



MEETING

2024-09-16

EXHIBITS

Faculty Senate Community Agreements

We agree to: Be visible and stay engaged * Commit to open, honest conversation * Listen respectfully and actively to learn and to understand others' views * Share airtime and be conscious of time * Lean into discomfort and be brave * Critique ideas, not people * Consider our own identities and make no assumptions * Not ask individuals to speak for their (perceived) social group * Actively combat racism, discrimination, and microaggressions * Act in solidarity with marginalized communities



MEETING OF THE FACULTY SENATE

Monday – September 16, 2024

2:30 to 3:50PM LRC-116 and [ZOOM](#)

AGENDA

Faculty Senate Members

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Mufson, Michael
Nelson, Wendy
Paranthaman, Lakshmi
Parenti, Marina
Pearson, Beth
Sanchez, Tanessa
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Zavodny, Anastasia

1. OPENING
 - A. CALL TO ORDER
 - B. PUBLIC COMMENTS (not to exceed three minutes) ANNOUNCEMENTS
 - C. AGENDA CHANGES
 - D. APPROVAL OF MINUTES: September 9, 2024
2. ACTION
 - A. Curriculum, Mellos
 - B. Emeritus Status for Paul Kurokawa, (Exhibit 1), Nelson
 - C. Committee on Committees, (Exhibit 2), Zavodny
 - D. New Senator Confirmations, Nelson
3. INFORMATION
 - A. ASG Report, No ASG Senator assigned yet.
 - B. Student Life and Leadership Update, Dean Amrik Johal, Supervisor Pippa Pierce, and Manager of Basic Needs, Katie Ramos
 - C. The leadership team will provide introductions and updates.
 - D. Nuventive Update (Exhibit 3), Student Learning Outcomes Co-Coordinator, Shelbi Hathaway.
 - E. Overview of upgraded Nuventive platform.
4. DISCUSSION
 - A. Using Academic Review Committee to review EW petitions (Exhibit 4), Nelson
 - B. Discuss using Academic Review Committee to review fall 2024 EW petitions and reevaluate in Spring 2025.
 - C. Grade Dispute Policy next steps (Exhibit 5), Nelson
 - D. Discuss next steps for reviewing grade dispute policy.
5. ADJOURNMENT

Academic & Professional Matters: The 10+1+1—Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Palomar College Governing Board elects to rely primarily on the advice and judgment of Faculty Senate on academic and professional matters.

1) Curriculum including establishing prerequisites and placing courses within disciplines. 2) Degree and certificate requirements. 3) Grading policies. 4) Educational program development. 5) Standards or policies regarding student preparation and success. 6) District and college governance structures, as related to faculty roles. 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports. 8) Policies for faculty professional development activities. 9) Processes for program review. 10) Processes for institutional planning and budget development. 11) Faculty hiring policy, faculty hiring criteria, and faculty hiring procedure. 12) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Minutes of the
MEETING OF THE FACULTY SENATE
September 9, 2024

APPROVED

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Shelbi Hathaway (Zoom), Jason Jarvinen, Lawrence Lawson, Melissa Martinez, Vickie Mellos, Michael Mufson, Wendy Nelson, Marina Parenti, Beth Pearson, Nina Shmorhun, Nicole Siminski, Ashley Wolters, Anastasia Zavodny (Zoom)

ABSENT: Lakshmi Paranthaman

GUESTS: Barbara Hammons (Zoom), Luis Guerrero (Zoom),

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER

The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:34 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Senator Russell Backman announced that he served on the common course numbering committee for English. He appreciated the process over the summer and felt they were getting great input. However, he was disappointed with the end result and is concerned that there might be some disconnect in terms of those conversations. He will be giving this feedback to the CCC as well.

ANNOUNCEMENTS

Faculty Senate President, Wendy Nelson, introduced Amanda Richardson as the new Faculty Senate Support hire.

Senator Anastasia Zavodny made an announcement on behalf of Senator Shelbi Hathaway - Nuventive will open for editing access starting Tuesday September 10 and there will be a high flex session from 2:00pm to 3:30pm taking place at EDGE. There will also be zoom sessions, including one on Tuesday after the curriculum meeting.

President Wendy Nelson announced information on the Budget Committee's need to brainstorm ideas for how to spend some of ending fund balance accumulated over several years.

President Wendy Nelson announced that she brought up the issue of new students enrolling with dropped seats from in-demand classes to VPI to see if there was a way to prevent that from happening for the spring semester.

Senator Alexandra Doyle Bauer announced that if anybody has dual enrollment students in their classes to be advised that school district issued laptops have firewalls that prevent them from getting into our databases and they're not able to complete the assignments. They can log on to desktops in the libraries that have them if available. This is creating a barrier and an effort is being made to work through it.

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

MSC: Pearson/Adams

Faculty Senate approval of meeting minutes dated August 20, 2024 (Exhibit 1).

The motion carried.

ACTION

A. Curriculum, (Exhibit 1), Mellos

MSC: Adams/Doyle Bauer

Faculty Senate approval of the curriculum actions from the September 4, 2024 meeting.

The motion carried.

B. Emeritus Status, (Exhibit 2), Nelson

MSC: Pearson/Adams

Faculty Senate approval of Emeritus status for Laurel Anderson and Fariheh Towfiq.

The motion carried.

C. Emeritus Status for Paul Kurokawa

Tabled for next week's meeting - no ad hoc group needed.

D. Hiring Committee Interim Associate Dean, Workforce Development & Extended Studies, (Exhibit 3), Nelson

MSC: Zavodny/Pearson

Faculty Senate approval of Jason Jarvinen for the Hiring Committee for the Interim Associate Dean of Workforce Development and Extended Studies.

The motion carried.

E. Hiring committee Interim Dean, Enrollment Services (Exhibit 4), Nelson

MSC: Pearson/Shmorhun

Faculty Senate approval of Wendy Nelson to the Hiring Committee for Interim De

an of Enrollment Services.

The motion carried.

F. AI Literacy Grant Project Faculty Lead (Exhibit 5) Nelson

MSC: (Nelson/Doyle Bauer)

Faculty Senate approval to appoint Diana Ortiz to the AI Literacy Grant Project Faculty Lead position.

The motion carried.

G. Committee on Committees (Exhibit 6), Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate move to accept the results of the ballot for the regular committee appointments.

The motion carried.

H. Appoint Past President & College Council Rep, Nelson

There were no volunteers for Past President.

Nina Shmorhun volunteered to be a college council representative.

MSC: Pearson/Mufson

Faculty Senate approval of Nina Shmorhun as College Council Representative.

The motion carried.

INFORMATION

A. Brown Act and Faculty Senate Subcommittees, (Exhibit 7) Nelson

1. Timeline for implementation
 - a. Communicate with subcommittees during the fall and require implementation by January 1, 2025
 - b. During Spring 2025 ensure subcommittees are meeting requirements
2. Need to complete before implementation
 - a. Develop document with information about Brown Act requirements for subcommittee chairs
 - b. Consider offering training for subcommittee chairs/members
- B. Create a format for minutes and agendas to make it easy for committee chair/members.
 - c. Have subcommittees update governance structure sheets during fall semester.
 - i. Review committee membership
 - ii. Description of the Committee
 - iii. Change meeting dates and times (if needed)

B. Academic Standards and Practices Committee, (Exhibit 8) Nelson

1. Possible reassigned time for chair to lead this committee for one year.
2. The role of the subcommittee would be to annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement and academic freedom, and recommend changes in existing policies and standards to the Senate.
3. The faculty senate agreed to have additional discussion on the chair for this subcommittee.

C. Preparing for the upcoming presidential election and its impact on the campus community, Nelson

Discuss developing and disseminating resources to support faculty.

Ideas or suggestions from Faculty Senate members:

An updated link to put on the syllabi to remind undocumented students that they are welcome at Palomar College with an official statement. This suggestion was also given to President Rivera-Lacey.
The library can provide information on its website for voting for students including posting the dates for civic engagement

Palomar can look to creating or linking to a teaching after an election informational web page. Boston College has a document online that can possibly be linked to provide Faculty as an informational resource.

D. Part Time Faculty update, W. Dalrymple, PFF Co-President

There were two primary updates in new benefits for Part Time Faculty:

1. Part Time Faculty with a minimum load of 40% have access to the same health care plans as Full Time Faculty.
 - a. Part Time Faculty must re-qualify every six months.
2. Part Time Faculty now have many more office hours available to them.
 - a. Currently recorded through a MOU form.
 - b. The hours are determined by load rather than units.
 - c. Office Hours form needs to be submitted by November or December, depending on what paycheck you want it to fall on.

ADJOURNMENT: The meeting was adjourned at 3:52.

Respectfully Submitted

A handwritten signature in black ink, appearing to read "Michael A. Mufson", with a long horizontal flourish extending to the right.

Michael Mufson, Secretary

Exhibit 1

Exhibit 1 – 2023-2024 Retiree with 15 years and requirements

Emeritus Status may be granted to full-time faculty with at least fifteen years' service to Palomar College provided they receive a majority of the votes cast by the Faculty Senate of Palomar College and meet one or more of the criteria listed below:

- I. Served on the Faculty Senate for at least two years.
- II. Served for a total of four years on one or more Faculty Senate Committees.
- III. Served for a total of six years on any other active (meets at least four times per academic year) college committee.
- IV. Has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.

Paul Kurokawa

1. 15 years service to Palomar College
2. Served on the Curriculum Committee for 5 years
3. Served on the Facilities Committee for 6 years
4. Nomination letters from faculty



1140 West Mission Road, San Marcos, California 92069-1487 • (760) 744-1150 • www.palomar.edu

Dr. Star Rivera-Lacey
Superintendent/President

August 1, 2024

Governing Board

Roberto Rodriguez

Dr. Judy Pataskil

Michelle Rains

Jacqueline Kaiser

Cassandra Schaeg

Student Trustee:

Reagan Barnum

To: Palomar College Faculty Senate

Re: Request for Emeritus Status

Dear Faculty Senate,

I have recently discovered this method of applying for Emeritus status after several failed attempts. I hope you will consider my request.

I have taught college music for 34 years. Beginning in 1990, I became Mt. San Jacinto College's Menifee Valley Campus' first music instructor, staying there for four years. Later that academic year, I was also hired here at Palomar College, and subsequently at Saddleback College. I remained here at Palomar for 3 years until I attained my full-time position at Grossmont College, where I remained for 17 years before coming back to Palomar as a full-time professor for the past 13 years. My combined service to students Palomar College is more than the 15 years required for this petition for Emeritus status.

I will have included Nomination Letters for this request from five Palomar faculty members as required by our by-laws. As I have begun this petition late in the game, you can expect them soon.

The most critical reason for my request is the retention of my palomar.edu email address for the following reasons: 1) Many colleagues and former students contact me at my pkurokawa@palomar.edu address. Also, 2) I expect to teach part-time at Palomar, and it would be convenient for me to keep this email address rather than to interrupt or re-create it. Further, 3) I will be keeping my health insurance benefits through Palomar until I reach the age of sixty-five, and those medical agencies associated with Palomar will use this email address for communication. Finally, 4) I hope you will allow me to remain connected to Palomar College in this way as I would be included on updates and Presidents' messages in the future as an Emeritus faculty member!

Additional qualifications for Emeritus status are 1) my service on the Curriculum Committee for 5 years, 2) service on the Facilities Committee for 6 years, and 3) service on several hiring committees.

My retirement date is August 3rd, 2024, and as this request is going through the proper channels, and as the Faculty Senate will not meet for a while after this date, I respectfully request that I may keep my email access until a decision is made.

Sincerely,

A handwritten signature in black ink that reads "Paul Kurokawa". The signature is written in a cursive style with a small flourish at the end.

Paul Kurokawa
Professor of Music
Palomar College
760-744-1150, ext. 2322

September 9, 2024

To the Governing Board, and Faculty Senate

I am writing this letter to fully support Paul Kurokawa being granted Emeritus status.

Professor Kurokawa is an excellent instructor, colleague, and musician. His breath and depth of knowledge is exemplary and impressive !

His continued involvement in Palomar's community with Emeritus status will undoubtedly benefit our students, faculty, and staff and Performing Arts department !

Professor Kurokawa has taught college music for 34 years.

His combined service to students at Palomar College is more than the 15 years required for this petition for Emeritus status.

Professor Kurokawa has also served on the Curriculum Committee for 5 years, the Facilities Committee for 6 years, on several hiring and stepped in as co-chair in a time of need. He has fully participated in our department and performance season.

He has been a valued member of the performing Arts Department both as an instructor but an ensemble leader.

I have enjoyed working with Professor Kurokawa and highly value his unique expertise what he will continue to bring to our students and community !

I strongly advocate that Paul Kurokawa receive Emeritus status.

Sincerely ,

Patriceann Mead

Professor of Dance

Co- Chair of Performing Arts (World Dance)

Founder of World drum and dance program

Founder/Director of Agogo-Cuban /Brazilian Drum and Dance Ensemble

Palomar College



August 14, 2024

Dr. Star Rivera-Lacey
Superintendent/President

Palomar College Faculty Senate

Governing Board

Roberto Rodriguez, M.A., President
Dr. Judy Patacsil
Michelle Rains
Jacqueline Kaiser
Cassandra Schaeg
Student Trustee:
Grant Wass

Re: Nomination to Emeritus status/Paul Kurokawa

To the Members of the Faculty Senate:

I am writing this letter in the strongest support of Paul Kurokawa's Petition for Emeritus Status. He has dedicated his working life to education in the community college system in California, and has served Palomar College in several important ways.

1. His teaching quality was simply top notch. He taught the second 2 semesters of our rigorous 4-semester music Theory and Skills sequences, which are a required part of all lower division music degrees. After transfer, his students all placed extremely highly at their transfer universities.
2. He pumped new life into our Jazz Ensemble, to the point where a second ensemble came to be established. Both ensembles are flourishing.
3. He frequently served the Palomar Foundation by organizing and supervising student ensembles to perform at various functions during his tenure. Additionally, he supported our Commencement by performing in the Brass Ensemble and led a student saxophone ensemble at the grand opening of the San Marcos Post Office.
4. He stepped up to the plate to serve as a member of our tri-Chair department structures, organizing weekly area meetings and keeping us up to date in our discipline.
5. He has been an exceptional colleague, joining to support our faculty and staff colleagues in the Performing Arts Department on every such occasion.

Please feel free to reach out to me if you require any further information.

Sincerely,

Ellen B. Weller, Ph.D.
Professor of Music/Director, Palomar Symphony Orchestra
Palomar College Performing Arts Department
(760) 744-1150 Ext. 3949
eweller@palomar.edu



Dr. Star Rivera-Lacey
Superintendent/President

Governing Board

Roberto Rodriguez
Judy Patacsil
Michelle Rains
Jacqueline Kaiser
Cassandra Schaeg
Grant Wass



Michael A. Mufson
Professor of Theatre
Performing Arts Dept.
www.palomarperforms.com
x2456
mmufson.com

To Whom It May Concern,

I gladly nominate Paul Kurakowa for emeritus status at Palomar College. He has been a full-time faculty in our Performing Arts Department for many years. During that time he has been an excellent colleague with a tremendous record of service to the students, the department and the college. As director of our two Jazz Ensembles, he has brought many hours of excellent and dynamic music to our community, which is also evidence of his excellent instruction and work with students. In addition he has provided music and musicians for many collaborative and campus events over the years.

I served with Paul as a Tri-Chair of our department along with Patricann Mead. He was an excellent partner and collaborator in this endeavor, supporting the needs of the Music Discipline as well as the entire department.

Without reservation or hesitation I offer my full support for Paul's request for Emeritus status.

Sincerely,

Michael A. Mufson
Professor of Theatre Arts
Co-chair, Palomar Performing Art Department

August 9, 2024

To the Governing Board,

I am writing this letter to support Paul Kurokawa being granted Emeritus status.

Professor Kurokawa is an outstanding instructor, colleague, and musician. We eagerly anticipate his continued involvement in Palomar's community with Emeritus status. Our students, faculty, and staff will undoubtedly continue to benefit from his participation on our campus.

Professor Kurokawa has devoted countless hours outside of class to assist our students. He has volunteered many hours to assist with performances and tutoring beyond office hours and classroom instruction.

In my capacity as a music composition instructor, I have come to learn about Professor Kurokawa's high level of instruction, and supportive rapport with our students, in his music theory classes (the principles taught in music theory are put into practice in music composition). His level of teaching is outstanding, and the students feel that they can rely on him for assistance in this subject area and other areas of music. His unique expertise will continue to benefit our community with Emeritus status.

I strongly advocate that Paul Kurokawa receive Emeritus status.

Sincerely,

Dr. Madelyn Byrne

September 10, 2024

Subject: Letter of Emeritus Nomination for Professor Paul Kurokawa

To Whom It May Concern,

I am pleased to write to you on behalf of my friend and colleague, Paul Kurokawa, who is applying for Emeritus status following his retirement as a professor of music in the Performing Arts Department at Palomar College. Prof. Kurokawa and I worked closely with the other full-time faculty over the past eight years to provide instruction shared governance in the Performing Arts Department.

Prof. Kurokawa regularly brought a professional-level approach to every aspect of his position at Palomar. His interactions with students and colleagues were cordial, clear, informative, and often revelatory. He was well known for investing a great deal of extra time with students to help them achieve success, often above and beyond what the students thought they were capable of. His consistent, fair, and kind approach to the variety of students encountered at Palomar College was a model for all of us in the department.

In addition to being an incredibly talented performer, scholar, and teacher, Professor Kurokawa set himself apart with his personal qualities of professionalism, communication, caring, and ability to motivate and inspire students and colleagues. I consider him a colleague of the highest caliber and offer him my highest recommendation.

Sincerely,



John K. Russell, DMA
Associate Professor of Music, Palomar College
Music Director, San Diego Master Chorale

Exhibit 2

Pathway Advisors Name	Department	Discipline	Pathway you a Why are you interested in this position?	Pick one of the bulleted responsibilities from the job description and share som	Please describe your commitment to DEIAA
N. Rand Green	CSIT	Information Technology/Network Administration	Science, Technology, Engineering and Math I feel like I am very knowledgeable in Technology and would enjoy being a part of leadership and guidance for this.	• Encourage, support, and provide equitable access to information and opportunities relating to majors, transfer, career exploration, work-based learning, etc. As a CTE instructor, focused on getting students jobs, I am excited to lead all students with my knowledge and wisdom in the industry. I have high leadership and encouragement skills and want to see all motivated students have the chance to succeed in their lifelong goals.	Forgive me, but this seems like a duh answer. I love to teach and lead ALL motivated students. I would be happy to serve here and I fully understand DEIAA in the educational environment.
Wendy Gideon	Biology	MSE	Science, Technology, Engineering and Math As a Biology professor, I am deeply committed to supporting students in achieving their academic and career goals, especially those from underrepresented backgrounds in STEM. This position as an Advisor in the STEM pathway aligns with my passion for mentorship, particularly for Black and African American students, who often face additional barriers to success. I am excited about the opportunity to act as a liaison between the Student Success Team, faculty, and departments to ensure that students receive the guidance and resources they need to thrive. My experience in biology gives me a solid foundation to help students explore their academic options, connect with research and work-based learning opportunities, and make informed decisions about their career paths. I'm particularly interested in fostering career exploration through collaborations with the Career Center and other campus services, where I can leverage my connections and expertise to provide real-world insights into STEM careers.	 I would focus on the responsibility: "Coordinate with the Career Center, Service-Learning Coordinator, and Work Experience Coordinator, etc., to provide career exploration and work-based learning opportunities such as career panels, employer mixers, industry tours, speaker events, etc." To implement this task, I would suggest creating a series of themed "STEM Exploration Days," which would bring together students, faculty, industry professionals, and career services. Each event could focus on a specific STEM field, such as biotechnology, environmental science, or engineering and could involve career panels of professionals from diverse STEM fields to share their experiences and advice on entering the field, overcoming barriers, and finding career success. This would provide students with relatable role models and help build their professional networks.	 My commitment to Diversity, Equity, Inclusion, Access, and Anti-Racism (DEIAA) is rooted in both my personal values and professional experiences as an educator. As a Biology professor, I have seen firsthand how creating an inclusive and supportive learning environment can significantly impact students' success, particularly for those from historically underrepresented groups. I am committed to fostering a culture where all students feel valued, respected, and empowered to reach their full potential. In my classroom and advising, I actively promote equity by providing diverse learning materials that reflect multiple perspectives, ensuring that students from different cultural, racial, and socioeconomic backgrounds see themselves represented. I also take care to use inclusive teaching practices, such as offering multiple ways for students to engage with the material, assessing learning in various formats, and being mindful of different learning styles and needs. My commitment to DEIAA is an ongoing journey of learning, reflection, and action. I am deeply invested in creating opportunities that are truly inclusive and equitable for all students.

Exhibit 3

First Look at Nuventive Platform - What's changed?

Shelbi Hathaway, SLO Co-coordinator

April Cunningham, SLO Co-coordinator

Marti Snyder, Accreditation Coordinator



Reminders for Presenters

- Turn on captions for the meeting.
- Record the meeting.

Types of Outcomes

SLO:

Student Learning Outcomes

Types of SLOs

- CLO = Course Learning Outcomes
- PLO = Program Learning Outcomes
- ILO = Institutional Learning Outcomes

How We Got Here

01

Nuventive No Longer Supported -
Needing a sustainable solution for gathering, analyzing, and reporting outcomes at all

levels.

02

Accreditation requires us to reflect and take action on disaggregated learning

outcomes data.

03

Accreditation Self-Improvement plan identified the need to look at new technology to store, maintain and report on SLOs.

Equity in SLO Task Force recommendation to have disaggregated data for faculty use.

Home (Landing Page)

Sign In

- Landing page for a discipline you are assigned to
- Usually opens where to ended your last session

Navigation

- Change discipline/program - dropdown menu - large white bar toward to the top of the screen
- Work within a discipline/program - Use Main Menu - grey hamburger left of the dropdown menu.



Welcome to Palomar College's Nuventive Platform!

- The Main Menu  is located at the top left of all platform pages for ease of navigation. The dropdown menu will display all categories options available.
- The Information Panel on the right-hand side of the screen will contain thumbnail images of resources such as reports. When the thumbnail image is selected, a 50/50 split screen will appear displaying the resource.
- To begin, please click on the Main Menu and select the category from the drop-down menu.

For assistance, please contact:

Marti Snyder Email: msnyder2@palomar.edu

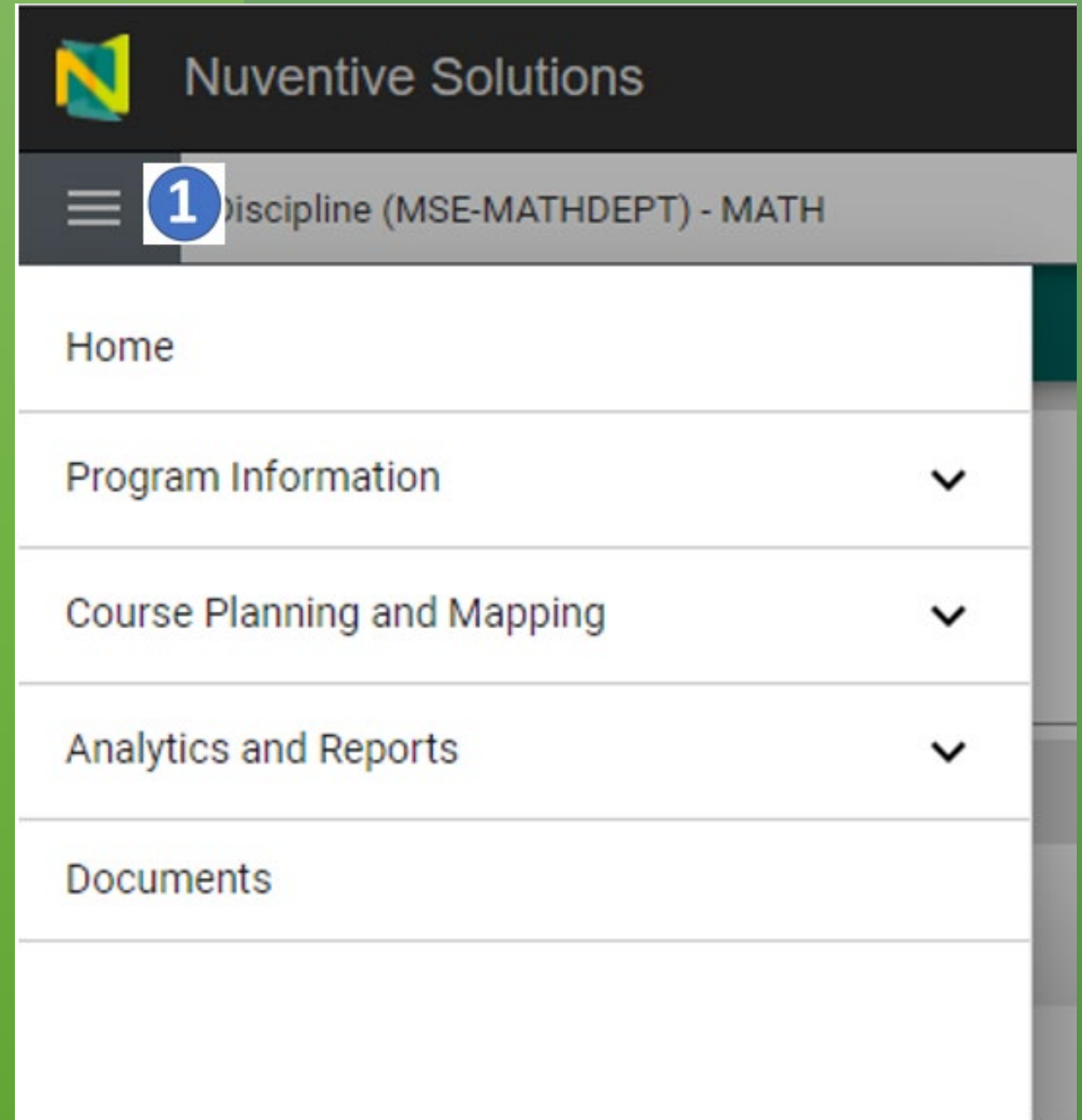
Shelbi R. Hathaway Email: shathaway@palomar.edu

April Cunningham Email: acunningham@palomar.edu

Main Menu (hamburger)

Click on the hamburger left of the discipline dropdown

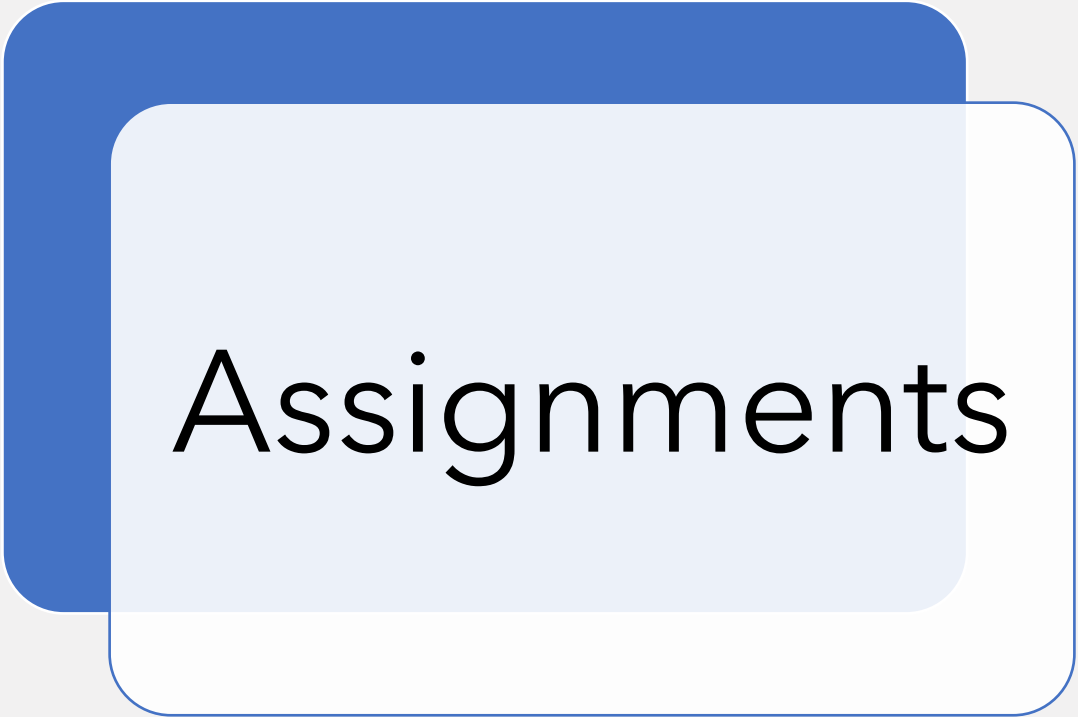
- **Home** – Minimal Instructions
- **Program Information** – Personnel and Assignments
- **Course/Program Planning and Mapping** – where most of the work is accomplished & disaggregated data
- **Analytics and Reports** – status of outcomes and results & additional reports
- **Documents** – uploaded document repository



Program Information

A graphic consisting of a light blue rounded rectangle with a blue border, set against a white background. The text "Program Personnel" is centered within the rectangle.

Program
Personnel

A graphic consisting of a light blue rounded rectangle with a blue border, set against a white background. The text "Assignments" is centered within the rectangle.

Assignments

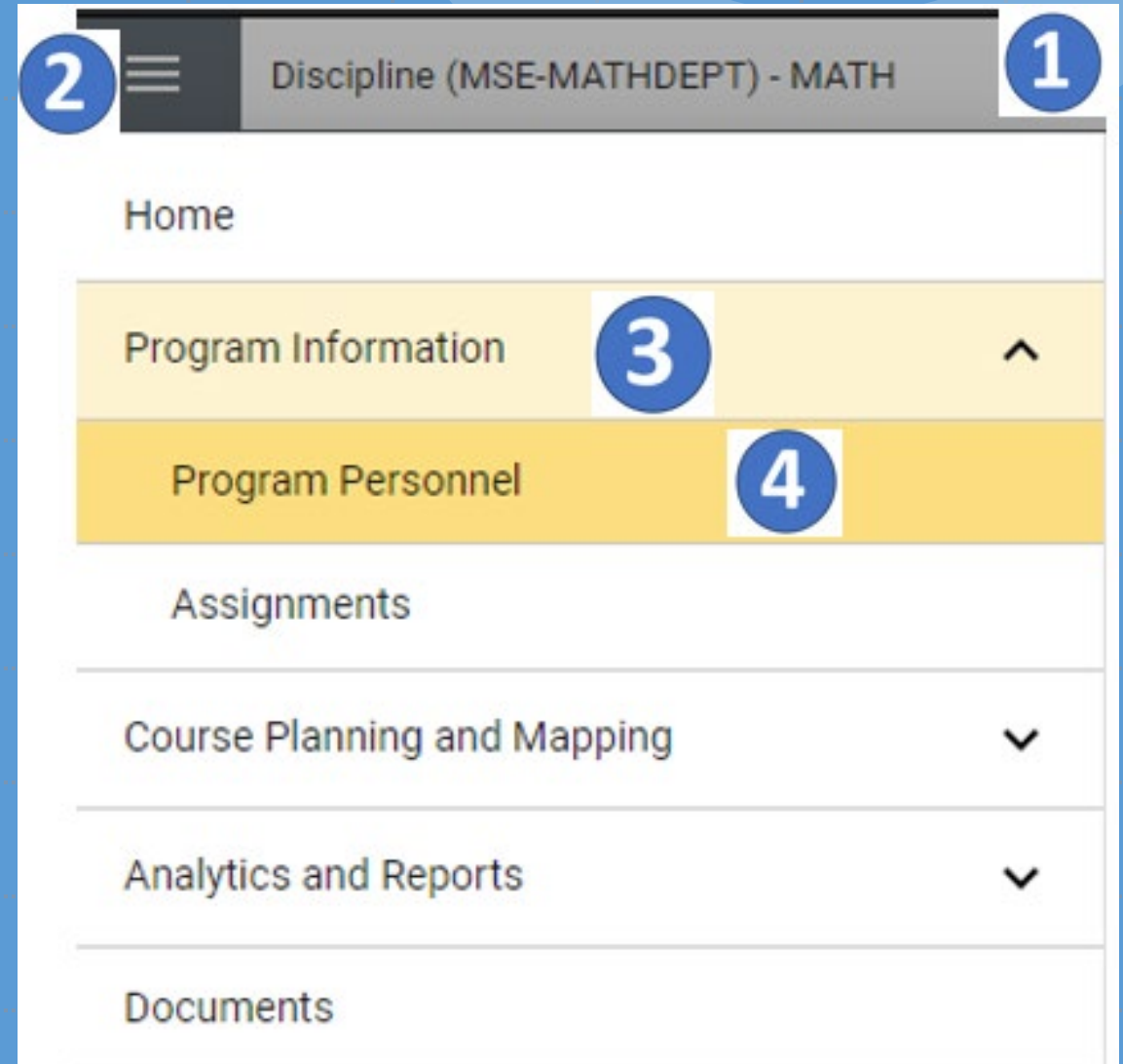
Program Personnel

How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click Program Information to expand.
4. Click Program Personnel

What to Know:

- View all users assigned to a discipline or program.
- Email us if you need a user added!



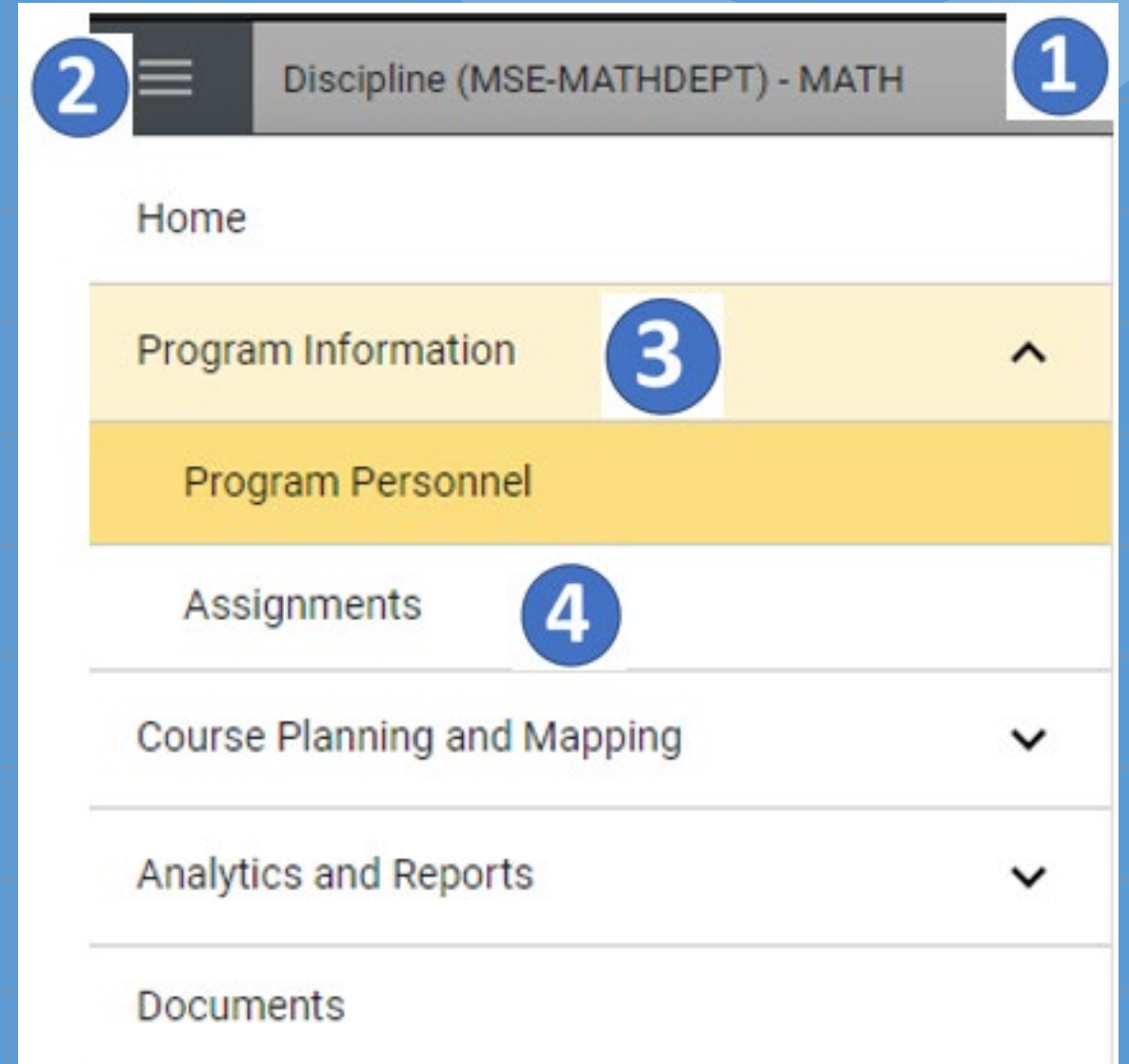
Assignments

How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click Program Information to expand.
4. Click Assignments

Features:

Create assignments for users to complete in Nuventive.



Assigning Tasks in Nuventive



Do you need to ensure a colleague in your discipline/program/service area completes a task?



Just Create an Assignment! Pick the course and the assessment method for all outcomes needing assessment.



Colleague will receive an email and an assignment per outcome from Nuventive: [**no-reply@nuventive.com**](mailto:no-reply@nuventive.com)

Emailed Assignment:

Each outcome assignment is sent as a separate email.

Shelbi Hathaway has given you an Assignment from the Nuventive Improvement Platform. The details of the Assignment are listed below.

The assessment should be completed by the end of the Fall Semester

Due Date(s): 9/8/24

From: Shelbi Hathaway

Please contact Shelbi Hathaway directly at shathaway@palomar.edu with any questions.

Unit: Discipline (MSE-MATHDEPT) - MATH

Course: MATH 13 - Just-In-Time Support for Calculus for Business and the Social Sciences

CLO Name: Derivatives and applications

Assessment Method Category: Question(s) embedded within test/assignment

To complete, go to:

<https://solutions.nuventive.com/Account/shathaway@palomar.edu/assignments>

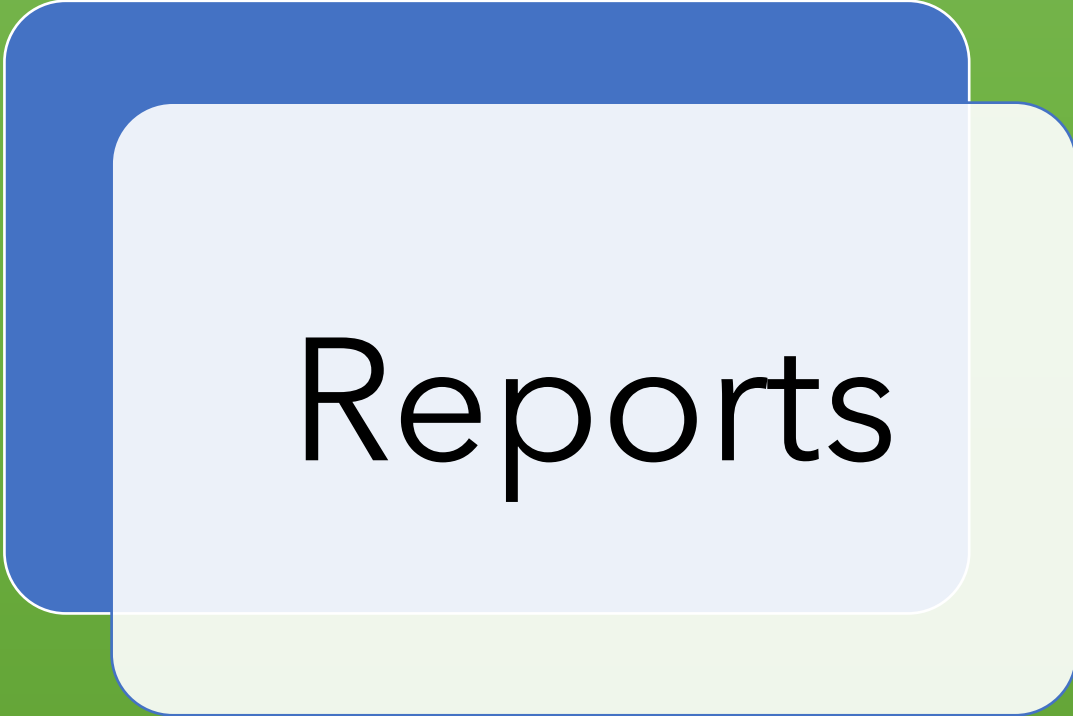
You can bookmark the URL above to return to your Assignments at anytime.

**Let's see it in
Nuventive**

Analytics and Reports

A button with a blue header bar and a light blue body, containing the text "Course Analytics".

Course
Analytics

A button with a blue header bar and a light blue body, containing the text "Reports".

Reports

Course Analytics (old landing page)

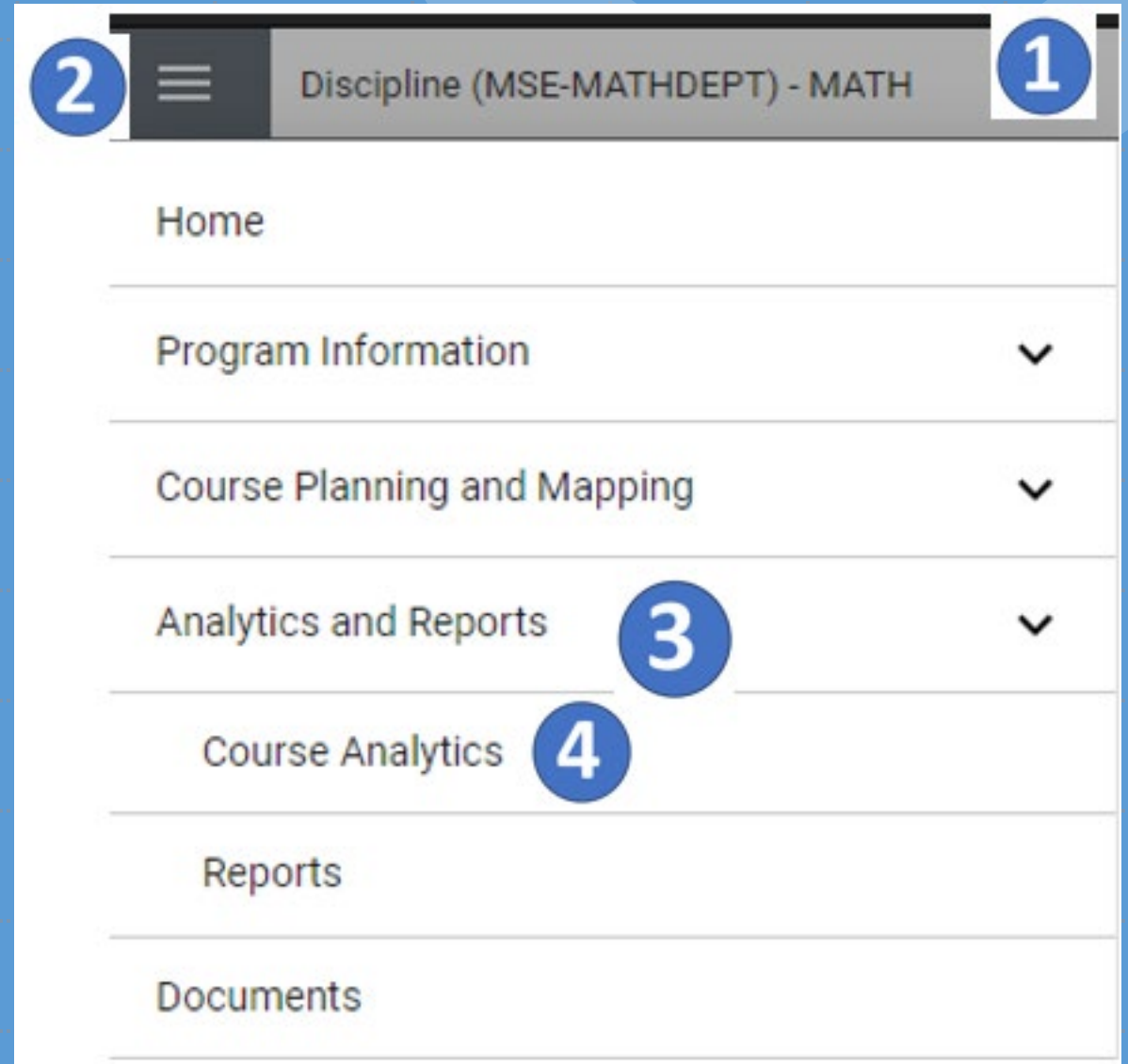
How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click "Analytics and Reports" to expand.
4. Click "Course Analytics."

Features:

- Directions for Reports

Note: Analytics for service areas are not yet available.

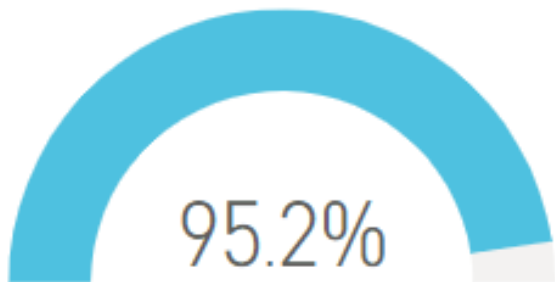


Course Analytics

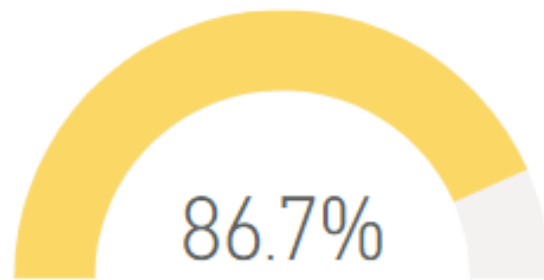
(Information regarding status of course assessments)

- Three types of Reports:
 - Course Assessment (Report 0) →
 - Course Assessment Details (Report 2?)
 - CLOs for META Review
- This page replaces the previous way faculty created reports for PRPs and the reports SLO Coordinators pulled for SLO Facilitator meetings.
- Last Results in red are have not been assessed in 3 years

Outcomes w/ Assessment Methods



Outcomes w/ Results



Discipline (MSE-MATHDEPT) - MATH

Course	CLOs	Assessment Methods	Results	Last Result Date
⊕ MATH 1	3	3	3	8/31/2021
⊕ MATH 100	3	4	10	5/24/2021
⊕ MATH 101	2	2	2	4/20/2021
⊕ MATH 105	3	3	9	12/21/2022
⊕ MATH 106	2	2	4	8/10/2021
⊕ MATH 11	3	3	4	2/4/2022
⊕ MATH 110	2	2	5	2/4/2022
⊕ MATH 115	4	4	14	2/26/2024
⊕ MATH 120	3	3	12	2/19/2023
⊕ MATH 126	2	2	4	5/24/2024
⊕ MATH 127	3	3	3	9/1/2021
⊕ MATH 13	3	3	6	4/2/2024
⊕ MATH 130	2	2	8	3/30/2024
⊕ MATH 135	2	2	8	1/30/2023
⊕ MATH 14	3	4	3	9/1/2021
⊕ MATH 140	4	4	13	8/27/2021
⊕ MATH 141	3	3	10	10/26/2022

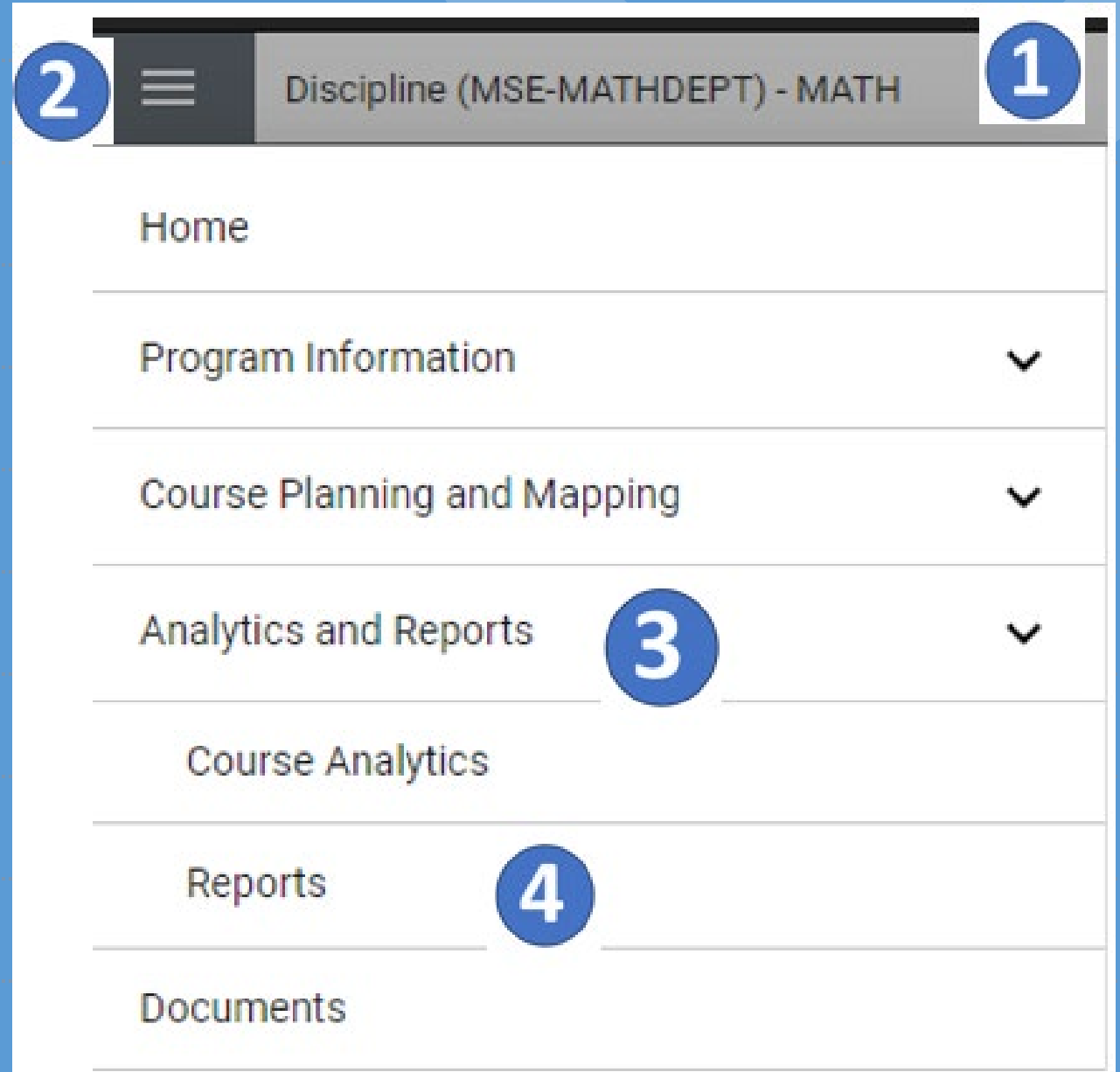
Reports

How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click "Analytics and Reports" to expand.
4. Click "Reports"

Features:

- Directions for Reports



Reports Directions

The screen will provide directions for running a Report. These reports are accessed through the Assessment Plan and Results.

More to come!



Reports

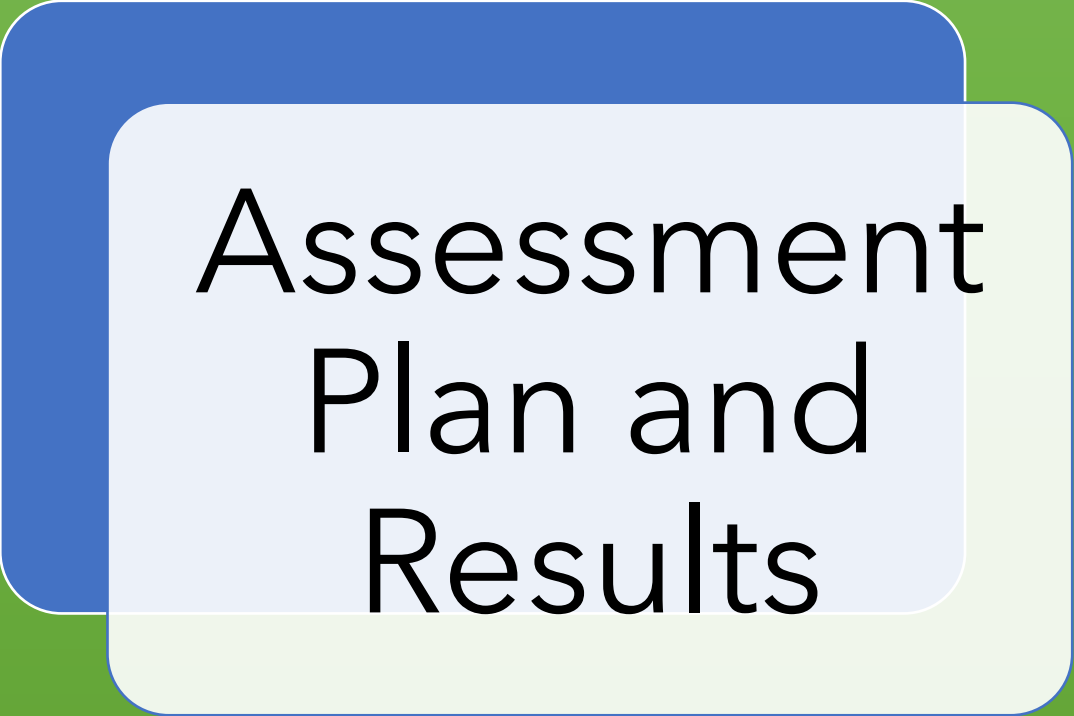
- The Information Panel on the right-hand side of the screen will contain thumbnail images of available reports.
- When the thumbnail image is clicked, a 50/50 split screen will appear displaying the filtering options (if applicable) and the Run Report button. [Run Report](#)
- Once the report is generated, the actions banner will appear on the right-hand side of the screen. This menu allows for selection of the desired action (download in various formats, print, and/or save).

**Let's see it in
Nuventive**

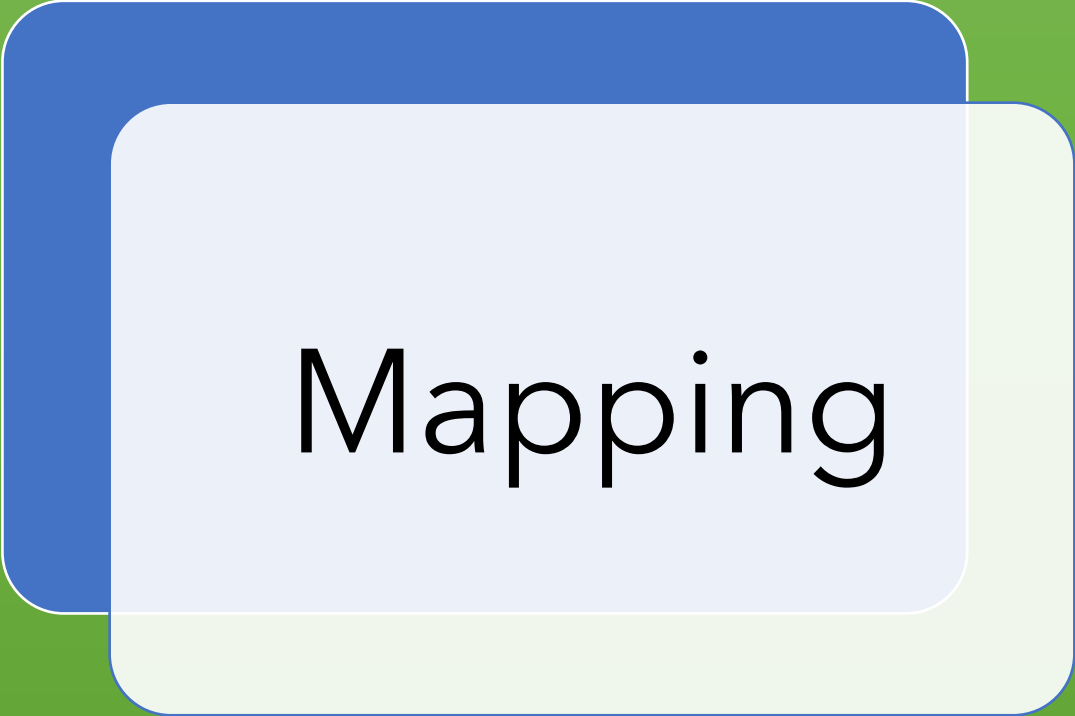
Documents

You and your colleagues can add documents related to your assessments. SLO Coordinators and the Accreditation Coordinator may also add documents to the system.

Course Planning and Mapping



Assessment
Plan and
Results



Mapping

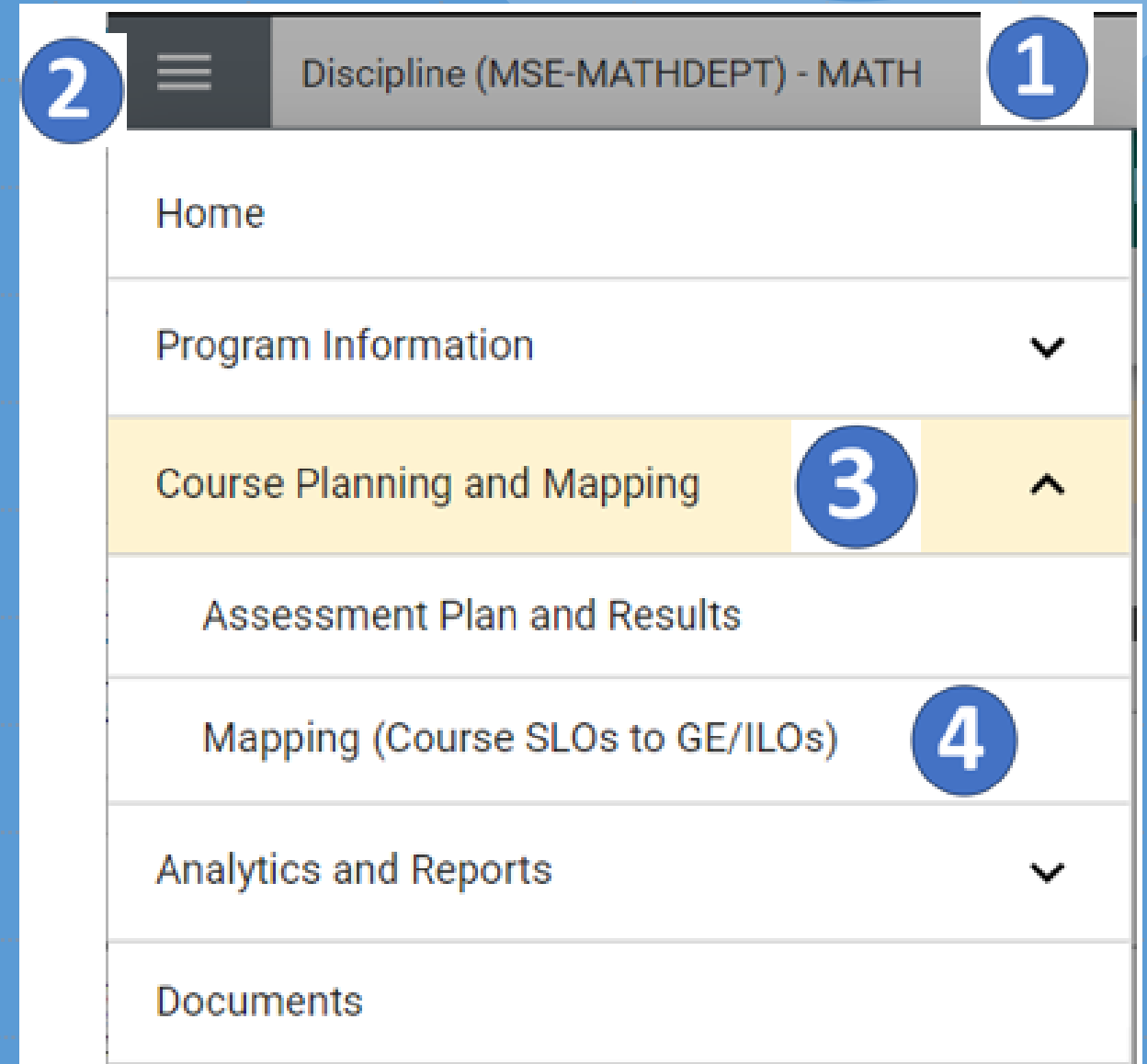
Mapping

How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click "Course/Unit Planning and Mapping" to expand.
4. Click "Mapping."

Features to Access:

- Assessment Method
- Mapping
- Results and Action Plan



Mapping for CLO

- Use the dropdown to select a course
- View/edit mapping for all CLO(s)/PLO(s) for a specific course.

Discipline (MSE-MATHDEPT) - MATH

Course Planning and Mapping > Mapping (Course SLOs to GE/ILOs)

Select a Course: MATH 1 Just-In-Time Support for Exploring Mathematics

CLO Status
View All

Planned Assessment Cycle
View All

Assessment Unit - Academic : Discipline
X = X indicates alignment

GE/Institutional Outcomes - Goals

Written communication: the development and expression of idea...
Goal 1

Oral Communication: communicate orally in order to increase knowledge...
Goal 2

Quantitative literacy: reason and solve quantitative problems from a wide...
Goal 3

Problem Solving
Apply mathematical principles and techniques to solve problems in areas such as ancient systems of numeration, set theory and number theory.

X

X

Critical Thinking
Use critical thinking to arrive at conclusions from Venn diagrams, syllogistic forms and truth tables.

X

Study Skills
Demonstrate knowledge of affective domain and study skills.

Add Note

Mapping for PLO

- PLOs map to ILOs and Courses (Curriculum Mapping)
- Courses are mapped to ILOs based on the level of learning:
 - Introduced
 - Developed
 - Achieved

Academic Program Assessment												
1 = 1 - Introduced, 2 = 2 - Developed, 3 = 3 - Outcome Achieved												
Curriculum Mapping ▼		Derivatives Find the derivative of functions using the rules of derivatives.			Integrals Evaluate integrals using various techniques of integration.			Problem Solving Use calculus to solve a variety of science, math, and engineering problems.				
MATH 140 Calculus with Analytic Geometry, First Course		1	2	3	1	2	3	1	2	3		
MATH 141 Calculus with Analytic Geometry, Second Course		1	2	3	1	2	3	1	2	3		
MATH 205 Calculus with Analytic Geometry, Third Course		1	2	3	1	2	3	1	2	3		
CSCI 112 Programming Fundamentals I		1	2	3	1	2	3	1	2	3		

**Let's see it in
Nuventive**

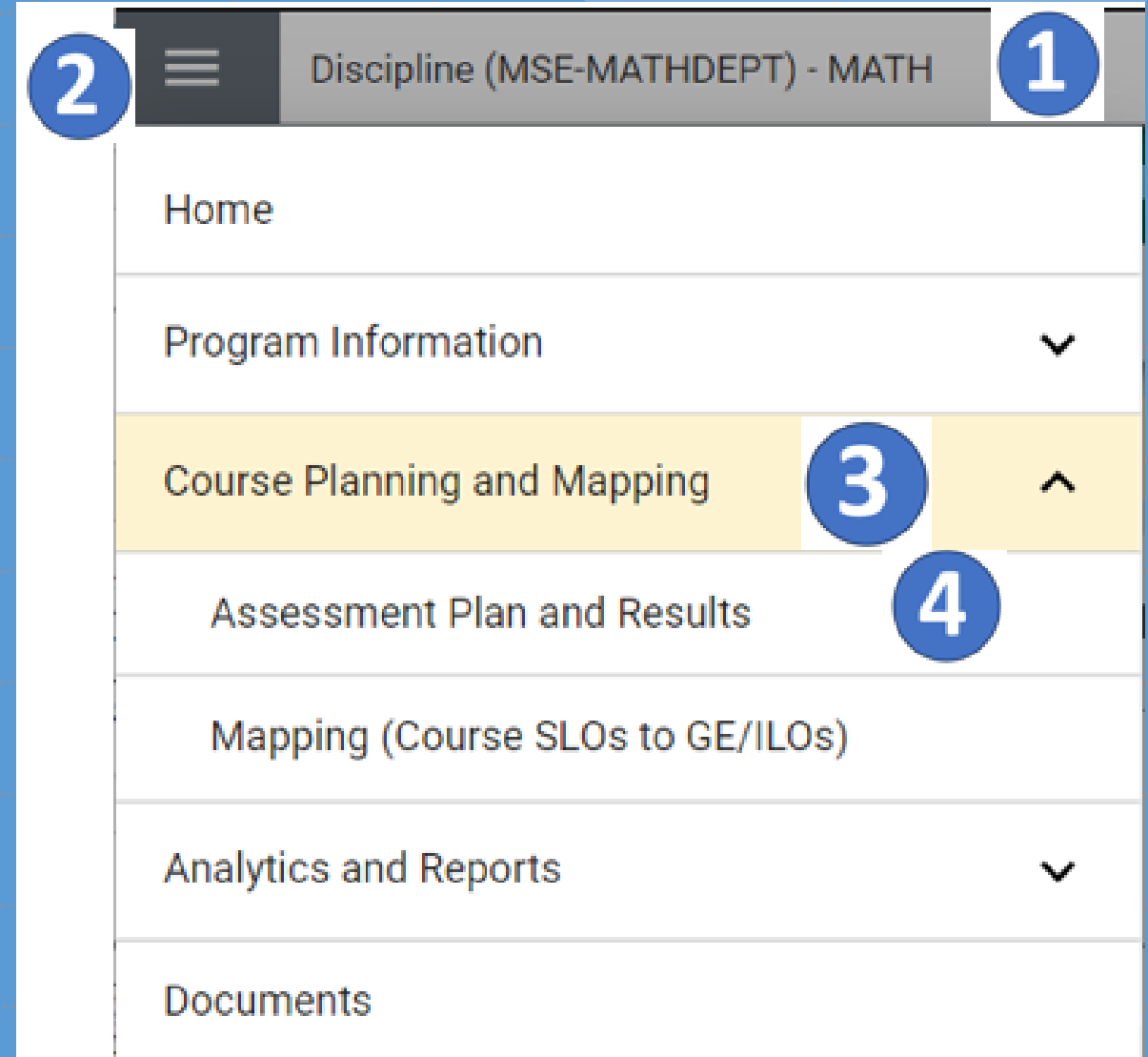
Assessment Plan and Results

How to access:

1. Enter Discipline or Program name in search bar.
2. Click hamburger menu to expand.
3. Click "Course/Program/Unit Planning and Mapping" to expand.
4. Click "Assessment Plan and Results."

Features to Access:

- Assessment Method
- Mapping
- Results and Action Plan



Access the Assessment Plan and Mapping

The screenshot shows the 'Assessment Plan and Results' section of a course planning tool. It includes a top navigation bar with a discipline dropdown, a course selection dropdown, and filter buttons for CLO Status and Planned Assessment Cycle. Below these are outcome cards, with the first card for 'Critical Thinking' showing its CLO, status, and assessment cycle. Annotations with arrows point to specific features: 'Reports & data visualizations' points to a toggle switch; 'Select a course' points to the course dropdown; 'Modify search criteria' points to the filter buttons; and 'Access Assessment Method, Mapping, & Results/Action' points to the three-dot menu on the outcome card. A black box at the bottom states 'Outcome Cards are read-only'.

Discipline (MSE-MATHDEPT) - MATH

Course Planning and Mapping > Assessment Plan and Results

Select a Course: MATH 100. Exploring Mathematics

CLO Status View All

Planned Assessment Cycle View All

Showing 3 of 3

Critical Thinking . 8/12/15

CLO
Use critical thinking to arrive at conclusions from Venn Diagrams, syllogistic forms, and truth tables.

CLO Status
Active

Planned Assessment Cycle

Outcome Cards are read-only

Reports & data visualizations

Select a course

Modify search criteria

Access Assessment Method, Mapping, & Results/Action

Assessment Plan and Mapping

Opens a page where you can:

- Use a Course/Program dropdown menu to pick a course
- View cards for each CLO/PLO/SAO –
 - CLO and PLO cards are read-only – and will be updated from META file not from faculty.
 - META is the source of all CLOs and PLOs
 - Double click to open or click the vertical three dots on the upper right of the card to see:
 - More information for that CLO/PLO/SAO
 - Access to tabs for that CLO/PLO/SAO: Assessment Method, Mapping, & Results and Action Plans (Note: no mapping for SAOs)

What's in an Outcome Card?

- View CLO/PLO/SAO information
 - Outcome name, description, status
 - Planned Assessment Cycle
 - Date created, modified, & deactivated
 - META ID Number
- Open other CLOs/PLOs/SAOs by clicking on the outcome name (look for the magnifying glass)
 - A drop down of outcomes by name will appear.
 - Descriptive outcome names make this tool useful.

Course Planning and Mapping > Assessment Plan and Results

🔍 MATH 100 - Critical Thinking

Course Learning Outcome

■ COURSE LEARNING
OUTCOME

● ASSESSMENT METHOD

MAPPING

● RESULTS AND ACTION
PLANS

**Let's see it in
Nuventive**

Assessment Method

- Assessment Method cards are like the CLO/PLO/SAO Cards
 - Why have multiple assessment methods?
 - Different teaching modalities or service delivery modalities may necessitate different assessment methods.
 - Cards show: Assessment Method description, status, and criteria for success.
 - Assessment Method Options:
 - Add: click on the green circle with a plus sign
 - View/Edit: Double click or use the vertical three dots
 - Three dots allow you to: Open, Copy, see Audit Log or Delete.
 - **Never Delete** - only make Assessment Method Inactive.
 - Remember to Save or Close (doesn't save) in the green banner before moving on

**Let's see it in
Nuventive**

Mapping

This page allows you to **view** how the CLO/PLO you are working on maps to ILO(s).

This page does not allow for expanded text, so it is not the preferred way to add mapping.

Instead, use the Mapping item under Planning and Mapping from the Main Menu.

GE/Institutional Learning Outcomes 202... ▼		Course Assessment X = X Highlight to Align
Search by Keyword	Critical Thinking	
Communicate effectively with clarity and purpose in academic, communit...	X	
Critically analyze and evaluate content, issues, alternative viewpoint...	X	
Recognize political, social, and cultural responsibilities and have th...	X	
Explain and convert information into relevant mathematical structures ...	X	
Determine the appropriate scope of information needed, access and crit...	X	
Respectfully interact with individuals of diverse perspectives, belief...	X	

Results and Action Plans

Working with Results and Action Plans

- Assessment Results will display on cards, organized by Assessment Method and date (Newest to Oldest)
- Results and Action Plans Options
 - To Add - click on the green circle with a plus sign
 - To View/Edit - Double Click or use the vertical three dots on the upper right of the card.
 - **Never Delete Results**

What is new with Results and Action Plan

- Criterion Outcome - Met, Partially Met, Not Met
- Equity Gap reflections from disaggregated data
- Updated language for Action Plan
- Alignment with PRP

CLOs and PLOs:

Updated Results Reflection Questions Align with the Program Review process

Results

- **Gender Equity Gaps**
 - What did you find and why do you think gender differences exist? How can you close the gap?
- **Age Equity Gaps**
 - What did you find and why do you think age differences exist? What do you need to help close the gap?
- **Ethnicity Equity Gaps**
 - What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?
- **Modality Equity Gaps Described**
 - What did you find and why do you think differences based on the modality (Face-to-Face, Fully Online, Partially Online, Hyflex) in which courses were offered exists? What do you need to help close the gap?

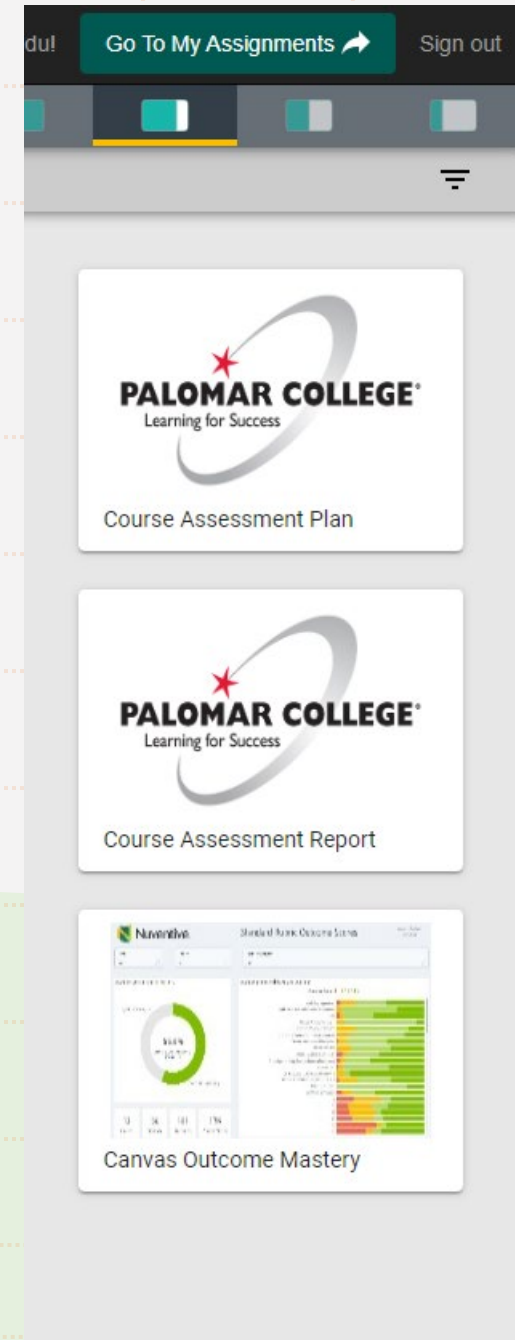
Action

- **What action** (changes to course/curriculum) **will be taken given the findings** of this assessment?
 - Include equity gaps issues in your answer.

**Let's see it in
Nuventive**

How to access Canvas Outcome Mastery Report for CLOs

1. Navigate to any of the following pages/tabs:
 - Assessment Plan and Results
 - Course/Program Learning Outcomes
 - Assessment Method
 - Results and Action Plan
2. In the Green banner just under the "Sign out" in the upper right corner of the webpage find four rounded square icons. Click an icon to adjust the view as desired
 - Not Visible - Solid green rounded square
 - Small right side Icon Panel - Rounded square mostly green on the left and a small strip of grey on the right
 - Split Screen - Rounded square 50% green and 50% grey
 - Most of the screen - Rounded square with a small strip of green on the left and mostly grey on the right
3. Click on the image that says, "Canvas Outcome Mastery"



Navigating Canvas Outcomes Mastery

- Use slicers to specify Term, Course, Learning Outcome Group, & Learning Outcome.
- Three tabs to view data:
 - Standard Rubric - Highest Score
 - Shows overall mastery - not disaggregated
 - **Standard Rubric Scoring** (approved by Curriculum 3/20/24):
 - 0 - No Participation - excluded from Data
 - 1 - Not Met - little to no knowledge shown
 - 2 - Not Met - work includes some knowledge, but a fundamental error was made
 - 3 - Met with non-fundamental errors
 - 4 - Met without error
 - Standard Rubric by Demographics
 - Multiple visuals to answer Equity Gap Questions in Results and Action Plans
 - Alternative Rubric
 - Shows overall mastery - not disaggregated
 - No standardized rubric - meaning is lost when aggregated with other assessment results.

Outcomes Mastery



Nuventive™

Alternative Rubric Outcome Scores

Dataset Refreshed
9/7/2024

Term

Spring 2024

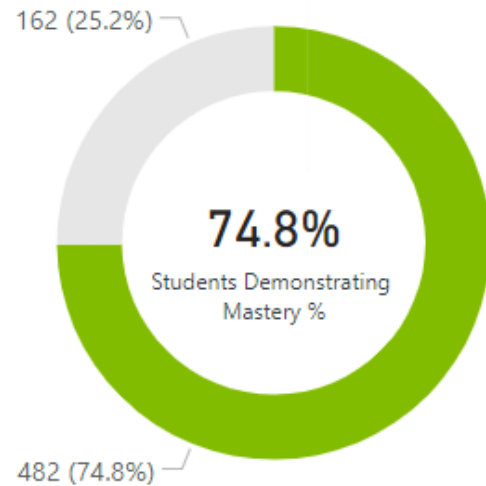
Course

Multiple selections

Learning Outcome

Multiple selections

Students Demonstrating Mastery



10

Courses

25

Sections

3

Outcomes

658

Student Scores

Student Score Breakdown per Outcome

Outcome Score ● 0 ● 1 ● 3 ● 5

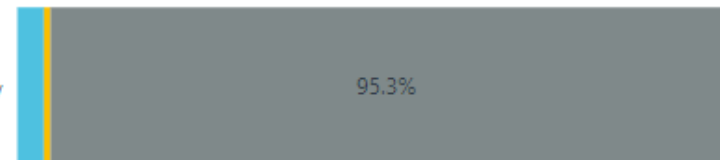
Oral Communication - Supporting Material



Oral Communication - Central Message & Organization



Oral Communication - Delivery



Standard Rubric by Disaggregated Data



Standard Rubric - Percent Mastery

Dataset Refreshed
9/7/2024

Term

Summer 2024

Course

All

Learning Outcome Group

All

Learning Outcome

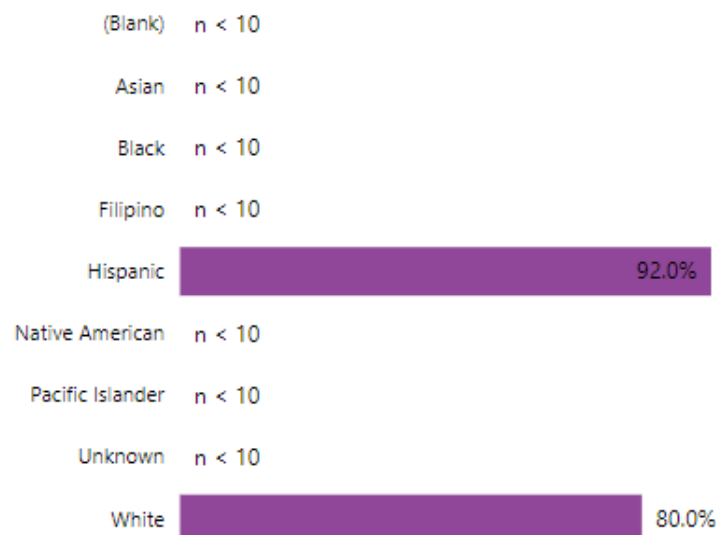
Multiple selections

Overall Outcome Mastery

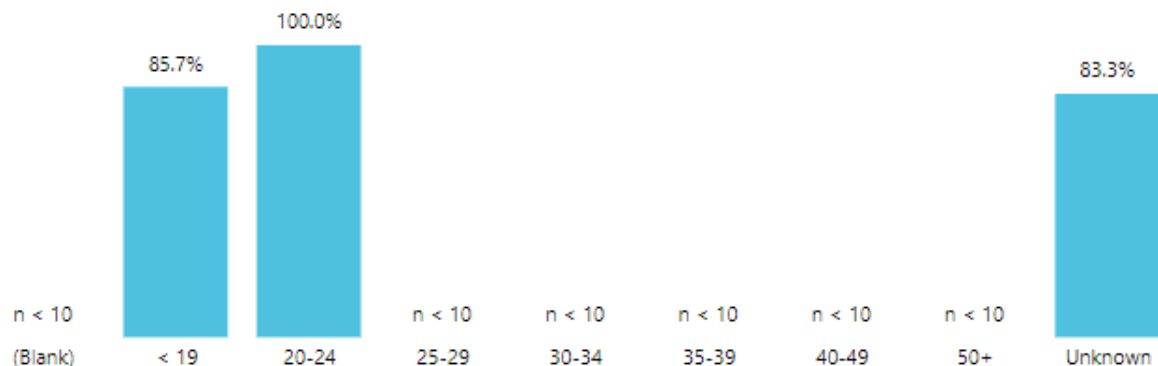
n = 55



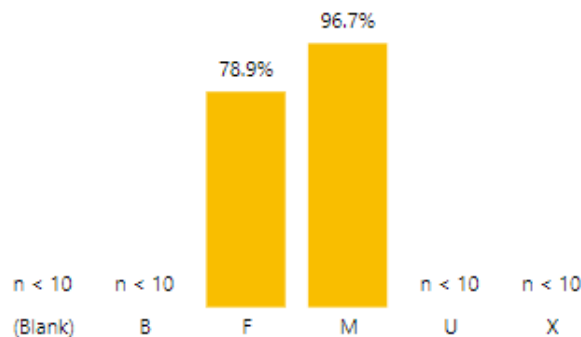
Outcome Mastery by Race/Ethnicity



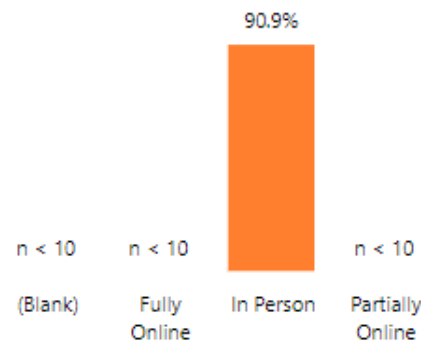
Outcome Mastery by Age



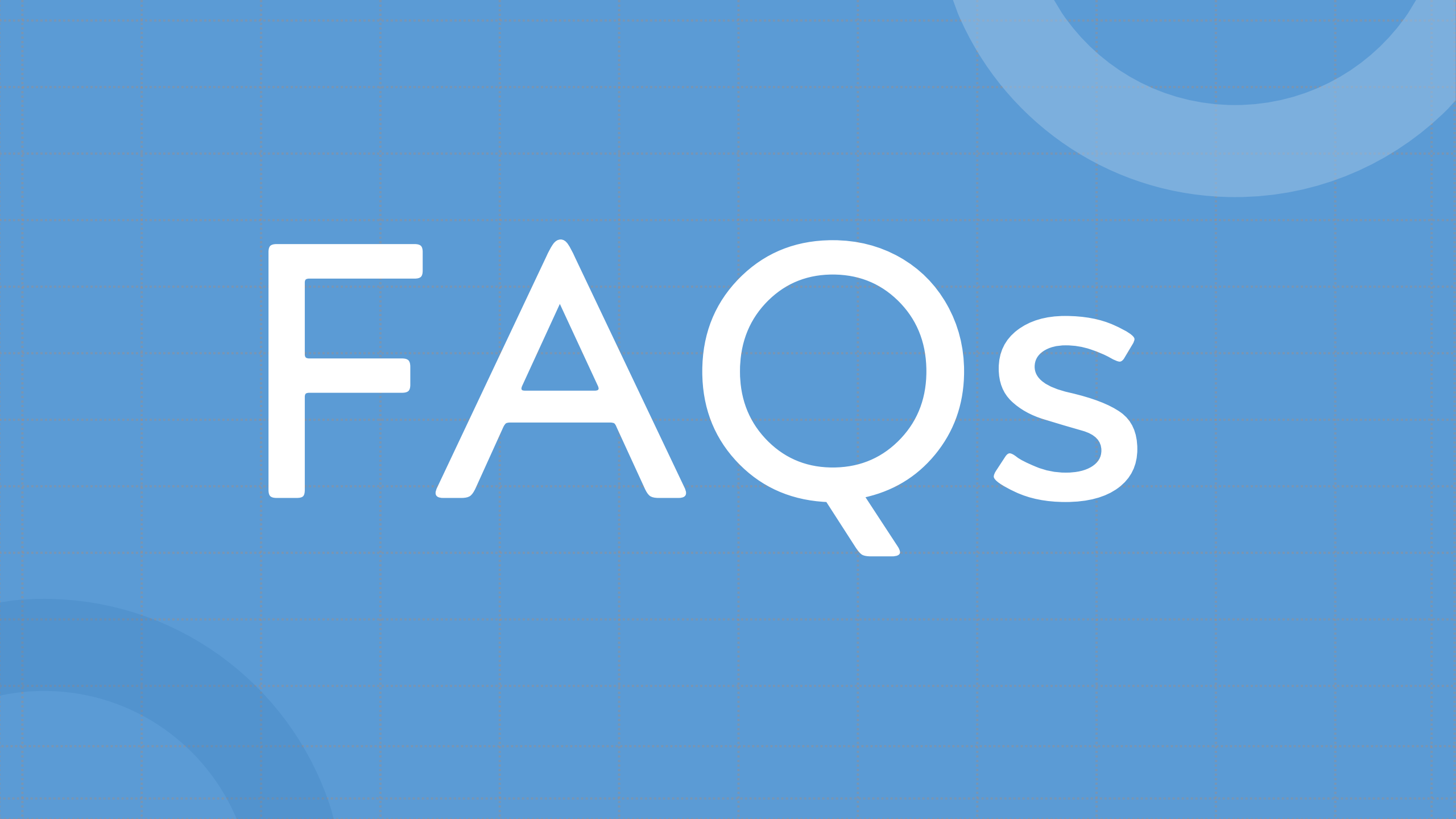
Outcome Mastery by Gender



Outcome Mastery by Modality



**Let's see it in
Nuventive**

The background is a solid blue color with a light blue grid pattern. In the top right corner, there is a large, light blue circle. In the bottom left corner, there is a smaller, light blue circle. The text 'FAQs' is centered in the middle of the image in a large, white, sans-serif font.

FAQs

What if I don't have disaggregated data?

If you are reporting results from past semesters, you may not have disaggregated data to reflect on.

For this semester, you can answer the results reflection questions about trends in the outcomes data by entering: Disaggregated data not yet available for this outcome.

How can faculty view disaggregated outcomes results?

The data you see now are not final, but we wanted to open Nuventive ASAP. This is currently just a set of test data.

- Add Outcomes to a course in Canvas from the Outcomes link in blue on the left column
- Add the outcome rubric(s) to an assignment.
- Grade the assignment.
- Wait a week for Nuventive to update (updates are the same day each week)
- Go into your Nuventive Course Planning and Assessment
- Click on the side rounded square icons in the upper right of the screen to view the Reports and Canvas Outcome Mastery
- Click on Canvas Outcome Mastery
- Use slicers at the top of the screen to view data by term, course, learning outcome.

How is student privacy protected?

Internal Operation for Receiving Data

- Nuventive updates weekly with information from Canvas with student results and their student ID.
 - The only data that shows in Nuventive is data related to Learning Outcomes Mastery
- Palomar uploads a file to Nuventive 3-4 times a semester which holds demographic data for enrolled students from Fall 2022 to current.
- Outcome results from Canvas are combined in Nuventive with the demographic data and course modality.

Security Measures for Students Include:

- No data presented with student ID nor individual data.
- Information is presented only at the course level – not the section level (unless there is only one section in a semester).
- Information is restricted for data with fewer than 10 students: $n < 10$.

The data you see now are not final, but we wanted to open Nuventive ASAP. This is currently just a set of test data.

How is faculty privacy protected?

The data you see now are not final, but we wanted to open Nuventive ASAP. This is currently just a set of test data.

- No section level data is available except in the case where there is only one faculty that teaches the course.
- The PFF Contract under Article 17.8.12.1 states "The District's acquisition of software (a.k.a. Palomar Outcomes Database) is intended to support the District's ongoing efforts to meet accreditation standards. **The District will not use Student Learning Outcomes data for faculty evaluation or discipline.**"
- We will work to create a solution for courses that are taught by a single faculty member.

Outcomes Mastery



Nuventive™

Alternative Rubric Outcome Scores

Dataset Refreshed
9/7/2024

Term

Spring 2024

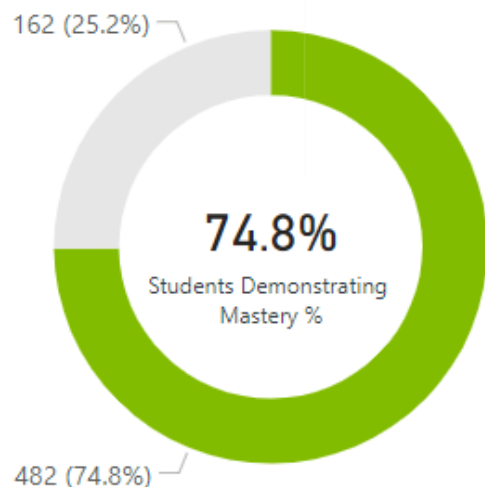
Course

Multiple selections

Learning Outcome

Multiple selections

Students Demonstrating Mastery



10

Courses

25

Sections

3

Outcomes

658

Student Scores

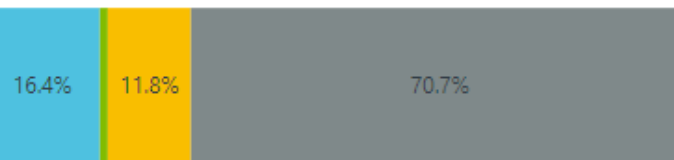
Student Score Breakdown per Outcome

Outcome Score ● 0 ● 1 ● 3 ● 5

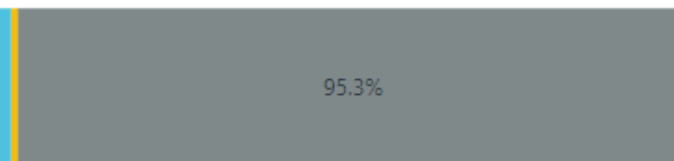
Oral Communication - Supporting Material



Oral Communication - Central Message & Organization



Oral Communication - Delivery



Standard Rubric by Disaggregated Data



Standard Rubric - Percent Mastery

Dataset Refreshed
9/7/2024

Term

Summer 2024

Course

All

Learning Outcome Group

All

Learning Outcome

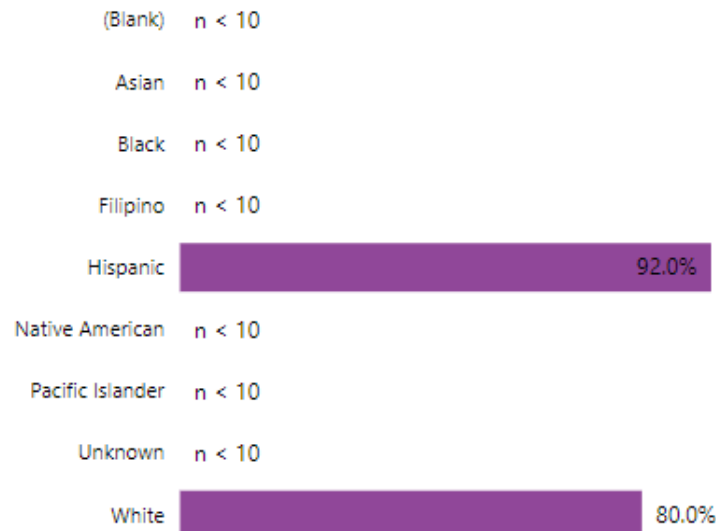
Multiple selections

Overall Outcome Mastery

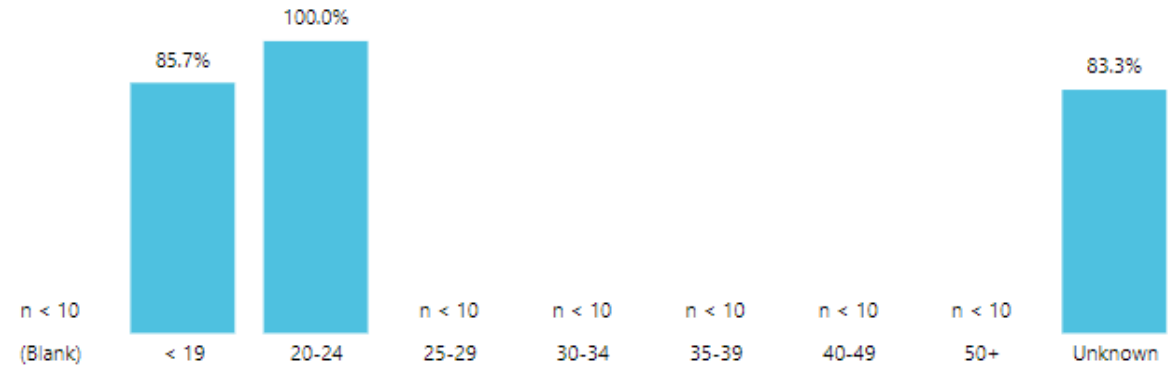
n = 55



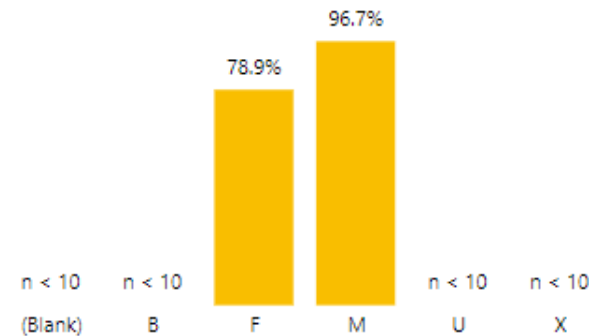
Outcome Mastery by Race/Ethnicity



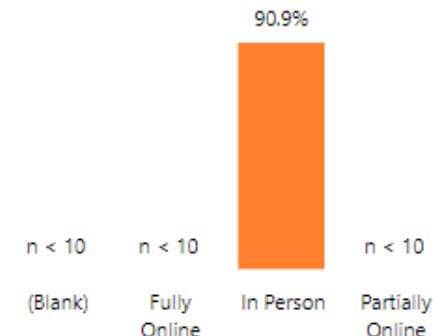
Outcome Mastery by Age



Outcome Mastery by Gender



Outcome Mastery by Modality



How is the possibility of errors in generalization mitigated?

- Data with small number of students ($n < 10$) will be suppressed. You will see $n < 10$ instead of data when this happens.
- There will be training on how to interpret the data.

The data you see now are not final, but we wanted to open Nuventive ASAP. This is currently just a set of test data.

How are We Streamlining CLO, PLO, and ILO Assessment?

Once everything is aligned in META, Nuventive, and Canvas faculty can then begin a new process for completing assessment cycles:

- Faculty will no longer be responsible for updating outcomes in META
- SLO co-coordinators will support faculty importing CLO (and PLO when necessary) rubrics into their Canvas course for assessing outcomes.
- Student level results from Canvas will be uploaded into Nuventive and the disaggregated data will be ready to analyze and reflect on 1 week later.
- When CLOs, PLOs, and ILOs are mapped, the CLOs assessments (assessed through Canvas Outcomes) will be mapped to the PLOs and ILOs and can be used as the assessments.
- Departments and programs will meet to discuss trends in the data and the actions to take.

We're Here to Help

- Email us at:
- learningoutcomeshelp@palomar.edu

Exhibit 4

GOVERNANCE STRUCTURE GROUP REQUEST



Date: 9-6-24

Proposed Name of Requested Group:	Academic Review Committee	
Request submitted by:	Kendyl Magnuson & Wendy Nelson	
Group Type: Subcommittee	Action Requested: Change If Change, identify type of change:	
Reporting Relationship: EESSC		
Purpose: The role of the Academic Review Committee is to act on petitions for exceptions to academic regulations and catalog policies.		
Products:		
Meeting Schedule: At least once per semester		
Chair(s): Dean Enrollment Services		
Members: • Dean Student Life and Leadership (or designee) • Dean, Instructional (or designee) • Counseling Chair • Counselor – General • Counselor – DRC • Articulation Officer • (4) Faculty, Instruction/Library • ASG representative		
Non-voting / subject matter experts • Evaluator • Financial Aid Advisor		

Structure revision – (change membership)

Approved by [Parent Group]: [Date]

Approved by College Council: [Date]

Exhibit 5

Approved by the Faculty Senate on 8/24/15

PALOMAR COMMUNITY COLLEGE DISTRICT STUDENT GRADE DISPUTE POLICY AND PROCEDURES

I. POLICY

Recognizing the importance of the integrity of the grading process, by dictate of the California Education Code, it is the policy of the Palomar Community College District to limit the assignment of final grades to each instructor, except in cases where an instructor has clearly violated § 55025 of the California Education Code (Title V). Students may dispute final grades only when the student can provide proof that § 55025 of the California Education Code (Title V) has been violated. See below for definitions. Without such proof, only the instructor who assigned a final grade can choose to change that final grade. Students can seek resolution of their dispute as outlined in the Student Grade Dispute Policy and Procedures. Students must initiate the dispute within one semester of the final grade being submitted. Students may ask any faculty, staff, or administrative member of the District for guidance in following the procedure, but students are responsible for proving their own case for a grade dispute.

II. DEFINITION OF TERMS

Grade Dispute A claim by a student that his/her final grade was given by the instructor in violation of Title V, § 55025.

Instructional Day A day when classes are scheduled, excluding summer and intersession and Saturdays and Sundays.

Semester One fall or spring semester as defined by the District calendar. For purposes of the grade dispute procedure, summer and intersessions do not count as semesters. Grade disputes for classes that take place in spring, summer, or intersession must be initiated no later than the fall semester immediately following summer. Grade disputes for classes that take place in fall must be initiated no later than the following spring semester.

Title V, § 55025 states:

“In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with this article. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.” The California Education Code may be found at www.leginfo.ca.gov

When determining whether or not a mistake, fraud, bad faith or incompetence has occurred, all parties need to consider the legal meaning of these terms, defined in Black’s Law Dictionary as:

Mistake Some unintentional act, omission, or error by the instructor.

Fraud An intentional perversion of the truth for the purpose of inducing another to part with something valuable or to surrender a legal right.

Bad Faith Synonymous with fraud, neglect, or refusal to fulfill some duty or contractual obligation, not prompted by an honest mistake as to one’s rights or duties.

Incompetence Lack of ability, legal qualification, or fitness to discharge a required duty.

III. INFORMAL GRADE DISPUTE RESOLUTION PROCEDURES

Before initiating formal grade dispute procedures, the student shall attempt to resolve the dispute informally by meeting with the instructional faculty member who issued the grade in dispute and instructional administrator. The student may dispute grades only when there is evidence that Title V, § 55025 has been violated. The intent of the informal grade dispute procedure is to strongly encourage and support all possible attempts to resolve the dispute with the faculty member.

The student should follow the process described below in an attempt to informally resolve his/her dispute.

- a. The student must make the initial dispute to the instructor of record for the class in question within one semester of the final grade being submitted. If the instructor is on contract, the instructor has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- b. If the student has not resolved his/her dispute with the instructor, to proceed, the student must present his/her dispute to the chair of the department that offered the class of the grade in question. The department chair has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- c. If the student has not resolved his/her dispute with the instructor and department chair, to proceed, the student must present his/her dispute to the academic or counseling dean of the division. The dean has 15 instructional days, excluding summer and intersession, to respond to and meet with the student after being contacted by the student.
- d. At levels b, and c listed above, the department chair or administrator in question does not have the authority to change the grade that was issued by the instructor. Rather, his/her role is to hear the dispute as presented by the student and earlier involved faculty members/administrators. If, after consultation with the instructor and department chair, the dean feels that Title V, § 55025 may have been violated, the student can request that the Vice President for Instruction pursue the Formal Grade Dispute process outlined in section IV.
- e. In cases where the instructor of record for the class in question is on sabbatical or other leave, the dispute calendar will be extended until the semester that the instructor returns, within one calendar year. In cases where the instructor is on leave for more than one calendar year, or is unavailable for return or contact, another faculty member may substitute for the instructor, as specified in Title V, § 55025.
- f. If no violation of Title V, § 55025 is found by the department chair, or academic or counseling dean, the instructor's decision is final, and no formal grade dispute will proceed. The academic or counseling dean involved will inform the student, instructor, and department chair in writing of the finality of the instructor's decision and the completion of the grade dispute process within 15 instructional days, excluding summer and intersession.

IV. FORMAL GRADE DISPUTE RESOLUTION PROCEDURES

If the academic or counseling dean finds that there is a potential case of a violation of Title V, § 55025, the student may file a request with the Vice President for Instruction for a formal review by the Vice President of Instruction. The student must initiate the dispute process within 15 instructional days, excluding summer and intersession, of receiving from the academic or counseling dean notice of a potential case of a violation of Title V. Grade disputes pursued after this time will not be accommodated.

Students must complete the Formal Grade Dispute Resolution Request Form (available on the Office of Instruction website), including the following typed and signed information in their request for a formal review:

- a. A clear and concise statement of the dispute that must include details of the specific violation of Title V, § 55025.
- b. The name of the instructor, course ID, section number, and semester of the class of the disputed grade
- c. Identification of the resolution, corrective action, or remedy being sought.
- d. A detailed summary of the actions already taken to resolve the issue, including dates and times for meetings that occurred during the Informal Grade Dispute procedure.
- e. Copies of all documents, assignments, or related materials indicating that Title V, § 55025 has been violated.

The Vice President for Instruction, upon receiving the student's request for a formal review will follow the process outlined below.

V. FORMAL REVIEW

- a.
 - i. Review the request submitted by the student.
 - ii. Receive a signed written statement from the instructor, department chair, and academic or counseling dean, specifying all relevant facts as discovered during the Informal Grade Dispute Procedure and the reasoning and evidence for Title V, § 55025 violation.
 - iii. Hear testimony, examine witnesses, and receive all evidence pertaining to the case, as determined to be necessary.
 - iv. Evaluate testimony and evidence in terms of Title V, § 55025.
- b. Upon conclusion of the consideration of the formal grade dispute resolution request and all evidence, the Vice President for Instruction will make a recommendation to the Superintendent/President of the District.
- c. The Superintendent/President of the District shall review the recommendation of the Vice President of Instruction and make a final decision within 15 instructional days, excluding summer and intersession.

- i. If the Superintendent/President's decision is to change the grade, the new grade determined by three faculty members selected by the department chair shall be the final grade assigned. When possible the three faculty members determining the grade will be the department chair and two other faculty members from the discipline in question. The faculty members will determine a new grade based on the information they have available, as well as the request of the student in the original request for a formal hearing. In no way, however, will the help of the faculty members in arriving at a grade be construed as their rendering a judgment on whether or not there has been a Title V , § 55025 violation. One of the three faculty members will sign and file the official grade change form in Enrollment Services for appropriate recording of the new grade.
- ii. If the Superintendent/President's decision is to uphold the grade, the instructor's decision regarding the grade dispute is final.
- iii. The Superintendent/President of the District will inform the student, instructor, department chair, and academic or counseling dean in writing of the decision.

All documentation from the informal and formal procedures will be housed in the Office of Instruction in order to preserve the confidentiality of all records related to the process.



Formal Grade Dispute Resolution Review Request Form

Before filling out this form, the student must have followed all steps in the Informal Grade Dispute Resolution Procedures. This form must be filed within one semester of the instructor of record's response in the Informal Grade Dispute Resolution Procedures. Please see the Student Grade Dispute Policy and Procedures for details and complete timeline.

This form must be typed. All supplemental information/additional pages must be typed where possible.

STUDENT NAME: _____ STUDENT ID#: _____

Last, First, MI

TODAY'S DATE: _____ mm/dd/yyyy

CLASS INFORMATION FOR CLASS IN QUESTION:

COURSE NAME/ID: _____ SECTION #: _____

SEMESTER/YEAR: _____ INSTRUCTOR NAME: _____

Please provide a clear and concise statement of the grade dispute, including details of the specific violation of Title V, § 55025. Use additional pages if necessary.

Identify the resolution, corrective action, or remedy to this dispute being sought. Use additional pages if necessary.

Please provide a detailed summary of all actions already taken by the student to resolve the issue, including dates and times for all meetings that occurred during the Informal Grade Dispute Procedure. Use additional pages if necessary.

Please attach copies of all documents, assignments, or related materials that indicate that Title V, § 55025 has been violated.

Students- please retain a copy of this completed form for your records. Please submit completed form and all related documentation to the Vice President of Instruction, Office of Instruction, AA-103.

STUDENT SIGNATURE:

By signing this form, you are indicating that all information provided is complete, accurate, and relevant to the best of your knowledge.