



MEETING

2025-03-31

EXHIBITS 1-9

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

Date: Monday, March 31st, 2025

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Chamorro, Santo (ASG)
Dalrymple, William
Doyle Bauer, Alexandra
Falcone, Kelly
Guillen, Adriana
Gushansky, Gene
Hathaway, Shelbi
Jarvinen, Jason
Lawson, Lawrence
Martinez, Melissa
Marjanovic, Kristen
Mellos, Vickie
Mufson, Michael
O'Brien, Patrick
Parenti, Marina
Pearson, Beth
Shmorhun, Nina
Siminski, Nicole
Villa Fernandez de Castro, Elena
Wolters, Ashley
Zavodny, Anastasia

AGENDA

1. **Opening**
 - a. Call to Order
 - b. Public Comment
 - c. Announcements
 - d. Agenda Changes
 - e. Approval of Minutes, 3-17-2025
2. **Action**
 - a. Curriculum – (Exhibit 1), Mellos
3. **Information – (Max 5 min each)**
 - a. ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative
 - Report on ASG Activities
 - b. One Tier Faculty Workplace, Will Dalrymple (Exhibit 2&3)
 - c. AB 1705 Updated STEM placements, Shelbi Hathaway (Exhibit 4)
 - d. Incorporating DEIAA into the course outline of record, Vickie Mellos (Exhibit 5)
 - e. Proctoring Policy and Academic Integrity Update, Marina Parenti
 - Update following the March 6th and 14th Town Halls
4. **Discussion (Max 10 min each)**
 - a. Committee Updates - (Exhibit 6), Zavodny
 - b. Accreditation Annual Report – (Exhibit 7), Barton
 - Michelle Barton to present information on enrollments, student academic performance and fiscal report for the Annual Accreditation Report.
 - c. BP 1300 Educational Philosophy – (Exhibit 8), Mufson & Shmorhun
 - d. ASCCC executive committee member resolution – (Exhibit 9&10)
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
March 17, 2025

PRESENT: Ben Adams, Russell Backman, Mary Ellen Brooks, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Adriana Guillen, Gene Gushansky, Shelbi Hathaway (Zoom), Jason Jarvinen, Lawrence Lawson, Kristen Marjanovic, Melissa Martinez, Vickie Mellos, Michael Mufson, Patrick O'Brien, Beth Pearson, Nina Shmorhun, Nicole Siminski, Elena Villa Fernandez de Castro, Ashley Wolters, Anastasia Zavodny

ABSENT: Marina Parenti, Santo Chamorro (ASG)

GUESTS: Michelle Barton, Jose Briceño

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:33 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

None.

ANNOUNCEMENTS

Senator Zavodny reported receiving an email expressing concerns from a member of the GE Subcommittee about the meeting days and times being shifted mid-semester to an afternoon schedule, which would prevent faculty from the Health and Kinesiology Department from attending due to coaching commitments. Anastasia, as Chair of the Committee on Committees, raised concerns about the subcommittee's specific discipline representation and the potential for mid-semester changes to isolate a group. A response clarified that the potential schedule change was related to Brown Act compliance requiring in-person meetings and efforts were made to find a time that worked for most, although no time suited everyone. It was also mentioned that adhering to the original time could exclude members from Lifelong Learning. The flexibility of Brown Act implementation through 2026, allowing Zoom attendance for some members with in-person quorum, was also highlighted.

Senator Lawson announced an investigation into COLA (Cost of Living Adjustment) payments and retro COLA payments for summer 2024, revealing errors and upcoming retro payments. A request was made to investigate summer 2023 (COLA of 8.22%) and summer 2022 (COLA of 6.5-6%) for similar issues. This initiative was attributed to the work of the union.

Senator Shmorhun announced the opening of interest for the third cohort of the Faculty Cultural Curriculum Teaching Institute, an asynchronous, self-paced Canvas course. Upon completion, faculty will receive a stipend of \$578.58. The institute focuses on addressing completion and retention rates for disproportionately impacted students and culturally responsive teaching. Participants also gain early access to the student data dashboard.

President Pearson announced the cancellation of the Senate meeting scheduled for Monday, March 31st, 2025, due to her and Senator Falcone's absence.

AGENDA CHANGES

Senator Parenti and ASG Representative Santo Chamorro were not present for the meeting so their agenda items were tabled for a later date.

APPROVAL OF MINUTES

MSC: Shmorhun/Doyle Bauer

Faculty Senate to approve the minutes for the March 10, 2025 meeting as amended.

The motion carried.

ACTION

A. Committee on Committees, (Exhibit 1), Zavodny

MSC: Zavodny/Falcone

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

The motion carried.

Web Advisory Subcommittee – Leah Hoover & Michael Mufson

MSC: Zavodny/Lawson

Faculty Senate to accept the results of the ballot for the Director of Behavioral Health & Wellness Hiring Committee.

The motion carried.

Director of Behavioral Health & Wellness Hiring Committee – Mercedes Tiggs

INFORMATION

A. Spring Resolutions- ASCCC (Exhibits 3&4), Pearson

A proposal for a new discipline, Uncrewed Aircraft System Technology, was presented. The minimum qualifications were noted, and the existing strong drone technology program at Palomar College was highlighted. Concerns were raised about aligning the terminology with HR practices and considering ethical implications of drone usage. President Pearson expressed her intention to support this proposal.

A list of proposed Area D resolutions from ASCCC, primarily focused on Credit for Prior Learning (CPL), was shared. It was suggested to invite the Palomar College CPL coordinator to provide an update to the Senate.

Attention was drawn to the One-Tier Faculty Workplace ASCCC resolution advocating for a one-tier faculty workplace in community colleges. It was emphasized that there is a need for faculty and all senates to review and discuss it openly.

DISCUSSION:

A. Committee Updates, (Exhibit 5), Zavodny

Senator Zavodny presented recommendations for the deactivation of the following committees: Committee on Committees, Elections, Petitions & Ethics Committee, Committee on Service Learning, and Oversight Committee/Grant Funded Projects Committee.

Discussion points included:

It was assured that the Service Learning Coordinator supports the deactivation of their committee. However, concerns were raised about the implications for the reassigned time position of the Service Learning Coordinator and their workload. It was clarified that the Service Learning Coordinator position and negotiated release time would not be eliminated. The role of the committee in providing guidance and facilitating faculty engagement in service learning was noted. The potential for another committee to oversee some aspects of service learning was briefly mentioned.

It was noted that the purpose of committees is so that information can be integrated and communicated across the college with a space to have conversations when needed. It was also noted that outreach can be done in many ways outside of committees.

It was discussed that the Senate should look into a name change for Committee on committees, since it would no longer be a committee.

B. Faculty Celebration, Pearson

Tabled.

C. Correspondence Education, (Exhibit 6), Mellos

Tabled.

D. Accreditation Annual Report, (Exhibit 7), Barton

Michelle Barton presented an update on the annual accreditation report to the ACCJC.

The college is undertaking a self-reflection on transparency regarding publicly available student outcomes data. ACCJC is developing a rubric for institution-set standards. A review of the current institution-set standards and stretch goals for course success rates, certificate awards, degree awards, and transfers over the past five years was presented, highlighting changes made based on previous Senate actions. The significant increase in certificate awards due to the military apprentice program was noted. A slight decrease in associate's degrees was observed, potentially linked to the after-effects of COVID-19. Transfer data for the most recent year is still pending.

Barton discussed the methodology of tracking student success using cohort-based rates over a 4-year timeframe, combining behavioral and stated intent to complete. Preliminary data for 3-year and 6-year cohorts was presented. She requested feedback on whether to set a new institution-set standard based on this rate, while advising against eliminating the current volume metrics at this time. This topic will be revisited after spring break.

Additionally, due to changes at the Chancellor's Office with data metrics, colleges with students receiving Title IV financial aid are now required to report the Federal Scorecard graduation rate and transfer rate, which tracks students over eight years. The report also requires a self-reflection on transparency regarding publicly available student outcome data on the college's website and the institution's efforts in storytelling around this data.

ACCJC is beginning to develop a rubric around institution-set standards to assess if colleges are setting appropriate and evolving goals. Barton then presented five years of data on the college's current institution-set standards and stretch goals for course success rates, certificate awards, and associate's degrees.

Barton discussed the methodology of using cohort-based rates to measure student degree transfer and completion, as opposed to volume counts, highlighting the need to track students over a period (initially suggesting a 4-year cohort) to get a more accurate picture of student success. She proposed returning after spring break to further discuss and potentially reset the institution-set standards and stretch goals as well as metrics.

ADJOURNMENT: The meeting was adjourned at 4:04 pm.

March 19, 2025
Curriculum Committee Actions

Item I. from BoardDocs Agenda

ACTION: The following curriculum changes, pending appropriate approvals, will be effective fall 2025:

I.1. ACTION: Course Deactivations - effective fall 2025							
Subj	Nbr.	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open	Justification
A.	DT	117	Blueprint Reading and Geometric Dimensioning and Tolerancing (GD+T	Yes	Grade only	No	This course is moving from Drafting Technology to Machining Technology. All faculty are in agreement for this move.

Item J. from BoardDocs Agenda

ACTION: The following distance education and course reviews, pending appropriate approvals, will be effective fall 2025.

J.1. ACTION: Distance Education and Course Reviews							
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective fall 2025.							
Subj	Nmbr	Title					Originator
A.	ANTH	205	Prehistoric Archaeological Excavation				Elizabeth Pain
B.	ANTH	206	Historical Archaeological Excavation				Elizabeth Pain
C.	CFT	105	Machine Woodworking/Furniture			Yes	Jennifer Anderson
D.	CSNT	150	AWS Academy Cloud Foundations			Yes	David Meske
E.	CSNT	151	AWS Academy Cloud Architecting			Yes	David Meske
F.	CSNT	152	AWS Academy Cloud Developing			Yes	David Meske
G.	CSNT	153	AWS Academy Cloud Operations			Yes	David Meske
H.	CSNT	255	Ethical Hacking Principles			Yes	David Meske

Item K. from BoardDocs Agenda

ACTION: The following curriculum changes, pending appropriate approvals, will be effective fall 2025:

K.1. ACTION: The following technical corrections, pending appropriate approvals, will be effective fall 2025.							
Subj	Nmbr	Title					
A.	BMGT	101	Introduction to Management				Original course number proposed, BUS 138, was a duplicate. Since duplicates are not allowed, the original course number is being used in the BMGT subject area
B.	MATH	132E	Essentials for Calculus I Enhanced				The course hours and unit have been corrected. The course is 3 hours lecture and 3 hours lab for a total of 4 units.



CFT One Faculty Task Force Vision

Since 2023, the CFT One Faculty Task Force — made up of classroom and non-classroom part-time and full-time faculty from throughout the state — has met regularly to develop a strategic plan to transform the current exploitative two-tier system of faculty in the California community colleges into a one-tier system. As a first step in this process, the task force focused on clarifying what a one-tier faculty structure would look like. As we build a statewide campaign, the work of the task force will be driven by the following Agreements on Principles and Goals, which define our vision.

Hiring Processes

- Districts shall institute locally developed hiring practices and onboarding processes that will apply uniformly to all faculty job openings.

Compensation and Work Assignments

- Each District must compensate all faculty using the same salary schedule proportionate to the faculty member's assigned load.
- All faculty will be expected to perform the same duties on a proportionate basis according to their percentage of assigned load.

Professional Development

- All professional development activities must be made available to all faculty, with compensation, if given, provided equivalently to all faculty.

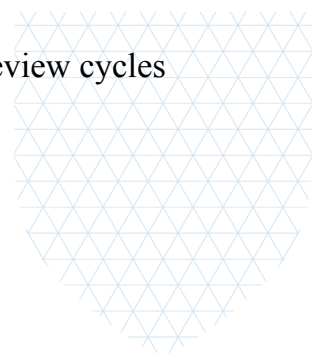
Leaves, Benefits, and Retirement

- All faculty must be eligible for the same leave benefits (sick, education, parental, bereavement, FMLA, military, sabbatical, industrial accident, etc.).
- Any locally negotiated health insurance benefits, including post-retirement healthcare programs, must be available equivalently to all faculty.
- All CalSTRS and CalPERS service credit calculations must apply equally to all faculty who are members of CalSTRS or CalPERS.
- All faculty will have equitable access to defined benefit retirement plan options.

Performance Review, Due Process, and Job Security

- Districts shall institute locally developed evaluation/performance review cycles and processes that will apply equally to all faculty.
- Due process rights will apply equally to all faculty once hired.
- Existing layoff/seniority rules will apply to all faculty members.

Adopted by State Council on October 5, 2024



One Tier / One Faculty

In the California Community College System

Faculty Senate
March 31, 2025

What is it?

The One Tier movement seeks to transform the current two-tier system of full- and part-time faculty into a single tier of faculty—one faculty—with all the same rights and responsibilities, proportionate to load.

What does it include?

- Hiring Processes
- Compensation and Work Assignments
- Professional Development
- Leaves, Benefits, and Retirement
- Performance Review, Due Process, and Job Security

Who's involved?

A short list:

- AAUP
- AFT
- ASCCC
- CCA
- CCCI
- CFT
- FACCC

National support?

AFT Top Priorities*:

- Funding Higher Ed
- Academic Freedom
- *Eliminating Precarity*

**2024 AFT Higher Ed Conference*

What are some of the key issues?

From a February 2023 California State Auditor report identifying systemic barriers to part-time faculty members' ability to meet student needs*:

- Part-time instructors are less likely to be compensated for the time required outside of class to develop and enact high-impact educational practices, which are more likely to engage students.
- Part-time instructors are less likely to have office space or compensated office hours, making meetings with students outside of class time more difficult.
- Part-time faculty are less likely to be able to dedicate the same amount of time to advising or assisting students with projects outside of the classroom.
- Part-time faculty may not know their instructional assignments until shortly before the term starts, which may limit their preparation time for course materials (Parks, 2023).

*https://asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance

And of
course...

Contingency / Precarity

What about tenure?

From the AAUP statement on tenure*:

The AAUP also supports tenure for part-time faculty members. The AAUP's report on Tenure and Teaching-Intensive Appointments recommends "fractional positions, including fully proportional pay, that are eligible for tenure and benefits, with proportional expectations for service and professional development."

*<https://www.aaup.org/issues/tenure>

Is there a model?

The Vancouver Model

One Tier under VCC/VCCFA Collective Agreement

from Day One

- One Job Classification: faculty
- One pay scale (11 steps) (top \$113k) (Weighted Avg +\$100k)
- Absolute pay equality for part-timers, completely pro-rata
- One hiring per career, detailed and grievable evaluation procedures
- One Academic Freedom provision for all
- Harassment & Human Rights Protection
- All union rights/membership rights
- Accrue ROFR (reached after 120 cumulative days)
- Seniority (with first contract, mandatory after 3 days)
- Accrue Pension vesting, mandatory after \$30k made
- Prorata Workload with Scheduling by seniority

Selected Resources

CFT

One Faculty Task Force Vision Statement

[https://drive.google.com/file/d/1ews6-m5HetesONJdiq4xdxZfgkL1Bfpx/vi
ew?usp=drive_link](https://drive.google.com/file/d/1ews6-m5HetesONJdiq4xdxZfgkL1Bfpx/vi
ew?usp=drive_link)

One Faculty Task Force FAQ

[https://drive.google.com/file/d/1pIf5ilEW0AK0kN8OWWY3HpNAvgAnLY0a
/view?usp=drive_link](https://drive.google.com/file/d/1pIf5ilEW0AK0kN8OWWY3HpNAvgAnLY0a
/view?usp=drive_link)

Palomar

Will Dalrymple

wdalrymple@palomar.edu
x5000

Additional

AAUP One Faculty Statement

[https://www.aaup.org/sites/default/files/files/One%20Faculty%20Principles
\(1\).pdf](https://www.aaup.org/sites/default/files/files/One%20Faculty%20Principles
(1).pdf)

ASCCC: “Part-time Faculty: Equity, Rights, and Roles in Governance”

[https://asccc.org/papers/part-time_faculty-equity_rights_roles_in_g
overnance](https://asccc.org/papers/part-time_faculty-equity_rights_roles_in_g
overnance)

FACCC Support for One Tier

<https://www.faccc.org/unifiedfaculty>

Palomar Faculty Senate: “Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College”

[https://drive.google.com/file/d/1vXGGDwGeZ1nbkOwGxaUe7cex1p
u3xyze/view?usp=drive_link](https://drive.google.com/file/d/1vXGGDwGeZ1nbkOwGxaUe7cex1p
u3xyze/view?usp=drive_link)

Vancouver Model

https://contingentworld.com/onefaculty/cosco_240315.php



One Faculty Task Force Frequently Asked Questions

Q. What is the One Faculty movement?

- A. The One Faculty movement – also known as the “One Tier” and “Unified Faculty” movement – represents a new stage in the struggle for economic and worker justice for *all* faculty within the California community college system. While many individuals and groups have provided insightful analysis and achieved improvements in the working conditions, compensation, and other aspects of part-time/adjunct faculty employment through local and statewide actions, it has become clear that greater collaboration among stakeholders and a coordinated campaign is essential to realize true equality for faculty throughout our system.

Q. What are the goals of the One Faculty campaign?

- A. In [CFT's vision of a One Faculty future](#), **all faculty** will: be hired and onboarded according to the same processes; be compensated according to the same salary schedule and engage in paid service to students and the institution (e.g., office hours, participatory governance, college service) proportionate to their assigned load; have the same access to paid professional development opportunities; be offered the same benefits, paid leaves, and retirement options; and undergo the same performance review processes, with the same job security and due process rights.

Q. What is the CFT One Faculty Task Force?

- A. In 2022, the CFT Part-Time Faculty Committee and the Higher Education Issues Committee brought a [resolution to the CFT State Council to establish a task force](#) charged with developing a strategic plan to achieve true economic justice and professional treatment for all faculty in the California community college system. The resulting task force consists of 14 part-time and 8 full-time faculty CFT members (including one retiree) from throughout the state, including local presidents and other elected leaders, as well as rank and file faculty. Four CFT staff members lend their expertise in a variety of ways. The Task Force and its 6 subcommittees meet regularly to both plan and execute the work of this campaign.

Q. Why should we get rid of the two-tier division of faculty?

- A. At the heart of the One Faculty movement is the fact that not only part-time faculty but students, full-time faculty, and other community college staff are negatively impacted by the two-tier system. Only a coordinated campaign of local and statewide actions will achieve the much-needed transformation of our system into one that practices the values of inclusion, fairness, and social justice that it so often preaches.

Q. Who are the stakeholders in this campaign?

- A. Anyone in California who cares about the availability of affordable, quality public higher education options in their local community – including students themselves – is a stakeholder in this campaign. Inside of the community college system, those of us who do the work to provide those opportunities must play essential roles in advocating for the changes we need. The One Faculty Campaign is, in the larger sense, bargaining for the common good for all of our CFT locals and councils. Restructuring California's community college faculty employment system will contribute strength and stamina to the labor movement throughout and beyond our state.

Q. Why should full-time faculty support this campaign?

- A. All faculty will benefit from the implementation of our One Faculty vision. Those who are full-time in our system frequently experience overwork and even burnout, as this fraction of the faculty performs an outsized proportion of the work required to maintain the responsibly

governed, culturally rich environments in which students learn. A fairer, more just system will take nothing from full-time faculty but the unreasonable workload so many experience, as more faculty engaging in governance and committee work, colleagues' performance review processes, program review, accreditation, and other essential faculty functions will relieve some of the burden almost entirely shouldered by full-time faculty. We also hope full-time faculty will see this as a social justice issue, recognizing that an injury to one portion of the faculty is an injury to all faculty. Our colleges and districts will be stronger with a more unified faculty who share the same interests and job responsibilities.

Q. What role does CFT play in this campaign?

- A. The CFT's One Faculty Task Force has achieved consensus in its vision and developed working groups to make progress on Phase 1 of its strategic plan. CFT has also sponsored a bill, [AB1028](#), authored by Assembly Higher Education Committee Chair Mike Fong, to afford part-time faculty due process rights and greater job security. CFT is committing staff and other resources to further all aspects of our strategic plan.

Q. What role can local unions play in this campaign?

- A. Local unions throughout the state will play major roles to negotiate stronger provisions for part-time faculty in their contracts; educate local communities about the One Faculty campaign; support AB1028 and other bills; and engage in coordinated efforts with other locals to achieve One Faculty goals.

Q. What role are other organizations playing in this campaign?

- A. Other local and statewide organizations are working to conduct research, educate their members, develop and pass resolutions, and build momentum in support of a unified/one tier/one faculty model for California's community colleges. There are even parallel campaigns within the CSU system and other states' higher education sectors to challenge the two-tier systems that relegate the majority of faculty to contingent and precarious employment.

Q. Will this campaign threaten tenure?

- A. We want more job security and due process rights for faculty, not less. Achievement of our vision would neither threaten nor undermine the current tenure system but would strengthen it by expanding the number of people who enjoy its protections.

Q. What if I'm a part-timer who is happy with my assignment as it is, and I don't want proportional institutional responsibilities?

- A. In our vision, all faculty will share the work of the institution, as there is compelling evidence that students are best supported when faculty are most informed about and active in the colleges where they work. We believe the vast number of currently employed part-time faculty would heartily embrace the opportunity to be fully included, respected, and justly compensated as professionals alongside their full-time colleagues.

Q. Has anyone done this before?

- A. Yes. The Vancouver Community College in British Columbia has operated under a one-tier faculty structure for many years, providing the inspiration known as the "[Vancouver Model](#)."

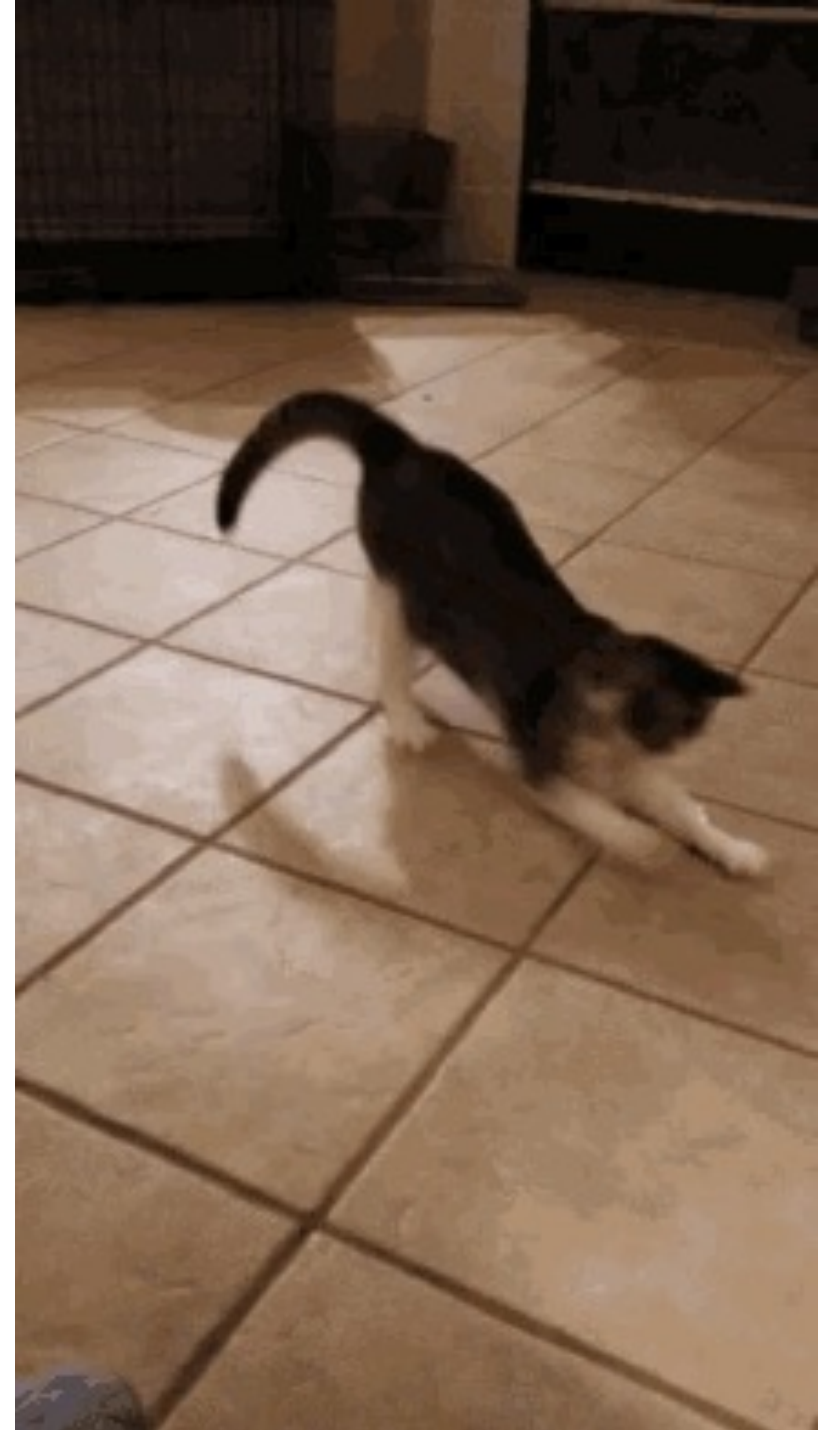
Q. What can I do to be part of this campaign?

- A. So much! Talk with your colleagues and students about the importance of achieving stronger job security, equal pay for equal work, and full inclusion of all faculty – not only those with full-time assignments – in professional development, paid service, and opportunities for a secure retirement.



Counseling AB1705 Update 3/31/2025

Cassandra Lochard
Shelbi Hathaway



Enhanced Courses offered

Spring 2025

- Math 100E - Liberal Arts Math

Fall 2025

- Math 101E - Math for Life
- Math 110E - College Algebra
- Math 115E - Trigonometry
- Math 130E - Business Calculus
- Math 132E - Innovative Precalculus
- Math 140E - Calculus 1
- Math 141E - Calculus 2
- STAT C1000E - Statistics

STEM Placement July 2025

College must choose one
Option by July 1, 2024.

AB1705 STEM Implementation Options for Colleges

Option A (STEM Calculus 1 Implementation):

By July 1, 2025

- Replace stand-alone prep courses with support-enhanced STEM Calculus 1 or coreq support
- Restrict all other enrollments into prior to transfer-level courses
- Submit certification form; no data submission required

Option B (Apply for Validation Approval):

Validate course(s) meet AB 1705 standards

- Confirmed by CBA analysis (submit certification form; no data submission required)
- Submit local data (submit certification form & data template)
- Continue to implement validated course(s)

Option C (Apply for Interim Approval):

Two-year STEM Calculus 1 throughput is 50% or greater for Lowest Placement Students

- Confirmed by CBA analysis (submit certification form; no data submission required)
- Submit local data (submit certification form & data template)
- Submit 2025-2027 validation data July 2027

Option D (Implement an Innovative Course):

Establish an innovative preparatory course for Lowest STEM Placement students

- Submit certification form; no data submission required
- Implement course 2025-2027
- Submit 2025-2027 validation data July 2027

Placement Wording STEM

Math Placement for Programming	Math Course Options What students see in Highpoint
Math 140 or Above	Options: Math 140 or above Math 140E or above
Math 140	Options: Math 140 Math 140E
GPA<2.6 or Programs not MET Math 140E	Options: Math 132E Math 140E

New Guidance from 12/10/24 for 7/1/25

STEM Calculus Pathway Placement	Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1
Student successfully completed or demonstrated through CPL: Integrated Math 4, Trigonometry, Precalculus, or equivalent	By July 1, 2025, students pursuing STEM programs <i>must be given access to STEM calculus</i> (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025.
Student successfully completed or demonstrated through CPL: Integrated Math 3 or Intermediate Algebra or equivalent	The college may enroll the student in a one semester course prior to Calculus (typically Pre-Calculus) or in Calculus, with or without concurrent support. If such students begin in a prior to Calculus course and successfully complete it, their next course is STEM Calculus 1. Enrollment in the course prior to Calculus should be restricted to students who have not successfully completed Integrated Math 4, Trigonometry, Precalculus, or equivalent.
Student did not successfully complete or demonstrate through CPL: Intermediate Algebra, Integrated Math 3 or equivalent	The college may enroll the student in a two-semester sequence at transfer-level prior to Calculus, with or without concurrent support. Enrollment in the first course in the two-semesters prior to Calculus should be restricted to students who have not successfully completed Intermediate Algebra, Integrated Math 3 or equivalent.

Previous Guidance Continues to Apply

- Colleges **must** continue to provide STEM majors direct access to Calculus (unless the law provides exception)
- College **may** offer an **Innovative Precalculus Course** option if **Option D** was submitted to CCCCO.
- Colleges **may** continue to use HS GPA as one of their considerations for lower band of STEM placement.
- College will be **required to validate** all transfer-level preparatory courses (existing, innovative, or interim approved) prior to Calculus by **7/1/27**

So... What Has Changed???

- **ALL STEM** students still **allowed to take Calc 1** regardless of pre-requisites preparation.
- Colleges **may** offer existing curriculum to students whose last math was at the level or intermediate algebra or lower with student choosing to place lower than Calculus. (**Not allowed to place lower**)
 - **Intermediate Algebra or Equivalent:** May be offered one transfer level course prior to Calculus (Math 132E or Math 135 w/ or w/o support)
 - **Geometry or Lower:** May be offered up to two transfer-level courses prior to Calculus (Math 110 and Math 115 w/ or w/o support)

				Tier 1
				Tier 2
	Tier 3	Tier 2	Tier 3	Tier 3
Path to Calculus	Two- Course Sequense		One Course -Sequence	Start at Calculus I
Courses Before Calculus	Math 110E	Math 115E		
	Math 115 or Math 115E	Math 110 or Math 110E	Math 135E	132E
Calculus I	Math 140 or Math 140 E	Math 140 or Math 140 E	Math 140 or Math 140 E	Math 140 E
Calculus II	Math 141 or Math 141E	Math 141 or Math 141E	Math 141 or Math 141E	Math 141E

Determine student's tier by their last math course passed listed below

Tier 1: The student has completed Calculus or Higher, Math Analysis, Pre Calculus, Trigonometry, or Integrated Math 4

Tier 2: The student has completed Integrated Math 3 or Algebra 2

Tier 3: The student has completed any Math Course not listed above

Math 110: College Algebra

Math 115: Trigonometry

Math 135: Precalculus

Math 132: Math for Calculus I

Math 140: Calculus I

Math 141: Calculus II

Courses that end in E are enhanced courses that offer support



Math Placements

Anyone is allowed to take courses regardless of prerequisite knowledge based on CCCO interpretation of AB705 and AB1705.

Programing needs to be ready for Fall 2025 enrollment (May 1st-ish)



STEM Defined

Palomar College:

Science, Technology, Engineering and Math

CCCCO through AB1705:

Any program that requires Calculus 1

Placement Wording For STEM (BSTM Pathway)

Last Math Passed	Math Course Options What students see in Highpoint
Calculus or Higher	Math 140 or above with the option to take the enhanced versions (Math 140E or above) for those who want additional math support.
Math Analysis, Precalculus, IM4, Trigonometry	Math 140 with the option to take the enhanced versions (Math 140E) for those who want additional math support.
Intermediate Algebra or Equivalent IM3 & Algebra II	Options: (1) Take one of the following courses before Math 140E: Math 132E, or Math 135 with Math 11 (until Math 135E can be created). (2) Go directly to Math 140E (or Math 140 for those who do not want additional pre-requisite content.)
Anything less than above	Options: (1) Take a two-course sequence before Math 140E: Math 110E and Math 115E (2) Take one of the following course before Math 140E: Math 132E or Math 135 with Math 11 (until Math 135E can be created). (3) Go directly to Math 140E for those who do not want additional pre-requisite content.

Business Changes Effective Fall 2024

- Students do not need to take Math 110 before taking Math 130 or Math 130 w/ Math 13
 - Half of my Math 110 students are telling me they were advised to take Math 110 before BUS 130.

Placement Wording For BUS (BSTM Pathway)

HS GPA	Math Course Options What students see in Highpoint
3.4	Calculus Options: Math 130 with the option to take the enhanced version (Math 130E) for those who want additional math support. and/or Statistics Options: Math 120, BUS 204, or Psych/Soc 205 with the option to take the enhanced version (Math 120E) for those who want additional math support.
2.6	Calculus Options: Math 130E with the option to take the non-enhanced version (Math 130) for those who do not want additional math support. and/or Statistics Options: Math 120E with the option to take an non-enhanced course (Math 120E, BUS 204, or Psych/Soc 205) for those who do not want additional math support.
0.01	Calculus: Math 130E and/or Statistics: Math 120E

SLAM Pathways - Mapping Diagram

Placement Pathways

- EDD - Education
- HUM - Humanities
- SBS - Social & Behavioral Sciences
- UND - Undecided

Palomar Pathways

- Trade and Industry
- Social & Behavioral Sciences
- Humanities and Language
- Health and Public Services
- Arts, Media and Design

Pathways don't align so we are reimagining what this could be.

Reimagined SLAM Placement

SLAM - Local Degree

- MATH 100 or MATH 100E
- MATH 101 or MATH 101E
- Math 105 and Math 106
- STAT C1000 or STAT C1000E
- PSYC/SOC 205
- BUS 204
- SOC 180

SLAM - Transfer Degree

- MATH 101 or MATH 101E
- STAT C1000 or STAT C1000E
- PSYC/SOC 205
- BUS 204
- SOC 180

Specific Math Requirements:

Students directly placed into courses based on SLAM GPA guidance.

Placement Wording For SLAM:

Students will see a subset of these courses based on the Palomar Pathway Mapper

HS GPA	Math Course Options What students see in Highpoint
3	Math 100, Math 101, Math 105, Math 120, Psyc/Soc 205, BUS 204, or SOC 180 with the option to take the enhanced versions (Math 100E, Math 101E, or Math 120E) for those who want additional math support.
2.3	Math 100E, Math 101E, Math 105, Math 120E, Psyc/Soc 205, BUS 204, or SOC 180 with the option to take the non-enhanced versions (Math 100, Math 101, or Math 120) for those who do not want additional math support.
0.01	Math 100E, Math 101E, Math 120E, Psyc/Soc 205, BUS 204, or SOC 180

EDD Student Advising

- CalGETC starts Fall 2025
 - Math 105 and Math 106 do not meet GE approval under CalGETC.
 - These students will need another Quantitative Course to meet their GE Requirements
 - We don't have GE approval as of yet for Math 100, but we are trying - course in review with the state.
 - **We recommend these students take Math 101 as the GE option.**



Placement Support Language

Students will be given a list of courses they can take. At the end, all students will see the following statement:

See a counselor and/or use the Course Advising Guide for a specific recommendation.

Newest Guidance Received 3/21/25

AB1705 Coordinators were forwarded additional guidance on 3/21/25 about AB1705 placements and information regarding meeting the set AB705 and AB1705 implementation guidance. Please review these links:

- [AB1705-Compliance-Palomar College-2025-03-11](#)
- [AB 1705 STEM Calculus Pathway Evaluation Template](#)

AB607 – Must Show Cost

40% of courses by 7/1/2025

[AB607 Bill](#): This bill would, **commencing July 1, 2024, require** each campus of the California Community Colleges and the California State University, and request each campus of the University of California, to **prominently display the estimated costs for each course of all required course materials and fees directly related to those materials**, for no less than an annually increasing percentage, up to 75% by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. The bill would define, for purposes of this requirement, “**course materials**” to **include digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions**. By imposing new duties on community college districts, the bill would impose a state-mandated local program.

Resolution to integrate Diversity, Equity, Inclusion, Accessibility, and Antiracism into the Course Outline of Record

Whereas, Course Outlines of Record are developed and approved by college faculty, and then are approved by district governing boards, and therefore reflect district academic policy ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, a Course Outline of Record broadly defines the parameters of a course offered for credit, including the topics that will be covered, but does not dictate how those topics will be taught; faculty will continue to retain and exercise academic freedom to teach within the defined parameters of the course ([Notice of Proposed Rulemaking California Code Of Regulations, Title 5, Regarding Course Outline of Record](#));

Whereas, the [Proposed Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record](#) (§ 55001), which was approved by the CCC Board of Governors on January 14, 2025, state curriculum committees shall have a documented procedure for ensuring that Course Outlines of Record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Whereas, [Palomar College's mission](#) is to respect each of our students' experiences, support them to achieve academic success, value the recognition and respect for diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.

Whereas, the [Palomar Student Equity Plan 2022 – 2025](#) calls for a focus on institutional change (policies, procedures, practices, and culture) to support continuing efforts to address disproportionate equity and success outcomes experienced by minoritized students;

Whereas, the Curriculum Committee and Faculty Senate support ASCCC's Resolution 09.01 FA 21 to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled;

Whereas, the Faculty Senate has already supported these changes in our [Antiracism resolution](#): Be it resolved that, in matters related to oversight of curriculum, the Faculty

Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record;

Whereas, our [AP 3000](#) states that the District will ensure academic programs are prioritizing the needs of the diverse students on campus through implementing practices that include racial-equity and antiracism throughout; academic program evaluations will focus on equity and antiracism and address the academic outcomes and performance of all students; academic program evaluations will be conducted by a diverse group of stakeholders and presented to the Board along with recommendations for next steps;

Whereas, Palomar College's [Competency](#) Dimension C requires faculty to develop and implement pedagogy and/or curriculum that promotes equitable access and DEIAA perspectives with an intersectional lens;

Whereas, the Chancellor's Office encourages colleges to develop and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps; and

Be it resolved that, all curriculum (courses and programs) submitted to the curriculum committee shall meaningfully incorporate DEIAA into (but not limited to) the Course Description/Title, Course Objectives, Course Learning Outcomes, Content/Body of Knowledge, Assignments, Methods of Assessment/Instruction, Textbooks/Resources, program title, Program Learning Outcomes, Program Catalog Description, Program Goals/Objectives, and/or Program Requirements; and

Be it therefore resolved that, resources and training will be provided to faculty as support to implement these changes, including (but not limited to) workshops and trainings by the Curriculum Committee, the DEIAA checklist from Curriculum Committee, the IDEAA's course, ASCCC's IDEAA in Praxis course, DEI in Curriculum: Model Principles and Practices toolkit, Faculty Cultural Curriculum Teaching Institute, and/or other relevant trainings.

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Committee on Committees	
Request submitted by:	Anastasia Zavodny	
Group Type: Committee	Action Requested: Deactivation	
Reporting Relationship: Faculty Senate		
Purpose: Shall be composed of five Senators, appointed by the Senate President with the approval of the Senate and shall nominate faculty members of all college committees with the approval of the Senate.		
Products:		
Meeting Schedule: As needed or called		
Chair(s): Senator		
Members: • Faculty • Faculty • Faculty • Senator • Senator		

Structure created – New Council
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Committee on Service Learning		
Request submitted by:	Anastasia Zavodny		
Group Type: Committee	Action Requested: Deactivation		
Reporting Relationship: Faculty Senate			
Purpose: The Service Learning committee provides the vision and oversight for the Service Learning Program at Palomar College. Its intent is to ensure faculty and student participation and success in the program.			
Products: - Develops, reviews, and modifies policies (guidelines) for the Service Learning program - Develops, reviews, and modifies policies (guidelines) for selecting and reviewing community partners. - Develops, reviews, and modifies memorandums of understanding for community partner participants. - Produces annual report detailing faculty participation, level of community involvement, and number of student hours.			
Meeting Schedule: First Thursday (October, March, May), 2:30 – 3:30pm			
Chair(s): Faculty Coordinator, Service Learning Program			
Members: - Service Learning Support Staff Person - Faculty, AMBA - Faculty, CTEE - Faculty, L&L - Faculty, MSE - Faculty, SBS - Faculty, Library - Faculty, Counseling - Vice President for Instruction (or designee) – administrative liaison			

Structure created – New Council
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Elections, Petitions, and Ethics Committee		
Request submitted by:	Anastasia Zavodny		
Group Type: Committee		Action Requested: Deactivation	
Reporting Relationship: Faculty Senate			
Purpose: - As directed by Faculty Senate, provide recommendations as necessary regarding specific projects and tasks related to academic and professional matters. - Address, review, and make recommendations to the Senate on Academic Due Process policy and procedures - Poll all faculty when directed by the Senate (Article 4, Section 10 of Faculty Senate Constitution) - Conduct all elections of Senate members (Article 4, Sections 5 and 6 of the Faculty Senate Constitution) - Address, review, and make recommendations to the Senate on alleged violations of the Ethics Codes (Article 3 and Article 4, Section 9 of the Faculty Senate Constitution) - Address, review, and make recommendations to the Senate on petitions submitted by Faculty Senate membership (Article 4, Section 11 of the Faculty Senate Constitution)			
Products:			
Meeting Schedule: At least twice per semester and as needed			
Chair(s): Senator			
Members: 5 Faculty			

Structure created – New Council
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

GOVERNANCE STRUCTURE GROUP REQUEST



Date: February 3, 2025

Proposed Name of Requested Group:	Oversight Committee/Grant Funded Projects		
Request submitted by:	Anastasia Zavodny		
Group Type: Committee		Action Requested: Deactivation	
Reporting Relationship: Faculty Senate			
Purpose: This committee will review grant funded projects subject to Senate approval and give its recommendation to the Faculty Senate. ● Review grants ● Determine the long run liabilities that the college may incur when the grant money expires. ● Make recommendation to the Faculty Senate			
Products:			
Meeting Schedule: As needed or as called. Grant writers must allow 3-4 weeks for Faculty Senate approval			
Chair(s): Senator			
Members: ● 4 Faculty			

Structure created – New Council
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

Structure revision – Deactivate
 Approved by [Parent Group]: [Date]
 Approved by College Council: [Date]

ACCJC Annual Report Institution Set Standards

Faculty Senate

March 17, 2025

Overview



Updates to ACCJC Annual Report



Review Institution Set Standards and Stretch Goals



Degree, Transfer, and Completion Rates for Consideration

ACCJC Annual Report Updates

- Distance Education Reporting
 - Percent of Students (All/Deg App)
 - Percent of Degree Applicable Courses
- Graduation Rate / Transfer Rate – Federal Scorecard
- Self-Reflection on the Data
- Transparency Self-Assessment
- Institution-Set Standards Rubric



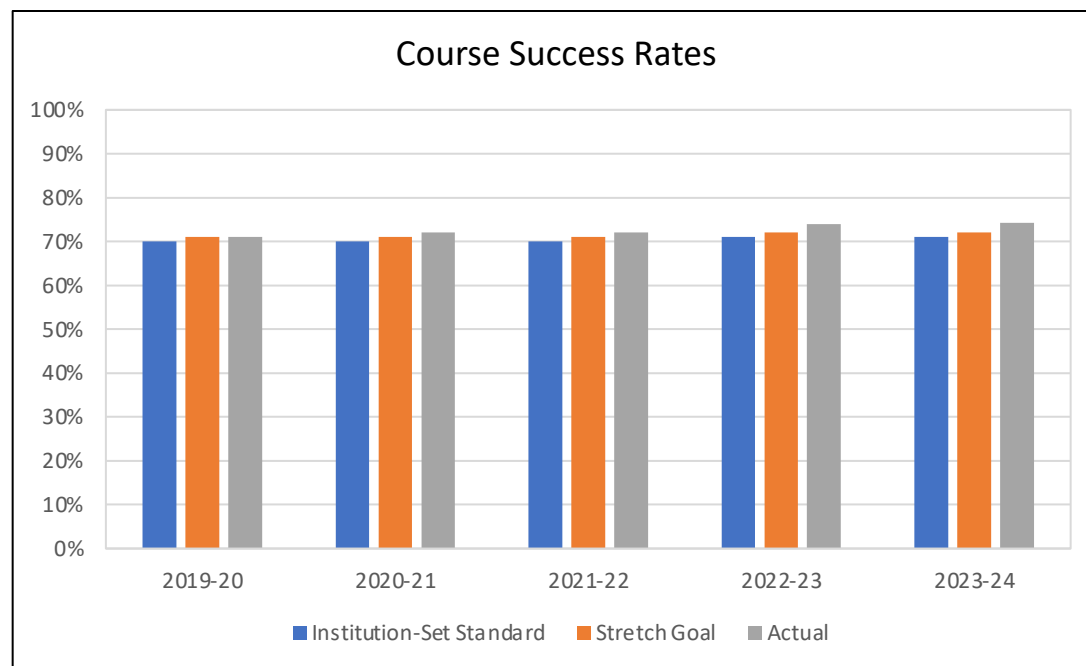


Institution-Set Standards and Stretch Goals

- Institution-set Standard = Floor
- Institution-set Stretch Goal = Goal
- Metrics
 - Course Success Rates
 - Certificates (16+)
 - Degrees
 - Transfer

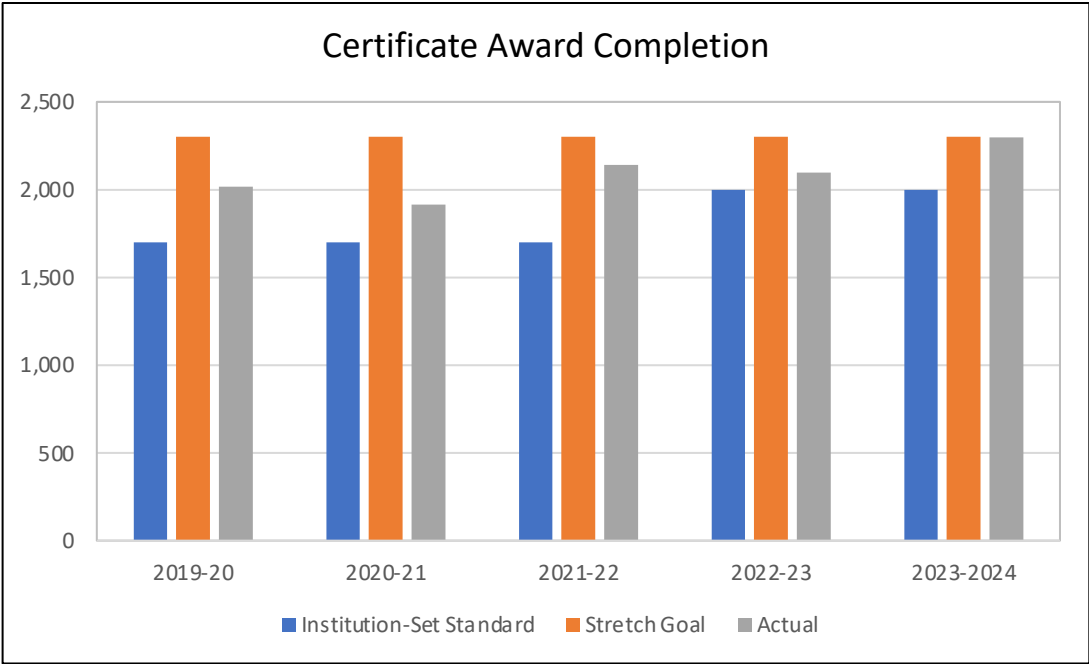
Course Success Rates

Standard/Goal/Performance	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	70%	70%	70%	71%	71%
Stretch Goal	71%	71%	71%	72%	72%
Actual	71%	72%	72%	74%	74%
Difference (Actual-Standard)					
Percentage Points	1	2	2	3	3
Achieve Standard	↑	↑	↑	↑	↑

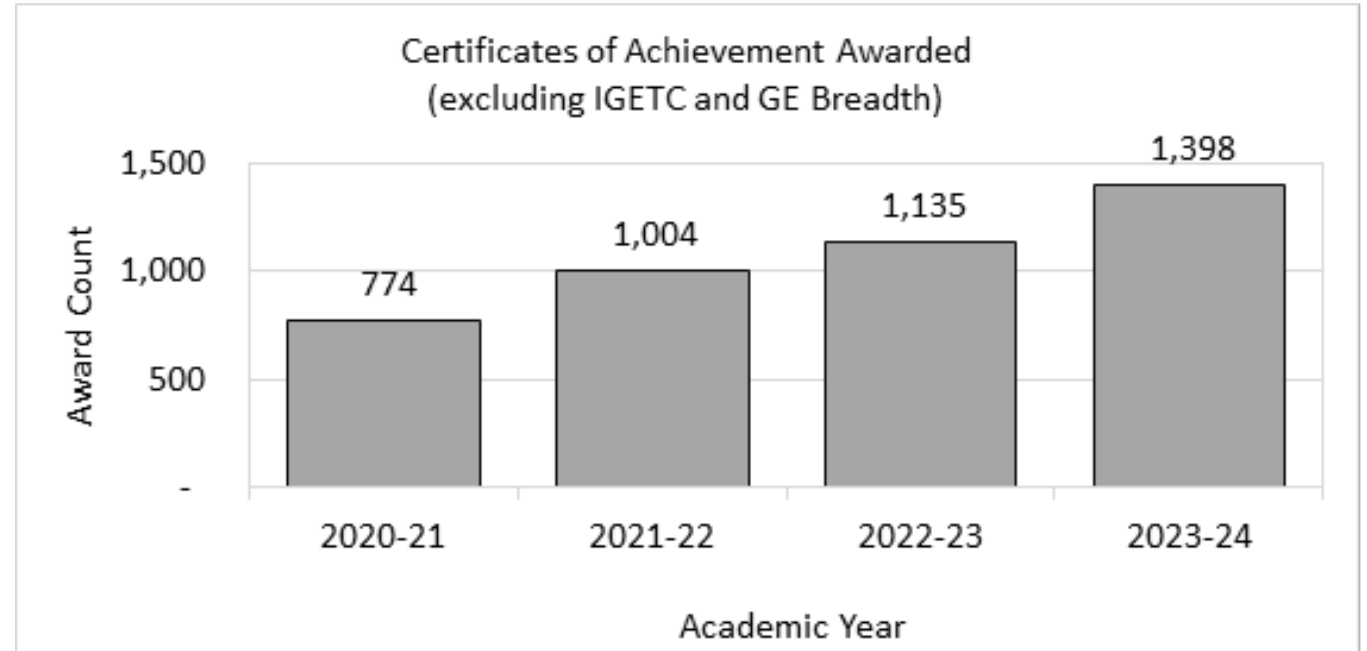


Certificate Awards

Standard/Goal/Performance	2019-20	2020-21	2021-22	2022-23	2023-2024
Institution-Set Standard	1,700	1,700	1,700	2,000	2,000
Stretch Goal	2,300	2,300	2,300	2,300	2,300
Actual	2,018	1,913	2,141	2,098	2,299
Difference (Actual-Standard)	318	213	441	98	299
Achieve Standard	↑	↑	↑	↑	↑

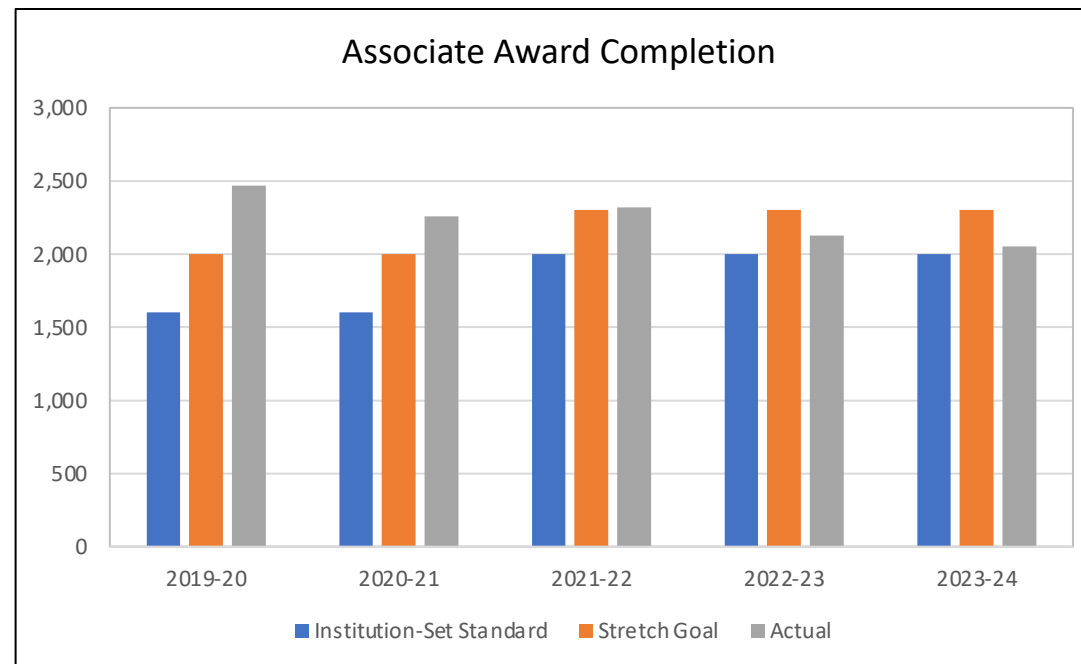


Certificate Awards (continued)



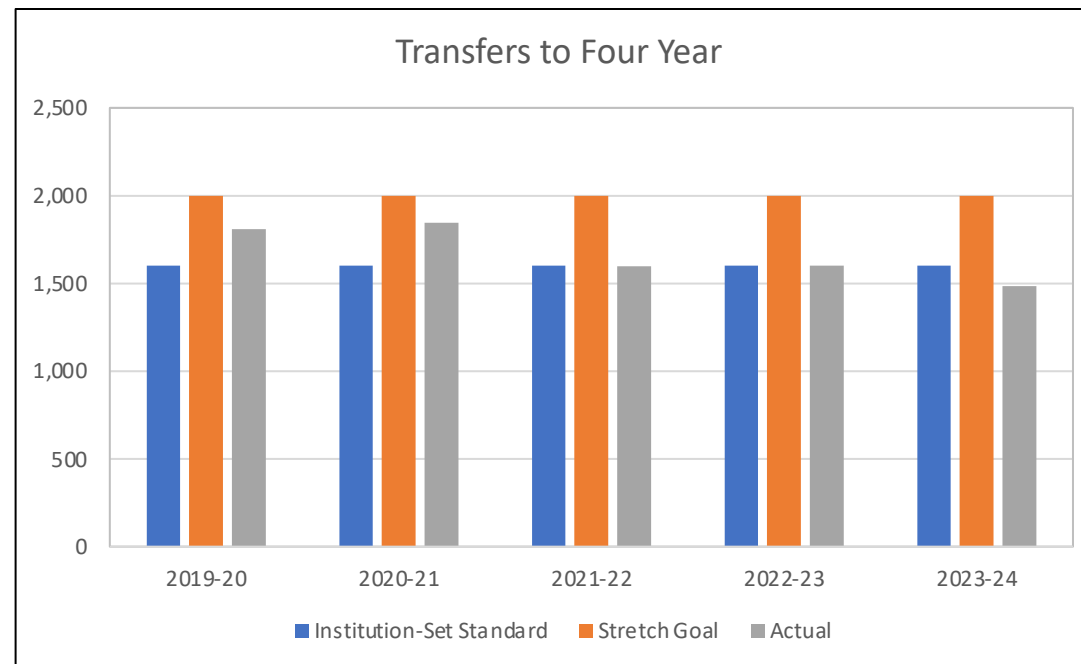
Associate Degree Awards

Standard/Goal/Performance	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	1,600	1,600	2,000	2,000	2,000
Stretch Goal	2,000	2,000	2,300	2,300	2,300
Actual	2,470	2,260	2,319	2,128	2,051
Difference (Actual-Standard)	870	660	319	128	51
Achieve Standard	↑	↑	↑	↑	↑



Transfer Counts

Standard/Goal/Performance	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	1,600	1,600	1,600	1,600	1,600
Stretch Goal	2,000	2,000	2,000	2,000	2,000
Actual	1,810	1,845	1,599	1,603	1,486
Difference (Actual-Standard)	210	245	(1)	3	(114)
Achieve Standard	↑	↑	↔	↔	↓



Any Changes to
Standards and Goals?



Completion Rates

Faculty Senate

March 17, 2025

Palomar College Completion Rate (Institution Specific Metric)

- Cohort-based
- Mix of behavioral and stated intent
- Proof of Concept: Three-year and six-year time-frame
- Moving/Updating to four-year time-frame



Palomar College Completion Rate (Institution Specific Metric)

Denominator

- Fall first-time to college cohort
- Attempted 9-units or
- Indicated a completion goal (AA, Degree, Transfer) and attempted more than 3-units

Numerator

- Number of students who either:
 - Earned any flavor of Associates Degree
 - Chancellor's approved Certificate of Achievement (16+ units)
 - Transferred to a four-year (NSC match)

+

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Proof of Concept

Table 1. Transfer Rates for First-time Students

Cohort Year	Number	Transferred by 3 Years		Transferred by 6 Years	
		No	Yes	No	Yes
2018-19	4,454	80.10%	19.90%	68.20%	31.80%
2021-22	3,069	73.30%	26.70%	0.00%	0.00%

Table 2. Award Rates for First-time Students

Cohort Year	Number	Award within 3 Years		Award within 6 Years	
		No	Yes	No	Yes
2018-19	4,454	88.20%	11.80%	79.40%	20.60%
2021-22	3,069	80.90%	19.10%	0.00%	0.00%

Table 3. Completion Rates for First-time Students

Cohort Year	Number	Completion within 3 Years		Completion within 6 Years	
		No	Yes	No	Yes
2018-19	4,454	76.20%	23.80%	61.40%	38.60%
2021-22	3,069	67.40%	32.60%	0.00%	0.00%

Next Steps

1

Run the numbers for
four-years

2

Set institutional
target/goal

3

Determine if we
want to include
institution-set
standard

Mufson Proposed Revision to BP 1300 – 2025-03-28

As a California Community College, Palomar College is dedicated to serving the educational needs of all our students and the communities they come from. The college prepares students to be independent learners and critical thinkers in order to foster full participation as citizens and leaders in a complex, free, democratic society.

Palomar College provides the tools, skills and opportunities for students to craft rewarding lives; productive for themselves, their communities and society at large. We recognize that each student brings a unique context and lived experience that shapes their educational journey. We are committed to the ongoing development of educational policies, practices and systems that address the diverse learning styles, cultural orientations and capabilities of each of the individual students that form our body. Therefore, we are committed to the ongoing analysis of our effectiveness in understanding and reducing equity gaps and other systemic barriers to the success of historically marginalized and underserved students.

By providing these services and opportunities on an “open access” basis, we expand the ability of historically marginalized populations to add their ideas and lived experiences to the free exchange of ideas necessary for the functioning of a democratic society. As such, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, ethnicity, religion, national origin, neurological divergence, sexual orientation, family structure, age, culture, gender expression, language, disability, immigration status, marital status, parental status, socioeconomic status, political status and veteran status.

THE DISTRICT**BP 1300 EDUCATIONAL PHILOSOPHY****References:**

No specific references

The educational philosophy of Palomar College is based upon belief in the value of the individual and belief in the individual's potential for intellectual, ethical, personal, and social growth. Only through growth in these areas and responsible examination of the question of personal rights can the rights of an individual in a democratic society be fully understood.

The fundamental assumption of the democratic way of life is the intrinsic worth of the individual. This assumption, therefore, becomes the fundamental principle of public education in a democratic community.

In order to become an effective member of a democratic society, an individual must take part in a free exchange of ideas. Only within a free society is the individual assured this free exchange of ideas and the maximum freedom of choice and opportunity for self-realization consistent with the freedoms and opportunities of others. Only within a free society can the human personality attain its greatest stature.

The community college, by providing equal opportunities for individuals to develop their differing abilities and interests, enables students to realize more fully their potentials. Thus, their talents become more readily available to the community, and their participation in society becomes more effective.

In keeping with this educational philosophy, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.

Cerritos Community College District Policy**No. 1300****The District****1 BP 1300 EDUCATIONAL PHILOSOPHY****2 References:****3** No specific references

4 Cerritos College embraces community, diversity, innovation, and active learning. We
5 strive for high academic and ethical standards, as well as academic freedom; we
6 believe in the worth and dignity of all of our learners. In educating, we consider the
7 learner's cognitive growth and emotional and physical well-being. The college prepares
8 individuals for full participation in a complex democratic society as citizens and leaders,
9 for the fulfillment of personal needs, and for the future. We believe that the purpose of
10 education is to cultivate critical thinking skills and enhance the quality of life.

11 Office of Primary Responsibility: President/Superintendent

Date Adopted: October 17, 2007*(Replaces Cerritos College Policy 1000)*



BOARD POLICY
Code: 1300
Adopted: 07/18/2023
Revised/Readopted:

1300– Equity Statement

Columbia Gorge Community College is dedicated to promoting an academic and social environment that serves the evolving needs of the vibrant and diverse communities across its district and beyond.

Columbia Gorge Community College is a student-centered, teaching and learning, socially and economically just organization that is committed to being a critical resource for underserved and marginalized communities. Columbia Gorge Community College commits to fostering an inclusive and equitable climate with programming, instruction, employment practices, community partnerships, and decision-making processes that value individual and group differences.

Columbia Gorge Community College is dedicated to the continuous work to eliminate the barriers that perpetuate inequity, oppression, and injustice.

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Educational Philosophy

[Home](#) > [About Cuyamaca College](#) > [Our Vision, Mission, and Values](#) > Educational Philosophy

Educational Philosophy

The founders of the Grossmont-Cuyamaca Community College District believed that a community college should provide experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic institutions. The representatives of the community directed the college to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past and the challenge of the present and the future.

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The college recognizes the worth of the individual, and the fact that individual needs, interests and capacities vary greatly.

The maximum development of the personal, social and intellectual qualities of each individual must be encouraged.

The maximum development and fulfillment of the individual, and the development of the community are increasingly interdependent.

All segments of the college community are encouraged to contribute and participate in the operation of the college.

An educational environment dedicated to these philosophic premises will produce individuals prepared for life and citizenship in a complex, viable society.

Code of Ethics

Cuyamaca College is a public community college and in the fulfillment of its mission, embraces a code of conduct for students, faculty, classified staff, and administrators. We recognize the values and dignity of each individual within the framework of the campus community.

We strive in all our affairs to:

respect the opinions, values and traditions of others,

be responsible for our behavior,

be honest, open and trustworthy,

be fair and equitable in our treatment of others, and

promote democratic principles, good citizenship and the standards of academic freedom.

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Educational Philosophy



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Book	Board Policies
Section	Chapter 1: The District
Title	Commitment to Diversity, Equity, Inclusion and Accessibility (DEIA)
Code	BP 1300
Status	Active
Legal	Title 5 Sections 53003; 53004; 53201; 53204; 53206; 53000; 51010
Adopted	March 11, 2009
Last Revised	May 29, 2024
Last Reviewed	April 3, 2024
Prior Revised Dates	Reviewed and revised: 7/14/2010; 12/6/2017; 2/11/2021

The Yuba Community College District declares its commitment to diversity, equity, inclusion, and accessibility (DEIA) and the fulfillment of its educational mission in order to build a strong community and to prepare students for a global society. The Yuba Community College District Board of Trustees expects everyone in the District, through their roles and responsibilities, to implement the District's equity and diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion as part of the institution's commitment to closing all equity gaps. In our work as a District, decisions and processes will be geared toward reducing any and all inequities and ensuring student success.

STUDENTS

Our District is committed to fostering a safe, and welcoming environment that provides access to high quality education and services to all students. Our District is committed to dismantling the barriers impacting students by routinely reviewing structural barriers to equity and investing in equity-minded policies, practices, and behaviors that lead to success for all students.

COMMUNITY

Our District is committed to strengthening existing bonds and building new partnerships with the communities we serve through inclusive programs and initiatives that address the distinct inequities within our local service areas and community groups. We recognize that our college campuses and centers are an important source of arts, politics, and culture, and we strive to provide culturally relevant events that reflect the vitality and rich diversity of our communities.

EMPLOYEES

Our District is committed to providing a safe and welcoming work environment. We value the contributions of all employees, and work to foster a community that is transparent, inclusive, and high functioning, promoting mutual understanding and respect. Our District is committed to processes for hiring, welcoming, onboarding, evaluation, and professional development that support the continuous growth of all employees. We recognize that employees with diverse backgrounds, socio-economic levels, and ethnicities not only foster cultural awareness and promote mutual understanding and respect, but also serve as a model for all students.

PLANNING AND IMPLEMENTATION

The Chancellor shall establish and implement district planning documents that meet Title 5 standards. The plans will support the Yuba Community College District's dedication to championing DEIA through purposeful acts. Our District will be intentional in developing interventions based upon robust data collection and evaluating new ideas with inquiry to ensure the success of our mission.

DEFINITIONS

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item. (University of Pittsburgh, Office for Equity, Diversity, and Inclusion; U.S. Department for Civil Rights, 2013)

Anti-Racism: Actively challenging and transforming racist policies – values, structures, laws and rules (written or unwritten), processes, and behaviors that have led to and sustained racial inequities. (Kendi, I.X., 2019)

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. (University of Washington School of Public Health, 2020)

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people. (National Association of College and Employer, 2020; Mann, B., 2014; The Education Trust, 2020)

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. (Gilson, C.B., Gushanas, C.M.K., i,Y., Foster, K., 2020)

Attachment: [Diversity, Equity, Inclusion, and Accessibility Glossary of Terms – CCCCCO Glossary of Terms \(2023\).](#)

[CCCCCO Glossary DEIA \(May 2023\).pdf \(297 KB\)](#)

Resolution in Support of ASCCC Executive Committee Candidacy for Anastasia Zavodny

Whereas, Anastasia Zavodny has been a long-time member of this body and has been engaged in many aspects of local shared governance, including serving as Faculty Senate's acting Past President, the Comets Affordable Learning Materials (CALM) Coordinator and committee co-chair, chair of Committee on Committees, co-chair of the Governance Evaluation Taskforce and member of numerous committees;

Whereas, She has shown herself to be an advocate for faculty parity and equity at both the local level as tri-chair of Palomar College's Parity Project as well as state level through adopted Academic Senate for California Community Colleges (ASCCC) resolutions [19.01 SP21](#) *Create a Paper on Part-Time Faculty Equity*, [17.04 SP22](#) *Ongoing Support for Academic Senate for California Community Colleges Liaisons to Local Colleges*, and [01.01 SP23](#) *Add a Designated At-Large Part-Time Representative to the Executive Committee* and participation on both ASCCC's Part-Time Faculty Committee and Online Education Committee;

Resolved, That the Faculty Senate of Palomar College support her in running for the Academic Senate for California Community Colleges' Executive Committee position(s) at the Spring 2025 plenary.

ASCCC Executive Committee Elections



2025-26 BOARD OF DIRECTORS ELECTIONS

Access the list of candidates for the [2025-26 Board of Directors](#).

GENERAL INFORMATION

Each year, the Executive Committee nominations process provides the ASCCC membership a direct voice in the organization's governance. The Executive Committee's composition and annual elections are part of the ASCCC's [Bylaws](#).

All candidates for election to the Executive Committee shall meet at least one of these criteria:

1. is a Delegate or a local senate president;
2. has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
3. has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

For the spring 2025 term, the ASCCC will be conducting elections by online written ballot, using the software ElectionBuddy. The elections will take place during the Saturday portion of the plenary session on April 26, 2025.

NOMINATION INFORMATION

The ASCCC is seeking nominations for the 2025-26 Board of Directors, hereby known as the Executive Committee, commencing on March 27, 2025, and closing on Thursday, April 24 during the scheduled lunchtime of the spring plenary session.

Nominations for this election will only be accepted by completing the [Executive Committee Candidate Form](#). The following documentation is required:

Candidate Statement

You will need to submit a candidate statement. Please follow the format below and provide the responses to the following questions. Please ensure that this statement is structured in the required format and the statement must be limited to one page, saved as a PDF.

- Times New Roman font, with your name, college, candidate position(s), subject area on the upper left-hand corner and the following information;
- A brief summary of your faculty activities and special qualifications; and
- A brief summary of statewide issues you are most interested in or most concerned about.
- Please do not include a photo with your candidate statement. A photo will be taken of you at the plenary session that will be posted in the registration area.

In addition, you must deliver a candidate speech, during the Friday morning general session at Plenary Session. Your speech should be no more than 5 minutes (10 minutes max for candidates seeking the President position).

Candidate Information Session Materials

- [Candidate Information Session Pre-recorded Webinar](#)
- [Link to Candidate Info Session Information](#)
- [Link to ASCCC Executive Committee Meetings and Institutes 2025-26](#)

MEMBER SENATE RESPONSIBILITY - NOTIFICATION OF DELEGATES TO ASCCC

In order to conduct the online election, we will need each member Senate to verify that we have the college's correct delegate for voting. The Senate President listed in the [Senate Directory](#) for each campus, will need to complete the [Delegate Change Form](#). The college will not be able to vote in the online election unless this form is submitted. Forms must be emailed to the ASCCC Office - events@asccc.org by April 21, 2025.

Things to Know Before Running for a Position on the Executive Committee

At all times, Executive Committee members represent the positions of the Academic Senate in their service. "Positions" in the broadest sense include adopted resolutions, history, by-laws, rules, and current activities. Executive Committee members have an obligation to carry out the instructions of the delegates which are presented in the form of approved resolutions. Particularly when acting in an official capacity, Executive Committee members must represent adopted positions of the Academic Senate to the best of their ability. When not in an official Academic Senate capacity, members may express their opinions as long as they distinctly separate their views from those of the Academic Senate. Even so, later misrepresentations of Academic Senate positions do occur. Positions adopted by the Executive Committee or its standing or ad hoc committees are not as yet official positions of the plenary body and so are open to discussion. Executive Committee members are obligated to present the positions of Academic Senate committees as well as their own when discussing the issue with the public or other groups. Executive Committee members are expected to represent these Academic Senate positions in various arenas as assigned, including the Legislature, Chancellor's Office, and other State agencies.

To learn more about the roles and responsibilities of an Executive Committee member, please join the following webinar below:

Topic: ASCCC Elections: The challenges and opportunities of being on the ASCCC Executive Team Pre-Recorded Webinar (Coming Soon)

Executive Committee - Roles and Responsibilities

The ASCCC Executive Committee is responsible for ensuring the organization is acting in the best interest of the ASCCC members. To this end, the Executive Committee provides strategic guidance for the successful achievement of the [ASCCC's Mission](#). The Executive Committee oversees the strategic plan of the ASCCC and its organizational performance, reviews high-level organizational goals and policies, makes high-level decisions, reviews Executive Director performance, and serves as a community advocate for the ASCCC. The Executive Committee is supported by the Executive Director and a [full-time professional staff](#), who are responsible for day-to-day operations and recommending goals and policies. Executive Committee members must commit to attending all in-person meetings per academic year.

Additional information regarding the role of the Executive Committee and expectations of service, can be found on the linked [Revised Board Responsibilities document](#).

ASCCC 2025 Elections Timetable

Date	Activity
March 27, 2025	Call for Executive Committee Nominations - Nominations Form
April 24, 2025	Closing date for Executive Committee Nominations - at the conclusion of the Thursday lunch hour at the plenary session
April 24, 2025	All candidate materials due and candidates are listed on ASCCC Elections Page by 5:00 p.m. PST. Candidates and Statements .
April 26, 2025	Elections open by ElectionBuddy – access EXECUTIVE COMMITTEE BALLOTS *(Elections Chair will provide Certified Results at the end of each round of voting on the following business day.)
April 26, 2025	Elections close
April 26, 2025	If necessary, special elections open by ElectionBuddy at the conclusion of regular elections.
April 30, 2025	Complete candidate winners listed on ASCCC Page

File Downloads

Attachment	Size
Executive Committee Responsibilities	107.94 KB
PPT Responsibilities of Executive Members	446.5 KB
ASCCC Election Buddy Voting Guide.pdf	506.9 KB