



MEETING

2026-04-06

EXHIBITS 1-10

Agenda-2026-04-06

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, April 6, 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 – 03-30-2026
2. **Action**
 - a. Committee on Committees – (Exhibit 1), Zavodny
 - b. Curriculum Committee – (Exhibit 2), Mellos
 - c. Reassigned Time Positions - (Exhibit 3), Pearson
3. **Information – (Max 5 min each)**
 - a. ASG Report – Miller
 - b. Common Course Numbering (CCN) Updates – (Exhibit 4.1 & 4.2), Mellos
 - c. Title 5 Associate Degree Course Requirements - (Exhibit 5.1 & 5.2), Mellos
 - d. GE Subcommittee Progress Report – (Exhibit 6), Mellos, Mudgett
 - e. DE: Third Party Publisher Resolution – (Exhibit 7.1 & 7.2), Sanchez
 - Proposed recommendation regarding the use of third-party publisher platforms in courses.
 - f. Nuventive Pilot and the Future of SLO Assessment – (Exhibit 8.1 & 8.2), Hathaway
 - Update on the proposed Taskforce for process modernization
4. **Discussion - (Max 7 min each)**
 - a. Institution Set Standards and Stretch Goals – (Exhibit 9.1, 9.2 & 9.3), Barton
 - Annual review of the College's Institution Set Standards (ISS) and Stretch Goals for inclusion into ACCJC's annual report.
 - b. Faculty Senate Discussion regarding change in eligibility for Senate Council Vice-President Position - (Exhibit 10), 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 30, 2026

APPROVED

ATTENDANCE

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

ABSENT: Heather Elliott Pham (Zoom), Lawrence Lawson, Vicki Mellos (Zoom)

GUESTS: Michelle Barton, Erin Feld, Dean Fererro, Matt Grills, Luis Guerrero, 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 2:30 p.m. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS

Erin Feld, a member of the Professional Development Committee, provided a comment regarding the "Professional Development Terminology Update" listed as an information item on the agenda. She clarified that the Professional Development Committee had not yet voted on the proposal to change the term "Professional Development" to "Professional Learning" and expressed concern that the change was being presented as a finalized decision by the committee. Feld emphasized the need for broader outreach to the campus community to solicit feedback before undertaking the significant workload of updating the term, which appears over 4,000 times on the college website.

Minutes 2026-03-30 - Approved

ANNOUNCEMENTS

Luis Guerrero announced the statewide "Reclaiming Joy: Human First Teaching in the AI Era" watch party event scheduled for April 17th at the EDGE Center, which will feature keynote presentations on human-first teaching in the context of AI capabilities.

Senator Sheaffer shared that the next queer film series event would take place on April 8th, featuring a screening of the film *National Anthem* and a discussion with a member of the San Diego Gay Rodeo.

Senator Brooks announced the grand opening of the Pride Center in its new location on Thursday and encouraged attendance.

Senator Klinger highlighted a regional story by the *Voice of San Diego* regarding AI and education, noting it as an opportunity for faculty to have their voices heard on the topic.

President Pearson reported that the college is allowing low-enrolled Fast Track 2 classes to proceed without cancellation, which she interpreted as a possible sign that faculty concerns regarding low enrollment classes being canceled are being heard.

President Pearson shared updates on the establishment of a centralized call center on campus hopefully by Fall 2026 and mentioned that graduation organizers are exploring a live-streamed overflow area for ceremonies.

President Pearson highlighted The Comet Connect weekly newsletter that was introduced as a new student-focused communication tool.

President Pearson reminded faculty of the April 3rd deadline for nominations for the Scholarly Achievement, Gift of Time, and Faculty Service Senate awards and urged senators to encourage their colleagues to submit nominations.

President Pearson noted that several Senate seats that have not yet been filled.

President Pearson requested that faculty complete the ongoing survey: Faculty Perspectives on The Faculty Senate and Shared Governance at Palomar College, which currently has few responses.

President Pearson announced that Senator Shmorhun will be the delegate for the ASCCC resolutions, and senators were asked to review the resolution packet to provide feedback.

AGENDA CHANGES

None.

Minutes 2026-03-30 - Approved

APPROVAL OF MINUTES

MSC: Shmorhun/Adams

Faculty Senate to approve the minutes for March 16, 2026 as amended.

The motion carried.

ACTION

A. Committees on Committees (Exhibit 1) – Zavodny

MSC: Zavodny/Klinger

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

The Motion Carried.

Student Journey: Enrollment to Completion Committee

Kristen Marjanovic (EHPS), Faculty at-large (25-26)

MSC: Mufson/Gushansky

Faculty Senate to approve the result of the ballot for the Vice President of Finance and Administrative Services (VPFAS) hiring committee.

The Motion Carried.

Brian Anderson (Military Leadership), Faculty

Abstentions: 1:– Senator Zavodny

Discussion Included:

A Senator underscored the critical nature of this position, arguing that the future of program growth depends on a Vice President who is not solely committed to an efficiency model.

B. Curriculum, (Exhibit 2) – Mellos

MSC: Doyle Bauer/Adams

Faculty Senate to approve the curriculum changes made during the March 18, 2026 Curriculum Committee Meeting.

The Motion Carried.

Minutes 2026-03-30 - Approved

C. PFF/Senate President Hiring Committee Agreement, (Exhibit 3) – Pearson

MSC: Shmorhun/Gushansky

Faculty Senate to approve the agreement between the PFF and the Faculty Senate regarding seating faculty on the Superintendent-President Hiring Committee.

The Motion Carried.

INFORMATION

A. ASG Report, Miller

Elija Barnes, attended on behalf of ASG Rep Miller, and reported on ASG activities. He detailed their participation in the Student Senate for California Community Colleges (SSCCC) General Assembly where they voted on advocacy priorities including food assistance and opposition to the use of AI detection as sole evidence of academic dishonesty. The ASG is also organizing an upcoming Earth Week event for the week of April 20th.

B. Institution Set Standards and Stretch Goals – (Exhibits 4.1, 4.2 & 4.3), Barton

Michelle Barton presented the Institution Set Standards and Stretch Goals for the annual ACCJC report. She explained that "standards" represent the institutional floor, while "stretch goals" are aspirational targets for metrics such as course success, certificates, degrees, and transfers.

For the current year, the college exceeded its success rate standard of 71% and its stretch goal of 72% by achieving an actual success rate of 76%. Barton noted that while standards were met for certificates and degrees, the college did not reach its stretch goals for those categories.

A significant point of discussion involved transfer rates, which have dipped below the set standard. Senators debated whether to lower these goals given the worsening economy and the closure of several regional private colleges, with some arguing that as a community college, Palomar should prioritize local skill development over transfer volume.

Barton cautioned against backing off from these standards, noting that ACCJC applies a rubric to evaluate institutional commitment to its mission.

The Senate agreed to table the final decision on these goals until the April 6th meeting.

Minutes 2026-03-30 - Approved

C. Burden-Free Access Materials - (Exhibit 5), Dean Ferrero

Dean Jenny Ferrero presented an informational overview regarding Burden-Free Access Materials, a shift driven by Title 5 changes and a Chancellor's Office focus on ensuring students have burden-free, first-day access to required course materials.

Dean Ferrero explained that "instructional materials" encompasses anything required for student success, including textbooks, test packs, and specific equipment like steel-toed boots or nursing scrubs. She emphasized the necessity of accurate course notes during registration, so students are aware of all potential costs upfront.

A statewide task force was formed in 2024 to develop strategies to shift the financial burden from students to institutions by 2030, which includes increasing the use of Zero Textbook Cost (ZTC) and Open Educational Resources (OER). At Palomar, a workgroup has been meeting monthly to identify issues and standardize processes such as textbook adoptions.

During the discussion, a Senator shared an example from CTE programs, noting that students often drop classes because they cannot afford equipment costs, sometimes up to \$300, costs that occur before their financial aid is dispersed.

Another Senator raised concerns regarding the lack of district budget transparency, arguing that lottery funds should be more clearly allocated to cover student costs. There was also a critique of the use of a for-profit bookstore on campus, noting that students often pay higher prices than they would on platforms like Amazon.

A Senator inquired about the use of older textbook editions to save students money; Dean Ferrero confirmed that faculty maintain the academic freedom to select older versions if they choose.

Finally, a Senator expressed concern that standardizing "low cost" labels for unstaffed classes might infringe upon the pedagogical freedom of the faculty member eventually assigned to the course.

D. GE Subcommittee, (Exhibit 5), Mellos, Mudgett

Tabled.

E. Professional Development Terminology Update – (Exhibit 6.1 & 6.2), Guerrero

Luis Guerrero presented the Professional Development Terminology Update.

He explained that new Title 5 regulations and the ACCJC Standard have transitioned from the term "Professional Development" to "Professional Learning". This change is intended to shift away from the

Minutes 2026-03-30 - Approved

idea that development is a finite stage and instead emphasize continuous growth for all employee groups, including classified staff and student employees, rather than just faculty.

Guerrero noted that while the name change is a proposal currently before the Professional Development Committee, the Title 5 changes regarding allowable Flex calendar activities take effect regardless of the nomenclature.

Several senators discussed the procedural status of the change, with President Pearson clarifying that the name change cannot come to the Senate for action until the Professional Development Committee officially votes on it.

Guerrero invited senators to provide feedback during the public comment section of the committee's upcoming meeting.

DISCUSSION

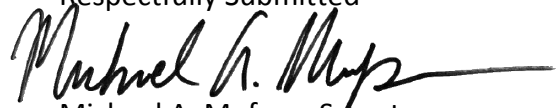
A. Faculty Senate Discussion Regarding Change in Eligibility for Senate Council – 9Exhibit 7), Shmorhun

Tabled.

ADJONRNMENT:

The meeting was adjourned at 3:50 pm.

Respectfully Submitted



Michael A. Mufson, Secretary



California
Community
Colleges

CHANCELLOR'S OFFICE
1102 Q Street
Sacramento, California 95811

**NOTICE OF PROPOSED RULEMAKING
CALIFORNIA CODE OF REGULATIONS, TITLE 5, REGARDING
ASSOCIATE DEGREE COURSE REQUIREMENTS**

45-Day Notice published March 5, 2026

NOTICE IS HEREBY GIVEN, pursuant to Chapter 2 of the California Community Colleges Board of Governors (Board) Procedures and Standing Orders, that the Board proposes to adopt the regulatory action described below after a public hearing, and consideration of all comments, objections, or recommendations received regarding the proposed regulatory action during the public comment period, which closes on April 19, 2026.

BOARD OF GOVERNORS PUBLIC HEARING

A public hearing will be held during the next regularly scheduled Board of Governors meeting on March 24, 2026.

In-Person Participation

California Community Colleges, Chancellor's Office Building
Sixth Floor, Board of Governors Chambers
1102 Q Street
Sacramento, CA 95811

Parking options can be found on our website.

All Board meetings are held in locations that are open to the public and wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real-time transcription, may be provided to persons with disabilities upon request. Persons requesting such accommodations should notify the Board Liaison at ccastro@cccco.edu, (916) 323-5889, no less than five business days prior to the meeting.

Public Comments at the Board Meeting

Members of the public seeking to comment on the proposed regulatory action at the Board meeting should refer to the Board's agenda for information on how public comment on Board items will be received. The [Board's agendas](https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agendas) are available here: <https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agendas>.

WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the proposed regulatory action. To help ensure comments are understood as they are intended, we suggest that they clearly identify the proposed regulatory action that each comment addresses, with reference to specific section and subparagraph numbers where appropriate. Please arrange comments in the same order as in the proposed regulatory action. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549
regcomments@cccco.edu

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on April 19, 2026. All written comments received by Chancellor's Office staff during the public comment period are subject to disclosure under the Public Records Act.

CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

Following the public hearing and considering all timely and relevant comments received, the Board may adopt the proposed regulatory action substantially as described in this Notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposed regulatory action will be subject to a second 15-day notice period prior to its adoption at a subsequent Board meeting.

INFORMATIVE DIGEST

This proposed regulatory action amends section 55061 of title 5 of the California Code of Regulations to align with systemwide efforts in teaching and learning regarding climate action and environmental impact.

Vision 2030 and its accompanying [Climate Action Workplan](#) identify integration of sustainability and climate action across curricula and explicitly propose updating section 55061(c)(5) to include language addressing the impact of humans on the environment as a learning outcome in appropriate natural sciences courses. Similarly, the Academic Senate for the California Community Colleges' [Fall 2025 Resolution 102.03](#) proposed the inclusion of human impacts on climate and the environment amongst the topics covered by courses in natural sciences. The Academic Senate's resolution also proposed expressly including "environmental science" as a discipline whose courses qualify as natural sciences courses for associate degree purposes.

After consultation with system stakeholders, including the Consultation Council and the California Community Colleges Curriculum Committee (5C), these proposals were accepted and synthesized into the regulatory language which is the subject of this proposed regulatory action.

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

The estimated cost or savings attributable to the proposed regulatory action are anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None*.

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4 title 2 of the Government Code: *None*.

Other non-discretionary cost or savings imposed on community college districts: *None*.

Cost or savings in federal funding to state agencies: *None*.

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the language of the proposed regulatory action, and all of the information upon which the proposal is based, may be obtained online at:

[Office of General Counsel - Pending Regulatory Action](#)

Those who receive the Board of Governors Agenda package for the March 24, 2026, meeting can find a further description of the proposal and the full text of the regulatory action. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

Exhibit 1 2026-04-06_hiring-committee

April 6, 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?					
Name	Division	Department	Position:	What are the knowledge, skills, and abilities you will bring to this committee?	Action
Vickie Mellos	L&L	ESL	Hiring Committee - Vice President Finance and Administrative Services (VPFAS)	I am committed to learning about Diversity, Equity, Inclusion, and Antiracism. I have participated in many professional trainings and continue to do so.	As Curriculum Committee co-chair, I serve on a variety of committees, such as the Resource Allocation Committee, Instructional Program Review and Planning Committee, Accreditation Steering Committee, and Student Equity Plan & Pathways Oversight Committee. This experience has increased my institutional knowledge of funding sources and budgeting. In my work on these committees, I advocate for diversity, equity, inclusion, and antiracism for our college.
Alia Barkzi	L&L	ESL	I am requesting to serve on the Vice President of Finance and Administrative Services (VPFAS) Hiring Committee.	I am interested in serving on this hiring committee to contribute to a fair, equitable, and thoughtful selection process. As an ESL faculty member, I work closely with a diverse student population, including multilingual learners, first-generation college students, and individuals navigating financial and institutional barriers. This experience allows me to bring a student-centered perspective when evaluating how administrative leadership decisions impact access, support services, and overall student success. I am also an active member of Educators for Equity, Diversity, and Cultural Consciousness on campus. Through this work, including a recent Flex Week workshop that brought together administrators, faculty, and students to center student voices, I have deepened my commitment to ensuring that institutional decisions reflect the lived experiences and needs of our students. In alignment with the Faculty Senate Antiracism Statement, I will apply an equity and antiracism lens by centering student impact, particularly for historically underserved populations, when evaluating candidates for the Vice President of Finance and Administrative Services role. This includes considering how candidates approach equitable resource allocation, transparency, and inclusive decision-making. I will also actively work to minimize bias by adhering to established evaluation criteria, engaging in collaborative and accountable discussions with committee members, and ensuring all candidates are assessed fairly and consistently. I am committed to ongoing learning through EEO training and continued engagement in equity-focused professional development. Serving on this committee would allow me to contribute meaningfully to the college while supporting a hiring process grounded in equity, inclusion, and student success.	I bring a strong foundation in student-centered teaching, collaborative decision-making, and equitable evaluation practices to this hiring committee. As an ESL faculty member, I have experience working with diverse student populations, including multilingual learners and first-generation college students, which allows me to consider how institutional leadership decisions impact access, retention, and student success. I also bring experience in shared governance through my involvement in a faculty prioritization committee, an AI committee, and my role as an Academic Senate for Part-time ESL faculty Representative at Grossmont College. These experiences have strengthened my ability to engage in thoughtful dialogue, evaluate complex information, and contribute meaningfully to institutional decision-making processes. My skills include critical evaluation of candidates, clear and professional communication, and the ability to collaborate effectively while maintaining confidentiality. I am committed to applying consistent, criteria-based assessment practices to support a fair and transparent hiring process. In terms of equity and antiracism, I am an active member of Educators for Equity, Diversity, and Cultural Consciousness on campus, where I engage in ongoing professional learning and dialogue. A recent Flex Week workshop that brought together faculty, administrators, and students to center student voices further strengthened my commitment to addressing systemic barriers and advancing inclusive practices. I will bring this lens into the hiring process by helping to identify candidates who demonstrate a commitment to equity, inclusive leadership, and responsible decision-making that supports historically underserved student populations. I am also committed to ongoing learning through EEO training and continued engagement in equity-focused initiatives. Thank you for your time and considering my interest in this position.
<i>*NOTE: Senate sat one faculty instructional position on this Hiring Committee March 30 2026 (Brian Anderson CTE Military Leadership). There are a total of four faculty positions on this hiring committee (with a request for 3 instructional and one student services). We have in total only received 3 volunteers for 4 faculty positions.</i>					

Exhibit 2 - Curriculum - April 1

Link to Approved actions from the April 1, 2026,
Curriculum Committee meeting

 [April 1, 2026 Curriculum Committee Actions.xlsx](#)

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

Reassigned Time Positions – Letters of Interest

Uncontested

Curriculum Co-Chair - Melissa Haickel Bagaglio

Dear Colleagues,

I am writing to apply for the position of Curriculum Co-Chair. I am deeply committed to the mission of this college and believe my blend of technical experience, legislative awareness, and broad service in faculty governance makes me an ideal candidate for this position. Having served on the Curriculum Committee for the past six years (with a semester break during my sabbatical), I have developed a deep-seated understanding of the Curriculum process and its impact on student success. My time on the committee has convinced me that curriculum is our most powerful tool for equity, and I am prepared to transition into this leadership role to help guide our campus through the evolving regulatory landscape while deepening our commitment to student-centered design.

The Curriculum Committee is more than just a regulatory body; it's a place where we work together to help faculty create programs that are innovative, inclusive, and ready for transfer. As Co-Chair, I plan to continue our committee's effort to connect state policy with what actually happens in the classroom. This involves navigating the current complexities of transfer alignment, such as the implementation of the Cal-GETC framework under AB 928, while staying responsive to the Chancellor's Office regarding the recent pause for Phase III of AB 1111. I served on the AB-928/1111 taskforce representing Area 1, and I understand that by staying ahead of these legislative shifts, I can help ensure that our departments are not overwhelmed by administrative "starts and stops" and can instead focus on maintaining high-quality, relevant instruction.

My time at Palomar has given me significant experience and institutional memory: six years of service on the Curriculum Committee, two years on the General Education subcommittee, and a year and a half as the Requisites Reviewer, where I learned how to use MAVERICK. I also participated in the ASCCC Curriculum Institute, which provided me with a foundation in Title 5 compliance and statewide curricular standards. Beyond curriculum-specific roles, my service on the Faculty Senate and the Sabbatical Leave Committee has deepened my understanding of faculty governance and the professional growth of my colleagues. These varied roles, combined

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

with my daily work as an English instructor, give me a unique ability to translate complex regulations into practical strategies that benefit our most vulnerable students.

Thank you for your time and consideration,

Melissa Haickel Bagaglio

Pride Center Coordinator – Benjamin Mudgett

Dear Beth Pearson and Members of the Faculty Senate,

I am writing to express my interest in continuing to serve as Pride Center Faculty Coordinator. It has been an honor to lead this work, and I remain committed to strengthening the Pride Center as a fully programmed student support resource center for LGBTQ+ students and allies.

My leadership philosophy is grounded in systems thinking and the understanding that positioning the Pride Center as a comprehensive student support resource center requires coordinated change in policies, practices, resources, relationships, and institutional mindset. This perspective guides my work as the Pride Center continues to grow into a sustainable, at-scale program.

My leadership is also informed by my scholarly work examining how institutional structures shape student experiences and outcomes. Through my doctoral dissertation, *Queerupting Community College Spaces: Reflections from Queer Latino Men*, I examine how the lived experiences of queer Latino men illuminate both barriers and possibilities within community college environments. This work informs my commitment to advancing serving-ness by designing programs, spaces, and practices that are responsive to the intersecting identities of our students in ways that support learning, healing, and belonging.

Over the past two years, my work as the Pride Center Faculty Coordinator has focused on building the structures needed to support that shift. I have intentionally built on the legacy of the Pride Center to establish the foundational infrastructure needed to support LGBTQ+ students and allies at scale. Key accomplishments during this period include strengthening the operational and staffing structure of the Center, guiding the implementation of a \$600,000 statewide LGBTQ+ grant, and leading efforts to rebrand the Pride Center to reflect its role as a district-wide student support resource. These efforts resulted in newly adopted

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

mission, vision, and values statements; the development of a centrally located multi-purpose Pride Center equipped with modern technology; a six-member staffed Center, expanded programming; and the launch of a Pride endowment fund initiative in partnership with the Foundation Office.

A central focus of my leadership has also been building coordinated partnerships across the institution and within the community. The Pride Center now operates in collaboration with academic departments, student support programs, affinity groups, and student organizations that support the intersecting identities of LGBTQ+ students, such as Gender, Sexuality, and Women's Studies; the Dreamer Success Program; Behavioral Health Services; Counseling; the Palomar College Black Faculty and Staff Association; and Students for Justice and Gender Equity, as well as community partners including Vista Community Clinic and the North County LGBTQ+ Resource Center. These partnerships strengthen coordination of services and expand access to resources for LGBTQ+ students and allies.

As we move into 2026 and beyond, my focus will be on strengthening the Pride Center's capacity to measure impact, expand services across the district, and ensure that programming remains responsive to the evolving needs of LGBTQ+ students. To accomplish this, I plan to improve data collection and assessment systems to better understand patterns of student engagement and identify equity gaps in serving-ness. The Pride Center has established a baseline understanding of student usage through improved digital check-in systems, and the next step is to implement more robust tracking tools that allow for disaggregated data analysis and meaningful evaluation of services. This work will strengthen our ability to align Pride Center services with program review and the Palomar College Student Equity and Achievement plan. I will remain steadfast as the Faculty Pride Center Coordinator in strategic planning and action to help close equity gaps among disproportionately impacted students across key student success metrics, including completion of transfer-level math and English, persistence, completion, and transfer.

Another priority of mine is to advance the design and implementation of the Pride Scholars Learning Community, currently in development through the Leading from the Middle Academy, with the goal of piloting the program by Fall 2027. This initiative aims to provide wrap-around academic and support services for LGBTQ+ students and allies to further strengthen our efforts in closing achievement gaps identified in the Palomar College Student Equity and Achievement Plan.

I am also launching an updated SafeZone training program beginning Fall 2026. This cohort-based program will include both synchronous and asynchronous learning and will

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

focus on developing active allyship among faculty, staff, and administrators. This effort will strengthen the College's capacity to provide culturally responsive support and contribute to building a more inclusive campus environment.

I will also continue working to expand the infrastructure needed to support LGBTQ+ students across multiple campus locations. Recent pilot outreach efforts, including satellite Pride events and district-wide programming, provide an opportunity to assess student needs across service areas and refine staffing and operational needs to support sustained access to services throughout the district.

Finally, I will remain committed to strengthening institutional support for transgender, nonbinary, and gender nonconforming students, a goal recently documented in the most recent Pride Center program review. This work calls for continued collaboration across departments to advance policies, services, and infrastructure such as affirmed name and record systems, all gender restroom access, and gender affirming care resources. My leadership will work to ensure that the College's student support systems remain responsive to the needs of students whose identities intersect across multiple disproportionately impacted groups.

I am now in year two of this work, and the core structures needed to support the Pride Center are in place. A renewed term will allow me to continue strengthening assessment practices, expand services and sustain coordinated systems of support that contribute to student success.

Thank you for your consideration. I would welcome the opportunity to continue this work and support the ongoing growth of the Pride Center.

In Warmth and Solidarity,

Benjamin Mudgett, Ed.D.

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

Credit for Prior Learning – Yvonne Hardy

Dear Faculty Senate Colleagues,

I am excited to apply for the Credit for Prior Learning (CPL) Faculty Coordinator position, with a strong focus on supporting both students and faculty in expanding and strengthening CPL opportunities. I am passionate about helping military-affiliated students and working adults save time and money on their educational pathways while increasing equitable access to credit by recognizing diverse forms of prior learning. I bring both hands-on experience and a strategic focus to support faculty in aligning military, workforce, and industry learning with Palomar courses.

As a full-time faculty member in the Military Leadership Apprenticeship Program and a Marine Corps veteran with 20 years of service, I bring a unique perspective in translating real-world learning into academic credit. I have directly supported over 1,000 Marines in earning CPL credit and independently process more than 150 CPL petitions each semester. I have worked closely with the current CPL Coordinator over the past three years and contributed to the CPL accelerated pathways. I bring strong coordination skills to work with my colleagues across instruction, counseling, articulation, and records to ensure accuracy, compliance, and timely CPL petition process and transcript posting.

Relevant experience includes:

- Connecting CPL to transfer, workforce, and degree pathways
- Guiding students through the CPL petition process to reduce barriers and accelerate completion
- Serving as Academic Senate for California Community Colleges (ASCCC) CPL Liaison (2025–2026)
- Collaborating across counseling, articulation, and records to streamline processes

I am ready to step into this role and immediately contribute with proven experience and the ability to scale CPL across workforce apprenticeships and transfer pathways while intentionally advancing DEI/AA through equitable, diverse and inclusive CPL practices.

Thank you for your consideration. I look forward to the opportunity to support CPL efforts at Palomar College.

Sincerely, Yvonne Hardy

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

Student Learning Outcome (SLO) Co-Coordinator – Daniel Cameron Balaszek

Daniel Cameron Balaszek

Assistant Professor, Military Leadership Program

1 April 2026

Palomar College Academic Senate,

I am writing to express my interest in serving as Student Learning Outcome (SLO) Co-Coordinator. I am seeking this role to expand my contribution to the Curriculum Committee, the Curriculum Technical Review Team, and associated subcommittees and task forces. Through my current work, I have acquired a strong understanding of how essential Learning Outcomes at the course, program, and institutional levels are in ensuring alignment between curriculum design, assessment practices, and student success. I am particularly interested in supporting the College in meeting its annual SLO and SAO goals, strengthening communication around SLOAC activities and progress, and ensuring that assessment is meaningfully integrated into program review and institutional planning processes.

My qualifications for this role are grounded in both my current institutional service and recent curriculum development work. I serve on the Curriculum Committee as a representative for CTEE and as an active member of the General Education Sub-Committee. In addition, I currently serve as Curriculum Technical Reviewer (with specific responsibility for reviewing course/program requisites) and as a member of the College's Curriculum Technical Review Team. Through these roles, I have gained a comprehensive understanding of the curriculum approval process and lifecycle, including the review and refinement of SLOs for new, revised, and existing courses and programs in Maverick.

During the 2025/26 academic year, I led the revision of five Course Outlines of Record (CORs) and one credit program, originated three new CORs, and developed one new credit cooperative education program in partnership with the United States Marine Corps. I am also currently collaborating with the College's Non-Credit office to build curricula for a new workforce readiness program focused on Leadership skill development. As a designated SLO Facilitator within my department, I have direct experience coordinating with faculty to support assessment cycles, entering and reconciling data within and between Nuventive and Canvas, and helping to establish sustainable, regular assessment practices at the

Exhibit 3 Reassigned Time Positions - Compiled Letters of Interest

course and program levels. I am well-positioned to assume greater responsibilities in this area, assist and train faculty and staff, and support the development of consistent and effective assessment processes across disciplines.

I have experience supporting institutional initiatives tied to accreditation and professional learning. I have worked closely with the Curriculum Committee Co-Chair to support faculty training for the College's DEIAA in the COR initiative, and I am prepared to help develop and coordinate professional learning opportunities that strengthen faculty SLOAC competency.

Additionally, I am a graduate of the CCCOER Open for Antiracism (OFAR) program (June 2025), and I am committed to ensuring that my work actively advances equity, diversity, and inclusion. I will approach SLO development, assessment, and faculty support with an understanding that outcomes must not only be appropriately robust, measurable, and aligned, but also intentionally designed to promote equitable student achievement and inclusive educational practices.

With a background in curriculum development, SLO facilitation, technical review, and faculty support, along with a collaborative, detail-oriented mindset, I am confident in my ability to contribute meaningfully as SLO Co-Coordinator.

Finally, I recognize that, if selected, I would likely need to relinquish my current role as Curriculum Technical Reviewer to ensure the Technical Review Team maintains the appropriate member numbers to effectively fulfill its responsibilities.

Thank you for considering my interest in the position.

Sincerely,

Daniel C. Balaszek



MEMORANDUM

March 13, 2026

ESS 26-25 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Common Course Numbering (CCN) Implementation Phase III Update

Purpose

This memorandum provides an update on the implementation of Common Course Numbering (CCN), including Phase III template development and articulation status, Chancellor's Office Curriculum Inventory (COCI) updates, TOP-to-CIP alignment, funding reporting requirements, and sustainability planning.

Common Course Numbering Progress to Date

The Chancellor's Office extends profound appreciation to the faculty, curriculum committees, articulation officers, administrators, Academic Senate leaders, and intersegmental partners whose dedication and expertise have advanced Common Course Numbering from vision to implementation. CCN represents one of the most ambitious and collaborative academic efforts in our system's history — grounded in faculty leadership and driven by a shared commitment to students.

More than 2,000 CCN-aligned course outlines have now been submitted by colleges across California. As these courses become student-facing in fall 2026 and fall 2027, they will serve thousands of transfer-bound students who deserve clarity, consistency, and confidence that their coursework will carry forward. This work is more than structural alignment: it is a statewide commitment to transparency, equity, and credit mobility consistent with the promise of [AB 1111](#) (Berman, 2021).

Implementation continues to move forward across the colleges, and legislative attention remains focused on strengthening system-level articulation. [AB 2236](#) (Berman, 2026) currently proposes to amend Education Code section 55275.5 to require the Intersegmental Committee of the Academic Senates of the University of California (UC), the California State University (CSU), and the California Community Colleges, on or before July 1, 2027, to establish a streamlined system-level articulation agreement utilizing CCN templates in place of individual campus review.

Common Course Numbering (CCN) Implementation Phase III Update

March 13, 2026

Phase III Templates and Articulation

The purpose of Common Course Numbering is to establish meaningful intra- and intersegmental consistency in high-impact transfer courses across the California Community Colleges, the CSU, UC, and AICCU—while preserving faculty primacy and local academic control.

Phase III template development reflects substantial intersegmental faculty collaboration. Discipline faculty across California higher education worked collectively to develop approximately 50 additional CCN templates. The CSU Chancellor's Office (CSUCO) and the University of California Office of the President (UCOP) provided informal feedback regarding potential transferability and Cal-GETC subject area alignment to inform that work.

At this time, however, there is no binding intersegmental agreement establishing CCN templates as a mechanism for automatic or system-level transferability or articulation. Although intersegmental discussions have continued since May 2024, transferability and articulations determinations remain dependent upon individual campus review of CCN-aligned courses across all 115 colleges. In the absence of a statewide, template-level articulation framework:

- Identical CCN course numbers may yield different transfer outcomes.
- Student expectations of transfer consistency may not be met.
- Colleges and universities will continue duplicative review processes, straining institutional capacity.

For these reasons, and to safeguard student expectations and the long-term integrity of the CCN framework, **the Chancellor's Office will not release Phase III templates for local alignment until clear systemwide transferability and articulation assurances are in place.** Moving forward without that alignment would risk confusion, uneven credit mobility, and erosion of confidence in the CCN structure. The Chancellor's Office continues to collaborate with system and intersegmental partners during this delay; however, this also means *colleges will not be expected to have Phase III CCN-aligned courses student-facing by fall 2027.*

Colleges should continue full implementation of earlier phases:

- Phase II(A) aligned courses must be student-facing and reflected in catalogs by fall 2026.
- Phase II(B) aligned courses must be student-facing and reflected in catalogs by fall 2027.

The Chancellor's Office remains actively engaged with CSU, UC, ASCCC, and intersegmental leadership to secure a durable, system-level articulation solution that fulfills the promise of CCN for students and institutions alike.

Common Course Numbering (CCN) Implementation Phase III Update

March 13, 2026

COCI Changes Related to CCN

Enhancements to the Chancellor's Office Curriculum Inventory (COCI) have been implemented to facilitate CCN alignment and reduce local administrative burden. These updates include:

- New functionality enabling colleges to directly create courses aligned with approved CCN templates.
- Modifications to recommended preparation fields that allow colleges to maintain local advisories consistent with institutional practice and faculty judgment.

These changes are intended to streamline implementation while preserving appropriate local control. Colleges are reminded of the following ADT certification deadlines:

- Phase II(A) ADT certification forms are due June 1, 2026.
- Phase II(B) ADT certification forms are due June 1, 2027.

TOP-to-CIP Updates

The Chancellor's Office, in collaboration with the Academic Senate for California Community Colleges (ASCCC), has completed identification of the Classification of Instructional Programs (CIP) codes aligned to existing Transfer Model Curricula (TMCs) and corresponding CCN templates. This work was undertaken to promote consistency, reporting clarity, and alignment across associate degrees and commonly numbered courses. Identical CIP codes will apply to corresponding ADTs and CCN templates. These codes will be uploaded directly into COCI; no additional action is required by colleges.

CIP selection prioritized outcome alignment, the educational scope of an associate degree, and the presence or absence of existing specificity within Taxonomy of Programs (TOP) codes, rather than relying exclusively on within-discipline specificity. It is important to clarify that CIP codes are used for reporting and classification purposes. They do not determine Minimum Qualifications, local discipline assignment under title 5, or override guidance contained in the Program and Course Approval Handbook. The Chancellor's Office will publish details of CIP assignments for the ADTs and CCN templates as they become available.

The Chancellor's Office is currently surveying colleges to identify potential impacts associated with the TOP-to-CIP transition, including instances where CIP alignment may affect CTE or non-CTE designation. Feedback from the field is currently informing ongoing refinement and targeted technical assistance to support colleges through implementation. Please see the [TOP-to-CIP website](#) for more information.

Common Course Numbering (CCN) Implementation Phase III Update

March 13, 2026

Funding Reporting Survey

The CCN funding report survey will be posted on the [CCN project website](#) by April 2026, and colleges will receive a direct submission link. The survey is due July 31, 2026. The survey serves as an important accountability and implementation assessment tool, allowing the Chancellor's Office to evaluate progress, identify implementation challenges, and inform future resource planning. Survey questions will be posted on the CCN project website by April 2026, and colleges will receive a direct submission link.

The report will capture information related to Phase II(A) implementation activities, Phase II(B) early-start efforts, Phase I course alignment and articulation outcomes, and implementation activities associated with TOP-to-CIP transitions. Given the scope of CCN implementation, comprehensive reporting will require cross-functional coordination. CIOs, CBOs, Articulation Officers, Academic Senate leadership, Curriculum Chairs, and Curriculum Specialists should collaborate to ensure submissions are complete, accurate, and reflective of institutional efforts.

Sustainability and Future Planning

As Common Course Numbering transitions from initial implementation to long-term integration, the CCN Council has recommended development of a [sustainability framework](#) to support ongoing maintenance, periodic evaluation, and thoughtful expansion of the CCN structure. This next phase of work is intended to ensure that CCN remains responsive to evolving transfer patterns, disciplinary developments, and student needs.

To advance this effort, a Scope and Sequencing Workgroup has been convened to explore how data-informed analysis — including the responsible use of AI-supported tools — may assist in identifying potential future CCN candidate courses. The analysis incorporates course descriptions, enrollment data, C-ID alignment patterns, existing articulation trends, and TOP code assignments to identify comparability patterns across the system.

These tools are advisory in nature and designed to support faculty review and discussion. Determinations regarding CCN template development will remain faculty-driven and subject to established governance and consultative processes. Additional guidance will be shared as recommendations are developed and vetted through appropriate channels.

Current CCN project information is available on the [resource page](#) of our [CCN website](#). If you have any questions or need further information and support, please contact us at CCN@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
Stacey Shears, Vice Chancellor of Student Services
Anthony Cordova, Vice Chancellor of Workforce and Economic Development

IMPORTANT REGISTRATION UPDATE

Effective Fall 2026: The following
courses have new numbers.

OLD COURSE NUMBER	NEW COURSE NUMBER	OLD COURSE NUMBER	NEW COURSE NUMBER
ANTH 100	ANTH C1001	SPCH 115	COMM C1004
ANTH 100L	ANTH C1001L	ECON 102	ECON C2001
ANTH 101	ANTH C1000	ECON 101	ECON C2002
ART 165	ARTH C1100	ENG 205	ENGL C1002
ART 166	ARTH C1200	ENG 203	ENGL C1003
ASTR 100	ASTR C1001	HIST 101	HIST C1001
ASTR 105L	ASTR C1001L	HIST 102	HIST C1002
BIOL 100	BIOL C1000	MATH 140	MATH C2210
BIOL 101	BIOL C1001	MATH 140E	MATH C2210E
BIOL 101L	BIOL C1001L	MATH 141	MATH C2220
CHDV 100	CDEV C1000	SOC 100	SOCI C1000

Students who have taken the above courses do not need to re-take the course.



Scan to Enroll and Register
at Palomar College



Learn About Common
Course Numbering

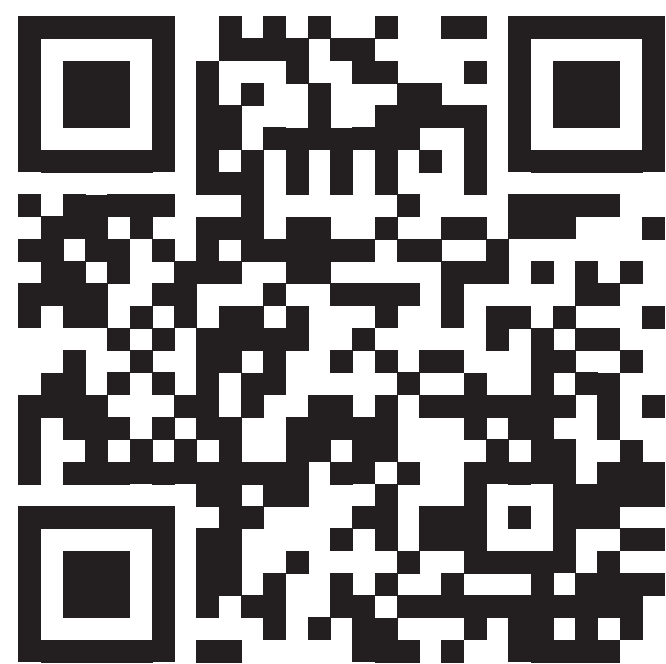


ACTUALIZACIÓN IMPORTANTE SOBRE INSCRIPCIONES

A partir del otoño del 2026: Los siguientes cursos tendrán nuevos números.

ANTIGUO NÚMERO DEL CURSO	NUEVO NÚMERO DEL CURSO	ANTIGUO NÚMERO DEL CURSO	NUEVO NÚMERO DEL CURSO
ANTH 100	ANTH C1001	SPCH 115	COMM C1004
ANTH 100L	ANTH C1001L	ECON 102	ECON C2001
ANTH 101	ANTH C1000	ECON 101	ECON C2002
ART 165	ARTH C1100	ENG 205	ENGL C1002
ART 166	ARTH C1200	ENG 203	ENGL C1003
ASTR 100	ASTR C1001	HIST 101	HIST C1001
ASTR 105L	ASTR C1001L	HIST 102	HIST C1002
BIOL 100	BIOL C1000	MATH 140	MATH C2210
BIOL 101	BIOL C1001	MATH 140E	MATH C2210E
BIOL 101L	BIOL C1001L	MATH 141	MATH C2220
CHDV 100	CDEV C1000	SOC 100	SOCI C1000

Los estudiantes que hayan tomado los cursos arriba mencionados no necesitan volverlos a tomar.



Escanee para matricularse y registrarse en Palomar College



Aprenda sobre el Sistema de Numeración Común de Cursos



Proposed Revisions to Title 5, California Code of Regulations Relating to Associate Degree Course Requirements (First Reading)

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations.

SECTION 55061 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

Section 55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements:

(a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

(b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

(2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

(c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include

Exhibit 5.1 - prop-reg-text-associate-degree-course-req-1st_Vickie Mellos

mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences ~~examine-explore~~ the physical universe, its life forms, ~~and~~ its natural phenomena, ~~helping students appreciate and understand the scientific method and the relationships between science and other human activities, and how the scientific method is used to advance our understanding of the natural world and drive innovation. Such courses develop students' ability to apply scientific knowledge to real world issues, which may include learning about effects of human activities on climate and the environment.~~ Courses that fulfill this requirement may include introductory or integrative baccalaureate-level coursework in astronomy, biology, chemistry, environmental science, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and related scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

(d) "Integrative baccalaureate-level courses" draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

GE SUBCOMMITTEE – UPDATE

**GE SUBCOMMITTEE CO-CHAIRS, VICKIE MELLOWS
AND BENJAMIN MUDGETT**

ASG – MARCH 13, 2026

BACKGROUND 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.

BACKGROUND 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

BACKGROUN^{Exhibit 6 - GE Curriculum Committee Update April (1)} 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.

TASK OF GE 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, vision 2035, and employer needs.**

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.

CURRENT 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?

Draft Resolution: On the Use of Third-Party Publisher Platforms

DE Committee | Spring 2026

Whereas, Title 5 §55002 affirms that faculty are responsible for designing courses in alignment with the Course Outline of Record (COR), ensuring academic freedom, accessibility, and equity; and

Whereas, Palomar Administrative Procedure (AP) 4105 designates Canvas as the district-supported learning management system (LMS) for student authentication and distance education, and federal and state regulations require Regular and Substantive Interaction (RSI) to be observable in the official Canvas course for accreditation purposes; and

Whereas, over-reliance on third party publisher platforms such as Pearson MyLab, McGraw-Hill Connect, Cengage MindTap, or Macmillan Achieve outsources core instructional functions to corporate vendors, creates barriers to accessibility and equity, raises concerns about student data security and privacy, and imposes significant additional costs on students; and

Whereas, the use of third-party publisher platforms introduces institutional support limitations as Palomar's Academic Technology Resource Center (ATRC) is unable to fully support or troubleshoot student issues occurring within external systems, thereby creating gaps in timely and equitable student support; and

Whereas, students are often required to purchase access codes or course materials outside of Palomar College systems and Canvas, resulting in financial barriers, delays in course participation, and challenges related to payment assistance and refund processes; and

Whereas, publisher-provided materials (e.g., question banks, slides, practice activities) may be pedagogically valuable when thoughtfully adapted and integrated into faculty-designed courses, but should serve only as supplemental resources rather than substitutes for instruction; and

Whereas, Open Educational Resources (OER) provide accessible, customizable, and cost-free alternatives that preserve academic freedom, reduce financial burdens, and support equitable access for all students; and

Resolved, that the Palomar College Faculty Senate affirm that the COR defines the course, not a textbook or publisher platform, and that faculty retain primary responsibility for course design, content development, student interaction, and instructional materials; and

Resolved, that the Palomar College Faculty Senate affirm that Canvas must remain the central hub of course activity for all distance education courses, with Regular and Substantive (RSI)

Exhibit 7.1 - Draft On the Use of Third-Party Publisher Pla_Tanessa Sanchez

clearly observable within Canvas to ensure compliance with Title 5, federal regulations, and accreditation requirements; and

Resolved, that the Palomar College Faculty Senate recommend that faculty limit the use of publisher platforms to supplemental and adaptable content within their own course design, avoiding reliance on platforms that restrict modification, increase student costs, reduce instructional control, or shift core teaching responsibilities away from faculty; and

Resolved, that the Palomar College Faculty Senate encourages the adoption of Open Educational Resources (OER) whenever possible to ensure burden-free access, equity, and the preservation of academic freedom; and

Resolved, that the Palomar College Faculty Senate will work with the Academic Technology Resource Center (ATRC), the Distance Education Committee, and the Office of Instruction to provide faculty with guidance, training, and resources on evaluating publisher tools, adopting OER, and ensuring compliance with accessibility, privacy, security, and accreditation standards; and

Resolved, that the Palomar College Faculty Senate advocate for institutional practices that reduce student financial and technological barriers, including minimizing the reliance on external access codes and improving transparency and support related to course material costs and refund processes.



AP 4105

Administrative Procedure
Chapter 4 – Instructional Services

AP 4105 Distance and Correspondence Education

References:

Education Code Sections 66700 and 70901 et seq.;
 Title 5 Sections 55002.5, 55200 et seq., and 55260 et seq.;
 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
 2024 ACCJC Accreditation Standard 2

Authentication:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

The Chief Instructional Officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

To comply with federal requirements, all Palomar College online courses use the District-supported Learning Management System which uses secure login credentials.

Definitions:

Distance Education: Title 5 § Section 55200 defines distance education as “education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conference; or (4) Other media used in a course in conjunction with any of the technologies listed in this definition (paragraphs (1) through (3) of this subdivision). The definition of ‘Distance Education’ does not include correspondence courses.”

Correspondence Education means education provided through one or more courses where 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 and requires separate approval.

Publication of Distance Education Course Section Facts:

- The college shall make available to students through college publications all the following facts before they enroll in a distance education course section:
 - Details of the class format, including any in-person synchronous meeting days/dates and times.
 - Any required asynchronous, in-person activities.
 - Any required technology platforms, devices, and applications for all class formats.
 - Any test or assessment proctoring requirements.

Class Formats:

- **Face-to-Face:** Learning that requires the instructor and students to meet in person at a set time and location.
- **Fully Online:** Learning that occurs completely online. All approved instructional contact hours, including online proctored assessments or course orientations, are delivered online. No in-person (face-to-face) assessments or meetings are required. Instructional contact hours for fully online classes can be synchronous, asynchronous, or a combination of both.
 - **Synchronous Online:** Learning where the instructor and the student meet at the same time and interact through the use of technology.

- **Asynchronous Online:** Learning in which the instructor and student are separated by time and distance and interact through the use of technology.
- **Partially Online:** Learning that occurs through a combination of Face-to-Face and Online (Synchronous and/or Asynchronous). An online class that requires any amount of Face-to-Face contact is considered a Partially Online class, this includes a single in-person course orientation, proctored in-person assessments, or any other in-person requirement.
- **Note:** Students are provided with the specific in-person or online course meeting requirements in the class schedule per the required Publication of Distance Education Course Section Facts.
- **HyFlex:** Learning that occurs in both Face-to-Face and Synchronous Online class formats simultaneously. Students have the flexibility to choose to attend either in-person or online at a set time and location.

Course Approval and Certification:

Each new or existing course to be provided through distance or correspondence education shall be reviewed and approved separately. If any portion of the instruction in a course or a course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required.

The review and approval of new and existing courses offered through distance education shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the Curriculum Committee will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distance and correspondence education courses as are applied to in-person classes.

- **Course Quality Determinations:** Determinations and judgments about the quality of the distance and correspondence education course were made with the full involvement of the Curriculum Committee's approval procedures.
- **Course Outline of Record or Addendum to Course Outline:** The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education must address the following:
 - How course outcomes will be achieved in a distance or correspondence education mode;
 - How the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction; and

- How the course design and all course materials must be accessible to every student, including students with disabilities.
- **Duration of Approval:** All distance and correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Distance Education - Instructor Contact and Regular Substantive Interaction (RSI):

Regular and Substantive Interaction:

Title 5 § Section 55204 states districts must ensure that “any portion of the course that is delivered through distance education will include regular and substantive interaction between the instructor(s) and students, (and among students if described in the course outline of record or DE Addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

- **Substantive interaction:** For purposes of this definition, substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - Providing direct instruction;
 - Assessing or providing feedback on a student's coursework;
 - Providing information or responding to questions about the content of a course or competency;
 - Facilitating a group discussion regarding the content of a course or competency; or
 - Other instructional activities approved by the District's or program's accrediting agency.
- **Regular interaction:** Interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - Providing the opportunity for substantive interactions with the student on a predictable and regular scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- **Student to Student Interaction:** Faculty will ensure opportunities for ongoing regular and effective student-to-student contact (unless there is an approved exception through the DE Addendum).

- Best practices include, but are not limited to, implementing communication means for varied types of interaction in the course design, assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement to ensure that students participate with depth.

Correspondence Education- Instructor Contact and Students:

Correspondence Education: Each section of a course conducted through correspondence education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in correspondence education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the District.

Correspondence Education Students: A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a correspondence education student to be considered a full-time student at the District, at least one-half of the student’s coursework must be made up of non-correspondence coursework that meets one-half of the District’s requirement for full-time students.

- For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.
- For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.
- For a program that measures progress in credit hours and uses nonstandard-terms (terms other than semesters, trimesters, or quarters) the number of credits determined by,
 - (1) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
 - (2) Multiplying the fraction determined under paragraph (3)(A) of this definition by the number of credit hours in the program's academic year.

- For a program that measures progress in clock hours, 24 clock hours per week. A “clock hour” for correspondence education purposes is defined as 60 minutes of preparation in a correspondence course.
- A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.
- The work portion of a work experience education course in which the amount of work performed is equivalent to the academic workload of a full-time student.

Accessibility Standards:

- All course materials must be accessible, as explained in Title 5: “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”

Faculty Selection and Workload: Instructors of course sections delivered through distance or correspondence education are individuals responsible for delivering course content who meet the qualifications for instruction established by the District’s accrediting agency. For online instruction, this is known as Faculty Online Certification.

- **Faculty Online Certification:** Validation of preparedness or certification of faculty to teach online shall be determined in at least one of the following ways:
 - Evidence of successful completion of Faculty Senate-approved distance education pedagogy workshops.
 - Evidence of coursework, certificates, and/or degrees that focus on online teaching which were completed at other accredited higher education institutions.
 - Evidence of a successful course design and facilitation as demonstrated by alignment with the criteria approved by the Faculty Senate.
- **List of Certified Online Faculty:** Evidence is collected by the Distance Education (DE) Coordinator with assistance from the Distance Education Committee. The DE Coordinator ensures all faculty who have satisfied the certification requirements are added to the college’s comprehensive list of certified online instructors.
 - Prior to assigning an online course, department chairs or deans will consult the list of certified online instructors each term to ensure that faculty have met at least one of the three requirements.

- An exception could be made in emergency situations that require late instructor assignments, whereby the course could be assigned to an instructor not yet on the certified list with the understanding that an early and ongoing effort will be made to get the instructor qualified to be on the list during that semester.
- For assigning of distance education courses, refer to PFF-District CBA/Article 20.
- **Maintaining DE Currency:** To ensure that faculty are kept current with any changes/recommendations in online course design requirements, prior to the start of each semester, the DE Coordinator will distribute to all faculty teaching online the criteria approved by the Faculty Senate for online course design and facilitation, and a list of online teaching resources.

Also see BP/AP 4100 Graduation Requirements for Degrees and Certificates.

Office of Primary Responsibility: Faculty Senate and Instruction Office

Approved: 5/15/12

Revised: 9/17/19,11/5/25

(Replaces all previous versions of AP 4105)

Nuventive Pilot Results and the Future of SLO Assessment

Presenter: Shelbi Hathaway and April Cunningham

Date: Wednesday, March 4th, 2026

Description: Update to the Curriculum Committee and Senate about the 2025 Canvas & Nuventive Student Learning Outcome (SLO) pilot and the proposed Taskforce for process modernization.

The Mandate for Change: Why We Upgraded

- **The Technology Catalyst:** Our previous version of Nuventive reached "end-of-life" status and would no longer be supported.
- **Accreditation Standard 1.3:** We are now mandated to perform "**regular review of relevant and disaggregated data**" to improve student learning—a task that was impossible under the old version of Nuventive.
- **Equity in SLO Taskforce (Recommendation 02):** The internal taskforce concluded that "**Palomar College should implement a system that provides course-level, disaggregated data to instructors for use on assessing course-level SLOs.**"
- **The Goal:** Move beyond static, "once-and-done" reporting toward a dynamic system for real-time analysis at the course, program, and institutional levels.
- **Technology Selected:** Nuventive was chosen for its quicker integration timeline, powerful Power BI visualizations, and seamless integration with Canvas.

Pilot Participants & Accreditation Alignment

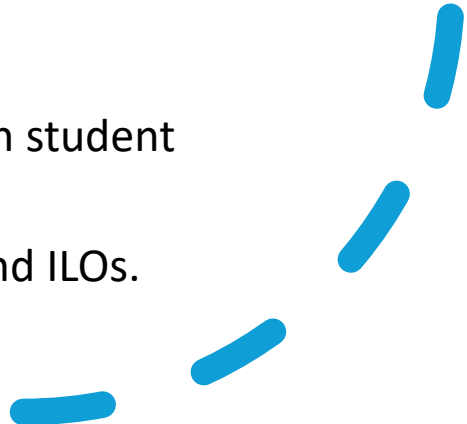
- **Participating Departments:**
 - Accounting (ACCT)
 - Biology (BIOL)
 - Child Development (CHDV)
 - Library Information Technology (LIT).
- **Accreditation Context:** This pilot helped to inform the **2026 Accreditation Midterm Report**.
- **The Vision:** By using Canvas to automatically populate Nuventive, the College ensures that data reported to the ACCJC is robust and directly supports **Accreditation Standard 1.3**, which mandates the "regular review of relevant and disaggregated data" to improve student learning.

SLO Assessment Procedures and their Impact

SLO Assessment Procedures

- **The Standard Requirement:** Faculty are responsible for assessing every Course Learning Outcome (CLO) in their discipline at least once every three years. This involves coordination between SLO Coordinators, Facilitators, and discipline faculty.
- **Varied Assessment Cycles:** With a focus on compliance, disciplines have created siloed "survival strategies" to manage the 3-year workload cycle, a few of which include:
 - Assessing all CLOs for all courses in a single high-intensity semester once every three years.
 - Assessing one CLO per course each semester on a rolling basis.
 - Spreading the workload by assessing all outcomes for a specific subset of courses each term.

The Impact

- Snapshot-style assessment may mask true trends in student achievement.
 - Does not align with assessment timeline of PLOs and ILOs.
- 

Pilot Reflections: The "One- Semester" Data Limitation

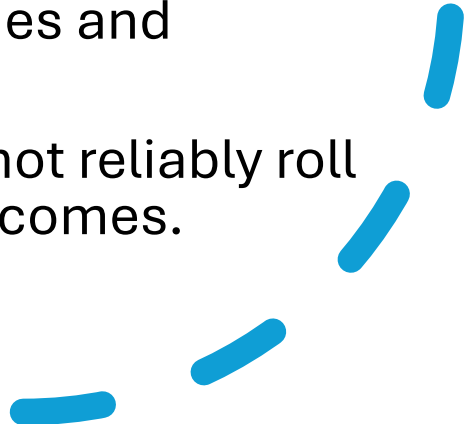
- Our current process typically captures a snapshot of a single semester. This often provides an insufficient sample size for meaningful disaggregated analysis or equity-gap identification.
- **Direct Evidence from Pilot:**
 - Explicitly stated their "**data is limited at this time due to having Canvas results from one semester,**" making it difficult to confirm if identified mastery gaps are systemic. – **Child Development**
 - Noted that while trends suggest equity gaps based on ethnicity, they must "**gather additional years of data to confirm the strength of this trend**" before accurately measuring the impact of their equity interventions. – **Biology**
- **Conclusion:** Meaningful change requires moving from "snapshots" to "longitudinal data."

SLO Assessment Procedures and their Impact (Continued)

SLO Assessment Procedures

- **Irregular Course Offerings:** Some courses run every term; others only once a year or less.
- **Sequence Gaps:** Later courses aren't offered if earlier courses don't fill.
- **Rubric Variability:** Inconsistent rubrics across sections and disciplines.

The Impact

- **Small Sample Sizes:** Limited course sections lead to insufficient disaggregated data ($n < 10$).
 - **Inconsistent Measures:** Varied rubrics prevent meaningful comparison within disciplines and programs over time.
 - **No Clear Link to PLOs/ILOs:** Data cannot reliably roll up to program- or institutional-level outcomes.
- 

SLO Assessment Procedures and their Impact (Continued 2)

SLO Assessment Procedures

- **The Integration Gap:** While we have seen a rise in faculty utilizing Canvas Integration for automated data collection and Nuventive's disaggregated data visualizations, there is currently no college-wide requirement or standardized workflow.

The Impact

- These disparate methods make it impossible to aggregate meaningful, longitudinal data across the college, leaving our equity analysis fragmented and incomplete. This specifically limits Palomar's ability to meet accreditation requirements by disaggregating data at the Course, Program, and Institutional level.

Pilot Reflections: Evidence of Fragmented Data in the Current Process

When faculty must manually summarize data outside of a systematic platform:

- Critical insights are often lost.
- Siloed faculty make qualitative reflections and actions of data without leading to rich pedagogical discussions.

Faculty Voice:

- Found that current results weren't comparable across sections. To fix this, they are now developing a "more standardized evaluation assignment so that results can be compared more consistently." – Accounting
- Discovered a critical pattern that only emerged "when the faculty met to discuss the assessment results." – Library Information Technology

Pilot Reflections: Evidence of Fragmented Data in the Current Process (Continued)

Conclusion:

Fragmented and isolating processes capture "compliance" guidelines but often fail to result in **faculty engagement** with **robust reflections** that lead to **meaningful action**. To meet modern standards, we must move from solitary compliance to integrating data, a culture of faculty engagement that allows for collective action and meaningful curriculum improvement.

Technology as the Catalyst for Process Change

Student Learning Outcomes are a permanent pillar of our institutional mission. By redesigning our workflows to embrace current technology, we can spark a culture shift that moves the college forward and keeps student success at the center of every assessment.



Learning Outcomes Taskforce: Purpose



Process Redesign: To modernize the SLO assessment workflow, transitioning from a compliance-based manual summary model to a technology-integrated, real-time analysis model that supports CLO, PLO and ILO assessment



Equity Alignment: To establish a standardized framework for the collection and review of disaggregated data, satisfying **Accreditation Standard 1.3** and **Equity Taskforce Recommendation 02**.



Technological Integration: To optimize the use of the **Nuventive Platform** and **Canvas** integration, ensuring data consistency across all divisions and modalities.



Cultural Shift: To foster a college-wide culture where assessment is viewed as a continuous tool for improving student success rather than an isolated administrative task.



Learning Outcomes Taskforce: Products

- **Unified SLO Assessment Handbook:** A formal guide outlining standardized college-wide procedures for assessment scheduling and robust reflection and action plans.
 - **Templates:** Create template for faculty assessment summaries
 - **AI Usage:** How can AI be utilized to support this work.
- **Integrated Governance Structure:** An updated proposal for increasing participation in Learning Outcomes subcommittee governance structure that bridges discussion from varied committees on campus (i.e. Curriculum, PRP, and Faculty Senate) and/or intentional inclusion of SLO Coordinator participation in other committees.
- **Standardized Rubric Templates:** A library of examples for utilizing the SLO approved rubric across disciplines and assessment models that support consistent data collection across CLOs, PLOs, and ILOs.
- **Data-Informed Intervention Toolkit:** A set of best practices for working with data and "closing the equity gap" strategies.
- **Outcome Language Rules:** Work with Canvas Admin to create lists for text that is not allowed in Maverick to ensure ease of import.
- **Cultural Shift:** A campaign to help shift the culture around assessment.

Learning Outcomes Taskforce: Membership

Chairs:

SLO Co-Coordiators (2)

Members:

- 2 SLO Co-Coordiators (Co-Chairs)
- PFF (Palomar Faculty Federation) Representative
- 6 Division Representatives (SLO Facilitators, if possible)
- 3 Part-Time Faculty Representatives
- Instructional Dean
- Institutional Research and Planning Representative
- Instructional Designer (or designee)
- Academic Technology Systems Administrator (Canvas Administrator) (or designee)



Exhibit 8.2 - Governance - Learning Outcomes Taskforce - Cu_Shelbi Hathaway

GOVERNANCE STRUCTURE GROUP REQUEST

Date: 2/12/2026



Proposed Name of Requested Group:	Learning Outcomes Taskforce
Request submitted by:	Shelbi Hathaway and April Cunningham – SLO Co-Coordinators
Group Type: Task Force	Action Requested: New
Duration of Taskforce: Recommendations brought to Curriculum and Senate to be voted on by Spring 2027 and implementation in Fall 2027)	If Change, identify type of change:
Reporting Relationship: Curriculum and Senate	
Purpose: • Process Redesign: To modernize the SLO assessment workflow, transitioning from a compliance-based manual summary model to a technology-integrated, real-time analysis model that supports CLO, PLO and ILO assessment • Equity Alignment: To establish a standardized framework for the collection and review of disaggregated data, satisfying Accreditation Standard 1.3 and Equity Taskforce Recommendation 02. • Technological Integration: To optimize the use of the Nuventive Platform and Canvas integration, ensuring data consistency across all divisions and modalities. • Cultural Shift: To foster a college-wide culture where assessment is viewed as a continuous tool for improving student success rather than an isolated administrative task.	
Products: • Unified SLO Assessment Handbook: A formal guide outlining standardized college-wide procedures for assessment scheduling and robust reflection and action plans. ○ Templates: Create template for faculty assessment summaries ○ AI Usage: How can AI be utilized to support this work. • Integrated Governance Structure: An updated proposal for increasing participation in Learning Outcomes subcommittee governance structure that bridges discussion from varied committees on campus (i.e. Curriculum, PRP, and Faculty Senate) and/or intentional inclusion of SLO Coordinator participation in other committees. • Standardized Rubric Templates: A library of examples for utilizing the SLO approved rubric across disciplines and assessment models that support consistent data collection across CLOs, PLOs, and ILOs. • Data-Informed Intervention Toolkit: A set of best practices for working with data and "closing the equity gap" strategies. • Outcome Language Rules: Work with Canvas Admin to create lists for text that is not allowed in Maverick to ensure ease of import. • Cultural Shift: A campaign to help shift the culture around assessment.	
Meeting Schedule: TBD	
Chair(s): SLO Co-Coordinators	

Exhibit 8.2 - Governance - Learning Outcomes Taskforce - Cu_Shelbi Hathaway

Members:

- 2 SLO Co-Coordinator (Co-Chairs)
- PFF (Palomar Faculty Federation) Representative
- 6 Division Representatives (SLO Facilitators, if possible)
- 3 Part-Time Faculty Representatives
- Instructional Dean
- Institutional Research and Planning Representative
- Instructional Designer
- Academic Technology Systems Administrator (Canvas Administrator)

Structure created – New Taskforce
Approved by Curriculum: [3/18/2025]
Approved by Senate: [Date]

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



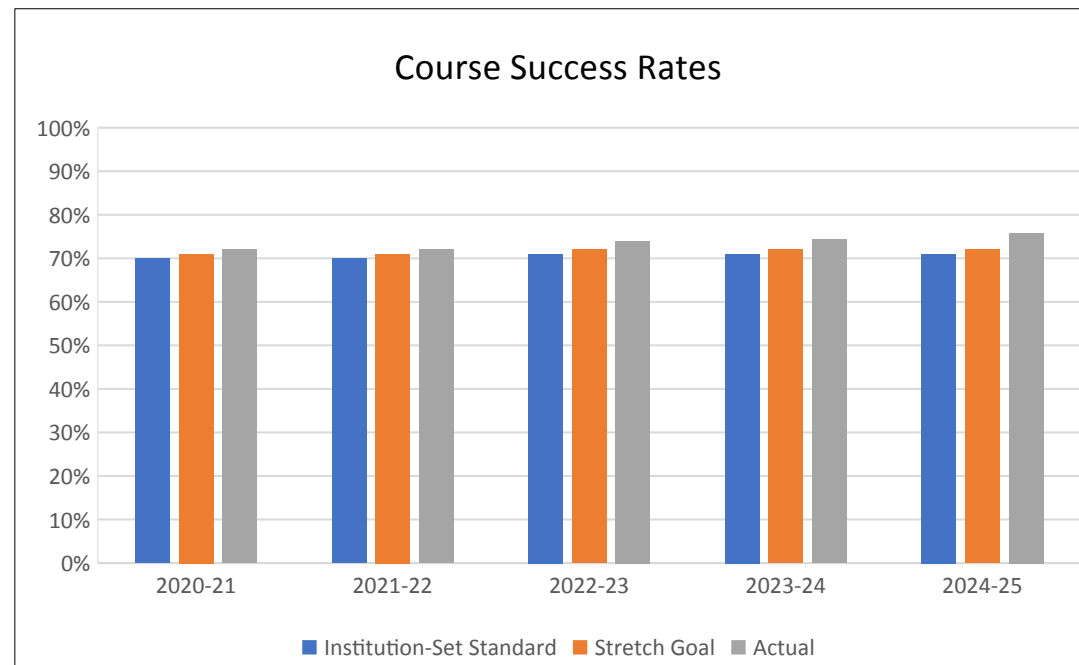


Institution-Set Standards and Stretch Goals

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

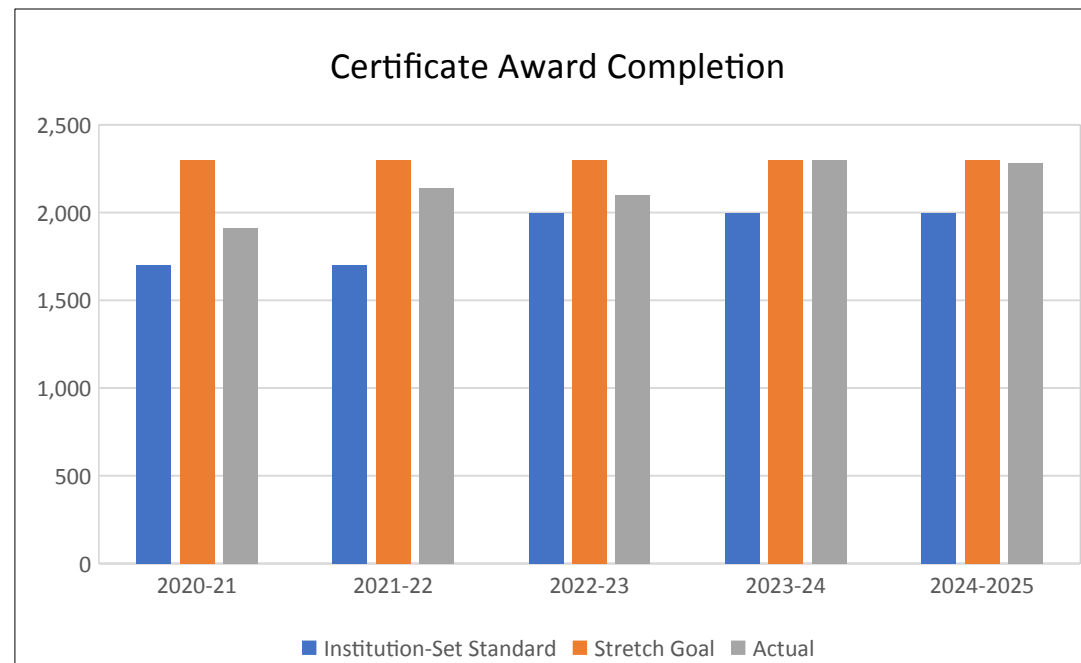
Course Success Rates

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



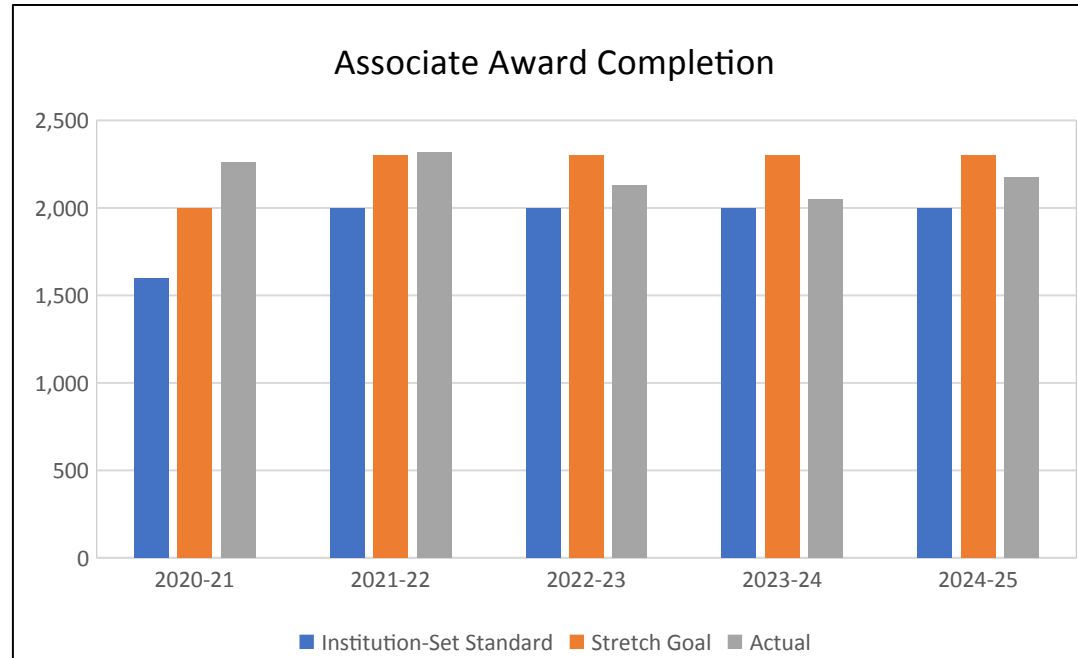
Certificate Awards

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



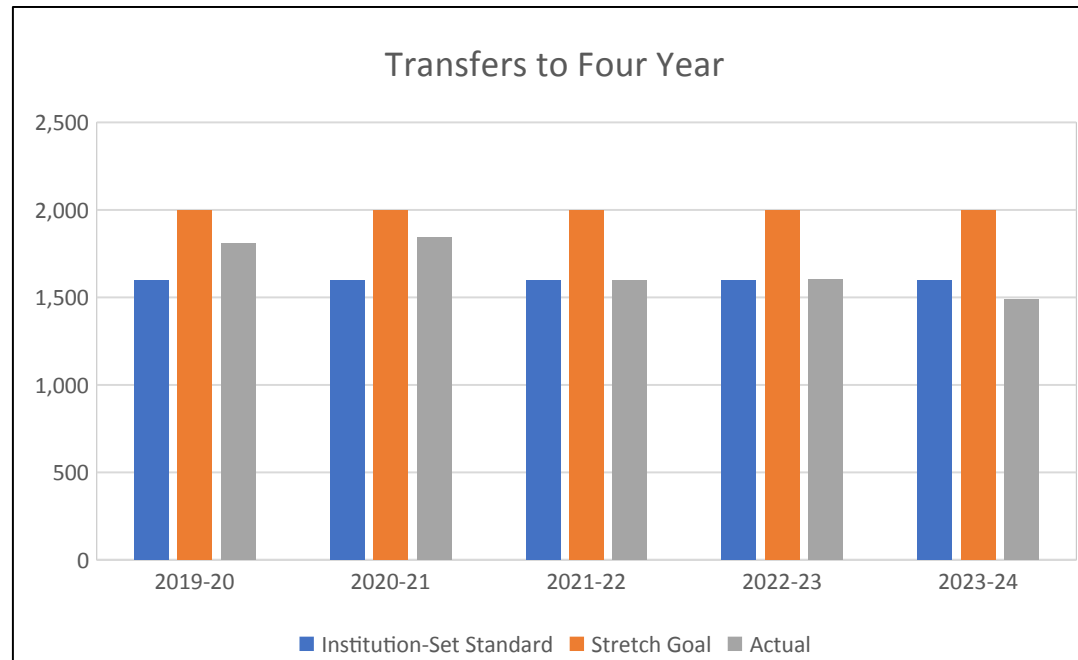
Associate Degree Awards

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



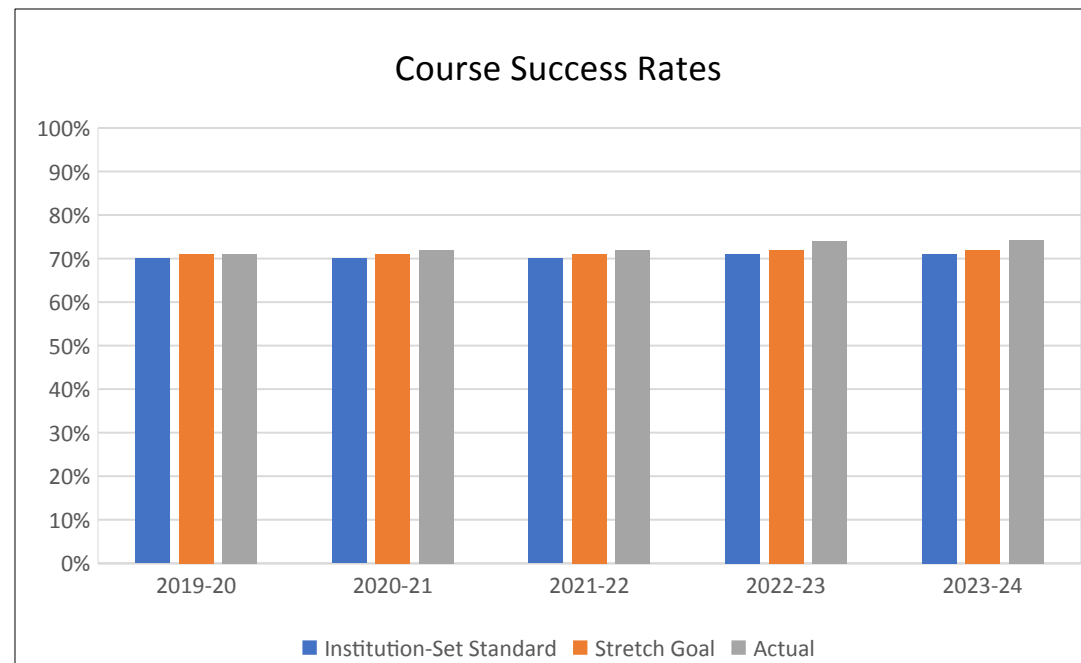


Institution-Set Standards and Stretch Goals

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

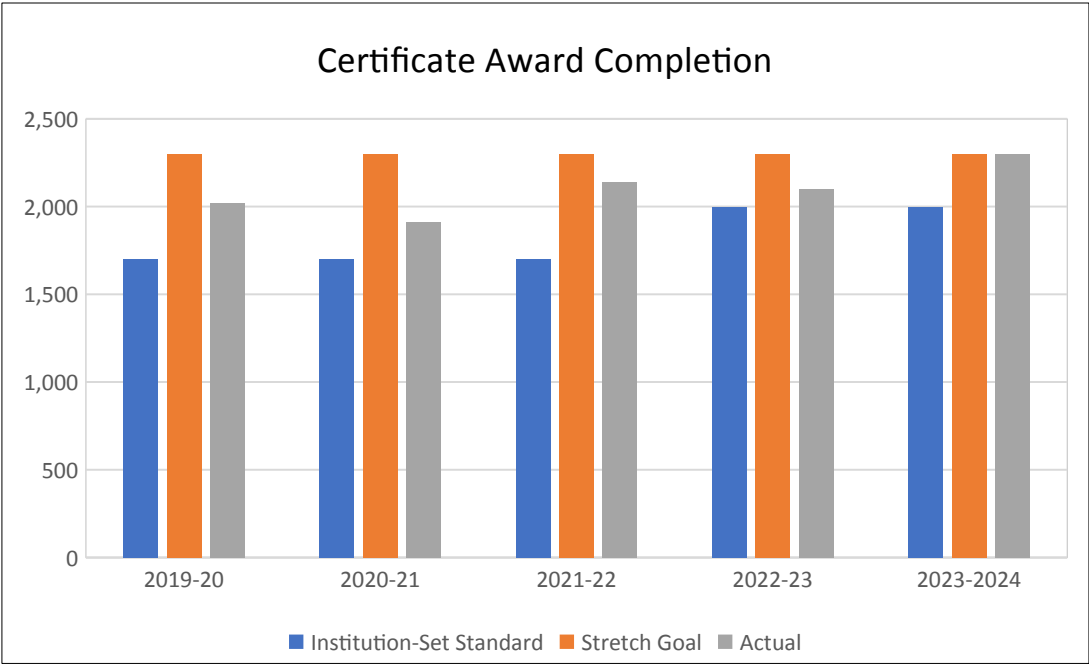
Course Success Rates

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

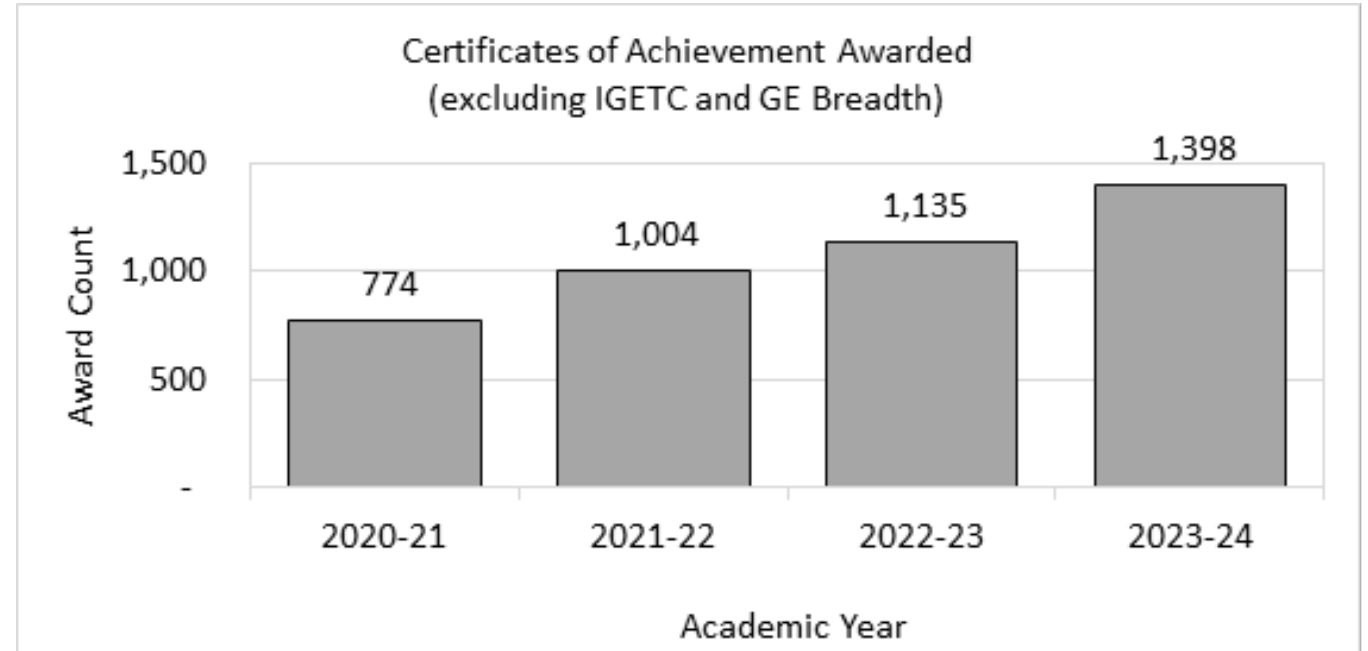


Certificate Awards

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	↑	↑	↑	↑	↑

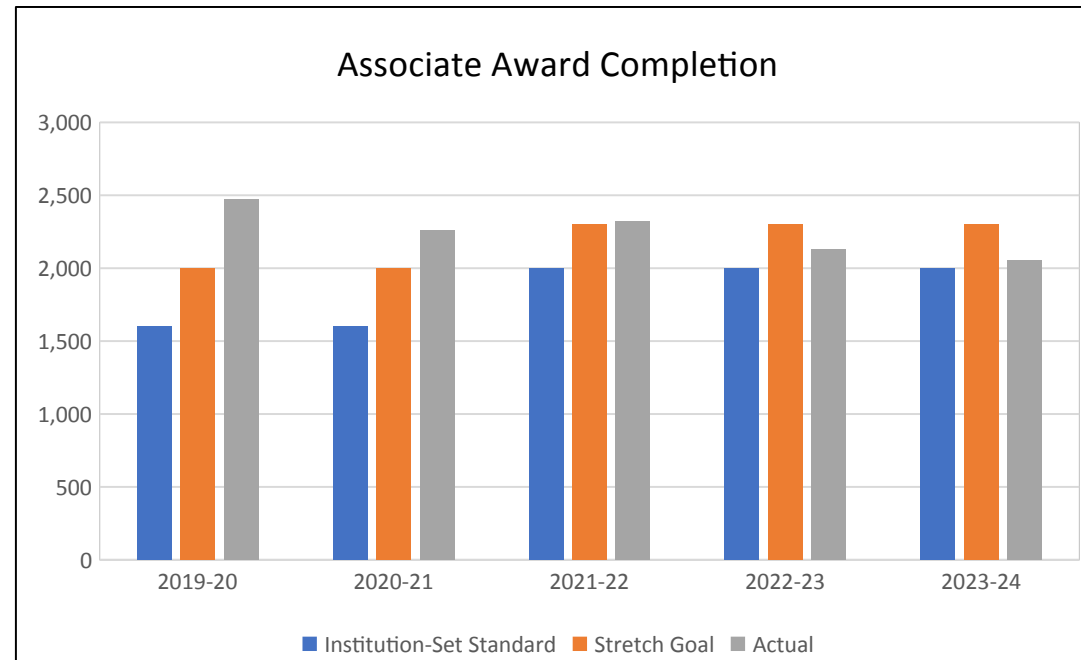


Certificate Awards (continued)



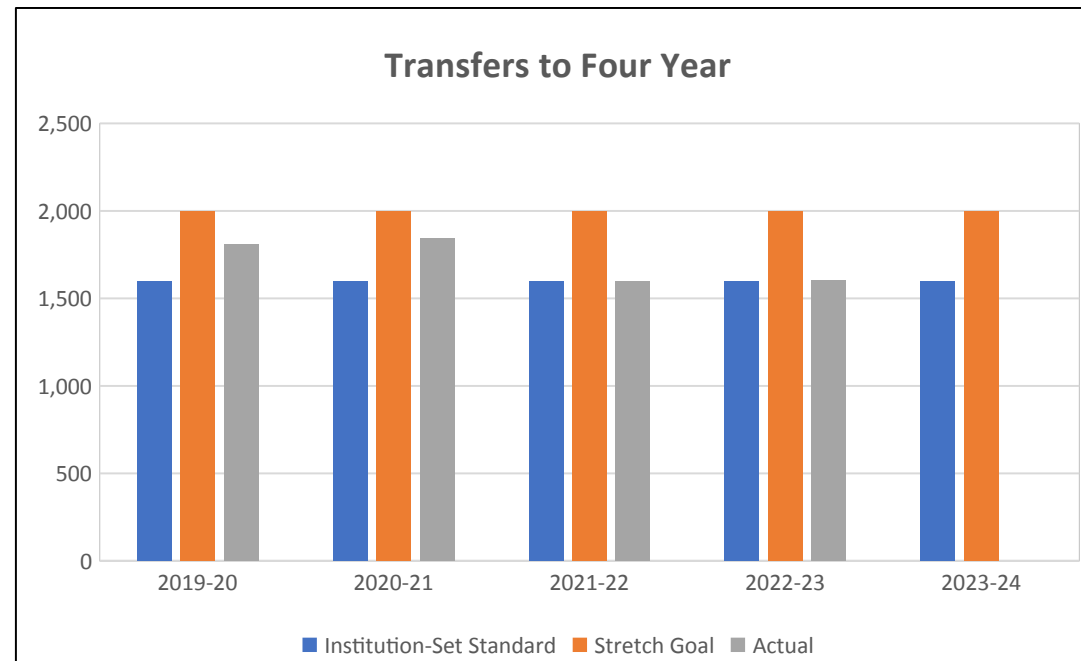
Associate Degree Awards

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

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)