



## **MEETING**

2025-05-19

EXHIBITS 1-8

## 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, May 19<sup>th</sup>, 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  
Elliott Pham, Heather  
Falcone, Kelly  
Gideon, Wendy  
Guillen, Adriana  
Hathaway, Shelbi  
Jarvinen, Jason  
Klinger, Scott  
Lawson, Lawrence  
Martinez, Melissa  
Mellos, Vickie  
Mufson, Michael  
O'Brien, Patrick  
Parenti, Marina  
Pearson, Beth  
Sanchez, Tanessa  
Seiler, Karl  
Schaeffer, Russell  
Shmorhun, Nina  
Siminski, Nicole  
Villa Fernandez de Castro, Elena  
Wolters, Ashley  
Zavodny, Anastasia

## AGENDA

### 1. Opening

- Call to Order
- Public Comment
- Announcements
- Agenda Changes
- Approval of Minutes, 5-12-2025

### 2. Action

- Confirm Part-Time Faculty Senate Seat Vote, (Exhibit 1), Pearson
- Annual New Senate Body Appointments, (Exhibit 2), Pearson
  - Council Nominations and Vote
  - Appoint Senators to Shared Governance Committees
  - Appoint Senate Reassigned Time positions
- Committee on Committees - (Exhibit 3), Zavodny
  - Regular Committee Appointments

### 3. Information – (Max 5 min each)

- ASG Report, Santo Chamorro, Associated Student Government (ASG) Representative.
  - Report on ASG Events
- Faculty Senate Retreat during Fall Flex Week, August 18<sup>th</sup> 2:15-4:30
- Special Faculty Senate Meeting on May 22 at 2:30 PM in LRC 116
  - Approving curriculum
  - Confirming hiring committee volunteers (Exhibit 4)
- Emeritus status update
  - Delaying emeritus status for Anthony Smith
- ASCCC liaisons
  - Looking for nominees for ASCCC liaisons

### 4. Discussion (Max 10 min each)

- Review Goals & taking suggestions for 25-26, (Exhibit 5), Pearson
- Review Committee End of Year Reports, (Exhibit 6), Pearson
- Proctoring Next Steps from Academic Integrity Taskforce, (Exhibit 7), Parenti

### 5. Adjournment

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## 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.



**SENATOR TERMS**

Term: Ends **May 2028** (8 full-time and 1 part-time)

| <b>Senator Name</b>    | <b>nominees</b>   | <b>nominees</b>    |                    |
|------------------------|-------------------|--------------------|--------------------|
| Vacant (Part-time)     |                   | Brooks, Mary Ellen | Behavioral Science |
| Doyle Bauer, Alexandra | Library           |                    |                    |
| Scott Klinger          | Media Studies     |                    |                    |
| Tanessa Sanchez        | Child Development |                    |                    |
| Heather Elliott Pham   | Child Development |                    |                    |
| Mufson, Michael        | Performing Arts   |                    |                    |
| Patrick O'Brien        | Counseling        |                    |                    |
| Vacant (Full-time)     |                   | Beth Pearson       | Biology            |
| Vacant (Full-time)     |                   |                    |                    |

Officer positions not counted in the 27 senator count

|                     |                                   |                    |
|---------------------|-----------------------------------|--------------------|
| <i>Beth Pearson</i> | <i>Senate President (Biology)</i> | term ends May 2026 |
| <i>Vicki Mellos</i> | <i>Curriculum Co-Chair (ESL)</i>  | term ends May 2025 |

Term: Ends **May 2026** (8 full-time and 2 part-time)

| <b>Senator Name</b>              | <b>Department</b>                        |
|----------------------------------|------------------------------------------|
| Backman, Russell                 | English                                  |
| Dalrymple, Will (Part-time)      | English                                  |
| Hathaway, Shelbi                 | Math                                     |
| Jarvinen, Jason                  | Coop Ed                                  |
| Lawson, Lawrence                 | ESL                                      |
| Karl Seiler                      | Kinesiology                              |
| Parenti, Marina (Part-time)      | History                                  |
| Russell Sheaffer                 | Media Studies                            |
| Shmorhun, Nina                   | Earth, Space, and Environmental Sciences |
| Villa Fernandez de Castro, Elena | World Languages                          |

Term: Ends **May 2027** (7 full-time and 1 part-time)

| <b>Senator Name</b>            | <b>Department</b>       |
|--------------------------------|-------------------------|
| Adams, Benjamin                | Kinesiology             |
| Falcone, Kelly                 | Instructional Design    |
| Guillen, Adriana               | World Languages         |
| Wendy Gideon                   | Biology                 |
| Martinez, Melissa              | English                 |
| Siminiski, Nicole              | ESL                     |
| Wolters, Ashley                | Welding                 |
| Zavodny, Anastasia (Part-time) | Business Administration |

## Annual Senate Appointments

### Annual Faculty Council Nominations (officers)

The Faculty Council consists of five members: the Faculty Senate President, the Faculty Senate Vice President, the Faculty Senate Secretary, the Past President of the Senate, and one Senator who is appointed by the Senate body for a term of one year on Council.

Officers shall be elected from among the Senators.

President and Vice-President positions must be held by permanent, tenured faculty.

Nominations for each position (President, Vice-President, and Secretary) shall be solicited from the floor.

If the Past-President is unable or unwilling to continue in that role, the Faculty Senate shall elect a replacement from among the Senators who shall serve as the Past President Designee to the Faculty Council. In the event that one-third or less of the term is remaining, the Senate may choose to not fill the vacated position.

| Council              | Weekly Council Meetings | Budget Committee | Meetings with VPI | Meetings with President |
|----------------------|-------------------------|------------------|-------------------|-------------------------|
| President (80%)      | Yes                     | Yes              | Yes               | Yes                     |
| Vice President (20%) | Yes                     | Yes              | Yes (invited)     | Yes (invited)           |
| Past President (0%)  | Yes                     | Yes              | No                | No                      |
| Secretary (20%)      | Yes                     | Yes              | No                | No                      |
| At-Large (0%)        | Yes                     | No               | No                | No                      |

The Faculty Senate President must also co-chair the EESSC, attend all regular governing board meetings, co-chair the Instructional Program Review Committee, attend the Non-Credit Advisory Committee meetings, attend Chairs & Directors, attend Accreditation Steering Committee, attend College Council, and attend Student Journey: Enrollment to Completion Committee.

### Annual Selection of Senate Representatives in Shared Governance

The following committees need a Senator to volunteer to serve:

- Accreditation Steering Committee
- Faculty Service Area (FSA) Review Committee (Chair)
- Sabbatical Leave Committee

### Appoint Senate Reassigned Time

These are Senate Leadership positions

- Committee on Committees (20% reassigned time)
- Academic Standards and Practices (20% reassigned time)
- EEDCC (10% for a Senator, and 10% for an EEDCC co-chair elected from the body)



| Name                                                          | Division | Department                       | Committee                                              | Position                           | How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What are the knowledge, skills, and abilities you will bring to this committee?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Action |
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| <b>Curriculum Committee</b>                                   |          |                                  |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
| Chance Coalter                                                | CTE      | Cabinet and Furniture Technology | Curriculum Committee                                   | Faculty, CTE (25-28)               | I am committed to helping implement meaningful DEIAA into our core curriculum across campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I have learned a lot about curriculum through my last term on the committee and eager to continue to learn.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| Chase Way                                                     | SBS      | Philosophy / Religious Studies   | Curriculum Committee                                   | Faculty, SBS (25-28)               | I approach curriculum through an equity and antiracism lens by focusing on systemic barriers and designing structures that increase access, transparency, and student momentum. At Palomar, I'm currently working with the CALM Committee and Curriculum Co-Chair Vickie Mellos to integrate Open for Antiracism (OFAR) goals across rubrics and curriculum, in alignment with the Faculty Senate's Antiracism Statement. I have also served on the Ad Hoc Anti-Racist Curriculum Working Group in the North Orange County Community College District, where we evaluated courses for inclusive design and equitable outcomes. My focus on course articulation and student-centered curriculum comes from direct experience supporting students navigating multiple institutions, and I am committed to bringing that same lens of access, justice, and structural awareness to Curriculum Committee. | I bring a combination of district-level curriculum leadership, instructional design expertise, and a proven commitment to antiracist education. I served as the Work-Based Learning Liaison for Online Education at MiraCosta College, where I coordinated faculty development, redesigned courses with equity-focused outcomes, and embedded workforce competencies aligned with Guided Pathways. I've supported curriculum reform at multiple institutions, including Nevada State University and Fullerton College, and I am already proficient in Curricunet across districts. At Palomar, I've led OFAR curriculum integration and serve on the Employees, Community, and Communication Council. I will contribute to Curriculum Committee as someone who understands the technical, pedagogical, and ethical dimensions of course design—and who is deeply committed to ensuring our curriculum supports all students, especially those historically underserved. |        |
| <b>Equity, Education, and Student Success Council (EESSC)</b> |          |                                  |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
| Nimoli Madan                                                  | L&L      | ESL                              | Equity, Education, and Student Success Council (EESSC) | Faculty (Senate-appointed) (25-27) | I am committed to DEI. My experience teaching ESL, training tutors and including DRC and DEI perspective in tutor training has enhanced my sensitivity and my anti racism lens.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Teaching ESL, POER certified online course ( focus on accessibility), served on. EESSC , Most of my PD is DEI focused. I am committed to anti racism and equity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |

| Evaluations Appeals Committee (EAC) |     |                   |                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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| Maryellen Ross                      | MSE | Nursing Education | Evaluations Appeals Committee | Faculty (tenured), at-large (25-26) alternate | <p>To utilize an Equity and Antiracism lens in my work with the Evaluations and Appeals Committee, I will approach each case with an awareness of the systemic and institutional barriers that may impact the case at hand. I will strive to ensure that our processes are fair, transparent, and inclusive, recognizing that factors such as race, socioeconomic status, language, disability, and other identities may affect the situation and outcome.</p> <p>In practice, this means asking critical questions about how our evaluation standards and appeal decisions may unintentionally disadvantage certain individuals and advocating for changes that promote equitable treatment. I will listen attentively to the narratives before the committee and honor their lived experiences, and work to ensure their voices are respected and fully considered.</p> <p>I also commit to ongoing education in Diversity, Equity, Inclusion, and Antiracism by participating in relevant training, engaging with current scholarship, and reflecting on how my own biases or assumptions might influence my judgment. I see this role as both a responsibility and an opportunity to help create a more just and supportive environment for everyone.</p> | <p>As a Nursing Education professor, I am deeply committed to advancing equity and antiracism both in the classroom and within institutional processes. A key component of my teaching involves educating nursing students about implicit bias, cultural humility, and the importance of diversity and patient-centered care. These topics are not only essential to high-quality clinical practice but are also directly relevant to ensuring fairness and compassion in academic evaluation.</p> <p>I continuously engage with current evidence and research in these areas to remain informed and effective in my teaching. This ongoing learning equips me with the tools to critically examine systemic inequities and to recognize how unconscious bias may influence decision-making—skills that are directly transferable to my role on the Evaluations and Appeals Committee.</p> <p>As a committee member, I will apply this knowledge to ensure that our policies and decisions reflect a commitment to equity, transparency, and advocacy. I will approach each case with sensitivity to the diverse backgrounds and experiences. I view this role as an extension of my responsibility as an educator to foster inclusive excellence within the community college environment.</p> |  |

| Professional Development (PD) Committee |     |                             |                                         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
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| Ronda Kirkby                            | CTE | Military Leadership Program | Professional Development Committee (PD) | Faculty, Part-Time (25-27) | <p>As a Sergeant Major in the United States Marine Corps with over 30 years of service, I’ve had the privilege of leading Marines from all walks of life, backgrounds, and belief systems. One thing has remained clear throughout my career: mission success is deeply tied to unit cohesion, mutual respect, and trust—principles that are strengthened through a steadfast commitment to equity and inclusion. This experience has shaped my teaching philosophy.</p> <p>Utilizing an equity and antiracism lens in my work with this committee means acknowledging the systemic and interpersonal challenges that some individuals face, and actively working to eliminate barriers to opportunity and participation. It means listening—truly listening—to perspectives that may differ from mine, and ensuring that all voices are not only heard but valued in shaping outcomes.</p> <p>Now as a professor, I believe it’s not enough to “treat everyone the same”—we must recognize the different starting points people may have and create fair, supportive environments that allow each person to thrive. That has guided how I’ve mentored those that I teach.</p> <p>I also remain committed to continuous learning. The DEIA landscape is dynamic, and I recognize that my own understanding must evolve. I will actively seek out educational opportunities, engage in honest conversations, and remain open to being challenged—because growth is part of leadership.</p> <p>On this committee, I will bring the same integrity and accountability. I’ll work to foster a culture where every member—regardless of race, gender, background, or identity—feels seen, respected, and empowered to contribute.</p> | <p>My core strengths include clear communication, mentorship, conflict resolution, and a deep understanding of how organizational culture impacts individual and collective performance. I’ve developed and advised on policies aimed at creating fair and equitable opportunities, and I’ve consistently worked to ensure that every student—regardless of race, gender, or background—had a voice and a fair shot.</p> <p>In recent years, I’ve been more intentional in my advocacy for DEIA by facilitating open discussions on race, equity, and leadership, mentoring junior leaders from underrepresented backgrounds, and participating in command climate initiatives focused on eliminating bias and discrimination. I understand that achieving equity and antiracism is ongoing work that requires humility, listening, and action.</p> <p>I will bring to this committee not only leadership skills, but also a lifelong commitment to fairness, respect, and continuous improvement. I’m here to help create a space where every person feels valued, heard, and empowered to contribute.</p> |  |

| Program Development, Revitalization, and/or Discontinuance Subcommittee |      |                         |                                                                         |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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| Mary Ellen Brooks                                                       | SBS  | Behavioral Sciences     | Program Development, Revitalization, and/or Discontinuance Subcommittee | Faculty, SBS (25-27)  | Throughout my teaching career, I have actively and wholeheartedly supported DEIAA principles in my work with students and in my delivery of classes in my fields. As the PDRDC carries out its role in conducting evaluations of prospective new programs and programs suggested for revitalization or discontinuance, I would view each program brought before the PDRDC through a DEIAA lens.                                                                  | Having served on the PDRDC during AY 2024-25, the Committee's first year in operation, I hope to continue my service on the Committee for a second year, because I believe that the Committee will play an essential role in shaping the programmatic future of the College. Moreover, as a community college committed to serving a richly diverse student population with a broad range of interests, abilities and needs, I fully appreciate the importance of evaluating credit, non-credit, and certificate programs in terms of their merit in meeting the academic and training needs of our student population as well as their financial feasibility and viability for the College.                                                   |  |
| Dr. Diana Lozano                                                        | AMBA | Business Administration | Program Development, Revitalization, and/or Discontinuance Subcommittee | Faculty, AMBA (24-26) | I consistently seek new ways to engage students in my courses and support all student groups, encouraging them not to give up on their education. Student success is the keystone of education. Everyone is continually learning, whether in a classroom setting or through life experiences. Being a professor allows me to create a positive learning environment where information sharing is encouraged, leading to new knowledge from diverse perspectives. | <p>I aim to shape educational offerings that align with academic standards, workforce needs, and student interests. It is essential to identify who is being served by current programs and who is not. One option is to design one or two student focus groups annually, including marginalized groups, to understand their ongoing needs and identify gaps in practice. We must consider what has changed since last year and how students are coping with the polycrisis challenges in the U.S.</p> <p>Additionally, it is important to ensure that programs and curricula incorporate techniques that promote human flourishing, which contribute to student learning and self-awareness, and help them navigate real-world stressors.</p> |  |
|                                                                         |      |                         |                                                                         |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

| Sabbatical Leave Committee |     |         |                                  |                                            |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------|-----|---------|----------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Marlene Forney             | L&L | Library | Sabbatical<br>Leave<br>Committee | Faculty,<br>Tenured<br>Library (25-<br>28) | As a Faculty Librarian I remain knowledgeable about longstanding challenges to equity in serving the learning needs of diverse populations. Consequently I am able to review sabbatical projects that propose studying themes in the area of diversity, inclusion and accessibility. | Given Palomar is a Hispanic Serving institution I have completed workshops and read professional literature on strategies to support academic learning of students from the LatinX/Latine communities. Moreover I have completed college workshops to gain some basic ASL and plan to continue reviewing courtesy signs (hello, may I help) as well as library specific expressions (Do you need a book? an aricle?). In terms of SL i have helped several recent applicants refine their proposals to more effectively describe their interests and the value for our peers and students. |  |

| Name                                                                                    | Division | Department | Committee                                                                        | Position                  | How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism and how will that influence your role on the committee?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What are the knowledge, skills, and abilities you will bring to this committee?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Given the core values of the EEDCC subcommittee, what would make you an effective member of EEDCC?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What would you do within your role on the EEDCC Subcommittee to stay current on matters of diversity, equity, inclusion, accessibility, and antiracism while engaging and inspiring others in this work?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What do you see as the biggest challenge(s) to advance diversity, equity, inclusion, accessibility, and antiracism at Palomar College? How could this subcommittee help the college address these challenges?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Action |
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| <b>Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC)</b> |          |            |                                                                                  |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| Amanda Scukanec                                                                         | L&L      | English    | Educators for Equity, Diversity, and Cultural Consciousness Subcommittee (EEDCC) | Faculty, at-large (25-27) | <p>As an educator committed to equity-minded, culturally responsive teaching, I will bring both lived experience and ongoing reflective practice to my work on the Educators for Equity, Diversity, and Cultural Consciousness Committee. I identify as a first-generation college graduate and community college English professor, and my pedagogical choices are guided by the belief that our institutions must affirm the cultural wealth our students bring into the classroom.</p> <p>Through this committee, I aim to advance initiatives that challenge deficit-based narratives and instead center community-building, accessibility, and inclusive curriculum. I will apply an equity and antiracism lens by continuously evaluating whose voices are represented in our materials, whose experiences are prioritized in our policies, and how systemic barriers can be addressed at both interpersonal and institutional levels. I am also committed to remaining a learner—engaging in ongoing professional development, staying accountable to feedback from students and colleagues, and uplifting practices that create more just and joyful educational spaces.</p> <p>Ultimately, I see this committee’s work as an opportunity not only to advocate for transformation but to model the critical reflection and collaboration required to sustain it.</p> | <p>I bring a combination of academic expertise, practical experience, and deep personal commitment to equity and justice in education. As an English professor with a doctorate in education, I have spent my career integrating culturally responsive pedagogy, critical literacy, and community cultural wealth frameworks into my teaching. I design assignments and curricula that affirm students’ identities and encourage critical thinking about power, privilege, and representation—particularly for historically marginalized populations.</p> <p>I also bring experience collaborating across departments, developing inclusive faculty workshops, and mentoring both students and colleagues. My skills in curriculum design, facilitation, and transparent assessment practices are grounded in equity-minded frameworks and the Universal Design for Learning (UDL) principles.</p> <p>In addition, I bring strong communication and relationship-building skills. I value active listening, empathy, and accountability—key abilities for working productively on a committee devoted to institutional transformation. I am ready to contribute to meaningful dialogue, offer support where needed, and help turn antiracist values into sustainable practices.</p> | <p>The core values of the EEDCC deeply resonate with my personal and professional commitments. I would be an effective member of the subcommittee because I am not only prepared to engage in the critical and sometimes uncomfortable work of dismantling inequities—I welcome it. As an English professor and first-generation college graduate, I have seen how institutional norms often exclude or undervalue the experiences and knowledge of our most marginalized students. I strive to create learning environments that affirm students’ cultural agency and foster critical self-reflection, both in myself and in those I work alongside.</p> <p>I am comfortable asking difficult questions, interrogating the status quo, and advocating for transformative practices. I also know that being effective means listening deeply, collaborating across differences, and moving from intention to action. My pedagogical training, equity-focused curriculum design, and history of student-centered advocacy position me to contribute meaningfully to the EEDCC’s mission of rebuilding systems toward justice. I am ready to engage fully with this collective, co-conspiratorial effort to reimagine what equity and antiracism look like in practice at Palomar College.</p> | <p>To stay current on matters of diversity, equity, inclusion, accessibility, and antiracism, I would actively seek out professional learning opportunities—such as equity-centered conferences, webinars, and faculty institutes—and bring that knowledge back to the committee through resource sharing and reflection. I would also engage with scholarly literature, student voices, and community feedback to remain grounded in both theory and lived experience.</p> <p>Within the subcommittee, I would work to create spaces where reflection, vulnerability, and growth are encouraged—whether through collaborative workshops, affinity group partnerships, or structured dialogues. I believe that inspiring others begins with modeling curiosity, humility, and action. I would highlight faculty and student work that exemplifies equity in practice, amplify underrepresented voices, and support initiatives that challenge dominant narratives on campus. Staying current is not a passive task—it’s an active, ongoing process that requires listening, unlearning, and recommitting, and I’m ready to be part of that labor and joy.</p> | <p>One of the biggest challenges to advancing diversity, equity, inclusion, accessibility, and antiracism at Palomar College is shifting from performative to transformative practice. While there is increasing awareness of DEIA principles, meaningful change requires sustained institutional will, ongoing education, and a willingness to confront discomfort. This includes reexamining entrenched policies, reallocating resources, and holding ourselves accountable when equity work is deprioritized or diluted.</p> <p>The EEDCC subcommittee can play a critical role in addressing these challenges by acting as both a catalyst and a conscience. We can offer clear, actionable recommendations to the Faculty Senate; create spaces for dialogue that center student and faculty voices from historically excluded communities; and help departments integrate equity into their everyday operations—not as an add-on, but as a guiding principle. By being both visionary and strategic, the subcommittee can help ensure that DEIA and antiracist efforts are embedded in the college’s culture, not just its statements.</p> |        |

## Faculty Senate Goals 2024-2025 (Draft)

1. Split Faculty Senate Constitution and Bylaws.
2. Implement Brown Act requirements for Faculty Senate subcommittees.
3. Task Academic Standards & Practices Committee to examine probation policies and language, find solutions to encourage more faculty participation in shared governance, update grade dispute policy, create a faculty manual including syllabus standards.
4. Improve Faculty Senate meeting efficiency.
5. Bring clarity regarding faculty responsibilities and reassigned time positions.
6. Ensure faculty and student voice in strategic enrollment management.
7. Support the curriculum committee's integration of DEIAA into the course outline of record.

# DISTANCE EDUCATION COMMITTEE REPORT

## AY 2024-2025

PREPARED BY THE DISTANCE EDUCATION COMMITTEE  
PRESENTED TO THE FACULTY SENATE

This report includes important topics related to Distance Education, a summary of the DE Committee accomplishments for the 24-25 academic year, and a look to the future.

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## INTRODUCTION TO THE DE ANNUAL REPORT

The purpose of this Distance Education Annual Report is to provide a comprehensive overview of the progress, accomplishments, and ongoing priorities of Palomar College's DE program during the 2024–2025 academic year. This report highlights key data trends, committee initiatives, and strategic efforts aligned with student success, instructional quality, and equitable access to online learning. It serves as a reflection on what has been achieved, a guide for future planning, and a resource to inform institutional decision-making, particularly as DE continues to evolve in response to changing student needs, technological advancements, and state-level expectations.

## A REVIEW OF DISTANCE EDUCATION COMMITTEE ANNUAL GOALS: PROGRESS, OUTCOMES, AND NEXT STEPS

### Goals for 2025-2026

- Design and Launch a New POET Course by Spring 2025
- Develop an RSI Policy and Process
- Develop a Recertification process

### REVIEW OF GOAL #1: DESIGN AND LAUNCH A NEW POET COURSE BY SPRING 2025

**Progress:** POET 2025 was designed using the Quality Course Template and piloted with DE Committee members. Modules were streamlined, discussions made optional, and mapping plan introduced as a scaffolded assignment.

**Outcomes:** Positive feedback received; suggestions led to improvements such as clarity in quiz questions, integration of RSI, accessibility, FERPA, and a scaffolded final assignment providing faculty with a meaningful and high-quality course outline.

**Next Steps:** Finalize, approve, and launch POET 2025 in Fall 2025. Establish POET as part of the onboarding process for new faculty. Launch has been delayed due to impending CVC Rubric updates.

### REVIEW OF GOAL #2: DEVELOP AND RSI PROCESS AND POLICY

**Progress:** Ongoing discussions about the importance of RSI and the implementation of a new ACCJC RSI rubric. Learned from colleges who pilot tested the new ACCJC RSI Rubric.

**Outcomes:** Agreement that RSI policy is needed and should be institutionalized.

**Next Steps:** Fall 2025, formalize a recommendation for the review and monitoring of RSI, integrate RSI more purposefully into POET and/or a future recertification process.

### REVIEW OF GOAL #3: DEVELOP A RECERTIFICATION PROCESS

**Progress:** Reviewed models from other colleges; many include ongoing annual PD hours focused on DE. The committee agrees there is a need for continued learning or recertifying.

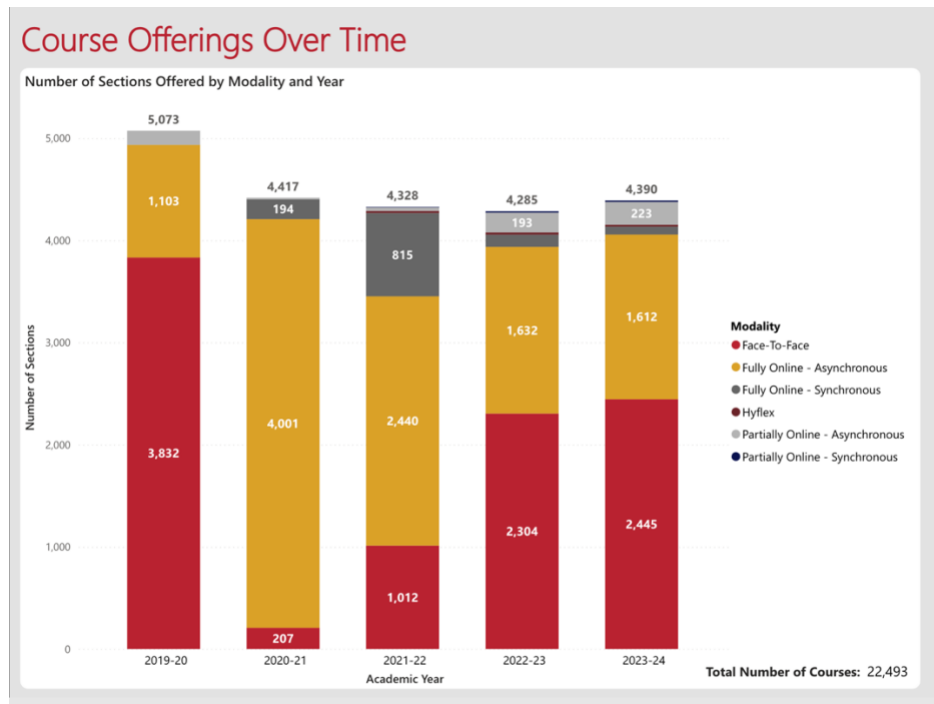
**Outcomes:** Proposals for POET 2.0, Quality Quest, @ONE courses, or POER as recertification pathways.

**Next Steps:** Propose a formal policy for Senate review.

## ADDITIONAL DE ACCOMPLISHMENTS

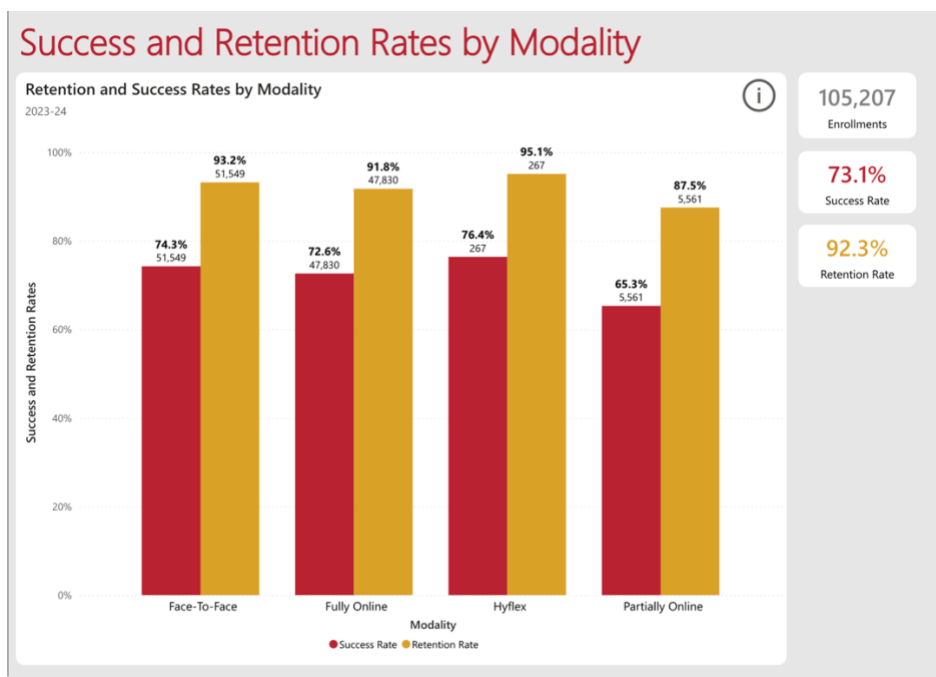
### COMPLETED AND LAUNCHED THE DE DATA DASHBOARD

- The DE Data Dashboard was a DE Committee goal from AY 2023-2024 that was fully implemented in Fall 2024.
- Developed in collaboration with Institutional Research and Planning (IRP).
- Provides accessible, centralized access to online learning metrics for faculty, departments, and administrators.
- Includes filters by modality, success, retention, and disaggregated student group data.
- Supports data-informed scheduling, assessment, and equity efforts.
- Example of data provided in the DE Data Dashboard include:



**Image Description:** The image is a bar chart titled "Course Offerings Over Time" depicting the number of sections offered by modality and year at Palomar College from the academic years 2019-20 to 2023-24. The vertical axis represents the number of sections, ranging from 0 to 5,000, while the horizontal axis lists the academic years. Each bar is divided by color into sections representing different modalities: Face-To-Face, Fully Online - Asynchronous, Fully Online - Synchronous, Hyflex, Partially Online - Asynchronous, and Partially Online - Synchronous.

- In 2019-20, the highest number is 5,073 sections, with 3,832 Face-To-Face (red), 1,103 Fully Online - Asynchronous (gold), and a small portion for Hyflex (gray).
- In 2020-21, there are 4,417 sections, primarily 4,001 Fully Online - Asynchronous and 194 Fully Online - Synchronous (dark gray).
- In 2021-22, the total is 4,285, with 1,632 Face-To-Face, 815 Fully Online - Asynchronous, 1,012 Partially Online - Synchronous (dark blue), and some Hyflex.
- In 2022-23, 4,328 sections include 2,304 Face-To-Face, and 2,440 Fully Online - Asynchronous, with a small portion each for Hyflex and Partially Online - Asynchronous.
- In 2023-24, 4,390 sections consist of 2,445 Face-To-Face, 1,612 Fully Online - Asynchronous, and minimal Partially Online - Synchronous and Hyflex.



**Image Description:** The image is a bar chart titled "Success and Retention Rates by Modality" for the academic year 2023-24, related to DE data for Palomar College. The chart displays data for four educational modalities: Face-To-Face, Fully Online, Hyflex, and Partially Online. Each modality features two vertical bars: a maroon bar representing the Success Rate and a yellow bar representing the Retention Rate.

- For Face-To-Face, the Success Rate is 74.3% with 51,549 enrollments, and the Retention Rate is 93.2% with the same number of enrollments.
- For Fully Online, the Success Rate is 72.6% with 47,830 enrollments, while the Retention Rate is 91.8% for the same count.
- Hyflex shows a Success Rate of 76.4% with 267 enrollments, and a Retention Rate of 95.1% for the same number.
- Partially Online has a Success Rate of 65.3% with 5,561 enrollments, and a Retention Rate of 87.5% for the same amount.

On the right, in separate boxes, is a summary stating a total of 105,207 enrollments, a 73.1% overall Success Rate, and a 92.3% Retention Rate. The chart's y-axis is labeled "Success and Retention Rates," ranging from 0% to 100%, and the x-axis is labeled "Modality." A small legend at the bottom indicates the colors corresponding to Success Rate and Retention Rate.

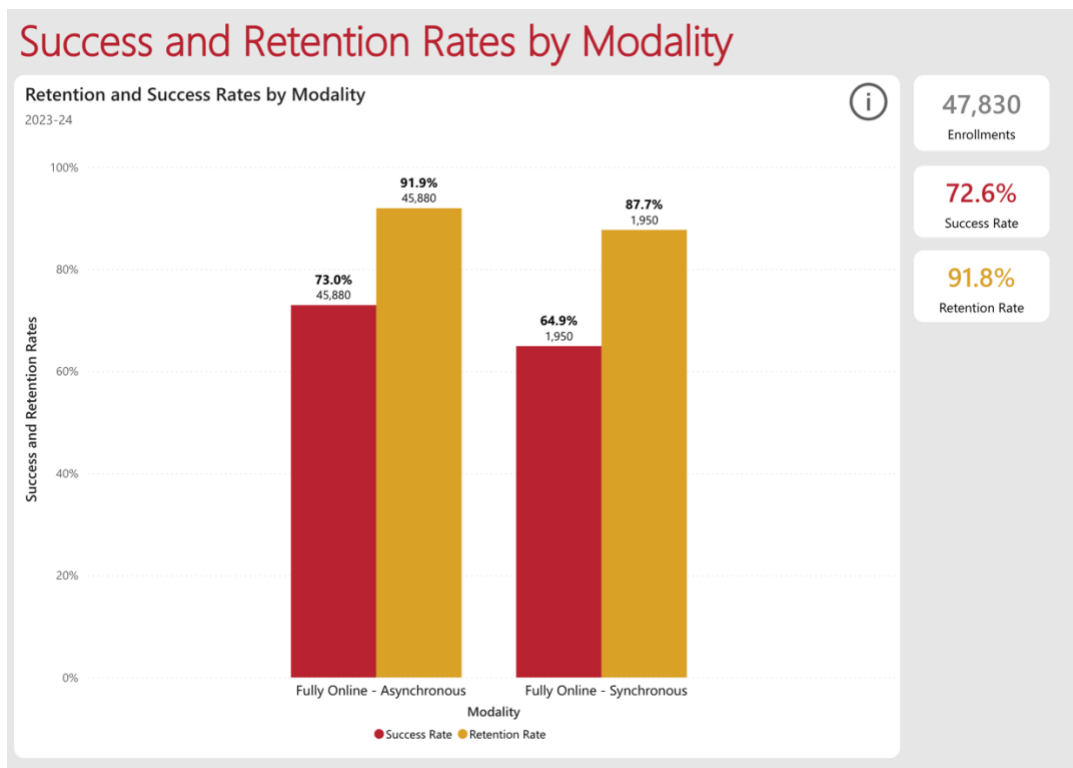


Image Description: The image is a bar chart depicting "Success and Retention Rates by Modality" for Palomar College for the academic year 2023-24. The chart consists of two sets of bars, one for "Fully Online - Asynchronous" and the other for "Fully Online - Synchronous" courses.

- The first set of bars shows a success rate of 73.0% and a retention rate of 91.9% for 45,880 enrollments in Fully Online - Asynchronous courses. The success rate is represented by a shorter red bar, and the retention rate by a taller gold bar.
- The second set of bars shows a success rate of 64.9% and a retention rate of 87.7% for 1,950 enrollments in Fully Online - Synchronous courses. Similarly, the success rate is indicated by a shorter red bar, and the retention rate by a taller gold bar.

A legend at the bottom identifies red for the success rate and gold for the retention rate.

To the right of the chart, boxed numbers indicate overall metrics: 47,830 total enrollments, a 72.6% overall success rate, and a 91.8% overall retention rate.

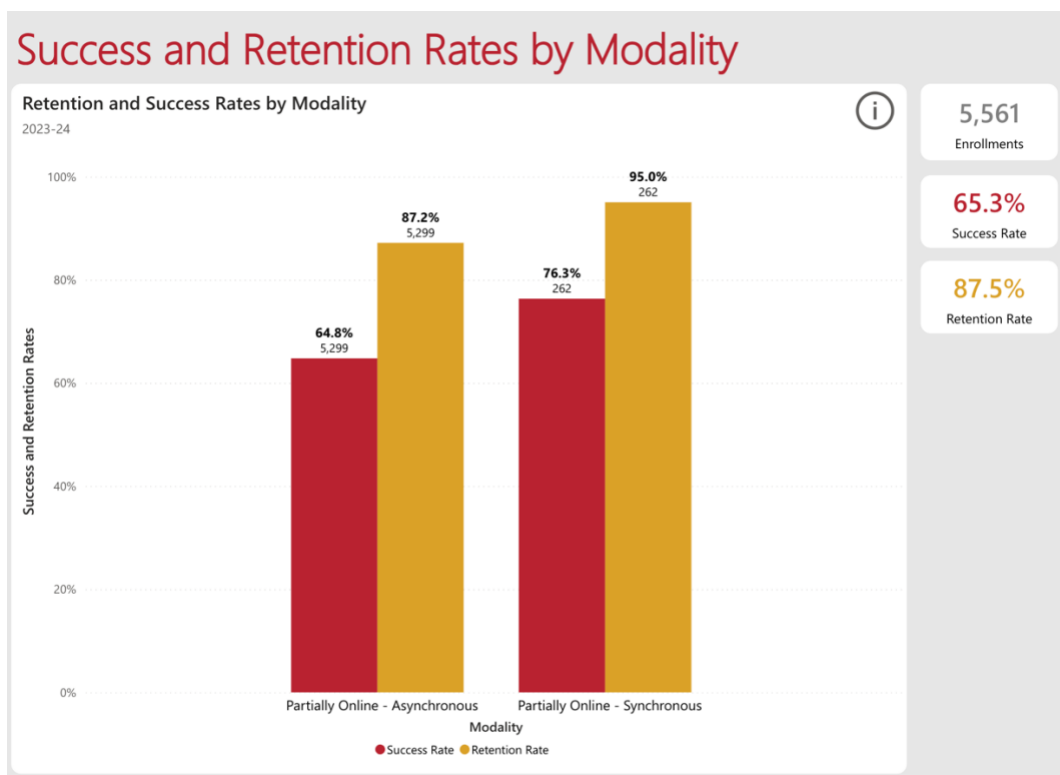


Image Description: The image is a bar chart titled "Success and Retention Rates by Modality" depicting data for Palomar College's 2023-2024 period. It compares success and retention rates for two learning modalities: "Partially Online - Asynchronous" and "Partially Online - Synchronous." The left pair of bars represents the asynchronous modality, with a dark red bar indicating a success rate of 64.8% and a gold bar showing a retention rate of 87.2%, applied to 5,299 enrollments. The right pair of bars represents the synchronous modality, with a dark red bar indicating a success rate of 76.3% and a gold bar showing a retention rate of 95.0%, applied to 262 enrollments. The y-axis is labeled "Success and Retention Rates," ranging from 0% to 100%. On the right side of the image, a panel displays total enrollments as 5,561, a success rate of 65.3%, and a retention rate of 87.5%.

## LAUNCHED AND PROMOTED OUR NEW DE HANDBOOK

- The DE Handbook was the completion of a DE Committee goal from 2023-2024
- The Handbook is publicly available as a Canvas course.
- The Handbook is a "living document" that is updated regularly to reflect current policy, tools, and information to support Distance Education.
- The DE Handbook replaced all DE-related information previously shared in several different webpages on the Palomar public website.
- Faculty can choose to "join" the handbook and have the handbook easily accessible from their Canvas Dashboard.

## INCREASED NUMBER OF QUALITY REVIEWED BADGES (POCR)

- We have continued with our 2023-2024 goal of increasing the number of courses that have earned a Quality Reviewed badge.
- As a result of our work in Spring 2024, we conducted a POCR process analysis which resulted in the creation of a new POCR Canvas course to better manage and facilitate the POCR process.

- Faculty engage in a supportive, mentored, peer-review process.
- Created a new training, called The Quality Quest, to prepare faculty for the POQR process.
- Over 30 courses have now been reviewed and aligned with the CVC-OEI Course Design Rubric.
- Successfully advocated and received funding for POQR compensation for AY 2024-2025.
  - Approved and allocated funding for 2024-2025 will be extended into 2025-2026.
  - We have continued funding available for up to 55 courses to earn a QR badge.
  - Funding allocated from Guided Pathways.

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## ENABLED LOCAL BADGING OF QUALITY REVIEWED COURSES IN MYPALOMAR

- Also, in relation to our 2023-2024 goal to increase the number of courses with QT badges, we launched a local process to show QR badges to our local students in MyPalomar (HighPoint).
  - Previous to this implementation, students could only see the badge in the CVC Course Exchange.
- Allows students to filter for QR courses during registration, promoting informed course choices.
- Provides recognition to faculty for meeting rigorous quality standards through POQR.
- Enables data tracking on QR courses and their impact on student outcomes.
- It is unknown what other colleges have implemented local badging; no other regional colleges have made QR badges available locally. Palomar is leading in this area.

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## RESOLUTION: RECOMMENDATION FOR PFF AND SENATE TO DISCUSS THE REQUIRED USE OF CANVAS FOR ALL COURSES

- For several years, the DE Committee has periodically explored the benefits of requiring Canvas use across all courses. This resulted in the creation of a resolution focused on how the use of Canvas supports student success.
- The DE Committee drafted a resolution to recommend the use of Canvas for all courses, at minimum for posting syllabi and grades.
- Focused on improving student experience, accessibility, and transparency.
- Addressed faculty concerns around workload and grading systems (Canvas vs. MyPalomar).
- Resolution approved by Faculty Senate.
- Next steps: PFF and Senate to discuss the possible implementation of the recommendation.

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## CONTINUED THE ONLINE COURSE QUALITY QUEST

- We launched the Quality Quest in Spring of 2024 and continued to offer Quality Quest in the 2024-2025 academic year.
- In the 2023-2024 academic year we had 161 faculty attend the Quality Quest Bootcamp, or the shorter Quality Quest Overview session. The 161 attendees do not represent unique attendees and rather includes faculty who attended multiple times. In the 2024-2025 academic year, although offering seven opportunities, only 30 faculty attended (also including repeat attendees).
- In the 2024-2025 academic year, we promoted the Quality Quest as an asynchronous self-paced guided learning opportunity, thus faculty could choose to utilize the Quality Quest on their own.

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## SIMPLE SYLLABUS: DETERMINING FEASIBILITY AND FUNDING FOR POSSIBLE RECOMMENDATION TO ADOPT

- DE Committee continued to consider Simple Syllabus (first reviewed by the DE Committee in 2022)

- In 2024-2025 we invited Simple Syllabus to provide another demonstration of the tool.
  - Simple Syllabus provided a demo to the committee during a regularly scheduled DE committee meeting and offered optional additional sessions for deeper engagement with the tool.
- DE Committee invited a colleague from City College of San Francisco to share how they implemented Simple Syllabus and inquired about what considerations the committee should discuss prior to utilizing a tool like Simple Syllabus. Time was spent discussing faculty adoption and pushback.
- Committee explored how the tool:
  - Integrates with Canvas and SIS (auto-populates policies and SLOs)
  - Tracks student engagement (views, time spent)
  - Standardizes accessibility and formatting
  - Discussed campus-wide implementation challenges and stakeholder feedback.
- Stakeholder Feedback
  - Presented to ASG: Shared information about the tool and asked ASG whether they think the DE Committee should continue to pursue the tool.
    - Outcome: The presentation was well received. Many voiced gratitude for having syllabi in one place, providing consistent information, and having easier access to obtaining course syllabi in the future for transfer purposes.
    - Concerns: Looking for assurance information would not be duplicative specifically to their Canvas Calendars. Due dates and college events are already present, and they want to avoid feeling overwhelmed with the importing of syllabi information. They had great questions and appreciated being brought into the conversation
  - Presented to Chairs and Directors on May 9<sup>th</sup>: Shared information about the tool and asked Chairs and Directors whether they think the DE Committee should continue to pursue the tool.
    - Outcome: Well received by those in attendance outside of one department who's implemented strategies that mirror the use of Simple Syllabus.
- Next Steps: Town-Hall like sessions to share the tool with faculty and gather additional feedback to make a decision whether to propose formal adoption of the tool. DE Committee will continue to discuss the feasibility and funding of the tool.

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## ESTABLISHED NEW DE COMMITTEE GOVERNANCE STRUCTURE

- Successfully updated the DE Committee Governance Structure to add three new members and clarify the products.
- Approved addition of key roles:
  - Instructional Designer (Faculty)
  - ATRC Representative
  - Dean with oversight of Distance Education
- Ensures stronger alignment between instructional technology, faculty support, and DE strategy.
- Positions DE for more formal inclusion in institutional planning and decision-making.

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## HOSTED AND LED SDICCCA "ACCESSABILITY WEEK"

- Palomar served as lead host for the first ever regional week of learning involving all SDICCCA colleges.
- Delivered over 19 sessions throughout the week, open to all employees.
- Emphasized legal requirements, inclusive design strategies, and practical tools.
- Supported cross-campus learning and reinforced the 2026 accessibility compliance deadline.

## CVC EXCHANGE TEACHING COLLEGE IMPLEMENTATION CONCLUDED IN SUMMER 2024

- Palomar Colleges Teaching College implementation was completed in July 2024.
- As a Teaching College in the CVC Course Exchange, students can now cross-enroll into Palomar college courses.
- CVC Course Exchange Data: Understanding how students are using the CVC Course Exchange
  - We have more Outgoing students (Palomar students taking courses elsewhere) than Incoming students (Students from other colleges taking Palomar courses). This is to be expected since students from other colleges have over 70 colleges to choose from.
  - There is not a clear trend among the courses students are choosing to take through the CVC Course Exchange. Overall, there is a lot of variety.
    - Outgoing Course Enrollments Trends
      - Three courses had a total of 4 enrollments at other colleges: MATH11, MATH150, and MATH219
      - Four courses had a total of 3 enrollments at other colleges: ENG101, ENG1A, MATHV22, and MAT201
      - Palomar students are showing most interest in taking Math and English courses at other colleges through the CVC Exchange. With 10 of the top 20 course from Math and 4 from English.
    - Incoming Course Enrollments Trends
      - Two courses had a total of 4 enrollments at Palomar: CHDV185 and NUTR185
      - Three courses had a total of 3 enrollments at Palomar: CS160, GEOG145, and JOUR130
      - Students outside of Palomar are showing most interest in: NUTR185, CHDV 185, ANTH110, CSI210.

**Table 1: CVC Course Exchange Data as of 4/29/25**

| Term        | Outgoing:<br>Failed or<br>incomplete<br>registration | Outgoing:<br>Successful<br>Enrollment | Outgoing:<br>number of<br>different<br>courses | Incoming:<br>Failed or<br>Incomplete<br>Registration | Incoming:<br>Successful<br>Enrollment | Incoming:<br>Number of<br>different<br>courses |
|-------------|------------------------------------------------------|---------------------------------------|------------------------------------------------|------------------------------------------------------|---------------------------------------|------------------------------------------------|
| Fall 2022   | 45                                                   | 3                                     | 3                                              | n/a                                                  | n/a                                   | n/a                                            |
| Winter 2023 | 18                                                   | 4                                     | 4                                              | n/a                                                  | n/a                                   | n/a                                            |
| Spring 2023 | 50                                                   | 11                                    | 11                                             | n/a                                                  | n/a                                   | n/a                                            |
| Summer 2023 | 86                                                   | 30                                    | 26                                             | n/a                                                  | n/a                                   | n/a                                            |
| Fall 2023   | 62                                                   | 16                                    | 16                                             | n/a                                                  | n/a                                   | n/a                                            |
| Winter 2024 | 9                                                    | 4                                     | 4                                              | n/a                                                  | n/a                                   | n/a                                            |
| Spring 2024 | 129                                                  | 36                                    | 35                                             | n/a                                                  | n/a                                   | n/a                                            |
| Summer 2024 | 168                                                  | 40                                    | 35                                             | n/a                                                  | n/a                                   | n/a                                            |
| Fall 2024   | 148                                                  | 44                                    | 39                                             | 68                                                   | 19                                    | 14                                             |
| Winter 2025 | 25                                                   | 14                                    | 9                                              | n/a                                                  | n/a                                   | n/a                                            |

|                    |                                             |                                       |            |                                             |                                      |            |
|--------------------|---------------------------------------------|---------------------------------------|------------|---------------------------------------------|--------------------------------------|------------|
| Spring 2025        | 193                                         | 82                                    | 79         | 159                                         | 59                                   | 44         |
| Summer 2025        | 24                                          | 14                                    | 14         | n/a                                         | n/a                                  | n/a        |
| <b>Grand Total</b> | <b>962 failed or incomplete enrollments</b> | <b>300 total outgoing enrollments</b> | <b>n/a</b> | <b>227 failed or incomplete enrollments</b> | <b>78 total incoming enrollments</b> | <b>n/a</b> |

## INCLUSION OF DISTANCE EDUCATION IN THE STUDENT ORIENTATION

- The SDICCCA DE Coordinators had a regional conversation where they shared how each college prepares students for online success. This conversation highlighted an opportunity for Palomar.
- DE Committee discussed ways we could better prepare students for online success.
- It was discovered that there was no information in the required student orientation that addressed online learning.
- DE Coordinator Falcone worked with Student Services to add a page to the student orientation that provides basic information about DE modalities, how to get help, and also explained to students what Canvas is and how to access Canvas for DE courses.
- Next Steps: DE Committee will continue discussing opportunities to better prepare students for online learning success. For example, offering student courses in online learning and how to use Canvas similar to MiraCosta.

## CONTINUATION OF DE/ID MONTHLY NEWSLETTER

- Continued the practice of providing a single monthly newsletter to communicate valuable information related to both Distance Education and Instructional Design
- Introduced a permanent section in the newsletter dedicated to Regular and Substantive Interaction (RSI) to ensure we are providing continual reminder to all faculty about the requirement for interaction.
- Included a standard section related to accessibility in support of the goal to meet the new Title 2 requirement to meet accessibility standards by April 2026.

## FOCUS ON ACCESSIBILITY

- DE Committee had a strong focus on accessibility throughout the 2024-2025 year.
- The DE Committee continued to provide feedback to the DE Coordinator on opportunities to communicate and provide training.
- Every month the DE/ID Newsletter included a different focus to help faculty learn and practice different accessibility skills throughout the year.
- A weekly accessibility training was offered by the DE Coordinator/Instructional Designer in response to DE Committee recognizing the need for additional accessibility training. Along with weekly training, several other departments/programs invited Falcone to conduct a specific training for them, including Executive team, Foundation, Human Resources, Research and Planning, Instructional Services, Students Services, Child Development department, Nursing department, and ESL department.
- Accessibility Centered PD Training:
  - At least 178 employees attended the weekly training “Cultivating Accessible Design Habits for an Inclusive Digital World” (not all attendees at the special sessions were tracked in the PD Portal)
  - 35 attended “maximizing Course Accessibility with Pope Tech”
  - 29 attended “Designing a Syllabus for All Students: Ensuring Accessibility”

## DE: CONTINUED TOPICS OF IMPORTANCE

### DE DEPARTMENT BYLAWS

Continued from 2023-2024: The DE Committee has discussed the creation of suggested language to include in department bylaws focused on Distance Education.

Next steps: This might be added to the future DE Handbook.

### CANVAS ROLES

Continued from 2023-2024: Faculty can add people to their courses and give them a role. There are several roles currently available, and the DE Committee has noticed challenges with several of them not providing the permission needed, or in one instance providing too many permissions that impact student privacy.

Next Steps: Make this an annual discussion for the DE Committee to ensure the Canvas roles remain accurate and useful.

### CANVAS BADGES

Continued from 2023-2024: The DE Coordinator is working with our ATRC Admins to implement Canvas Badges. Badges can be used to acknowledge the completion of a course or a module. This work has been initiated by our math colleagues who are looking for a way to acknowledge when a student has completed a single module in a math preparation course.

Next Steps: DE Committee work with ATRC to better understand Canvas Badges and provide training to faculty.

## THE FUTURE OF DISTANCE EDUCATION AT PALOMAR COLLEGE: VISION 2035

### PALOMAR COLLEGE VISION 2035: DISTANCE EDUCATION GOALS

Palomar College completed the Vision 2035 plan in the Fall of 2023. This plan includes several goals for the future of Distance Education at Palomar College, these include:

- Goal 1, Objective 9: “Implement and support a comprehensive and equitable distance education program”
- Goal 3, Objective 6: “Invest in the infrastructure needed to grow enrollment through online educational programs.”

Additionally, the EVP includes the following comments about DE:

- “The EVP goals call for intentionally planning for online programs and maintaining online academic and support services.”
- “An opportunity exists for the District to intentionally build its online programs and offerings while supporting on-campus programs and offerings.”
- “Create a technology-rich environment that supports Hyflex, hybrid, and online instruction.”
- “Palomar College must market and ensure students have easy access to its programs and services at the San Marcos Campus, education centers and sites, and online to minimize the loss of service area residents to other community colleges.”

- “The District’s free flow analysis showed that many service area residents attend other regional community colleges. Palomar College can regain some of these enrollments by offering future-focused programs and services in convenient locations and through distance (online) education.”
- “To meet the needs of its service area, the District will increase enrollment at the San Marcos Campus through the expansion of online and hybrid course availability, opportunities that support skills development in the workforce, increases in Middle College and dual enrollment options, and partnerships with business, industry, and public and private universities.”

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#### A QUESTION FOR THE FACULTY SENATE: WHAT WOULD IT LOOK LIKE TO IMPLEMENT THE DE-RELATED VISION 2035 GOALS?

What would it look like to invest in the infrastructure, organizational structure, leadership, and funding needed to both support and grow our online educational programs?

Many colleges have a full-time dedicated Distance Education Coordinator, Distance Education Directors or Deans, and official DE or Online Learning departments with a budget. Palomar does not currently have any of these valuable resources to lead and invest in DE.

What opportunity do we have to provide the leadership, funding, and resources to meet our 2035 Vision?

## End of Semester Committee Reports

### Distinguished Faculty Award Committee

The following is a brief summary of the Distinguished Faculty Award's Committee work.

- Committee members had the option to meet in person or online using Hyflex on Friday, February 21st from 11:00-1:00. We discussed and revised both the application and final questions for DFA nominations.
- All nominations were due March, 14th.
- Congratulations and invites to Canvas were sent out to nominees 3/17.
- Nominees had a deadline of 3/21 to acceptance and request nominating statements.
- Applications were due 4/4 from nominees.
- The committee will meet on 4/9 at 8:00-9:30 a.m. to review applications. Committee members will have the option to meet in person or online using Hyflex.
- A meeting to select finalists will take place face-to-face on campus, Wednesday, April 16<sup>th</sup> from 8:00-10:00 a.m. Location TBD.
- Final interviews will take place face-to-face on campus 5/2. Location TBD.

### Committee for Service Learning

So far, this Fall and Spring here are updated stats:

28 Faculty

285 students have completed their hours (likely this number will near double)

7,270 hours of service has been completed (and likely this number will near double)

Although our committee was dissolved, it does not mean that we do not need support and involvement from faculty. Sadly, the with committee members we have had in the past, most did not even do Service Learning, and were never seemed interested/able to help us grow. That is why we were fine in dissolving the committee.

My latest call out for faculty to join our Service Learning Experience Canvas Course added 8 new interested Faculty.

I encourage all member of Senate to join the Canvas Course to learn more about Service Learning and help grow the program.

To join, a faculty member just needs to email [servicelearning@palomar.edu](mailto:servicelearning@palomar.edu) with their full name and email address.

My dream goal is for all programs to have at least one course in its Associate Degree that implements Service Learning.

## Academic Integrity

**Compiled by Marina Parenti, Academic Integrity Taskforce Chair**

**Chris Norcross, Adriana Guillen, John Harland**

*April 14, 2025*

### Overview

This report consolidates faculty input from prior townhalls, surveys, and the April 9th Academic Integrity Taskforce meeting, attended by SBS Dean Diane Studinka. The consensus recommends proposing to the Senate Agenda the expansion or reinstatement of proctoring measures, including lockdown browsers for in-person and online courses, POPS, and enhanced support for faculty and students in proctoring and developing authentic assessments.

### Proposed Solutions by Fall 2025

- **Restore and increase availability of Proctoring:** Secure funding (all funding already assigned for 25/26 academic year), determine equity across departments, close equity gaps between non-proctored vs. proctored assessments in all modalities, include language in course description of proctoring on campus if online.
- **POPS (Palomar Online Proctoring Service)**-include a single point of proctoring support (hub) for faculty and students-current numbers usage:
  - Spring 2025 4/11/25 Faculty-4 Proctored Exams-413
  - Fall 2024 11/8/24 Faculty-13 Proctored Exams-2124
- **Policy Updates:** Revise the 2021 Senate Resolution to address AI, detailing privacy-respecting proctoring (a student concern) and faculty training, include tiered Artificial Intelligence-use policy, recommend standardization of individual faculty AI policy on syllabi and all assignments
- **Academic Integrity:** Increase faculty/student workshop presence on Academic Integrity, simplify reporting process, create PD with Student Life and Leadership (last part in process)
- **Authentic Assessment Support:** Offer department specific templates/faculty toolkits and workshops. Include policy on ADA compliance and military student needs (offline options) for proctoring high stakes exams. (ex: having a Senior Officer proctor exam)

## Professional Development Committee

Have been working with the PD committee on our comprehensive PRP, setting up the new goals for the committee and program to serve better all of our employees. Our committee was requested by our CDO and EEOAC to brainstorm ideas for the use of EEO funds from the chancellor, in particular focused on the training of our employees in the post-hiring phase. Committee spend time looking over the proposed revisions to [Title 5 related to Flexible Calendar](#), and how to incorporate them into our existing program, policies and values. PD has continued to send out workshop newsletters, and the new Educating GenAI to all employees. Continuing negotiations with executive team to select the speakers for flex week, theme and program of the all-college day. Sending communication to all faculty about their PD hour responsibilities, in particular to the end of year reporting to track the mandatory 42 hrs per year. Among many other activities.

## Academic Standards & Practices Committee

### Academic Standards and Practices Committee

#### Goals Accomplished (2024/2025 AY)

The Academic Standards and Practices Committee met for the first time in the Spring 2025 semester and established a regular monthly meeting time. We developed a draft of an updated Grade Dispute Policy that was reviewed by the Faculty Senate in May 2025. This Grade Dispute Policy was revised from two previous policies from 2008 and 2015. The feedback received from the Faculty Senate will be used to direct further discussion of our 2025 policy.

#### Goals for the 2025/2026 AY

1. Finalize our Grade Dispute Policy from the Spring 2025 semester and receive feedback from the Vice President of Instruction, Dean of Enrollment Services, and Dean of Life and Leadership.
2. Develop syllabi resources for faculty including syllabi templates.
3. Review our Governance Sheet and revise the number of faculty to include on this committee in the future.
4. Review the tasks completed by the Academic Integrity Taskforce and build on their prior initiatives.

**Meeting Day and Time Spring 2025:** Second Monday from 1:00pm to 2:20pm in H-112.

## Learning Outcomes Committee

This semester, the LOSC has been actively working on key improvements to Nuventive, including enhancing accessibility, clarifying language, streamlining report identification, and integrating in-platform directions. Our discussions have also covered better support for SLO Facilitators, the CLO Canvas-Nuventive Pilot, and the future direction of CLO, PLO, and ILO assessment.

1. Can you please provide a short description of the work your committee does on a week to week basis or month to month basis. Please frame this description with the perspective of someone who is considering joining your committee.
  - a. The committee name is LOSC (Learning Outcomes Subcommittee) which is a sub committee of Curriculum. The title being used in this email is outdated and incorrect. It used to be Learning Outcomes Council (not committee), but was changed to a subcommittee at some point. We wonder if this change is understood at Senate and who LOSC should be reporting to. It appears we report to both the Senate and Curriculum at the moment and are curious if that is necessary under the new structure. LOSC meets monthly. Coordinators share what they are working on and the committee discussed matters regarding SLOs. We do not vote on anything, but offer recommendations that may get voted on by Curriculum.

Please evaluate your governance structure sheet (let me know if you need me to find this for you).

2. Is the **purpose** an accurate reflection of the work you do?
  - a. It is, the governance structure was updated and approved in November of Fall 2024.
3. Are the **products** an accurate reflection of the work you do? In other words, is there anything that should be added, removed or changed?
  - a. Again, the governance structure was recently adjusted and approved. The products greatly depend on the needs of the college each semester.
4. Is the meeting schedule accurate?

- a. The meeting schedule changes every semester based on the schedule of committee members since it is a small group. The times for Fall 2025 will be 9:30am to 11:00am on the 2<sup>nd</sup> Monday of each month.

## TERB Committee

TERB is actively working this semester to enhance the evaluation process in support of faculty and students. We are exploring a contract with Explorance Blue to streamline both faculty evaluation forms and TERB's administrative processes. The adoption of Blue, an advanced survey tool, would allow all supplemental documents to launch from the website, consolidate all evaluation materials behind a single sign-on, and generate a personalized, holistic evaluation report for each faculty member by collating and organizing information to simplify the completion of the final report. We also look forward to the approval of new instructional forms and the development of non-instructional forms and workshops, launching next academic year. Once approved by the Board, TERB will roll out an education campaign with videos and documents to guide faculty through the updates and new software. While the timeline for software adoption is still being finalized, implementation is anticipated for some time next academic year. In the meantime, TERB continues to conduct comprehensive student evaluations, support the overall evaluation process, and work closely with faculty on improvement plans to ensure they are constructive and supportive.

## Faculty Service Area

The Faculty Service Area Review Committee had several goals this year:

1. Review discipline Faculty Service Areas
2. Review individual Faculty Service Area applications from faculty members
3. Streamline the work of the committee

The first two goals are the committee's standard work, and we continued forward on those. The third goal was directly related to the Faculty Senate's Brown Act discussions. We discussed the possibility of merging with the Equivalency Committee. As those larger discussions continue, we have come up with ways to streamline our work so that most of the committee's meetings will occur in the fall semester. We have developed a communications timeline that we will follow to advise faculty of the opportunity to apply for additional individual FSAs and to have disciplines review their discipline FSAs. To assist in that effort we developed two short videos that we have posted on the FSA website.

## EEDCC (Educators for Equity Diversity and Cultural Consciousness)

1. Organized and Produced the 4<sup>th</sup> Annual Social Justice Community Festival
  - This year's theme was "That's What She Said ... But Are We Listening."



- 
- Although attendance was somewhat lower this year than previous years, those who attended benefited significantly from the workshops and activities.

| Courtyard & Free flow                                                                                                                                                                           | Dance Studio | Studio Theatre                                                                 | Howard Brubek Theatre- On Stage                                                | Room D-6                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Opening Session<br>Story Circles<br>10:00 - 10:55                                                                                                                                               |              |                                                                                |                                                                                |                                                                                    |
| Music • Drum<br>Circles on<br>Request • Visit<br>and Contribute<br>to our<br>community art<br>project •<br>Experience the<br>living survey<br>vibe room •<br>Enjoy some<br>chance<br>encounters |              | Kellie Davis &<br>Rising Scholars<br>11:00 - 11:45                             | Workshop Creative<br>Writing with<br>Bravura<br>11:00 - 11:45<br>(7tentative?) | Colibri Writers<br>Present:<br>Storytelling +<br>Bilingual Voices<br>11:00 - 12:10 |
|                                                                                                                                                                                                 |              | Suspending<br>Assumptions and<br>Cultivating<br>Connectedness<br>11:50 - 12:35 | Workshop Creative<br>Writing with<br>Bravura<br>11:50 - 12:35                  |                                                                                    |
|                                                                                                                                                                                                 |              | Suspending<br>Assumptions and<br>Cultivating<br>Connectedness<br>12:40 - 1:25  | Kellie Davis &<br>Rising Scholars<br>12:40 - 1:25                              | Freedom Dreaming<br>101 • Dr. Michelle<br>Sadrena Pledger<br>12:15 - 1:25          |
|                                                                                                                                                                                                 |              |                                                                                |                                                                                |                                                                                    |
| Lunch & A Show<br>1:30 - 2:25<br>PAC Courtyard                                                                                                                                                  |              |                                                                                |                                                                                |                                                                                    |
| The [M] Factor: Shredding the Silence on<br>Menopause<br>Film Showing (50 min.) followed by discussion<br>Performance Lab D-10<br>2:30 PM - 4:00                                                |              |                                                                                |                                                                                |                                                                                    |

## Opening Session

10:00 AM • PAC Courtyard

Join us for an engaging and empowering opening session where participants will gather into small groups to share stories, reflections, and experiences. This interactive session honors the diversity of women's journeys and fosters connection, understanding, and collective inspiration to set the tone for the festival. Together, we'll set the tone for a day of discovery, celebration, and community.

## 45 Minute Sessions

### Suspending Assumptions and Cultivating Connectedness • Wendy Corbin

11:00 AM & 11:50 AM • [Location TBA]

Collective self-reflection, learning, and vision that is focused on building an inclusive social justice focused community. The goal is to create a web of connections to facilitate continuous learning and support that revolves around an inclusive shared vision.

### Using the Arts for Releasing and Moving Through the "Funky" Areas of Our Lives • Kellie Davis & Rising Scholars

11:00 AM & 11:50 AM • [Studio Theatre]

Join us for an engaging workshop where students and staff from the Rising Scholars program, dedicated to supporting currently and formerly incarcerated students, will explore their transformative journeys through the arts. Participants will reflect on their past experiences and present realities, highlighting the power of artistic expression to amplify their voices and foster community unity.

Since its inception, the Rising Scholars program has experienced remarkable growth, organically quadrupling in size since 2020. True to the program's ethos, this workshop will prioritize student voices and encourage open dialogue among attendees to collaboratively enhance our understanding of the role of the arts in personal and communal development.

We invite you to be part of this enriching experience, and together we can discover how the arts can connect us all.

### Workshop Creative Writing with Bravura • Clare Rolens & Stacey Trujillo

11:50 AM & 12:40 PM • Location TBA

Join the faculty advisors of Bravura, Palomar's award-winning literary journal, for a creative writing workshop focused on support and communication. Creative writing can help you connect in a meaningful way with others, but it can also help you learn about yourself. For this workshop, we encourage you to bring your own piece of writing to share, but you can also join us to be a part of the process!

## 70 Minute Sessions

### Colibri Writers Presents: Storytelling + Bilingual Voices • Moderator: Angelica M. Yanez, Presenters: Gracie Azua and Raquel Reyes-Lopez

11:00 AM • 12:10 PM (One session only) • [Location TBA]

In this discussion and poetry reading we celebrate the power of storytelling, the beauty of bilingual poetry, and the necessity of centering the voices of Women of Color. This event honors the complexity of code-switching as a cultural survival tool, a creative act, and a linguistic dance many of us perform daily. Together, we'll explore how these themes emerge in poetry and storytelling, grounding ourselves in the experiences of Women of Color.

Colibri Writers is a collective of Latine, Chicana and Indigenous educators, storytellers, cultural workers, ARTivists, published authors and art curators that aim to create spaces that honor multilingual artistic expression, community building, mentorship and shared resources in performance and publishing to uplift and inspire San Diego BIPOC Voices.

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### Freedom Dreaming 101 • Dr. Michelle Sadrena Pledger

12:15 PM - 1:25 PM (One session only) • [Location TBA]

Poet and educator Lucille Clifton said, "We cannot create what we cannot imagine." In order to live and lead for liberation, we must create space for dream design that translates to meaningful transformation for our students, our schools, our communities, and ourselves. When we root our imagination in love and justice, we increase the possibilities for collaborative action, loving accountability, and lasting freedom. In this workshop you will explore how to liberate your body, mind, and education community. Come as you are, stay open to discovery so we can get and stay FREE!

## Free Flow

### Courtyard Gathering Place

Enjoy some unstructured time in our community courtyard! Beverages, snacks and music all day long. Meet new people and connect with some you already know. Share your experiences, thoughts and ideas. Spontaneous drum circles may happen at any time.

### Community Art Project • HBT Circle

Offerings also known as "altars" are a sacred indigenous practice with a long-standing history in what we call Mexico and Central America today. The practice of altar-making is a way to honor loved ones and is part of the indigenous tradition Miccaihuitl or "Day of the Dead." Altars typically contain items that represent the four directions (North, East, South, and West) and reflect the elements of air, fire, water, and earth.

Join us in building our own community altar as a way to honor women who have inspired and influenced us. We invite you to add to our community altar throughout the day with memories, tissue paper marigolds, or objects that celebrate the women who have made a positive impact in our lives such as the women activists and educators that have guided us in our academic journey.

### Vibe Space: A Living Survey

A creative space to explore and express your lived experiences. Add your thoughts to our wall of questions inspired by the theme of the conference. Enjoy the vibe of a free flowing creative space.

## Lunch & A Show

1:30 PM - 2:25 PM • PAC Courtyard

Enjoy some delicious food prepared by Frida's Taqueria accompanied by Palomar Student Performers: Drag Queens Thalia Void & Friends, Ballet Folklorico [add student names], and "Savage Daughters" choreographed by Patriceann Mead to the song by Iggy Azalea.

## After Lunch, a Movie

2:30 PM - 4:00 PM • Film Showing & Discussion • Performance Lab D-10

The M Factor is a film shredding the last taboo and shame cycle for women in menopause. 55 million women in the United States are currently experiencing menopause. The M Factor: Shredding the Silence on Menopause explores the hidden impact of menopause on women's lives. With evidence-based information, the film empowers women to make informed health decisions and aims to remove the stigma surrounding menopause and aging. A silent epidemic affects millions of American women, resulting in billions in lost wages, upended careers, family disruptions, and emotional chaos. "The (M) Factor: Shredding the Silence on Menopause" confronts the neglected menopause crisis, challenging societal and medical shortcomings, and advocating for a revolutionary approach to women's health in America where she's prepared for midlife.



- Reflection on the 2025 Social Justice Community Festival with goal for next year's festival
- Recommendation of DEIAA goals for the college
- Revise our Governance Structure Purpose and Products
- Create proposed revision of BP 1300
- Advocate for signing the AAC&U call for "Constructive Engagement"
- Begin Planning for the 2026 Social Justice community festival, including creating and distributing a survey to determine the community's needs and interests.
- Begin planning an online DEIAA resources library.

# DISTANCE EDUCATION COMMITTEE REPORT

## AY 2024-2025

PREPARED BY THE DISTANCE EDUCATION COMMITTEE  
PRESENTED TO THE FACULTY SENATE

This report includes important topics related to Distance Education, a summary of the DE Committee accomplishments for the 24-25 academic year, and a look to the future.

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## INTRODUCTION TO THE DE ANNUAL REPORT

The purpose of this Distance Education Annual Report is to provide a comprehensive overview of the progress, accomplishments, and ongoing priorities of Palomar College's DE program during the 2024–2025 academic year. This report highlights key data trends, committee initiatives, and strategic efforts aligned with student success, instructional quality, and equitable access to online learning. It serves as a reflection on what has been achieved, a guide for future planning, and a resource to inform institutional decision-making, particularly as DE continues to evolve in response to changing student needs, technological advancements, and state-level expectations.

## A REVIEW OF DISTANCE EDUCATION COMMITTEE ANNUAL GOALS: PROGRESS, OUTCOMES, AND NEXT STEPS

### Goals for 2025-2026

- Design and Launch a New POET Course by Spring 2025
- Develop an RSI Policy and Process
- Develop a Recertification process

### REVIEW OF GOAL #1: DESIGN AND LAUNCH A NEW POET COURSE BY SPRING 2025

**Progress:** POET 2025 was designed using the Quality Course Template and piloted with DE Committee members. Modules were streamlined, discussions made optional, and mapping plan introduced as a scaffolded assignment.

**Outcomes:** Positive feedback received; suggestions led to improvements such as clarity in quiz questions, integration of RSI, accessibility, FERPA, and a scaffolded final assignment providing faculty with a meaningful and high-quality course outline.

**Next Steps:** Finalize, approve, and launch POET 2025 in Fall 2025. Establish POET as part of the onboarding process for new faculty. Launch has been delayed due to impending CVC Rubric updates.

### REVIEW OF GOAL #2: DEVELOP AND RSI PROCESS AND POLICY

**Progress:** Ongoing discussions about the importance of RSI and the implementation of a new ACCJC RSI rubric. Learned from colleges who pilot tested the new ACCJC RSI Rubric.

**Outcomes:** Agreement that RSI policy is needed and should be institutionalized.

**Next Steps:** Fall 2025, formalize a recommendation for the review and monitoring of RSI, integrate RSI more purposefully into POET and/or a future recertification process.

### REVIEW OF GOAL #3: DEVELOP A RECERTIFICATION PROCESS

**Progress:** Reviewed models from other colleges; many include ongoing annual PD hours focused on DE. The committee agrees there is a need for continued learning or recertifying.

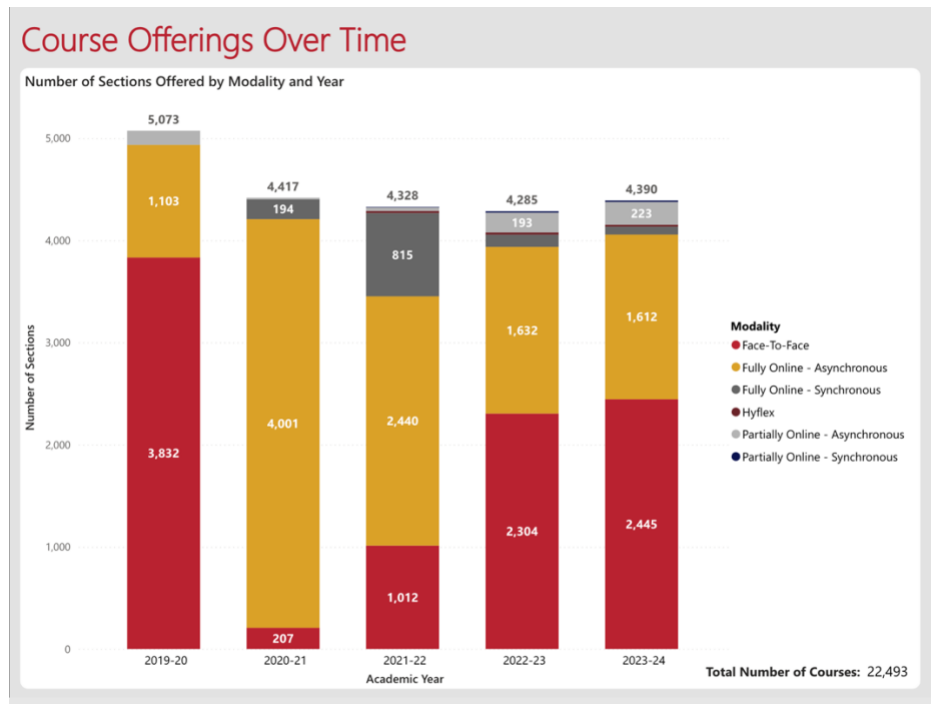
**Outcomes:** Proposals for POET 2.0, Quality Quest, @ONE courses, or POER as recertification pathways.

**Next Steps:** Propose a formal policy for Senate review.

## ADDITIONAL DE ACCOMPLISHMENTS

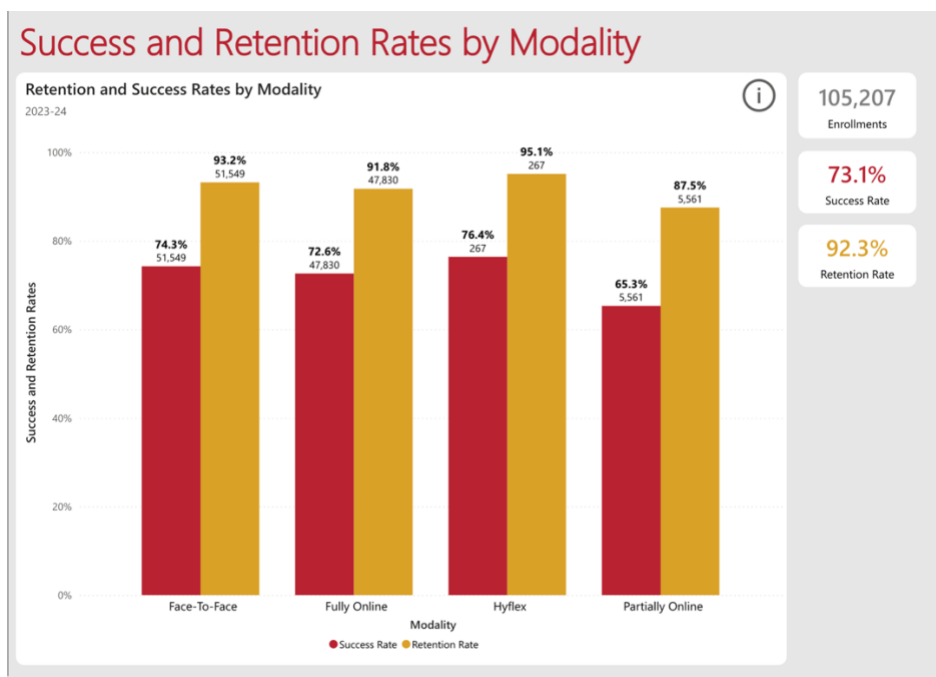
### COMPLETED AND LAUNCHED THE DE DATA DASHBOARD

- The DE Data Dashboard was a DE Committee goal from AY 2023-2024 that was fully implemented in Fall 2024.
- Developed in collaboration with Institutional Research and Planning (IRP).
- Provides accessible, centralized access to online learning metrics for faculty, departments, and administrators.
- Includes filters by modality, success, retention, and disaggregated student group data.
- Supports data-informed scheduling, assessment, and equity efforts.
- Example of data provided in the DE Data Dashboard include:



**Image Description:** The image is a bar chart titled "Course Offerings Over Time" depicting the number of sections offered by modality and year at Palomar College from the academic years 2019-20 to 2023-24. The vertical axis represents the number of sections, ranging from 0 to 5,000, while the horizontal axis lists the academic years. Each bar is divided by color into sections representing different modalities: Face-To-Face (red), Fully Online - Asynchronous (gold), Fully Online - Synchronous (dark gray), Hyflex (gray), Partially Online - Asynchronous (light gray), and Partially Online - Synchronous (dark blue).

- In 2019-20, the highest number is 5,073 sections, with 3,832 Face-To-Face (red), 1,103 Fully Online - Asynchronous (gold), and a small portion for Hyflex (gray).
- In 2020-21, there are 4,417 sections, primarily 4,001 Fully Online - Asynchronous and 194 Fully Online - Synchronous (dark gray).
- In 2021-22, the total is 4,328, with 1,632 Face-To-Face, 815 Fully Online - Asynchronous, 1,012 Partially Online - Synchronous (dark blue), and some Hyflex.
- In 2022-23, 4,328 sections include 2,304 Face-To-Face, and 2,440 Fully Online - Asynchronous, with a small portion each for Hyflex and Partially Online - Asynchronous.
- In 2023-24, 4,390 sections consist of 2,445 Face-To-Face, 1,612 Fully Online - Asynchronous, and minimal Partially Online - Synchronous and Hyflex.



**Image Description:** The image is a bar chart titled "Success and Retention Rates by Modality" for the academic year 2023-24, related to DE data for Palomar College. The chart displays data for four educational modalities: Face-To-Face, Fully Online, Hyflex, and Partially Online. Each modality features two vertical bars: a maroon bar representing the Success Rate and a yellow bar representing the Retention Rate.

- For Face-To-Face, the Success Rate is 74.3% with 51,549 enrollments, and the Retention Rate is 93.2% with the same number of enrollments.
- For Fully Online, the Success Rate is 72.6% with 47,830 enrollments, while the Retention Rate is 91.8% for the same count.
- Hyflex shows a Success Rate of 76.4% with 267 enrollments, and a Retention Rate of 95.1% for the same number.
- Partially Online has a Success Rate of 65.3% with 5,561 enrollments, and a Retention Rate of 87.5% for the same amount.

On the right, in separate boxes, is a summary stating a total of 105,207 enrollments, a 73.1% overall Success Rate, and a 92.3% Retention Rate. The chart's y-axis is labeled "Success and Retention Rates," ranging from 0% to 100%, and the x-axis is labeled "Modality." A small legend at the bottom indicates the colors corresponding to Success Rate and Retention Rate.

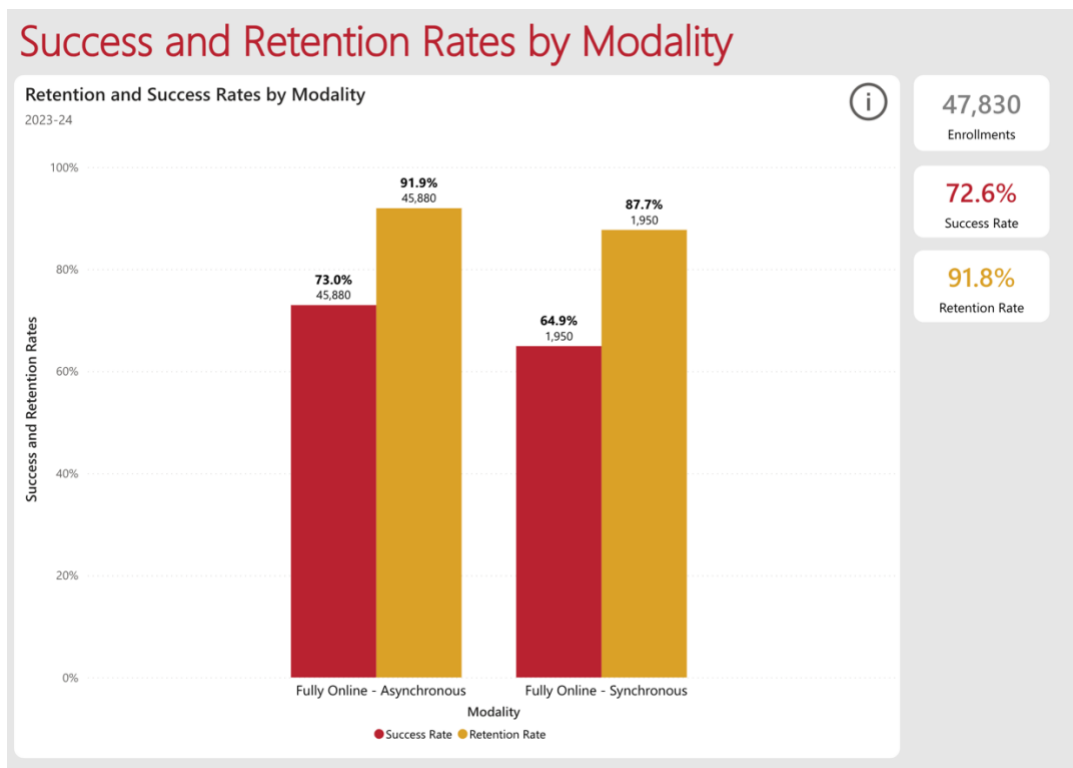


Image Description: The image is a bar chart depicting "Success and Retention Rates by Modality" for Palomar College for the academic year 2023-24. The chart consists of two sets of bars, one for "Fully Online - Asynchronous" and the other for "Fully Online - Synchronous" courses.

- The first set of bars shows a success rate of 73.0% and a retention rate of 91.9% for 45,880 enrollments in Fully Online - Asynchronous courses. The success rate is represented by a shorter red bar, and the retention rate by a taller gold bar.
- The second set of bars shows a success rate of 64.9% and a retention rate of 87.7% for 1,950 enrollments in Fully Online - Synchronous courses. Similarly, the success rate is indicated by a shorter red bar, and the retention rate by a taller gold bar.

A legend at the bottom identifies red for the success rate and gold for the retention rate.

To the right of the chart, boxed numbers indicate overall metrics: 47,830 total enrollments, a 72.6% overall success rate, and a 91.8% overall retention rate.

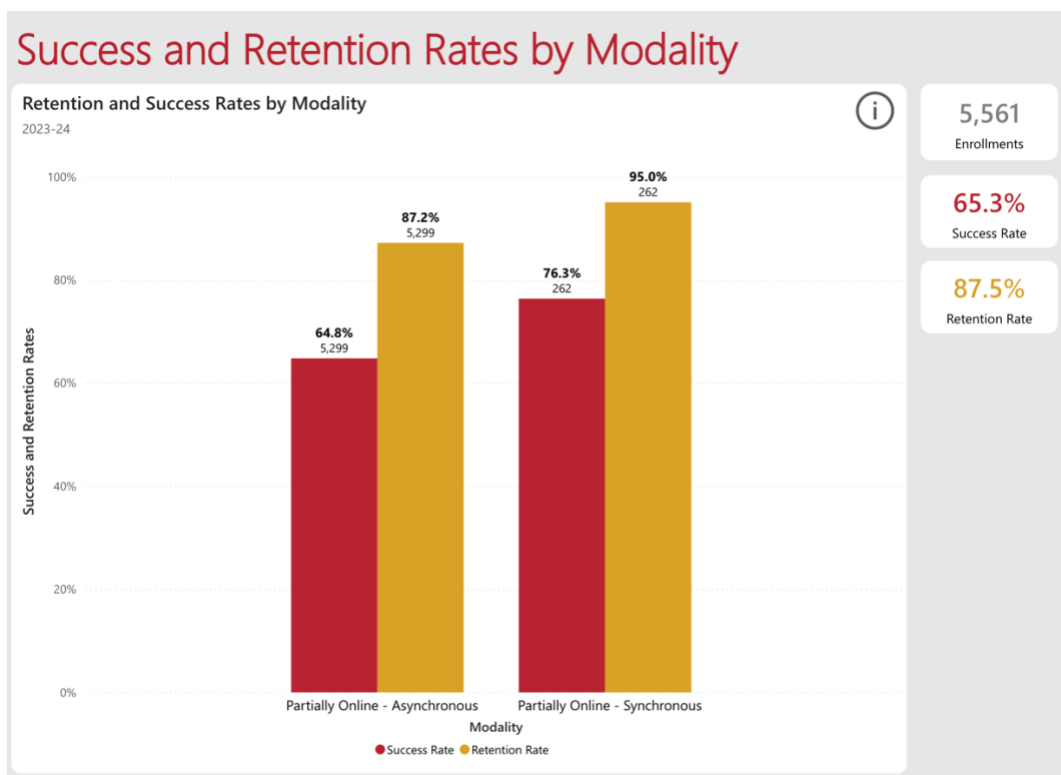


Image Description: The image is a bar chart titled "Success and Retention Rates by Modality" depicting data for Palomar College's 2023-2024 period. It compares success and retention rates for two learning modalities: "Partially Online - Asynchronous" and "Partially Online - Synchronous." The left pair of bars represents the asynchronous modality, with a dark red bar indicating a success rate of 64.8% and a gold bar showing a retention rate of 87.2%, applied to 5,299 enrollments. The right pair of bars represents the synchronous modality, with a dark red bar indicating a success rate of 76.3% and a gold bar showing a retention rate of 95.0%, applied to 262 enrollments. The y-axis is labeled "Success and Retention Rates," ranging from 0% to 100%. On the right side of the image, a panel displays total enrollments as 5,561, a success rate of 65.3%, and a retention rate of 87.5%.

## LAUNCHED AND PROMOTED OUR NEW DE HANDBOOK

- The DE Handbook was the completion of a DE Committee goal from 2023-2024
- The Handbook is publicly available as a Canvas course.
- The Handbook is a "living document" that is updated regularly to reflect current policy, tools, and information to support Distance Education.
- The DE Handbook replaced all DE-related information previously shared in several different webpages on the Palomar public website.
- Faculty can choose to "join" the handbook and have the handbook easily accessible from their Canvas Dashboard.

## INCREASED NUMBER OF QUALITY REVIEWED BADGES (POCR)

- We have continued with our 2023-2024 goal of increasing the number of courses that have earned a Quality Reviewed badge.
- As a result of our work in Spring 2024, we conducted a POCR process analysis which resulted in the creation of a new POCR Canvas course to better manage and facilitate the POCR process.

- Faculty engage in a supportive, mentored, peer-review process.
- Created a new training, called The Quality Quest, to prepare faculty for the POQR process.
- Over 30 courses have now been reviewed and aligned with the CVC-OEI Course Design Rubric.
- Successfully advocated and received funding for POQR compensation for AY 2024-2025.
  - Approved and allocated funding for 2024-2025 will be extended into 2025-2026.
  - We have continued funding available for up to 55 courses to earn a QR badge.
  - Funding allocated from Guided Pathways.

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## ENABLED LOCAL BADGING OF QUALITY REVIEWED COURSES IN MYPALOMAR

- Also, in relation to our 2023-2024 goal to increase the number of courses with QT badges, we launched a local process to show QR badges to our local students in MyPalomar (HighPoint).
  - Previous to this implementation, students could only see the badge in the CVC Course Exchange.
- Allows students to filter for QR courses during registration, promoting informed course choices.
- Provides recognition to faculty for meeting rigorous quality standards through POQR.
- Enables data tracking on QR courses and their impact on student outcomes.
- It is unknown what other colleges have implemented local badging; no other regional colleges have made QR badges available locally. Palomar is leading in this area.

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## RESOLUTION: RECOMMENDATION FOR PFF AND SENATE TO DISCUSS THE REQUIRED USE OF CANVAS FOR ALL COURSES

- For several years, the DE Committee has periodically explored the benefits of requiring Canvas use across all courses. This resulted in the creation of a resolution focused on how the use of Canvas supports student success.
- The DE Committee drafted a resolution to recommend the use of Canvas for all courses, at minimum for posting syllabi and grades.
- Focused on improving student experience, accessibility, and transparency.
- Addressed faculty concerns around workload and grading systems (Canvas vs. MyPalomar).
- Resolution approved by Faculty Senate.
- Next steps: PFF and Senate to discuss the possible implementation of the recommendation.

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## CONTINUED THE ONLINE COURSE QUALITY QUEST

- We launched the Quality Quest in Spring of 2024 and continued to offer Quality Quest in the 2024-2025 academic year.
- In the 2023-2024 academic year we had 161 faculty attend the Quality Quest Bootcamp, or the shorter Quality Quest Overview session. The 161 attendees do not represent unique attendees and rather includes faculty who attended multiple times. In the 2024-2025 academic year, although offering seven opportunities, only 30 faculty attended (also including repeat attendees).
- In the 2024-2025 academic year, we promoted the Quality Quest as an asynchronous self-paced guided learning opportunity, thus faculty could choose to utilize the Quality Quest on their own.

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## SIMPLE SYLLABUS: DETERMINING FEASIBILITY AND FUNDING FOR POSSIBLE RECOMMENDATION TO ADOPT

- DE Committee continued to consider Simple Syllabus (first reviewed by the DE Committee in 2022)

- In 2024-2025 we invited Simple Syllabus to provide another demonstration of the tool.
  - Simple Syllabus provided a demo to the committee during a regularly scheduled DE committee meeting and offered optional additional sessions for deeper engagement with the tool.
- DE Committee invited a colleague from City College of San Francisco to share how they implemented Simple Syllabus and inquired about what considerations the committee should discuss prior to utilizing a tool like Simple Syllabus. Time was spent discussing faculty adoption and pushback.
- Committee explored how the tool:
  - Integrates with Canvas and SIS (auto-populates policies and SLOs)
  - Tracks student engagement (views, time spent)
  - Standardizes accessibility and formatting
  - Discussed campus-wide implementation challenges and stakeholder feedback.
- Stakeholder Feedback
  - Presented to ASG: Shared information about the tool and asked ASG whether they think the DE Committee should continue to pursue the tool.
    - Outcome: The presentation was well received. Many voiced gratitude for having syllabi in one place, providing consistent information, and having easier access to obtaining course syllabi in the future for transfer purposes.
    - Concerns: Looking for assurance information would not be duplicative specifically to their Canvas Calendars. Due dates and college events are already present, and they want to avoid feeling overwhelmed with the importing of syllabi information. They had great questions and appreciated being brought into the conversation
  - Presented to Chairs and Directors on May 9<sup>th</sup>: Shared information about the tool and asked Chairs and Directors whether they think the DE Committee should continue to pursue the tool.
    - Outcome: Well received by those in attendance outside of one department who's implemented strategies that mirror the use of Simple Syllabus.
- Next Steps: Town-Hall like sessions to share the tool with faculty and gather additional feedback to make a decision whether to propose formal adoption of the tool. DE Committee will continue to discuss the feasibility and funding of the tool.

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## ESTABLISHED NEW DE COMMITTEE GOVERNANCE STRUCTURE

- Successfully updated the DE Committee Governance Structure to add three new members and clarify the products.
- Approved addition of key roles:
  - Instructional Designer (Faculty)
  - ATRC Representative
  - Dean with oversight of Distance Education
- Ensures stronger alignment between instructional technology, faculty support, and DE strategy.
- Positions DE for more formal inclusion in institutional planning and decision-making.

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## HOSTED AND LED SDICCCA "ACCESSABILITY WEEK"

- Palomar served as lead host for the first ever regional week of learning involving all SDICCCA colleges.
- Delivered over 19 sessions throughout the week, open to all employees.
- Emphasized legal requirements, inclusive design strategies, and practical tools.
- Supported cross-campus learning and reinforced the 2026 accessibility compliance deadline.

## CVC EXCHANGE TEACHING COLLEGE IMPLEMENTATION CONCLUDED IN SUMMER 2024

- Palomar Colleges Teaching College implementation was completed in July 2024.
- As a Teaching College in the CVC Course Exchange, students can now cross-enroll into Palomar college courses.
- CVC Course Exchange Data: Understanding how students are using the CVC Course Exchange
  - We have more Outgoing students (Palomar students taking courses elsewhere) than Incoming students (Students from other colleges taking Palomar courses). This is to be expected since students from other colleges have over 70 colleges to choose from.
  - There is not a clear trend among the courses students are choosing to take through the CVC Course Exchange. Overall, there is a lot of variety.
    - Outgoing Course Enrollments Trends
      - Three courses had a total of 4 enrollments at other colleges: MATH11, MATH150, and MATH219
      - Four courses had a total of 3 enrollments at other colleges: ENG101, ENG1A, MATHV22, and MAT201
      - Palomar students are showing most interest in taking Math and English courses at other colleges through the CVC Exchange. With 10 of the top 20 course from Math and 4 from English.
    - Incoming Course Enrollments Trends
      - Two courses had a total of 4 enrollments at Palomar: CHDV185 and NUTR185
      - Three courses had a total of 3 enrollments at Palomar: CS160, GEOG145, and JOUR130
      - Students outside of Palomar are showing most interest in: NUTR185, CHDV 185, ANTH110, CSI210.

**Table 1: CVC Course Exchange Data as of 4/29/25**

| Term        | Outgoing:<br>Failed or<br>incomplete<br>registration | Outgoing:<br>Successful<br>Enrollment | Outgoing:<br>number of<br>different<br>courses | Incoming:<br>Failed or<br>Incomplete<br>Registration | Incoming:<br>Successful<br>Enrollment | Incoming:<br>Number of<br>different<br>courses |
|-------------|------------------------------------------------------|---------------------------------------|------------------------------------------------|------------------------------------------------------|---------------------------------------|------------------------------------------------|
| Fall 2022   | 45                                                   | 3                                     | 3                                              | n/a                                                  | n/a                                   | n/a                                            |
| Winter 2023 | 18                                                   | 4                                     | 4                                              | n/a                                                  | n/a                                   | n/a                                            |
| Spring 2023 | 50                                                   | 11                                    | 11                                             | n/a                                                  | n/a                                   | n/a                                            |
| Summer 2023 | 86                                                   | 30                                    | 26                                             | n/a                                                  | n/a                                   | n/a                                            |
| Fall 2023   | 62                                                   | 16                                    | 16                                             | n/a                                                  | n/a                                   | n/a                                            |
| Winter 2024 | 9                                                    | 4                                     | 4                                              | n/a                                                  | n/a                                   | n/a                                            |
| Spring 2024 | 129                                                  | 36                                    | 35                                             | n/a                                                  | n/a                                   | n/a                                            |
| Summer 2024 | 168                                                  | 40                                    | 35                                             | n/a                                                  | n/a                                   | n/a                                            |
| Fall 2024   | 148                                                  | 44                                    | 39                                             | 68                                                   | 19                                    | 14                                             |
| Winter 2025 | 25                                                   | 14                                    | 9                                              | n/a                                                  | n/a                                   | n/a                                            |

|                    |                                             |                                       |            |                                             |                                      |            |
|--------------------|---------------------------------------------|---------------------------------------|------------|---------------------------------------------|--------------------------------------|------------|
| Spring 2025        | 193                                         | 82                                    | 79         | 159                                         | 59                                   | 44         |
| Summer 2025        | 24                                          | 14                                    | 14         | n/a                                         | n/a                                  | n/a        |
| <b>Grand Total</b> | <b>962 failed or incomplete enrollments</b> | <b>300 total outgoing enrollments</b> | <b>n/a</b> | <b>227 failed or incomplete enrollments</b> | <b>78 total incoming enrollments</b> | <b>n/a</b> |

## INCLUSION OF DISTANCE EDUCATION IN THE STUDENT ORIENTATION

- The SDICCCA DE Coordinators had a regional conversation where they shared how each college prepares students for online success. This conversation highlighted an opportunity for Palomar.
- DE Committee discussed ways we could better prepare students for online success.
- It was discovered that there was no information in the required student orientation that addressed online learning.
- DE Coordinator Falcone worked with Student Services to add a page to the student orientation that provides basic information about DE modalities, how to get help, and also explained to students what Canvas is and how to access Canvas for DE courses.
- Next Steps: DE Committee will continue discussing opportunities to better prepare students for online learning success. For example, offering student courses in online learning and how to use Canvas similar to MiraCosta.

## CONTINUATION OF DE/ID MONTHLY NEWSLETTER

- Continued the practice of providing a single monthly newsletter to communicate valuable information related to both Distance Education and Instructional Design
- Introduced a permanent section in the newsletter dedicated to Regular and Substantive Interaction (RSI) to ensure we are providing continual reminder to all faculty about the requirement for interaction.
- Included a standard section related to accessibility in support of the goal to meet the new Title 2 requirement to meet accessibility standards by April 2026.

## FOCUS ON ACCESSIBILITY

- DE Committee had a strong focus on accessibility throughout the 2024-2025 year.
- The DE Committee continued to provide feedback to the DE Coordinator on opportunities to communicate and provide training.
- Every month the DE/ID Newsletter included a different focus to help faculty learn and practice different accessibility skills throughout the year.
- A weekly accessibility training was offered by the DE Coordinator/Instructional Designer in response to DE Committee recognizing the need for additional accessibility training. Along with weekly training, several other departments/programs invited Falcone to conduct a specific training for them, including Executive team, Foundation, Human Resources, Research and Planning, Instructional Services, Students Services, Child Development department, Nursing department, and ESL department.
- Accessibility Centered PD Training:
  - At least 178 employees attended the weekly training “Cultivating Accessible Design Habits for an Inclusive Digital World” (not all attendees at the special sessions were tracked in the PD Portal)
  - 35 attended “maximizing Course Accessibility with Pope Tech”
  - 29 attended “Designing a Syllabus for All Students: Ensuring Accessibility”

## DE: CONTINUED TOPICS OF IMPORTANCE

### DE DEPARTMENT BYLAWS

Continued from 2023-2024: The DE Committee has discussed the creation of suggested language to include in department bylaws focused on Distance Education.

Next steps: This might be added to the future DE Handbook.

### CANVAS ROLES

Continued from 2023-2024: Faculty can add people to their courses and give them a role. There are several roles currently available, and the DE Committee has noticed challenges with several of them not providing the permission needed, or in one instance providing too many permissions that impact student privacy.

Next Steps: Make this an annual discussion for the DE Committee to ensure the Canvas roles remain accurate and useful.

### CANVAS BADGES

Continued from 2023-2024: The DE Coordinator is working with our ATRC Admins to implement Canvas Badges. Badges can be used to acknowledge the completion of a course or a module. This work has been initiated by our math colleagues who are looking for a way to acknowledge when a student has completed a single module in a math preparation course.

Next Steps: DE Committee work with ATRC to better understand Canvas Badges and provide training to faculty.

## THE FUTURE OF DISTANCE EDUCATION AT PALOMAR COLLEGE: VISION 2035

### PALOMAR COLLEGE VISION 2035: DISTANCE EDUCATION GOALS

Palomar College completed the Vision 2035 plan in the Fall of 2023. This plan includes several goals for the future of Distance Education at Palomar College, these include:

- Goal 1, Objective 9: “Implement and support a comprehensive and equitable distance education program”
- Goal 3, Objective 6: “Invest in the infrastructure needed to grow enrollment through online educational programs.”

Additionally, the EVP includes the following comments about DE:

- “The EVP goals call for intentionally planning for online programs and maintaining online academic and support services.”
- “An opportunity exists for the District to intentionally build its online programs and offerings while supporting on-campus programs and offerings.”
- “Create a technology-rich environment that supports Hyflex, hybrid, and online instruction.”
- “Palomar College must market and ensure students have easy access to its programs and services at the San Marcos Campus, education centers and sites, and online to minimize the loss of service area residents to other community colleges.”

- “The District’s free flow analysis showed that many service area residents attend other regional community colleges. Palomar College can regain some of these enrollments by offering future-focused programs and services in convenient locations and through distance (online) education.”
- “To meet the needs of its service area, the District will increase enrollment at the San Marcos Campus through the expansion of online and hybrid course availability, opportunities that support skills development in the workforce, increases in Middle College and dual enrollment options, and partnerships with business, industry, and public and private universities.”

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#### A QUESTION FOR THE FACULTY SENATE: WHAT WOULD IT LOOK LIKE TO IMPLEMENT THE DE-RELATED VISION 2035 GOALS?

What would it look like to invest in the infrastructure, organizational structure, leadership, and funding needed to both support and grow our online educational programs?

Many colleges have a full-time dedicated Distance Education Coordinator, Distance Education Directors or Deans, and official DE or Online Learning departments with a budget. Palomar does not currently have any of these valuable resources to lead and invest in DE.

What opportunity do we have to provide the leadership, funding, and resources to meet our 2035 Vision?

# Senate Report: Proctoring/Academic Integrity Needs

## Solution Suggestions for Senate Action

Compiled by Marina Parenti, Academic Integrity Taskforce Chair

Chris Norcross, John Harland, Adriana Guillen Committee Members

*May 12, 2025*

## Rationale

This report synthesizes faculty input from prior town halls, surveys, and the Academic Integrity Task Force meetings on April 9 and 23. It presents a consensus of findings to the Senate and delegates further investigation to the Academic Standards and Practices Committee. The institution faces a significant risk of losing credibility, having operated for four years without Proctorio, leaving it without data for comparison with colleges using lockdown services.

Additional Recommendations: Student Equity/Impact discovery for ASG, Senate Adhoc, and ASPC

## Proposed Possible Solutions

### Threefold Approach: Academic Integrity, Proctoring, Faculty Support

- **Academic Integrity:** Increase faculty/student workshop presence on Academic Integrity, simplify reporting process, create PD with Student Life and Leadership (Summer PD plans with Amrik/Marina).
- **Restore and increase availability of Proctoring:** Secure funding, determine equity across departments, close equity gaps between non-proctored vs. proctored assessments in all modalities, include language in the course description of proctoring on campus if online.
  - Academic Integrity Taskforce looked at Honorlock, but there are other Proctoring Tools Available. We recommend ASPC/DE and ATRC compare and contrast faculty and student needs
  - STAC Honorlock-verified by Chancellor's office, Soc2 Type 2 certified

- Live Proctors- assess testing, not seen by students, AI plus live pop-in via chat, not accusatory, guide back towards compliant behavior (screenshots, copy/paste), violations (going off camera) are human verified.
- **Search and Destroy**-(DMCA) takes down proprietary instructor material with single button request! Text-based questions are best, not for images or numeric
- Works in any browser, not with ipads/phones. Laptops/computers only-can be public setting or with options (parent w/child in lap)
- No scheduling needed
- Takes place in Canvas
- Customizable settings
- Students supported by chat/within 15 sec avg/Faculty support via phone
- Camera: 2 types: face-on camera (typical) and/or side angle (view hands), only facial detection/not recognition, not stored, ID requirement optional, institution responsible for data storage up to 1 year
- Virtual Machine can sidestep Honorlock, but 1% rate, unusual
- Students trained through practice quiz/Faculty training available
- Browser Guard-is only the lockdown feature, no popups/windows, tabs
- Pricing: Honorlock is offering two pricing models for online exam proctoring services
  - **Per Exam Model**
    - \$4.99 per exam - Automated Proctoring Only
    - \$5.99 per exam - Automated Proctoring with Live Proctor Pop-In
    - Supports any exam length up to 4 hours with no additional fees
  - **Per User Model**
    - \$10.50 per user - Automated Proctoring (unlimited exams)
    - \$21.00 per user - Automated Proctoring with Live Proctor Pop-In (unlimited exams)
    - Supports any exam length up to 4 hours

Additional Info: The pricing for Honorlock is prepaid by the institution annually. For example, if the college wanted to license up to 1,000 students to be able to take proctored exams with the Live Proctor Pop-In included, it would cost \$21.00/student for a total of \$21,000. Without the Live Proctor Pop-In, meaning AI only, it would cost \$10.50/student for a total of \$10,500. This pricing is the STAC-STARTE program pricing that is available to all the California Community Colleges and California State Universities that are part of the program.

- **Palomar Online Proctoring Service (POPS):** Include a single point of proctoring support (hub) for faculty and students, current numbers usage: Current as of 4/15/25
  - Spring 2025 4/11/25 Faculty-4 Proctored Exams-413
  - Fall 2024 11/8/24 Faculty-13 Proctored Exams-2124
- **Faculty Support-Authentic Assessment Support:** Offer department-specific templates/faculty toolkits and workshops. Include policy on ADA compliance and military student needs (offline options) for proctoring high-stakes exams. (ex: having a Senior Officer proctor exam).
  - **Artificial Intelligence:** 3 service levels, with recommended color coding, red (none) yellow (partial) green (most)
  - [Artificial Intelligence Syllabus Statements:](#) Instructors choose and state how they approve AI usage
  - **No Use:** Bans AI, emphasizing human effort across writing, feedback, and simulation for unassisted rigor.
  - **Limited Use:** Permits AI as a supportive tool in writing, feedback, and simulation, restricting its role to enhance, not replace, student work.
  - **Full Use with Disclosure:** Embraces AI fully in all areas, requiring detailed transparency to balance innovation with integrity.

## Additional Recommendations:

- **Policy Updates:** Revise the 2021 Senate Resolution to address AI, detailing privacy-respecting proctoring (a student concern) and faculty training, including tiered Artificial Intelligence-use policy, and recommend standardization of individual faculty AI policy on syllabi and all assignments.
  - Include policy instructor use of publishers 3rd party service outside of what Palomar offers
- **Longer Term Solution:** PFF Negotiation-Cap Online Class Sizes-Workload Relief

## Data Insights: Links, Historical Reports, and Response Percentages:

### Zoom links:

1st TownHall reports synthesis from in person and zoom:

<https://docs.google.com/document/d/18ewjQjIQgTO0vtCBZhqGwh5oE5BrGfw0yfcAiY6fHbE/edit?usp=sharing>

2nd Townhall:

<https://docs.google.com/document/d/1-nfURGWabiCP-SaCsgp7YdbkMGU7Cfli9ST961cNLP8/edit?usp=sparing>

## Survey Responses:

[https://docs.google.com/forms/d/e/1FAIpQLScwLPXzRi6jgcOg94-gRccISlWsnbP3CNK\\_J70yIUUlgDe7gg/viewform?usp=dialog](https://docs.google.com/forms/d/e/1FAIpQLScwLPXzRi6jgcOg94-gRccISlWsnbP3CNK_J70yIUUlgDe7gg/viewform?usp=dialog)

## Response Percentages

### Question 1: Charted as % of workers

### Question 2: What are your ideas for how the campus can address our proctoring needs?

The most frequent suggestion, mentioned by 22 out of 67 respondents (approximately 32.8%), is to establish a dedicated proctoring or testing center.

**Question 3: What concerns do you have about proctoring and academic integrity?** 68 respondents. The most frequent suggestion, mentioned by 22 out of 68 respondents (approximately 32.4%), is to establish a dedicated proctoring or testing center.

### Question 4: Do you have any personal experiences or stories you would like to share to support the need to proctor and/or increase academic integrity?

The most frequent suggestion, explicitly mentioned by 19 out of 58 respondents (approximately 32.8%), is establishing a dedicated proctoring center to support in-person and online exams to ensure integrity while maintaining online course flexibility. This aligns with experiences where in-person exams for online courses yielded grade distributions comparable to face-to-face classes.

### Question 5: Do you have any additional questions, comments, concerns, or suggestions you'd like to share with the workgroup?

 59 responses:

The most frequent suggestion, explicitly mentioned by 20 out of 59 respondents (approximately 33.9%), is to establish a dedicated proctoring center independent of tutoring services. This center would be staffed with dedicated personnel, equipped with necessary resources (computers, lockers), and operate extended hours (8 AM–8 PM, Monday–Thursday, with half-days on Fridays and Saturdays) to accommodate in-person and online exam needs.

## Specific Topic Breakdown: Academic Integrity/POPS

### Academic Integrity: 78.3%

76 respondents addressed academic integrity in at least one of their responses across the three question groups. This high percentage reflects the pervasive concern about cheating, AI misuse, and the need for proctoring to ensure fair and rigorous assessments, particularly in online courses.

### Percentage that mention POPS: 6.6-7.9%

The total number of unique respondents is 76, indicating some overlap (i.e., some individuals responded to multiple questions). Note that POPS itself was mentioned by only ~5–6 respondents, indicating that while POPS is part of the conversation, the broader concept of proctoring dominates the responses.

## MSLC-Math Science Learning Center at Palomar-Proctoring Info updates from Amber/Annie 4/23/25

- Online students come in to take tests, primarily in-person service
- No appointments, first come first serve, (sometimes long lines due to “11th” hour traffic)
- Weekly exam average: 120-130
- Make up exams for all subjects, any faculty submit forms and exam copy
- Center is not affiliated with POPS, sometimes get DRC overflow
- There are staffing limitations, 75-80% desk staff time proctoring
- Cameras used in identifying cheating during exam process
- Slight decrease in exam #s Spring 25 due to policy change where hybrid online classes can proctor
- The Biology dept has similar model with series of on-campus exam dates
- An entire class can be accommodated for an exam
- Non-Conservative Cost projection this fiscal year, 105,000 includes supplies, conservative 64k
- Math department's planning to proctor their own exams, if so, may reduce the need for permanent staff, but still require short-term staff for maintenance.

# Proposal for Correspondence Education

**At Palomar College courses are offered via correspondence only when other modalities (including distance education) are not possible or available, as collaboratively determined by the department, dean, and relevant Vice President.**

## Title 5 § 55260. Correspondence Education Definition and Application

Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.

## Justification:

- Correspondence education can provide access to education to individuals in circumstances where it would be difficult to continue their education. Students in jails or detention facilities and our deployed military often have restrictions or limitations in technology or time, and this model of education could allow them to take classes at Palomar College.

# Correspondence Education Addendum

*\*Note: A new tab will be created in Maverick titled "Correspondence Education." The following bold text will appear in that tab:*

## **Title 5 § 55260. Correspondence Education Definition and Application**

**Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence education is not distance education.**

## **§ 55262. Correspondence Education Instructor Contact**

**Any portion of a course conducted through correspondence education should be established through a cycle of assignment submissions and comprehensive, responsive feedback as determined by local policy. A student's enrollment in a correspondence course in no way diminishes the instructor(s) responsibility to ensure that each student receives ongoing support toward making meaningful academic progress. Students participating in courses conducted through correspondence education shall also have access to student support services, including counseling, library services and research assistance, and tutoring or learning support, via mail, email, telephone, or in-person dependent on local practice. Determinations and judgments about the quality of correspondence education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of section 53203.**

**At Palomar College courses are offered via correspondence only when other modalities (including distance education) are not possible or available, as collaboratively determined by the department, dean, and relevant vice president.**

**May this course be offered as correspondence education? (check box)**

*\*Note: If a faculty checks the box that the course may be offered as correspondence education, they will need to complete the following questions in the addendum. This is in alignment with Title 5 § 55263: "If any portion of the instruction in a new or existing course is to be provided through correspondence education, an addendum to the official course outline of record shall be required."*

*The answers to the questions will initially be reviewed by the Dean of Instruction before making their way through the approval process.*

1. **Describe how the course outcomes will be achieved in a correspondence education mode.**
  
2. **Describe the cycle of (1) how students will receive and submit assignments and (2) how instructors will provide comprehensive, responsive feedback to students.**
  
3. **List any special texts, equipment, or supplies needed for this course or sections of this course being offered through correspondence education.**
  
4. **Correspondence courses must meet the requirements of the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d).**

**Confirm that each of the Universal Design principles below will be used when an instructor designs a section of the course for correspondence education delivery. Check all boxes that apply.**

- ☐ **Provide an uncluttered interface with consistent layout and navigation.**
- ☐ **Avoid moving or flashing images and self-starting video or audio.**
- ☐ **Ensure access for people with diverse abilities.**
- ☐ **Accommodate a wide range of individual preferences and abilities.**
- ☐ **Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.**

**Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for correspondence education delivery. Check all boxes that apply.**

- ☐ Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
- ☐ Instructional videos will have accurate closed captioning.
- ☐ Audio recordings will include transcripts.
- ☐ Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader.
- ☐ Hyperlinks will be presented using meaningful link text rather than URLs.
- ☐ Content will provide adequate color contrast (such black on white background), font size (such as 12-14), and font style (such Arial or Tahoma) to ensure readability.
- ☐ Any PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF).

**If you did not check one or more of the boxes above, please explain below.**