



Minutes of the
MEETING OF THE FACULTY SENATE
September 14, 2020

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, William Dalrymple, Alexandra Doyle Bauer, Kelly Falcone, Katy Farrell, Molly Faulkner, Jenny Fererro, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Jackie Martin, Adam Meehan, Susan Miller, Kateri Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Anastasia Zavodny

ABSENT:

GUESTS: Patriceann Mead, Rachel Alazar, Rodolfo Jarobo, Leigh Marshall, Vikash Lakhani, Bill Jahnel, Diane Studinka, Dr. Angélica Yañez

Please note: All votes are presumed unanimous unless indicated otherwise.

CALL TO ORDER: The video conference meeting was called to order by Senate President Rocco Versaci, at 2:30 PM.

PUBLIC COMMENT: Senator Will Dalrymple stated he was pleased to see Faculty Senate actively supporting the antiracism initiatives on campus that will make meaningful change. It is his hope that by addressing policies and issues at Palomar, the inequities for adjunct faculty may also be addressed during this time.

ANNOUNCEMENTS: Senator Lawrence Lawson announced that open office hours (ZOOM) for TERB are on Wednesdays from 11 AM to 12. More information can be found at:
<https://www2.palomar.edu/pages/tenureandevaluations/>

Senate President Rocco Versaci announced that the new representative from ASG will be Kateri Mouawad, Executive Vice President.

Senator Ellen Weller thanked those who attended Concert Hour last Friday night celebrating 30 years for the Performing Arts Department. It was a fabulous event. She also invited faculty and students to Thursdays at 1 PM for musical events.

AGENDA CHANGES: None

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Laughlin Faculty Senate approval of minutes dated August 31, 2020 as amended (see Exhibit 1).

The motion carried.

ACTION

- A. **Curriculum** – Senator Wendy Nelson reminded everyone that DEs are still moving forward. There are 30 to 40 classes still sitting in the queue waiting for faculty to make changes before the class is approved. Please keep an eye out for an email from Curricunet and respond right away.

Motion 2 MSC: Nelson, W. /Faulkner Faculty Senate approval of curriculum actions dated September 2, 2020. (see Exhibit 2).

The motion carried.

B. Committee Appointments -

Motion 3 MSC: Zavodny/Faulkner Faculty Senate approval to confirm the following committee appointments (see Exhibit 3).

AB705 – Glyn Bongolan – Faculty, Counseling
CALM – Michael Dudley – Faculty, SBS (20-22)
CALM – Joseph Lucido – Faculty, CTE (20-22)
CALM – Wendy Metzger – Faculty, Counseling (20-22)
Service Learning – Michael Hernandez – AMBA (20-22)
Equivalency – Michael Dudley – At-Large (20-22)
Human Resource Services Planning Council – Michael Dudley – Faculty, At-Large (19-21)
Sabbatical Leave – Marquesa Cook Whearty – Faculty, Tenured, AMBA (20-23)
SSEC/SEA – Glyn Bongolan – Faculty, Student Services (20-22)
Student Success and Equity Council – Wendy Metzger – Faculty, DRC (19-21)
Title V Steering – Wendy Metzger – Faculty, Physics & Engineering (20-22)

The motion carried.

Motion 4 MSC: Zavodny/Faulkner Faculty Senate approval to confirm appointments to serve on the VP Finance & Administrative Services Hiring Committee (see Exhibit 4).

Teresa Laughlin, Faculty, Instruction
Cory Jones, Faculty, Instruction
Ashley Wolters, Instruction
Elizabeth Stephens, Student Services

The motion carried.

Motion 5 MSC: Zavodny/Fererro Faculty Senate approval to table motion 4 until later in the meeting.

The motion carried.

Motion 6 MSC: Zavodny/Laughlin Faculty Senate approval to accept the results of the ballot for committee elections (see Exhibit 5).

Hiring, VP Human Resources – Scott Klinger – Faculty, AMBA
Hiring, VP Human Resources – Sean Peck – Faculty, CTE

Academic Review – P.J. DeMaris – Faculty, Instruction/Library (20-22)
Hiring, Director Financial Aid – Sierra Lovelace, Faculty, Counseling
Hiring, VP Human Resources – Kevin Kearney – Faculty, L&L
Hiring, VP Human Resources – Kimberly Velazquez – Faculty, MSE
Hiring, VP Human Resources – Jenny Fererro – Faculty, SBS

The motion carried.

C. Confirm Senate Seat

Motion 7 MSC: Doyle Bauer/Thompson

Faculty Senate approval to confirm new full time Senate seat for Laurence (Reza) Wrathall from Business & Accounting for term through 2022 (see Exhibit 6).

Senator Alex Doyle Bauer added that voting for the vacant part time Faculty Senate seat is still going on so encourage part time colleagues to vote by September 16. That result will be presented to Faculty Senate on September 21.

The motion carried.

Motion 8 MSC: Zavodny/Towfiq

Faculty Senate approval to appoint Senator Patrick O'Brien to serve as Senator on SSPC.

The motion carried.

Motion 9 MSC: Thompson/Towfiq

Faculty Senate approval to appoint Senator Elizabeth Stephens and Senator Adam Meehan to serve as Senators on Student Success and Equity Council.

The motion carried.

D. Credit for Prior Learning Coordinator -

Motion 10 MSC: Martin/Fererro

Faculty Senate approval to accept Candace Rose as the Credit for Prior Learning Coordinator position (see Exhibit 7).

The motion carried.

Motion 11 MSC: Zavodny/Faulkner

Faculty Senate approval to amend Motion 4 to add Elizabeth Stephens to the confirmations to serve on the VP Finance & Administrative Services Hiring Committee.

The motion carried.

INFORMATION ITEMS

- A. Emeritus Status for Retired Faculty** – Diane Studinka submitted a list of nominations for Lorene Craw's emeritus status. Lorene Craw was an ECE Lab School Master Teacher for 17 years. Lorene began working at the ECELS as a student in September of 2000 and continued as a part-time faculty from July 2001 until she started her permanent position. She also served on the Police Committee, but not for six years. Lorene

has demonstrated extraordinary dedication to students and the discipline as evidenced by nomination by five faculty members and a review by an ad hoc committee of the Faculty Senate.

Motion 12 MSC: Fererro/Thompson Faculty Senate approval to move into Action portion of meeting.

The motion carried.

Motion 13 MSC: Fererro/Zavodny Faculty Senate approval to grant Emeritus status to Lorene Craw (see Exhibit 8).

The motion carried.

- B. **Multicultural Studies Department Name Change** – Rudy Jacobo started the presentation with a short overview of the department. It was founded in 1972 and was originally called Ethnic Studies. Initially there was much resistance to its formation but it has survived and thrived. Over the years, over 90% of the curriculum has changed and a degree is now available. Recently, our department analyzed our mission in order to make positive changes that will better serve the entire student body and the community. Many of us in our department have experienced discrimination and it's not something that is easy to talk about. Our department wants to become more active agents of change. Angélica Yañez added that the name change stems from a variety of reasons including pedagogical, creating a better pathway for our students and the recent passage of AB-1460 which requires Cal State Universities to offer Ethnic Studies as well as a pending bill, AB-330 that will require high school students to take an Ethnic Studies class. Changing the name to Ethnic Studies will help foster those new requirements as well as build relationships with Cal State San Marcos and other sister schools.
- C. **Committee on Committees** – Senator Anastasia Zavodny announced that the committee will be meeting Thursday.
- D. **Faculty Access to Campus** – President Versaci started the report by stating that a call went out asking faculty for feedback regarding difficulties some are experiencing to access the campus. PFF prepared a list of “asks” that included access to the parking garage in order to use the WIFI, the ability to reserve rooms for ZOOM lectures, prepare videos and an automatic pass for visiting the campus to just pick something up. The current process is cumbersome.
- E. **Faculty Appointments to Grant-Funded & Other Assignments** (see Exhibit 9) – President Versaci and others will be meeting Thursday with three VPs to discuss the Senate's authority in appointing faculty members to committees. Title V clearly states when dealing with academic and professional matters, the Senate appoints those members. There has been instances where this has not been the case. Versaci will report back on this issue after the meeting takes place so this matter can be discussed here in Faculty Senate.
- F. **Response to *San Diego Union Tribune* article on firing of former PC President** (see Exhibit 10) – President Versaci initially explained that this item is for information only today and possibly the same for next week. This letter is in regards to an August 2 article that came out in the UT regarding a complaint that Dr. Blake filed with the District alleging racial and gender discrimination. As part of the agreement made between the Governing Board and Dr. Blake, this complaint was withdrawn. The UT was able to get the complaint through a Public Records Act request. The question now is whether a faculty response is in order. Martin Japtok and Rafiki Jenkins came to PFF to make the argument that faculty should respond to this because many colleagues of color have been getting questions such as how can you work for a racist institution. PFF put together a writing team who produced this response. PFF did agree to be a signatory on this response and it will be going to CCE. Faculty Senate is being asked to decide as well.

Bill Jahnel explained that he and many others, believe that no matter if the facts are on our side, politics are very different in this world. However, it is clear that this became an excellent lesson that as a white faculty member, Jahnel was not hearing the kinds of messaging that some colleagues of color are hearing. A three part document was created to acknowledge the concern, provide a set of facts and to provide a moving forward statement all together in one place. The reason the committee put the comparison between Bob Deegan and Dr. Blake, Versaci stated that it's central to the anti-Palomar narrative that's out there, not just for the UT article but also out in the community. This matter was a central focus of the NAACP when they were considering taking up Dr. Blake's cause. The white man was treated one way, the black woman was treated another way.

Many Senators shared their ambivalent feelings regarding this response. Opinions have been across the board as to whether a response is warranted. Others wished to show our position with actions instead of words. Some wished to spotlight positive actions taking place here on campus versus responding to the article. Some believe that while acknowledging the sensitivities some colleagues are experiencing, faculty has already outlined the facts in the No Confidence resolution to the Governing Board. It was noted that it is still undetermined if this letter would be sent to the UT which may increase the "traffic" in any way or just make this response public and publish on the websites giving us and our colleagues a place to point to for the narrative.

- G. **Antiracism Initiatives Discussion** – Tabled.
- H. **Diversity in Faculty Hiring** – Tabled.
- I. **Early Alert/Starfish/Canvas** – Tabled.

REPORTS

A. Senate President (Versaci)

- I attended SSEC, SPC, and IPC (see reports below).
- I and Senate VP Fererro will be meeting with President Kahn on Friday, September 11.
- I and others will be meeting with VP Lakhani, VP Sivert, and VP Beam on Thursday, September 17 to discuss Faculty Senate rights and responsibilities in making committee appointments (see Information Item E in today's agenda).
- The Governing Board met on Tuesday, September 8. There were statements made during the "public comments" section that criticized Trustee John Halcon's comments about PFF Co-President Teresa Laughlin; in addition, three other Trustees addressed this issue by calling for more collegial discourse from the dais. The Board also chose—by a 3-2 vote—an option for spending the remaining Prop M money that included a 40K building at the Fallbrook site, a remodel of the LL Building, a new softball field, a new football field, a new gym, and improvements to the Dome. This option left \$0 for contingency funds, so part of the motion was to build a "cushion," though it was undecided from which projects that money would come. The Board also continued their discussion of the search for the new President/Superintendent, and the conversation focused on whether or not to hire a search firm. They will continue this discussion at the next Board meeting. The Board also instituted a new rule limiting reports to 3 minutes, so while I had to cut some material to fit, what follows is my unedited report:

Thank you, Madame President, and good evening Trustees. The Senate did not meet yesterday because of Labor Day; our next scheduled meeting will be Monday the 14th. I want to report on a few things that have happened since the last meeting and end with some general comments.

First, at our 8/24 meeting, the Senate conferred Emeritus Professor status on the following retirees: Hugh Gerhardt (Athletics), Sherry Goldsmith (DRC), Brent Gowen (English), Barb Kelber (English), Shannon Lienhart (Math), Dennis Lutz (Drafting Technology), and Robert Sasse (Child Development). I know some of these individuals better than others, and I can say that I am having a very difficult time imagining our college without them, and I am sure that many others feel this same way. I wish them the best of luck as they enter a new chapter of their lives; if past is prologue, I am sure that they will do amazing things and continue to find ways to serve their communities.

At our 8/31 meeting, we approved extending the automatic EW & P/NP deadlines to the end of the term in order to help students navigate the multiple Covid-related challenges that they face; we approved a change that will allow faculty themselves to add and remove observers to/from their own Canvas shells, which will greatly aid with the evaluations process; and we continue to fill all faculty spots on campus-wide committees.

As I mentioned in my previous report, I have been receiving from faculty members the various assignments, readings, and practices that they use in their classrooms to address inequity issues. The feedback has been plentiful, and I'm working with various colleagues to "house" these in a place on the school's website so that they will be available to all. For tonight's report, I'll mention just a few of what I've received. First, in my own department, many of my colleagues will "theme" their English 100, 202, 203, and 205 courses to specifically address issues of race—either in whole or part—which means including a broad range of readings by writers from marginalized or underrepresented groups. I also received a set of handouts from a colleague in the Nursing Department about Implicit Bias, designed to focus on and uncover how racism exists in our healthcare system. And I received from a colleague in the Sociology Department an assignment she uses on "social location," which encourages students to reflect on how ethnicity, social class, gender, geography and history affects one's life chances.

What's clear to me in all the examples coming in is that faculty have been and continue to work hard to meet students "where they are" by selecting reading materials and designing activities & assignments that communicate to all of our students—and especially to our BIPOC students—that we see you, and that your issues are our issues.

I hope that all of you, Trustees, have that value in mind as you deliberate and vote on the matters that come before you, such as how to spend the remaining Prop M money. Many of our most marginalized students are being both drastically and dangerously underserved in Health/Kinesiology/ Athletics and Student Services facilities right now, and it is time to take a clear-eyed, politics-free look at how that money can do the most for those of our students who are most in need.

Finally, I want to say how humbled I've been over the last few months by the leadership that has emerged among faculty, staff, administration, and students. I have seen people rise to the meet the numerous challenges we face, such as maintaining safety through this pandemic, providing for the needs of our students and other members of our community, and engaging in the hard work of antiracism to provide equity for all. One of the names that appears under "resignations" on tonight's agenda is one such leader, and that's Kate Crocker, whom I'm very sorry to see leaving Palomar. I understand that her resignation comes because of another opportunity for her family, and I wish her the very best. I've only recently begun to get to know Kate, mainly through the volunteer food distribution events and the various equity and inclusion groups, including White Allies for Antiracism at Palomar College. As is always the case with strong leaders, she will be missed. The funny thing about leadership is that it doesn't always come with an official title. And by the same token, just because someone has such a title—maybe through an election, for example—it doesn't mean that they are a good leader,

or really a leader at all. The fact of the matter is that leadership is demonstrated, not conferred. Good leaders build up the people around them; they work to identify problems and find solutions; they bridge differences and build community; and they engage in the risky venture of self-examination by asking, among other things, “Am I working for the common good?” “Are my actions causing harm—intended or otherwise—to others?” “Am I choosing my language carefully?”

What real leaders don’t do is create division. They don’t respond to criticism with thin-skinned defensiveness; they don’t use insults and name-calling to bully those who question them or call them out. They don’t weaponize important issues, like racism, to avoid looking inward. And they don’t take the power entrusted to them and use it to inflate themselves and their outsize and often unearned egos. Sadly, this failure of leadership exists at the national level, and even more sadly, we’ve seen it closer to home, here at the local level.

Thank you.

B. Planning Council Reports

- **SSEC (Versaci)** SSEC will meet on Friday, September 11 (by the time Senate meets on 9/14, this will have already happened, but as of this writing, it has not). On the agenda are the following: to review the Equity Plan for the year, to get updated budget numbers, and to plan next steps.
- **SPC (Versaci)** SPC met on Tuesday, September 1. The Council reviewed the Pronoun Guide and discussed ways to institutionalize/encourage use of preferred pronouns. President Kahn also proposed an idea for a committee to address diversity in hiring issues. I suggested that constituent groups meet first to discuss the issues particular to their areas (e.g., the obstacles and opportunities involved in improving faculty diversity are not completely the same as other groups). There was some discussion about how best to proceed, and no clear decision was made. I did share with President Kahn information and ideas that came up in previous faculty work on this topic. Also down for first reading was a request from Guided Pathways to form a Guided Pathways Task Force. As a named member of this new group, I was surprised to have not seen this before the SPC meeting. I have since requested that Jack pull this from the next SPC agenda until we have time to discuss it in Faculty Senate since it relates to an academic and professional matter and previous items related to Guided Pathways have come before us in the past (the GP flow chart, the SOAAs, etc.).
- **IPC Report (Versaci)**
 - IPC met on Wednesday, September 9.
 - Leanne Maunu and April Cunningham were selected as faculty IPC representatives to the SSEC.
 - PRPs are coming soon, along with training videos for those who need to complete them.
 - The “Waitlist/Permission Code Project” is ongoing and attempting to resolve various issues that persist regarding how the waitlist works and how students get access to courses. It was determined that Kendyl needs to come to IPC to clarify some points and answer some questions.
 - The “Nonpayment Drop” workgroup will meet at the end of September to work on resolving the issue of students being mistakenly dropped from classes.
 - SDSU has requested some office space at the Rancho Bernardo Center to set up a “microsite” program whereby Palomar students would get access/transferability to designated online programs at SDSU. Administration of Justice was the program that came up in the discussion.
 - The IPC subcommittee considered and approved a request to hire one faculty member this year—a position in Africana Studies. The request came from President Kahn on behalf of the Multicultural Studies Department. The money for this position’s first year would come out of a \$1M reserve in the budget to bring back/create some staff and administrative positions. The

motivation for the request comes, in part, from a desire to respond to the EDI Action Plan to hire more diverse faculty.

- PFF needs to find a new IPC rep, as I am now representing the Faculty Senate on this council.

- **SSPC** There is currently a vacancy for a Faculty Senate member on this council.
- **HRPC** No Report
- **FASPC** There are currently two Senate-appointed faculty vacancies on this council.

C. **PFF (Laughlin)** In the time since the last eboard meeting I have been representing PFF at various Zoom meetings including:

- Governing Board Meetings: I attended the regularly scheduled Board Meeting in September. The Board Meetings continue to be contentious and dramatic. I encourage you to attend them and/or view the recordings in Board Docs. Better the Game of Thrones (not really).
- Campus shared governance meetings: I attended the various Budget meetings, the weekly update on the COVID19 situation, Faculty Senate, and Human Resource Planning Council.
- Negotiations: We continue to negotiate MOUs that are directly or indirectly associated with the COVID 19 pandemic.
- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- Meetings with Administration: In order to keep the lines of communication open, I have met with various administrators on various topics, mostly COVID related and the access to the campus.
- Food Distribution: Palomar Faculty Federation in association with Council of Classified Educators, North County Labor Alliance, San Diego and Imperial Counties Labor Council, and Feeding San Diego are doing our part to help our community by distributing food every other Saturday. The food distributions follow strict COVID 19 guidelines and are contact-free. We have one this weekend!
- My great joy this semester is the Africana Studies 101 class that Dr. Rafiki Jenkins and Dr. Martin Japtok are co-teaching. I know this is not part of my Presidential duties, but I love it!
- Working closely with Barbara with COPE and the elections this year.

D. **Distance Education (Hiro)** Three things to know about the Distance Education Committee:

- The DE Committee has two openings that need to be filled:
 - Faculty, SBS (19-21): None
 - Faculty, Student Services (20-22): None
- The DE Committee had its first meeting Sept. 2 and reviewed its goals. It plans to take action on these goals at its next meeting Sept. 16. Feedback appreciated.
 - Goal 1: Explore the CVC-OEI, review the sign up process and consider joining.
 - Goal 2: Institutionalize POCR Review after the grant expires
 - Goal 3: Increased Communication with faculty and ATRC
 - Goal 4: TERB Partnership and if online classes should be evaluated
 - Goal 5: Improve website organization of online resources
 - Goal 6: Consider DE Issues such as using Canvas/textbook course pack, other communication tools
 - Goal 7: Accessibility and other trainings
 - Goal 8: Entire DE Committee certified through POET
- The DE Committee is reviewing an issue that welcomes Faculty Senate feedback:
 - We have a few teachers who feel that requiring students to be on camera during online courses is necessary to ensure proper assessment and learning. We have had a few students

who have refused, one on the grounds that it goes against her religion. Others simply don't have or want the technology. I have also had teachers tell me students feel it is an invasion of their privacy. We need to set a policy on this. I am soliciting as much feedback as possible on this issue before bringing it back to the Vice President of Instruction.

E. Guided Pathways (Nelson) Guided Pathways Pillar Lead summer work:

- Participated in the Guided Pathways Regional Meetings.
- Attended Starfish Users conference.
- Evaluated and reorganized GP plan.
- Developed 20-21 pillar goals based on the GP plan.
- Identify overlapping Pillar work/projects.
- Revisited the original Guided Pathways Governance structure that was paused because of governance structure task force work.
- Evaluated GP student ambassador structure.
- Discussed funding Credit for Prior Learning activities.
- Launched the Palomar Pathways mapper and worked with faculty on refining maps.
- Explored the tools that we are utilizing to help students Stay on The Path - Ad Astra, StarFish Degree Planner, Starfish Early Alert, Palomar Pathways.
- Worked with relevant constituents on the career continuum and other Guided Pathways projects.

F. Policies and Procedures (Lawson) The first meeting of P&P occurred on Friday, 4 September 2020.

These Board Policies were up for 1st read:

- BP 2350 Speakers
- BP 3260 Legal Opinions-Assistance
- BP/AP 3433 Prohibition of Sexual Harassment under Title IX
- AP 3434 Responding to Harassment Based on Sex under Title IX
- BP/AP 6800 Environmental Health and Safety

These Board Policies were up for 2nd read:

- AP 5035 Withholding of Student Records
- AP 6901 Mileage Reimbursement

Noteworthy discussion:

BP 2350 (Speakers) seeks to codify in policy that each speaker at the Governing Board would be afforded three minutes (instead of five) to speak. The explanation was that three minutes is standard for most Board/public meetings and that, at five minutes per speakers, meetings can be lengthy. As this three-minute rule would also apply to reports (such as Faculty Senate), concerns were raised that reports sometimes need to be much longer than three minutes. There is a note in the language that time can be increased (up to 30 minutes max) for a speaker at the Board's discretion.

BP 3260 Legal Opinions-Assistance is the exact same BP that Senator Lawson asked for clarification and revision on back in September of 2019. In a year, the only change has been to the gender pronouns. Senator Lawson's concern with the BP is that it says the Governing Board (and other general administrators) can only seek legal counsel if the President approves the request. As in 2019, Senator Lawson's concern—still unaddressed despite being taken "back for workshopping" twice in AY 19-20—is that Governing Board members should not require a subordinate's approval for legal advice, especially as it could be the case the Board would require legal advice *regarding* that subordinate who is given the power to decide *if* counsel can be called. Discussion indicated that the District would not want administrators below the level of the President calling counsel without District approval as that could be costly, financially. Senator Lawson understood that point and asked that the policy be split, then, so that rules for "general administrators" do not also apply to the Governing Board and that the Governing Board majority not need Presidential approval for legal counsel. BP 3260 is being sent back for more workshopping.

G. **Budget (Ferrerro)** The Budget Committee met on 8/27, and we were presented with multi-year budget assumptions. On 9/8 we were presented with the apportionment revisions for FY19/20, heard about the possible positive impact to community college funding if Proposition 15 passes (Palomar could see an additional \$5million), and got an update on the COVID-19 related relief funds (as of 8/26 there is \$2.65million left in the CARES Act funds for Palomar and there is \$13,800 left in the COVID-19 Response Block Grant that needs to be spent by 12/30/20). The parameters for requesting and using these funds is rather generous and request/application information is on the Fiscal Services website. Faculty are well represented on this committee, with 4 representatives from Senate and 3 from PFF.

H. **TERB (Lawson)** AY 20-21 calendars and new probationary reports were just approved by the District. Information regarding both will go out to the campus during the week of 14 September.

Of note:

- Student evaluations for one-on-one counseling sessions may be administered from week 3 (instead of just in October) so as to capture enough student feedback for a meaningful evaluation.
- Officially now, Vice Presidents (Instruction and Student Services) are no longer natively on a Tenure and Evaluations Committee (TEC) for Probationary Faculty. Anyone on the TEC or the evaluatee themselves can request that the VP join the TEC in their historic capacity. Otherwise, the VPs read the report and materials, and then either sign it or request a meeting with the TEC to discuss concerns before signing it.
- Evaluation packets for Probationary Faculty will be due to the Tenure and Evaluations office in the first half of February (instead of at the end of December) so that student evaluations comments can be included in the reports without fear of violating student trust that feedback will not be seen until after grades are posted. The handoff just needs to be in time for VP review and President review so that contract names can be put on the March Board agenda in time.

I. **Professional Development (Falcone)** The PD Committee governance was updated and now the committee meets only once per month, first meeting for fall is scheduled for 9/22. The PD Office is finalizing all attendance rosters from plenary and will provide data on plenary attendance at the next senate meeting. We are currently working on creating several new trainings: Governing Board Training (Trustee Handbook, Trustee Fiscal Responsibilities), Department Chair Training (develop a manual and online training), and Dean Training. New Fiscal training is being developed and will be available soon. Over the summer, we created curated lists of online training available in the PD Portal specifically to help with remote work, these are all asynchronous online courses: <https://www2.palomar.edu/pages/pd/online-training/> We would like to hear from our faculty on their PD needs for remote work and online teaching. We would like to know if there is training we need to offer this semester that is not currently offered.

J. **Senate Committee Reports** – None

K. **ASG (Arnold)** The ASG has been working hard in preparation for the online year and are very excited to announce that our Instagram has recently launched and is currently skyrocketing thanks to our new Vice President of Communications, Carissa Anderson. We have also been working on our upcoming Retreat, which we wanted to take in a different direction this year by separating the ally training from the retreat and making them into workshops; as well as, opening up the Retreat itself to the public. We hope to collaborate with different groups on campus for these ally training workshops and to build better communication and strengthen connections with these groups. Our first one will be surrounding the LGBTQIA+ community in collaboration with the Pride Center. All these workshops will be advertised on our website and social media. We encourage those interested to join and see what your Associated Student Government is doing for our students.

ADJOURNMENT:

The meeting was adjourned at 4:03 PM.

Respectfully submitted,

Margaret Faulkner

Molly Faulkner, Secretary

September 16, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

A. ACTION: New Credit Programs - effective Fall 2020							
	Program Title	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
1	Child Development Master Teacher: Preschool	CHDV	A.S./C.A.	39	The department is realigning the programs to meet college, student and community needs and streamline degree completions. <i><u>This was approved as a program change but is a new program. It was not forwarded for Faculty Senate action and needs to be reapproved.</u></i>		Laurel Anderson
B. ACTION: New Credit Programs - effective Fall 2021							
	Program Title	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
1	AWS Academy	CSNT	C.A.	12	The justification for this program and the four AWS Academy courses is to provide students a learning opportunity in cloud computing. As business organizations continue to move their network infrastructure to the cloud, technology professionals will need to adapt and learn how to architect, manage and support cloud computing operations. Forbes Magazine has ranked AWS certification as one of the top 15 most valuable IT certifications. Additional research suggests that there is over a 120% growth rate for jobs requesting cloud computing skills between 2013 and 2017. Furthermore, Global Knowledge's 2017 IT Skills and Salary Report states that 68% of IT decision-makers reported a gap between employee skill levels and organizational needs in cloud computing.		David Meske
2	Cloud Computing and Virtualization	CSNT	A.S.	28	This degree program is a specialization within Computer Network Administration. This specialization will focus on the design, architecting and administration of cloud computing environments. This program will include introductory network administration courses such as CSNT 110 Computer Hardware and Operating Systems, CSNT 111 Network Fundamentals, CSNT 181 Hacker Prevention and Security as well as CSIT Python Programming.		David Meske
3	Cybersecurity Analyst	CSNT	C.A.	12	This Certificate of Achievement (CA) is the first of two certificates that will build upon each other. The same courses are required for the A.S. Cybersecurity degree. This CA is being offered to complement other A.S. degrees in the department and to offer an alternative to the A.S. degree for existing four-year degree holders.		David Meske

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C. ACTION: Credit Program Changes - effective Fall 2021							
	Program Title	Disci.	Award	Units	Justification	Catalog/Student Records Impacts	Orig.
1	Advanced Geographic Information Systems	GEOG	A.S./ C.A.	19-23	This specific program change proposal is focused on updating the program's elective options for our students due to the changing nature of the industry. The A.S. in Advanced GIS expands upon the fundamental technical skills covered in the existing Certificate of Proficiency in GIS to give students knowledge about industry specific applications of GIS.	Added CSIT 165, CSIT 175 and DT/ENGR 101 to elective category.	Wing H. Cheung
2	Mathematics	MATH	AS-T	19-22	ADT periodic review	Review of program. No impacts.	Jay R. Wiestling
3	Nutrition and Dietetics	NUTR	AS-T	25-28	The change made to the program is to reflect the removal of NUTR 190 since a proposal has been launched to deactivate the course.	Removed NUTR 190 from program	Solange Wasef

D. ACTION: Distance Education							
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2020							
	Course Number	Title	Scheduling	Distance Ed	Originator		
1	AB 50	Auto Body Repair I	Emergency Only	Partially Online	David Wright		
2	AB 51	Auto Body Repair II	Emergency Only	Partially Online	David Wright		
3	AB 55	Auto Refinishing I	Emergency Only	Partially Online	David Wright		
4	AB 56	Auto Refinishing II	Emergency Only	Partially Online	David Wright		
5	ARCH 105	Basic Architectural Drafting	Anytime	Fully Online, Partially Online	Joseph Lucido		
6	ARCH 122	History of Architectural Theory	Anytime	Fully Online, Partially Online	Joseph Lucido		
7	ARCH 135	Architectural Materials and Methods of Construction	Anytime	Fully Online, Partially Online	Joseph Lucido		
8	ART 106	Life Painting	Emergency Only	Fully Online, Partially Online	Hwang Kim		
9	ART 120	Foundations of Life Drawing	Emergency Only	Fully Online, Partially Online	Hwang Kim		
10	ART 125	Introduction to Portraiture	Emergency Only	Fully Online, Partially Online	Hwang Kim		
11	ART 220	Introduction to Painting	Emergency Only	Fully Online, Partially Online	Hwang Kim		
12	ART 221	Painting	Emergency Only	Fully Online, Partially Online	Hwang Kim		
13	ART 235	Watercolor Painting I	Emergency Only	Fully Online, Partially Online	Hwang Kim		

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The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

14	ART	236	Watercolor Painting II	Emergency Only	Fully Online, Partially Online	Hwang	Kim
15	BIOL	118	Introductory Biology: Ecology (Lecture)	Anytime	Fully Online	Sara	Krause
16	BIOL	125	Introductory Biology: Botany	Emergency Only	Fully Online	Elizabeth	Pearson
17	BIOL	126	Introductory Biology: Botany	Emergency Only	Fully Online	Elizabeth	Pearson
18	BIOL	126L	Introductory Biology: Botany (Laboratory)	Emergency Only	Fully Online	Elizabeth	Pearson
19	BIOL	130	Introductory Biology: Marine Biology	Emergency Only	Fully Online	Elizabeth	Pearson
20	BIOL	131	Introductory Biology: Marine Biology (Lecture)	Anytime	Fully Online	Elizabeth	Pearson
21	BIOL	131L	Introductory Biology: Marine Biology (Laboratory)	Emergency Only	Fully Online	Elizabeth	Pearson
22	BIOL	141	Introductory Biology: Zoology (Lecture)	Emergency Only	Fully Online, Partially Online	Michael	Deal
23	BIOL	141L	Introductory Biology: Zoology (Laboratory)	Emergency Only	Fully Online, Partially Online	Michael	Deal
24	BIOL	210	Anatomy	Emergency Only	Fully Online, Partially Online	Kimberly	Velazquez
25	BIOL	212	Fundamentals of Microbiology	Emergency Only	Fully Online, Partially Online	Krystal	Rypien
26	CFT	100	Fundamentals of Woodworking	Emergency Only	Partially Online	Jennifer	Anderson
27	CFT	112	CNC I - Introduction Design Software and CNC Milling	Emergency Only	Partially Online	Jennifer	Anderson
28	CFT	118	Furniture Design Development	Anytime	Fully Online, Partially Online	Jennifer	Anderson
29	CFT	149	Hand Joinery I	Emergency Only	Partially Online	Jennifer	Anderson
30	CFT	168	Cabinetmaking/Architectural Millwork	Emergency Only	Partially Online	Jennifer	Anderson
31	CFT	176	The Lathe - An Introduction to Woodturning	Emergency Only	Partially Online	Jennifer	Anderson
32	CFT	177	Lathe II - Intermediate Turning	Emergency Only	Partially Online	Jennifer	Anderson
33	CFT	185	Machine Tool Set-Up and Maintenance	Emergency Only	Partially Online	Jennifer	Anderson
34	CFT	187	Introduction to Carving	Emergency Only	Partially Online	Jennifer	Anderson
35	CFT	188	Intermediate Carving	Emergency Only	Partially Online	Jennifer	Anderson
36	CFT	189	Advanced Carving	Emergency Only	Partially Online	Jennifer	Anderson
37	CFT	195	Finishing Technology/Touch-Up and Repair	Emergency Only	Partially Online	Jennifer	Anderson
38	CFT	212	CNC II - Intermediate Design Software and CNC Milling	Emergency Only	Partially Online	Jennifer	Anderson
39	CHEM	10	Chemistry Calculations	Emergency Only	Fully Online, Partially Online	Natarajan	Geetha
40	CHEM	100	Fundamentals of Chemistry	Emergency Only	Fully Online	Shannon	Andrews
41	CHEM	110L	General Chemistry Laboratory	Emergency Only	Fully Online	Lindsay	Sperling
42	CHEM	115	General Chemistry	Emergency Only	Fully Online	Jennifer	Zabzdyr
43	DA	57	Dental Sciences and Anatomy	Emergency Only	Fully Online, Partially Online	Adelina	Hernandez
44	DA	70	Dental Radiography I	Emergency Only	Fully Online, Partially Online	Adelina	Coria Hernandez
45	DA	75	Dental Operative Procedures	Emergency Only	Fully Online, Partially Online	Adelina	Coria Hernandez
46	DNCE	101	Survey of World Dance	Anytime	Fully Online, Partially Online	Margaret	Faulkner
47	DNCE	116	Ballet II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
48	DNCE	117	Pointe I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
49	DNCE	118	Pointe II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
50	DNCE	120	Jazz Technique I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner

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The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

51	DNCE	121	Jazz Technique II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
52	DNCE	130	Tap I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
53	DNCE	131	Tap II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
54	DNCE	137	Cuban and Brazilian Drumming I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
55	DNCE	138	Cuban and Brazilian Drumming II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
56	DNCE	150	Afro-Cuban/Brazilian Dance II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
57	DNCE	153	Capoeira: Afro/Brazilian Martial Arts I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
58	DNCE	154	Capoeira: Afro/Brazilian Martial Arts II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
59	DNCE	155	Hip Hop I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
60	DNCE	156	Hip Hop II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
61	DNCE	158	Hawaiian and Tahitian Dance I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
62	DNCE	159	Hawaiian and Tahitian Dance II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
63	DNCE	173	Musical Theatre Scenes I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
64	DNCE	210	Ballet III	Anytime	Fully Online, Partially Online	Margaret	Faulkner
65	DNCE	211	Ballet IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
66	DNCE	215	Jazz Technique III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
67	DNCE	216	Jazz Technique IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
68	DNCE	217	Pointe III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
69	DNCE	218	Pointe IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
70	DNCE	225	Contemporary Dance Ensemble I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
71	DNCE	226	Contemporary Dance Ensemble II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
72	DNCE	230	Tap III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
73	DNCE	231	Tap IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
74	DNCE	237	Cuban and Brazilian Drumming III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
75	DNCE	238	Cuban and Brazilian Drumming IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
76	DNCE	249	Afro-Cuban/Brazilian Dance III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
77	DNCE	250	Afro-Cuban/Brazilian Dance IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
78	DNCE	253	Capoeira: Afro/Brazilian Martial Arts III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
79	DNCE	254	Capoeira: Afro/Brazilian Martial Arts IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
80	DNCE	255	Hip Hop III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
81	DNCE	256	Hip Hop IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
82	DNCE	258	Hawaiian and Tahitian Dance III	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
83	DNCE	259	Hawaiian and Tahitian Dance IV	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
84	DNCE	280	Student Choreography Production I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
85	DNCE	285	Student Choreography Production II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
86	FASH	105	Fashion Analysis and Clothing Selection	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
87	FASH	115	Visual Merchandising I	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs

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88	FASH	116	Visual Merchandising II	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
89	FASH	120	Fashion Buying/Management II	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
90	FASH	125	Retailing/Promotion	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
91	FASH	126	Fashion Show Presentation	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
92	FASH	141	Advanced Pattern Making/Draping	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
93	FASH	145	Fashion Illustration and Presentation	Anytime	Fully Online, Partially Online	Rita	Campo-Griggs
94	GEOG	143	Introduction to Cartography and Computer Mapping	Anytime	Fully Online, Partially Online	Wing	Cheung
95	GEOG	150	Geographic Information Science and Spatial Reasoning	Anytime	Fully Online, Partially Online	Wing	Cheung
96	GEOL	100L	Geology Laboratory	Emergency Only	Fully Online	Sean	Figg
97	GEOL	150	Dinosaurs and Earth History	Emergency Only	Fully Online, Partially Online	Sean	Figg
98	GEOL	150L	Dinosaurs and Earth History Laboratory	Emergency Only	Fully Online, Partially Online	Sean	Figg
99	GERM	202	German IV	Anytime	Fully Online, Partially Online	Beatrice	Manneh
100	ID	100	Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
101	ID	105	Materials and Resources	Anytime	Fully Online, Partially Online	Jessica	Newman
102	ID	125	Presentation Methods in Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
103	ID	141	Commercial Interior Design	Anytime	Fully Online, Partially Online	Jessica	Newman
104	ID	145	Kitchen Design	Anytime	Fully Online, Partially Online	Jessica	Newman
105	ID	150	Beginning Computer Aided Drafting	Anytime	Fully Online, Partially Online	Jessica	Newman
106	ID	151	Advanced Computer Aided Drafting for Designers	Anytime	Fully Online, Partially Online	Jessica	Newman
107	ID	170	Space Planning	Anytime	Fully Online, Partially Online	Jessica	Newman
108	KINE	125B	Anaerobic Fitness Training Modes	Emergency Only	Fully Online, Partially Online	Karl	Seiler
109	KINE	125C	Functional Fitness Training Modes	Emergency Only	Fully Online, Partially Online	Karl	Seiler
110	KINE	125D	Motor Fitness/Hand-Eye/Foot Skills	Emergency Only	Fully Online, Partially Online	Karl	Seiler
111	KINE	170A	Team Sports - Baseball Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
112	KINE	170B	Team Sports- Baseball Biomechanics	Emergency Only	Fully Online, Partially Online	Karl	Seiler
113	KINE	170C	Team Sports- Basketball Strategies	Emergency Only	Fully Online, Partially Online	Karl	Seiler
114	KINE	170D	Team Sports- Basketball Biomechanics	Emergency Only	Fully Online, Partially Online	Karl	Seiler
115	KINE	204A	Off Season Sports Conditioning I - Aerobic/Anaerobic	Emergency Only	Fully Online, Partially Online	Karl	Seiler
116	KINE	204B	Off Season Sports Conditioning II - Motor Skill	Emergency Only	Fully Online, Partially Online	Karl	Seiler
117	KINE	205A	In Season Sports Conditioning I - Aerobic and Anaerobic	Emergency Only	Fully Online, Partially Online	Karl	Seiler
118	MATH	1	Support for Exploring Mathematics	Emergency Only	Fully Online, Partially Online	John	Harland
119	MATH	6	Support for Beginning/Intermediate Algebra	Emergency Only	Fully Online, Partially Online	Mark	Clark
120	MATH	11	Support for College Algebra	Emergency Only	Fully Online, Partially Online	Tracy	Johnston
121	MATH	13	Support for Calculus for Business and the Social Sciences	Emergency Only	Fully Online, Partially Online	Mark	Clark

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122	MATH	20	Support for Elementary Statistics	Emergency Only	Fully Online, Partially Online	Yuan-Lin	Lee
123	MATH	54	Algebra for Statistics	Emergency Only	Fully Online, Partially Online	Susan	Snow
124	MATH	56	Beginning/Intermediate Algebra	Emergency Only	Fully Online, Partially Online	Mark	Clark
125	MATH	100	Exploring Mathematics	Emergency Only	Fully Online, Partially Online	John	Harland
126	MATH	105	Concepts of Elementary Mathematics I	Emergency Only	Fully Online, Partially Online	Tracy	Johnston
127	MATH	106	Concepts of Elementary Mathematics II	Emergency Only	Fully Online, Partially Online	Tracy	Johnston
128	MATH	115	Trigonometry	Emergency Only	Fully Online, Partially Online	Elia	Ziade
129	MATH	126	STEM Precalculus I - College Algebra	Emergency Only	Fully Online, Partially Online	John	Harland
130	MATH	127	STEM Precalculus II - Trigonometry and Analytic	Emergency Only	Fully Online, Partially Online	John	Harland
131	MATH	130	Calculus for Business and the Social Sciences	Emergency Only	Fully Online, Partially Online	Mark	Clark
132	MATH	135	Precalculus Mathematics	Emergency Only	Fully Online, Partially Online	Tracy	Johnston
133	MATH	140	Calculus with Analytic Geometry, First Course	Emergency Only	Fully Online, Partially Online	Elia	Ziade
134	MATH	141	Calculus with Analytic Geometry, Second Course	Emergency Only	Fully Online, Partially Online	Elia	Ziade
135	MATH	200	Introduction to Linear Algebra	Emergency Only	Fully Online, Partially Online	Elia	Ziade
136	MATH	205	Calculus with Analytic Geometry, Third Course	Emergency Only	Fully Online, Partially Online	Craig	Chamberlin
137	MATH	206	Calculus with Differential Equations	Emergency Only	Fully Online, Partially Online	Elia	Ziade
138	MATH	245	Discrete Mathematics	Emergency Only	Fully Online, Partially Online	Elia	Ziade
139	MUS	105	Music Theory I	Emergency Only	Fully Online, Partially Online	Ellen	Weller
140	MUS	137	Cuban and Brazilian Drumming I	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
141	MUS	138	Cuban and Brazilian Drumming II	Emergency Only	Fully Online, Partially Online	Margaret	Faulkner
142	MUS	158	Chamber Singers	Emergency Only	Fully Online, Partially Online	Ellen	Weller
143	MUS	161	Summer Concert Band	Emergency Only	Fully Online, Partially Online	Paul	Kurokawa
144	MUS	180	Computer Music I	Emergency Only	Fully Online, Partially Online	Madelyn	Byrne
145	MUS	184	Electronic Ensemble	Emergency Only	Fully Online, Partially Online	Madelyn	Byrne
146	MUS	187	Computer Music Composition	Emergency Only	Fully Online, Partially Online	Madelyn	Byrne
147	N ESL	901	Beginning ESL I	Anytime	Fully Online, Partially Online	Gary	Sosa
148	N ESL	902	Beginning ESL II	Anytime	Fully Online, Partially Online	Gary	Sosa
149	N ESL	903	Bginning ESL III	Anytime	Fully Online, Partially Online	Gary	Sosa
150	N ESL	904	Intermediate ESL I	Anytime	Fully Online, Partially Online	Gary	Sosa
151	N ESL	945	Reading and Writing Essentials I	Anytime	Fully Online, Partially Online	Vickie	Mellos
152	N ESL	995	English as a Second Langauage Support Course	Anytime	Fully Online, Partially Online	Tracy	Fung
153	N MUS	948	Community Chorale for Older Adults	Emergency Only	Fully Online, Partially Online	Ellen	Weller
154	N MUS	951	Community Concert Band for Older Adults	Emergency Only	Fully Online, Partially Online	Ellen	Weller
155	NURS	103	Nursing Foundation I	Anytime	Fully Online	Juliane	Van Houten
156	NURS	110	LVN-RN Transition	Emergency Only	Partially Online	Juliane	Van Houten
157	NURS	117	Nursing I	Emergency Only	Partially Online	Juliane	Van Houten
158	NURS	118	Nursing II	Emergency Only	Partially Online	Juliane	Van Houten
159	NURS	217	Nursing III	Emergency Only	Partially Online	Juliane	Van Houten
160	NURS	218	Nursing IV	Emergency Only	Partially Online	Juliane	Van Houten
161	PHOT	120	Digital Photography	Anytime	Fully Online, Partially Online	Amy	Caterina

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162	PHOT	130	Digital Darkroom I	Anytime	Fully Online, Partially Online	Amy	Caterina
163	PHOT	135	Digital Darkroom II	Anytime	Fully Online, Partially Online	Amy	Caterina
164	PHOT	140	Photojournalism	Anytime	Fully Online, Partially Online	Amy	Caterina
165	PHOT	145	Advanced Photojournalism	Anytime	Fully Online, Partially Online	Amy	Caterina
166	PHYS	231	Principles of Physics	Emergency Only	Fully Online, Partially Online	Hector	Garcia Villa

Faculty Senate Committee Confirmations for 9/21/20

EXHIBIT 3

Sept 21 2020							
Name		Division		Committee	Position	Statement	Action: Confirm
Crook	Stephen	MSE	Full time	Committee on Service Learning	Faculty, CTE (20-22)	I believe that facilitating connections between students and the community through service learning opportunities can offer students some of the most rewarding and educational experiences a student can have while pursuing their degree. As an instructor in the GIS and drone programs here at Palomar, I've connected several students with project work with Wildcoast and have worked with other students on class projects in service of the Escondido Creek Conservancy, SD Food Systems Alliance, County Election Commission, Palomar Arboretum, and local municipal governments. I'm also currently developing a field course in conjunction with the UC Agriculture and Natural Resources department in which students will obtain a UC California Naturalist Certification upon completion. Part of the certification process requires that students volunteer with local environmental organization. As I continue to prioritize developing relationships with local organizations for my own students, I'm very interested in seeing what other types of service learning opportunities exist outside of my GIS/geography bubble and working towards providing more of these opportunities for all!	
Springer-Hammons	Barbara	MSE	Part time	Distance Education	Faculty, SBS (19-21)		
Springer-Hammons	Barbara	MSE	Part time	DFA	Faculty, Part-Time (20-22)	I had the honour of being nominated three times and then winning the award this year. I am impressed how the team gives equal acknowledgement for full and part time employees.	
Antonecchia	Rosie	Student Services	Full time	Finance & Administrative Services PC	Faculty at Large 20-22	I have served before and enjoyed being a part of this committee in the past.	
San Juan	Seth	SBS	Full time	GE Workgroup (Curriculum Committee)	Faculty Competence in Multicultural Studies	I would like to be involved in addressing the Multicultural course designation. I have experience teaching American Indian Studies, American Studies and Ethnic Studies. I hope my experiences can offer some valuable contributions.	
Garcia Villa	Hector	MSE	Full time	IPC Hiring priorities subcommittee	Faculty, member subcommittee (20-22)	I have participating in the subcommittee for two years now, and I really enjoy doing so. Therefore, I would like to continue serving in it. Additionally, I think it would help the committee to have an additional faculty member from the MSE division.	
Whearty	Brandan	L&L	Full time	Sabbatical Leave Committee	Faculty, Tenured CTE (20-23)	I am a tenured faculty member with a dedication to fairness and due process, and an interest in the intellectual work outside of traditional classroom duties. I am a critic for competitive Speech & Debate, which means that I am practiced at seeing both sides, asking good questions, and applying general rules to specific situations.	

We the undersigned are writing in response to the media coverage of recent events at Palomar College and in particular to the *San Diego Union Tribune* article of August 2nd, 2020, entitled “Former Palomar College President Alleged Race, Gender Discrimination in Complaint.” We are primarily responding to the questions put to us by members of our communities who are concerned whether it was racism that prompted the firing of former Palomar College President Joi Lin Blake.

By way of background, Dr. Blake became president of Palomar in July of 2016 after being recommended for hire by a committee of faculty, staff, and administrators. After three years of her divisive leadership and mismanagement, the faculty took the difficult and extraordinary step of holding a Vote of No Confidence. The result was overwhelming: 92% had voted “No Confidence” in Dr. Blake. This result was also supported by Classified Staff at the college in a resolution, available [HERE](#). While this vote was not binding upon the Governing Board, those Board members—in response to the vote, the issues enumerated in this statement, and, perhaps, other information available only to them—placed her on leave and eventually severed ties with her. Understandably, given that Dr. Blake presided over an institution with few Black employees and only 2 – 4% Black students, the narrative has emerged that the reasons for her dismissal were not for mismanagement but instead based on racial and gender discrimination. We offer this statement to reject this narrative and offer a clearer and more complete perspective of the situation.

Dr. Blake’s failed leadership has been previously documented and disseminated, though, unfortunately, not often enough by the local media. We invite interested parties to examine the evidence thoroughly; readers can find the original petition for the Vote of No Confidence [HERE](#), the resolution by the Faculty Senate of Palomar College [HERE](#), and various articles about the issues with Dr. Blake’s leadership (along with supporting documentation) [HERE](#).

Charges of potential racism have been linked to the supposed different treatment for similar behavior accorded to former Palomar College President Robert Deegan. The narrative, both implied and stated in the *Union Tribune* article, in Dr. Blake’s complaint, and by her supporters, is that former President Deegan’s leadership and decision making were equally disruptive to the college, but he got a “pass” as a white male while Dr. Blake, as a Black woman, was punished. What follows are some key differences between the two former presidents:

- During President Deegan’s tenure, there were very few budget problems, and the college was fiscally stable; in fact, when he retired, there was a nearly \$22,000,000 reserve. By Dr. Blake’s third year, with a projected deficit of \$11,700,000, the reserve had been depleted by 64% and a team of statewide experts rated the college at high risk of insolvency. In addition, despite later claiming that she inherited and was blamed for fiscal instability, Dr. Blake nevertheless led the college to spend substantial resources on items, lawyers, outside consultants, and initiatives that were both costly and of dubious value to the school, especially in the midst of a monetary crisis. For example, she spent nearly \$100,000 for two robots that did little more than recite information available on the school’s website and are now in storage. Additionally, as the college’s finances were in decline, she spent hundreds of thousands of dollars exploring expensive and risky ventures such as student housing, solar farms in Borrego, and a retail mall in Fallbrook.

- President Deegan oversaw the successful passing of Proposition M and outlined a plan for building that was responsible and transparent, including the opening of the North and South Centers in a “staggered” time frame that would allow each one to grow and be large enough to pay for itself without creating a financial drain on the college. Dr. Blake rushed both centers to open at the same time, the dual expenses for which coincide with a precipitous drop in the college’s reserves and a sharp spike in its expenses, contributing mightily to the huge deficit. In addition, she intervened in the architectural plan, converting educational space in the new library to her Presidential Suite, which cost nearly \$1,400,000—money that is now unavailable for much needed improvements to Athletics and Student Services, both areas that serve our most marginalized students. This change was neither discussed nor approved by either the Bond Oversight Committee or the Governing Board and only came to light after it was exposed through a public records request.
- President Deegan’s relationship with the college community in terms of shared governance and dialogue was open and transparent, and his executive cabinet of vice presidents served long and stable terms. By contrast, Dr. Blake sought to restrict employees’ access to Governing Board members—who are publicly elected officials—and she resisted all attempts to move Governing Board meetings to larger rooms to accommodate the numbers of people who wished to attend. She also resisted attempts to livestream the meetings and provide captioning despite its ease and several direct requests by a faculty member who is hard of hearing. In addition, Dr. Blake’s executive cabinet of vice presidents has been anything but stable; during her three years, four vice presidents, either Black or People of Color, left Palomar for positions at other colleges.

The sad truth of the matter is that systemic racism is a significant problem in our nation’s institutions—health care, government, criminal justice, and housing, just to name a few. And our colleges and universities are no exceptions. To claim that Palomar College is somehow exempt from racism would be absurd, and none of us are making that claim. We recognize this problem, and faculty, staff, and administration have committed to do the hard work of both raising awareness and developing action plans that support antiracism in all that we do. Antiracist and equity activities have long been a part of Palomar’s educational culture, and we have also taken additional steps as a direct response to the murder of George Floyd. This is not a moment; it is a movement, and Palomar College is committed to be at the forefront of that movement, as evidenced by materials available at the college’s “Equity, Diversity, and Inclusion” website, available [HERE](#).

These initiatives are not finite in either scope or duration; instead, they represent an acknowledgement of what needs to be done and a commitment to do that work to ensure that antiracist values of equity, diversity, and inclusion are championed by our college and for our students and community.

We hold ourselves accountable to these values. We also continue to hold ourselves and each other accountable to the principles of quality education and to the responsible stewardship of

everything that maintains quality education, such as transparent governance and healthy finances. Dr. Blake failed to meet these standards.

Dr. Blake is an educator who is also a Black woman, and we are well aware of the seeming contradiction of on the one hand claiming to value racial equity and on the other hand voting “No confidence” in the first Black president of Palomar College. But no one—regardless of race, gender, different-abledness, sexual identity, religious beliefs, or age—is exempt from these standards, and the response to the failures of Dr. Blake’s leadership were based on these standards, not racism.

In his statement to the Governing Board on December 17, 2019, Dr. Jerry Rafiki Jenkins took issue with the position “that any critique of President Blake is inherently racist and sexist” because “the problem with these claims, besides the obvious ones (which include that making up claims of racism and sexism hurts people who are actually suffering these evil ‘isms’)...[is that] all socially marginalized people do not think the same; therefore, some will be progressive, and some will not” (click [HERE](#) for a link to Dr. Jenkins’ full statement).

As an institution of higher education, Palomar College champions critical thinking—in our classrooms, throughout our campus community, and in the sphere of public debate and discussion. We continue to actively engage in self-examination—especially as it relates to racial equity—while at the same time demanding of our leadership—ALL leadership—the high standards, practices, behavior, and responsibility that will lead the college forward.

Signed:

Ideas for Improving Diversity in Faculty Hiring

The following material stems in part from a summit on faculty hiring that took place in 2014 and in part from a meeting I had with representatives from the Palomar Black Faculty and Staff Alliance (PBFSA) earlier this semester. I have also included discussion about an attached Excel spreadsheet that translates raw numbers provided by HR into percentages and covers faculty hiring from 2014 – 2019. This discussion addresses the data but also lists questions that the data does not cover. **All of what appears below should be seen as a starting point to generate more questions, suggestions, etc. that we can add to this in order to improve the diversity in faculty hiring.**

What We Can't Control in the Hiring Process

- State and Federal laws regarding hiring
- Diversity in graduate programs from which our applicants come
- External impressions of Palomar

What We Can Control in the Hiring Process

- Local hiring policies (e.g., timelines, reimbursement for travel, etc.)
- Advertising & outreach
- Formation/membership of hiring committees
- Wording of job announcements
- Application materials requested
- Interview questions & activities (i.e., nature of teaching demo)
- Deliberations
- External impressions of Palomar

Faculty Hiring Information, 2014 – 2019 & Need for More Information

I received information about faculty hiring from HR that covered the period of 2014 to 2019. For each year there were three columns: number of diverse of applicants, number of diverse interviewees, number of diverse hires (all were organized by the race/ethnicity categories that appear on the application). For the spreadsheet, these raw numbers were converted to percentages, mainly because the raw numbers demand another set of questions (i.e., questions that seek to discover why the applicant pools had x number of diverse applicants). By converting to percentages, we are able to more clearly see hiring trends across different populations and determine how the diversity of the interviewees and eventual hires reflected the diversity of the applicants. The upshot was that over the period of '14 – '20, the comparative percentages of hires and interviewees to applicants was consistent except for two cases: the category of Black was below the average and the category of Latino was above the average (also above average is the "Indigenous" category, but the small sample size should be taken into account). There are, however, limits to this data. In particular:

- The raw numbers of interviewees does not account for people who might have been offered an interview or position but declined or eventually cancelled. In the case of diversity hires, this is important information because if a department is behind the

discipline "calendar" for hiring, they're going to miss out on those diverse candidates. Also, people might have declined because of travel costs for first level interviews.

- What were the positions involved? That is, if three of our diverse interviewees in a given year were all competing for the same position, then that automatically limits the number of those diverse interviewees who eventually become hires.

More information is needed from HR that will help us clarify where the problems lie in order to help us in forming solutions, and one goal for faculty should be to create a prioritized list of information we need from HR and/or Research & Planning to help us better understand where the problems lie. For example:

- How and where do we advertise? There's a question on the application about how the applicant heard about the position; do we gather and keep this info? If so, it would be useful to know.
- Where do our applicants typically come from?
- Do we seek and/or track information about applicants who are offered interviews but then cancel or decline? What about people who decline job offers?
- What, if anything, can we conclude about the "Decline to State" category?

Specific Suggestions/Questions to Consider

- Wording of job announcements. Lots to consider here, but one item that came up is the use of "Ph.D. preferred." This could dissuade potential candidates who do not have a doctorate from applying because they assume that they don't really have a chance.
- Brainstorm other impediments to getting diverse applicants to apply. This certainly touches on outreach, advertising, and timing, but there may be other factors as well that we need to understand and acknowledge if we're going to solve the problem.
- Travel money for first-level applicants.
- More department involvement in advertising and outreach, including having a presence at job fairs that attract diverse candidates.
- Departmental discussions about what constitutes "diversity" in their area, demographics of graduate programs in their disciplines, etc.
- Departmental input about the hiring cycle/calendar of their particular fields; consider starting the process earlier even if no final decision has been made on a particular position (i.e., advertising with a disclaimer like "pending funding").
- Pay closer attention to/cultivate our part-time faculty, among whom there is a great deal of diversity.

Faculty Hiring Summary - Page 1

2014 - 2015 Faculty Hires

Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
Decline	106	6	0	5.7%	0.0%	0.0%
White	792	61	7	7.7%	11.5%	0.9%
Black	56	2	0	3.6%	0.0%	0.0%
Indigenous	8	1	0	12.5%	0.0%	0.0%
Asian/ Pacific Islander	146	5	1	3.4%	20.0%	0.7%
Latino	85	9	2	10.6%	22.2%	2.4%

2015 - 2016 Faculty Hires

Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
Decline	125	10	0	8.0%	0.0%	0.0%
White	837	86	12	10.3%	14.0%	1.4%
Black	45	5	0	11.1%	0.0%	0.0%
Indigenous	6	0	0	0.0%	0.0%	0.0%
Asian/ Pacific Islander	114	13	1	11.4%	7.7%	0.9%
Latino	86	17	3	19.8%	17.6%	3.5%

2016 - 2017 Faculty Hires

Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
Decline	151	25	2	16.6%	8.0%	1.3%
White	994	128	17	12.9%	34.4%	4.4%
Black	105	7	0	6.7%	28.6%	1.9%
Indigenous	13	1	0	7.7%	100.0%	7.7%
Asian/ Pacific Islander	170	11	2	6.5%	18.2%	1.2%
Latino	196	53	6	27.0%	24.5%	6.6%

2017 - 2018 Faculty Hires

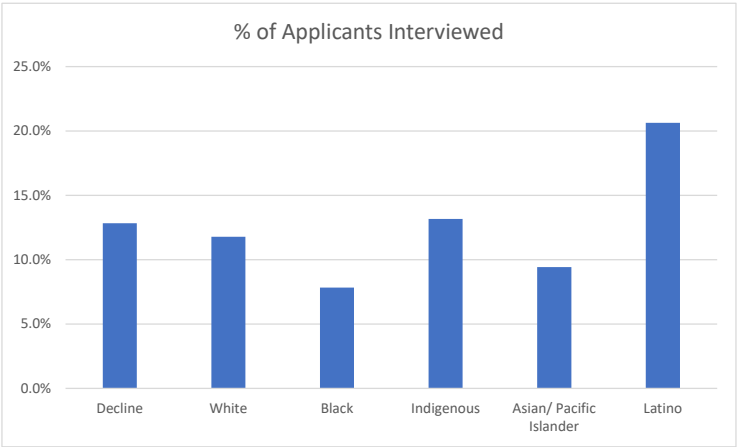
Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
Decline	66	9	1	13.6%	11.1%	1.5%
White	484	61	11	12.6%	18.0%	2.3%
Black	66	5	0	7.6%	0.0%	0.0%
Indigenous	6	1	0	16.7%	0.0%	0.0%
Asian/ Pacific Islander	117	16	1	13.7%	6.3%	0.9%
Latino	72	13	3	18.1%	23.1%	4.2%

2018 - 2019 Faculty Hires

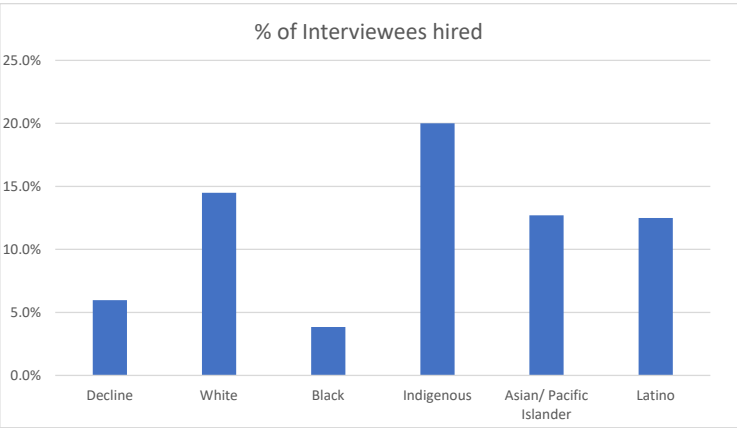
Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
Decline	74	17	1	23.0%	5.9%	1.4%
White	466	85	14	18.2%	16.5%	3.0%
Black	60	7	1	11.7%	14.3%	1.7%
Indigenous	5	2	1	40.0%	50.0%	20.0%
Asian/ Pacific Islander	121	18	3	14.9%	16.7%	2.5%
Latino	104	20	0	19.2%	0.0%	0.0%

Faculty Hiring Summary - Page 2

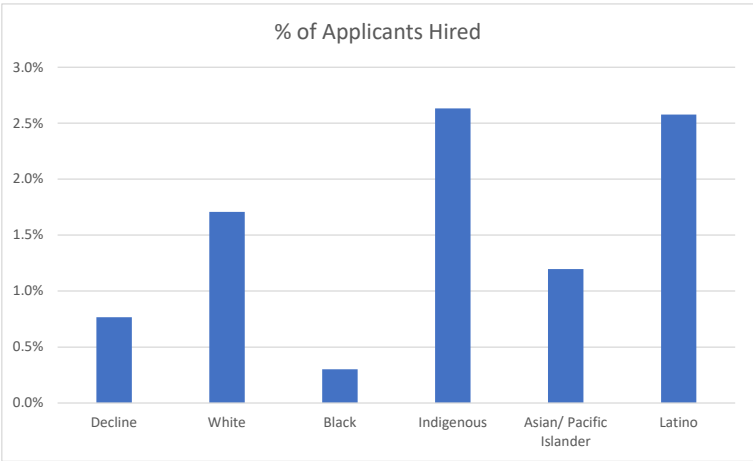
Ethnicity	% of Applicants Interviewed
Decline	12.8%
White	11.8%
Black	7.8%
Indigenous	13.2%
Asian/ Pacific Islander	9.4%
Latino	20.6%



Ethnicity	% of Interviewees hired
Decline	6.0%
White	14.5%
Black	3.8%
Indigenous	20.0%
Asian/ Pacific Islander	12.7%
Latino	12.5%



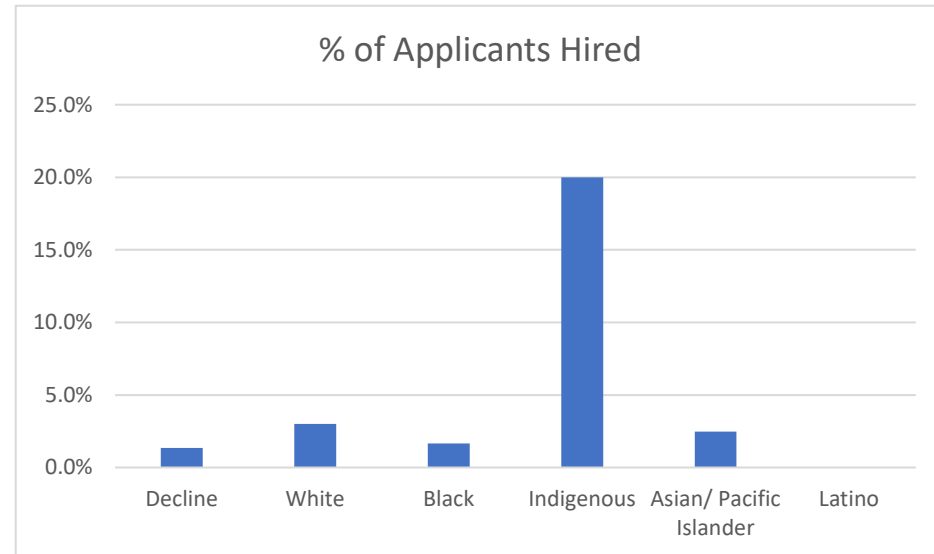
Ethnicity	% of Applicants Hired
Decline	0.8%
White	1.7%
Black	0.3%
Indigenous	2.6%
Asian/ Pacific Islander	1.2%
Latino	2.6%



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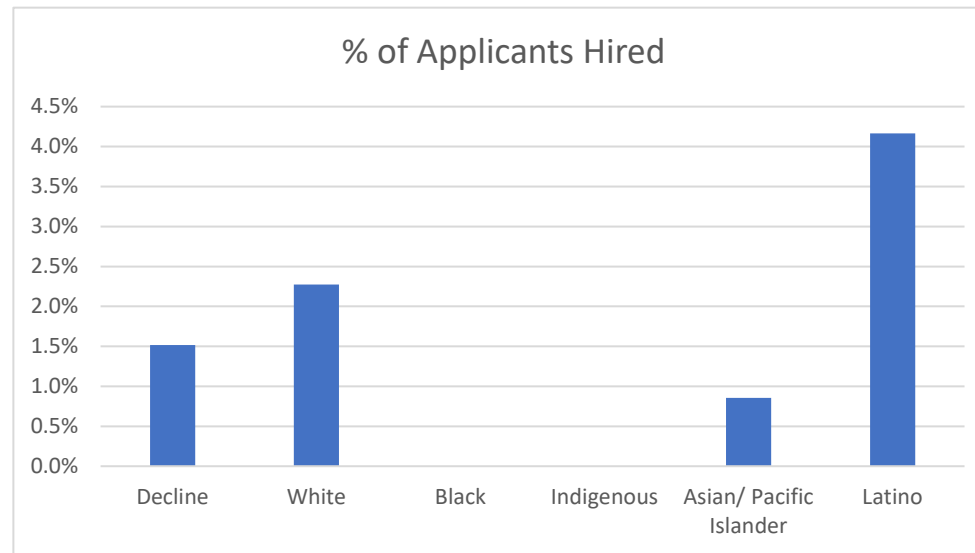
Ethnicity	% of Applicants Hired
Decline	1.4%
White	3.0%
Black	1.7%
Indigenous	20.0%
Asian/ Pacific Islander	2.5%
Latino	0.0%



2017 - 2018 Faculty Hires

Ethnicity	Applications	Interviewed	Hired	% of Applications interviewed	% of Interviewees hired	% of Applicants Hired
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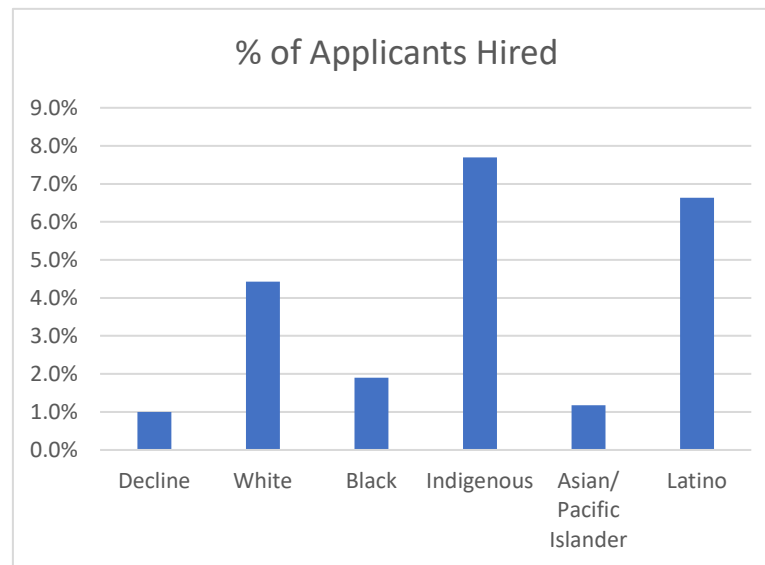
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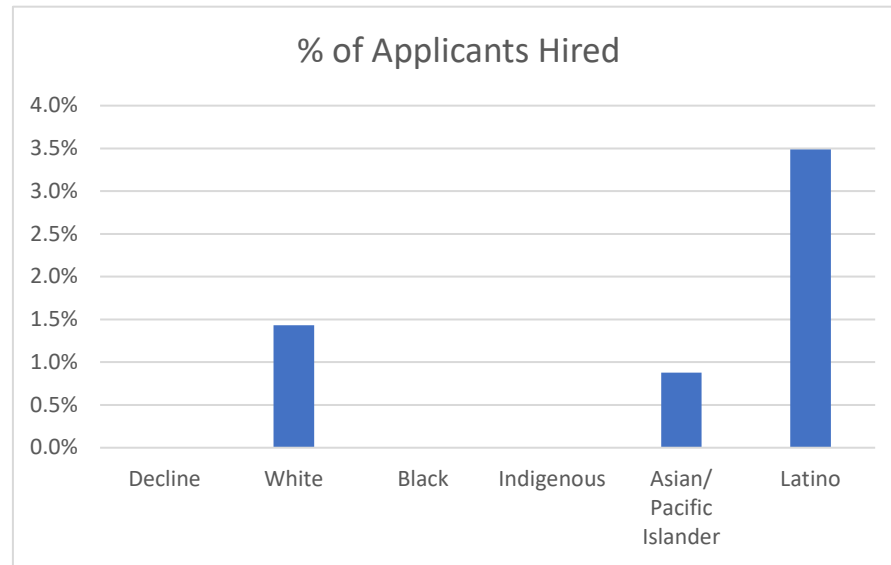
Ethnicity	% of Applicants Hired
Decline	1.0%
White	4.4%
Black	1.9%
Indigenous	7.7%
Asian/ Pacific Islander	1.2%
Latino	6.6%



2015 - 2016 Faculty Hires

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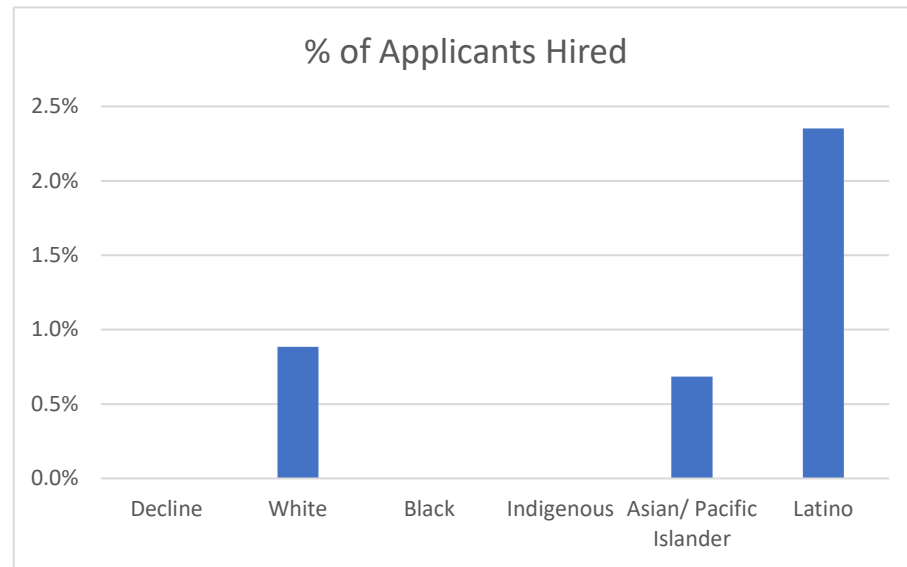
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Ethnicity	% of Applicants Hired
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Indigenous	0.0%
Asian/ Pacific Islander	0.7%
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Faculty Senate Appointments for Grant-Funded Committees, etc. – Overview/Suggestions

Four senators (Rocco Versaci, Jenny Fererro, Craig Thompson, and Anastasia Zavody) met with Vice Presidents Beam (Human Resources), Lakhani (Student Services), and Sivert (Instruction) on Thursday, 9/17 to discuss the issue of Faculty Senate authority in appointing faculty, particularly to grant-funded committees. In an number of conversations, VP Beam, VP Sivert, and President Kahn have suggested that committees fall into one of two categories (“shared governance” and “operational”), that grant-funded committees fall into the latter category, and that the Senate is overreaching by insisting that it appoints those faculty members. The document below was sent to the three VPs in advance of this meeting, and it is meant to establish that the committee designations they suggest (“shared governance” and “operational”) have no bearing on the language of Title V. It is also meant to identify the specific positions/committees in question and to propose a number of solutions, the specifics of which will be refined in our Committee on Committees and then come to the full Senate body for approval.

Title V

Title V, Section 53203 (f) gives the Senate authority to appoint faculty members to committees, task forces, other groups, etc. that deal with “academic and professional matters,” which applies to all of the groups listed at the top. Here is the text of that subsection: “(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.”

Positions Under Scrutiny

This is likely an incomplete list, but our understanding is that the District is claiming Faculty Senate overreach in appointing faculty members to certain grant-funded committees, despite the fact that these committees are “dealing with academic and professional matters” (53203f). We should work together to get a comprehensive list of the positions with which the District is concerned, adding to these:

- Credit for Prior Learning
- Guided Pathways (pillar leads who are faculty)
- Work Based Learning
- Umoja
- Puente
- Others (NSF grants, STEM Coordinator, etc.)?

Based on the history we have been researching, faculty have entered many of these positions without some or all of the following:

- Faculty Senate calls for the positions
- Faculty Senate deliberation on appointments
- Faculty Senate confirmation/election of appointments
- Faculty Senate oversight to make sure that work is being done

Suggestions for Solutions

The Faculty Senate is extremely concerned when faculty take positions with release time and stipends and fail to do the assigned work. We are also interested in ensuring that the most qualified faculty members are placed in each respective position through a fair and open call. Thus, our main concerns are responsibly exercising the authority granted to us by Title V, while at the same time addressing the District's concerns. To those ends, we suggest the following:

- The Faculty Senate's Grant Oversight Committee will become more active so that we know when grant proposals will involve faculty appointments. Part of this solution would involve those working on grants to communicate with Senate about them. It would also help if grant writing was centralized on the campus (this has been proposed in the past but never carried out for various reasons).
- The Faculty Senate includes the relevant administrators in the crafting of the position announcements and, depending on the position, requires more than a simple letter of interest. What those materials might be will depend on the position in question.
- The Faculty Senate has a more formal and robust discussion of applicants in Senate meetings and invites the relevant administrators to come in and give their impressions (this would address the "after consultation with the chief executive officer or his or her designee" part of 53203 [f]).
- In cases where the body providing the grant restricts the nature of faculty participation (e.g., either Umoja or Puente stipulates that the coordinator must be a counselor), the Faculty Senate will put out a call to that particular department for volunteers, go through the process outlined above, and make the appointment.
- Faculty Senate, PFF, and Administration will work together to develop a procedure (or integrate existing procedures) for the recall of faculty members receiving release time/stipends who are not fulfilling those obligations.
- Representatives from Faculty Senate, PFF, and Administration (Christine Winterle in HR?) will meet to make sure that all faculty positions—especially those receiving release time or stipends—are accounted for in terms of how they were put there.
- The Faculty Senate and the PFF will continue mutual communication regarding this issue and our respective parts in it.



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Wendy Nelson

Date: 09/05/2020

Proposed Name of Requested Group: Guided Pathways Advisory Taskforce

<input type="checkbox"/>	Council	<input type="checkbox"/>	Committee	<input type="checkbox"/>	Subcommittee	X	Task Force
Action Requested:		X	Add	<input type="checkbox"/>	Delete	<input type="checkbox"/>	Change

Role: Oversight of implementation of Guided Pathways Plan. The taskforce will review the Guided Pathways Scales of Adoption Assessment and approve/facilitate cross-functional teams to work on projects in the plan. The cross-functional teams can include members of the four-pillar structure (see additional documentation).

Products

~~Implement~~ Integrated Guided Pathways Plan
~~Update Guided Pathways Plan as necessary~~

Reporting Relationship: SPC

Meeting Schedule: Monthly

Co-Chairs: Four Faculty Pillar Leads

MEMBERS:

Administrative:

President
Vice President for Instruction
Vice President for Student Services
Dean CTE
Director Student Success and Equity
Director of Institutional Research
Director of Enrollment
Facilities Manager
1 Instructional Dean

Classified:

CCE President

Faculty:

Associate Dean of Workforce Development and Extended Studies
AB 705 Faculty
Curriculum Chair
Dean, Counseling
Faculty Senate President
3 Faculty At-large (appointed by Faculty Senate)
(4 Faculty Pillar Leads)
Professional Development Coordinator

Students:

ASG President
1 Guided Pathways Ambassador

~~SEA Chair~~ – (per SPC 1st reading)

~~Sub-Committee and Workgroups complete tasks reported to the GP Advisory Taskforce~~

Reviewed by Strategic Planning Council:

First Reading: **09/01/2020**

Approved:

Faculty “Ask” List Regarding Campus Access/Visits

PFF and Senate are compiling a list of “asks” regarding campus access and visits, based on the feedback we have received. Please make suggestions for additional items at our 9/21 meeting so that we can take them to the District.

- Allow faculty and students to use parking structure and parking lots for wifi access (apparently, other schools, like Miracosta, are doing this).
- Reserve rooms and provide access to equipment for faculty to film videos for their classes. Possibly designate one building (with functioning AC) where classrooms can be used by faculty members to teach synchronously using Zoom and practicing social distancing.
- Better and more responsive system to facilitate requests to access campus, possibly by separating the types of requests, as specified in the following two bullets.
- Have a default system if simply going to one’s office to retrieve items.
- Have a more nuanced, department by department approach to more complicated access requests.

Palomar College
Strategic Enrollment Management (SEM) Plan
2020-2022
Executive Summary Page

This three-year Strategic Enrollment Management (SEM) plan is designed to set a variety of goals, with equity as a consistent guiding component, to support students along a path that begins before initial enrollment and registration on through completion of their academic careers at Palomar College and beyond.

The SEM plan references numerous objectives and requirements put forth by the state (e.g., Vision for Success and the SCCF) as well as plans developed locally at Palomar College (e.g., Palomar's Strategic Plan and Guided Pathways). In order to ensure fiscal stability, the plan addresses budget limitations and includes budget goals.

Recognizing that the most challenging part of a student's academic journey should be their coursework, this SEM plan addresses change intended to improve our institutional processes and provide a considerably smoother student experience throughout the touchpoints of their journey by:

- creating partnerships along the K-18+ continuum;
- creating marketing and outreach that clarifies and informs potential students' understanding of next steps in setting and reaching their goals;
- improving our enrollment and registration processes;
- providing students with opportunities to complete their career exploration and math and English requirements early on;
- creating a retention plan that encourages students to stay their course by providing personal and academic support;
- providing opportunities for evaluation of learning; and
- providing professional development for all employees to enhance the ways in which we support our students.

The plan's primary objectives are listed in the final page of the document.

Implementation of a number of action plans associated with the larger plan are underway. Monitoring and evaluation of progress of the overall plan and action plans will be ongoing with a regular, formal evaluation taking place annually as a part of the Enrollment Management Task Force timeline under development.

Sincerely,

Enrollment Management Task Force

Palomar College

Strategic Enrollment Management (SEM) Plan

2020-2022

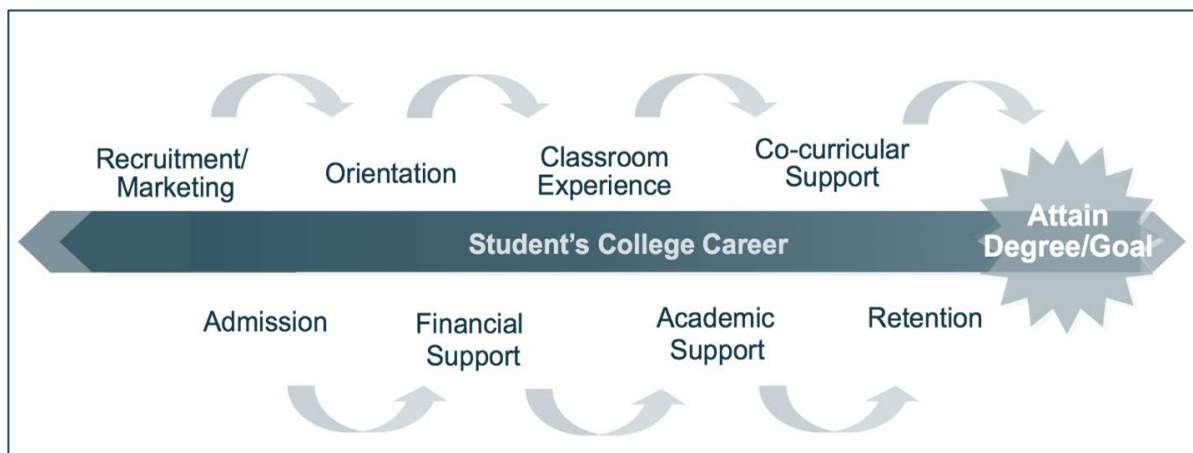
PART I. SEM Background at Palomar College

SEM Background

Guided by the California Community College system's Vision for Success, where significant targets for increasing student completions have been established, Palomar has adopted a holistic approach to SEM which seeks to optimize enrollments, facilitate success, and assure the fiscal viability of the college.

Palomar's approach is based on Dr. Bontrager's SEM model. In 2004, Bontrager proposed a model that focused less on the strategies and interventions tied to the organizational structure (e.g., recruitment and admissions) and more on the student milestones and success. This broader framework considers the diverse student populations that community colleges serve and their specific needs and goals. Moreover, this evolution of enrollment management incorporates strategic concepts of integrated planning, technology adoption, course scheduling, registration, and data-informed decision-making.

Bontrager's holistic framework for SEM incorporates additional foci including orientation and financial aid, while also suggesting tangible strategies and practices to further advance marketing, recruitment and matriculation that impact enrollment. In addition, Bontrager's framework expands the SEM focus to include the student experience, suggesting that there are multiple entry points where the college can influence enrollment. Within this structure student classroom experiences, instructional modalities, support services, co-curricular activities, and campus environment are factors that affect student success and retention.



Bontrager (2008) -- Bontrager's SEM Model

The California Community College System is evolving with bold new ambitions for student completion, a move to providing students with clearly articulated paths to reach their educational goals, and a revised formula for funding to support this vision.

California Community College Vision for Success

The State Chancellor has adopted a strategic plan titled [Vision for Success](#), which establishes five goals focused on:

- increasing student completion
- increasing student transfer
- decreasing the number of units accumulated by degree earners,
- increasing the number of career and technical education students who report they are working in their field of study, and
- reducing equity gaps with a ten-year goal of eliminating the equity gap altogether.

Palomar Locally Aligned Goals

In 2018-19, Palomar College established a set of goals aligned to the CCC Vision for Success goals. These goals drive Palomar's integrated planning efforts and represent the overarching outcomes the institution seeks to achieve in service to students. They are reflected in the Strategic Plan 2022, where the College identifies its goals and priorities. Repeated below, these outcomes serve as an integration point across all of the college's planning initiatives.

Goal		Start Point 2016-17	End Point 2021-22
V4S Goal 1: Completion	PC will increase, among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year	1484 students	1806 students
	PC will increase, among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year	1463 students	1536 students
	PC will increase, among all students, the unduplicated count of students who earned one or more of the following: Chancellor's	1976 students	2118 students

	Office approved certificate or associate degree and had an enrollment in the selected or previous year		
V4S Goal 2: Transfer	Palomar College will increase, among all students the number who earned an associate degree for transfer in the selected or subsequent year	304 students	456 students (met)
	Palomar College will increase, among all students, the number who transferred to a four -year institution (UC or CSU)	1629 students	1872 students
V4S Goal 3: Unit Accumulation	Palomar College will decrease, among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college	88 students	82 students
V4S Goal 4: Workforce	Palomar College will increase, among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study	68%	72%
V4S Goal 5: Equity	Palomar will actively seek to decrease the equity gap for those designated student groups showing disproportionate impact across each Goal 1 through 4 above		40% decrease within 3 years & 100% elimination within 10 years

Equity

The California Community College’s Vision for Success and Palomar’s locally aligned V4S Goal 5 establish the charge to reduce equity gaps by 40% within three years (of when originally set) and eliminate them within ten years. If Palomar is to accomplish this goal, significant and intentional work must be done.

Through Strategic Plan 2022 Goals 1 and 2, the College prioritizes reducing existing equity gaps and increasing the number of students who complete their English and math requirements within one year of entry. At Palomar, completion of English and math within one year represents the momentum point associated with the highest number of student groups experiencing disproportionate outcomes. The SEM Plan with its focus on retention and completion must also intentionally address equity.

The chart below identifies disproportionately impacted student populations at Palomar College for the following metrics in 2018: Access, Retention, Transfer Level M/E, Transfer to 4-Year, and Vision for Success. Nearly all goals identified in the SEM action plan will call out specific action items related to impacting the DI groups positively.

Table 1. Student Populations Identified as Disproportionately Impacted (DI) for Each Metric

Access	Retention	Transfer Level M/E	Transfer to 4 Year	Vision for Success
Hispanic/Latino (F)			Hispanic/Latino (M)	
Black/African American	Black/African American	Black/African American	Black/African American (M)	Black/African American (M)
		American Indian	American Indian (M)	American Indian
		Hawaiian/PI (M)		Hawaiian/PI
More than One Race (F)				
Other Race	Other Race (F)	Other Race (F)		Other Race
White (F)				
Foster Youth	Foster Youth	Foster Youth (F)	Foster Youth (F)	Foster Youth (M)
	Veteran (M)	Veteran		
		LGBT (M)	LGBT	LGBT (M)
		Disabled		

Palomar College Student Equity Plan 2019-22 Executive Summary

Guided Pathways

Palomar is working to implement Guided Pathways with its focus on establishing clear curricular pathways and then providing support to help students identify, enter, persist, and complete their chosen educational goal (see figure). Guided Pathways significantly impacts SEM planning and implementation.

In the Guided Pathways model, the integration of student and instructional support services within a student's pathway is critical. Our Guided Pathways plan provides for college-wide direction to address our locally established Vision for Success Goals. This SEM Plan must align and integrate with the Guided Pathways framework.

The Four Pillars

The Guided Pathways framework is routinely referred to as the 4 Pillars. The 4 Pillars support students' education path.



The Student-Centered Funding Formula (SCFF)

In 2019, the California Community College Chancellor's Office introduced the Student-Centered Funding Formula (SCFF), which is centered on ensuring that community colleges are funded, at least in part, on how well their students are completing certificate and degree programs. The metrics within the SCFF are aligned with the goals and commitment set forth in the California Community College [Vision for Success](#) and are intended to have a profound impact on closing achievement gaps and boosting key student success outcomes.

Palomar College SEM Core Purpose Statement

For Palomar, a holistic approach to SEM that is focused on the student journey aligns well with its Strategic Plan, Vision for Success Goals, Guided Pathways implementation, and the SCFF funding formula. Such an approach optimizes student enrollment, facilitates student success, and assures the fiscal viability of the college. Thus, the college has adopted the following SEM Core Purpose Statement.

Palomar's Core Purpose Statement

As an open-entry institution, Palomar College serves a diverse student body with wide- ranging educational goals. We must regularly adapt our programs and services to meet the changing needs of our students and to facilitate the achievement of their educational goals.

Strategic Enrollment Management (SEM) is a holistic concept and process that enables the fulfillment of an institution's mission, ensures access of all students and is the foundation for student achievement. At the same time, SEM serves to align enrollment goals and target audiences so that the College can benefit from the SCFF and improve our long-term fiscal health. At Palomar, SEM is a shared responsibility, and student success is central to all related planning practices and processes.

In practice, the core purposes of SEM and SEM planning are to:

- Establish comprehensive student enrollment goals aligned with the college's mission, strategic plan, the SCFF, and Guided Pathways.
- Promote student success by improving access, engagement, persistence, and completion.
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes.
- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- Implement strategies that lead to equitable access and outcomes.
- Create a data-rich environment to inform decisions, evaluate strategies, and adjust as needed.
- Design and implement communications, outreach and marketing strategies to support enrollment goals.
- Establish and activate a data-informed retention strategy to include student engagement activities to result in increased certificate and degree completions
- Increase collaboration among departments across the campus to support the strategic enrollment management plan. This includes improved collaboration not only between Student Services and Instruction but also among smaller units such as academic divisions and departments.

PART II: A Closer Look at Strategic Enrollment Management at Palomar College

Structure and Roles

The SEM Advisory Committee and Enrollment Management Task Force

In Fall 2017, Palomar College established a Strategic Enrollment Management Advisory Committee. The Committee prepared the 2017-2020 Strategic Enrollment Management Plan with Action Plan. At the time, this committee reported to the Strategic Planning Council (SPC), the College's principal participatory governance group. The committee was constituent-based

and included faculty, classified staff, administrators, and a student representative. In addition to plan development, the SPC charged the Committee oversight for plan implementation.

More recently, an Enrollment Management Task Force (EMTF) was identified in response to the Fiscal Health Risk Assessment report (FCMAT report), issued to the College by the Fiscal Crisis Management and Assessment Team (FCMAT) in November 2019 because the strategic enrollment management plan is a large contributor to budget development. The FCMAT Report posed eight recommendations to the College, including the following focused on enrollment management:

- *Optimizing offerings for students*
- *Establishing and following a college-wide comprehensive enrollment management plan that uses demographics, enrollment trends, program review and facility capacities as well as other relevant information.*

The EMTF, like the previous committee, is constituent-based and includes faculty, classified staff, and administrators. Student input is gained through the student ambassadors who regularly contribute to the Guided Pathways implementation plan discussions. This Strategic Enrollment Plan is aligned with the goals and objectives of Guided Pathways, which is built on four pillars inclusive of onboarding, degree planning, retention and completion.

Role of Campus Community

Input from all of our college groups is vital to a successful strategic enrollment plan. The student perspective is critical to developing and implementing strategies for SEM. Faculty, staff, and administrators sometimes get "stuck" in their own perspective and use of language. The student perspective reveals areas the college needs to address and provides for a reality check on identified plans and strategies. It was a student voice that said that our planning should result in making their coursework the hardest part of being at Palomar College.

Front line employees carry out a significant portion of the workflow necessary for the college to be successful. Staff provide expertise, particularly on the enactment of processes as they affect the student experience. Faculty play multiple roles in SEM as well. As discipline experts, they create and recommend curriculum, degrees, and certificates. They are consistently involved in establishing and evaluating standards, processes, and policies regarding instruction, counseling services, and student success. Faculty also have an integral role in identifying and working with students who are facing academic and non-academic obstacles that inhibit their success. Finally, SEM is an emphasis for college administrators. The way in which administrators carry out their SEM role is influenced by the division they represent (fiscal, student services, human resources, instruction). Administrators hold a bird's-eye view of the college and use a data-informed approach to assist others to work toward plans that meet that broader view.

Role of Technology

Palomar College has integrated a variety of technologies that inform scheduling, student achievement and engagement, degree planning and program mapping. That technology aids academic counselors in helping students plan their educational path and enables faculty to monitor in-class student engagement and progress. Through technology, we aim to provide for our students as seamless a student experience as can be provided while supporting them on each step of their journey: from before arriving at our college, to planning for and registering into their courses, to succeeding in their courses, to achieving their academic goals on their way back into the workforce, onto the next steps in higher education, and/or onto their career.

PART III. PALOMAR COLLEGE 2020-2022 PLANNING ASSUMPTIONS, TARGETED STUDENT GROUPS, FOCUS AREAS, GOALS AND OBJECTIVES

The Enrollment Management Task Force (EMTF) began the development of the 2020-2022 Strategic Enrollment Management (SEM) Plan in early February 2020. The Plan is heavily informed by previous and current enrollment data and the framework is based on enrollment projections and the SCFF. Our SEM core purpose defines SEM as we want it to be at Palomar College and guides the goals, objectives, and strategies of our plan. Equity is called out in discrete steps within individual action plans with outcomes re DI groups. Ultimately, each of these pieces drive the Action Plan associated with this document.

Planning Assumptions

The 2017-2019 plan development began with an examination of external data (e.g., community population estimates and forecasts, labor market) and internal data (student demographics and enrollment, progress, and achievement). This examination culminated in a set of planning assumptions to guide the SEM plan's goals, objectives, and strategies. For this update, the EMTF updated that data and discussed planning assumptions that have changed as well.

Data Highlights

Appendix A (below) contains a summary of the data reviewed to develop this plan. The EMTF examined and discussed the following information as part of the plan's development:

- General community observations (community demographics/high school enrollments and projections/Job Outlook)
- Budget, FTES, WSCH/FTEF, and enrollment trends over time (FTES/headcount/Efficiency)
- Growth goals in alignment with the SCFF
- Student demographics and mix of course offerings

- Student outcomes (persistence and completion)
- Understanding why students drop and working to address the issues in order to inform retention tactics.

Planning Assumptions

A comprehensive SEM model includes the development of planning assumptions. Building from the SEM Plan 2016-2019, the current SEM Core Purpose statement, and the assessment of the internal and external data scans, the EMTF created the following planning assumptions. The list is loosely organized along the SEM student journey continuum (access, persistence, completion) followed by the college within the community and its fiscal health.

- Opportunity exists to implement and re-establish infrastructure to increase enrollments of recent high school graduates, noncredit student, and career and technical education students through outreach, dual enrollment, articulated programs, early college.
- SEM must be responsive to changing economic and legislative conditions that affect enrollment and thus provide a framework for growth and reduction in programs.
- Opportunity exists to improve/increase partnerships with K-12 school districts and four-year colleges/universities.
- SEM data highlights the impact that high school enrollments/graduation rates, other postsecondary options, and the economy has on enrollment stability. For example, over time, Palomar has lost significant enrollments to its surrounding community colleges.
- Opportunity exists for the college to improve its infrastructure and services to make college coursework the most challenging part of attending Palomar.
- Opportunity exists to improve/increase partnerships with local business and industry.
- Opportunity exists to integrate SEM enrollment goals and strategies across the college (e.g., marketing and outreach should focus on meeting FTES targets, enrollment goals for specific student groups, and new locations).
- SEM acknowledges that some disciplines, programs, or degrees have unique needs that may necessitate flexible and unique planning, implementation, enrollment, student support, and marketing strategies.
- Opportunity exists to implement **strategies** that increase the number of continuing students (e.g., persistence/retention/progress). Student progress and completion is a critical element of the SEM plan.
- Opportunity exists for stronger faculty engagement.
- Schedule development must link to and be supported by the SEM plan.
- A need exists for the college to develop and implement a model that integrates scheduling with budgeting and ensures a workload that supports a balanced budget.

Targeted Student Groups

One defining element of a SEM plan is the focus it places on establishing enrollment goals for specific student groups. As Palomar's enrollment is in decline, the Enrollment Management Task Force recognizes the need to optimize enrollment across all student groups. The plan places special attention to establishing an infrastructure and increasing student enrollment in the following student groups/programs.

(This was focused on enrollment increase but we're having to move more into retention and completion...) what will I do to bring students in and support them over time.

Student Group	Target for 20-21
Current High School Students	Increase concurrent/dual enrolled student enrollment by 100%.
New Students (Direct Matriculants)	Increase high school capture rates from 21% to 33%.
Online Student Enrollment	Increase student completion of online programs.
Continuing students	Increase persistence by 7.3% Increase completions by 13.9%
Non-credit students	Increase the number of purely non-credit students transitioning into credit courses by 25 students to 200.

Focus Areas, Goals, and Objectives

Overview

To achieve the targets for the student groups listed above, promote student success and outcomes, and ensure the College maintains its fiscal viability, the EMTF has identified a set of objectives and corresponding strategies for each element in the SEM ARCC+ model: Access, Retention and Completion, Continued Community Involvement, and Improved Infrastructure and Fiscal Stability.

The SEM plan is aligned with the College's current Strategic Plan 2022. This alignment is shown by including the Strategic Plan's goal and corresponding objective in parenthesis by relevant strategies and objectives in the SEM plan. For example, *Strategy 2 under Focus Area Access: Raise the college profile through strategic marketing, outreach, and communication* aligns with Strategic Plan 2022, Goal 3).

Focus Area: ACCESS

Objective 1: Re-evaluate locations, partnership, and programs to increase completions and decrease equity gaps. (SP 2022, Goal 1, Goal 3; Guided Pathway (GP) 2, 3)

- Maintain a stable increase of FTES college-wide.
- Expand Concurrent/Dual Enrollment programs.
- Expand Distance Education programs and offerings.
- Partner with local and business and industry to provide service and internship opportunities for students. (SP3:4, GP 2,3)
- Increase international student enrollment and education partnerships.

Objective 2: Raise the college profile through strategic marketing, outreach, and communications. (SP 2022, Goal 3)

- Develop and implement integrated marketing, outreach, and communication plans connected to targeted student groups. (SP 2022, Goal 1:1, 3.1, 3.3; GP 3)
- Develop and implement integrated technology tools that support the marketing, outreach, and communication plans. (GP 3)

Objective 3: Simplify enrollment and registration processes. (SP1)

- Develop and implement technology-based solutions to simplify student application, registration, and enrollment for classes. (GP 3)
- Examine and modify registration processes and timelines to accommodate student need more effectively. (SP1:2)
- Streamline and improve financial aid services to ensure students receive timely access and support. SP1:3)

Focus Area: RETENTION AND COMPLETION

Objective 1: Improve student success, retention, and timely completion. (GP 2, 3)

- Create a retention and completion plan.
- Establish Career Continuum.
- Establish Credit for Prior Learning
- Implement AB 705.
- Utilize systems and/or technology tools to operationalize retention and completion plans.

Focus Area: CONTINUED COMMUNITY INVOLVEMENT

Objective 1: Strengthen Palomar's presence in the community.

- Develop short-term and long-term community engagement activities to reinforce the presence of Palomar's campus and centers.
- Develop a seamless pathway for K-16 partnerships to create an educational pathway for our community.
- Develop structure to facilitate K-16 partnerships.
- Strengthen job placements in our community.

Focus Area: IMPROVED INFRASTRUCTURE AND FISCAL STABILITY

Objective 1: Ensure enrollment management plan that supports fiscal stability. (SP 2022, Goal 5:2)

- Align expenditure plans associated with enrollment management with revenue projections.
- Implement models that integrate enrollment forecasting, scheduling, and budget.
- Evaluate facilities utilization across the district to ensure efficient and effective use of classrooms.

Objective 2: Implement approaches that facilitate the use of data to make informed decisions.

- Conduct Community College Survey of Student Engagement as part of the ongoing environmental scan of the college's community.
- Develop report (scorecard) to track progress on enrollments/persistence/completion in a simple-to-use format.

Objective 3: Develop and align facilities to meet the needs to students and our community.

- Ensure new facilities provide for student needs.
- Implement universal design principles in facilities projects.

Monitoring and Evaluating Plan Progress

For each objective and strategy in the plan, the College has created a corresponding action plan identifying individuals responsible, project tasks and timelines, and specific outcomes. The action plan will be reviewed and updated throughout the SEM Plan timeframe.

At a minimum, progress will be assessed annually and reported to the appropriate planning councils. To support the evaluation of progress, a SEM Scorecard or dashboard will be established and organized within the appropriate focus area. Disproportionately impacted student data as it relates to the metrics discussed above will be the main driver of evaluation and progress.

APPENDIX A

Enrollment Management Planning Observations from the Data

General Community Observations (Community demographics/high school enrollments and projections/Job Outlook)

- The District's adult population (18 to 64) has increased 5.5% from 460,474 in 2010 to 485,690 in 2018.
- The majority of the District's adult population identify as male (51.5%), White or Hispanic (79.9%), and most are between the ages of 20 to 39 (47.5%). However, there is a higher concentration of Asian/Pacific Islanders in the Southern portion of the district.
- About 1/3 (32.1%) of adults in the District (Ages 25+) have a high school degree or less, while 31.2% have some college or an Associate's degree, and 36.8% have a Bachelor's degree or higher.
- Adults in the southern region of the district are more likely to have a Bachelor's degree or higher (54.1%) compared to the central (29.4%) and northern (28.6%) regions.
- The district population is projected to increase 22.5% by 2050, with increases in children 9 and under (27.2%), adults 30 to 39 (21.9%) and over 60 (68.3%). Significant increases are also expected in Asian (65.0%), Multiethnic (70.1%), Hispanic (82.7%), and Hawaiian/Pacific Islander (94.6%) populations.
- The number of high school graduates in San Diego County is projected to reach a high point in 2023-24 (38,194) before declining in 2025-26 (36,320). Still, the estimates suggest an increase of 0.6% in high school graduates over the next ten years.
- The number of jobs in San Diego County is expected to increase 7.8% between 2020 and 2030, with the largest increases (20.7%) in the Health Care and Social Assistance Industry (NAICS 62).

General Enrollment Observations

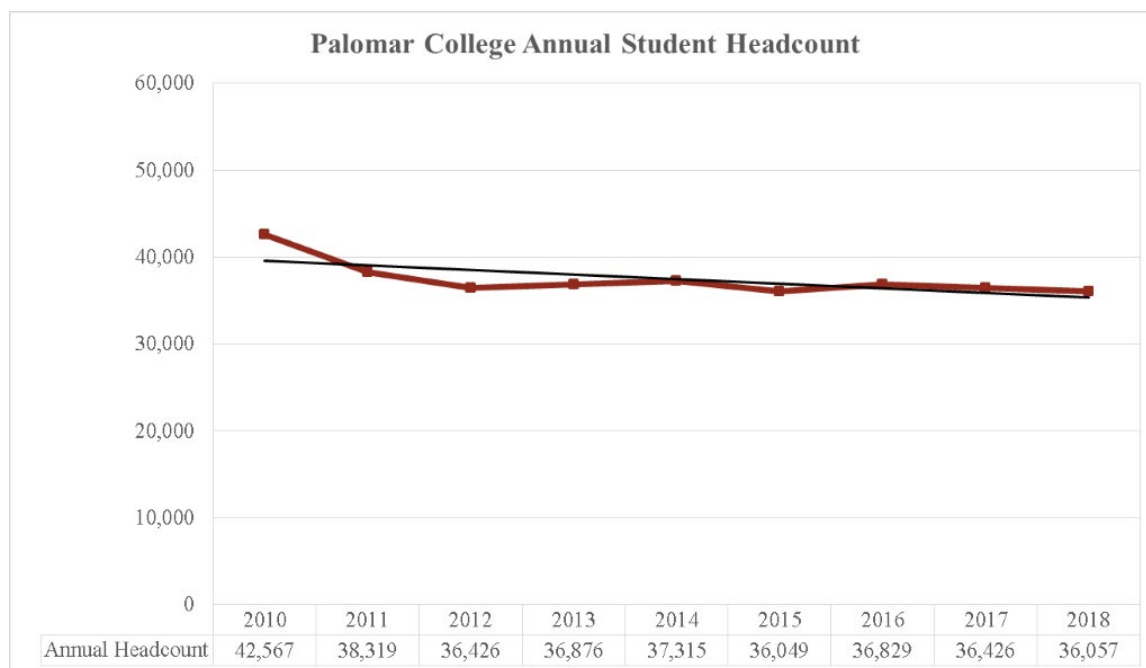
- The number of high school graduates in the District has increased 12.2% from 8,354 in 2014-15 to 9,374 in 2017-18. The percentage of new high school graduate attending Palomar College (i.e., grad capture rate) has also increased from 21.4% in 2015-16 to 26.3% in 2018-19.

- Palomar students enrolled in Fall 2019 were more likely to reside within San Diego County (83.1%) and within the District (69.9%). However, 14.1% of students resided in Riverside County.
- A study conducted in 2016 showed that, while the majority of community college students in the District's central (74.3%) and northern (70.3%) regions attend Palomar, a much smaller percentage (30.4%) in the southern region attend Palomar.
- From 2002 to 2014, overall net enrollment flow trends have reversed. The student flow has gone from a gain of 492 students in Fall 2002 to a loss of 1,927 students in Fall 2014, with most of the losses to Mira Costa College (-883) and SDCCCD (-4,834).
- In Fall 2019, most Palomar College students were male (49.7%), Hispanic (48.2%) or White (32.5%), and between the ages of 20 to 29 (47.2%). Just over 30% of students are full-time.
- The number of Continuing Students has declined 5.3% between Fall 2016 and Fall 2019. However, the number of Special Admit K-12 students has increased 63.2% during the same time period.
- Students at Palomar College are generally representative of the District. However, students ages 30 and over, Asian students, and White students are underrepresented compared to the population of these individuals in the District.

Enrollments (FTES/Headcount/Load)

- Annual student headcount has decreased 15.3% from 49,567 in 2010-11 to 36,057 in 2018-19. Figure 1 shows the decline in enrollment through 2018-19.

Figure 1. Palomar College Annual Student Headcount over time.



Source: CCCC Datamart

- Between Fall 2014 and Fall 2019, FTES (including resident and nonresident) has decreased 4.0% from 8,885 (Fall only estimates) to 8,526 (Fall only estimates).
- Fill Rate (Census Load %) has increased from 82.0% in Fall 2014 to 87.0% in Fall 2019.
- WSCH/FTEF has increased 11.8% from 441 in Fall 2014 to 493 in Fall 2019.

Course Offerings

- The number of courses offered has decreased 9.0% from 3,193 in Fall 2014 to 2,904 in Fall 2019.
- In Fall 2019, the majority of courses were transfer level (93.5%) compared to AA level (4.6%) and basic skills level (1.9%).
- In Fall 2019, 59.9% of courses were non-vocational, while 40.1% were vocational.
- The majority of credit courses in Fall 2019 were offered during the day (66.0%), while there were fewer evening (18.1%) and distance education (15.9%) courses.

General Persistence and Completion Observations

Course Success

- Between 2014-15 and 2018-19, annual course success rates showed a slight increase from 71.1% (2014-15) to 71.4% (2018-19).
- In 2018-19, course success rates remain higher than Palomar's institutional-set standard of 70.0%. Within each term, these success rates followed a typical pattern of being highest during the summer (78.6%), compared to fall (68.9%) and spring (72.3%) terms.
- In 2018-19, the success rates for transfer level courses was higher (71.8%) compared to AA level (58.4%) and basic skills level (53.9%) courses.

Persistence

- Compared to last year, the 3-Term Persistence rates (Fall-Spring-Fall) for first-time have increased slightly from 49.8% to 51.6%.

Degrees/Certificates

- The overall number of awards (volume) has increased 26.3% from 3,785 in 2011-12 to 4,780 in 2018-19.
- The average years to completion for first-time students decreased between AY 2016 and AY 2018. In AY 2018, it took an average of 4.71 years to complete an AA/AS, 4.33 years to complete a 30 to 60 unit certificate, and 3.35 years to complete an 18 to 30 unit certificate compared to 5.40, 5.21, and 4.68 years, respectively in AY 2016.
- Table 1 shows the Top 15 Degrees/Certificates awarded in 2018-19:

Table 1. *Top 15 Degrees/Certificates by Award Type*

Ran k	AA/AS	ADT	Cert 18+	Certs <18
1	Gen Stud: Social& Behavior	Business Administration	CSU GE Breadth	EMT Basic
2	Gen Stud: Science & Math	Psychology	IGETC CSU and UC	Bookkeeping/Accounting Clerk
3	Univ Stud: Social Sciences	Sociology	IGETC UC	Assistant Teacher

4	Gen Stud: Arts & Humanities	Mathematics	Fire Academy	Entry-Level Gas Metal/Flux Cor
5	Univ Stud: Math and Science	Administration of Justice	Apprentice-Inside Wireman	Entry-Level Gas Tungsten Arc
6	Nursing	Communication Studies	Accounting	Entry-Level Shielded Metal Arc
7	Univ Stud: Business	Biology	Fire Tech: Emergency Mgmt	Woodwork Fundamentals
8	Univ Stud: Education	Child & Adolescent Develop	IGETC CSU	Electronic Publisher
9	Univ Stud: Health & Fitness	English	Registered Dental Assisting	Real Estate Sales License Prep
10	Univ Stud: World Languages	Spanish	Welding Technology	Unmanned Aircraft System
11	Fire Technology: General	Anthropology	Computer Science	School Age Assistant
12	Accounting	Economics	Apprentice-Drywall/Lather	Web Dev-Java/Open Source
13	Computer Science	History	Library and Inform Tech	Geographic Info Systems
14	Fire Tech: Emergency Mgmt	Kinesiology	Paramedic Training	Real Estate Appr License Prep
15	Mathematics	Journalism	Preschool Teacher	Broadcast Journalism

Transfers

- The overall number of students transferring to in-state public universities has increased 18.1% between 2011-12 (1,120 transfers) and 2015-16 (1,323 transfers) before decreasing 7.8% in 2018-19 (1,227 transfers). The majority of these transfers were to schools in the CSU system (82.4%) compared to schools in the UC system (17.6%).
- During this time period, the overall number of transfers to CSU schools increased 19.2% from 848 transfers in 2011-12 to 1,011 transfers in 2018-19.
- During this time period, the number of transfers to UC systems decreased by 25.9%.
- The top CSU transfer institutions were CSUSM and SDSU, while the top UC transfer institutions were UCSD and UC Riverside.
- Table 2 shows the Top 5 Transfer majors to CSU/UC schools in 2018-19:

Table 2. *Top 5 Transfer Majors by College System*

Rank	CSU	UC
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1	Psychology	Political Science & Govt
2	Business Administration	Sociology
3	Sociology	Psychology, General
4	Communications	Computer Science
5	Liberal Studies	Economics