, 2018 - Strategic Planning Council

Category C. Action-Second Reading

Access Public

Type Action-Second Reading

Recommended Action Approve

The link to the main website is:

<https://www2.palomar.edu/pages/strategicplanning/master-plan-2022-update/>

File Attachments

Palomar-FMP-Update-Framework_Draft-Dated-10.31.18-1-condensed.pdf (29,134 KB)

Motion & Voting

Approve Facilities Master Plan 2019 Update as presented.

Motion by Michelle Barton, second by Laura Gropen.

Final Resolution: Motion Carries

Yea: Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White, Teresa Laughlin, Travis Ritt

D. Action-First Reading**Subject** 1. PCCD Staffing Master Plan 2018-2023**Meeting** Nov 6, 2018 - Strategic Planning Council**Category** D. Action-First Reading**Access** Public**Type** Action-First Reading**Recommended Action** Acceptance**File Attachments**

PCCD Staffing Master Plan Revised (10.24.18).pdf (955 KB)

Subject 2. BP/AP 4010-Academic Calendar (AP minor amendments) and BP/AP 4750-Instructional Facilities (AP for deletion)**Meeting** Nov 6, 2018 - Strategic Planning Council**Category** D. Action-First Reading**Access** Public**Type** Action-First Reading**File Attachments**

Exhibit D2-Policies and Procedures BP-AP 4010 and BP-AP 4750.pdf (231 KB)

E. Integrated Planning**Subject** 1. Student Centered Funding Formula**Meeting** Nov 6, 2018 - Strategic Planning Council**Category** E. Integrated Planning**Access** Public**Type** Integrated Planning**File Attachments**

F. Accreditation

Subject **1. Palomar College Accreditation Update**

Meeting Nov 6, 2018 - Strategic Planning Council

Category F. Accreditation

Access Public

Type

G. Reports of Planning Councils/Departments

Subject **1. Finance and Administrative Services Planning Council - Ron Perez**

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject **2. Human Resource Services Planning Council - Lisa Norman**

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject **3. Instructional Planning Council - Jack Kahn**

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject **4. Student Services Planning Council - Aiden Ely**

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject **5. Foundation - Stacy Rungaitis**

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject 6. Professional Development - Kelly Falcone

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Subject 7. Guided Pathways - Jack Kahn

Meeting Nov 6, 2018 - Strategic Planning Council

Category G. Reports of Planning Councils/Departments

Access Public

Type Reports

Reports of Constituencies

Subject 1. Faculty Senate - Travis Ritt

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public

Type Reports

Subject 2. PFF/AFT - Teresa Laughlin/Barbara Baer

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public

Type Reports

Subject 3. CCE/AFT - Anel Gonzalez

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public
Type Reports

Subject 4. Associated Student Government - Anthony White

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public

Type Reports

Subject 5. Confidential/Supervisory Team - Jenny Akins

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public

Type Reports

Subject 6. Administrative Association - Connie Sterling

Meeting Nov 6, 2018 - Strategic Planning Council

Category H. Reports of Constituencies

Access Public

Type Reports

I. Other

Subject 1. Approval of October 16, 2018 SPC Minutes

Meeting Nov 6, 2018 - Strategic Planning Council

Category I. Other

Access Public

Type Action, Integrated Planning, Minutes

J. Adjournment

Subject 1. Adjournment

Meeting Nov 6, 2018 - Strategic Planning Council

Category J. Adjournment

Access Public

Type

**Palomar Community College District
Strategic Planning Council
(Tuesday, November 6, 2018)**

Members present

Michelle Barton, Barbara Baer, Joi L Blake, Olga Diaz, Aiden Ely, Kelly Falcone, Tricia Frady, Margie Fritch, Anel Gonzalez, Laura Gropen, Jack S Kahn, Teresa Laughlin, Martha Martinez, Connie S Moise, Lisa M Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Sherry Titus, Fari Towfiq, Anthony White

A. Opening

1. The meeting was called to order at 2:30 p.m.
2. Approval of October 16, 2018 SPC Minutes
Motion by Travis Ritt, second by Kelly Falcone.
Final Resolution: Motion Carries, Unanimous

B. Information/Discussion

1. Enrollment Services: PeopleSoft Degree Audit, Transfer Credit Evaluation, and Automated Graduation Applications
Kendyl Magnuson introduced Erin Cisneros and Paul Rhinehart from VB Consulting and Polly Shafer, the Academic Records Analyst. He reviewed how degree requirements for students are analyzed. The Academic Advisory Module has every program and certificate from the 2010 catalog forward, so a degree audit can be performed since that date. He showed how the software works and provided various scenarios.
2. Deactivation of the Learning Outcomes Council
Travis Ritt reported the Learning Outcomes Council was deactivated. It is now part of the Curriculum Committee.
3. Team Life Governance Structure change
Dr. Norman discussed the changes to membership of the Team Life Committee.
4. Grants Request Form and Process
Michelle Barton stated the procedure to request grants was formalized. She reviewed the grant life cycle and the information requested on the form. She explained the steps to request a grant. The budget needs to be reviewed by Fiscal Services and Human Resource Services needs to be notified if personnel are being requested. Dr. Blake stated a grants office will be formed within the next three years as there needs to be a repository and a place to track all Palomar College grants. SPC members discussed ways the grants office could be structured.
5. Fallbrook Education Center Concept Rendering
Dennis Astl provided a 3D video of how the North Center may look. He stated the building is in the shape of a "P" or a comet. The location of classrooms, offices and student services was shown. The plan is to open the building in three years.

C. Action-Second Reading

1. Policies and Procedures
Approve Board Policies and Procedures as presented: BP/AP 3502, BP/AP 4015, AP 4101, BP/AP 4110, BP/AP 4220, BP/AP 4235, BP/AP 4300, AP 4700
Motion by Teresa Laughlin, second by Kelly Falcone.
Final Resolution: Motion Carries, Unanimous
2. Website Privacy Notice
Approve Website Privacy Notice as presented.
Motion by Travis Ritt, second by Laura Gropen.
Final Resolution: Motion Carries, Unanimous
3. Educational Master Plan 2022 - 2018 Update
Approve Educational Master Plan 2022 - 2018 Update as presented
Motion by Laura Gropen, second by Anel Gonzalez.
Final Resolution: Motion Carries, Unanimous
4. Facilities Master Plan 2019 Update
Approve Facilities Master Plan 2019 Update as presented.
Motion by Michelle Barton, second by Laura Gropen.
Final Resolution: Motion Carries, Unanimous

D. Action-First Reading

1. PCCD Staffing Master Plan 2018-2023
Dr. Norman asked members to review the PCCD Staffing Master Plan 2018-2023 and let her know if they have any questions. This item will return for action/second reading at the next meeting.
2. BP/AP 4010-Academic Calendar (AP minor amendments) and BP/AP 4750-Instructional Facilities (AP for deletion)
There were no comments. This item will return for action/second reading at the next meeting.

E. Integrated Planning

1. Student Centered Funding Formula

Michelle Barton explained the changes to how community colleges will be funded. She reviewed the reason for the funding change, what outcomes are desired, how it will be done and the system-level support colleges will receive. She reviewed the funding rates and how the formula will be calculated over the next three years, with a final formula of 60% FTES, 20% Supplemental Grants, and 20% Student Success Outcomes. Ms. Barton provided various scenarios over a three-year period of a student's time at Palomar to illustrate how the funding formula works.

F. Accreditation

1. Palomar College Accreditation Update

Michelle Barton reported the Accreditation Steering Committee is working on the North Center Substantive Change document.

G. Reports of Planning Councils/Departments

1. Finance and Administrative Services Planning Council - Ron Perez

There was no report.

2. Human Resource Services Planning Council - Lisa Norman

There was no report.

3. Instructional Planning Council - Jack Kahn

There was no report.

4. Student Services Planning Council - Aiden Ely

There was no report.

5. Foundation - Stacy Rungaitis

There was no report.

6. Professional Development - Kelly Falcone

Kelly Falcone reported a tri-campus conference is being organized by NCHEA. The LEAD Academy is scheduled for January 7-9, 2019. She encouraged supervisors to allow their classified staff to participate.

7. Guided Pathways - Jack Kahn

There was no report.

H. Reports of Constituencies

1. Faculty Senate - Travis Ritt

Travis Ritt reported he attended the Academic State Senate fall plenary. There was discussion on matching credits to Veteran's work experience. He recommended Palomar College be at the forefront of this.

2. PFF/AFT - Teresa Laughlin/Barbara Baer

Barbara Baer reported PFF will be conducting a faculty survey. She will discuss the results at the next SPC meeting.

3. CCE/AFT - Anel Gonzalez

Anel Gonzales reported a Classified group attended the Caring Campus Initiative meeting. It showed how classified staff could take the lead to help students.

4. Associated Student Government - Anthony White

Anthony White reported ASG passed a resolution for homeless advocacy and overnight parking. He will bring it to the next SPC meeting.

5. Confidential/Supervisory Team - Jenny Akins

There was no report.

6. Administrative Association - Connie Sterling

There was no report.

I. Adjournment

1. There being no remaining items, the meeting was adjourned at 4:10 p.m.

TEAM LIFE COMMITTEE

Role

To provide opportunity for achieving mind, body, social, and spiritual wellness. To cultivate positive change in a supportive campus community environment.

Product

Offer faculty and staff health screenings, social events, workshops, health lectures, weight management programs in support of workplace wellness. Also TEAM LIFE will work towards offering programs to improve employee morale and help adopt healthy lifestyles thus reducing time missed from work and workers' compensation claims.

Reporting Relationship

Human Resource Services Planning Council

Meeting Schedule

Monthly

Chair

To be determined by committee

Members

- Two faculty representatives appointed by Faculty Senate
- Two Administrative Association representatives appointed by AA
- ~~Two~~ Three Classified Unit Employee representatives appointed by CCE/AFT (one representative from Health Services preferred)
- Two Confidential and Supervisory Team representatives appointed by CAST
- ~~One representative from Health Services~~
- One representative from PE/Athletic Department
- One representative from HRS (Benefit Committee)
- One representative from Human Resource Services Planning Council
- One representative from Health & Safety Department

Approved by SPC 09-06-05

Revised by SPC 5-15-12

GENERAL INSTITUTION

REV 11/28/17

BP 3502 CAMPUS SECURITY AND ACCESS**Reference:**

34 Code of Federal Regulations Part 668.46(b)(3)

ACCJC Accreditation Standard III.B.1

The Superintendent/President shall establish procedures for security and access to District facilities.

The Superintendent/President shall establish a participatory governance committee tasked with examining the safety and security of District facilities including but not limited to:

- General security of District facilities
- Hazardous materials
- Dangerous equipment
- Laboratory safety

The Governing Board has established a police department under the supervision of one Chief of Police, who shall report directly to the Superintendent/President or designee.

The purpose of the department is to enforce the law on or near the campus and other grounds or properties owned, operated, controlled, or administered by the District or by the state acting on behalf of the District.

GENERAL INSTITUTION
REV 11/28/17

AP 3502 CAMPUS SECURITY AND ACCESS

Reference:

34 Code of Federal Regulations Part 668.46(b)(3)
ACCJC Accreditation Standard III.B.1

During business hours, the District ~~is will be~~ open to the public, students, parents, employees, contractors, guests, and invitees. During non-business hours access to all District facilities buildings is restricted, by key, if issued, or by admittance via the District Police. ~~In the case of periods of extended closing, the District will admit only those with prior written approval to all facilities.~~

The Facilities Office is responsible for District key and access card distribution and is authorized to:

- Approve and deny key/card access requests and issue key(s)/access card(s) to individuals;
- Conduct investigations in collaboration with Campus Police (as needed) of key/access card loss or theft;
- Perform periodic audits of campus departments to determine status of authorized keys/access cards;
- Maintain current and accurate access control system;
- Create and maintain a keying system that provides security and reasonable access to departments occupying campus facilities.

All individuals assigned District keys must follow the District's Key System Regulations established by the Facilities Department of the Finance and Administrative Services Division. Regulations and forms are available on the District's website.

The Facilities Department Locksmith is responsible for the installation and maintenance of locks on campus.

The individual to whom key(s)/card(s) are issued is personally responsible for their use until such key(s)/card(s) are returned to the Facilities Office. Individuals shall not transfer their key(s)/card(s) to another individual.

Key/card holders shall not unlock buildings or rooms for others unless the individual has a valid, verifiable reason and proper identification for access, or is known by the employee to have legitimate need for access to the facility.

Emergencies may necessitate changes or alterations to any posted schedules. Areas

Date Approved: 12/9/2014; Revised:
(Replaces all previous versions of AP 3502.)

that are revealed as problematic will have regular periodic security surveys. The Chief Student Services Officer (VP of Vice President for Student Services), administrators from Instruction, Facilities, Finance and Administrative Services, and others concerned with problematic areas review these survey results. These surveys examine security issues such as landscaping, locks, alarms, lighting, and communications.

Furthermore, the Safety and Security Committee, as established by the Superintendent/President, meets monthly and examines the operation of the College District with respect to safety and security. Areas considered by the Committee are: safety manual, periodic safety inspections, general security of facilities, inspection of hazardous materials and equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management.

Campus security or pressing facility access matters are reviewed and addressed by the Facilities Director and/or the Chief of Police as the situation warrants.

Additionally, during the academic year, the District's Facilities Maintenance Officer(s) Facilities Director, the Chief of Police and Maintenance staff shall meet to discuss campus security and access issues of pressing concern.

See BP/AP 7600 titled College Police Department

Office of Primary Responsibility: Student Services and Finance and Administrative Services

INSTRUCTIONAL SERVICES

BP 4015 — MINIMUM QUALIFICATIONS AND EQUIVALENCIES

References:

Education Code Sections 87001 and 87356 et seq.;
Title 5 Sections 53402, 53410, and 53430

Minimum qualifications for faculty and administrators are adopted by the Board of Governors of the California Community Colleges. Where applicable, the Governing Board will rely upon the advice of the Faculty Senate to determine whether candidates for faculty positions possess qualifications that are at least equivalent to the minimum qualifications established for a position.

Details on minimum qualifications and equivalencies are contained and updated on the Faculty Senate's website.

Also see BP/AP 3420 titled Equal Employment Opportunity, BP/AP 7120 titled Recruitment and Hiring, and BP/AP 7211 titled Faculty Service Areas and Competencies.

INSTRUCTIONAL SERVICES

AP 4015 — MINIMUM QUALIFICATIONS AND EQUIVALENCIES

References:

Education Code Sections 87001, 87003, 87351, 87355 et seq., and 87743.5;
Title 5 Sections 53400 et seq.

Minimum Qualifications: Faculty shall meet minimum qualifications established by the Board of Governors or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

EQUIVALENCIES

Equivalency Committee: A Faculty Senate Equivalency Committee shall be established to fulfill the requirement of Education Code Section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Faculty Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." It is the responsibility of the Equivalency Committee to review equivalencies to minimum qualifications for both contract and adjunct faculty and to make recommendations to the Governing Board. In order to ensure that the Governing Board relies primarily on the advice and judgment of the Faculty Senate, the Faculty Senate Equivalency Committee shall:

- Be available to screening and selection committees as a resource regarding equivalency determinations
- Review the decisions of the screening committees as described below
- Recommend all equivalency determinations to the Governing Board
- Further clarify the criteria to be used for determining equivalency
- Ensure that careful records are kept of all equivalency determinations
- Periodically review this procedure and recommend necessary changes to the Faculty Senate and Governing Board
- In general, ensure that the equivalency process works well and meets the requirements of the law

The composition of the Equivalency Committee, as well as the criteria and minimum standards for equivalency are as indicated on the Faculty Senate's website.

Determination of Equivalencies: The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact education or combination of education and experience as indicated in the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges," nonetheless possesses qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications. All applicants requiring a determination as to equivalency will be referred to the Faculty Senate Equivalency Committee, consistent with the procedures outlined in AP 7120 titled Recruitment and Hiring and the Faculty Senate's Hiring Procedure as contained on the Faculty Senate's website.

In making a determination as to equivalency, the Faculty Senate Equivalency Committee shall consider whether:

- The decision was made in accordance with this procedure
- The screening committee followed the criteria for evidence of equivalency as stated in this procedure
- The decisions were consistent with similar decisions for this discipline or similar disciplines made by earlier equivalency committees

The District may elect to award equivalency for faculty teaching in career/technical disciplines that do not require the master's degree.

- **Semester units/occupational experience:** 120 semester units AND two years of occupational experience in the discipline; or, 60 semester units AND six years of occupational experience in the discipline; or, 30 semester units or industrial certification AND eight years of occupational experience in the discipline. Note: all semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.
- **Related career/technical experience:** May be substituted by teaching experience in the discipline or related discipline on a year for year basis.
- **Recency:** An individual employed to teach a career/technical discipline shall demonstrate a competency in the current technology of that discipline.

At the end of the review period, if all members of the Faculty Senate Equivalency Committee approve the application, the committee chair will write the reason for approval

Date Approved: SPC 3/16/2010; Revised:

(Replaces current former Palomar Procedure 175)

on the appropriate section of the application, sign and return the application to Human Resource Services.

- If one or more members do not approve the application, the committee chair will confirm the lack of approval with each respective member. Once the member(s) confirm their lack of approval, the committee chair will call for a meeting.
- During the winter and summer breaks, the Equivalency Committee chair will ensure that there are at least two committee members available to review applications.
- All deliberations of the Equivalency Committee and all records involved in the proceedings shall be confidential.
- Under no circumstances shall the determination that an applicant has the equivalent to the minimum qualifications by the Equivalency Committee be construed as a determination that the candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for a given position. Granting of equivalency does not guarantee a job or an interview.
- In all cases in which equivalency is recommended, a description of the Equivalency Committee's reasons for determining that a candidate has the equivalent to the minimum qualifications for the discipline shall be included with the committee's recommendation.

REVIEW AND REVISION:

The Faculty Hiring Criteria and Procedures for Faculty and Adjunct Faculty and the Equivalency Procedures are subject to review and revision at the request of either the Faculty Senate or the Governing Board. Changes in these procedures require the joint agreement of the Faculty Senate and representatives of the Governing Board with final approval by the Governing Board.

Also see BP/AP titled 7120 Recruitment and Hiring and BP/AP 7211 titled Faculty Service Areas and Competencies

Office of Primary Responsibility: Instructional Services

INSTRUCTIONAL SERVICES

Rev. 9/24/2018

AP 4101 DIRECTED STUDY

References:

Title 5 Sections 55230 et seq.

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

Procedures for Approval for Direct Study

- Before registration, the student must meets with a faculty member who determines whether the student qualifies for the course.
- Upon agreement that the student will proceed with the ~~d~~Directed ~~s~~Study course class, the department adds the course class to the schedule and provides the course class number to the faculty member.
- The faculty member completes the contract which includes the learning objectives, the number of units to be awarded, and the methods of evaluation.
- ~~The student takes a copy of the contract to~~ With a valid contract, Enrollment Services and will completes the registration procedures.
- The faculty member forwards a copy of the contract to his/her Department Chairperson and Division Dean during the first week of the semester or term.
- Weekly student activity and weekly contact with faculty member must be documented and maintained by faculty member for three academic years after course is completed.

Also see AP 5070 ~~titled~~ Attendance

Office of Primary Responsibility: Instructional Services

Date Approved: 4/21/2015; Revised:

INSTRUCTIONAL SERVICES

5/18/18

BP 4110 HONORARY DEGREES

Reference:

Education Code Section 72122

The Governing Board will rely on recommendations from the Palomar College Foundation to select the recipients of honorary Associate in Humane Arts Degrees. These recipients will be individuals who have made distinguished contributions to the community, to education, or to society.

The Board shall nominate the recipients in a resolution that appears as a Board meeting agenda item. Recipients will be awarded these degrees at commencement.

The Board Agenda Item for an Honorary Degree shall read as follows:

RECOMMENDATION: ACTION – GRANT HONORARY ASSOCIATE IN HUMANE ARTS DEGREE

The Governing Board hereby confers the degree of Associate in Humane Arts with all rights, benefits, and privileges appertaining thereto, in recognition of distinguished community service upon (insert honoree's name).

The degree will be conferred at the Commencement Ceremony in May.

The Governing Board may grant honorary Associate in Humane Arts Degrees.

Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Governing Board.

The Superintendent/President shall establish procedures and criteria for the award of these degrees.

Date Adopted: 11/10/2009; Revised:

(Replaces former Palomar College Policy 7.132 and all previous versions of BP 4110.)

INSTRUCTIONAL SERVICES

5/18/18

AP 4110 — HONORARY DEGREES**Reference:**

Education Code Section 72122

The Governing Board will rely on recommendations from the Palomar College Foundation to select the recipients of honorary Associate in Humane Arts Degrees. These recipients will be individuals who have made distinguished contributions to the community, to education, or to society. The Board shall nominate the recipients in a resolution that appears as a Board meeting agenda item. Recipients will be awarded these degrees at commencement.

The Board Agenda Item for an Honorary Degree shall read as follows:

RECOMMENDATION: ACTION — GRANT HONORARY ASSOCIATE IN HUMANE ARTS DEGREE

The Governing Board hereby confers the degree of Associate in Humane Arts with all rights, benefits, and privileges appertaining thereto, in recognition of distinguished community service upon (insert honoree's name).

The degree will be conferred at the Commencement Ceremony in May.

Office of Primary Responsibility: Superintendent/President

INSTRUCTIONAL SERVICES

BP 4220 STANDARDS OF SCHOLARSHIP**References:**

Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 51002; 55020 et seq., 55030 et seq., and 55040 et seq., and
55050 et seq.

The Superintendent/President shall ~~establish~~ institute procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq. and Board policy.

These procedures shall address: Grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the District catalogs.

See AP 4220 titled Standards of Scholarship

Legal Update 32 (April 2018)

Date Adopted: 1/13/15; Revised:

(Replaces all previous versions of BP 4220.)

INSTRUCTIONAL SERVICES

AP 4220 STANDARDS OF SCHOLARSHIP – DELEGATION**References:**

Education Code Section 70902 subdivisions (b)(3) & (d);
Title 5 Sections 51002; 55020 et seq., 55030 et seq., and 55040 et seq.

Matters identified by Title 5 as standards of scholarship are grading practices, credit-noncredit options, credit by examination, standards for probation and dismissal, remedial course work, academic record symbols, grade changes, course repetition, and academic renewal, probation and dismissal, and alternative methods of awarding credit. Authority and responsibility is delegated to the Faculty Senate and the Vice President for Instruction ~~Chief Instructional Officer~~ as described in the policies and procedures on participation in local decision-making.

These procedures shall be described in the District catalogs.

Office of Primary Responsibility: Faculty Senate and Instructional Services

Legal Update 32 (April 2018)

Date SPC Approved: 5/15/2012; Revised: 2/3/2015; Revised:
(Replaces all previous versions of AP 4220.)

INSTRUCTIONAL SERVICES

BP 4235 CREDIT BY EXAMINATION

Reference:

Title 5 Section 55050

Credit may be earned by students who satisfactorily pass authorized examinations. The Superintendent/President shall consult with the Faculty Senate and rely primarily on the recommendations of the Faculty Senate to establish administrative procedures to implement this Board Policy.

INSTRUCTIONAL SERVICES

AP 4235 CREDIT BY EXAMINATION

References:

Education Code Section 79500:
Title 5 Sections 55050-55052

Credit by Examination from external sources may be obtained by one of the following methods:

- Achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College Entrance Examination Board
- Achievement of a score that qualifies for credit by examination through the College Level Examination Program
- Achievement of a score that qualifies for credit by examination through the Defense Activity for Non-Traditional Education Support (DANTES) Program
- Achievement of a score that qualifies for credit by examination through the International Baccalaureate Organization
- Achievement of an examination administered by other agencies approved by the District

Credit by Examination from within the District may be obtained by:

- Achievement of a grade that qualifies for credit by examination through the District Tech Prep Program
- Credit by satisfactory completion of an examination administered by the District in lieu of completion of a course listed in the Palomar College Catalog

Determination of Eligibility to Take the Examination:

- The student must be currently registered in the District and in good standing
- The course is listed in the Palomar College Catalog
- No more than 15 units have been earned through District Credit by Examination
- Not currently enrolled in the course to be challenged

Yellow = CCLC recommended.

Date Approved: SPC 3/23/2010; Revised:

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

- Not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department)

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's, or Social Security benefits.

Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

The District Credit by Examination Process

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination.

Not all courses in the catalog may be eligible for Credit by Examination. The determination of which courses in a discipline may be taken by examination is made by that department/program. The Department Chair/Director shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work or experience.

Students wishing to take a course through credit by examination are encouraged to informally discuss the matter with the department chair/director and instructor prior to initiating the formal process. All steps must be completed in the order listed or the Petition for Credit by Examination shall not be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session.

Procedures

- Student obtains a Petition for Credit by Examination from the Records Office
- Student completes the Step 1 Student Information portion of the form and submits it to the Records Office for verification of eligibility
- The Records Office verifies eligibility and grade basis selection, calculates the enrollment and/or non-resident fees, and places the petition in the pick-up box for the student. This process may take from 2-5 business days depending upon the time of the year

Yellow = CCLC recommended.

Date Approved: SPC 3/23/2010; Revised:

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

- Student meets with the department chair/director to receive approval for the petition. If approved, an instructor is assigned to administer the exam and the student makes arrangements to take the exam
- Student takes approved petition to the Cashier's Office for payment of fees and receipt. Fees are non-refundable, regardless of the outcome of the exam. BOGW cannot be used for payment of credit by exam fees. Fees must be paid after department approval is granted and before the examination is administered
- Student submits approved petition to the instructor administering the exam. The instructor shall record the date of the exam and the grade received, attach the examination materials, and forward the completed petition for the department chair/director.
- The department chair/director shall review and sign the petition and forward it to Instructional Services. Completed exam materials must remain on file with the department/program for three years
- Instructional Services shall assign a class number for the exam and forward the petition to the Records Office to be processed
- The Records Office shall post the course and assigned grade to the student's record. The petition shall be retained in the Records Office

Office of Primary Responsibility: Enrollment Services

Yellow = CCLC recommended.

Date Approved: SPC 3/23/2010; Revised:

(Replaces former Palomar Procedure 415 and all previous versions of AP 4235.)

INSTRUCTIONAL SERVICES

BP 4300 FIELD TRIPS AND EXCURSIONS

References:

Title 5 Section 55220;

Government Code Section 11139.8

NOTE: *Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approving a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. The California Community Colleges Chancellor's Office has indicated it will not approve requests from local community college districts to travel to a restricted state. The California Community Colleges Chancellor's Office has also opined that Government Code Section 11139.8 does not apply to local community college districts. However, California law has recognized local community college districts as state agencies for certain purposes, among those is the community college funding mechanism. Thus, districts should consult with legal counsel in implementing Government Code Section 11139.8.*

The Superintendent/President shall rely primarily on the Faculty Senate to establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Office of Primary Responsibility: ~~Faculty Senate and~~ Instructional Services

Date Adopted: 8/14/2012; Revised:

(Replaces ~~current~~ former Palomar College Policies 306 and 307)

INSTRUCTIONAL SERVICES

REV. 8/24/18

AP 4300 FIELD TRIPS AND EXCURSIONS

References:Government Code Section 11139.8:

Title 5 Section 55220

NOTE: *Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approving a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. The California Community Colleges Chancellor's Office has indicated it will not approve requests from local community college districts to travel to a restricted state. The California Community Colleges Chancellor's Office has also opined that Government Code Section 11139.8 does not apply to local community college districts. However, California law has recognized local community college districts as state agencies for certain purposes, among those is the community college funding mechanism. Thus, districts should consult with legal counsel in implementing Government Code Section 11139.8.*

The District recognizes the value of combining classroom instruction with field experiences which are consistent with the provisions of law and authorizes implementation.

The District may conduct student field trips and excursions in connection with courses of instruction or District-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country.

The District shall engage faculty members, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District shall, at the discretion of the Office of Finance and Administrative Services transport students, faculty members, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

Yellow = CCLC recommended.

Date Approved: SPC 2/15/2011: Revised:

(Replaces ~~current~~ former Palomar Procedure 306)

The District shall maintain appropriate liability insurance for District equipment. If travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

If a District vehicle is desired, a Vehicle Request Form must be submitted to Facilities Office. If chartered transportation is desired, a purchasing requisition must be submitted to Purchasing Services.

The District may pay expenses of faculty members, chaperones, and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the Office of Finance and Administrative Services.

The District may pay for expenses of students and faculty members participating in conferences, a field trips or excursions with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source.

Forms for requesting approval of a field trip or excursion are available on the Instructional Services web page. It is the faculty member's responsibility to be familiar with the regulations governing field trips and excursions. Only students registered in the class may participate.

Students who participate in field trips or other College-sponsored activities such as performance or athletic events or competitions which may conflict with regularly scheduled classes are responsible for any work missed as a result of the absence. Students must notify faculty members in advance of impending absences.

No faculty member may require or excuse a student's absence from another faculty member's class. Students who miss participating in field trips or other College-sponsored performances or competitions as a result of class conflicts shall not be penalized.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community service groups to provide funds for students in need of them.

The faculty member must make arrangements with the Cashier's Office for the collection of any student fees, if applicable. Faculty members are not to collect fees from students.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

Yellow = CCLC recommended.

Date Approved: SPC 2/15/2011: Revised:

(Replaces ~~current~~ former Palomar Procedure 306)

A Single-Day Field Trip Authorization Request Form is due to the appropriate division dean five weeks prior to the proposed trip if it is outside of the Country, or two weeks prior to the proposed trip if it is within the Country. Students cannot be required to attend a single-day field trip unless such request is noted in the syllabus.

A Field Course Authorization Request Form is due at least eight weeks prior to the proposed trip, and must receive Governing Board approval prior to the date of the trip. An itinerary that identifies required activities, total instructional hours, and specific meeting times is required.

A Extended Field Trip Authorization Request Form is due at least five weeks prior to the proposed trip and must receive Governing Board approval prior to the date of the trip. An itinerary which identifies required activities, total instructional hours, and specific meeting times is required.

A Study Abroad Course Authorization Request Form is due at least eight weeks prior to the date of the trip and must receive Governing Board approval prior to the date of the trip. An itinerary which identifies required activities, total instructional hours, and specific meeting times is required.

Office of Primary Responsibility: Instructional Services

Yellow = CCLC recommended.

Date Approved: SPC 2/15/2011; Revised:
(Replaces ~~current~~ former Palomar Procedure 306)

INSTRUCTIONAL SERVICES

Rev. 3/16/18

AP 4700 CHAIR/DIRECTOR RESPONSIBILITIES

References:

No references

❖ From current Palomar AP 315.1 titled Chair/Director Responsibilities

Primary Responsibility:

Under the direction of the dean and in accordance with established department policies, procedures, and practices, the chair/director plans, organizes, and coordinates the activities of the department including curriculum, scheduling, and course selection to improve student learning.

Duties/Responsibilities:

Leadership

- Demonstrate department leadership for student learning;
- Represent the department within the Division and to the administration;
- Facilitate communication between the administration and the Department;
- Support innovation in the Department; facilitate opportunities for professional development for all Department faculty and staff;
- Participate in and encourage department faculty to participate in shared governance.

Department Administration

- Produce accurate and timely semester schedules, catalog information; coordinate curriculum development and review;
- Use assigned rooms appropriately;
- Design class schedules to meet student learning needs; ensure that classes are assigned in accordance with established department procedures and practices;
- Facilitate textbook review and selection; order textbooks in accordance with District procedures;
- Prepare and monitor department budget; set priorities for resource needs;
- Serve on faculty evaluation committees as appropriate; coordinate adjunct faculty evaluations;
- Attend chair/director meetings and division meetings as scheduled;

NOTE: The language in **black ink** is current Palomar APs 315.1 titled Chair/Director Responsibilities with no date, 315.2 titled Criteria for Assigned Time for Instructional Chairs/Directors with no date, 315.3 titled Department Chairpersons – Procedures for Departmental Review of and Recommendations of Candidates for Department Chairpersonship with no date, and 315.5 titled Criteria for Summer Compensation for Instruction Department Chairs/Directors dated 5-9-95. The gray shading is included to draw the readers' attention. This highlighted language will be removed upon final approval.

Date Approved:

(Replaces former Palomar Procedures 315.1, 315.2, 315.3, and 315.5)

- Respond to student complaints; mediate student/faculty disagreements;
- Review course substitutions/equivalencies;
- Conduct department meetings for faculty;
- Approve credit by exam requests;
- Approve sabbatical leave requests and reports;
- Review and approve supply and equipment requisitions;
- Coordinate field trip requests;
- In conjunction with department faculty:
- Develop short and long-range department plan;
- Maintain current semester syllabi for all courses within the department;
- Recruit, interview, and recommend classified support staff for hire;
- Supervise, train, and evaluate classified staff;
- Update department procedures for chair selection, rotation, and dismissal;
- Where appropriate: Identify student placement sites, prepare special accreditation, monitor professional certifications, handle safety issues/hazardous materials, facility equipment, and supervise use of specialized equipment/facilities. Attend professional organization meetings to maintain currency and networking.

Hiring Responsibility

- Coordinate full and part time faculty hiring in accordance with the Hiring Policy and Procedures; provide appropriate support;
- Facilitate the introduction and department orientation of new faculty; identify a department faculty mentor for each new faculty member.

District Responsibilities

- Promote, support, implement, and comply with the District's Faculty and Staff Diversity Plan in all aspects of student learning and employment issues; encourage cultural and ethnic diversity in staffing, curriculum, programs, and services.
- Comply with District policies and procedures on Sexual Harassment, the Americans With Disabilities Act, and other policies that affect students and employees.
- Comply with the District's Injury and Illness Prevention Program; maintain a safe work environment, enforce safe work practices, report and investigate accidents, maintain necessary documentation, and require employees to receive mandated training.

Other

- Perform related duties as assigned.

NOTE: The language in **black ink** is current Palomar APs 315.1 titled Chair/Director Responsibilities with no date, 315.2 titled Criteria for Assigned Time for Instructional Chairs/Directors with no date, 315.3 titled Department Chairpersons – Procedures for Departmental Review of and Recommendations of Candidates for Department Chairpersonship with no date, and 315.5 titled Criteria for Summer Compensation for Instruction Department Chairs/Directors dated 5-9-95. The gray shading is included to draw the readers' attention. This highlighted language will be removed upon final approval.

Date Approved:

(Replaces former Palomar Procedures 315.1, 315.2, 315.3, and 315.5)

❖ **~~From current Palomar AP 315.2 titled Criteria for Assigned Time for Instructional Chairs/Directors~~**

~~The following criteria will be used to determine the amount of assigned time for chairs/directors. For assigned time in excess of 80 percent, the chair/director, in consultation with the department/program faculty and the dean, will recommend the appropriate reallocation of the duties and the assigned time.~~

- ~~A. Number of staff supervised (FTE for classified, academic, and students)~~
- ~~B. Weekly Student Contact Hours (WSCH)~~
- ~~C. Number of sections scheduled~~
- ~~D. Percent of sections offered at other than San Marcos campus~~
- ~~E. Number and size of disciplines in the department/program~~
- ~~F. Complexity of budget (both restricted and unrestricted funds)~~
- ~~G. Reporting requirements/external contacts/accountability demands/District-wide service or support~~
- ~~H. Safety issues~~
- ~~I. Hazardous materials issues~~
- ~~J. Equipment and facilities~~
- ~~K. Curriculum/program development~~
- ~~L. Curricular or co-curricular activities which impact the department, e.g., performances, exhibits, sales, workshops, competitions~~
- ~~M. Other~~

❖ **~~From current Palomar AP 315.3 titled Department Chairpersons – Procedures for Departmental Review of and Recommendations of Candidates for Department Chairpersonship~~**

~~The departmental structure developed at Palomar College has proven to be highly successful and functional in providing a strong link between the faculty and the administrative processes of the college District.~~

~~In order to assure that this link is maintained as departments grow in number and increase in size, Board Policy 315.3 has been adopted. Nothing in this policy is to be construed to mean that departments must adopt a system of rotation of the chairpersonship or that present chairpersons must be replaced. The Assistant Superintendent/Vice President for Instruction shall be responsible for implementing this policy.~~

NOTE: The language in **black ink** is current Palomar APs 315.1 titled Chair/Director Responsibilities with no date, 315.2 titled Criteria for Assigned Time for Instructional Chairs/Directors with no date, 315.3 titled Department Chairpersons – Procedures for Departmental Review of and Recommendations of Candidates for Department Chairpersonship with no date, and 315.5 titled Criteria for Summer Compensation for Instruction Department Chairs/Directors dated 5-9-95. The gray shading is included to draw the readers' attention. This highlighted language will be removed upon final approval.

Date Approved:

(Replaces former Palomar Procedures 315.1, 315.2, 315.3, and 315.5)

❖ From current Palomar AP 315.5 titled Criteria for Summer Compensation for Instructional Department Chairs/Directors (94-17000)

The following criteria will be used to determine summer stipend:

- **A base stipend of \$500 for each Department Chair/Director, or designee, is paid to carry out the summer responsibilities.**
- **Additional summer stipend is based upon the higher of the two previous summers weekly student contact hours and the qualitative factors as identified in Procedure 315.2.**

The Department Chair/Director, or designee, is not expected to be on campus, but is expected to be available by telephone during the summer. Deans and Department Chairs/Directors will consult before the implementation of any action. GB Rev. 5-9-95

Office of Primary Responsibility: _____

NOTE: The language in **black ink** is current Palomar APs 315.1 titled Chair/Director Responsibilities with no date, 315.2 titled Criteria for Assigned Time for Instructional Chairs/Directors with no date, 315.3 titled Department Chairpersons – Procedures for Departmental Review of and Recommendations of Candidates for Department Chairpersonship with no date, and 315.5 titled Criteria for Summer Compensation for Instructional Department Chairs/Directors dated 5-9-95. The **gray shading** is included to draw the readers' attention. This highlighted language will be removed upon final approval.

Date Approved:

(Replaces former Palomar Procedures 315.1, 315.2, 315.3, and 315.5)

INTRODUCTION

Palomar College is committed to protecting your privacy and making it more efficient to interact with our website. We recognize your right to know what information is being collected about you and how that information is used, as well as our legal obligations to limit the collection and protect what we do collect. You do not have to give us personal information to visit our site. Sometimes we need information to provide services that you request, and this commitment of privacy explains our online information practices.

This policy is consistent with the provisions of the Internet Security and Privacy Act, the Freedom of Information Law, and the Personal Privacy Protection Law. Palomar College complies with the Family Educational Rights and Privacy Act (FERPA) as it pertains to student records.

This Privacy Policy applies to the palomar.edu website and governs data collection and usage. By using the palomar.edu website, you consent to the data practices described in this statement.

Palomar College does not collect any personal information about you unless you provide that information voluntarily by sending an email or text message or completing a registration, an application, or other online forms.

INFORMATION COLLECTED

The palomar.edu website collects personal information (first and last name, home or other physical address, email address, telephone number, or other identifiers that permit the physical or online contacting of an individual) only if specifically and knowingly provided by you. For purposes of this policy, "personal information" means any information concerning a natural person which, because of the name, number, symbol, mark, or another identifier, can be used to identify that person.

The palomar.edu website also collects anonymous demographic information for statistical purposes and the analyses of user behavior in order to measure interest in the various areas of our site.

When visiting palomar.edu, Palomar College automatically collects the following information about your visit:

- Internet domain and IP address
- Browser used, its version and operating system on which the browser is running
- Web page from which you hyperlinked to the current web page
- Date and time of the visit
- Pages that were visited and the amount of time spent on each page

None of the automatically collected information constitutes personal information by the Internet Privacy and Security Act. This automatically collected information is collected for statistical analysis and is used to determine how users are interacting with our website and to maintain or improve the quality of the website. The automatically collected information is not collected for commercial marketing purposes, and Palomar College will not sell or otherwise disclose the information collected for commercial marketing purposes.

EMAIL AND TEXT MESSAGE INFORMATION

During your visit to palomar.edu, you may send an email or a text message to Palomar College. Your email address or cell phone number (in the case of a text message) and the contents of your message will be collected. The information collected is not limited to text characters and may include audio, video, and graphic information formats included in the message. Your email address or cell phone number (in the case of a text message) and the information included in your message will be used to respond to you, to address issues you identify, to improve this website, or to forward your message to another Palomar College department for appropriate action. Your email address or cell phone number is not collected for commercial purposes, and Palomar College will not sell or otherwise disclose your email address or cell phone number for commercial purposes. Except for authorized law enforcement investigations or, as required by law, we do not share our email or text messages with any other organizations.

Please note that email and text messaging are not necessarily secure against interception. If your communication is very sensitive or includes information such as your bank account, payment card details or Social Security number, you should not send it using email or text messaging.

ONLINE SUBMISSIONS

During your visit to palomar.edu, you may complete a transaction such as an online application or an online information request form. The information collected by Palomar College, including personal information volunteered by you in completing the form, application or transaction, is used by Palomar College only for the purposes for which it was provided and will not be shared with another entity except as prescribed by law. Palomar College may provide or distribute certain lists and statistical reports of regulatory information as provided by law, but no personal information is sold or distributed for commercial purposes.

E-COMMERCE PRECAUTIONS

Some of our web pages allow you to make donations, register and pay for classes, etc. In those instances, we will collect the information needed to fulfill your registration or acknowledge your contribution, just as though it had been made on paper. That information will be maintained and protected in accordance with the Privacy Act, 5 U.S.C. 552a, which means that it will be secured in transit to us and once received. Your contributions or payments are processed through a secure e-commerce solution.

DISCLOSURE OF INFORMATION

The collection of information through palomar.edu and the disclosure of that information are subject to the provisions of the Internet Security and Privacy Act. Palomar College will only collect personal information through palomar.edu or disclose personal information collected through palomar.edu if the user has consented to the collection or disclosure of such personal information. The voluntary disclosure of personal information to Palomar College by the user constitutes consent to the collection and disclosure of the information by Palomar College for the purposes for which the user disclosed the information to Palomar College.

However, Palomar College may collect or disclose personal information without consent if the collection or disclosure is:

1. necessary to perform the statutory duties of Palomar College, or necessary for Palomar College to operate a program authorized by law, or authorized by state or federal statute or regulation;
2. made pursuant to a court order or by law;
3. for the purpose of validating the identity of the user; or
4. of information to be used solely for statistical purposes that is in a form that cannot be used to identify any particular person.

Further, the disclosure of information, including personal information, collected through palomar.edu is subject to the provisions of the Freedom of Information Law, the Personal Privacy Protection Law and Family Educational Rights and Privacy Act (FERPA).

Palomar College may disclose personal information to federal or state law enforcement authorities to enforce its rights against unauthorized access or attempted unauthorized access to Palomar College information technology assets.

PERSONAL INFORMATION

Palomar College may use your personally identifiable information to inform you of services provided and processes requiring your attention. Palomar College may also contact you via surveys to conduct research about your opinion of current services or of potential new services.

CONFIDENTIALITY

Palomar College is strongly committed to protecting personal information collected through palomar.edu against unauthorized access, use or disclosure. Palomar College has implemented procedures to safeguard the integrity of its information technology assets, including, but not limited to, authentication, authorization, monitoring, auditing, and encryption. These security procedures have been integrated into the design, implementation, and day-to-day operations of

palomar.edu, as well as limited employee access to personal information collected through palomar.edu as part of our continuing commitment to the security of electronic content as well as the electronic transmission of information.

Palomar College secures your personal information from unauthorized access, use or disclosure. Palomar College secures the personally identifiable information you provide on computer servers in a controlled, secure environment, protected from unauthorized access, use or disclosure. When personal information (such as a credit card number) is transmitted to other websites, it is protected through the use of encryption, such as the Secure Socket Layer (SSL) protocol.

For website security purposes and to maintain the availability of palomar.edu for all users, Palomar College employs software to monitor traffic to identify unauthorized attempts to upload or change information or otherwise damage palomar.edu.

Please keep in mind that if you directly disclose personally identifiable information or personally sensitive data through one of Palomar College's social networking sites, such as Facebook, Twitter, YouTube or Instagram, this information may be collected and used by others.

EXTERNAL LINKS

Palomar College encourages you to review the privacy policies of websites you choose to visit from links on palomar.edu. Palomar College is not responsible for the privacy policies or other content on websites outside of the Palomar College website.

COOKIES

Cookies are small pieces of information that are stored by the user's browser on the hard drive of your computer. Palomar.edu utilizes temporary and long-lasting session cookies in certain portions of its website to manage your interaction activities, such as online orientation completion and to provide convenience or personalized features to save you time. You have the ability to accept or decline cookies via your browser preferences and have the option to decline. If you choose to decline cookies, you may not be able to fully experience the interactive features of this site.

DISCLAIMER

The information provided in this Privacy Policy should not be construed as giving business, legal, or other advice, or warranting as fail proof, the security of information provided through palomar.edu.

LIMITATION OF LIABILITY

Palomar College attempts to maintain the highest accuracy of content on its website. Any errors or omissions should be reported. Palomar College makes no claims, promises or guarantees about the absolute accuracy, completeness or adequacy of the content of this website and expressly disclaims liability for errors and omissions in the content of this website. No warranty of any kind, implied, expressed or statutory, including but not limited to the warranties of non-infringement of third party rights, title, merchantability, fitness for a particular purpose, and freedom from computer virus is given with respect to the contents of this website or its hyperlinks to other Internet resources. References or links on this website to any specific commercial products, processes or services, or the use of any trade, firm or corporation name are for the information and convenience of the public and do not constitute endorsement, recommendation or favoring by Palomar College, its employees or agents.

CONTACT INFORMATION

For questions regarding this Privacy Policy, please contact the Director, Communications, Marketing and Public Affairs by email or by regular mail at:

Palomar College
Attn: Director, Communications, Marketing and Public Affairs
1140 West Mission Road
San Marcos, CA 92069-1487

PublicAffairs@palomar.edu

If you believe that Palomar College has not adhered to this Privacy Policy, please contact the above. We will use commercially reasonable efforts to promptly determine and remedy the problem.

CHANGES TO THIS POLICY

This Privacy Policy is subject to change without notice. Palomar College will occasionally update this Privacy Policy as the conditions and website change. Palomar College encourages you to periodically review this Privacy Policy to be informed of how Palomar College is protecting your information.



PALOMAR COLLEGE

PALOMAR COMMUNITY COLLEGE DISTRICT
FACILITIES MASTER PLAN 2019 UPDATE
FRAMEWORK

PALOMAR COMMUNITY COLLEGE DISTRICT



SUPERINTENDENT / PRESIDENT
Joi Lin Blake, Ed.D.

GOVERNING BOARD
Paul McNamara, President
John Halcón, Ph.D., Vice President
Mark Evilsizer, Secretary
Nina Deerfield, Trustee
Nancy Ann Hensch, Trustee
Chris Hopp, Student Trustee (2017-2018)
Amber Bancroft, Student Trustee (2018-2019)

MASTER PLANNING TEAM
HMC Architects, Facilities Planners
CBT, Educational Planners

FACILITIES MASTER PLAN 2019 UPDATE FRAMEWORK

DOCUMENT ORGANIZATION

The Palomar Community College District *Facilities Master Plan 2019 Update Framework* is organized into five chapters beyond this initial introduction. These chapters include a District Overview, which introduces new District-wide project recommendations that could be implemented on each of the campuses. Following the District Overview is a chapter for each of the four Palomar College sites: the San Marcos Campus, the Escondido Education Center, the Rancho Bernardo Education Center, and the Fallbrook Education Center.

Each of these chapters is further broken down to analyze the existing conditions on each site and to identify which projects have been completed since the original Master Plan. This is followed by updated recommendations for this next iteration of the Master Plan. The recommendations document the planning solutions and development concepts that were developed through discussions in College stakeholder meetings and those updated from the previous Master Plan. Recommendations fall under the following categories: District-wide projects, New Facilities, Renovation Projects, and Site Projects.

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Recommendations—District-wide Projects

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Overview

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San
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Campus

Campus Overview
Existing Campus
Analysis
Recommendations

03
Escondido
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Center

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LETTER FROM THE SUPERINTENDENT / PRESIDENT



In January 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted in favor of establishing a “junior college” in the North San Diego County area. Located on the Vista High School campus, Palomar College opened its classroom doors in September 1946, with exactly 100 students enrolled in classes in science, mathematics, music, art, social sciences, commerce, English, physical education, and foreign languages.

Today, Palomar College is a public, two-year community college serving a large student body of diverse ages, ethnicities, and lifestyles. The District’s 200-acre main campus is located in San Marcos. The San Marcos campus, Education Centers in Escondido, Fallbrook and Rancho Bernardo, and four additional sites serve a District covering 2,555-square-miles ranging from urban to agricultural areas of North San Diego County. Palomar College constitutes a single-college district, and it is the largest single community college district in San Diego County.

For more than 70 years, the Palomar Community College District has maintained its vision of *Learning for Success* by its commitment to academic excellence and serving as a major contributor to the local economy in North County. Currently, over 35,000 students have the opportunity to participate in a vibrant college life that includes a cadre academic programs, social campus organizations, competitive intercollegiate sports teams for men and women, and dozens of music, theatre, and dance performances.

In the November 2006 General Election, voters approved an educational facilities improvement measure (Proposition M), which provides the majority of the funding for the College's \$1 billion construction and remodel plan. The first major step in re-imagining Palomar Community College District and the implementation of this transformative plan was realized with the completion of the Natural Sciences Building, which opened for the Fall 2007 semester. This was an exciting time for students, faculty, staff, and administration at Palomar College. The vision in the

Master Plan 2022 has moved to reality as the planning, design, and construction of several instructional and support facilities take shape. Master Plan 2022 is transitioning Palomar College into its next generation as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community.

This Education and Facilities Master Plan update is the culmination of a comprehensive process that involved a wide range of individuals in the district and community. This plan identifies key educational needs and trends in our community, and serves as a blueprint for institutional development and resource allocation for the next decade.

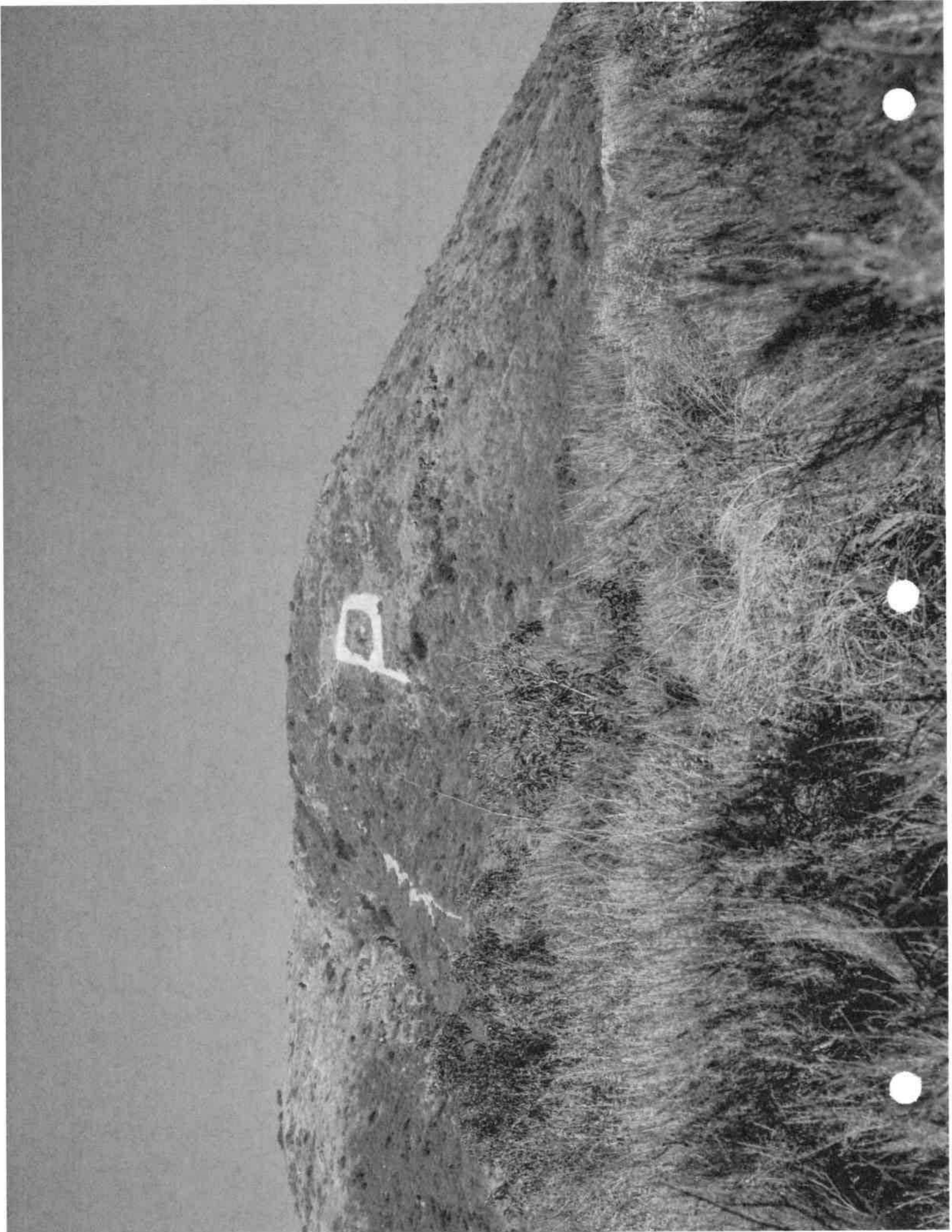
This plan highlights the district's physical needs to best serve our students and create a teaching and learning environment that supports access, equity, innovation, achievement and student success. It clearly illustrates the college's long-term plan and serves as

the foundation for other components of the college's integrated planning process and commitment to institutional effectiveness and continuous quality improvement.

I am excited about the opportunities and potential that this document represents and what it means for our district and community. I want to thank the members of our Governing Board, district facilities team, HMC Architects, the College Brain Trust, the Office of Institutional Research and Planning, the Master Plan Update Advisory Committee, and the many, many people in the district and in the community who participated in this process. We look forward to continuing our legacy of providing excellent learning opportunities and being the premier higher education institution in North San Diego County.

JOI LIN BLAKE, ED.D.
SUPERINTENDENT / PRESIDENT

Insert Signature



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 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.

VALUES

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. 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

THE FACILITIES MASTER PLAN 2019 UPDATE

On August 8, 2006, the Palomar College Governing Board adopted a resolution to request that the voters pass a \$694 million proposition to maintain and modernize the 60-year-old college's San Marcos campus and to create new educational opportunities to serve all areas of the Palomar Community College District. The foundation for Proposition M was the *Educational and Facilities Master Plan 2022*, which was published in August 2003 and outlined future development of the San Marcos Campus as well as the development of other educational opportunities in the District based on educational needs and goals. Proposition M was approved by the voters on November 7, 2006. The total proposition was funded through the sale of several series of bonds, with the first series of bonds being sold in May 2007. An Independent Citizens' Oversight Committee (ICOC) was developed, and verified bond funds were spent as intended and in a prudent manner.

The *Facilities Master Plan 2022* identified projects to be completed. These projects were prioritized and an implementation plan using Proposition M funds was developed. In 2010, an update to both the Educational and Facilities Master Plans was completed. Many things had changed since the original *Educational and Facilities Master Plan 2022* was developed in 2003, including enrollment changes, educational approaches, state funding availability, student needs, leaps in technology, and swings in economic conditions in California. The *Facilities Master Plan 2010 Update* provided continued direction on how best to develop and meet the needs of students across the College District and how to best utilize the remaining

Proposition M funds to maximize taxpayer dollars. Eighteen successful projects have been completed and five more projects are in construction or design and will be completed in the near future. Two new Centers: Rancho Bernardo Education Center and Fallbrook Education Center, opened Summer 2018, expanding service and support for students further south and north in the District, and the Escondido Center was redeveloped into a contemporary, student-friendly campus.

In 2018, Palomar College recognized that continued changes in community college education and the economy made it prudent to do another update for both the Educational and Facilities Master Plan, to ensure that the College best serves its communities and all 11 school districts in its service area. This update will allow facility planning to be updated and prioritized based on current educational needs, as well as other critical factors that influence community colleges today. Other considerations for this Facilities Master Plan include:

- Enrollment growth projections and targets
- Analysis of existing facilities and campus conditions
- Access to campus sites and educational needs
- Safety and security of campus sites
- Sustainable and operational efficiencies and the ability to meet the State Net Zero Mandate

The intention of this *Facilities Master Plan 2019 Update* is to lay the foundation for the next phase of campus development for all the District's campuses, including both campus-specific building and site

projects, as well as District-wide projects that would be implemented on all campuses. Many of the building projects are those identified in the original *Educational and Facilities Master Plan 2022* and the *Facilities Master Plan 2010 Update*, and are still relevant, with minor modifications to the exact location and concept. Projects identified for the Centers are new. All project concepts allow for flexibility to accommodate the constant change in educational needs of the community as well as fluctuations in District resources. This *Facilities Master Plan 2019 Update* continues to bring forth the *Facilities Master Plan 2010 Update* goal of establishing a sustainable approach to planning and developing facilities that will serve the District's students and communities with safe, accessible, and stimulating learning environments.

2010 FMP PROJECT STATUS UPDATE**COMPLETED PROJECTS**

Building A Renovation
Baseball Field
Campus Police Building
Early Childhood Education Lab School
Escondido Center Reimaging
Health Sciences Building
Horse Ranch Creek Road
Humanities Building
Humanities Secondary Effects
Industrial Technology Center
Library/Learning Resources Center
Maintenance and Operations Complex
Multidisciplinary Instructional Building A
North Education Center (Interim)
Parking Structure/College Police
Planetarium
South Education Center
T Building Renovation
Theatre/Performing Arts Complex
Teaching and Learning Center (TLC)
PROJECTS UNDER CONSTRUCTION
Arboretum Phase I
T Building Storage

PROJECTS IN DESIGN

Athletics/Kinesiology Complex
North Education Center (Phase 1)
Playing Fields

PROJECTS NOT YET COMPLETED

Art Building
Boulevard
Campus Edge and Entry Points
Co-gen and Central Plant
Digital Arts and Communication Building
Dome Remodel
General Instruction Building
Loop Road
Multidisciplinary Instructional Building B
Music Building
New Administration Building
Parking and Roads Improvements
Parking Structure(s)
Specialty Instruction Building
Student Services Center
Student Union Addition
Student Union Phase 2
Student Union Upgrades
WFC Building Remodel



PARTICIPANTS

EXECUTIVE TEAM

- **Dr. Joi Lin Blake**, Superintendent/President
- **Jack S. Kahn, Ph.D.**, Assistant Superintendent/Vice-President, Instruction
- **Adrian Gonzales**, Assistant Superintendent/Vice President, Student Services (through 2018)
- **Aiden Ely**, Interim Vice President, Student Services
- **Ron Ballesteros-Perez**, Assistant Superintendent/Vice President, Finance and Administrative Services
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- **Kristin Marjanovic**, Faculty Senate
- **Karen Mifflin**, Faculty Senate
- **Chris Miller**, Director, Facilities (Chair)
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- **Derrick Johnson**, Chair, Supervisor, Environmental Health & Safety
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- **Chris Miller**, Director, Facilities
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- **Aurora Moreno-Valdez**, Recorder—EH&S Specialist
- **Dayna Schwab**, Confidential and Supervisory Team (CAST)
- **Connie Sterling**, Library Representative
- **Nayeli Vasquez**, Associated Student Government (ASG)
- **Chris Wick**, Manager, Business & Contract Services
- **Christine Winterle**, Manager, Human Resource Services

PROCESS

Palomar College has a well-developed planning process whereby community college educational programs and services are planned to meet the current and future needs of students, employers, and communities served by the Palomar Community College District. The College has implemented an Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM) and a Resource Allocation Model (RAM).

A comprehensive assessment of the District is conducted every 12 years to articulate an Educational Master Plan (EMP) and complementary Facilities Master Plan (FMP) to guide the College. EMP Updates are developed as needed during the 12-year cycle. The current *Educational Master Plan 2022* was first developed in 2002. The FMP was developed in 2003, and subsequently both documents were updated in 2010. Student demographics, workforce needs, state and national trends in higher education, and societal factors have all changed since 2010. These changes warranted the need for this *Educational Master Plan 2018 Update* and the *Facilities Master Plan 2019 Update* to ensure the College's current programs and services meet today's needs, and to provide a road map for planning future programs, services, and facilities for future needs in anticipation of that plan's sunset in 2022.

The *Educational Master Plan 2018 Update* and its complementary *Facilities Master Plan 2019 Update* are the last updates before the next comprehensive Long-Range Master Plan is recast in 2021–2022 and is important for the medium-range planning. The FMP

is integrally linked to the EMP to ensure facilities and campuses are supporting the strategic educational needs of students and the community.

THE INTEGRATED EMP/FMP PLANNING PROCESS

To assist with the development of the *Educational Master Plan 2018 Update* and *Facilities Master Plan 2019 Update*, the College engaged the services of the Collaborative Brain Trust (CBT), a national firm located in Sacramento that has been serving community colleges across the United States since 2008, and HMC Architects, a firm that has specialized in educational planning and facility design since 1940.

The most important component of a college's integrated planning process is the linkage between the EMP and the FMP. Community colleges provide higher education services to students, businesses, and communities within their service region, and contribute to the economic vitality and quality of life of the region. The EMP examines the enrollment trends at the college and assesses future attendance and participation patterns based on the demographics of the region. It also examines data and information about the District's demographics and the economic and workforce data of the region looking forward. These data and information are essential to both Educational and Facilities Master Planning efforts.

During the development of the College's Educational Master Plan (EMP) and its regular updates, analyses are conducted that result in data, information, and planning assumptions vital to the College. This in-depth "Discovery Phase" is critical to ensure that

educational programs, courses, and wrap-around academic and support services are planned to meet the current and future needs of the region. Such planning then yields a strong foundation upon which the FMP can be based. The FMP must take into account the programs and services that will be required in order to effectively plan facilities to house these functions, along with the safety, security, and technology needed to support them effectively, efficiently, and in a fiscally prudent manner.

The FMP also provides direction for the placement and use of facilities at various locations in the District. Site-based facilities planning, working with both the College and its governmental partner agencies (city and county planners, etc.) ensures that local needs are addressed. Educational and Facilities Master Planning is a collaborative process among College administrators, faculty, staff, and consultant experts in educational and facilities planning. For Palomar College, the EMP consultant team from Collaborative Brain Trust (CBT), and the FMP consultant team from HMC Architects (HMC) have worked closely together to support the *Educational Master Plan 2018 Update* and *Facilities Master Plan 2019 Update*.

Representatives from HMC have reviewed such elements of the *Educational Master Plan 2018 Update* as the College Data Profile, planning assumptions, space utilization, growth projections, and plans for program expansion at the San Marcos Campus and the College's growing educational centers. The CBT team has ensured that data gathered from internal scans, external scans, and listening sessions incorporates

elements needed for the FMP's development as well. Additionally, HMC participated directly in the many listening sessions conducted by CBT to hear first-hand from students, staff, and external constituents the pressing needs that have implications for facilities planning. All information has been shared and vetted with the College's planning committees, following the College's Shared Governance process.

This strong linkage between the EMP and FMP is critical to the update process and will be invaluable moving forward over the next several years as the College approaches the sunset of *Master Plan 2022*. The *Educational Master Plan 2018 Update* and *Facilities Master Plan 2019 Update* reflect that a facilities bond will likely be required to provide the resources necessary for the facility renovation, expansion, and new construction needed to serve the rapidly growing North San Diego County region.



EDUCATIONAL MASTER PLAN UPDATE LINKAGES

The most important component of a college’s integrated planning process is the linkage between the Educational Master Plan (EMP) and the Facilities Master Plan (FMP). Therefore, it is important to understand how the *Educational Master Plan 2018 Update* was used as the foundation for the *Facilities Master Plan 2019 Update*, and to examine previous goals from the *Facilities Master Plan 2010 Update* so that goals could either be carried forward, expanded, or modified.

The *Educational Master Plan 2018 Update* examines the enrollment trends at the College and assesses future attendance and participation patterns based on the demographics of the region. Data gathered from external and internal environmental scans reveals the College’s historical trends and insight into forecasts for the future. Changes in the District’s service area, student demographics, and participation/attendance patterns were noted. Additionally, valuable qualitative data and information were gathered from internal and external stakeholders via interviews, listening sessions, and student forums. From these data and information, a set of planning assumptions has emerged to help guide the College into its future and support an overarching implementation strategy, which is articulated in the Overarching Implementation Strategy statement. Six key implementation strategies were identified to support the overall strategy. The facility implications for each of these six strategies are identified on the opposing page.

DISTRICT GROWTH

Annually, the California Community Colleges Chancellor’s Office issues a Long-Range Growth Forecast for every community college in the state. The forecast extends through the year 2023. The consultant team extended the forecast through the year 2028 based on the demographic information gathered and analyzed in the EMP Data Portfolio. Full Time Equivalent Students (FTES) is projected to reach 20,000 for the District by 2020 (i.e., academic year 2019–20). Then, growth proceeds at a slower pace through 2028. This growth forecast has the San Marcos Campus growing to 310,578 Weekly Student Contact Hours (WSCH), the Rancho Bernardo Center growing to 30,000, Escondido growing to 15,319, and the Fallbrook Center growing to 30,478. This is a combined total of 386,374 WSCH, which translates to approximately 25,758 FTES by 2028–29.

Based on the projected growth at each campus, overall space needs have been calculated based on California State Chancellor’s Office Title 5 Space Standards. The adjacent table shows an approximate amount of space needed at each campus to accommodate the future growth for the EMP and FMP ten year update horizon. All numbers are in Assignable Square Feet (ASF) as opposed to Gross Square Feet (GSF). GSF is the total amount of building square footage that would need to be built to support growth. The Space Needs Analysis assumes that headcount will grow in direct proportion to WSCH. Overall, the Space Needs Analysis suggests that the College will need significant amounts of additional space (177,126 ASF) by 2028, with the largest needs at the San Marcos Campus and Rancho Bernardo Center.

SPACE NEEDS ANALYSIS BASED ON GROWTH

	Space Inventory 2017 (ASF)	Space Needs 2028 (ASF)	Net Space Needs 2028 (ASF)
San Marcos			
Total	398,153	486,946	88,793
Rancho Bernardo			
Total	-	65,054	65,054
Fallbrook			
Total	41,775	65,054	23,279
Escondido			
Total	49,000	18,066	(30,934)

OVERARCHING IMPLEMENTATION STRATEGY

“Expand and enhance community college educational services within the Palomar Community College District both to support an inclusive, highly accessible environment where students can establish and successfully achieve their educational goals, and to grow enrollments toward a goal of ‘20,000 FTES by 2020’, thus ensuring fiscal stability of the District.”



IMPLEMENTATION STRATEGY #1: GROW CENTERS IN AN INTENTIONAL, RESPONSIVE, EFFICIENT MANNER

Facilities Implications:

- Additional instructional program space at the Rancho Bernardo Center and Fallbrook Center
- Upgrades and potential repurposing of instructional space at the Escondido Center
- Student-focused collaboration space at all centers, including new STEAM Center at the Rancho Bernardo Center

IMPLEMENTATION STRATEGY #2: INCREASE PARTICIPATION RATES AND REACH NEW MARKETS

Facilities Implications:

- New instructional space to support new and additional programs
- Space to support Distance Learning expansion
- Branding and implementation of signage/wayfinding program
- Space for University Center
- Create high visibility of campus in the surrounding communities with opportunities to bring the community on campus, including educational arboretum, tennis courts, public art, performing arts facilities, space for community/adult education

IMPLEMENTATION STRATEGY #3: STRENGTHEN INTERNAL PROCESSES FOR PROGRESSION AND COMPLETION

Facilities Implications:

- Student support spaces in new Student Services Building, including space to implement Guided Pathways and expand FYE and other support programs
- Collaboration and support spaces, including food services to keep students on campus for longer periods of the day
- Upgrades and standardization for all instructional spaces for improved utilization

IMPLEMENTATION STRATEGY #4: GROW A MATURE, ROBUST, INTENTIONAL DISTANCE EDUCATION PROGRAM

Facilities Implications:

- Space to support instructor training
- Voice and video recording studio
- Testing center
- Distance Education counseling service space at all campuses

IMPLEMENTATION STRATEGY #5: INVIGORATE CAMPUS CLIMATE

Facilities Implications:

- Create Multicultural Centers on campuses
- Implement District-wide projects on all campuses to improve student and faculty life on campus, including:
 - Safety/Security Upgrades
 - Creation of student/faculty collaboration space
 - Upgrades of instructional spaces
 - Public art and wayfinding/program
 - Universal Design upgrades
- Campus site development projects, including outdoor learning areas

IMPLEMENTATION STRATEGY #6: STREAMLINE AND ENHANCE INTEGRATED PLANNING

Facilities Implications:

- Space integrated into all buildings to support both large and small group collaboration

District Overview—Recommendations

UNIVERSAL DESIGN UPGRADES

Universal Design is the design and composition of an environment that can be accessed, understood, and used to the greatest extent possible by all people, regardless of age, size, ability, or disability. Because Universal Design is intended to equitably meet the needs of all people who use the District's campuses, it is a fundamental condition of good design and will guide the design and construction of every recommended new and renovated building, as well as upgrades throughout the campuses where access can be improved.

The Campus-wide Universal Design Upgrades projects would complete the implementation of the ADA Transitional Access Plan regarding the removal of physical barriers in existing facilities, open spaces, and campus-wide systems. In addition, the projects would redesign and reconfigure specific physical elements to meet the objectives of Universal Design. The project would include a process to identify these elements and to validate their selection through open dialogue among students and College employees.

It is recommended that the District conduct a detailed Accessibility Compliance Study by a Certified Access Specialist (CASP) to provide the College with a comprehensive outline of upgrades needed to meet current accessibility regulations. While all items identified may not be able to be addressed immediately, the study could note the most important issues to address in the near future and plan for phased implementation. Upgrades would address both exterior campus path of travel and parking needs, as well building upgrades.

Universal Design projects could include the following.

- Upgrade non-accessible restrooms for accessibility
- Upgrade all door hardware for accessibility compliance
- Upgrade all doors in instructional spaces to meet width compliance
- Upgrade drinking fountains and consider installing units with bottle refill stations
- Upgrade casework, sinks, and built-in stations if required for compliance
- Provide universal compliance entries to buildings
- Provide access to all public areas of a building, including raised platforms and stage
- Disperse accessible parking throughout the campus
- Provide compliant paths of travel to buildings throughout the campus
- Develop pedestrian access around the campus for easy navigation
- Include interactive and large letter signage as part of the signage upgrades on the campuses

INSPIRATIONAL PHOTOS



District Overview—Recommendations

CAMPUS SIGNAGE AND WAYFINDING

Being able to navigate a campus is critical for students, faculty and staff, and visitors alike. A successful signage system greets, guides, informs, and enhances the user experience, just like a good concierge in a hospitality setting. Implementation of a comprehensive signage and wayfinding system would not only improve access on each campus but would also emphasize the brand of the College. The comprehensive new signage and wayfinding system would also include visual displays, banners, and art. This project group should be coordinated and implemented with the campus circulation upgrades and would support improved circulation throughout the campus. A coordinated College branding and holistic *Graphic Identity Plan* has been developed and is waiting for implementation. Campus signage and wayfinding will be implemented that is intuitive and easy to understand. The upgrades should be coordinated with the recommendations in an *Accessibility Compliance Study* to ensure signage code compliance throughout the campuses. In addition to signage and wayfinding, opportunities for a variety of display media should be included throughout the campuses to showcase student work, College partnerships, and special programs. Displays could include digital media such as animations, videos, and performances on monitors, as well as gallery space for professionally displayed photography and art, interactive displays for information, outdoor sculpture, interactive musical instruments, and performance spaces.

A plan for campus signage and wayfinding upgrades could include the following.

- College marquee signs at all main entrances to all campuses
- Vehicular directional signage upon entering the campuses
- Parking signage
- Easy-to-read campus directories and directional signage located at key points throughout the campus and in buildings (optional interactive systems)
- Consistent exterior building identification for all buildings
- Interior building directories, directional signage, and room signs

INSPIRATIONAL PHOTOS



District Overview—Recommendations

SAFETY AND SECURITY UPGRADES

The District takes a proactive approach to security and safety for all campuses. The District has a Safety and Security Committee that examines the operations of the College with respect to safety and security, considering general safety of facilities, inspection of hazardous materials and equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management and securing the campuses. The Committee prioritizes safety and security upgrades on a continual basis and implements projects as funds are available.

The District uses CPTED (Crime Prevention Through Environmental Design) design principles and best practices for creating secure environments in its approach to providing safe and secure learning environments, including outdoor and building space. The District augments this approach with electronic security and safety systems. Recommendations for Security and Safety Upgrades on all campuses are identified with guidance from this Committee. Projects to upgrade building systems can be done as new buildings come on line and as existing structures are renovated, or as specific security projects. The implementation of these upgrades should be coordinated with the campus police and a campus-wide safety and security plan. Safety and security systems upgrades will be compliant with accessibility codes at the time of project implementation.

Safety and security projects would include the following.

- Expand the electronic hardware access control system to control access to all buildings, with

supplemental areas evaluated on a case-by-case basis

- Install additional digital CCTV security cameras and monitoring system in parking areas and other key areas of the campuses including between buildings
- Expand the intrusion alarm system on campus to include all buildings and key spaces on campuses
- Install a campus-wide emergency notification system (interior and exterior speakers)
- Upgrade fire alarm system with auditable alarm
- Add appropriate lighting on the campus to support evening classes
- Provide appropriate fencing and gates around the campuses to secure the boundaries of the campus
- Add additional emergency call stations where needed
- Provide a knox box at every building
- Provide push button and flashing light at pedestrian crosswalks on campus for safer road crossing
- Add sidewalks along all roads, where appropriate
- Install emergency buttons in required rooms
- Upgrade hazmat yard
- Provide additional space and support infrastructure to the athletics complex to provide a community Red Cross emergency shelter for natural disasters in the area

INSPIRATIONAL PHOTOS



District Overview—Recommendations

ZERO NET ENERGY COMPLIANCE AND SUSTAINABILITY UPGRADES

With the issuance of Executive Order B-18-12, mandating Zero Net Energy (ZNE) for new and existing state buildings beginning design after 2025 be constructed as Zero Net Energy facilities with an interim target for 50% of new facilities beginning design after 2020 to be Zero Net Energy, it is prudent that the Palomar College starts planning and implementing strategies to position the College to meet this requirement by 2025. The approach outlined will allow the District to improve operational efficiencies in all utilities.

Palomar College is committed to continuing to develop and implement sustainability initiatives that make the District a regional leader in responsible and accountable stewardship of all resources. This continued priority influences the approach to developing each campus and is a key component of this *Facilities Master Plan 2019 Update*. District Material and Systems Guidelines that are currently being developed incorporate cost effective sustainable building and site materials and systems that will further move the district towards Zero Net Energy compliance. After determining the College's current carbon footprint, several potential projects were identified to reduce energy use, as well as water use and solid waste.

The District will continue to have all new and remodeled renovation projects designed using the LEED Certification rating system (Certified, Silver, Gold, or Platinum) as the basis for all design, construction, and operation. The District will also continue to participate in energy saving programs that review new lighting, heating, ventilation, and

air-conditioning systems on a regular basis, including SDG&E Savings by Design, SDG&E Sustainable Communities, Demand Reduction Programs and Methods, and renewable energy solutions. The District will also be investigating other programs, such as The Living Building Challenge and the WELL Building Standard for potential participation.



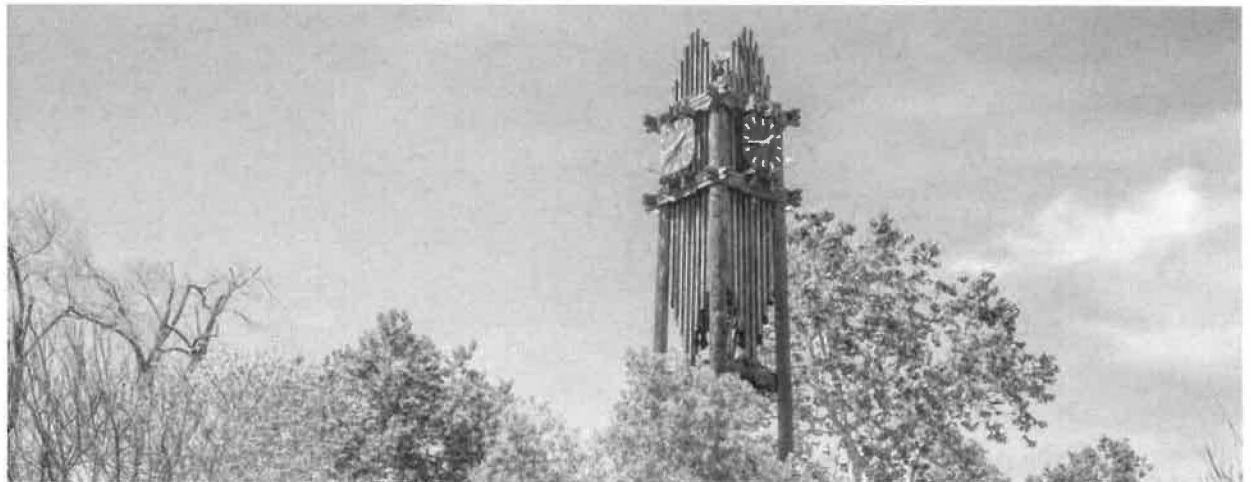
District Overview—Recommendations

DISTRICT-WIDE PROJECTS

The District-wide Projects respond to broad initiatives with strategies that would be implemented throughout all of Palomar's campuses. District-wide projects have been identified through broad internal and external stakeholder input gathered during the multiple listening sessions during the EMP and FMP update process as well as through the Facilities Analysis of each campus. The FMP recommends a flexible approach to implementation of these projects, which could occur in one phase, in several phases, or together with other projects. Each project includes an initial study and discussions to identify detailed needs, set objectives, and define implementation strategies.

DISTRICT-WIDE PROJECT LIST

- Zero Net Energy Compliance and Sustainability Upgrades
- Safety and Security Upgrades
- Campus Signage and Wayfinding
- Universal Design Upgrades
- Learning Environment Upgrades
- Informal Student Spaces
- Technology Upgrades
- Infrastructure and HVAC Upgrades
- Integration of Public Art



District Overview

RECOMMENDATIONS

The *Facilities Master Plan 2019 Update Framework* recommendations translate Palomar College's educational master planning strategies, themes, and needs into a series of building and site recommendations for the future. These recommendations carry forward many of the projects previously identified in the *Facilities Master Plan 2010 Update*, and augment the project list with projects that address current needs that have arisen since 2010. These recommendations also address issues and needs identified in the updated campus analyses and current issues and challenges that face all community colleges, such as changes in pedagogy, security and safety, climate change, and the need for economic operational efficiencies.

The intention of the project recommendations is to create campuses in the District that support the success of students and the community. While

recommendations are listed individually, the intention is to develop campuses that works holistically and seamlessly to achieve this goal.

While site plan drawings in each section of this document might appear specific, the forms are intended to be conceptual sketches of the location and purpose of the facility and site improvements. The photographs shown in the recommendations sections for each campus are intended to illustrate concepts and ideas to inspire the design, based on original input at the time of planning. The final design of each site and facility project will take place as the projects are funded and detailed programming and design occurs.



District Overview

DISTRICT OVERVIEW

Palomar College is a public, two-year community college serving a large student body of diverse ages, ethnicities, and lifestyles. The District's over 200-acre main campus is located at 1140 West Mission Road in San Marcos. The San Marcos campus, Education Centers in Rancho Bernardo, Escondido and Fallbrook, and four additional sites, serve a District covering 2,555 square miles ranging from urban to agricultural areas of North San Diego County.

The four education sites are located in Camp Pendleton, Fallbrook, Pauma Valley, and Ramona. In June 2018, Palomar opened the South Education Center in Rancho Bernardo on 27 acres of land purchased in 2010 with an existing four-story office building and parking structure. At the same time, the college opened its North Education Center on 82 acres of land purchased in 2007 in Fallbrook. The Escondido Center is located on eight acres owned by the District.

Palomar College constitutes a single-college district, and it is the largest single community college district in San Diego County. Palomar College borders seven other community college districts: South Orange County, Mt. San Jacinto, Desert, Imperial Valley, Grossmont-Cuyamaca, San Diego, and Mira Costa.

Palomar College has five academic divisions: (1) Arts, Media, and Business Administration; (2) Career, Technical, and Extended Education; (3) Languages and Literature; (4) Mathematics, Science, and Engineering; and (5) Social and Behavioral Sciences. The college offers more than 200 credit degree and certificate programs within those five divisions, and noncredit courses. At Palomar, students have the opportunity to participate in a vibrant college life that includes 38 academic and social campus organizations, 21 competitive intercollegiate sports teams for men and women, and dozens of music, theatre, and dance performances.



**FACILITIES
MASTER
PLAN
2019 UPDATE**



**DISTRICT
OVERVIEW
FRAMEWORK**

PALOMAR COMMUNITY COLLEGE DISTRICT



STAFFING MASTER PLAN 2018-23

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CHAPTER ONE

EXECUTIVE SUMMARY

Palomar College is a public two-year community college located in San Marcos, California, approximately 30 miles north of San Diego. The District enrolls approximately 30,000 full-time and part-time students per year. Residents of California are charged only \$46 per unit. At Palomar College, students may choose from over 200 associate degree and certificate programs, complete the first two years of a bachelor's degree, or enjoy personal enrichment classes for lifelong learning.

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

believe the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

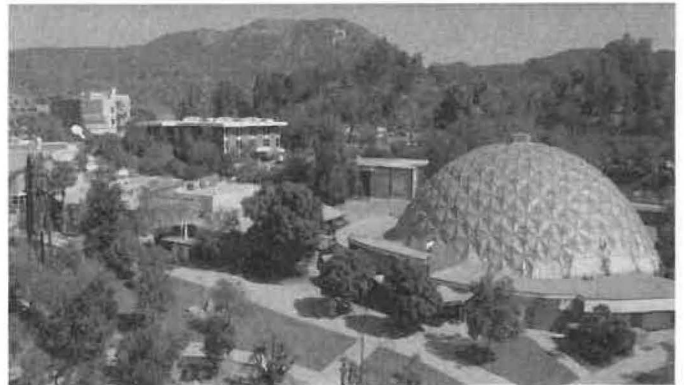
Palomar College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), an institutional accrediting body recognized by the Council of Higher Education Accreditation and the Department of Education. The ACCJC identifies the importance of staffing as it relates providing a well-functioning and efficient institution. As such, a staffing plan is one method that is recognized to address these needs. This is why the District embarked on the mission of instituting and implementing a staffing plan that could serve as a guidepost to meet its needs. It not only is designed to provide current staffing data but longitudinal information based on trends and other relevant data that can help the District plan and prepare future staffing needs.

The generalized findings from the Plan, based on research drawn from data, indicate the College needs to plan and

prepare for significant staffing losses that could comprise close to half the District staff, faculty and administration within the next five (5) years. Currently, over 65% of all employees are over the age of 45. While the District currently enjoys the benefit from the experience and history of veteran employees, the departure of employees who become retirement-eligible could significantly deplete the District of this valuable and reliable asset over the next few years.

Although employees can leave the District for a host of reasons, the data demonstrated that more employees separate due to retirement. As new staff are hired, diversifying the workforce in accordance to the Equal Employment Opportunity Plan is a specific goal the District is working to improve. Although slight improvements have been made there is a significant difference between the diversification of students in comparison to employees. While the District should not focus on reaching a quota, comparative analyses assist in recognizing the community it serves.

Hiring of staff over time also requires an analyses of current and long-term annual budget(s). The District is



currently within a stability period in the midst of a new funding formula implemented by the state. During this period, the District has also recognized that deficit spending must be mitigated to balance revenues and expenditures. Therefore, as staffing is assessed all factors should be accounted for including departmental need and structure given the current dynamics within the institution. This includes the cost of hiring either part-time or full-time employee along with the benefit(s), statutory, and ongoing technology needs.

Overall, future planning should focus on succession planning that includes an assessment process on current and future staffing needs, hiring a more diverse workforce and working toward a balanced budget that includes all costs relative to staffing.

should always demonstrate that the District is cognizant and moving in a direction that exemplifies commitment to diversity¹.

OVERVIEW OF THE PLAN

The Palomar Community College District's Staffing Master Plan 2018-23 ("Plan") is the District's second comprehensive Staffing Master Plan and one of the District's three master plans. Over the five-year planning cycle, the Plan will guide the District in determining a sufficient number of employees, and identifying and prioritizing the District's specific staffing needs for classified, confidential, supervisory, and administrative positions in alignment with its vision, mission, and values. Full-time faculty positions will continue to be filled according to the established procedures discussed in detail in the Plan.

The Plan is the product of Human Resource Services (HRS) as assigned in Year 1 of the District's Strategic Plan 2013 Action Plan. Integrated with other major planning mechanisms, the District will utilize long- and short-term planning assumptions to drive its staffing projections. Through annual updates, the District will report on its progress toward achieving staffing optimization.

The Plan provides a broad overview of various factors that impact staffing including current procedures and processes. It also addresses recommendations to mitigate and address staffing needs but it does not provide exact solutions to address future staffing. The reason is every department has unique needs and varying needs when it comes to providing sufficient staff to accomplish the mission of the District. What every department should take away from the Plan is an awareness of implications that will impact staffing over time. Further, recommendations for planning and preparing for staff losses should be addressed well before employees separate from the District. Finally, the hiring of new staff

¹ <https://www2.palomar.edu/pages/governingboard/files/2017/06/BP-7100-Commitment-to-Diversity-adopted-11-8-11.pdf>

CHAPTER TWO

PLAN METHODOLOGY

The initial concept of the Staffing Master Plan, originally developed under for the 2010-16 Plan, as shown in Figure 1 below. The Plan assesses the District's minimum and optimum staffing levels through an analysis of a variety of planning influences and data. The District then uses the data derived through the Plan and a review of available fiscal resources to determine long- and short-range staffing projections, which are reviewed on an ongoing basis. The District monitors and evaluates the Plan annually to determine its effectiveness in identification and prioritization of staffing needs. The District updates the Plan accordingly to ensure its continued efficacy.

District Integration and Strategic Plan

The College is committed to its Mission, Vision, and Values and the defined goals under the Strategic Plan (SP)

19. These goals distinguish the importance of staffing as it relates to strategic alignment and continuous institutional improvement. Specifically, the goals and objectives identified in the SP include the following:

- Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.
- 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.

- Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

These articulated objectives define the importance of staffing for key positions but also the significance of continuous improvement in hiring, retention and diversity hiring efforts. Because professional development can support employee retention; ongoing trainings will subsequently be addressed.

Accreditation Requirements

Staff planning is largely driven by accreditation standards developed by Palomar College's accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC). These standards require member institutions to fulfill the following requirements:

- Maintain a sufficient number of employees
- Align programs and services with the institution's mission
- Integrate program review, planning, and resource allocation
- Utilize institutional planning to address long- and short-term resource needs

In 2015, the ACCJC provided an External Evaluation Report in response to the District's 2015 Institutional Self

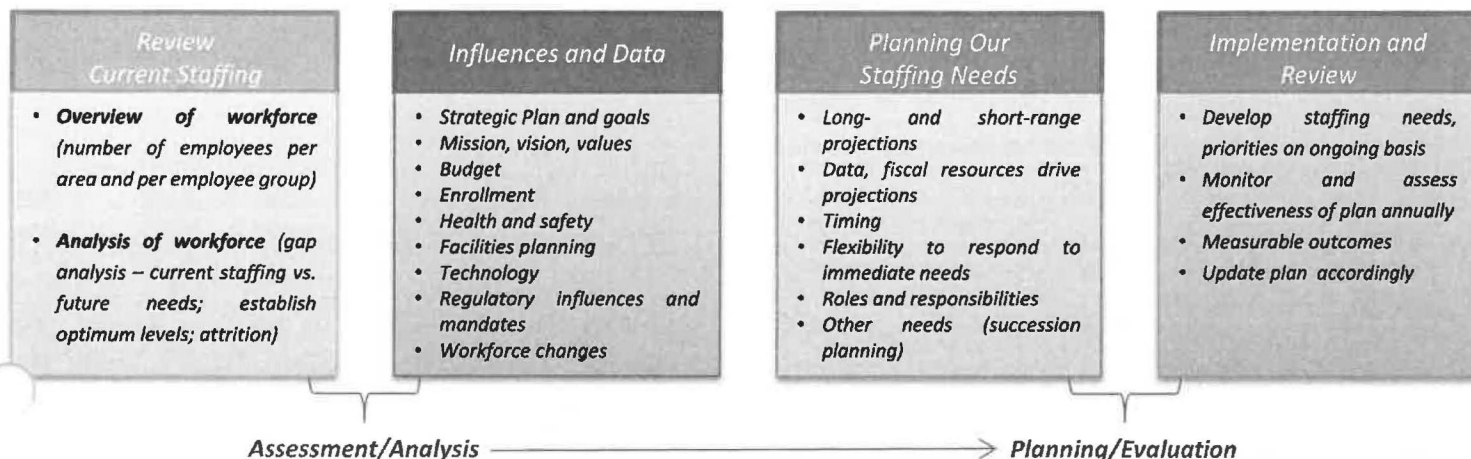


Figure 1. Plan Concept
Concept

Evaluation of Educational Quality & Institutional Effectiveness in Support of Reaffirmation of Accreditation. This Report included a recommendation related to determining sufficiency of staffing levels. Specifically, as stated under Recommendation #4, it required the District to "...develop a college wide [sic] process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes." The Plan will not only address this recommendation but provide additional factors that has and will impact staffing over time.

Links to Other District Plans and Resource Allocation

The Plan connects to the District's other broad plans through the District's Integrated Planning Model (IPM) and its Resource Allocation Model (RAM) to determine optimum staffing levels, prioritize and approve requested positions, and determine that staffing needs are aligned with available fiscal resources. These plans include:

- Master Plan 2022
- Technology Master Plan
- Departmental Program Review and Planning (PRP) documents

The IPM, above plans, and the RAM are posted on the District's website at:

<http://www.palomar.edu/strategicplanning>.

The Plan is most directly linked to the District's Strategic Plan, which contains goals and objectives related to recruitment and hiring, and the Equal Employment Opportunity Plan, which defines and assesses practices for recruitment and hiring of individuals of diverse backgrounds. All three of these plans impact the District's overall staffing practices and decisions, as indicated in Figure 2.

50% Law

The Fifty Percent Law is a state compliance requirement stipulating that each fiscal year, each district is to spend 50 percent of the current expense of education for the payment of salaries and benefits of classroom instructors.

Codified in Education Code Section 84362 and California Code of Regulations Section 59200, the intent of the requirement is to "limit class size and contain the relative growth of administrative and non-instructional costs."

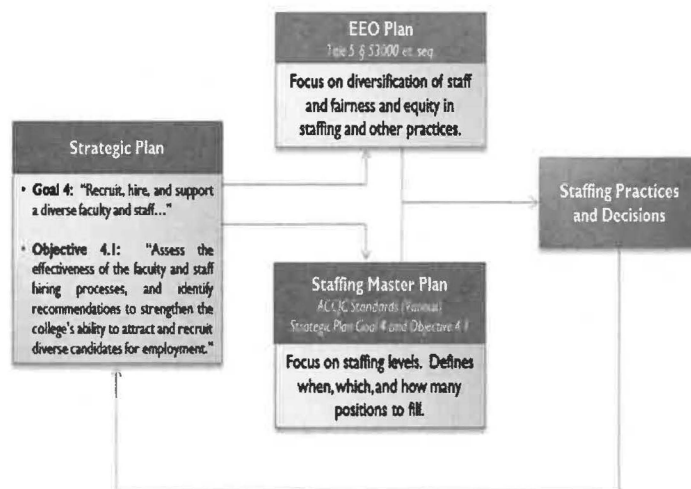


Figure 2. Staffing Practices and Decisions

Title 5 Section 59204 defines salaries of classroom instructors as "that portion of salaries paid for purposes of instruction of students by full-time and part-time instructors employed by a district and all salaries paid to classified district employees who are: (a) assigned the basic title of "Instructional Aide" or other appropriate title designated by the governing board that denotes that the employees' duties include instructional tasks, and (b) employed to assist instructors in the performance of their duties, in the supervision of students, and in the performance of instructional tasks."

Faculty Obligation Number (FON)

The Full-Time Faculty Obligation (FON) is the number of full-time faculty a district is required to employ to maintain compliance with Title 5 Section 51025. Originating from the passage of Assembly Bill 1725 in 1988, the bill established a goal of reaching 75 percent of instructional hours taught by full-time faculty. The baseline standard for full-time faculty levels was established in 1988-89. From this baseline, the compliance standard is proportionately increased with the growth of funded credit FTES.

Figure 3. Ten-Year Trend – Full time Ratio

Ten Year Trend: Palomar College Full-time Ratio									
Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
56.26	54.2	54.5	54.5	52.1	49.2	45.8	51.7	50.8	52.7

Figure 3 provides a ten-year history comparing the college's Full-time Equivalent Faculty (FTEF) attributable to Full-time faculty with the Full-time Faculty Obligation Number (FON) established by the Chancellor's Office. The required FON fluctuates as it is calculated based on Funded credit FTES. Over time, as a result of budget cuts and enrollment declines, both the FON and Actual FTEF have decreased.

CHAPTER THREE

WORKFORCE ANALYSIS

Current Staffing

The District's employee headcount in all employment categories for the past five (5) years (Figure 4) demonstrates a slight increase except in the category of educational administrators, which remained relatively flat. Full-time faculty has demonstrated a slight increase over the past five (5) years. Classified staff have steadily grown over the past five (5) years as well. Although classified administrators appear to have grown the most significantly, it was previously identified that during the 2014-15 year some positions were coded incorrectly. Subsequently, these positions were placed in the correct category of classified administration. Nonetheless, this classification has shown a slight increase in the past few years.

Figure 4. Employee Headcount, 2013-14 through 2017-18.

	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty (F/T)	252	249	251	275	273
Faculty (P/T)	860	900	881	811	765
Classified	352	335	371	376	387
Ed. Admin.	18	20	14	18	18
Class. Admin.	11	25	28	34	37
Total	1,493	1,529	1,545	1,514	1,480

Attrition

Attrition occurs for primarily two reasons: retirement and separations. Excluding the 2014-15 data wherein the District experienced a high number of retirees due to a Supplemental Retirement Plan (SRP), the District has demonstrated an annual attrition rate of approximately 8% across all permanent employee groups over the past five (5) years (Appendix I).

In review of attrition across distinct classifications, the range of variance based on any given year has not provided consistent trends to determine groups that may or may not be experiencing higher losses of employees (Figure 5). This data will require further analysis over

time to discern if any reason(s) might exist for these separations from the District.

Figure 5. Attrition by Classification Type.

	2013-14	2014-15	2015-16	2016-17
FT faculty	3.4%	11.7%	.8%	13.5%
Prof. (Non-faculty)	26.9%	33.3%	12.5%	3.3%
Clerical Secretarial	7.8%	31.6%	35%	15.9%
Technical/Para Prof.	12.4%	37.2%	25.2%	23.8%
Skills Craft	4.5%	22.7%	23.8%	20.5%
Service/Main.	5.9%	29.1%	20.5%	12.5%

In Spring 2015, the District offered a SRP to eligible employees. The SRP significantly impacted the District's attrition rate for 2014-15, which led to the retirement of 89 permanent employees across all employee groups. This percentage was significantly higher than previous years. As illustrated in Figure 6, the District experienced attrition at 12.36% that year from its permanent workforce.

Figure 6. SRP Retirees.

2015 SRP Retirees and Percent Employees Retired per Employee Group

Employee Group	# Retirees	Total Employees (2014-15)	Percent SRP Retirees in Group
Faculty (Full-Time)	28	265	10.57%
Classified	45	382	11.78%
Confidential & Supervisory	2	25	8.00%
Administrators	14	48	29.17%
Total	89	720	12.36%

Since the SRP, the District has recognized the importance of replacing vacant positions and planning. Evaluating potential future attrition through possible retirements is critical. Based on state regulations under the California Public Employee Retirement System (CalPERS) and the California State Teachers Retirement System (CalSTRS) have identified retirement factors which include age and vested service time in each respective system. Because age is one significant indicator for possible retirement, the District has assessed the demography in this particular area for all employees (Figure 6.).

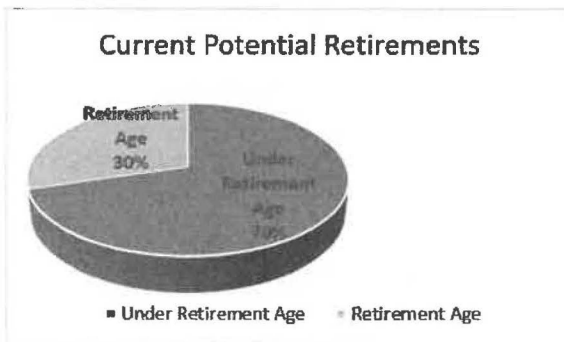
Figure 6. Age Demographics

	2013-14	2014-15	2015-16	2016-17	2017-18
Under 25	0.1%	0.3%	0.5%	0.3%	0.3%
25-29	3.4%	3.0%	4.3%	4.0%	3.5%
30-34	7.4%	7.3%	9.3%	7.9%	7.9%
35-39	10.4%	10.1%	11.3%	10.6%	10.3%
40-44	10.5%	10.7%	12.2%	11.5%	12.8%
45-54	25.6%	25.4%	25.1%	25.4%	24.9%
55-64	28.7%	29.3%	26.1%	28.4%	28.4%
65 & Over	13.7%	13.9%	11.3%	12.0%	11.9%

The above data indicates a high number of employees that have reached the minimum age of retirement, which can start at 50 for employees who entered the retirement system prior to the 2013, California Public Employees' Pension Reform Act (PEPRA). The Act instituted new varying age limits for retirement. However, age is but one factor toward meeting retirement as years of service is another significant element.

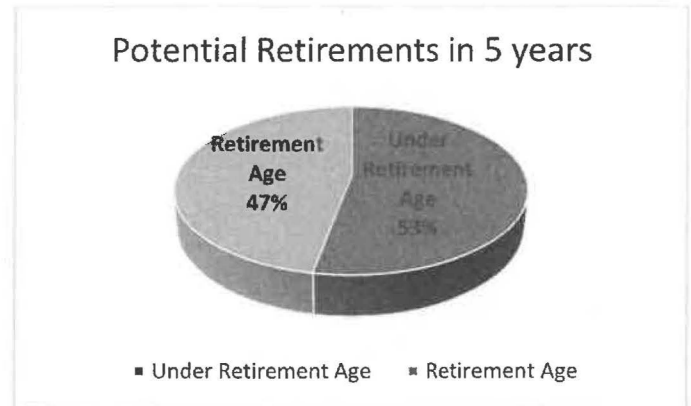
For this reason, the District reviewed data that met retirement systems parameters for retirement. This data assessed employees who are currently eligible for retirement today (Figure 7). As represented in the chart, 30% of all permanent District employees (specifically, 219 out of 520) are eligible for retirement.

Figure 7. Potential retirements



In addition to current potential retirements, employees who will be eligible for retirement within the next five (5) years is another factor that the District needs to consider when planning and preparing for its future staffing needs (Figure 8). As identified in Figures 7 and 8, the District will see a significant shift from 30% of its employees eligible for retirement in 2017-18 to more than 47% over the next five (5) years.

Figure 8. Retirements in 5 years



There are also employees who separate from the District for a variety of reasons other than retirement, which is also significant data to capture (Figure 9).

Figure 9. Non-Retirement Separations.

	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty (F/T)	2	2	1	5	5
Supervisory	1	0	1	1	5
Classified	12	18	12	13	20
Administration	0	2	2	2	3
Total	13	20	15	16	28

Non-retirement separations from the District have been less common in comparison to retirements. In review of this data, the District has identified the average age of retirement as 66. This data point is relevant to determining future budgeting needs relative to hiring new employees to the District.

Diversity

The District has taken active measures towards building a diverse workforce that is not only representative of the community but also includes the diverse landscape of the nation. Palomar College is a Hispanic-serving institution, which reflects the diversity of our student demographics and the importance of increasing the diversity of our hires to ensure a richer learning experience for our students. Recruitment and hiring practices focus on building diversity in many ways as indicated through policy and procedure as well as the District's Equal Employment

Opportunity (EEO) Plan². These efforts will extend into the future.

The District has made gradual progress over the last five (5) year period towards building a more racially and ethnically diverse workforce as indicated in Figure 10.

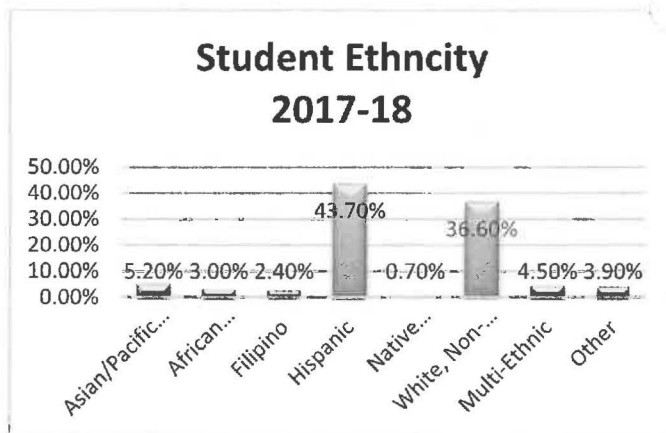
Figure 10. Employee Race/Ethnicity

	2013-14	2014-15	2015-16	2016-17	2017-18
Asian/Pacific Islander	3.6%	4.3%	5.8%	5.4%	5.6%
Black, Non-Hispanic	2.0%	1.8%	2.7%	3.0%	2.8%
Filipino	1.2%	1.2%	1.6%	1.9%	1.9%
Hispanic	13.9%	14.3%	17.7%	17.9%	17.7%
Multi-Ethnic	0.5%	0.7%	0.0%	0.0%	0.0%
Native American	1.5%	1.4%	1.5%	1.7%	1.8%
White, Non-Hispanic	76.0%	73.9%	67.4%	66.7%	66.1%
Unknown	1.2%	2.4%	3.3%	3.4%	4.1%

Racial/ethnic diversity of employees have gradually increased in some groups. The District has also recognized a change in student demographics. Although we have seen progress in some racial/ethnic groups others have remained relatively static over time (Figure 10.). Yet, recent data over the past year has demonstrated improvements across all historically underrepresented groups relative to race and ethnicity (Appendix II). Because gender has been balanced at roughly 50%, the District has met a balanced hiring approach in this area (Appendix II).

Over the past several years, student diversity (Figure 11) has grown at a more exponential rate in comparison to the ethnicity of our employees. Although the intent of the data is not based on reaching a quota, the comparative data serves as a guidepost to assess how the institution is increasing in employee diversity relative to the student population it serves. This data serves as an indicator of an area in which the District needs to continue to improve.

Figure 11. Student Race/Ethnicity



College Comparisons

California Community Colleges are public institutions designed to provide an open educational environment for all. Programs and needs can vary based on the dynamics of the communities that the District serves. While taking into account the uniqueness of each institution, comparisons also exist. For example, the District is a single college and not considered a multi-campus district. As such, gauging or comparing how it is structured relative to its student population and staffing can provide valuable insights as to how similar institutions are serving their communities through staffing (Figure 12.).

Figure 12. Comparable College Staffing. (Datamart, 2017)

District	FTEs	Ed. Admin	Faculty (F/T)	Faculty (P/T)	Class. Admin.	Class. Prof'l	Class. Support	District Total
Cabrillo	4,488.72	18	181	375	22	0	217	813
Cerritos	8,248.76	23	298	584	25	23	297	1250
Chaffey	7,666.67	19	234	811	20	20	281	1385
El Camino	8,655.18	28	342	613	30	86	343	1442
Glendale	6,472.25	26	203	600	33	10	294	1166
Long Beach	9,227.27	26	321	687	34	31	502	1601
Mt. San Antonio	12,813.16	45	426	895	56	7	601	2030
Palomar	8,721.27	18	275	812	34	64	312	1515
Pasadena	11,307.54	33	404	831	41	8	315	1632
Rio Hondo	5,687.27	20	200	334	15	3	270	842
San Joaquin Delta	6,544.33	15	228	374	4	42	412	1075
Santa Barbara	6,892.17	20	235	494	34	31	284	1098
South-western	6,913.82	27	217	732	28	0	349	1353

² <http://www2.palomar.edu/pages/hr/files/2016/06/EEO-Plan-2016-FINAL-6.14.2016.pdf>

The District is one of the largest singled college districts California. The colleges selected are of similar size based on the number of full-time equivalent students (FTES). The District is in the top third percentile of FTES in relation to the colleges listed in Figure 12. The most comparable colleges to the District based on FTES include Long Beach (9,227.27), El Camino (8,655.18) and Cerritos (8,248.76). The overall staffing for these similarly sized districts indicate little variance aside from Cerritos, which has roughly 300 fewer employees, but is also the smaller of the three (3) colleges. The most notable difference among the colleges when compared with the District is the number of educational administrators. The District ranges from 5-10 fewer employees in this category. When comparing faculty, the District has the lowest number of full-time, tenure-track faculty but has a range of 200-300 more part-time, temporary faculty than comparator districts.

The number of classified administrators within the District's peer group is similar. The District's classified 'professionals' unit, which include staff with specialization and expertise in certain fields of study, is the second most numerous among the other institutions. Classified support staff within the District appears to be within the average, with the exception of Long Beach. Thus, while most of the classifications appear similar, the two (2) areas with the most distinct differences are within the part-time, temporary faculty and educational administration categories, which appear greater and lesser, respectively, when compared to the other institutions.

Although the classified professional category seems to be on the higher end in comparison to other institutions, a deeper analysis is needed to determine how other institutions may be categorizing this group of employees within their internal institutional protocols.

CHAPTER FOUR

PLANNING PROCESSES AND STAFFING FORECAST

The District plans to utilize several resources for guiding department heads with the annual staffing plan processes to include:

- Program Review Plan (PRP)
- Fiscal Resources
- Student Enrollment
- Educational and Facilities Master Plan
- Technology Plan

Staffing requests paid from grants or other non-District funding resources will be made on an as-needed basis by way of a Position Request Form (PRF). However, at times, Executive Cabinet may prioritize certain positions for immediate recruitment based on ensuring legal or other aspects of operating the District are met.

PLANNING PROCESSES

Program Review Plan

The Program Review and Planning (PRP) process assists the District in determining both short-term and long-term needs. Specifically, the purpose of the PRP process is *“to assess the progress toward achieving stated goals and make decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.”*

Annually, each department develops a PRP to outline its upcoming goals and objectives, which should link directly to institutional strategic goals and objectives. Part of each PRP includes a staffing section that predicts, with appropriate justification, the staffing needs of the department for the upcoming year. This staffing section includes current employee headcounts, minimum staff needed to carry out the department’s functions, and optimum staffing needs. Each department is charged with correlating staffing needs with student headcount or other appropriate data points.

Fiscal Resources

California Community Colleges have historically been funded based on the number of full-time equivalent students (FTES) via a formula that generates a specific dollar amount per student. The District has a base FTES generation of \$113,283,775 based upon 19,200 FTES. However, during the 2017-18 year, the state has undergone a shift from this prior model to a new funding formula based on 70% of future additional funding for each district tied to enrollment size; 20% on how many qualifying students receive state financial aid based on being from low-income families; and the remaining 10% would entail the number of degrees and certificates granted and the share of students who completed them within three years. Every district will be held harmless for the next three fiscal years while undergoing the shift in the budget formula from FTES to student performance. The final funding formula is planned for the 2020-21, which will shift to a 60%-20%-20% Student Success Funding Model. It is uncertain how this new model will impact the District over time, particularly since the District is within a stability period due to declining enrollment.

RESOURCES REQUIRED

Resources required to implement a staffing plan should include: training, facilities, technology also known as “total cost of ownership”. The breakout of total cost of ownership is below. Note: these are estimates as assumptions have been made on average cost of full time employee hiring.

Facilities

Average Space Assumption:

- The average office space required per 1 FTE employee ranges from 80 – 100 assignable square footage (asf)

Average Space Cost Assumption:

- New office per asf - \$600

Technology and Equipment

Technology and Equipment Assumptions:

- Computer, phone and printer (if not network printer is available)
- Average cost of new technology: \$2,000

Financial

Average cost assumptions (FY 18-19 Salary Schedule and Benefits worksheet):

- Full-time faculty with Health/Welfare and Statutory Benefits:
 - Grade C, Step 8: \$129,192
- Average administrator with Health/Welfare and Statutory Benefits
 - Grade 70, Step 1: \$175,987
- Average confidential/supervisory with Health/Welfare and Statutory Benefits
 - Grade 48, Step 1: \$111,197
- Average classified with Health/Welfare and Statutory Benefits:
 - Grade 27, Step 1: \$100,820

Student Enrollment

Some positions and departments have staffing needs that directly correlate with student headcount or FTES. The District has not historically based staffing decisions on student enrollment directly. Rather, it has used an approach to replace vacant positions, reclassify positions, or establish new positions based on the District's needs.

The District is currently in stability funding, which typically triggers a more measured approach to determine overall District needs based on declining enrollment. Essential to the operations of the District, non-faculty positions that are tied directly to student enrollment may be prioritized over positions that do not have this relationship with student needs.

Despite the decline in student enrollment, the District is poised for student growth through strategic planning and the outreach efforts to the 67, K-12 school districts

located within the District's borders. To further this effort, the District has opened two new education centers – the North Center in Fallbrook, and the South Center in Rancho Bernardo – to provide services within the local communities in those geographic locations.

Technology Master Plan

Technology standards for employees who are assigned to individual workspaces require:

- One computer (Windows desktop computer or laptop with docking station)
- District standard productivity software
- Network connectivity
- One phone
- Access to a networked printer

Some positions share technology resources that are used by multiple employees, such as in a counter service assignment.

Additional or specialty technology resources (such as a tablet computer, Macintosh computer, local printer or non-standard software) are provided to employees with appropriate justification based on the requirements of their position, authorized by the employee's administrator, and funded by departmental funds.

Technology equipment as described above is acquired for employees entering new positions at an approximate total initial cost of \$4,000. New position equipment is acquired using departmental funds. Employees filling vacant positions are assigned to use technology equipment as described above that was formerly used by the previous incumbent.

The estimated ongoing standard technology equipment cost per employee is \$570/year. Technology equipment is replaced using centrally managed institutional funds set aside for that purpose on a yearly cycle, pending available funding and institutional spending priorities.

STAFFING FORECASTS

Based on the data analyses provided in Chapter 3, the overarching District plans, and the current and future

state of the District, staffing needs are being determined based on the following drivers:

- Increased staffing due to center openings
- Attrition
- Resource Allocation Model
- College comparisons
- Staff diversity
- New and replacement staff by department
- Shifting focus
- Technology
- Geographic Location

These drivers require the District to address staffing but also to do so in a way that is more predictable and structured based on data. Each of these drivers will be listed below along with how the District should respond to replace and fill new or vacant positions as they arise.

Fallbrook and Rancho Bernardo Center Openings

During the 2017-18 year, the District opened two new centers, which produced 47 new positions. An adequate number of staff was hired in all employee groups from faculty, staff, CAST, and administration to ensure student needs would be met. As the centers grow in student population, the District will need to monitor, on a semester and yearly basis, each center's staffing needs.

Attrition

Employee separations impact staffing within every department. The District could currently lose up to 30% of its workforce and up to 47% in the next five years through retirements. Divisions that may be impacted more significantly should start planning and preparing for potential replacement staff through strategic recruitment efforts or succession planning. Important in this process is the assessment of organizational needs and a deep analysis of departmental structure commonly referred to as organizational charts. A review of the internal structure should include the department supervisors and administrators assessing job descriptions to determine if employees are truly performing the work outlined in the descriptions. If employees are performing duties and responsibilities that are misaligned with their job

descriptions, a restructure or reorganization may be required. This process should entail a review of positions, both permanent and temporary, in departments to ensure the reorganization process includes an overall review of the workforce needed to operate the department as well as a cost-analysis of all positions.

Internal employees who are interested in advancing into higher level positions should be provided opportunities to participate in professional development and mentorship programs, as approved by their supervisors.

Over the next five (5) year period the following recommendations should be considered:

- Review organizational charts to analyze current staffing levels.
- Assess all staffing within each department, including permanent and temporary assignments.
- Review job descriptions to assess appropriate staff alignment.
- Determine if succession planning is needed within the departments.
- Based on current or future staffing needs, plan and prepare to address additional staffing needs through the PRP process.
- Provide and support ongoing professional development training for current employees to enhance the knowledge, skills and abilities to further their careers within the District.

Resource Allocation Model

The tracking and subsequent funding of positions as well as the District's ability to fund program and/or departmental needs is dependent upon appropriate allocation of resources. PRPs are the mechanism used to determine the year-to-year needs of departments, which may result in the District's allocation of resources to fund requests under the review process. The new funding formula and the District's current stability status require the District to continually assess student growth, as well as revenue and expenditures that relate to staffing in an effort to meet its needs.

Currently, the District is expending 90% of all its fiscal resources toward compensation and benefits. As a consequence, the District has 10% of its general funds available to run the entire District, including funding program/departmental needs, enhancing technology, paying its bills, and any other related costs not associated with grant or earmarked funding sources. Thus, the allocation of the 10% requires careful management and apportionment to sustain the added costs over time.

For the above-mentioned reasons or any other reasons that can cause the District to institute precautionary measures when budgeting, a “hiring chill” may be implemented. This approach is more methodical and strategic, allowing for hiring only the most essential positions. The implementation steps include:

1. The hiring manager discusses the need to fill one or more positions with the dean/director.
2. The dean/director discusses the staffing need(s) with the Vice President of the division.
3. The Vice President shares the request(s) with Executive Cabinet for final review and approval based on overall District needs and funding.
4. Once approved by Executive Cabinet, the hiring manager initiates the position authorization request through the approval process.

When the District is not experiencing budgetary issues, the position authorization process will be utilized, as described in Chapter 5.

Over the next five (5) year period the following recommendations should be considered:

- Assess overall staffing needs in relation to student enrollment trends/data.
- Continue to assess stability funding in relation to new funding formula
- Allocate resources based on guidelines established under the Program Review process.

College Comparisons

A comparison of similarly-sized California Community Colleges to the District indicates a lower number of full-time faculty and educational administrators than the District’s closest comparators. The number of full-time faculty hired each year is dependent primarily on the FON established by the Chancellor’s Office and available finances to fund additional positions.

Educational administrators are defined in state regulations as administrators who have “...direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program”³ of a community college district. The number of educational administrators is thusly dependent on two main factors: identifying programs and departments requiring the leadership of an educational administrator, and the District’s organizational structure.

These differences prompt a need to review staffing in these two employee groups to determine if the District’s staffing levels are adequate to meet the needs of its students. Over the next five (5) year period, the District should consider the following steps to determine sufficient staffing in these two groups:

- Review the organizational structure and individual educational administrator positions of similarly-sized districts, and compare to the District’s to determine potential staffing gaps and needs.
- Assess current staff and administrator positions to realign or (re)classify current or new positions to meet the District’s needs.

Staff Diversity

The District has experienced some increases in the ethnic diversity of its students, and modest increases are also evident in the ethnic diversity of some of the District’s job categories. The District intends to continue its efforts to diversify its employees to ensure the fulfillment of its mission, two values of which are:

³ California Code of Regulations, Title 5, § 53402.

- Diversity in learning environments, philosophies, cultures, beliefs, and people, and;
- Inclusiveness of individual and collective viewpoints in collegial decision-making processes.

The EEO Plan 2016-19 specifies various approaches the District utilizes to attract and select diverse, well-qualified applicant pools and hires. Over the next five (5) year period, the District will continue to follow its EEO Plan while identifying novel ways to improve upon its record of improving the diversity of its employees. Strategies should include:

- Continue existing targeted recruitment efforts to diverse groups through advertising and outreach.
- Assess the effectiveness of existing advertising and outreach efforts to determine which ones should be retained and which may be modified or ended.
- Expand selection committee training and District Compliance Officer training efforts for currency of relevant philosophies and approaches to the selection process (i.e., the impact of implicit bias)
- Engage the District's EEO Advisory Committee and other relevant groups in determining other avenues of improving advertising and outreach not currently in practice
- Develop the new 2019-22 EEO Plan, to be issued July 2019, with an assessment of previous efforts stated in the 2016-19 EEO Plan and including the District's new practices and proposed efforts for the future.

New and Replacement Staff by Department

The District should evaluate long-term staffing needs based on institutional goals and objectives. Currently, the District employs many short-term employees and part-time faculty as part of its regular operations. A concerted effort should be made to strategically staff areas to meet long-term goals, evaluating the need for reorganization or

restructuring of departments and divisions to best utilize staffing resources, ensure there is no duplication of effort, and to prevent frequent department turnover of part-time staff.

Shifting Focus

The California Community College (CCC) system is designed to work with and for the community to meet the needs of learners who enter the system. To this end, the State Chancellor has provided the following long-term⁴ vision and goals for the California Community Colleges to meet by 2020.

- Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35% the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percentage of exiting Career and Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five (5) years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements

⁴ <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf>

among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In the District's ongoing efforts to align itself with both the unique needs of the community and the vision of the State Chancellor, appropriate staffing is critical.

Thus, over the next five (5) year period the following recommendations should be considered:

- Determine staffing needs to enhance outreach efforts to bolster student enrollment and success.
- Assess current and future staffing needs within the area of Career Technical Education (CTE).
- Assess resource allocation in relation to staffing the above stated efforts under the PRP process.

Technology

Automation is essential toward providing efficiency as well as a streamlined approach when processing various points of data. This requires replacement of old systems, computers and various other technological equipment as well as providing essential equipment for new employees who join the workforce. Therefore, technology needs that will affect individual employees as well as programs or software systems more broadly used by departments should be factored into overall staffing costs as it relates to employee staff or departmental staffing needs.

During the 2017-18 year, Human Resource Services (HRS) underwent a business process analysis conducted by the Strata Group wherein the most significant finding was the need for automation. In fact, this was the most commonly expressed aspirational item identified by the various constituents who participated in the process. In designing an integrated, automated system or database in HRS, the following items were identified with the advent of a more advanced technological system(s).

Correct data, inspiring trust

- Automation
- Effective communication
- Monitored progress with real-time status

- Knowledge of procedures
- Buy-in by constituents
- Hiring linked to the District's mission and Strategic Plan

Work productivity and cost should be evaluated to compare the cost of employing short-term employees and part-time faculty as opposed to permanent employees; for example, training costs, recruitment efforts, new hire processing, and other costs. An emphasis should be placed on the value of permanent positions for long-term staffing.

Based on the above factors, the following recommendations should be considered over the next five (5) years.

- Identify and factor into the hiring process the technology equipment and related costs to assist employees in their work (i.e. current and new hires) for both short term and long term needs (i.e. replacement costs).
- Identify equipment and/or software as well as related costs to assist departments with efficiencies.
- Continuously assess and upgrade equipment, over time, as related to current and future staffing.
- Identify all areas that require significant staff time to complete to determine if automated processes and procedures can be implemented for expediency and efficiency.
- Provide short and long-term goals, including related costs to build upon current and/or more effective technological systems and solutions.

Geographic Location

Palomar College's service area is in the northeastern portion of San Diego County. The service area mirrors that of the rest of the county, with a steady growth in overall population, but a significant amount of the

population is over 60 ⁵. This demographic has resulted in the labor force participation rate decreasing over time as the workforce experiences more retirements. Therefore, competition for qualified employees will continue to increase. Additionally, San Diego County has experienced a steady increase in the cost of living, as indicated by the Consumer Price Index.⁶ This increase includes the cost of housing. These factors may make it more difficult to attract qualified applicants and retain them. Efforts should be made to create career paths for the District's existing workforce and provide succession planning.

⁵ 2050 Regional Growth Forecast (adopted October 2011), Palomar Community College District

⁶ https://www.bls.gov/regions/west/news-release/consumerpriceindex_sandiego.htm

CHAPTER FIVE

IMPLEMENTATION PROCEDURES

Procedures for following this plan will include:

- Position request/approval (non-faculty positions)
- Faculty position prioritization/approval
- Professional development
- Succession planning

Position Authorization Process

Upon the approval of a position, either through the PRP process or based on other reasons, each supervisor requesting a new or vacated position must fill out a position authorization form (PAF). This form requires information about the position requested, including funding and other specifications related to the position. This process subsequently receives approval from the Vice President, and then is forwarded to Fiscal Services to approve or disapprove the funding for the position. Once approved by Fiscal Services, HRS prepares the position for the Executive Cabinet's review. As required by the District's collective bargaining agreement with the Council of Classified Employees/AFT #4522 (CCE), HRS will provide CCE an opportunity to review and provide input on new positions in the bargaining unit. The District prepares new positions only for the Governing Board's review and final approval. All new and replacement positions are recruited in accordance with Administrative Procedure 7120 -- Recruitment and Hiring.

Full-Time Faculty Prioritization and Approval

Full-time faculty positions are requested, prioritized, and approved outside of the Plan through a process that is separate from other types of positions. The District utilizes the state-established full-time faculty obligation (FON) issued by the California Community Colleges Chancellor's Office each fall semester to determine the number of new full-time faculty to be hired for the following academic year. The FON corresponds to the

number of full-time equivalent students (FTES) enrolled at the District. Each year, the College attempts to hire enough full-time faculty to exceed the FON.

The Instructional Planning Council (IPC) Subcommittee determines full-time faculty hiring priorities each year. During each spring semester, the Subcommittee reviews faculty hiring requests submitted by departments and develops a list of disciplines to hire for the following academic year. The Subcommittee submits the list to the Superintendent/President as a recommendation. Each fall, after receiving the FON from the Chancellor's Office, the District determines the total number of full-time faculty positions to be hired for the following academic year from the priority list. Further discussion of the faculty hiring priorities and process can be found on the District's website on the Instructional Planning Council webpage⁷

Professional Development

In Fall 2017, the District expanded what had historically been a professional development (PD) program specifically for faculty to an all-college PD program. This step was the first in ensuring all District staff were included in opportunities for professional development. Although non-faculty employees had always been allowed to attend PD workshops, the District had not taken steps to ensure there was training provided specifically for their needs. Classified staff, CAST members, and classified administrators have had the opportunity to participate in the Professional Growth Program (PGP), but it is important to note the distinctions between the Professional Growth Program and the Professional Development program. The PGP is a program created to reach long-term goals and is prescriptive in terms of what types of activities are eligible for the program and when employees may participate in them. PD, however, includes training that can be completed throughout the year to meet the ongoing training and development needs of employees. PD also includes the onboarding of new employees.

⁷ <https://www2.palomar.edu/pages/ipc/faculty-hiring-priority/>

Although the District has made great strides in providing PD to all employees, there is still progress to make. Better technology training for employees is necessary to help them use the technology available to them effectively and efficiently on a daily basis. Training in Microsoft Office applications, WordPress web design software, and PeopleSoft is needed. PD that targets Palomar College processes and systems is also a necessity. A comprehensive onboarding training will ensure all employees receive the information and resources needed to successfully begin their careers at Palomar College.

A dedicated space is needed for training that does not compete with the District's instructional schedule. At present, many times space for trainings is limited to classroom availability, which limits the variety and frequency of workshops that the District can provide.

Succession Planning

Succession planning is a procedure that sets in motion a guided process to train and prepare internal staff to apply for internal promotion. This process assists with staffing losses that occur over time and prevents significant hiring gaps that may exist in certain positions. The succession planning process is not a pre-selection process that identifies who will fill specific seats. Rather, it identifies who might be interested and well suited to learn and transition into higher-level positions. Succession planning is an ongoing process that helps to identify a pool of candidates through an assessment process to help them develop skills that can prepare them for advancement while retaining them to ensure the organization demonstrates a return on the training investment.

With the potential employee losses the District may experience over the next few years, it will be critical to develop a succession planning model to retain current and future staff. Although the District desires to recruit highly qualified candidates to join the workforce, there is a monetary cost with this effort. Refocusing part of this cost and effort by retaining and growing qualified internal candidate helps to build capacity for employees who are

both skilled and interested in moving into higher-level positions within the District. They can assist strengthening the District based on their demonstrated commitment and dedication.

By 2020, a shortage of five (5) million workers will exist in the United States with education being amongst the top 10 industries⁸. This means the District will be vying for the same candidates as other surrounding colleges to replace its faculty, staff and administration. As we continue to look toward the future, the implementation of the recommended strategies will ensure the District is poised and prepared to make the necessary changes to mitigate its staffing needs.

⁸ Bidwell, Allie. "Report: Economy Will Face Shortage of 5 Million Workers in 2020."

U.S. News, <https://www.usnews.com/news/articles/2013/07/08/report-economy-will-face-shortage-of-5-million-workers-in-2020>

APPENDIX II: EMPLOYEE DEMOGRAPHICS

APPENDIX I

Table I. Palomar Historical Attrition Rates Based on Fall Staff Data (MIS EB) Submissions to the CCCCCO, 10-Year Average

Total All Occupations			
Year	Fall Headcount	Annual Attrition	% Attrition
2017-18	715		
2016-17	703	68	9.70%
2015-16	664	106	16.00%
2014-15	720	180	25.00%
2013-14	711	50	7.00%
2012-13	724	64	8.80%
2011-12	728	45	6.20%
2010-11	746	56	7.50%
2009-10	765	44	5.80%
2008-09	783	35	4.50%
2007-08	779	49	6.30%
10-Yr. Avg.	726	136	18.80%

Table II. Palomar Historical Attrition Rates Based on Fall Staff Data (MIS EB) Submissions to the CCCCCO, 2007-08 through 2017-18

Year	1. All Admins.			2. Faculty (F/T)			3. Prof'l Non-Faculty			4. Clerical/Secretarial			5. Technical/Paraprof'l			6. Skilled Crafts			7. Service/Maintenance		
	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition	Fall Headcount	Annual Attrition	% Attrition
2017-18	55			273			71			106			143			19			48		
2016-17	52	7	13.50%	275	9	3.30%	64	12	18.80%	113	18	15.90%	132	16	12.10%	19	0	0.00%	48	6	12.50%
2015-16	42	2	4.80%	251	2	0.80%	40	5	12.50%	163	57	35.00%	103	26	25.20%	21	5	23.80%	44	9	20.50%
2014-15	48	18	37.50%	265	31	11.70%	24	8	33.30%	212	67	31.60%	94	35	37.20%	22	5	22.70%	55	16	29.10%
2013-14	31	1	3.20%	266	9	3.40%	26	7	26.90%	218	17	7.80%	97	12	12.40%	22	1	4.50%	51	3	5.90%
2012-13	31	5	16.10%	260	15	5.80%	33	9	27.30%	226	20	8.80%	100	9	9.00%	20	0	0.00%	54	6	11.10%
2011-12	32	4	12.50%	272	12	4.40%	36	6	16.70%	217	10	4.60%	101	5	5.00%	21	2	9.50%	49	6	12.20%
2010-11	34	3	8.80%	273	21	7.70%	37	3	8.10%	233	21	9.00%	103	5	4.90%	20	1	5.00%	46	2	4.30%
2009-10	35	3	8.60%	283	16	5.70%	36	2	5.60%	238	14	5.90%	106	6	5.70%	20	1	5.00%	47	2	4.30%
2008-09	39	5	12.80%	288	12	4.20%	36	1	2.80%	242	9	3.70%	108	4	3.70%	21	1	4.80%	49	3	6.10%
2007-08	34	1	2.90%	289	12	4.20%	35	3	8.60%	250	24	9.60%	103	5	4.90%	21	0	0.00%	47	4	8.50%
10-Yr. Avg.	40	10	25.80%	271	40	14.80%	40	12	30.80%	197	34	17.20%	109	26	24.00%	21	4	17.10%	49	10	20.60%

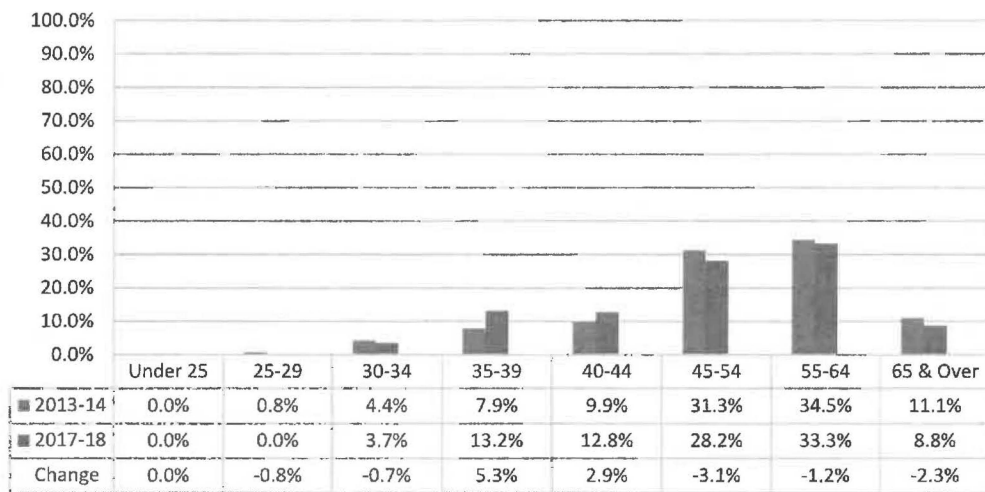
Source, Tables I and II: Palomar College Institutional Research and Planning. Staff Attrition Data. 2007-08 through 2016-17.xlsx; April 26, 2018

(Note: An employee is considered to have attrited during the year if she/he was not in the same EE06 occupation the following Fall.)

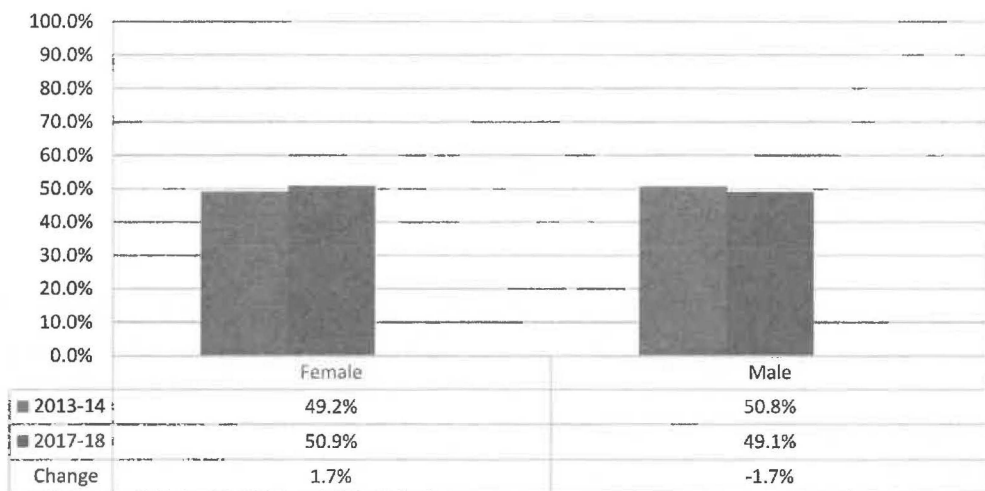
APPENDIX II: EMPLOYEE DEMOGRAPHICS

Full-Time Faculty Comparison

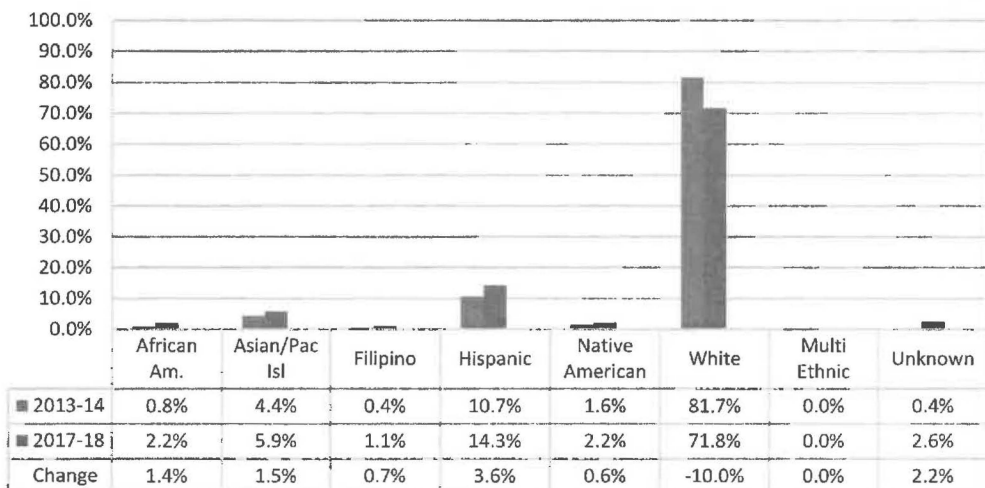
Full-Time Faculty Age by Academic Year



Full-Time Faculty Gender by Academic Year



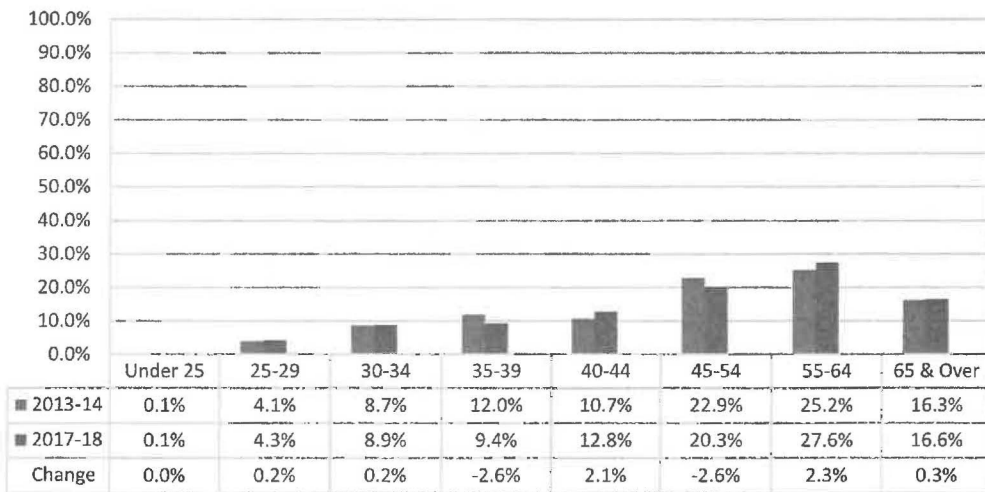
Full-Time Faculty Ethnicity by Academic Year



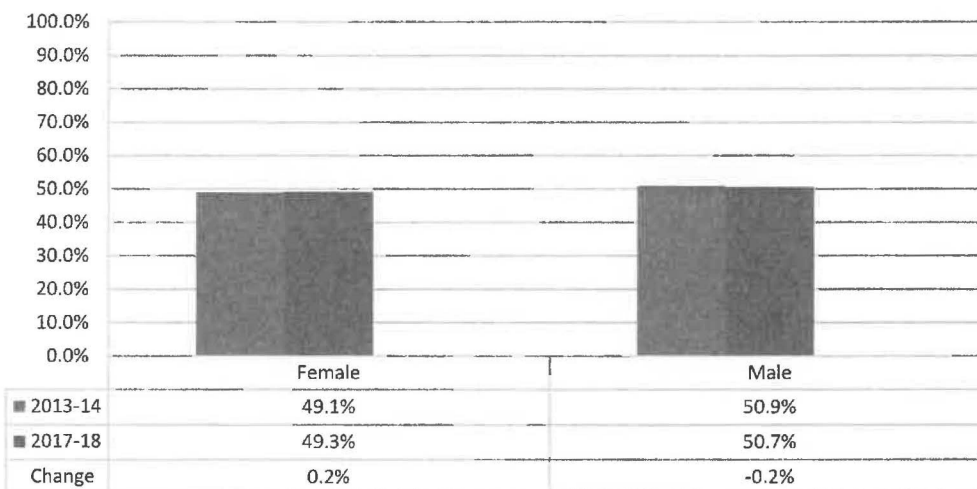
APPENDIX II: EMPLOYEE DEMOGRAPHICS

Part-Time Faculty Comparison

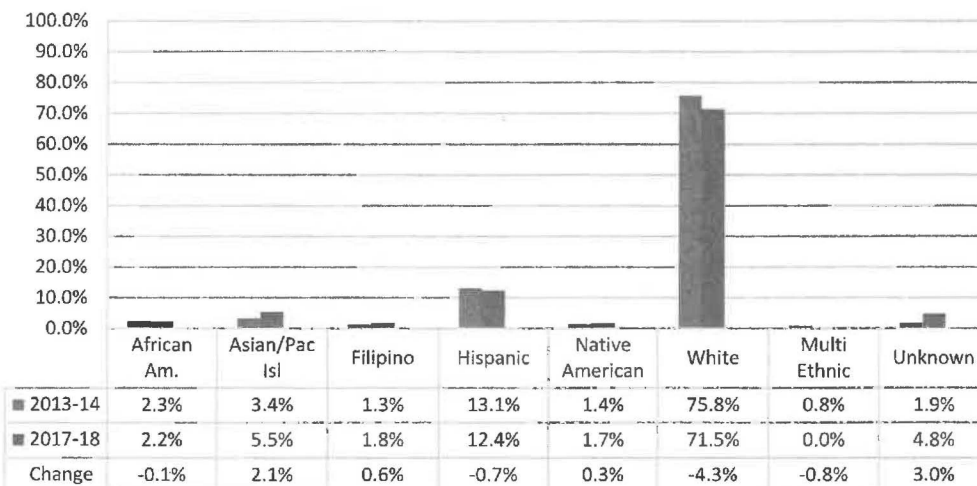
Part-Time Faculty Age by Academic Year



Part-Time Faculty Gender by Academic Year



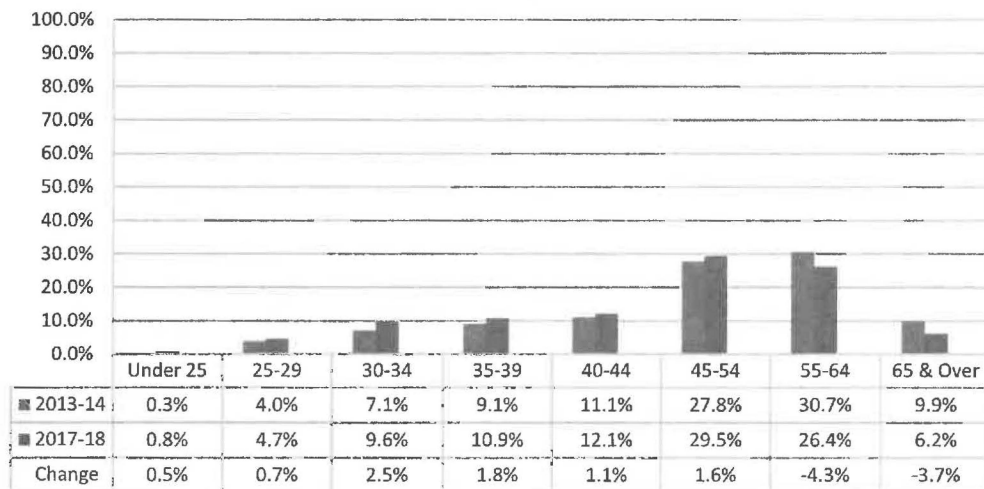
Part-Time Faculty Ethnicity by Academic Year



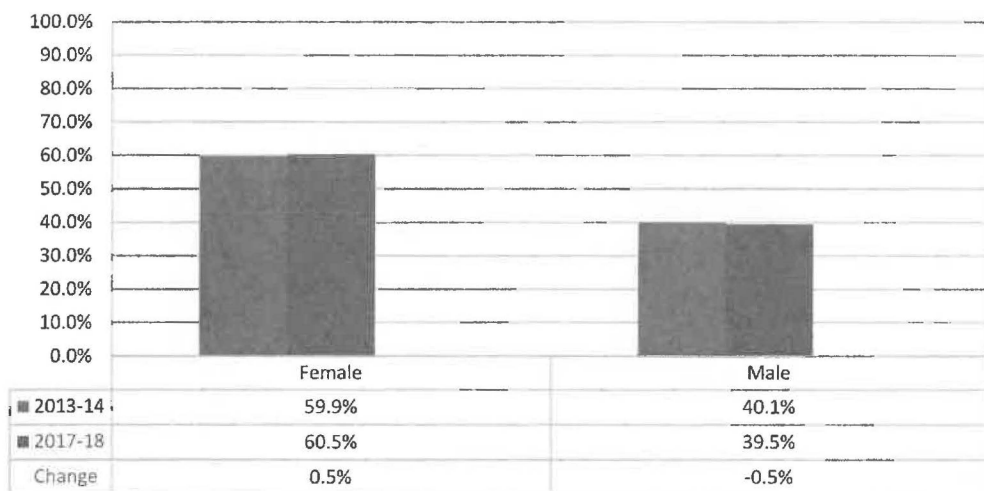
APPENDIX II: EMPLOYEE DEMOGRAPHICS

Classified Staff Comparison

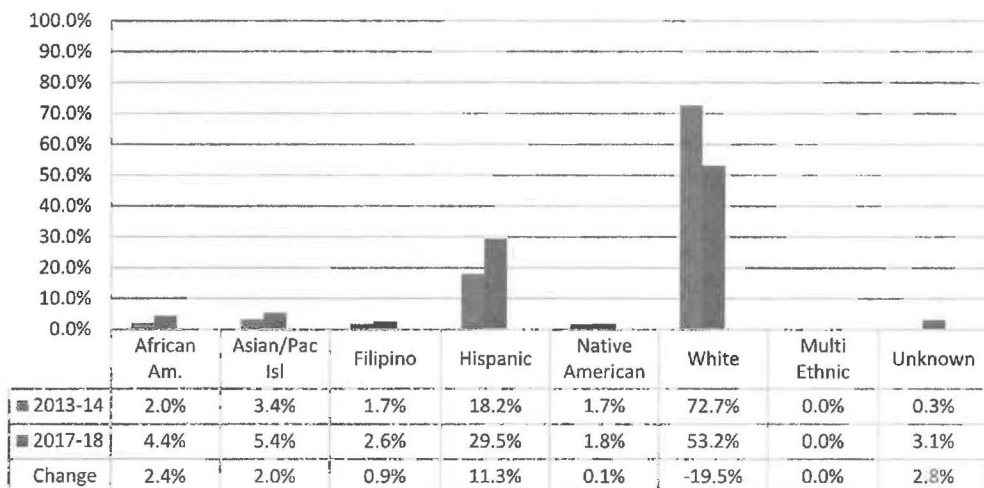
Classified Staff Age by Academic Year



Classified Staff Gender by Academic Year



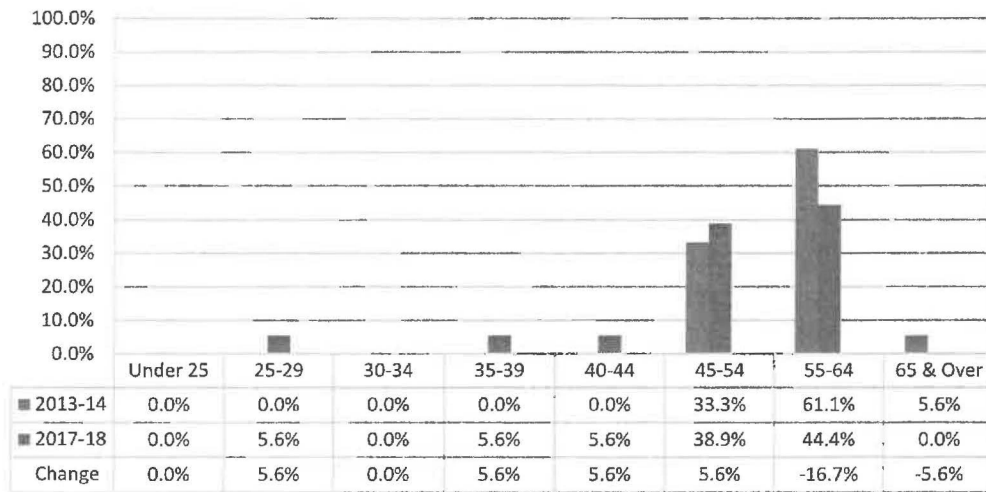
Classified Staff Ethnicity by Academic Year



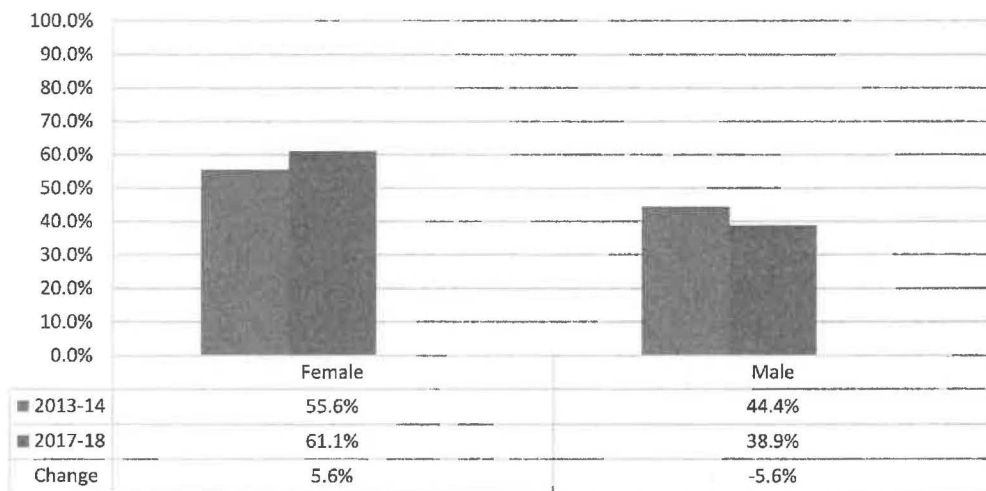
APPENDIX II: EMPLOYEE DEMOGRAPHICS

Educational Administrator Comparison

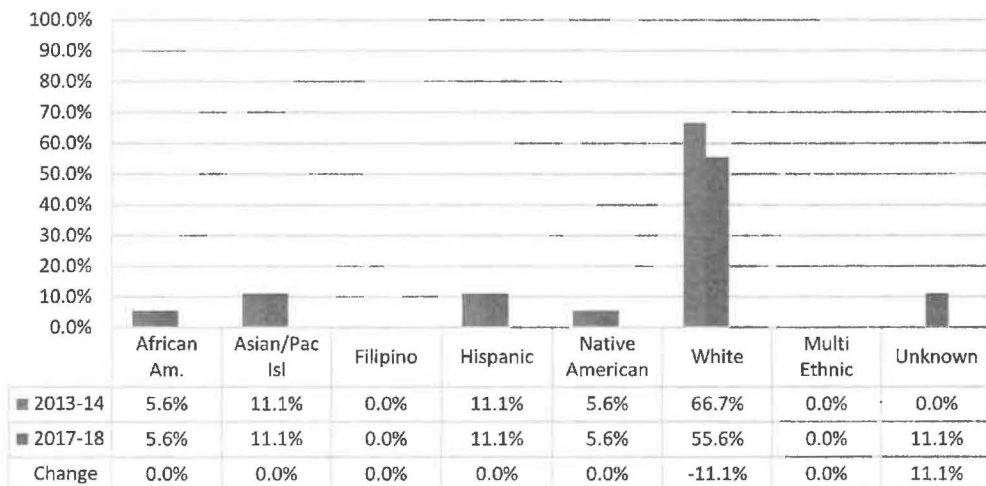
Educational Administrator Age by Academic Year



Educational Administrator Gender by Academic Year



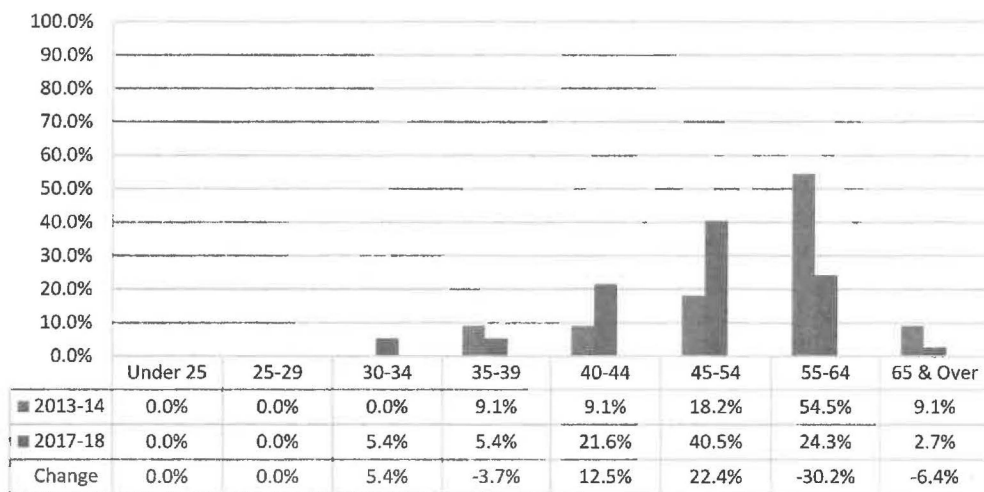
Educational Administrator Ethnicity by Academic Year



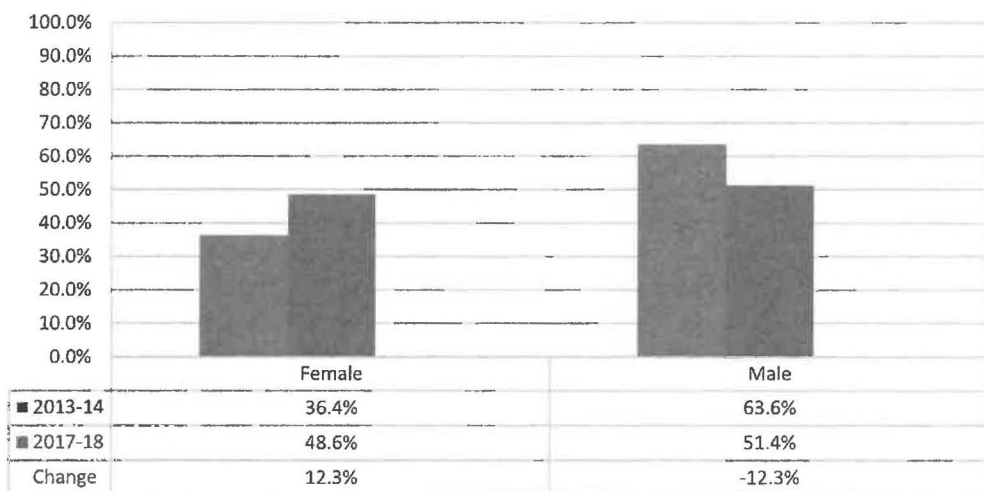
APPENDIX II: EMPLOYEE DEMOGRAPHICS

Classified Administrator Comparison

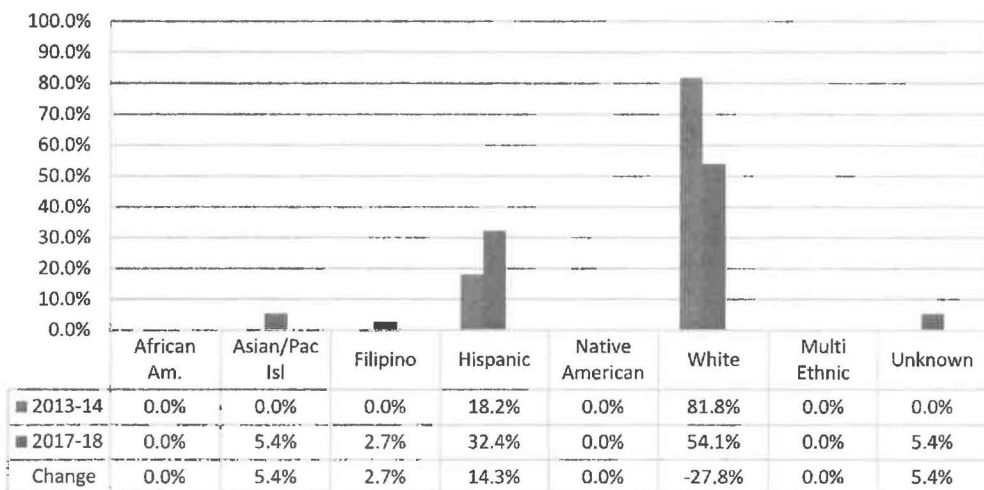
Classified Administrator Age by Academic Year



Classified Administrator Gender by Academic Year



Classified Administrator Ethnicity by Academic Year



INSTRUCTIONAL SERVICES
REV. 10/9/18

BP 4010 ACADEMIC CALENDAR

References:

Education Code Sections 70902(b)(12), 79020, and 84890;
Title 5 Sections 55700 et seq. and 58142;
District/PFF Agreement, ~~Article 4.1.34~~

The Superintendent/President shall, upon recommendation of the ~~Calendar Committee~~
and in consultation with the appropriate groups, submit the academic calendar annually
to the Governing Board for adoption.

INSTRUCTIONAL SERVICES
REV. 11/2/18**AP 4010 ACADEMIC CALENDAR****References:**

Education Code Sections 79020 and 84890;
Title 5 Sections 55700 et seq. and 58142;
District/PFF Agreement, Article 4.1.34

Per the agreement between the District and the Palomar Faculty Federation (PFF), a two year planning cycle of the academic calendar is negotiated on an annual basis in accordance with the Education Code and Title 5.

A Calendar Committee composed of three members appointed by PFF and three members appointed by the District shall develop a draft academic calendar for negotiation by the District and PFF. Calendar negotiations shall commence no later than January 31, seventeen months prior to the academic year of implementation. For each fiscal year commencing July 1st, the District and PFF will create a two-year out calendar twenty-nine (29) months prior to July 1st of the second fiscal year calendar, and reaffirm or modify the next fiscal year's calendar seventeen (17) months prior to July 1st of the first fiscal year calendar. The District will bring a proposed academic calendar to the PFF no later than September 1st of each year. The Calendar Committee shall set the start of the spring semester the Tuesday following the Martin Luther King Holiday, as the start date for the spring semester. The Spring break will be the ninth week of shall be scheduled at the approximate mid-point in the spring semester.

The academic year consists of 175 days of instruction and professional development activities. Holidays include:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (Third Monday in January)
- Lincoln Day (February 12 or as prescribed in Education Code Section 79020)
- Washington Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Native American Day (Fourth Friday of September)
- Veterans Day (November 11 or as prescribed in Education Code Section 79020)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)
- Other local holidays as collectively bargained and adopted by the Governing Board.

4.
46 The product of District/PFF negotiations will be a proposed academic calendar that,
47 after review and recommendations of appropriate groups, shall be submitted to the
48 Strategic Planning Council for review and then to the Governing Board for adoption not
49 later ~~than the final meeting of the spring semester~~ than February.

50
51 Office of Primary Responsibility: Student Services

INSTRUCTIONAL SERVICES
REV. 11-2-18

BP 4750 INSTRUCTIONAL FACILITIES

Reference:

No references

Instructional facility assignments and faculty office assignments are made by Instructional Services, the office of the ~~Assistant Superintendent~~ Vice President for Instruction. Any changes in instructional facility assignment must be authorized by the ~~Assistant Superintendent~~ Vice President for Instruction.

Use of facilities for purposes other than classes must be arranged through the office of the ~~Assistant Superintendent~~ Vice President for Finance and Administrative Services.

Members of the community may be authorized to use instructional facilities when their use does not conflict with scheduled District activities.

Also see BP/AP 6700 titled Other Facilities Use (Civic Center Act)

This BP is unique to Palomar.

Date Adopted: 05/11/10; Revised:

(Replaces former Palomar College Policy 308 and all previous versions of BP 4750.)

**INSTRUCTIONAL SERVICES
REV. 4/21/18****AP 4750 INSTRUCTIONAL FACILITIES****References:**

No references

Instructional Facilities

Classrooms are assigned by Instructional Services, the Office of the Assistant Superintendent/Vice President for Instruction. Community use of District facilities is arranged through the Office of the Assistant Superintendent/Vice President for Finance and Administrative Services, which will check with the Office of the Director of Student Affairs to avoid conflicts with the Student Union.

Classroom Changes

In the event that a faculty member needs to change an officially assigned classroom, the request for room change must be submitted to Instructional Services, on a Schedule Information Sheet (available in Instructional Services).

Faculty Office Assignments

Faculty office assignments are made by the Assistant Superintendent/Vice President for Instruction.

Also see BP/AP 6700 titled Other Facilities Use (Civic Center Act)

Office of Primary Responsibility: — Instructional Services

This AP is unique to Palomar.

Date Approved: SPC 3/23/2010; Revised:
(Replaces ~~current~~ former Palomar Procedure 308)



Student Centered Funding Formula

Update – October, 2018

ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

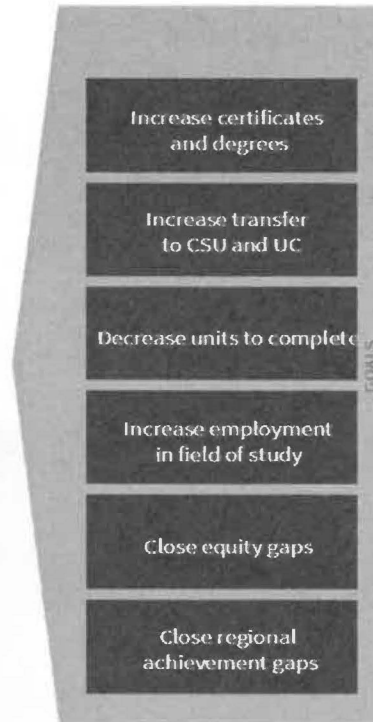
THE WHY

Our Students and Communities



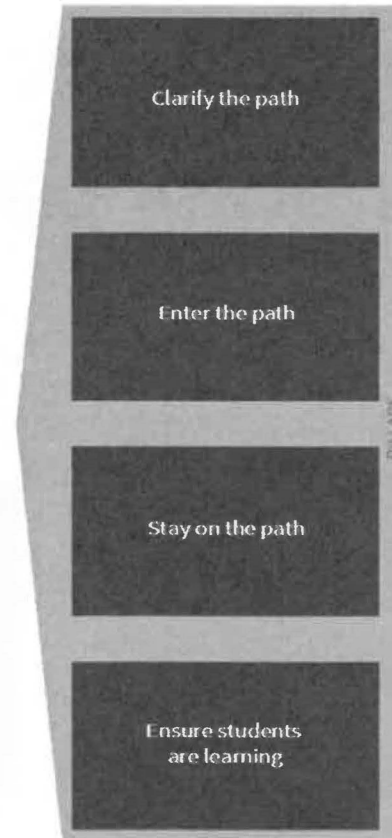
THE WHAT

Vision for Success



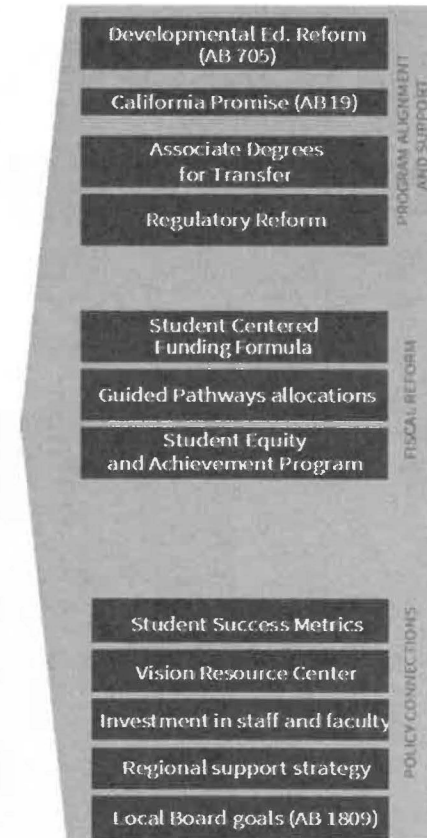
THE HOW

Guided Pathways



THE TOOLS

System-level Support



Student Centered Funding Formula

- While the CCC system has made significant strides in improving student success, challenges remain.
 - Most students who enter a community college never complete a degree, certificate, or transfer
 - Students who do reach educational an educational goal take a long time to do so.
 - Achievement gaps persist (across student groups and regions)

Student Centered Funding Formula

- The new formula calculates funding based on the following:
 - ***Allocation*** – (Primarily credit FTES)*
 - ***Supplemental Allocation*** – Counts of low-income students
 - ***Student Success Allocation*** – Counts of outcomes with “premiums” for outcome of low-income students.

*Noncredit, Special Population (K12), Incarcerated student populations funded at current FTES rate

Student Centered Funding Formula

Funding Category	2018-19	2019-20	2020-21
FTES (Allocation)	70%	65%	60%
Supplemental Grants	20%	20%	20%
Student Success Outcomes	10%	15%	20%

- “Hold Harmless” Provision
 - 2017-18 Minimum Funding
 - Guarantees minimum funding plus cost of living increases for the three years.

Funding Rates

Funding Rates	2018-19	2019-20	2020-21
FTES	\$3727	\$3387	\$3046
Supplemental Allocation – Dollars per point	\$ 919	\$ 919	\$ 919
Student Success Allocation – Dollars per point	\$ 440	\$ 660	\$ 880
- Student Equity Allocation – Dollars per point	\$ 111	\$ 167	\$ 222

Supplemental Allocation

- Pell Grant recipients (1)
- California College Promise Grant recipients (1)
- AB 540 students (1)

Student Success Allocation*

- ADTs (4 *points*)
- Associates degrees (3 *points*)
- BA's (3 *points*)
- Credit Certificates (16+ units) (2 *points*)
- Completion of transfer level math and English within first academic year (2 *points*)
- Transfer to 4-year (1 ½ *points*)
- Completion of 9 or more CTE (1 *point*)
- Attainment of regional living wage (1 *point*)

* Premiums are given for Pell Grant and Promise Grant students (BOGW)

Examples

- Recent High School Student Jessica
- Recent High School Student Jesse
- Skills Builder Jane
- Career Tech Shawna

Projections / Financial Planning

- Interested in doing some “what if” scenario planning over the next four years.
- Several colleges have developed models. We have adapted one for Palomar and added a few things that are somewhat unique to us.