



MEETING

2026-03-30

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, March 30, 2026

Time: 2:30-3:50pm

Location: LRC-116 and Zoom

MEMBERSHIP

Adams, Ben
Backman, Russell
Brooks, Mary Ellen
Dalrymple, William
Doyle Bauer, Alexandra
Elliott Pham, Heather
Falcone, Kelly
Gushansky, Gene
Jarvinen, Jason
Klinger, Scott
Lawson, Lawrence
Martinez, Melissa
Mellos, Vickie
Miller, Naomi (ASG)
Mufson, Michael
Pearson, Beth
Sanchez, Tanessa
Seiler, Karl
Sheaffer, Russell
Shmorhun, Nina
Siminski, Nicole
Wolters, Ashley
Vafaei, Alyssa
Zavodny, Anastasia

AGENDA

- 1. Opening**
 - a. Call to Order
 - b. Public Comment
 - c. Announcements
 - d. Agenda Changes
 - e. Approval of Minutes – 03-16-2026
- 2. Action**
 - a. Committee on Committees – (Exhibit 1), Zavodny
 - b. Curriculum Committee – (Exhibit 2), Mellos
 - c. PFF/Senate President Hiring Committee Agreement – (Exhibit 3), Pearson, Lawson
 - 3 faculty appointed by Senate, 2 faculty appointed by PFF
- 3. Information – (Max 5 min each)**
 - a. ASG Report – Miller
 - b. Institution Set Standards and Stretch Goals – (Exhibit 4.1, 4.2 & 4.3), Barton
 - Annual review of the College's Institution Set Standards (ISS) and Stretch Goals for inclusion into ACCJC's annual report.
 - c. Burden-Free Access Materials – (Exhibit 5), Dean Fererro
 - Informational Overview and Feedback
 - d. GE Subcommittee Progress Report – (Exhibit 5), Mellos, Mudgett
 - e. Professional Development Terminology Update – (Exhibit 6.1 & 6.2), Guerrero
 - Title 5 Changes and Accreditation Standard 3.2
- 4. Discussion - (Max 7 min each)**
 - a. Faculty Senate Discussion regarding change in eligibility for Senate Council Vice-President Position - (Exhibit 7), Shmorhun
 - Consideration for changing eligibility to all faculty eligibility
- 5. Adjournment**

Academic & Professional Matters: The 10+1+1

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



MINUTES OF THE MEETING OF THE FACULTY SENATE

March 16, 2026

ATTENDANCE

PRESENT: Ben Adams, Russell Backman, Elijah Barnes (ASG), Mary Ellen Brooks, Alexandra Doyle Bauer, William Dalrymple, Heather Elliott Pham, Kelly Falcone, Gene Gushansky, Jason Jarvinen, Scott Klinger, Lawrence Lawson, Melissa Martinez, Vicki Mellos, Michael Mufson, Beth Pearson, Russell Sheaffer, Tanessa Sanchez, Karl Seiler, Nina Shmorhun, Nicole Siminski, Alyssa Vafaei, Ashley Wolters, Anastasia Zavodny

ABSENT:

GUESTS: Erin Feld, Matt Grills, Ben Mudgett, Elena Villa Fernández de Castro

All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER

The meeting was called to order by Faculty Senate President, Elizabeth Pearson, in LRC-116 at 2:31 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Senator Siminski offered congratulations to the faculty that received tenure.

Senator Falcone President shared an opinion regarding a proposed form for deans to assess institutional responsibility for faculty, noting that while it might be unpopular, she is not opposed to tracking service, similar to how professional development hours are reported.

Senator Dalrymple announced that a part-time faculty survey regarding professional and working conditions has been open for a week. He encouraged both full-time and part-time faculty to participate anonymously before the survey closes on March 27th.

Dr. Ben Mudgett, the Faculty Pride Center Coordinator, announced that the Pride Center is seeking volunteers for its upcoming grand opening.

Minutes 2026-03-16 Approved

ANNOUNCEMENTS

Senator Mellos reminded faculty to launch course reviews by the recommended April 3rd deadline and to track their proposals in Maverick.

Senator Lawson announced the Strength and Solidarity Community Festival, co-hosted by PFF and CCE, scheduled for May 2nd from 11:00 a.m. to 3:00 p.m. The event will feature activities to raise funds and items for students' basic needs.

Senator Dalrymple announced that the Palomar Faculty Federation (PFF) is offering 2026 academic scholarships for family members of faculty attending public higher education in the 2026-27 year. Awards range from \$1,000 to \$3,000 for those with a minimum 3.0 GPA.

President Pearson announced that last year's ceremony at the stadium was beyond capacity, creating a safety hazard. For the upcoming graduation, students are guaranteed four tickets with the option to request more. Senators suggested potential solutions for the capacity issue, such as holding multiple ceremonies split by division or ensuring a high-quality livestream for overflow crowds. It was noted that current construction limits emergency evacuation flow, though this is expected to improve after the construction is completed.

President Pearson announced that there are currently open seats on the Senate for both part-time and full-time and encouraged senators to recruit colleagues.

President Pearson announced that she emailed an open survey to all faculty to gather opinions on Senate matters and looks forward to receiving more responses.

President Pearson announced a reminder to the body that nominations for The Faculty Service and Scholarly and Professional Awards are currently being accepted; she has received a few nominations and urged senators to consider nominating additional individuals or encouraging their colleagues to do so.

President Pearson confirmed that a "college hour" block has been established in the new schedule. While its specific use is still in the "idea stage," the intent is to create a space primarily for student participation.

AGENDA CHANGES

None.

APPROVAL OF MINUTES

MSC: Shmorhun/Adams

Faculty Senate to approve the minutes for March 9, 2026 as amended.

The motion carried.

Minutes 2026-03-16 Approved

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Shmorhun

Faculty Senate to approve the result of the ballot for the regular committee appointment.

The Motion Carried.

Faculty Position Prioritization Committee

Lakshmi Paranthaman (Business, Legal Studies, Real Estate), **Faculty at-large (25-27)**

MSC: Zavodny/Shmorhun

Faculty Senate to approve the result of the ballot for the Dean of Enrollment Services Hiring Committee.

The Motion Carried.

Erin Hiro (Media Studies), **Faculty**

B. Equitable Placement and Completion Committee - (Exhibit 2), Feld

MSC: Shmorhun/Sanchez

Faculty Senate to approve the changes to the Governance Sheet for the Equitable Placement and Completion Committee.

The Motion Carried.

INFORMATION

A. ASG Report, Miller

Naomi Miller, the ASG Vice President of Communications, reported on a recent advocacy trip to Sacramento. Student representatives met with legislators to discuss funding for basic needs and resources for students with disabilities. She also announced the March Madness event in honor of LaCraigory Garrett being held in on the Clock Tower Lawn and the upcoming Student Assembly in San Francisco at the end of the month, where the student board will vote on statewide resolutions for California community colleges.

B. Presidential Search Update- (Exhibit 3), Pearson

President Pearson provided an update on the presidential hiring committee, noting that faculty representation was increased from four to five seats following pressure from faculty. The governing

Minutes 2026-03-16 Approved

board also decreased student representation from three to two seats, which was noted to be unrelated to the increase in faculty seats and supported by student trustee Ariel Fridman. The five faculty seats will be distributed with the PFF appointing two members (one full-time and one part-time) and the Faculty Senate appointing three members (two full-time and one part-time). The district has contracted PPL consultants for approximately \$55,000 to manage the search process. It was noted that there are no governing board members on the hiring committee, which was attributed to the effective advocacy of the PFF and faculty at board meetings.

C. Reassigned Time positions for Fall 2026 Draft- (Exhibit 4), Pearson

The Senate reviewed a list of reassigned time positions opening for the next academic year, including Credit for Prior Learning, Curriculum Co-Chair, Equivalency Committee Chair, and several coordinator roles. Pearson noted that Vicki Mellos is leaving the Curriculum role and that the administration has agreed to fund a shadowing period for a successor to learn the detailed responsibilities of the position. A discussion followed regarding Brown Act requirements for these roles. It was clarified that for committees like Curriculum and Equivalency, a quorum must be physically present on campus for the meeting to occur. While a Zoom option is required for public viewing, remote attendance by committee members only counts toward a quorum under disability accommodations. Pearson offered to add a column to the informational document to clarify which roles involve Brown Act committees and whether they are open to part-time faculty.

DISCUSSION

A. Proctoring POPS & Makeup Testing Services Update/Guidance - (Exhibit 4), Shmorhun

Senator Shmorhun presented an update on the Palomar Online Proctoring Services (POPS), noting that the previous restriction limiting the service to asynchronous courses has been removed; it is now open to all fully online courses.

While usage has decreased this semester and no students have been turned away, confusion persists regarding course modalities. It was mentioned that requiring a proctored exam at a specific time effectively makes an asynchronous course synchronous, creating conflicts for students who signed up for a flexible schedule.

Significant discussion focused on the lack of a dedicated institutional budget for the service.

Another senator expressed frustration that students are often only permitted to use the service in extreme emergencies, arguing that the lack of accessible proctoring is negatively impacting enrollment because students are being forced to come to campus for exams.

To address capacity and cost challenges, senators discussed potential technological and collaborative solutions. A senator suggested using specific Zoom features, like all-screens mode, to monitor

Minutes 2026-03-16 Approved

multiple students simultaneously more efficiently. While external proctoring services were noted as being too expensive, a senator mentioned that the UC system is developing a shared proctoring network. It was suggested that the college advocate for a similar network within the community college system to share the burden of infrastructure and funding costs

B. Subcommittee Chair Training Document- (Exhibit 6), Zavodny

The chair of Committee on Committees, Senator Zavodny, introduced a draft training document and a corresponding “at a glance” guide designed to assist chairs of Faculty Senate subcommittees in navigating their roles.

This initiative was prompted by various updates to the Brown Act and the college's upcoming migration from BoardDocs to Diligent Community for managing committee records. It was emphasized that the goal is to provide a simplified cheat sheet that clarifies legal requirements and reporting lines, particularly because these subcommittees ultimately report back to the Faculty Senate.

The training includes key Brown Act highlights. Chairs must publish agendas 72 hours in advance of regular meetings and establish Zoom rooms for public viewing, a requirement that remains even if committee members are not attending remotely. Before a meeting, a chair is responsible for ensuring a quorum will be present and inviting any guests relevant to agenda topics. During the session, chairs must ensure minutes are being recorded and manage public comments, while also noting which committees provide compensation for part-time participants.

Regarding membership maintenance, a senator mentioned that the current policy allows for the removal of any committee member who misses one-third of regularly scheduled meetings, though the body may need to clarify whether this threshold applies per semester or per year.

After meetings conclude, chairs are expected to close the reporting loop by posting approved minutes and exhibits to the college website and reporting any relevant actions back to the Faculty Senate.

Another senator noted the specific challenges faced by committees that use closed sessions, such as the Equivalency Committee; it was emphasized that while sensitive discussions are confidential, the results of any actions taken must be reported out publicly to comply with transparency regulations.

Finally, a senator confirmed that the district has agreed to fund Diligent Community access for all Senate committees starting next academic year, which will help standardize the agenda and minutes process across governance.

C. Faculty Senate Discussion regarding change in eligibility for Senate Council Vice-President Position, consideration for changing eligibility to all faculty eligibility - (Exhibit 7), Pearson, Shmorhun

Minutes 2026-03-16 Approved

The senate engaged in a discussion regarding a proposed constitutional amendment to change the eligibility requirements for the position of vice president. Currently, the Faculty Senate Constitution stipulates that only permanent tenured faculty are eligible to serve in this leadership role.

A potential proposal seeks to open eligibility to all senators, including both full-time and part-time faculty members. A senator clarified that this change would not automatically result in a part-time faculty member becoming vice president; rather, it would simply remove the existing rule that prohibits them from being considered if the body chooses to elect them.

The discussion touched upon the procedure for constitutional changes, noting that any recommendation approved by the senate would be included in a broader set of constitutional edits sent to the campus for a vote.

A senator addressed potential concerns regarding presidential succession, explaining that if a president were unable to fulfill their duties, the vice president's primary obligation under current provisions is to call for a new vote for a president rather than stepping into the role permanently.

To gauge faculty sentiment, the senate reviewed data from a recent survey sent to the entire faculty. A senator mentioned the importance of disaggregating this data to specifically understand the level of support among full-time faculty, as they currently hold the voting rights for constitutional amendments.

Finally, it was noted that many other community college faculty senates across California already allow part-time faculty to serve as vice president, and this amendment would align the college with those practices.

D. AI Taskforce - (Exhibit 8), Pearson

President Pearson invited the body to provide feedback and share their opinions regarding the work currently being performed by the taskforce's specialized workgroups. It was noted that the taskforce is actively seeking faculty input and had expressed a strong interest in incorporating senator perspectives into their deliberations. Senators were encouraged to review the specific topics and areas of focus assigned to the various workgroups and to submit their suggestions or concerns via email to President Pearson.

ADJONRNMENT:

The meeting was adjourned at 3:51 pm.

Exhibit 2 March 18, 2026 Curriculum Committee Actions

March 18, 2026 Curriculum Committee Actions

Proposal Type	Subj	Numb	Course Title	Transfer	DE Req	Proposal Justification	Originator	Eff. Date
Course Review	ASL	197	Topics in American Sign Language	CSU	Yes	Added minimum qualifications, two !Mendoza	FA26	
Course Review	BMGT	153	Small Business Entrepreneurship	CSU	Yes	Added SLO's, updated distance lear	Roppe	FA26
Course Review	GEOG	120	Digital Earth: Introduction to Geographic Information S	UC/CSL	Yes	Objectives and Content sections we	Cheung	FA26
Course Review	GEOG	134	GIS Applications and Programming	CSU	Yes	Updated textbook, included supplen	Cheung	FA26
Course Review	GEOG	142	Environmental Applications of GIS	CSU	Yes	Reviewed textbook and completed [	Cheung	FA26
Course Review	GEOG	143	Introduction to Cartography and Computer Mapping	UC/CSL	Yes	Updated textbook information and c	Cheung	FA26
Course Review	GEOG	144	Internet Mapping and Application Development	CSU	Yes	Updated outside assignments and r	Cheung	FA26
Course Review	GEOG	145	LiDAR Data Processing and GIS Integration	CSU	Yes	Completed DEIAA section by explai	Cheung	FA26
Course Review	GEOG	197	Geography Topics	CSU	Yes	Completed DEIAA section by includ	Cheung	FA26
Course Review	HIST	105	History of Europe Through the Reformation	UC/CSL	Yes	DE section has been updated to ma	Ritt	FA26
Course Review	HIST	106	History of Europe Since the Reformation	UC/CSL	Yes	DE section has been updated to ma	Ritt	FA26
Distance Education	ASL	197	Topics in American Sign Language		Yes			
Distance Education	BMGT	153	Small Business Entrepreneurship		Yes			
Distance Education	GEOG	120	Digital Earth: Introduction to Geographic Information Systems		Yes			
Distance Education	GEOG	134	GIS Applications and Programming		Yes			
Distance Education	GEOG	142	Environmental Applications of GIS		Yes			
Distance Education	GEOG	143	Introduction to Cartography and Computer Mapping		Yes			
Distance Education	GEOG	144	Internet Mapping and Application Development		Yes			
Distance Education	GEOG	145	LiDAR Data Processing and GIS Integration		Yes			
Distance Education	GEOG	197	Geography Topics		Yes			
Distance Education	HIST	105	History of Europe Through the Reformation		Yes			
Distance Education	HIST	106	History of Europe Since the Reformation		Yes			
Requisites	GEOG	134	GIS Applications and Programming	CSU	Yes			
Requisites	GEOG	142	Environmental Applications of GIS	CSU	Yes			
Requisites	GEOG	143	Introduction to Cartography and Computer Mapping	UC/CSU	Yes			
Requisites	GEOG	144	Internet Mapping and Application Development	CSU	Yes			

Exhibit 1.1 - 2026-03-30_committee-confirmations

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
Student Journey: Enrollment to Completion Committee							
Kristen Marjanovic	SBS	EHPS	Student Journey: Enrollment to Completion Committee	Faculty, Instruction (appointed by Faculty Senate) (25-26)	In regard to this committee, equity and antiracism means identifying and dismantling barriers to academic success. In this capacity, I hope to assist in identifying and addressing these barriers along a student's academic journey, especially those in which traditionally underrepresented groups may struggle. As a committee member I hope to contribute to discussion, employing my trainings in antiracism gained over the years here a Palomar. I will also respect the diverse perspectives of all committee members in our shared goal of student success.	I have attended several faculty trainings through Palomar to include the faculty course on Black American history and read anti racism literature to include the works of Dr. Kendi. I teach US History and, thus, the inclusion of diverse voices in an essential element of my everyday work. I also currently schedule classes for all our historians a serve as discipline lead. in my years at Palomar I have worked closely with the DRC, adopted CALM texts, and led our disciple in establishing "pathways." I would like to bring my experiences into the committee and I am eager to learn from others in identifying and addressing student barriers.	

Exhibit 1.2 - 2026-03-30_hiring-committee

March 30, 2026						
				Hiring Committee: Vice President Finance and Administrative Services (VPFAS)		
				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?	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Name	Division	Department	Position:			
Brian Anderson	CTE	Military Leadership	Vice President Finance and Administrative Services (VPFAS)	Everything I do is through an Equity and Antiracism lens. With an extensive background in military leadership and education, I have been blessed with the opportunity to build, lead, and serve cohesive and culturally diverse teams through humility, cultural competence, and shared experiences. This allows me to view applicants based on who I believe is the best qualified and will give their best every day to do right by the faculty, staff, and students of Palomar College.	As a lifelong learner, I have sought to increase my cultural competence through additional education and training to complement my experience, to include such graduate level courses as Social and Cultural Diversity in Higher Education, Coaching Groups and Teams, and Emotional Intelligence and Coaching Assessments; completed training courses to include Palomar College's Faculty Cultural Curriculum Teaching Institute (FCCTI), SAI 360 Dignity and Respect in the Global Workplace, California Community Colleges' Playing Behind a Screen: The Implicit Bias in Our Colleges, and the CyberU Inclusive Leadership Course, as well as participating in community engagement events in 2022 and 2023 with The Palomar Black Faculty and Staff Association (PBFSA) and Umoja Club, and Palomar College's 2025 Pride Week. I thoroughly enjoy, promote, and celebrate cultural diversity and will set a prime example of antiracism, diversity, equity, and inclusion if selected for this hiring committee.	

Exhibit 3 - Senate President Hiring Committee Agreement



PFF/Senate President Hiring Committee Agreement

The faculty senate and PFF have discussed an arrangement to split the 5 faculty representatives on the 2026 hiring committee for the Interim Vice President of Instruction such that two faculty will be confirmed by PFF, one being a full-time faculty member and one being a part-time faculty member. The remaining three faculty will be confirmed by the Faculty Senate, two being full-time faculty members and one being a part-time faculty member.

ACCJC Annual Report Institution Set Standards DRAFT

Faculty Senate Meeting: March 30, 2026

Overview



Annual Report Overview



Review Institution Set
Standards and Stretch Goals



Degree, Transfer, and
Completion Rates for
Consideration

ACCJC Annual Report

- Headcount and Enrollment: Overall, Degree Applicable, Distance Education
- Student Achievement Data
 - Federal Scorecard: Degree Rate, Transfer Rate
 - Institution-Set Standards and Stretch Goals
- Transparency Self-Assessment
- Institution-Set Standards Rubric



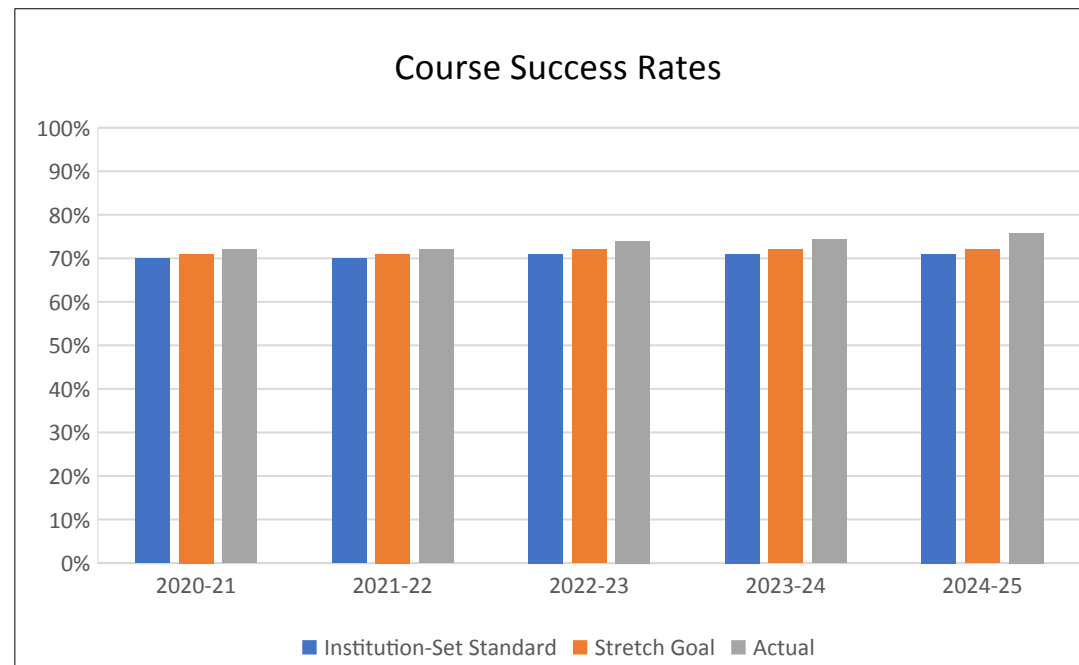


Institution-Set Standards and Stretch Goals

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

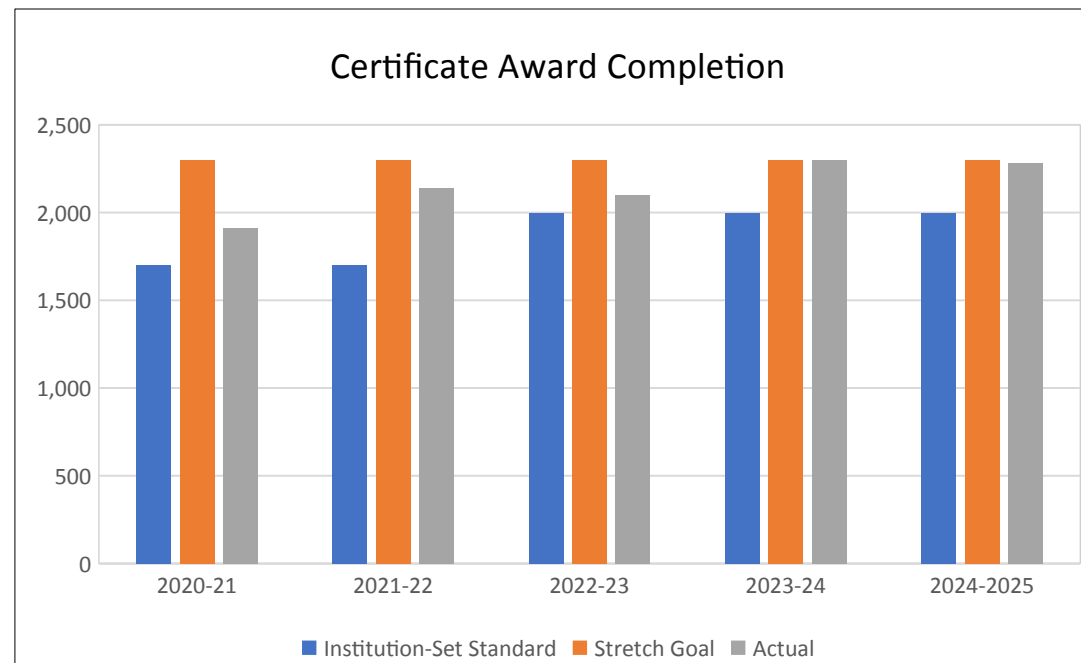
Course Success Rates

Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24	2024-25
Institution-Set Standard	70%	70%	71%	71%	71%
Stretch Goal	71%	71%	72%	72%	72%
Actual	72%	72%	74%	74%	76%
Difference (Actual-Standard) Percentage Points	2	2	3	3	5
Achieve Standard	Yes	Yes	Yes	Yes	Yes



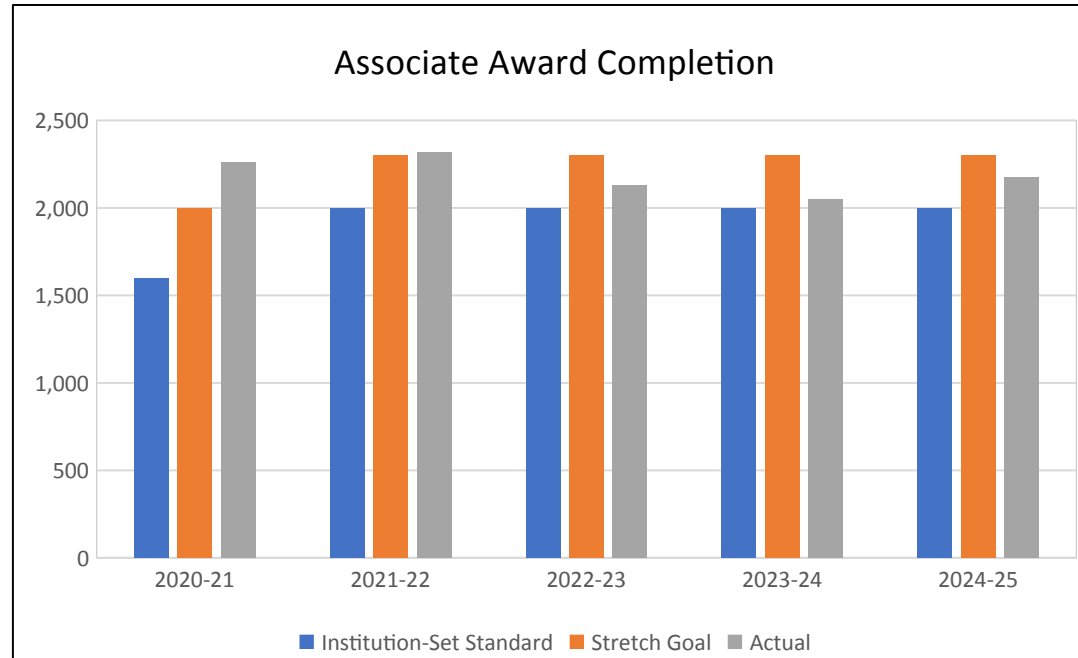
Certificate Awards

Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24	2024-2025
Institution-Set Standard	1,700	1,700	2,000	2,000	2,000
Stretch Goal	2,300	2,300	2,300	2,300	2,300
Actual	1,913	2,141	2,098	2,300	2,281
Difference (Actual-Standard)	213	441	98	300	281
Achieve Standard	Yes	Yes	Yes	Yes	Yes



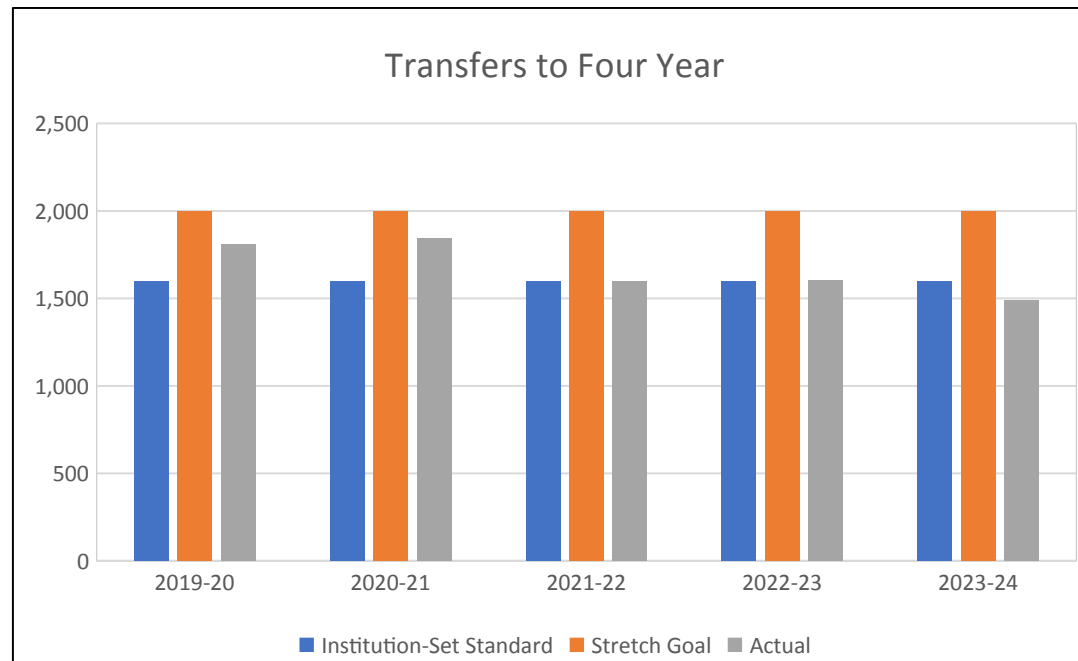
Associate Degree Awards

Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24	2024-25
Institution-Set Standard	1,600	2,000	2,000	2,000	2,000
Stretch Goal	2,000	2,300	2,300	2,300	2,300
Actual	2,260	2,319	2,128	2,054	2,175
Difference (Actual-Standard)	660	319	128	54	175
Achieve Standard	Yes	Yes	Yes	Yes	Yes



Transfer Counts (TBD)

Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24	2024-25
Institution-Set Standard	1,600	1,600	1,600	1,600	1,600
Stretch Goal	2,000	2,000	2,000	2,000	2,000
Actual	1,845	1,599	1,605	1,480	TBD
Difference (Actual-Standard)	245	(1)	5	(120)	TBD
Achieve Standard	Yes	Yes	Yes	No	TBD



Transfer Counts (TBD)

Transfers to:	2022-23	2023-24	2024-25
University of California	322	283	302
California State University	933	944	931
In-State-Private (ISP) & Out-of-State (OOS)	350	253	TBD
Actual Number of Students who Transferred to 4-Year Colleges/Universities:	1,605	1,480	1,233

Any Changes to
Standards and Goals?

Completion Rates

Faculty Senate

March 17, 2025

Palomar College Completion Rate (Institution Specific Metric)

Denominator

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

Numerator

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



Four-Year Completion Rate

Cohort Year	Number	Did not Complete	Completed
2020-21	4,454	61.6%	38.4%
2021-22	4,109	66.4%	33.6%



Questions>?

Faculty Senate Minutes Excerpt – March 17, 2025

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

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

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

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

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

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

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

ACCJC Annual Report Institution Set Standards

Faculty Senate

March 17, 2025

Overview



Updates to ACCJC Annual Report



Review Institution Set Standards and Stretch Goals



Degree, Transfer, and Completion Rates for Consideration

ACCJC Annual Report Updates

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



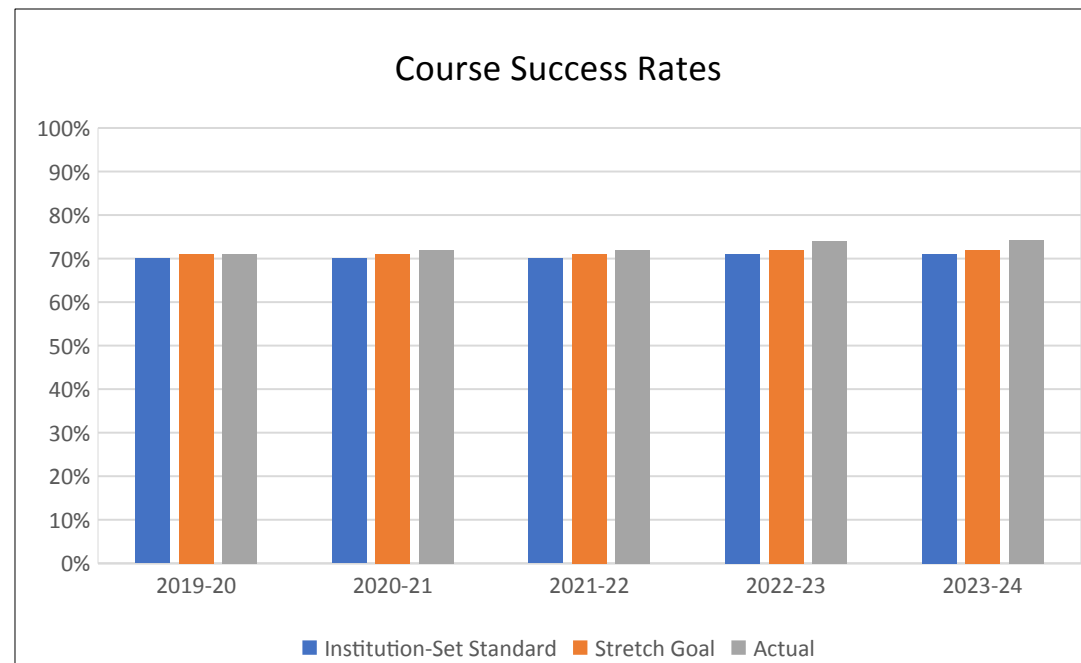


Institution-Set Standards and Stretch Goals

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

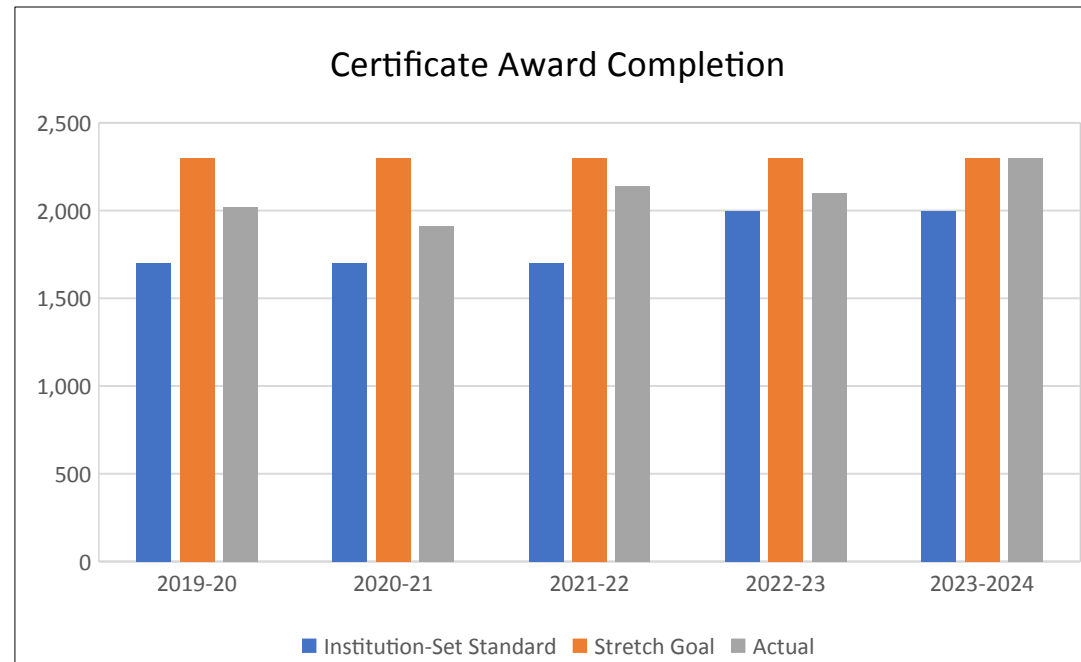
Course Success Rates

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

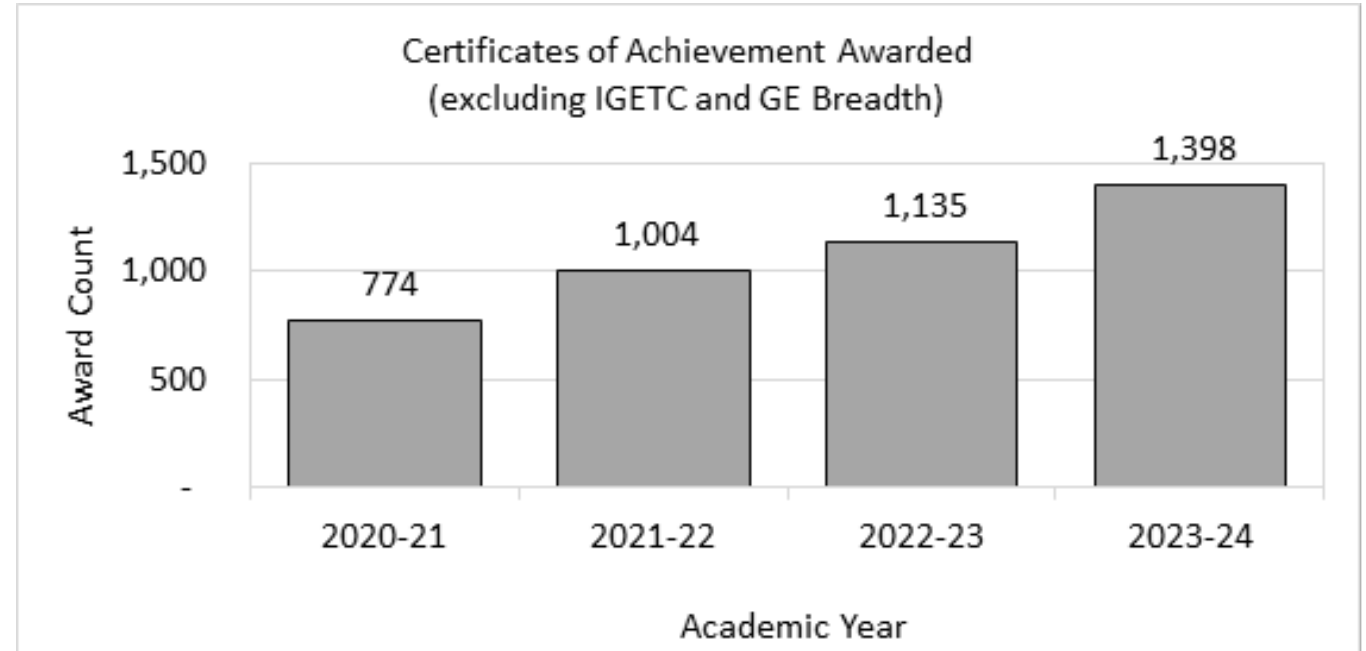


Certificate Awards

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

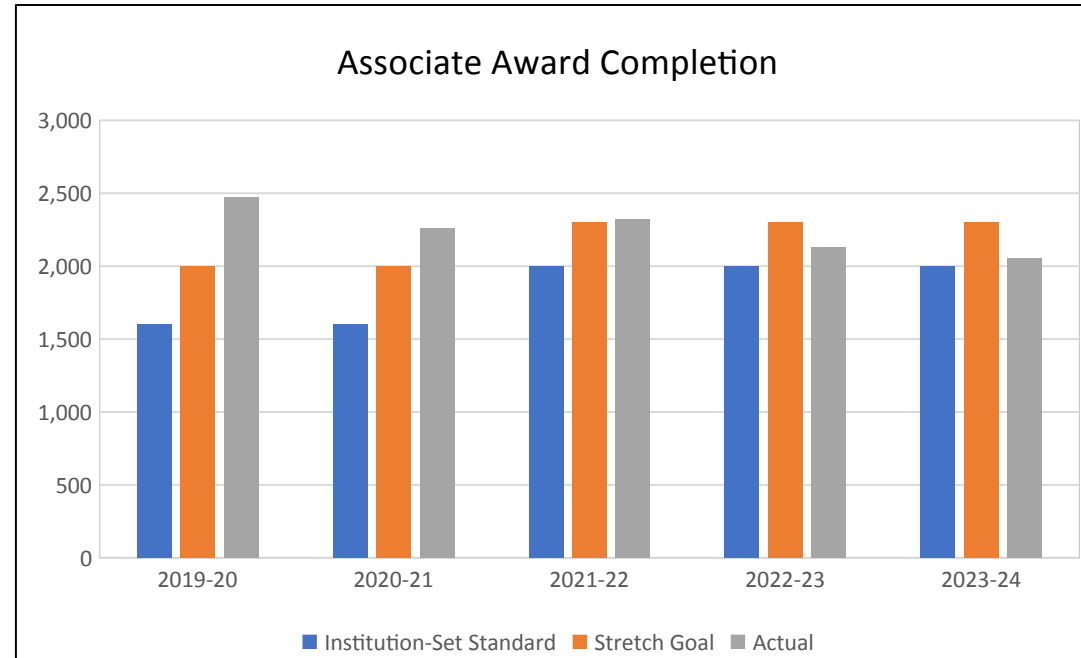


Certificate Awards (continued)



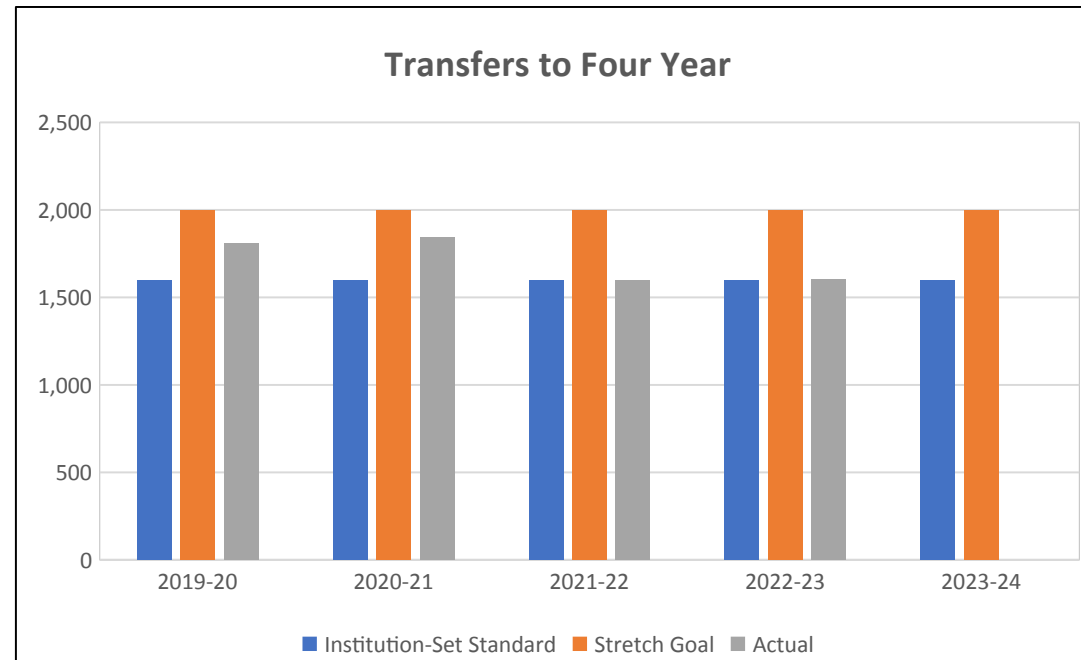
Associate Degree Awards

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



Transfer Counts

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



Any Changes to
Standards and Goals?

Completion Rates

Faculty Senate

March 17, 2025

Palomar College Completion Rate (Institution Specific Metric)

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



Palomar College Completion Rate (Institution Specific Metric)

Denominator

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

Numerator

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



Proof of Concept

Table 1. Transfer Rates for First-time Students

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

Table 2. Award Rates for First-time Students

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

Table 3. Completion Rates for First-time Students

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

Next Steps

1

Run the numbers for four-years

2

Set institutional target/goal

3

Determine if we want to include institution-set standard

Burden-Free Access Updates

Faculty Senate

3.30.26

Dr. Jenny Fererro, Dean of Instruction

The Basics

- Title 5 changes and CCCCO focus
- Ensuring student access to instructional materials and first-day access to zero-cost resources
- Instructional Materials= all required materials for a course including textbooks, supplemental materials, and supplies
 - Does not include:
 - Materials used primarily for administrative purposes (scantrons), classroom management, course management, proctoring
- Students must be provided with timely and complete information about the costs of a course at the time of registration (accurate course notes)
- Increase use of ZTC/OER materials across courses

CCCCO Guidance

- Burden-Free Instructional Materials (BFIM) Implementation Taskforce
 - Formed in 2024
 - Tasked with developing actionable strategies, providing technical assistance, and coordinating systemwide efforts by 2030
 - Action-oriented report to come this year (2026)
- [2024 Report: Advancing Equity in Access, Support and Success through Burden-Free Instructional Materials](#)

CCCCO/ASCCC Goal

- Meaningful progress towards reducing costs for students
- Shifting funding to cover costs and shift burden from students to institution
- Systemwide collaboration and partnerships with industry

What Are We Doing at Palomar?

- Recommendations presented to VPI in August 2025 identifying responsible parties, tasks, needed revisions to BP/APs, and communication plan
- Workgroup began meeting in Fall 2025
 - Faculty Senate, Instruction Office, Library, Bookstore, CALM, Enrollment Services, Financial Aid, Distance Ed
 - Developing improved processes for textbook adoption, identifying areas in need of remedy or adjustment, identifying tasks
 - Ex: standardizing textbook adoption method
 - Identifying priorities

Ongoing Needs

- Institutionalization of ZTC/OER support
- Standardized formal textbook adoption method
- Non-login availability of textbooks in course schedule
- Library workload/budget

Faculty Role

- Staffing early enough to ensure accurate textbook adoption and class notes
- Submitting textbook adoptions to bookstore by advertised deadlines
- Careful class notes
- Ensuring library and support programs have access to course material lists
- Working with CALM to increase ZTC/OER usage
- Adhere to copyright and accessibility standards

Next Steps

- Ensure that BP/AP revision occurs
- Need for increased faculty training
 - Template language for department bylaws
- "Plug and Play" Canvas templates using OER textbooks-
departments can work with DE and Instructional Design
- Finalize/formalize standardized textbook adoption method

Questions

- What would Senate like to learn more about?
- How can Senate be involved in helping faculty ensure burden-free access?
- What else should we explore?

Resources/Information

- [Final Title 5 Revision language](#) (effective 7.30.25, implementation date 1.26.26)
- [CCCCO Burden-Free Access website](#)
- [CCCCO Memo ES 25-43](#) (7.22.25)
- ASCCC Resolutions & Info
 - [Supporting the Intent of Title 5 Sections 54221 Burden-Free Access to Instructional Materials](#) (fall 2025)
 - [Policy Recommendations for the Implementation of Title 5 Section 54221 Burden-Free Access to Instructional Materials](#) (fall 2025)
 - [Ensuring the Transparency of Automatic Billing Programs for Students](#) (fall 2025)
 - [Developing a Consistent Method for Calculating Student Cost Savings Resulting from Open Educational Resources Adoption](#) (fall 2025)
 - [From Mandate to Implementation Handout](#)
 - [From Mandate to Implementation Presentation](#)

California Community Colleges Burden-Free Instructional Materials Website

[Burden-Free Instructional Materials | California Community Colleges Chancellor's Office](#)

GE SUBCOMMITTEE - UPDATE

**GE SUBCOMMITTEE CO-
CHAIRS, VICKIE MELLOS AND
BENJAMIN MUDGETT
ASG - MARCH 13, 2026**

INFORMATION & PROGRESS (1)

- Due to [CalGETC](#) and [Title 5 changes](#), there was a need to revisit our District Requirements and General Education.
 - CalGETC (transfer) = a singular GE pathway for transfer to UC/CSU was created; they removed Lifelong Learning & Self-Development
 - Title 5 Associate Degree (local) = changes were made to mirror CalGETC and the GE was increased from 18 to 21 minimum units.

INFORMATION & PROGRESS (2)

- In March 2023, the Faculty Senate passed [a resolution in support of Lifelong Learning & Self-Development](#):
 - "BE IT FURTHER RESOLVED, that the Faculty Senate of Palomar College request that the Palomar College Superintendent/President and Governing Board advocate to preserve Lifelong Learning and Self Development and are encouraged to widely distribute this resolution, prepare letters, build partnerships, and engage with system and statewide leadership to preserve Lifelong Learning and Self Development."
- AB 1111/928 Taskforce included the GE subcommittee faculty representing all areas of general education and district requirements.
 - A Lifelong Learning & Self Development (LLSD) representative was added to the subcommittee to address the impact of losing LLSD and discuss opportunities for a continued LLSD option, per the resolution

INFORMATION & PROGRESS (3)

- In May 2024, the Curriculum Committee and Faculty Senate voted to keep our District requirements but continue the conversation of what should be included as District Requirements in the next academic year.
 - [Curriculum Committee Action, May 15, 2024](#)
 - [Faculty Senate Action, May 20, 2024](#)
- In December 2024, the GE Subcommittee voted on [a general proposal](#).
- We went to the Curriculum Committee with [this proposal](#) and asked them to give us direction for next steps.

SUBCOMMITTEE GIVEN BY CURRICULUM COMMITTEE

- GE Subcommittee will revisit the draft proposal and make recommended changes.

- The subcommittee will consider at least, but not limited to, **the District's mission, vision, values, vi**

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e

employ

GE PROPOSAL FOR LOCAL ASSOCIATE DEGREE

- No District requirement of American History and Institutions (6 units if not double counting in general education). No District requirement of Health and Fitness (4 units if not double counting in general education)
- **New GE Area 7 Lifelong Learning and Self Development** (3 units)
 - **Description:** Area 7 empowers students to cultivate a deeper understanding of themselves, develop essential life skills, and engage meaningfully with the world around them.
 - **Outcomes:**
 - 1 Self-Development (Internal):** Evaluate how your personal, psychological, and physical health & function relate to your well-being and how historical and cultural context shapes your perception.
 - 2 Resources & Society (External):** Find, assess, and use resources (e.g. people, systems, institutions, technology, finances) to participate engage responsibly in society to and navigate major local and global and technological challenges
 - 3 Skills & Action (Applied):** Apply evidence-based practical strategies to build resilience and take intentional action

AREA 7 PROPOSAL - RUBRIC

Currently, the GE Subcommittee is working on a rubric that could be used to help determine what classes can be included in this GE area.

GENERAL EDUCATION REQUIREMENTS

2025/2026 Palomar College ~ Associate Degree General Education Requirements

Q & A

Discussion:

- Do you have any questions?
- How do you feel about the Area 7 proposal?

Exhibit 7.1 PL position on regulations_Luis Guerrero

Professional Learning (PD) would like to state our position on the new terminology and naming convention. First is dispelling a myth or misinformation that we cannot (illegal or misaligned with Ed.Code, etc) narrative. The following districts have already done the change, either in the past. Thus there is no legal precedent that prevents us to move towards this new terminology.

- [Faculty Professional Learning](#) (Marin College)
- [Professional Learning Committee](#) (Citrus College)
- [Professional Learning Office](#) (Fullerton College)
- [Planning Professional Learning](#) (Mesa College)
 - [Professional Learning](#) (SD City College)
- [Professional Learning](#) (Sacramento City College)
- [Building Capacity for Professional Learning](#) (Hartnell College)

Now to state our case and share in a transparent manner why we need this change. Here is our reasons why the move is needed to be fully aligned with Title 5.

The new FULL title of flexible calendar operations is called (Title 5. Division 6. Chapter 6. Subchapter 8. Article 2.)

- **[§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Professional Learning Activities.](#)**
 - Where we can see that in the TITLE of the regulation that establishes what flexible calendar is, the new term of Professional Learning activities was purposefully included, and thus centered and elevated to avoid ambiguity.
 - Moreover in part (a) it states: "The time designated for these [professional learning] activities shall be known as "flexible time."
 - Making the *operative phrase* for what employees do with flexible time is now "engage in professional learning activities." Which now ties together the phrasing or concepts: "flexible time"="flex calendar"=**Professional Learning Activities**
- **[§55729 Full-Time Equivalent Student \(FTES\) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.](#)**
 - part (a) states "The Chancellor's Office shall adjust the actual units of full-time equivalent student (FTES) of a district operating under a plan approved in accordance with this article to reflect **the conduct of**

Exhibit 7.1 PL position on regulations_Luis Guerrero

professional learning activities in lieu of scheduled instruction during flexible time."

- Making "professional learning" terminology the basis for apportionment, audit, and compliance not "professional development" or "staff, student, and instructional improvement."
- again, part (d) states "The Chancellor shall also *withhold* the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much **time performing professional learning activities** as the amount of time they were released from classroom instruction"
- again it ties state aid amounts to the new terminology of Professional Learning

Our perspective is that once a regulation is amended, that text is the law for the covered subject (flex calendar program=professional learning); districts do not have the option to keep using superseded regulatory terminology in their implementing policies and still claim they are "aligned with Title 5." And can be dinged for being out of compliance in this realm namely all eight revised sections (§55720, §55724, §55726, §55728, §55729, §55730, §55732).

Now to the issue of having other outdated terminology (professional development) in other parts of title 5 highlighted in the four sections § 55510, § 55270.2, § 53024.1, § 53200. This is where we use the language in the CCCCCO memo ESS 25-71. Meaning, just because there are other sections of title 5 that are yet to be updated, it does not prevent us from updating to new name concerning the flex calendar aspects that our committee and office have purview over. The CCCCCO will amend those outdated sections mentioned above on their timeline.

For example, concerning § 55510. Student Success and Support Program Plans, the CCCCCO memo states: "Integrate **professional learning** into local equity and student success plans, linking flexible calendar activities directly to institutional priorities." Thus yes, there is lots of institutional work before us to get all of those plans updated as per chancellor's memo.

Likewise, we have made great progress with PFF and CCE aligning with the purpose of the new title 5 language, even before the recent revision. But we need to make sure it also extends to CAST and AA, and "Update local policies, procedures, and collective bargaining agreements to align with the new terminology and inclusive scope of **professional learning**".

Exhibit 7.1 PL position on regulations_Luis Guerrero

Lastly, with the understanding that Ed. Code supersedes Title 5, lets dive deeper into that aspect.

- [§87150](#) "There is hereby established the Community College **Professional Development Program, to be administered by the board of governors**, the purpose of which is to provide state general funds to community colleges for supporting **locally developed and implemented faculty and staff development programs.**"

Even if Ed. Code does still say "Professional Development Program" it does not conflict with the new Title 5 "professional learning" language, because they operate at different levels and **can coexist**. Reason being that Professional learning new terminology we need to adopt in Title 5 *is implementing*, not contradicting, Ed. code 87150. Moreover, due to the wording of "to be administered by the board of governors", they are allowed to refine and modernize terminology as long as they stay within the statutory purpose. The same Board of Governors that is bound by Ed. Code 87150 is the one that wrote "professional learning" into Title 5, and its General Counsel signed off.

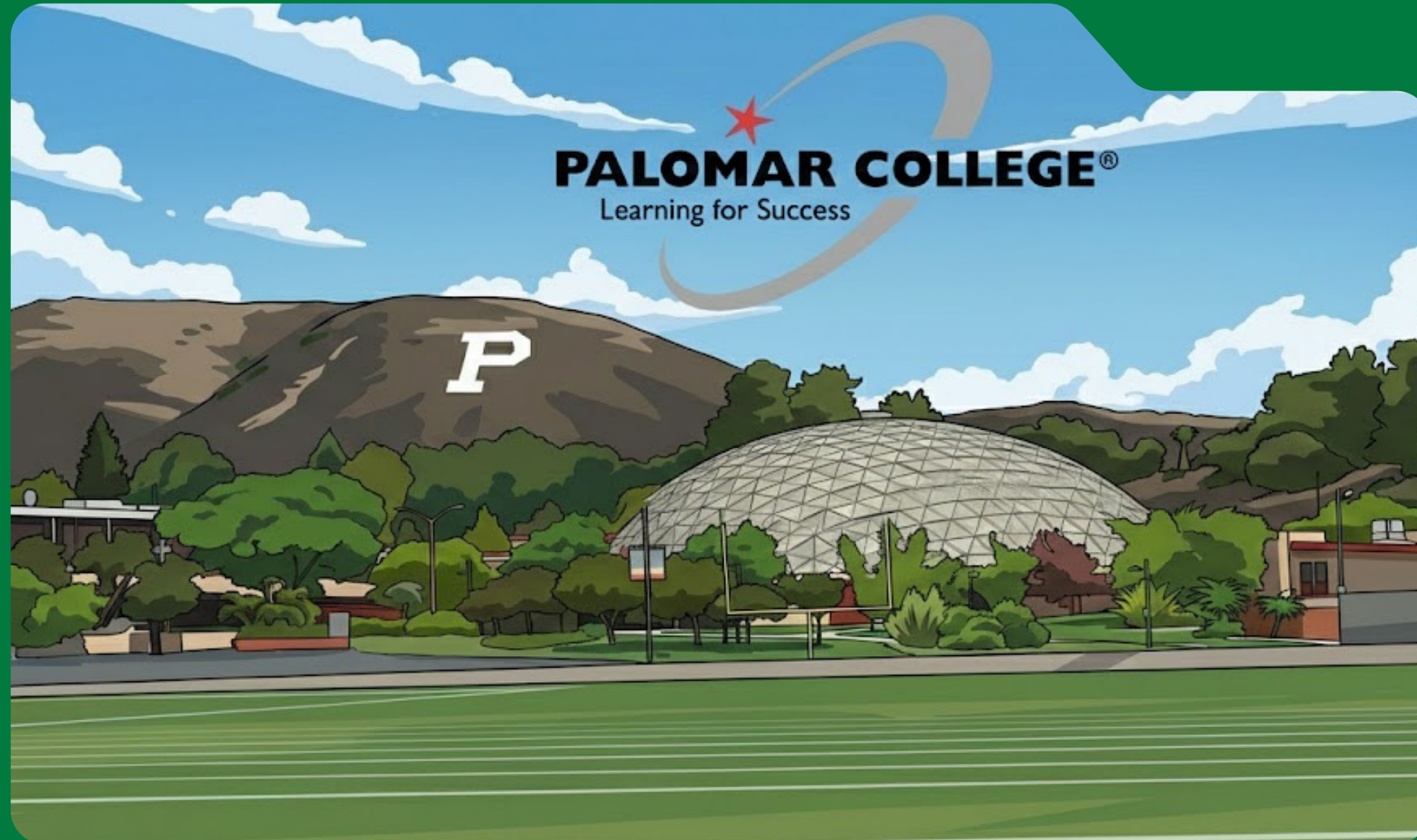
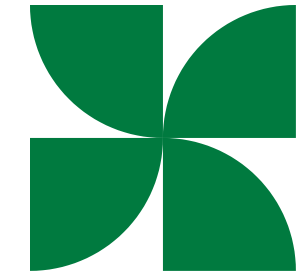
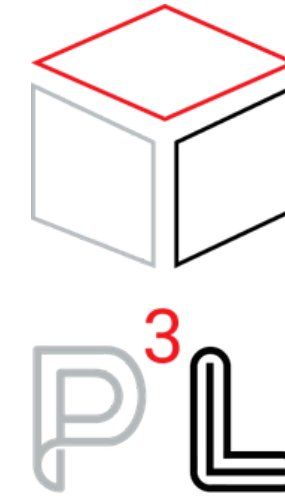
So long as the activities we now call "professional learning" are still "faculty and staff development programs" in substance (which they are), Title 5 does not need to literally mirror every word of Ed. Code §87150 to be valid. So, there is no "conflict" to resolve; §87150 continues to describe the overall program, and Title 5 describes, in updated language, how that program operates. Education Code sets the big picture and funding; Title 5 sets the operational rules. It's the classic BP vs AP approach in our districts.

Just in case there are any issues with new Professional Learning terminology from title 5, it also aligns with the new (June 2025) [ACCJC accreditation standards](#) 3.2:

The institution supports its employees with **professional learning** opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

So, our burden of proof that the name change needs to happen is robust and comprehensive. And hope that we can all move away from the compliance lens that development conveyed, towards the culture of Professional Learning.

Professional Learning



From Development to Learning

The next journey for learning at
Palomar

Presented by

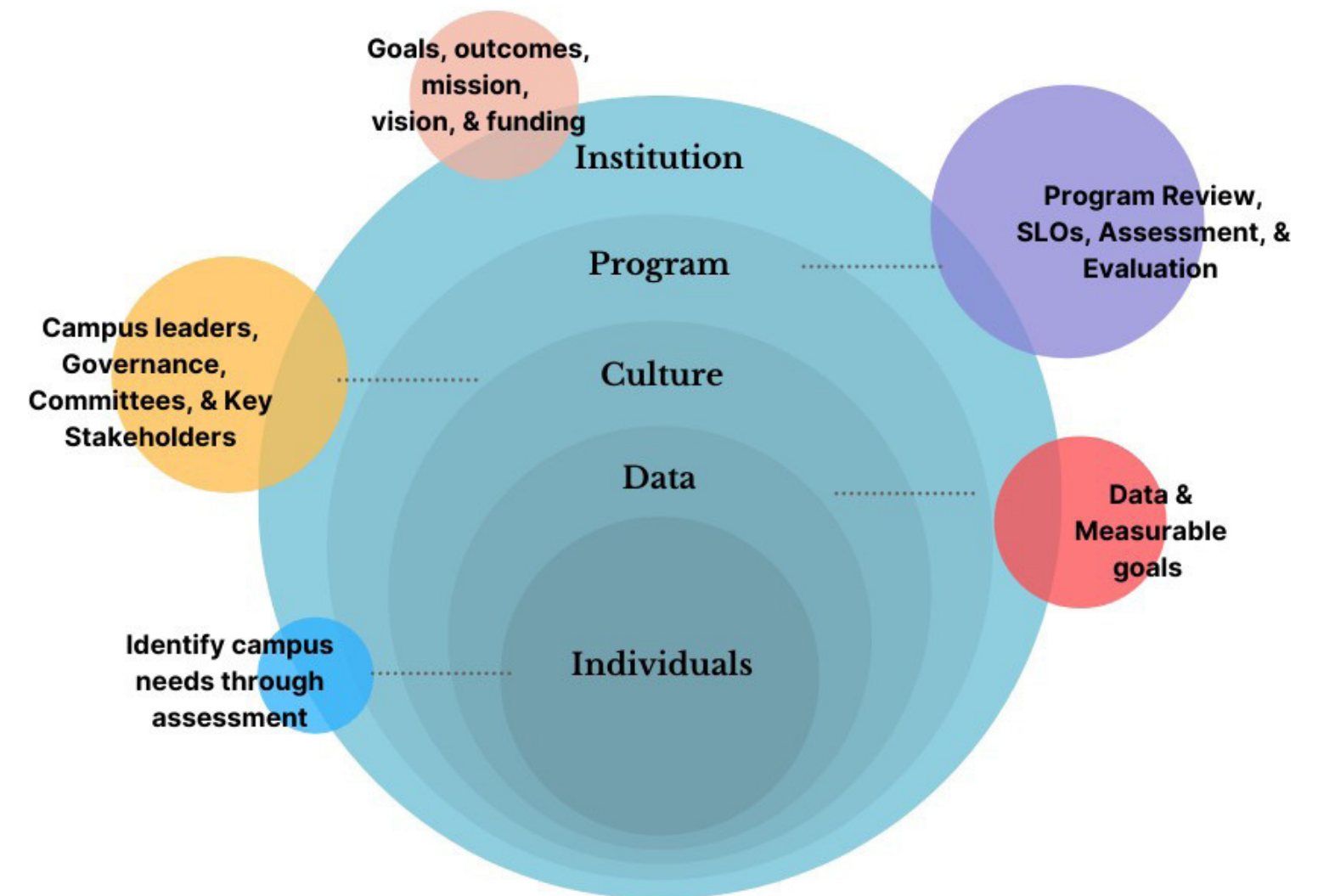
Luis Guerrero Faculty PL/PD Coordinator
Matt Grills PL/PD Program Coordinator

Evolving Language

California's updated Title 5 emphasizes **professional learning** as a foundational element for all employees. From the ACCJC's 2024 Accreditation Standards, Standard 3.2 reinforces this by mandating aligned professional learning opportunities.

By adapting our terminology, from Professional Development (PD) to Professional Learning (PL), we ensure Palomar's culture and practices meet regulatory and accreditation standards effectively.

Professional Learning: A Framework



Janue Johnson,
Ph.D.
SD Mesa College

Professional Learning Framework (ASCCC 2022).

ACCJC new standards

Regulatory Framework Overview

Standard 3: Infrastructure and Resources

“**3.2** The institution supports its employees with **professional learning** opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.”

Evidence Required

- Written policies and procedures for human resources
- Employee handbooks or similar document



Contents

Standard 1: Institutional Mission and Effectiveness1

Standard 2: Student Success3

Standard 3: Infrastructure and Resources.....6

Standard 4: Governance and Decision-Making8

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution’s explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution’s mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)
- 1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.
- 1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)
- 1.4. The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)
- 1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Title 5 + CCCCCO Memo

Regulatory Framework Overview

Professional Learning = Flex Time

These revisions ([§ 55720](#), [§ 55724](#), [§ 55726](#), [§ 55728](#), [§ 55729](#), [§ 55730](#), [§ 55732](#)) represent the most significant modernization of the flexible calendar program in decades. They shift the program from a narrow emphasis on “staff, student, and instructional improvement” toward a broad, inclusive vision of **professional learning for all employees**.

“No longer limited to faculty, flexible calendar time may now be used for full-time and part-time faculty, classified professionals, administrators, and student employees. [...] This change acknowledges that every role contributes to the student experience and that continuous growth across all positions strengthens our collective capacity to help students thrive.”



MEMORANDUM

October 16, 2025

ESS 25-71 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Human Resources Officers
Academic Senate Presidents
California School Employees Association
California Community College Council for Professional Development

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Professional Learning and Flexible Calendar Regulatory Revisions

On Aug. 19, 2025, the California Community Colleges Board of Governors' approved [regulatory action](#) entitled “Flexible Calendar” was filed with the Office of Administrative Law and the California Secretary of State. The regulation became effective on Sept. 18, 2025; and pursuant to California Code of Regulations (CCR), section 52010, community college districts have up to 180 days from the effective date—until March 17, 2026—to conform their policies and procedures to the new requirements.

Background

In 2024, the Chancellor's Office established a collaborative workgroup that included representatives from the Academic Senate for California Community Colleges, Chief Instructional Officers, California School Employees Association, the California Community College Council for Professional Development, and staff from the Chancellor's Office. The purpose of this workgroup was to review and revise the Flexible Calendar regulations to better align with the Vision 2030 goals and to promote equitable professional development opportunities for all campus staff.

These [revisions](#) ([§ 55720](#), [§ 55724](#), [§ 55726](#), [§ 55728](#), [§ 55729](#), [§ 55730](#), [§ 55732](#)) represent the most significant modernization of the flexible calendar program in decades. They shift the program from a narrow emphasis on “staff, student, and instructional improvement” toward a broad, inclusive vision of professional learning for all employees—a vision that recognizes professional growth as an essential, systemic driver of equitable student success, institutional innovation, and the effective use of technology across our colleges.

Chancellor's Office, Educational Services and Support Division
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

CCCCCO Memo ESS 25-71 (10/16/2025).

Five Key Shifts



New Terminology

“Instructional improvement” and similar terms replaced with **professional learning** throughout flex calendar program



Expanded Scope

Professional learning (Flex Time) now includes **all employees**, including full-time faculty, part-time faculty, classified staff, student employee, and administrators



Clear Agreements

Professional learning described as essential work, with clear agreements about duties released, activities, and hours.



Activities Menu

Modernized list of eligible **professional learning** activities tied to today's equity and student success priorities.



Reporting/FTES

Attendance reporting and FTES adjustments explicitly tied to **professional learning** activities.

From “Development” to “Learning”



Continuous Professional Learning

Emphasizes continuous, job-embedded learning over one-off events and checkboxes.



Collaborative Learning Approach

Centers equity and student success by tying learning to institutional goals and outcomes, not just individual enrichment.



Equity-Focused Language

Aligns our language with both Title 5 and ACCJC, reducing confusion in policies, audits, and accreditation reviews.

The transition will be a process, this is about alignment and clarity, not adding hoops

Alignment Across the State



Where are we...

Several districts across the state had already started their transition.

Many others like us, are in the midst of updating and adapting to the new revisions.

- Faculty Professional Learning (Marin College)
- Professional Learning Committee (Citrus College)
- Professional Learning Office (Fullerton College)
- Planning Professional Learning (Mesa College)
 - Professional Learning (SD City College)
- Professional Learning (Sacramento City College)
- Building Capacity for Professional Learning (Hartnell College)





ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Cindy Miles, Interim President
Sonya Christian, Chair

2022 ACCJC Commendation

June 14, 2022

Continuing on our commitments to learning for all

Standards 111.A.8, 111.A.14 (Commendation 1):

“...robust support and training for all employees, including full-time and part-time faculty, classified staff, and management” (06/14/2022 Report)

Palomar has always been at the forefront of innovation regarding PD, let the evolution and integration of this new terminology of Professional Learning be the vehicle **to reach new heights.**

We continuously focus on solidarity and have made great strides with CCE on their 30hrs per year. But where is our CAST, AA part in this? Simply inviting them via email communication is not enough. Until all employees manuals/handbooks have baked in meaningfully their commitment to Professional Learning our work is not done. **This alignment elevates professional learning as a recognized part of the workday, demonstrating to employees and students alike that growth and improvement are integral to our mission.** (CCCO Memo ESS 25-71)

Dr. Star Rivera-Lacey
Superintendent/President
Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

Dear Dr. Rivera-Lacey:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 1-3, 2022, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Palomar College. The Commission also considered the Peer Review Team Report (Team Report) prepared by the peer review team that conducted its site visit to the College February 28-March 3, 2022.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the information noted above, the Commission acted to **Reaffirm Accreditation for 18 months and require a Follow-Up Report,¹ due no later than November 15, 2023.**

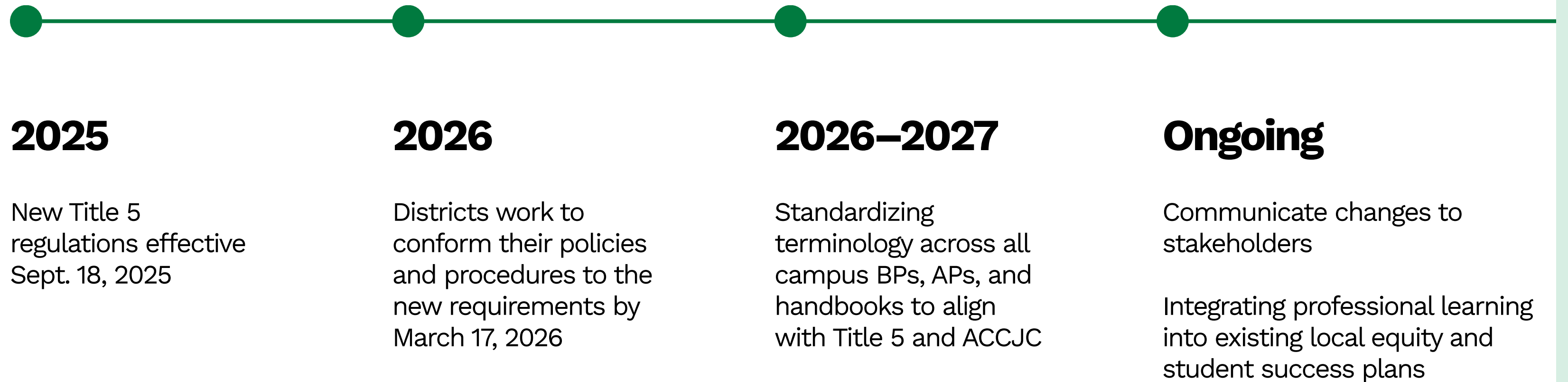
Commendations

Commendations signify institutional practices for which the Commission believes exceed Standards. The Commission recognizes the exemplary performance of Palomar College in the following areas.

Standards III.A.8, III.A.14 (Commendation 1): The Commission commends the College for its comprehensive professional development portal, Palomar Powered Professional Development (3PD), which provides robust support and training for all employees, including full-time and part-time faculty, classified staff, and management.

¹ Institutions preparing and submitting Midterm Reports, Follow-up Reports, Special Reports, or Teach-out Plans/Agreements to the Commission should review *Guidelines for Preparing Institutional Reports to the Commission*, found on the ACCJC website at <https://accjc.org/guides-and-manuals/>.

Timeline to Alignment



Planning Something New? Partner with PL



If you are creating or revising any equity, student success, guided pathways, basic needs, unit or accreditation plans that include training or capacity-building...

The Professional Learning (PD) Office is here to collaborate with you!



The Professional Learning (PD) Office will help ensure:

- Correct use of the Title 5 professional learning terminology and concepts.
- Strong alignment with ACCJC 3.2 around evaluation and evidence of impact.
- Integration with existing professional learning structures so efforts are coherent, not siloed.

By updating our language, policies, and plans, Palomar strengthens compliance and, more importantly, our collective capacity to serve students.

Feature	Prior Model: "Professional Development" (PD)	New Model: "Professional Learning" (PL)
Primary Goal	Compliance with "Flex" hours; fulfilling contractual obligations.	Student Success & Equity ; closing achievement gaps through improved practice.
Who participates?	Primarily full-time faculty; often exclusive or siloed.	All Employees (Faculty, Classified, Admin, Student Workers) learning together.
Format	"Sit-and-get" workshops; one-time events; passive attendance.	Job-embedded collaboration ; communities of practice; continuous cycles of inquiry.
Accountability	Tracking hours (Time-based).	Evaluating Impact (Outcome-based); evidence of change in practice.
Driver	Top-down mandates or individual interests.	Mission-driven ; aligned with institutional goals and student needs.

Professional Learning: From Compliance to Culture

Appendix

The phrase "professional development" does not appear at all in the cited Title 5 sections (§ 55720, § 55724, § 55726, § 55728, § 55729, § 55730, § 55732) connected to flex calendar, while "professional learning" appears **17 times across them**.

Section	"professional development"	"professional learning"
§ 55720	0	2
§ 55724	0	3
§ 55726	0	5
§ 55728	0	1
§ 55729	0	3
§ 55730	0	3
§ 55732	0	0

Counts are based on exact phrase matches in the full text of each Westlaw page for these sections.

Faculty Senate Discussion: Vice-President, Faculty Council Eligibility

Current language

Faculty Senate Constitution

Article 4: The Faculty Council, Section 2: Officers

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

Discussion

Consideration to remove the restriction of Faculty Senate Council Vice-President position eligibility of permanent, tenured faculty senators only and open position eligibility to all senators (full-time and part-time).

Faculty Senate Survey Results (*all results exhibited Fall 2024*)

Vice-President Eligibility

Full-time (<i>tenured faculty</i>) only:	<u>34%</u> (n=47)
Full-time (<i>tenured or probationary faculty</i>) only:	<u>9%</u> (n=12)
Part-time faculty only:	<u>1%</u> (n=2)
All Faculty (FT or PT):	<u>56%</u> (n=77)