



Minutes of the  
MEETING OF THE FACULTY SENATE  
September 21, 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, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Ellen Weller, Reza Wrathall, Anastasia Zavodny

**ABSENT:**

**GUESTS:** Patriceann Mead, Rachel Alazar, Leigh Marshall, Vikash Lakhani, Bill Jahnel, Rafiki Jenkins, Rachel Alazar

**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:** No public comments.

**ANNOUNCEMENTS:** Senator and TERB coordinator Lawrence Lawson stated he is finishing up FAQ pages for part time probationary and peer evaluators. The FAQs should be live on the TERB website by Wednesday.

Senator Ben Mudgett announced the Governor signed AB 1460 requiring the CSU to change their general education to include an Ethnic Studies requirement. This requirement will be narrow in focus; Asian American Studies; American Indian Studies; Africana Studies; Chicana/o Studies are a few examples. The CSU Senate will likely reduce units in Area D Social Sciences from 9.0 to 6.0 and create a new Area F, Ethnic Studies. This is a significant shift. As a result, IGETC will change, and so will CSUGE and IGETC for STEM. We would be required to change all ADTs to the new GE pattern. These discussions will need to occur at Palomar at a rapid pace and soon. The CSU will be expected to graduate students with this new requirement in 2024/2025. Please find the link to Assembly Bill 1460 here.

[https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460)

Mudgett also announced there are three Title V initiatives going forward to the Board of Governors today with comment periods now open. One of them is correspondence based education, which is not time based education. In addition, there is also a piece for International Baccalaureate and CLEP.

Senator Alexandra Doyle Bauer announced the library may start a scanning project available to faculty and students in the first few weeks of the semester beginning in spring 2021. If you are familiar with this type of activity and have helpful hints to share, please contact Doyle Bauer.

Senator and DE Coordinator Erin Hiro stated there are some professors who are requiring students to have cameras on during the entire online instruction time in order to achieve student learning outcomes. If you feel your class falls in

this category, contact your department chair so this requirement can be added to the class notes section for spring 2021. Technology requirements can also be added so students are informed when registering for the class.

**AGENDA CHANGES:** Action item C will be moved to the top of the Action section.

## **APPROVAL OF MINUTES**

**Motion 1** MSC: Thompson/Laughlin Faculty Senate approval of minutes dated September 14, 2020 (see Exhibit 1).

The motion carried.

## **ACTION**

### **A. Confirm Senate Seat**

**Motion 2** MSC: Doyle Bauer/Fererro Faculty Senate approval to accept the results of the vote for a part time Faculty Senate seat.

**Sabrina Santiago** – Behavioral Science – May 2022

The motion carried.

### **B. Curriculum**

**Motion 3** MSC: Nelson/Thompson Faculty Senate approval to confirm the curriculum committee actions taken on September 16, 2020 (see Exhibit 2).

The motion carried.

### **C. Committee Appointments**

**Motion 4** MSC: Zavodny/Laughlin Faculty Senate approval to confirm committee confirmations (see Exhibit 3).

Service Learning - **Stephan Crook** – Faculty, CTE (20-22)  
Distance Education – **Barbara Springer-Hammons** – Faculty, SBS (19-21)  
DFA - **Barbara Springer-Hammons** – Faculty, Part time (20-22)  
Fin/Admin Services Planning Council – **Rosie Antonecchia** – Faculty, AtOlarge (20-22)  
GE Workgroup (Curriculum) – **Seth San Juan** – Faculty, Competence in Multicultural Studies  
IPC Hiring Priorities (subcommittee) – **Hector Garcia Villa** – Faculty, member (20-22)  
Sabbatical Leave – **Brandon Whearty** – Faculty, Tenured, CTE (20-23)

The motion carried.

A call will be going out soon for the lead for Pillar IV Guided Pathways. The call for the hiring committee for the Director of Information Services is still open. If you are interested in serving, you may still apply. Lastly, a Faculty Senate representative is still needed on IPC. Jenny Fererro nominated Rocco Versaci.

**Motion 5** MSC: Zavodny/Thompson Faculty Senate approval to confirm committee confirmation.

IPC – **Rocco Versaci** – Faculty Senate representative

The motion carried.

#### **D. Call to serve on Committee on Committees**

Senator Ellen Weller resigned from her position on this committee due to scheduling conflicts. Senator Wendy Nelson volunteered to participate on the committee.

**Motion 6** MSC: Zavodny/Thompson Faculty Senate approval to confirm committee confirmation.

Abstention: Anastasia Zavodny

Committee on Committees – **Wendy Nelson**

The motion carried.

Senator and Council Member Lawrence Lawson made the following statement:

"In my view, one of the best first steps Senate can make toward leading on, and supporting, our progress toward being an antiracist institution is to examine our own policy process and leadership structure and ask if there are changes we can make, now, that would better position Faculty Senate to examine its own policies and/or goals with antiracism in mind.

While all members of the Council are well-meaning and insightful and committed to being antiracist in our personal and professional lives, all members of Council share a perspective formed from our lived experience as White people in this world, and our Council and Senate would benefit from the leadership and insight and lived experience from one of our BIPOC colleagues, if they were interested in being on Council.

Thus, in that spirit, and with the hope that one way to support change is to cede positions of power, I would like to resign my seat on Faculty Council in hopes that I am replaced by such a colleague as I described-- though, of course, anyone may run to replace me."

Senator Craig Thompson nominated Senator Eduardo Aguilar for this position on Council. Senator Aguilar accepted the nomination.

**Motion 7** MSC: Thompson/Zavodny Faculty Senate approval to confirm Council seat At-Large confirmation.

Faculty Senate Council – **Eduardo Aguilar**

The motion carried.

#### **INFORMATION ITEMS**

- A. **Response to *San Diego Tribune*** (see Exhibit 4) – Senate President Versaci reminded Senators that the "ask" is whether Faculty Senate wants to be included as a signatory on this response drafted by PFF to the *San Diego Tribune* article. Faculty member Rafiki Jenkins began by stating that the article basically depicts Palomar as this racist institution. And more importantly, my black colleagues outside of Palomar have asked me if Palomar is full of racism. Referring to the vote of no confidence, the issue was whether or not this would have happened to President Deegan or another white President. I made the comment "that because Palomar has a predominately white faculty, if Dr. Blake was a white male, this would have not hit the paper. The fact that it hits the paper is because she is a black woman, is what makes it an issue." This comment was taken out of context. Jenkins hopes that Palomar defends itself.

Versaci read a prepared statement by Martin Japtok who was unable to attend today's meeting.

Dear Colleagues,

I've heard from a number of people that we—the faculty, the staff—ought not to reply to the San Diego Union Tribune article that discusses the allegations of racism in the ultimate dismissal of President Blake by the Governing Board and cites the role a “powerful faculty” (I wish) played in those proceedings. The article itself is sympathetic to those allegations and the claim that former President Deegan had been treated differently by faculty. Though the second half of the article includes some rebuttal points, the overall tenor is that Palomar has a racism problem and that the Blake story is exhibit A.

Some argue that the article did not have a wide reach, or that few in the Palomar District have read it, or that it had few responses on the Union Tribute website. I must say that all these responses surprised me somewhat, as I had assumed we would be more invested in the honor and reputation of Palomar College as many of us have worked here for a very long time, and in my view there is a principle at stake here, not just a pragmatic assessment as to the numbers of people who may or may not have read the article.

As I have said before, if Palomar faculty and staff claimed to be uniformly antiracist, Palomar would be indeed the only sizable institution in the country to have achieved that admirable goal. However, admitting that we, as any other institution, have to grapple with systemic (and sometimes personal) racism is different from being a uniquely racist institution or saying that racism was a driving force in the vote of no confidence overwhelmingly passed by faculty and staff. It is important that the record on what happened in this regard reflects the actual events.

Why is that important? Maybe unbeknown to some of you, Palomar does not have a very good reputation in various communities when it comes to its record on race, given its hiring practices resulting in an overwhelmingly white faculty, at least until quite recently, and its paltry numbers of black faculty. These sort of things don't just happen. And yes, for some time now Palomar faculty and staff have been aware of these shortcomings, and I would like to think that we are actively working to remedy them, which will mean making some changes in the way we hire, and other changes that will have to affect course offerings as well and where “uncomfortable” decisions have yet to be made. The Union Tribune article plays to a narrative of Palomar as a racist institution that does have some traction (how much is difficult to assess), and while some of you may think that it does not have wide distribution, I saw the article circulating on my Facebook timeline multiple times, and some of our colleagues have been asked questions as to why they are teaching at such an institution.

Honor may be an old-fashioned term, but I think it is relevant here. I believe our honor as faculty members teaching at this institution and the image we wish to project to students and their communities are at stake, and “letting sleeping dogs lie” is not a good option under such circumstances. About 92% of the faculty voted no confidence, and by my estimation, about 92% of the faculty needs to be interested in setting the record straight and assuring students and our surrounding communities that the faculty was not motivated by racism in its decision to conduct such vote but by the record and conduct of the President. We need to communicate that we are a welcoming and safe institution for all students. Our response has to show that we did not react differently to President Blake than to President Deegan (and that when we did, it was based on their respective records), and that we are taking actions to become a better, more inclusive, more equity-oriented institution and that those efforts preceded the hiring of President Blake and are continuing after her departure.

Thank you,  
Martin Japtok

Versaci opened up discussion. Additional questions and options included the following:

- Faculty Senate can choose to draft its own response that specifically addresses only our No Confidence Vote.
- Unconscious bias does take place. This response has become more of a focus of whether or not we are racist at Palomar College. It is not our place to speak for Dr. Blake or to discount her feelings and at the same time, discount the feelings of BIPOC colleagues. If individual faculty want to personally be a signatory on this response that may be a better option at this time.
- Call for a vote on signing the existing response.
- Only one response should be authored by Faculty Senate and PFF to show unity.
- Clarify exactly where this response will be published

Versaci closed the discussion by taking a straw vote as to whether Faculty Senate should be a signatory on this response. This item will move to Action on September 28

**B. Antiracist Initiatives Discussion** – President Versaci began by asking Senators to participate in a brainstorming session to identify how Senate can lead and support antiracist initiatives. He asked for suggestions the Senate can do in order to support initiatives that are already happening and also to become more proactive by coming up with ideas to lead change. This will be a recurring item on the agenda until it formulates into a plan of action. Some ideas included the following:

- Instead of suggesting X, Y and Z, reach out first to our BIPOC faculty, including probationary, to ask what the Faculty Senate as an institution on campus can do to support them in their work
- Evaluate our Senator selection process including compiling more specific and uniform information from each candidate and spreading out the responsibilities making it more equitable for all faculty
- Produce BIPOC support statements as a Faculty Senate including vocal statements
- Co-sponsor events on issues of multiculturalism, social justice, etc.
- Look at the Equity and Inclusion Microsoft Team ideas that are in place that we can support including equitizing shared governance.
- Create an event with professional development workshops, similar to SD City and Mira Costa has done that focus on these issues. It also allows probationary faculty to become more engaged as they feel less intimidated to share ideas in this type of environment.
- Work towards replacing our Multicultural requirement with an Ethnic requirement.
- Utilizing resources found easily on the ASCCC Rostrum website  
<https://www.asccc.org/publications/rostrum>

**C. Diversity in Faculty Hiring** (see Exhibit 5) – Versaci began the discussion by reviewing the campus wide initiative to improve diversity and hiring and some hiring data going back to 2014. President Kahn is expecting Faculty Senate to come to the table with some specific ways to improve diversity hiring among faculty. Versaci mentioned this will come back to Senate again as Information and then opened up the discussion by asking for questions, comments and suggestions.

- Create a directive for departments to provide specific screening suggestions versus using a general questionnaire covering diversity concepts that might not be as useful for a specific department.
- In the initial paperwork process, make diversity questions less open ended to more action oriented to specific things and specific examples.
- In 2018, Faculty Senate passed a motion to allow faculty applicants to be hired while their degree was pending but completed before their start date. HR took no action. This would open up the pool of candidates and improve the process as well.
- Past Acting VP of HR, Lisa Norman initiated a faculty recruitment program by making contact with graduate studies programs. Is this practice still being done? Although this activity is not in our

particular sphere of power, it's definitely in our sphere of influence.

- Conduct first level interviews via ZOOM. This will eliminate the need to travel here which can be costly especially for out-of-state candidates.
- Palomar must improve its image in order to attract good candidates.
- Many of our full time faculty come from our part time faculty pool. There is no set hiring process for part time faculty. Hiring is usually based on who you know. Reviewing and standardizing our part time faculty hiring process will ensure more qualified pools.
- Address our attractiveness to candidates.
- More advocacy from full time faculty to convert part time faculty to full time.
- How can Senate support departments that are after particular knowledge, skills and abilities without requiring a PhD. We are restricting the ability to have a diversified pool. There's a lot of talent out there that meet the statewide and a minimum qualification that we have to give a chance to.
- In order to attract diverse faculty, we must have classes for them to teach.

**D. Faculty Appointments to Grant-Funded & Other Assignments (see Exhibit 6)– Tabled.**

**Motion 8 MSC:** Thompson/Lawson Faculty Senate approval to extend the meeting.

Nays: Ellen Weller, Candace Rose, Jenny Fererro, Kelly Falcone  
Abstentions: Susan Miller, Sabrina Santiago

The motion carried.

- E. Guided Pathways Task Force** (see Exhibit 7) – Senator Wendy Nelson explained that she and the committee worked on creating the structure of this group for almost a year but moving it forward was delayed. Recently it was decided that this group should be part of the governance structure with a fairly faculty heavy committee. There are an equal number of administrators, as there are faculty. It's important to understand that Guided Pathways is throughout the entire college in terms of all of the work that needs to be done. It's really about changing everything that we do to help our students. And a lot of this work has already been done to ensure all areas align with the plan. Although this work group was never formalized, initially the VP of Instruction and the Faculty Senate President co-chaired the Guided Pathways Work Group. This new task force is replacing that work group. It was noted that clarification is needed regarding the AB705 faculty designee. This item will be moved to Action next meeting.

**F. Committee on Committees – Tabled.**

**G. Faculty Access to Campus (see Exhibit 8) - Tabled.**

**H. Strategic Enrollment Management Plan Summary (see Exhibit 9) – Tabled.**

## **REPORTS**

### **President (Versaci)**

- I attended SPC this week (see report below).
- Several of us (me, Jenny, Craig, and Anastasia) met with VPs Lakhani, Sivert, and Beam on Thursday, 9/17 to discuss the Faculty Senate and its authority in appointing faculty members to various grant-funded committees.
- I attended a meeting of the Guided Pathways Pillar Leads and VPs Lakhani and Sivert on Friday, 9/18.
- I attended a meeting on the CSU-CCC Transfer Pathways Mapper Project on Friday, 9/18.
- The ASCCC Fall Plenary meeting will be held as a virtual event November 5 – 7. There is no Area D meeting this fall, but Jenny and I will be attending the Plenary.

- I received information from the ASCCC calling for applications to their Faculty Empowerment and Leadership Academy (FELA), which is a one-on-one mentoring program for faculty from historically underrepresented groups in higher education leadership. I forwarded the application materials to several BIPOC colleagues across campus and asked that they share them with others who might be interested. I also made an announcement in Teams to the Equity & Inclusion Team and placed the mentor and mentee applications into the “Files” section there. Deadline for applying as either a mentor or mentee is November 1.

**SSEC (Versaci)** - SSEC will next meet on Friday, October 9.

#### **SPC (Versaci)**

I attended SPC on Tuesday, 9/15. Topics included:

- Discussion about how we might institutionalize the use of preferred pronouns on campus. There was some concern about how this might be done. President Kahn was going to get together with the group that put together the pronoun guide materials to discuss some specifics about what “institutionalization” might look like.
- The Guided Pathways Task Force governance request was tabled so that it could come to Senate for discussion.
- President Kahn discussed a plan for addressing diversity hiring on campus. He is going to form a subcommittee to discuss issues and work in parallel with the Senate and our discussions on this topic.
- Michelle Barton addressed the progress on the District mission statement. She has slowed down the process to “get it right” and fully address issues like antiracist frameworks and language.
- In FCMAT news, a campus update will be presented to the State Board of Trustees at their November meeting.
- There was a progress update on the Governance Task Force by Co-Chair Mireya Gutierrez-Aguero. The plan is to move it through shared governance with a goal of getting to the Governing Board in October.
- Hiring decisions will be made soon by Executive Cabinet. There was \$1M placed in reserve in the budget so that classified and administrative positions can be brought back/created. The position for Multicultural Studies—an Africana Studies instructor—will come out of this money. The classified and/or administrative positions under consideration were not specified, though—my considered opinion here—is that adding another dean is something that the District remains interested in.
- SPC will next meet on Tuesday, 10/6.

**IPC Report (Versaci)** - IPC will next meet on Wednesday, September 23.

**SSPC (O’Brien)** - The next SSPC meeting is Wednesday, 9/23.

**HRPC** – No report.

**FASPC** - There are currently two Senate-appointed faculty vacancies on this council.

#### **PFF (Laughlin)**

The general concerns I hear from faculty are regarding access to campus and uncertainty about the College’s budget.

At the last PFF meeting we discussed what we can do to facilitate faculty access to the campus. Several ideas emerged including:

- Allow faculty and students to use parking structure and parking lots for Wi-Fi access.
- Reserve rooms and provide access to equipment for faculty to film videos for their classes.
- Better system to facilitate requests to access campus.
- Have a default system if simply going to one’s office to retrieve items.
- Have a more nuanced, department by department approach to access requests.

As for the College’s budget, we are not really in that bad of shape. In fact, if it was not for COVID we would not have a structural deficit. I have been attending the budget meetings for more than a decade. It becomes quite repetitive

because the story is always the same. We do not have enough money. This is true, in part, because education has been defunded for decades, but it is exacerbated by the tendency of fiscal managers to always use the worst case scenario when building the budget. This means that at the end of the fiscal year we always are better off than what was budgeted.

I wrote a haiku to illustrate the budget committee:

There are three buckets  
Student number, success, need  
Never enough cash

### **Distance Education (Hiro)**

The Distance Education Committee met Sept. 16 and discussed the following:

- **CVC-OEI Consortium**
  - We began exploring the idea of participating in a statewide course exchange that would allow our students to take classes at other colleges without having to register with those colleges and their students to take our classes. The first step will be to consider allowing our students to participate. We will look at that option during our Oct. 7 meeting. The second part, offering our courses to other students, would take more consideration, shared governance and a lengthy application process.
- **Class formats**
  - We are creating a flier to help with confusion over the different types of online classes. Here is the current version. We welcome feedback:
- **Palomar Class Formats**
  - **Traditional Online/Asynchronous**  
This is a fully online class with no real-time meeting requirements. All content is delivered via Canvas. The course has due dates set by the instructor but students can complete the work on their schedule before the deadline. Tests and quizzes also have deadlines but will be completed by students online.
  - **Mixed Online/Synchronous**  
A fully online experience with the added benefit of real-time, regularly scheduled classroom-type interaction. Students will not come to campus. A mixed online class will require real-time online meetings (via Zoom) that occur on scheduled days and times. Quizzes, tests, and other coursework may be completed outside of the online Zoom meetings by the due date set by the instructor. Instructors may assign tests, quizzes, etc., on the regular schedule as well.
  - **Mixed Online/Campus**  
This class is partly online and partly on campus. The course includes scheduled, on-campus meetings through the semester as well as class materials completed online. The course is offered through Canvas. The assignments and assessments can be done in person in a classroom or online through Canvas and Zoom meetings.
  - **Face-to-Face/Campus**  
This is the traditional form of class with set, on-campus meeting times each week. Students and the instructor meet regularly in a classroom but can still use Canvas to deliver assignments, activities and tests. Canvas can also be used to communicate with students outside of class and track grades.

**Guided Pathways (Nelson)** No report.

**Policies and Procedures (Lawson)** No report.

**Budget (Ferreiro)** No report.



**TERB (Lawson)**

The Tenure and Evaluations office is currently getting FT1 evals online. Due to the work from home environment, Lawrence Lawson estimates the Tenure and Evaluations office is a week behind where it usually is (and where he wants to be) but evaluations activities are ramping up. Much of TERB's previous meeting was spent discussing and approving matrices for probationary faculty with a partially (or completely) reduced teaching load due to the remote learning environment. As a result, they are working on various other projects, and in lieu of student evaluations, colleagues and other relevant folks will evaluate their progress on those projects. TERB also approved a matrix for evaluating the Puente Coordinator in their role and a form to evaluate behavioral health counselors in their workplace (outside of confidential sessions). TERB had a discussion regarding retired faculty being on a peer review committee and landed on the language from the CBA regarding folks in that group being able to provide observation support.

**Professional Development (Falcone)** – No report.

**ASG (Mouawad)** - ASG is continuing to do all it's good work. We are getting more involved in terms of what Guided Pathways would look like inside of the building, addressing needs for Prop M funding and keeping the student body engaged.

**ADJOURNMENT:**

The meeting was adjourned at 4:00 PM.

Respectfully submitted,

*Margaret Faulkner*

Molly Faulkner, Secretary

<b>Sept 21 2020</b>							
<b>Name</b>		<b>Division</b>		<b>Committee</b>	<b>Position</b>	<b>Statement</b>	<b>Action: Confirm</b>
Wilson	Gina	SBS	Full time	Professional Development	Faculty, SBS (20-22)	Professional Development is a way for us to continue to grow, reflect, learn new technologies, strategies and ideas and connect to fellow faculty and staff. I would be honored to work with our wonderful PD team	

Sept 28 2020						
Hiring Committee: Director Information Services						
Name	Division	Department	FT/PT	Position	Statement	Action
						VOTE for 1
Tracy Johnston	MSE	Math	Full time	Director, IS	I have a lot of experience on hiring committees and believe I can be of benefit to this one.	
Sergio Hernandez	CTE	Diesel Mechanics Technology	Full time	Director, Information Services	I would like to use my experiences with technology and education in finding the right person that can do the job for Palomar and our "Great Student Body" Thank you.	
William Colburn	MSE	Mathematics	Part time	Director of Information Services	My tenure at MiraCosta (Math, Chemistry) involved significant time with its I.S. team, as I was an avid user of their new computer system. Their operation excelled because the skills of organization, time management, empathy, and rapport with both faculty and administration were readily apparent. I would look for similar skills in our Palomar I.S. hiring pool.	
Mark Bealo	AMBA	Graphic Communications	Full time	Director, Information Services	Mac labs/users continue to be an afterthought. I designed the high end MD119 Lab & am considered a power user with the data intensive nature of my courses. I am proactive & wish to see IS specific issues rectified for the benefit of our students. Technology should result in reducing gaps, not increasing them. I am happy to serve on this committee in an effort to ensure our students needs are met.	
John Russell	AMBA	Performing Arts	Full time	Hiring Committee: Director, Information Services	I have a renewed interest in technology, how it is used in the academic environment and very specifically how the college views its implementation moving forward, post-COVID. Many faculty members, I'm sure, are taking notes about which elements of their tech toolbox will be utilized when we are back in-person, and I'm interested in hearing how applicants for this position respond to this issue.	

## IS Director Hiring Committee - 9/28/20

LAST	FIRST	(Round 1)	(Round 2)	(Round 3)	(Round 4)
Aguilar	Eduardo	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Craft	Lacy				
Dalrymple	Will	William Colburn	William Colburn	William Colburn	William Colburn
Doyle Bauer	Alex	Tracy Johnston	Tracy Johnston	John Russell	William Colburn
Falcone	Kelly	William Colburn	William Colburn	William Colburn	William Colburn
Farrell	Katy	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Faulkner	Molly	John Russell	John Russell	John Russell	Sergio Hernandez
Fererro	Jenny	William Colburn	William Colburn	William Colburn	William Colburn
Hiro	Erin	Mark Bealo	William Colburn	William Colburn	William Colburn
Jarvinen	Jason	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Laughlin	Teresa	Tracy Johnston		Sergio Hernandez	Sergio Hernandez
Lawson	Lawrence	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Manneh	Beatrice	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Martin	Jackie	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Meehan	Adam	John Russell	John Russell	John Russell	Sergio Hernandez
Miller	Susan	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Mudgett	Benjamin	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Nelson	Scott	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Nelson	Wendy		William Colburn	William Colburn	William Colburn
OBrien	Patrick	Tracy Johnston	Tracy Johnston	Sergio Hernandez	Sergio Hernandez
Rose	Candace	William Colburn	William Colburn	William Colburn	William Colburn
Santiago	Sabrina				
Stephens	Elizabeth		Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Thompson	Craig	John Russell	John Russell	John Russell	Sergio Hernandez
Towfiq	Fariheh	Tracy Johnston	Sergio Hernandez	Sergio Hernandez	Sergio Hernandez
Versaci	Rocco	John Russell	John Russell	John Russell	Sergio Hernandez
Weller	Ellen				
Wrathall	Reza	Mark Bealo	William Colburn	William Colburn	William Colburn
Zavodny	Anastasia	William Colburn	William Colburn	William Colburn	William Colburn
Mouawad	Marie-Therese	John Russell			William Colburn



## GOVERNANCE STRUCTURE GROUP REQUEST

<b>Request submitted by:</b> Wendy Nelson				<b>Date:</b> 09/23/2020			
<b>Proposed Name of Requested Group:</b> Guided Pathways Advisory Taskforce							
	<b>Council</b>		<b>Committee</b>		<b>Subcommittee</b>	X	<b>Task Force</b>
<b>Action Requested:</b>	X	<b>Add</b>		<b>Delete</b>			<b>Change</b>
<b>Role:</b> 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.							
<b>Products</b> Integrated Guided Pathways Plan							
<b>Reporting Relationship:</b> SPC							
<b>Meeting Schedule:</b> Monthly							
<b>Co-Chairs:</b> 4 Faculty Pillar Leads (appointed by Faculty Senate)							
<b>MEMBERS:</b> <b>Administrative:</b> President Vice President for Instruction Vice President for Student Services Dean, Counseling Dean CTE Associate Dean of Workforce Development and Extended Studies Director Student Success and Equity Director of Institutional Research Director of Enrollment Facilities Manager 1 Instructional Dean  <b>Classified:</b> CCE President  <b>Faculty:</b> 2 AB 705 Faculty (appointed by Faculty Senate. Preferably one from Math and one from English/ESL) Curriculum Co-Chair (Faculty) Faculty Senate President 3 Faculty At-large (appointed by Faculty Senate) Professional Development Coordinator  <b>Students:</b> ASG President 1 Guided Pathways Ambassador							

Reviewed by Strategic Planning Council:

First Reading:

Approved:

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 2<sup>nd</sup>, 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:



### **Faculty Senate Appointments for Grant-Funded Committees, etc. – Overview/Suggestions**

Update: four senators (Rocco Versaci, Jenny Fererro, Craig Thompson, and Anastasia Zavodny) 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. We sent the below document to the VPs ahead of the meeting, but there was little response from them about its particulars. During the meeting, we requested that they explain how the list of proposals below failed to address their concerns, and there was no response. The administrators brought up three main points to support the District having final say on grant-funded faculty positions: 1) That “Coordinators” do not fall under Title V 53203(f) because there isn’t a “group” involved, 2) That if faculty members fail to perform their duties in a grant-funded position, then the District has no recourse, and 3) That District appointment of these positions will eliminate the possibility of #2. No resolution was reached; VP Sivert said that they needed to “regroup” on this and get back to us. Much of the discussion focused on the Umoja Coordinator position (as an example), but VP Sivert stressed that they were interested in the grant-funded positions generally. I have since requested a list of all active grants on campus in order to get a comprehensive understanding of the positions in question, but I have not yet received anything.

#### 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.

### **Ideas for How Faculty Senate Can Lead/Support Antiracism Initiatives**

The following suggestions were made during our brainstorming session at the 9/21/20 meeting. We need to consider two main questions: 1) What do we need to add and/or refine on this list, and 2) How can we turn this list into an Action Plan? Please consider these two questions in advance of our meeting on 9/28.

- Reach out to BIPOC colleagues and ask how Senate can be supportive.
- Co-sponsor events on issues related to multiculturalism/social justice, etc. This could follow one of two models: one that would be a broader organizing effort, or one that arose out of the planning by a Senate subcommittee (to be formed) that focused on diversity and equity (and could be the “point” committee for many of these initiatives).
- Equitize shared governance by checking on diversity in committee appointments.
- Create a solidarity/support statement for BLM.
- All Senators should join the Equity and Inclusion Team (on Microsoft Teams)
- Create a committee under the Senate/reporting to Senate, like those at MiraCosta and SDCCD.
- Host conferences/PD on relevant topics.
- Look into other college’s models about *required* PD/Flex training hours for employees that focuses on equity, diversity, and bias.
- Create safe spaces for discussion and learning, especially for probationary and part-time faculty who may feel less secure in speaking out.
- Curriculum issues:
  - Create an Ethnic Studies requirement
  - Change standards (e.g., reexamine/narrow the focus) for courses to meet the Multicultural Studies requirement
  - Perform a “cultural audit” of existing curriculum
- Review the suggestions provided in the July ASCCC Senate Rostrum.
- Develop a process for mentoring/nurturing new hires who are BIPOC.
- Review/post notes from September session of the USC eConvening (CCC Equity Leadership Alliance) and develop an implementation plan for those objectives.
- Organize a social justice conference every year at PC and obtain money for faculty to attend training.
- Create an anonymous system where faculty can address concerns with racism.
- Support the ASCCC’s Faculty Empowerment and Leadership Academy (FELA) and create a campus mentoring program for those who really want to elevate and support BIPOC faculty.
- Senators attend (and encourage all faculty to attend) the 12/4/20 Phi Theta Kappa Student Antiracism Forum from 1-3 p.m. More information on this is forthcoming.

### **Improving Diversity in Faculty Hiring**

The following is a list of requests and suggestions put forth by faculty to improve diversity in faculty hiring. Some components of the hiring process lie under the Faculty Senate's sphere of influence and not its control, and those portions have been separated out. Several items below are in need of more refinement and should be part of a larger discussion and, eventually, an action plan. We need to consider three main questions: 1) What do we need to add and/or refine on this list, 2) Can I take the final list to President Kahn for inclusion in the campus-wide committee he is forming to address the issue of diversity hiring, and 3) How can we turn the items on this list under Faculty control into an Action Plan? Please consider these questions in advance of our meeting on 9/28.

#### Information Needed from HR and/or R&P (if such information exists)

- Numbers of diverse candidates from 2014 – 2019 who were offered interviews but declined or cancelled.
- Numbers of diverse candidates from 2014 – 2019 who were offered positions but declined.
- From 2014 – 2019, reasons given by diverse candidates for declining or cancelling an interview or position.
- From 2014 – 2019, places where diverse candidates heard of the positions for which they applied.
- From 2014 – 2019, places from which diverse candidates applied (areas of the country)
- How and where do we advertise and conduct outreach?
- What, if anything, can we conclude about the “Decline to State” category?
- Disaggregate data by inclusive racial identity categories. For example, there are many groups that are not represented in the data as they might fall under the 1% or they have been incorrectly classified under the wrong group. This is something the state chancellor is working on and recently for example they added a category for Middle Eastern/Arab racial identity. Also, some BIPOC faculty who don't see their racial identity listed, may click on decline to state as the "other" option is not available. We need to equitize our intake process to be more inclusive. (Side note: disaggregation of data is an important part of the ACCJC's accreditation standards, and the Accreditation Team is beginning to take a close look at how Palomar fares in this area).
- The same should be applied for all gender categories as well and not just listing binary but non-binary as well.
- Get specific demographic data regarding our current faculty to more accurately assess how well we are matching the demographics of our students.

#### Suggestions Involving Areas Under Faculty Control

- Improve the current “diversity statement” requirement and use in both full-time and part-time hiring.
- Reconsider the wording of job announcements so that they encourage diverse candidates to apply (e.g., avoid use of “Ph.D. preferred”). Job announcements should also be more comprehensively reviewed to ensure that they are descriptive in celebrating our students' cultures and the efforts on campus to reflect those cultures.

- Encourage Departments to examine all interview questions with the antiracist/equity framework.
- Encourage Departments to frame their teaching demonstrations to include working with Disproportionately Impacted students.
- More departmental involvement in advertising and outreach (e.g., presence at job fairs that attract diverse candidates).
- Departmental discussions about what constitutes “diversity” in their area, demographics of graduate programs in their disciplines, and application of antiracist frameworks in developing screening criteria, interview questions/activities, and deliberations.
- Pay closer attention to/cultivate/advocate for our part-time faculty, among whom there is a great deal of diversity.
- More uniformity across departments in part-time hiring procedure.
- Senators and other faculty should attend two webinars on improving diversity in part-time faculty pools on 10/2 and 10/9 (flyers with registration information sent out to faculty on campus).
- Encourage our BIPOC students to consider becoming professors and provide concrete guidance for these careers in the form of clubs, workshops, mentoring, etc.

#### Suggestions Involving Areas Outside of Faculty Control

- Rethink first level interviews (e.g., reimbursed travel expenses, Zoom/online interviews in post-COVID world).
- Rethink (and work with departments on) the scheduling of job searches to coincide with discipline-specific hiring calendars.
- Encourage and help the Office of Public Affairs promote to the community at large the work the school is doing in terms of equity initiatives.
- Advocate for the use of HSI (Hispanic Serving Institute) funding and other sources to celebrate Latino students in visible ways—celebrations, murals, etc. (this ties to improving the public image of Palomar in ways that could attract more diverse faculty applicants).
- Consider hiring candidates whose degrees are “pending.”
- HR training for faculty and EEO reps who serve on hiring committees should include something focused on implicit bias; the training currently provided by HR needs more antiracist and racial equity focus.
- Post on the HR website testimonial videos from diverse faculty to share their experiences at Palomar College.
- Provide, in video format, step-by-step instructions to applicants for navigating the HR system and submitting applications.
- Make sure that outreach includes organizations that can share announcements with their listservs: A2mend, APAHE, AAWCC, AACC, AAHEE, etc. Also, positions should be advertised with the Chronicle of Higher Education, CCC Registry, ASCCC, etc.
- District support for a range of classes (i.e., don’t cut unique classes due to “efficiency scheduling”), as these classes provide attractive teaching opportunities for diverse candidates as well as diverse students.
- Increase the input of faculty/discipline experts in scheduling

**Palomar Community College District Policy**

**BP 4021**

BP 4021 Program Development, Revitalization, and Discontinuance ~~DISCONTINUANCE OF PROGRAMS~~

References:

Education Code Section 78016;  
Title 5 Sections 51022 and 55130;  
Accreditation Standard II.A.6.b.

The Governing Board will rely primarily on the Faculty Senate through the Curriculum Committee and other appropriate committees to review and make recommendations for the development, revitalization, and discontinuance of programs. The procedures for review and recommendations for discontinuance shall adhere to Education Code Section 78016.

Date Adopted: 6/10/09; Revised: 1/12/16; Reviewed: 5/14/19 (Replaces all previous versions of BP 4021.) 1 of 1 INSTRUCTIONAL SERVICES

## AP 4021

### Program Development, Revitalization, and/or Discontinuance

Discontinuance References:

Education Code Section 78016; Title 5 Sections 51022 and 55130 ACCJC Accreditation Standard II.A.15

For the purposes of these procedures, a program shall be defined as a field of study with one or more related certificates and degrees. Associate degrees, certificates of achievement, and certificates of proficiency that may appear by name on a student transcript or diploma require local and CCCC approval. Steps for program development, revitalization, and discontinuance follow.

#### Program Development

**Step 1** – After researching the need for a new program and discussing with members of the discipline and department, the faculty member from the program contacts the appropriate division dean(s). The Dean will invite the Articulation Officer (AO), Department Chair, and the faculty originator to a meeting to discuss the new program proposal. If the program is noncredit, include the Director of Occupational and Noncredit. If the program is CTE, include the Dean of CTE in this meeting. AO must sign off on any program (certificate, AA, or ADT) that includes a goal of transfer. IPC and Curriculum deadlines must be taken into consideration when beginning this step.

1. At the initial meeting, the faculty originator will provide, using the IPC New Program Form as a guide:
  - The rationale for the program (goals, objectives, and outcomes)
  - LMI data required for CTE
  - Data that establishes regional/community need
  - Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs.
2. Once the team (above) comes to consensus about the need for a new program, the faculty program originator completes IPC New Program Form, obtains the appropriate signatures, and submits the form to IPC.
3. The IPC New Program Subcommittee reviews proposal and follows up with faculty originator, Chair, and Dean as needed during review.
4. The IPC New Program Subcommittee presents recommendations to IPC.
  - a. Denials go back to the team.
  - b. Approvals continue to next steps.
5. For CTE Programs only, please visit the following link for the Regional Program Recommendations Process:
  - <http://myworkforceconnection.org/workforce-development/regional-program-recommendations/>
  - Obtain regional approval. (Apprenticeship programs do not require regional approval.)
6. Faculty originator enters new program into META.
7. Curriculum approval process begins.

## Program Effectiveness Concerns

The commitment of the college to the strength and relevance of its programs includes a regular review of these programs, whether through the PRP process or at any time during the year when issues become known. The following criteria and next steps are to be followed when concerns arise regarding the effectiveness of an established program.

1. Criteria for Program Effectiveness Concern
  - a. Continued declining or low enrollment/retention/persistence/completion rates for a sustained period of not less than three consecutive years.
  - b. Continued declining or lack of demand in the workplace for a sustained period of not less than three consecutive years.
  - c. Continued declining or lack of institutional resources (including FT faculty) to support the program for a sustained period of not less than three consecutive years.
2. Discipline faculty and/or dean discuss concerns regarding program status as a result of analysis of annual or comprehensive PRP. A department may initiate program revitalization outside of the PRP process as well.
3. Following further discussion and analysis, discipline/department moves in one of two ways:
  - a. Program revitalization
  - b. Program deactivation/discontinuance
4. Initiation of discontinuance or revitalization during the PRP process
  - a. PRPs are completed in the fall
  - b. IPC reviews documents before end of fall semester
  - c. IPC informs Curriculum Co-Chairs about need for revitalization task force by the start of spring semester
  - d. Curriculum Committee develops task force by the second curriculum meeting of the spring semester
  - e. Action Plan for addressing revitalization must be completed and submitted to the Curriculum Committee by the last Curriculum meeting of the spring semester
5. Initiation of discontinuance or revitalization at other times of the year
  - a. Once discipline faculty and dean discuss concerns regarding program status and agree to discontinue or process with revitalization, they will initiate the process for Program Revitalization or proceed with Program Discontinuance, as noted below. The Action Plan for addressing revitalization must be completed and submitted to IPC and the Curriculum Committee.

## Program Revitalization

The commitment of the college to the success of its programs includes the commitment to program revitalization. The development of a comprehensive plan to strengthen a program struggling with enrollment, persistence, or community support is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the Curriculum Committee recommends that the process be initiated.



A program's revitalization task force is to be comprised of at least the following members:

- A. A majority of the discipline faculty, including the department chair; depending on the discipline, faculty may include FT and/or PT faculty
- B. Articulation Officer
- C. The program division dean
- D. At least one additional dean to be appointed by the Vice President, Instruction
- E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program division dean
- F. For career and technical education programs, Director of Centers of Excellence or designee
- G. Other participants as recommended by the Curriculum Co-Chairs, to assist with the implementation of strategies below

The task force must develop and implement a revitalization action plan, including outcomes for evaluation (e.g., setting baseline(s) and goal(s)), using a combination of strategies as determined by the group. Strategies for addressing specific program concerns, as noted above, may include but are not limited to the following:

- A. To address enrollment and/or retention/persistence/completion issues: (communicate need to
  - 1. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.
  - 2. Analysis of demand for the program through use of labor market information.
  - 3. Analysis of gateway courses and other barriers within the program and strategies for retention and success.
  - 4. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency of offerings, number of sections, and cooperative scheduling with related disciplines.
  - 5. Articulation of programs and courses and the sequencing of offerings to ensure student transition to subsequent levels.
  - 6. Curriculum modifications, updates, and creation. Keep articulation broad in scope to include primarily 4-year articulation rather than articulation related to K-12 or CTE Transitions. (CTE Transitions is high school credit by exam where they are teaching our course outline and our faculty approved assessment measurements.)
  - 7. Active recruitment of targeted populations, coupled with strategic in-house marketing strategies.
  - 8. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.) -- development and dissemination of materials to Outreach lead.
  - 9. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.
  - 10. Feedback from regional deans.
  - 11. Visits to other similar programs to consider best practices.
  - 12. Related professional development and training of faculty to implement curriculum, learn about different teaching techniques related to student success and retention, and to understand what's involved in teaching in different modalities. Training could be included as a part of that year's faculty PD plan.

- B. To address continued declining or lack of demand in the workplace:
  - 1. Analysis of local and regional labor market trends.
  - 2. Analysis of advisory board feedback.
  - 3. Meetings and job shadowing with potential employer internship and career resource development.
- C. To address continued declining or lack of institutional resources to support the program issues:
  - 1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program.
  - 2. Analysis of adequate faculty, both in numbers of full-time faculty and in their expertise.
  - 3. Analysis of physical resources including facilities, equipment, and supplies.
  - 4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives.
  - 5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities.
  - 6. Analysis of cost savings through offering instruction in different facilities, locations, and instructional modalities.
  - 7. Analysis of current partnerships and potential partnerships with employers and 4-year partner needs from the CCC and how our departments respond to and accommodate those needs.

The program revitalization action plan must include a timeline of not more than two years from the initiation of the planning and must be submitted to Curriculum Committee no later than the second to last meeting of the following semester in which the program revitalization action plan was initiated. Curriculum Committee will either approve the plan or make recommendations to modify the plan by the end of that semester. Where curricular changes requiring approval and scheduling need time to take place, the clock for the 2-year window for tracking the effectiveness of changes will not begin until the semester when those curriculum changes are available to students.

If, at the end of the agreed upon timeline:

- A. The program has met its outcomes and become revitalized, it continues at the college.
- B. The program has not met its outcomes but has shown positive movement and potential for further improvement is recognized, the program will be provided an extension of one year to meet its outcomes.
  - i. At the end of the extension, the committee will reconvene and re-evaluate, according to the outcomes.
  - ii. If, at the end of that evaluation, outcomes for the program have not improved, the task force will recommend discontinuance of the program.
- C. The program has not met its outcomes and has made little to no improvement, the task force will recommend discontinuance of the program. The Curriculum Committee will notify HR and relevant unions of the change so that impact of the change may be addressed.

## **Program Discontinuance**

Once discontinuance of program is agreed upon as a result of (1) discipline and division dean consensus OR (2) the implementation and outcome of a program revitalization plan, the Department Chair and Division Dean will work together to fill out the Program Discontinuance Form within one month of the agreed upon outcome and gather signatures as indicated on the form.

Once the form is completed, it moves forward to the Instructional Planning Council, Curriculum Committee, Faculty Senate, and finally Governing Board for discussion and approval.

Upon approving the discontinuance of a program, several subsequent actions will need to take place. They include:

- updating the curriculum database to reflect the discontinuance;
- ensuring that the program does not appear in the catalog for the next academic year;
- updating the degree planner;
- informing counseling;
- alerting the chair and faculty of disciplines/departments that include courses in the discontinued program in their area's programs;
- notifying articulation partners if any; considering FSA rights of faculty impacted;
- notifying HR, PFF and CCE;
- notifying students pursuing the affected program;
- notifying other interested parties.

This responsibility for ensuring that these steps are followed shall rest with the Department Chair and the Division Dean.

**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

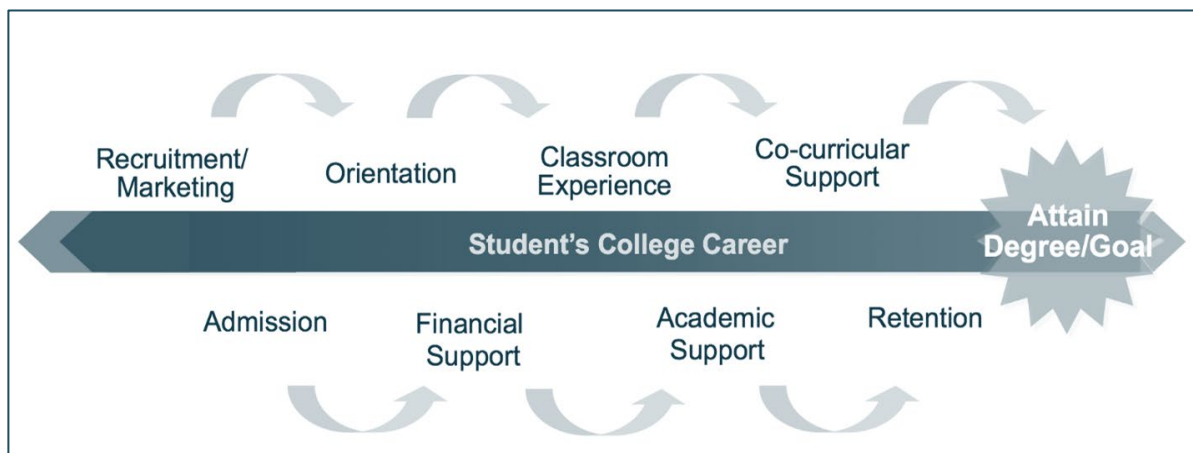
#### PART I. SEM Background at Palomar College

##### *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.

<b>Student Group</b>	<b>Target for 20-21</b>
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**

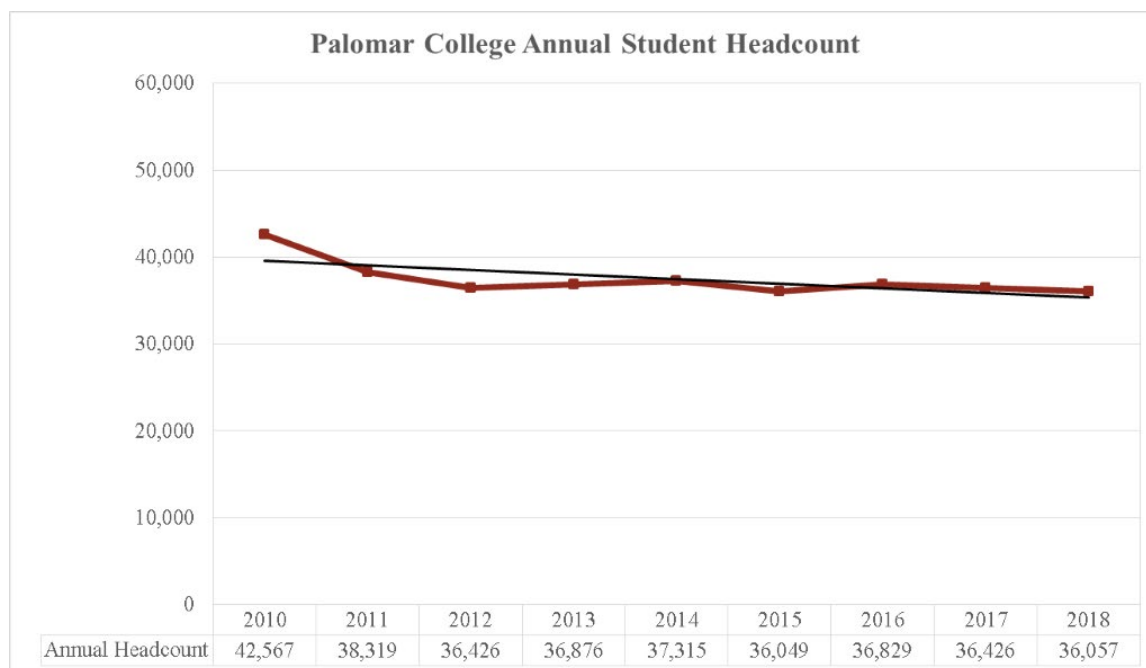
- The number of high school graduates in the District has increased 12.2% from 8,354 in 2014-15 to 9,374 in 2017-18. The percentage of new high school graduate attending Palomar College (i.e., grad capture rate) has also increased from 21.4% in 2015-16 to 26.3% in 2018-19.

- 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*

Rank	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