



Minutes of the
MEETING OF THE FACULTY SENATE
September 28, 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, Marie-Therese Mouawad (ASG), Ben Mudgett, Scott Nelson, Wendy Nelson, Patrick O'Brien, Candace Rose, Sabrina Santiago, Elizabeth Stephens, Craig Thompson, Fari Towfiq, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Ellen Weller

GUESTS: Patriceann Mead, Vikash Lakhani

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 DE Coordinator Erin Hiro reminded faculty that today is the deadline to submit your camera requirements for your sections for spring 2021. All sections of the same class do not have to be uniform. This information will be added to the class notes. For a variety of reasons, there are students who are not going to be able to have their cameras. Having this information readily available to a student when he/she enrolls in a class will hopefully eliminate most issues.

Senator Susan Miller announced she will be conducting a ZOOM session this Thursday, October 1 for pride on LGBTQ candidates running for office in November. She is adding a basic "how to" section for first time voters as well. An information flyer is going out to all faculty today.

Faculty Senate President Rocco Versaci reminded faculty about the two webinars that are going to be on consecutive Fridays starting October 2 regarding diversity and hiring, particularly with the part time faculty pool.

AGENDA CHANGES: No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Thompson/Laughlin

Faculty Senate approval of minutes dated September 21, 2020 as amended (See Exhibit 1).

The motion carried.

ACTION

A. **Curriculum** – No actions to approve.

B. Committee Appointments

Motion 2 MSC: Zavodny/Doyle Bauer Faculty Senate approval to confirm committee appointments (see Exhibit 2).

Professional Development – **Gina Wilson**, Faculty, SBS (20-22)

The motion carried.

Motion 3 MSC: Zavodny/Laughlin Faculty Senate approval to accept the results of the ballot for the Hiring Committee for Director, Information Services (See Exhibit 3).

Hiring Committee, Director Information Services – **Sergio Hernandez**

Due to current policies from Committee on Committees, the winning candidate must receive more than 50% of the vote. Four rounds of voting took place.

The motion carried.

C. Guided Pathways Task Force

Motion 4 MSC: Thompson/Nelson W. Faculty Senate approval of the Guided Pathways Task Force Governance Structure Group Request Change Form (See Exhibit 4).

The motion carried.

D. Response to *San Diego Union Tribune* article

Motion 5 MSC: Thompson/Laughlin Faculty Senate approval to be a signatory on the letter responding to *San Diego Union Tribune* (See Exhibit 5).

Nays: Eduardo Aguilar, Kelly Falcone, Katy Farrell, Erin Hiro, Lawrence Lawson, Susan Miller, Ben Mudgett, Wendy Nelson, Candace Rose, Sabrina Santiago, Anastasia Zavodny

Abstentions: L. Reza Wrathall

Versaci stated that it is still undecided where this response will go or where it will be posted. That discussion becomes more complicated. Groups other than Faculty Senate may make those decisions. Currently, CCE and PFF will be signatories on this letter. Versaci added that he wanted everyone to know that faculty member Hossna Sadat Ahadi's contribution to this response letter was to make sure that there was a part of the letter that talked about what Palomar is doing now and moving forward The CCE Resolution, the Faculty petition that came to Faculty Senate, Faculty Senate's Resolution and the written statement by Rafiki Jenkins made to the Governing Board have all been downloaded to Faculty Senate's media library.

Comments from Senators included we should shift the narrative to the student experience and the work Palomar educators for antiracism are doing to make our students thrive at Palomar College. We have dozens of affinity groups that never existed before. We are challenging our white fragility both interpersonally and as professionals, and as an institution. We are creating brave spaces to nurture courageous change. This isn't about faculty, it's about our students and we owe our students demonstrated action and a critical consciousness to the pervasive systemic racism framework our country's institutions of higher learning were built from and to which we were trained as discipline experts. There is

great respect for the colleagues who put this letter together but with the idea that our colleagues should not have to answer for an institution. This letter is too reactionary and it's delving into the depths of comparison that loses the point. A decision was made that's not coming from the point of faculty or any other group ganging up against an individual without any other racist or sexist or other undertones. The letter doesn't convey that clearly and the current form goes beyond the scope of where Faculty Senate's responsibilities lie. The heart of the idea behind this letter could be supported but that message would be shorter and focused on highlighting a proactive stance and would illustrate that the reasons for the termination of the president were reasons locked behind a court decision

Versaci ended the discussion by stating that signing this letter will not preclude any further statement coming from Faculty Senate.

The motion carried.

INFORMATION ITEMS

A. Faculty Appointments to Grant-Funded & Other Assignments (See Exhibit 6) – Senate President Rocco Versaci reported that he along with Senators Fererro, Thompson, and 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. 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.

Since this meeting, President Kahn contacted Versaci and asked if we would be amiable to us reaching out to ASCCC Executive Council to get guidance on this matter. Versaci reached out to ASCCC this morning and has not yet received a response. Senator Kelly Falcone added that visiting the ASCCC Rostrum page can be helpful. The information can be found here <https://www.asccc.org/content/reassignment>

B. Faculty Access to Campus – Senators stated that providing bathroom services to students coming on campus to specifically use Palomar's Wi-Fi has been a sticking point in discussions since day one. Other colleges have remedied this by not allowing students to use the bathrooms on campus. Students could be screened before entering the designated area since they may leave their cars to get out and talk to each other. Faculty and students dealing with complicated labs need a space to set up or other types of complicated instruction really need the equipment located on site. Many students just don't have internet access. Students just want a safe place with Wi-Fi access to do their school work.

Motion 6 MSC: Thompson/Laughlin

Faculty Senate approval to move back into the Action portion of this meeting.

The motion carried.

Motion 7 MSC: Laughlin/Nelson W.

Faculty Senate approval to accept and send the following list of “asks” regarding campus access and visits to the District.

Abstentions: Beatrice Manneh, Anastasia Zavodny

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

The motion carried.

C. Faculty Senate & Antiracist (See Exhibit 7) – Versaci shared exhibit 7 and asked Senators for any additional ideas and initiatives. Senator Eduardo Aguilar mentioned the “San Diego City College Model” that has an established social justice conference in their professional development program. Also, Mira Costa College Academic Senate has a committee called DEqCC. This Diversity, Equity and Cultural Competence Committee (DEqCC) provides faculty resources to increase cultural competence and strive for cultural proficiency. Versaci will add creating a Senate committee to the list of ideas.

Senator Kelly Falcone suggested identifying colleges that have a requirement within their flex calendar requirements to complete diversity, equity inclusion bias type training. For example, San Francisco City College requires two hours for four years (eight hours total) to complete this training that is selected each year by the college. Falcone provided an example of how two students created an Instagram account for students and faculty so they can safely post anonymous stories to be shared. <https://www.instagram.com/blackinpusd/?hl=en>

Senator Wendy Nelson suggested doing a cultural audit of sorts by making sure all of our curriculum adopts a cultural or multicultural content in it. The vast majority of our courses really should be touching these issues as it relates to their discipline.

D. Diversity in Faculty (See Exhibit 8) – Versaci shared exhibit 8 reflecting 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 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?

Senator Wendy Nelson suggested that our Communications Dept. (Public Information Office) produce and release content both internally and in the community showing all of the work we are currently doing. This will improve the image of Palomar and attract more students. Also, Palomar is designated as a Hispanic Serving Institution and we do get special funding for this. Nelson also mentioned creating a group, a club or workshops that would encourage our diverse students to become college professors.

Senator Eduardo Aguilar suggested that we initiate a campaign of sorts for Latino students. Many of his Latino students don't really “see” themselves represented on campus. Create murals and other meaningful representations of the Latino life and other cultures here on campus.

Senator Kelly Falcone shared what she read in an ASCCC publication about diversity in faculty hiring that mentioned how the job announcement should include things like sharing our campus culture, what we are proud of, what makes this a great place to work and why it is so vibrant, what our accomplishments are, and our traditions. What do we share in our job announcements to really get people wanting to come and work with for us? And maybe that's something the Senate can do by putting some time into writing that piece.

Senator Adam Meehan shared that just as a kind of informational item that's the idea of disaggregating demographic data comes up several times in accreditation from ACCJC. Going through our report we found that we really have campus wide shortcomings in terms of desegregating data for our various student demographics. I know that's not really something under our purview, but since it's mentioned on our list, it might just be something to be aware of.

E. BP/AP4021 – Program Development, Revitalization, and/or Discontinuance (See Exhibit 9) - Senators shared concerns including whether or not this should go through IPC's program review or curriculum, and understanding the difference between 4020 and 4021. All of the steps start with the PRPs through IPC's program review and then curriculum becomes involved. This item is not being voted on at IPC and it still must go through Policies & Procedures before it goes to SPC. Curriculum will again review this item to provide more feedback. Senator Wendy Nelson shared her appreciation that the committee focused more on revitalization and not discontinuance. If a program is struggling, there's quite a bit of time (three year process) and support to help them revitalize and figure out how to move forward.

F. Strategic Enrollment Management Plan Summary (See Exhibit 10) – The discussion began with figuring out how this committee was created and who sits on the committee. Senator Erin Hiro who serves on the committee stated the report is very dense and difficult to read. The summary was created to make it easier to understand and she encouraged every Senator to read it. Senator Falcone suggested that task force members' names should appear on the cover to make it easier for faculty to know where to go to ask questions. This item will be discussed at IPC this Wednesday.

REPORTS

President (Versaci)

- Update to the 9/17 meeting about Faculty Senate appointments (attendees: Rocco, Jenny, Craig, Anastasia, VPs Lakhani, Sivert, and Beam). There was little response on the part of the administrators to the document we sent to them ahead of this meeting (Exhibit 5 on the 9/21/20 agenda); during the meeting, we requested that they explain how our list of proposals 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. Another issue that arose is the conflict between the District's "right of assignment" and Title V; specifically, full-time faculty members who cannot teach either face-to-face or online this semester have been given "special projects," and in at least one case, a faculty member has been assigned a position that under normal circumstances would have come through the Senate for appointment. In response to our growing concerns about these instances, President Kahn reached out to me, and he proposed that the two of us draft a letter to the ASCCC requesting some guidance on the issue. I agreed, and we will be working on this.
- I have been working with Alex Doyle Bauer to create and organize a space on the Library website to house the antiracist teaching materials that faculty members have been sending me. We hope to unveil something in the next two weeks.

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

SPC (Versaci) - SPC will next meet on Tuesday, October 6.

IPC Report (Versaci)

- Dean Fabienne Chauderlot replaced Dean Pearl Ly as Chair of the IPC New Programs Subcommittee
- There was some discussion about BP/AP 4021 – Program Development Review, Revitalization, and/or Discontinuance. These policies were crafted by VP Sivert and a team of faculty that included Travis Ritt, Jackie Martin, Craig Thompson, Rocco Versaci, Wendy Nelson, and Ben Mudgett. Kelly Falcone raised the question of whether this overlaps with BP 4020, which also mentions program development; VP Sivert will research this and report back to IPC. This pair of documents appears on the 9/28/20 Senate agenda (Information Item E) and will eventually head to Policies and Procedure, likely in October.
- There was discussion about the Strategic Enrollment Management Plan Executive Summary (Information Item F on the 9/28/20 Senate agenda). There was some discussion of how this plan overlapped with the Guided Pathways action plans. There was also a question about the authors of this summary; in particular, the relationship between the “old” enrollment task force (which contained several faculty, including a Co-Chair), and this “new” group, which VP Sivert said contained a cross section of groups from across the college).
- Student Services continues to work on the “Waitlist/Permission Code Project,” and will be meeting later this month.
- Plans continue for the SDSU/RBEC “microsite” for programs in Administration of Justice and Speech (see IPC report from 9/14/20).
- A process was discussed for departments wishing to change their name. A streamlined process involving the relevant Chair & Dean, the Articulation Officer, and IPC was discussed. The main issues involved making sure that the name change did not infringe upon other campus departments or create articulation problems. Also enumerated were the many operational changes (e.g., renaming budget strings, changing letterhead, etc.) that would result. Discussion ensued about voluntary department and/or discipline mergers (focusing on a proposal by Philosophy and Religious Studies to merge), but the group decided that more information was needed before proceeding.

SSPC (O'Brien)

The council welcomed the new Dean of Counseling, Leslie Salas.

1st Reading: Change the co-chair of Behavioral Health Committee from the Dean of Counseling to the Assistant Director, Behavioral Health Counseling Services.

Council reviewed the current 14-page Strategic Enrollment Management (SEM) Plan.

Comments included:

- VPS Goal 2 Transfer: Increase from 1629 to 1872 students who will transfer to UC or CSU is dependent on UC and CSU accepting our students.
- Several members commented that we need to include how we will achieve the goals of the SEM operationally (funding sources, operational objectives, etc.).
- Why are undocumented students not listed as DI group (AB 705 not an accurate count)
- The average number of units earned for Palomar students who complete an associate degree is not 88 units. Per Mike Large, it is in the low 90's.
- I expressed that several faculty members on the Faculty Senate raised a concern about the impact Guided Pathways would have on course offerings. A member of the council responded those faculty members are in the minority.
- A faculty member raised a concern about one of the assumptions on page 10 - “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.” They felt that is should be more explicit about the impact this will have on programs and courses.
- The group did not know how many faculty members were on the SEM Team or SEM task force.
- Several members expressed that retention and completion should have higher priority than marketing and recruitment.

HRPC – No report.

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

PFF (Laughlin)

Being in the Zoom world is surreal. The days have melted into one another as have the endless meeting. In the time since the Faculty Senate meeting I have been representing Faculty at various Zoom meetings including:

- Governing Board Meetings: I attended the regularly scheduled and special Board Meeting in September. Tuesday's Board Meetings was shockingly quick, only ½ hour!!!
- Campus shared governance meetings:
 - o Budget meetings: Guess what?! We know are showing a \$142,000 **surplus** for 2019-2020 with the \$5 million loan from Fund 69. It is complicated by the fact we also paid into fund 69 approximately \$3 million. I have asked what the net effect is, but have not received a clear answer. The explanation for the large swing in the 2019-20 budget is that they have tightened up budget practices, but I think it is clear the District over budgeted by about \$5- \$6 million. We also have a balanced budget for 2020-21. The story is, as always, "this year we are okay, but NEXT year we will have problems."
 - o The weekly update on the COVID19 situation
 - o Faculty Senate
 - o Human Resource Planning Council
 - o SPC
- Negotiations: We continue to negotiate MOUs that are directly or indirectly associated with the COVID 19 pandemic. Things have slowed down a little now that the big Health Care push is done.
- Interaction with members: I have had with several meetings with members regarding various concerns about hiring practices, working conditions, and contract interpretation.
- Interaction with our CCE colleagues: We stay in close communication with our brothers and sisters in the CCE. We stand shoulder to shoulder.
- Meetings with Administration: In order to keep the lines of communication open, I have met with various administrators on various topics, mostly COVID related and the access to the campus.
- Food Distribution: Palomar Faculty Federation in association with Council of Classified Educators, North County Labor Alliance, San Diego and Imperial Counties Labor Council, and Feeding San Diego are doing our part to help our community by distributing food periodically. The food distributions follow strict COVID 19 guidelines and are contact-free. We have one this weekend. Spread the word!
- Working closely with Barbara with COPE and the elections this year.

Keep on keeping on! Stay safe!

Distance Education (Hiro)

The DE Committee is set to meet Oct. 7 2:30 to 4 p.m. Zoom

Meeting: <https://cccconfer.zoom.us/j/99578026727?pwd=QXR5RUNoRUY0OFIqRVZCY1lwLzJQQT09>

Password: 950357.

Until then, we have three fliers with important information.

- Flier #1: POET Zoom Session – The DE Committee is hosting daily help sessions for any online teaching or Zoom questions. All faculty are invited to drop into the Zoom meeting for help or inspiration.
- Flier #2: POET Happy Hour – The DE Committee is hosting two, half-day Distance Education training events called Friday Happy Hours. Each will offer a variety of online teacher trainings and collaboration.
- Flier #3: Palomar College Class Formats -- We have finalized the online class format options for next spring. The information on this flier will be emailed to faculty next week.

Guided Pathways (Nelson) - No report

Policies and Procedures (Lawson)

Senator Lawson (Senate Rep) and Senator Fererro (alternate) attended September's P&P meeting. The other Senate Rep was not in attendance. Policies and Procedures next meets on Friday, October 2.

Budget (Ferreiro)

The Budget Committee met on 9/22. We were presented with a rundown of the FY 19/20 Closing Budget, which currently shows total revenues of \$142.5 million and total expenditures of \$142.3 million, which means we have a surplus instead of facing a multi-million dollar deficit as anticipated. While expressing appreciation for all of the cuts made by all employee groups, the Fiscal Services department was quick to temper excitement, pointing out that energy credits for the closed campuses, over budgeting, underestimations of savings, and other unusual circumstances contributed to this situation. We were also given a presentation on the FY 20/21 Budget. We are entering the year with a balanced budget. Estimated revenues are \$130.9 million, and estimated expenditures are \$132.9 million, for an anticipated deficit of around \$2 million. There is a plan to work in adjustments to address the deficit- some will be one-time (ex: reducing hourly police), some are ongoing (ex: energy savings and reorgs), resulting in an expected surplus next year as well.

TERB (Lawson)

Information emails have been sent out to the campus regarding evaluation procedures. The next TERB meeting is Monday, September 28.

Professional Development (Falcone) No report.

Sabbatical Leave (Lawson)

We are currently reviewing Sabbatical Reports from AY 19-20. There have been some amazing, professional, and beneficial (to students, programs, departments, and [therefore] the District) projects coming through the committee for approval. Senator Lawson encourages you to view them when they are public.

ASG (Mouawad)

- Movies for Mental Health is happening the first week of October—dates have yet to be confirmed.
- The ASG retreat had to be moved to a different date due to the district holiday on September 25th, 2020. The retreat date will be confirmed come our October meeting.
- Our students are currently being placed into various different shared governance committees that Palomar has open to student representation. We appreciate your support as we work on establishing our new ASG board.
- ASG continues to work closely with compiling data regarding Prop M and the future of user groups and the LL building. More details to follow.
- ASG is currently hosting a virtual talent show headed by our Vice President of Communications, Carissa Anderson. More details to follow.

ADJOURNMENT:

The meeting was adjourned at 4:00 PM.

Margaret Faulkner

Respectfully submitted,

Molly Faulkner, Secretary

September 30, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

A. ACTION: Distance Education and Course Reviews

The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below effective Fall 2020.

	Course Number	Title	Scheduling	Distance Ed	Originator	
1	AB 110	Body Restoration and Assembly	Anytime	Partially Online	David	Wright
2	AJ 101	101 Criminal Evidence	No DE		Morgan A.	Peterson
3	ARCH 145	Designing for Communication and Presentation	Anytime	Fully Online, Partially Online	Joseph	Lucido
4	ARCH 160	Environmental Architecture and Design	Anytime	Fully Online, Partially Online	Joseph	Lucido
5	ARCH 215	Design Studio IA	Anytime	Fully Online, Partially Online	Joseph	Lucido
6	ARCH 216	Design Studio IB	Anytime	Fully Online, Partially Online	Joseph	Lucido
7	ARCH 217	Design Studio IIA	Anytime	Fully Online, Partially Online	Joseph	Lucido
8	ARCH 218	Design Studio IIB	Anytime	Fully Online, Partially Online	Joseph	Lucido
9	ART 105	Three-Dimensional Form and Design	Emergency Only	Fully Online	Ingram	Ober
10	ART 145	Design in Mixed Media	Emergency Only	Fully Online	Ingram	Ober
11	ART 150	Jewelry and Metalsmithing Design I	Emergency Only	Fully Online	Ingram	Ober
12	ART 151	Jewelry and Metalsmithing Design II	Emergency Only	Fully Online	Ingram	Ober
13	ART 270	Jewelry and Metalsmithing Design III	Emergency Only	Fully Online	Ingram	Ober
14	ASTR 105L	Introduction to Astronomy Laboratory	Emergency Only	Fully Online	Scott	Kardel
15	ASTR 120	Planets, Moons, and Comets	Emergency Only	Fully Online	Scott	Kardel
16	BIOL 140	Introductory Biology: Zoology	Emergency Only	Fully Online, Partially Online	Michael	Deal
17	BIOL 145L	Introduction to Anatomy and Physiology Laboratory	Emergency Only	Fully Online	Gene	Gushansky
18	BIOL 201	Foundations of Biology II	Emergency Only	Fully Online, Partially Online	Michael	Deal
19	CFT 105	Machine Woodworking/Furniture	Emergency Only	Partially Online	Jennifer	Anderson
20	CHEM 220	Organic Chemistry	Emergency Only	Fully Online, Partially Online	Heriberto	Rivera
21	CINE 120	Film Criticism	Anytime	Fully Online, Partially Online	Lisa	Cecere
22	DA 60	Dental Materials	Emergency Only	Fully Online, Partially Online	Denise E.	Rudy
23	DA 65	Dental Practice Management	Emergency Only	Partially Online	Denise E.	Rudy
24	DA 82	Preventive Dentistry I	Anytime	Partially Online	Denise E.	Rudy
25	DBA 115	Creative Writing for Television and Cinema	Anytime	Fully Online	Candace	Rose
26	DBA/CINE 170	Introduction to Video Editing	Anytime	Fully Online	Scott	Richison
27	DBA 230	Digital Audio Avid Pro Tools	Emergency Only	Fully Online	Scott	Richison
28	DBA/CINE 270	Digital Video Editing	Anytime	Fully Online	Scott	Richison
29	ENG 137	The Literary Magazine: History and Production	Emergency Only	Fully Online, Partially Online	Leanne M.	Maunu
30	ENGR 126	Introduction to Electrical and Computer Engineering	Emergency Only	Fully Online	Andrea	Tavakkoly
31	ENGR 210	Electrical Network Analysis	Emergency Only	Fully Online	Andrea	Tavakkoly
32	ESL 103	Written Communication III	Anytime	Fully Online	Lawrence	Lawson
33	ESL 105	Accelerated Written Communication I	Anytime	Fully Online, Partially Online	Lawrence	Lawson
34	ESL 106	Accelerated Written Communication II	Anytime	Fully Online, Partially Online	Lawrence	Lawson
35	ESL 45	Reading and Writing Essentials I	Anytime	Fully Online, Partially Online	Vickie	Mellos
36	FREN 202	French IV	Anytime	Fully Online, Partially Online	William	Carrasco

September 30, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020

Course Number			Title	Scheduling	Distance Ed	Originator	
37	GEOG	120	Digital Earth: Introduction to Geographic Information Systems	Anytime	Fully Online, Partially Online	Wing H.	Cheung
38	GEOG	132	Database Management and Data Acquisition	Anytime	Fully Online, Partially Online	Wing H.	Cheung
39	GEOG	134	GIS Applications and Programming	Anytime	Fully Online, Partially Online	Wing H.	Cheung
40	GEOG	136	Intermediate ArcGIS: GIS Analysis	Anytime	Fully Online, Partially Online	Stephen	Crook
41	GEOG	142	Environmental Applications of GIS	Anytime	Fully Online, Partially Online	Wing H.	Cheung
42	GEOG	144	Internet Mapping and Application Development	Anytime	Fully Online, Partially Online	Wing H.	Cheung
43	HIST	121	History of California	Anytime	Fully Online, Partially Online	Catherine	Gwin
44	Japn	102	Japanese II	Anytime	Fully Online, Partially Online	Masako	Ikenushi
45	KINE	128A	Wellness Modalities- Cardio	No DE		Karl	Seiler
46	KINE	150A	Beginning Weight Training	Emergency Only	Fully Online, Partially Online	Karl	Seiler
47	KINE	150C	Advanced Weight Training- Power Lifting and Plyometrics Training	No DE		Karl	Seiler
48	KINE	168A	Beginning Soccer	No DE		Karl	Seiler
49	KINE	168B	Intermediate Soccer	No DE		Karl	Seiler
50	KINE	168C	Advanced Soccer	No DE		Karl	Seiler
51	KINE	175A	Psychology of Specific Athletic Competition - Contact	Emergency Only	Fully Online	Karl	Seiler
52	KINE	175B	Psychology of Specific Athletic Competition - Minimal Contact	Emergency Only	Fully Online	Lacey	Craft
53	KINE	175C	Psychology of Specific Athletic Competition - Non-Contact	Emergency Only	Fully Online	Lacey	Craft
54	KINE	175D	Psychology of Specific Athletic Competition - Skilled	Emergency Only	Fully Online	Lacey	Craft
55	KINE	182	Adaptive Weight Training	No DE		Karl	Seiler
56	KINE	210	Professional Prep for Football - Theory and Mental Preparation	No DE		Karl	Seiler
57	MATH	101	Quantitative Reasoning	Emergency Only	Fully Online	Cynthia M.	Torgison
58	N ART	956	Advanced Foundry Techniques in Sculpture for Older Adults	Emergency Only	Fully Online	Ingram	Ober
59	N ART	971	Advanced Jewelry and Metal Smithing for Older Adults	Emergency Only	Fully Online	Ingram	Ober
60	PHIL	114	Asian Philosophies	Anytime	Fully Online	Divid M.	Lockett
61	PSYC	230	Research Methods in Psychology	Emergency Only	Partially Online	Netta	Schroer
62	SPCH	115	Interpersonal Communication	Anytime	Fully Online	Christopher R.	Lowry
63	SPCH	120	Human Communication	Anytime	Fully Online	Dewi D.	Hokett
64	SPCH	145	Management of Speech Activities	Anytime	Fully Online	Marquesa	Cook-Whearty
65	SPCH	150	Debate Research	Anytime	Fully Online	Marquesa	Cook-Whearty
66	SPCH	160	Practical Public Speaking	Anytime	Fully Online	Christopher R.	Lowry
67	TA	115	Acting I	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
68	TA	116	Acting II	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
69	TA	191B	Rehearsal and Performance II	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
70	TA	191C	Rehearsal and Performance III	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
71	TA	191D	Rehearsal and Performance IV	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
72	TA	215	Acting III	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
73	TA	216	Acting IV	Emergency Only	Fully Online, Partially Online	Michael A.	Mufson
74	WELD	140	Qualification of Welders	Anytime	Fully Online, Partially Online	Kevin	Powers

Pillar 4 Lead Ballot

Exhibit 3

Oct 5 2020			
Name	Why would you like to be selected as the Pillar 4 Lead?	Is there anything else you wish for Faculty Senate to know before making their selection?	Vote for ONE (1):
Sabrina Santiago	Guided Pathways is the kind of program I have been an advocate of for many years. I would love see and to be involved in the process of making it a success. I have taught sociology for over 20 years so I understand what the purpose of higher education is supposed to be, I understand why the students are taking these courses, I understand the factors that increase the likelihood of success for individuals, and I'd like to contribute this knowledge and passion to a team that is committed to empowering students and strengthening our community.		
Kelly Falcone	I am currently the lead for Pillar 3 and would like to switch to Pillar 4. Pillar 3 is highly focused on the implementation of technology tools for student services and should have a pillar lead who utilized the tools in their daily work, such as our faculty counselors. Pillar 4 includes Processional Development, learning outcomes, active/experiential learning, and ePortfolios. As the PD Coordinator, past member of Learning Outcome Committee, and lead of the Active Learning Leaders, my passion as a faculty member aligns better with Pillar 4.	I have been involved in Guided Pathways since the beginning and am happy to continue, however if there is another faculty member who would like this opportunity, I think it would be great to pass on this opportunity.	

Pillar 4 Lead - Final Vote

Name **First Name** **select only ONE of the following:**

Aguilar	Eduardo	Sabrina Santiago
Craft	Lacey	Sabrina Santiago
Dalrymple	Will	Sabrina Santiago
Doyle Bauer	Alex	Kelly Falcone
Falcone	Kelly	No Vote
Farrell	Katy	Kelly Falcone
Faulkner	Molly	Kelly Falcone
Fererro	Jenny	Kelly Falcone
Hiro	Erin	Kelly Falcone
Jarvinen	Jason	Kelly Falcone
Laughlin	Teresa	Kelly Falcone
Lawson	Lawrence	Sabrina Santiago
Manneh	Beatrice	Sabrina Santiago
Martin	Jackie	Kelly Falcone
Meehan	Adam	Sabrina Santiago
Miller	Susan	Sabrina Santiago
Mudgett	Benjamin	Kelly Falcone
Nelson	Scott	Sabrina Santiago
Nelson	Wendy	Kelly Falcone
obrien	patrick	Kelly Falcone
Rose	Candace	Sabrina Santiago
Santiago	Sabrina	Sabrina Santiago
Stephens	Elizabeth	Sabrina Santiago
Thompson	Craig	No Vote
Towfiq	Fariheh	Sabrina Santiago
Versaci	Rocco	Sabrina Santiago
Weller	Ellen	Sabrina Santiago
Wrathall	Reza	Kelly Falcone
Zavodny	Anastasia	Kelly Falcone

Mouawad	Kateri	Sabrina Santiago
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(Advisory)

Faculty Senate & Antiracism Initiatives

The following suggestions were made during our Faculty Senate meetings on 9/21/20 & 9/28/20. Under “Action” for 10/5/20 are the proposed Action Items at the bottom of this list. In advance of this meeting, please consider how these statements/motions might be refined.

- Reach out to BIPOC colleagues and ask how Senate can be supportive.
- Co-sponsor events (e.g., an annual conference) on issues related to multiculturalism/social justice, etc., the models for which would need to be discussed further.
- Create a Faculty Senate solidarity/support statement for BLM.
- All Senators should join the Equity and Inclusion Team (on Microsoft Teams)
- Create a Senate subcommittee that focuses on diversity & equity (and which would be the “point” committee for many of these initiatives).
- 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.
- 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.
- 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.

Proposed Action Items:

- 1. Create a Senate Subcommittee (membership, etc. TBA) to focus on diversity & equity, including an implementation strategy for the above ideas that will not originate elsewhere (e.g., Curriculum, Professional Development, etc.). Committee on Committees will bring forth a specific proposal in coming weeks for discussion and action to larger Senate body.**
- 2. Form a Senate Task Force to draft a support statement for BLM, campus antiracist initiatives, etc.**

Improving Diversity in Faculty Hiring

The following suggestions were made during our Faculty Senate meetings on 9/21/20 & 9/28/20. Under “Action” for 10/5/20 are the proposed Action Items at the bottom of this list. In advance of this meeting, please consider how these statements/motions might be refined.

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.

Proposed Action Item: Direct the Senate President to write a letter to HR and R&P for more detailed information as outlined above

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.

Proposed Action Item: Create a Senate Task Force to draft a document for Departments (Chairs) that would solicit diversity hiring information and needs from them; provide a list of suggestions regarding antiracist frameworks and committee formation, job announcement language, interview questions, and teaching demonstrations; and address issues in the hiring practices/procedures of part-time instructors.

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

Proposed Action Item: Direct the Senate President to take this list of suggestions to the subcommittee on diversity hiring that President Kahn is forming and participate in those efforts.

L & L

Tutoring Co-location Review

FALL 2020

Erin Feld, Reading

Tracy Fung, ESL

Rafiki Jenkins, English

Nimoli Madan, ESL

Leanne Maunu, English

Tutoring Co-Location

3 MODELS

MODEL 1: Two Centers

- English + ESL + Reading in the Reading Center
- STAR in current location

MODEL 2: Three Locations for Two Centers

- English + ESL + Reading sharing both Reading and Writing Centers
- STAR in current location

MODEL 3: One Center

- English + ESL + Reading + STAR in current STAR location

Recommended:

MODEL 1: Two Centers

Literacy and Writing Center & STAR Center

PROS:

- ❖ Accessible: all resources in one building (H building) thus best option for marginalized students
 - Resources - departments, faculty offices, classes, tutoring, ADA, staff, etc.
- ❖ Equitable Tutoring: supportive of AB 705 and Guided Pathways
 - Instructors in H building with Center; not able to oversee tutors in STAR as they would in H building.
 - Trained tutors who work with faculty in a direct and connected way are able to help students build foundational knowledge and skills necessary to be successful in the courses the students are taking. This has a positive impact on persistence, retention and completion.

MODEL 1: Two Centers (cont'd)

- ❖ Line of sight provided by discipline faculty in Literacy and Writing Center
 - Allows for focused and connected discipline-specific oversight
 - Encourages students to use tutoring services
- ❖ Cross-trained Languages and Literature staff to help students with specific coursework, programs, classes, careers, etc.
- ❖ Space in Humanities tutoring for two classrooms and several rooms for other purposes
 - Classrooms in the current Reading Center are appropriately-sized for our L&L classes
- ❖ More tutoring hours available due to shared staff in the ENG/ESL/READ location
- ❖ More opportunity for Puente and Umoja students to connect with tutors and services
 - Dedicated tutors and faculty teaching in the center

MODEL 1: Two Centers (cont'd)

- ❖ MODEL 1 Literacy and writing center will be a small, safe space that includes integrated learning including labs, book clubs, speaking and listening rooms, etc.
- ❖ English, Reading, and ESL already share students across our areas; this will allow better integration of tutoring
 - Easier for faculty to bring students to Center in H Building where classes and offices are located
 - Informational visits and small group tutoring easily available for classes
 - Lab connected to classes will allow for flexible teaching
 - SI sessions with ESL will be able to use rooms available for group tutoring in an area close to the classroom
 - Faculty can easily connect students with one-on-one tutoring

MODEL 2:

Two Centers in Three Locations

English, ESL, and Reading would share the current Writing Center and Reading Lab spaces, and STAR would exist in its current location

PROS:

- ❖ Same pros as Model 1
- ❖ Additional space available – ESL Tutoring Center, Writing Center, and Reading Center would all be combined into two physical locations (currently the Writing Center and the Reading Center), but would function as one center for ESL, writing, and reading tutoring

CONS:

- ❖ Requires careful coordination of staff and faculty for line of sight
- ❖ Requires careful identification/presentation of where to locate specific services

MODEL 3: One Center (STAR)

PROS:

- ❖ Single center and location

CONS:

- ❖ Less connection between tutoring and instruction which may negatively impact marginalized students who may not get the specific skills needed for individual course success
- ❖ Less instructor and program involvement in STAR
- ❖ No access to a tutoring space in the primary instructional building for READ/ENG/ESL
- ❖ No access to dedicated classrooms and reading lab in STAR; thus losing three classrooms
- ❖ More physical distance between tutoring and instruction which may negatively impact use by marginalized students
- ❖ Current space in STAR unable to accommodate needs of 3 additional departments (offices, classrooms, class materials, etc.); the current Proctoring Room would not be a good classroom since it's too large and a partition would make it noisy for two classes to be in there
- ❖ Current space and location of STAR unlikely to promote community, again impacting persistence and retention
- ❖ Fewer tutoring space options for students

Thoughts on Costs

All 3 MODELS include the following costs:

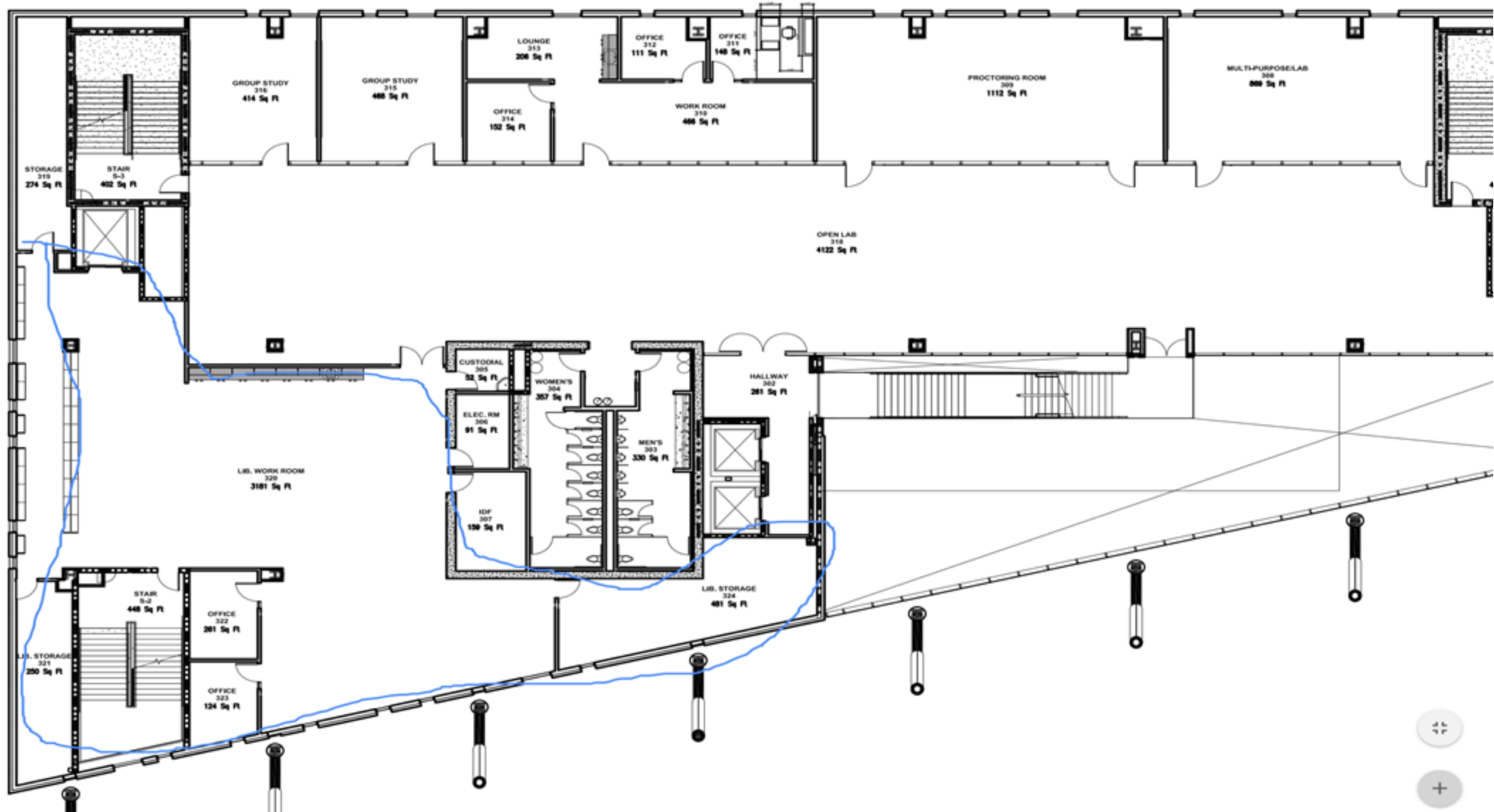
- ☐ STAR Costs
- ☐ ESL Coordinator release time (currently 60% negotiated)*
- ☐ Writing Center Director release time (currently 60% negotiated)*
- ☐ English ISA 3
- ☐ ESL BSI Specialist (funded through equity funds)
- ☐ Reading ISA 3
- ☐ Reading ISA 2
- ☐ Peer tutors in English, ESL, Reading (Some ESL tutors are funded through Title V and Noncredit grant funds)
- ☐ Supplies

*Please note that release times are negotiated with PFF.

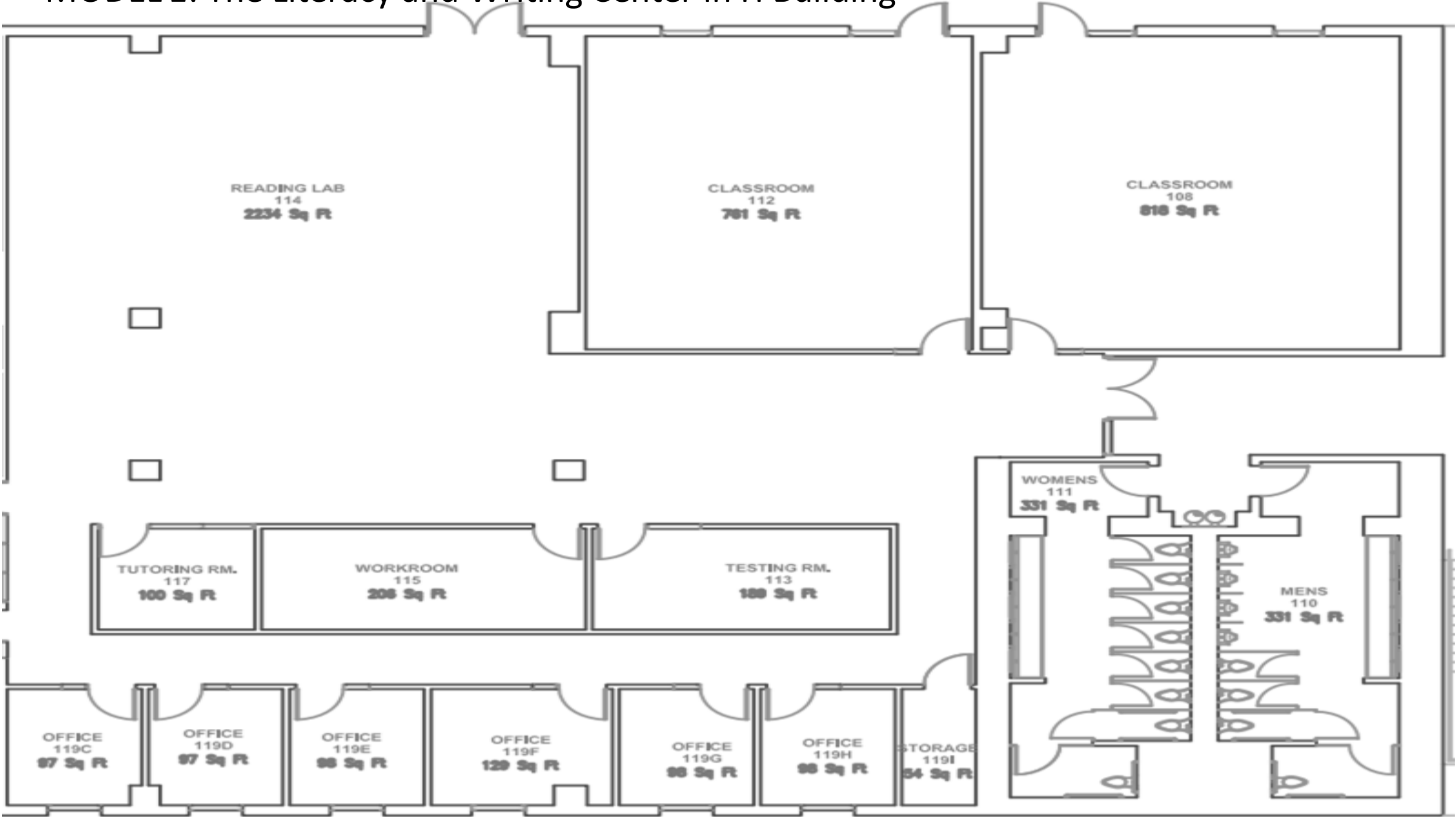
Cost Savings & Increased Revenue: MODEL 1

- ❖ No need to rehire FT staff retirees now or in future (two)
- ❖ No need for 50% short-term hourly employees since multiple staff will be co-locating
- ❖ STM Hourly Tutoring costs reduced as some tutoring can be provided by ISAs in co-located areas
- ❖ Decreased materials/supplies costs due to shared resources
- ❖ Apportionment can be generated by faculty line of sight provided by: full-and part-time faculty office hours, two Reading faculty doing lab supervision, faculty coordinators
- ❖ Center can possibly be open additional hours with more staff sharing hours since staff are co-locating
- ❖ Increased student use of tutoring center, which would result in increasing apportionment
- ❖ Increased student retention because of strong ties between faculty and students. thus. more FTES generated for the college

Current STAR Center



MODEL 1: The Literacy and Writing Center in H Building



Tentative Use of Space for Recommended MODEL 1 in H Building

- H 114 - lab - area for tutoring, reading lab computers
- H 112 - classroom - 34 students - dedicated to English
- H 108 - classroom - 32 students - up to four reading classes - dedicated for three f2f Reading classes that have a lab component and possibly Puente and Umoja
- H 119 - Tutor Room
- H 117 - Tutor Room
- H 115 - Workroom – two computers for ISAs, copier, storage
- H 113 - Test Room - line of sight supervision room or small group tutoring; also has floor to ceiling cabinets for storage
- H 119 B - Office - ESL - listening and speaking room
- H 119 C-D - Offices - used for ESL book and conversation clubs, reserved rooms for students and/or faculty
- H 119 - E - English
- H 119 F - Office - Erin
- H 119 G - Office - Katy
- H 119 - H - Office - ESL
- H - 119 I - Storage

Final Recommendations

We recommend MODEL 1 for the following reasons:

- ❖ This model is the most equitable, accessible co-location option for tutoring that is closely connected to faculty and instruction with positive impacts on persistence, retention, and completion.
- ❖ Retaining two centers allows students to have more options as well as focused and connected discipline-specific tutoring.
- ❖ A literacy and writing center would provide support for students impacted by AB-705
- ❖ This model offers reduced costs and increased apportionment

We would like to express deep concerns about MODEL 3:

- ❖ This model presents numerous concerns, particularly regarding providing accessible and equitable tutoring options for our most vulnerable and marginalized students.
- ❖ Potential impacts may include a drop in student persistence and retention, as well as disconnecting tutoring from instruction.

Questions?



Response from ASCCC regarding Senate Appointments & Title V

From: Oliver, Julie <OliverJ@CRC.losrios.edu>
Sent: Monday, September 28, 2020 5:08 PM
To: Versaci, Rocco L. <RVersaci@palomar.edu>
Cc: info@asccc.org <info@asccc.org>
Subject: Question from Senate President at Palomar College

Hello Rocco,

Thank you so much for submitting your question to info@asccc.org, and I hope the following information helps you:

Title 5 section 53203 (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.*

As shown in the above Title 5 language, appointing faculty to serve on committees, task forces, and other work groups is academic senate purview. If you are talking about appointing faculty to serve on a group working on a grant funded project involving academic and professional matters, then yes, the academic senate should be making the faculty appointments.

If there is a grant funded position with reassigned time involved, then it does become a matter of job duty reassignment. In this situation it is important that the district and the academic senate come to agreement on a process for how the position is to be filled. In some instances, such as a curriculum chair with reassigned time, the academic senate typically appoints or elects. In other cases, such as program coordinators, it is often the administration making the final decision, ideally with academic senate input. If there is reassigned time involved, the administration does have a good case for at least sharing if not ultimately making the appointment, so it is especially important to have an agreed upon process for making these decisions which clearly defines the role of the academic senate as appointing, advisory, shared, etc.

If you are interested in a phone conversation as you requested in your most recent email this morning, please let us know. Should you have any additional questions please send them to info@asccc.org

Stay safe and be well,
Julie
ASCCC Area A Representative

Julie A. Oliver
Professor, Biology Department
Los Rios Community College District Academic Senate President
CRC Academic Senate Past President
Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823-5799
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Palomar College
Strategic Enrollment Management (SEM) Plan
2020-2022
Executive Summary Page

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

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

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

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

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

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

Sincerely,

Enrollment Management Task Force

Palomar College

Strategic Enrollment Management (SEM) Plan

2020-2022

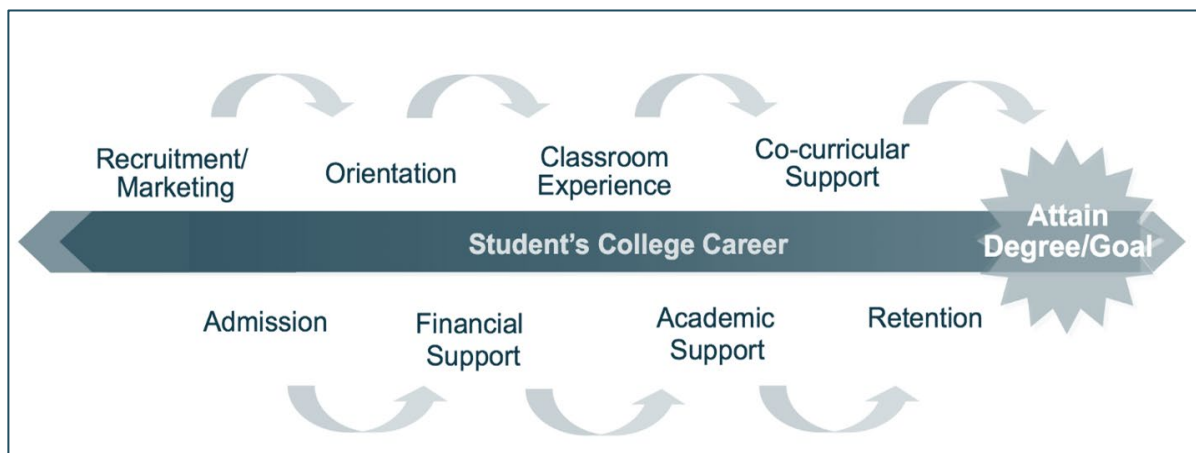
PART I. SEM Background at Palomar College

SEM Background

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

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

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



Bontrager (2008) -- Bontrager's SEM Model

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

California Community College Vision for Success

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

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

Palomar Locally Aligned Goals

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

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

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

Equity

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

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

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

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

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

Palomar College Student Equity Plan 2019-22 Executive Summary

Guided Pathways

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

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

The Four Pillars

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



The Student-Centered Funding Formula (SCFF)

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

Palomar College SEM Core Purpose Statement

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

Palomar's Core Purpose Statement

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

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

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

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

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

Structure and Roles

The SEM Advisory Committee and Enrollment Management Task Force

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

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

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

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

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

Role of Campus Community

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

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

Role of Technology

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

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

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

Planning Assumptions

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

Data Highlights

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

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

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

Planning Assumptions

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

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

Targeted Student Groups

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

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

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

Focus Areas, Goals, and Objectives

Overview

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

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

Focus Area: ACCESS

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

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

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

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

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

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

Focus Area: RETENTION AND COMPLETION

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

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

Focus Area: CONTINUED COMMUNITY INVOLVEMENT

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

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

Focus Area: IMPROVED INFRASTRUCTURE AND FISCAL STABILITY

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

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

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

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

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

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

Monitoring and Evaluating Plan Progress

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

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

APPENDIX A

Enrollment Management Planning Observations from the Data

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

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

General Enrollment Observations

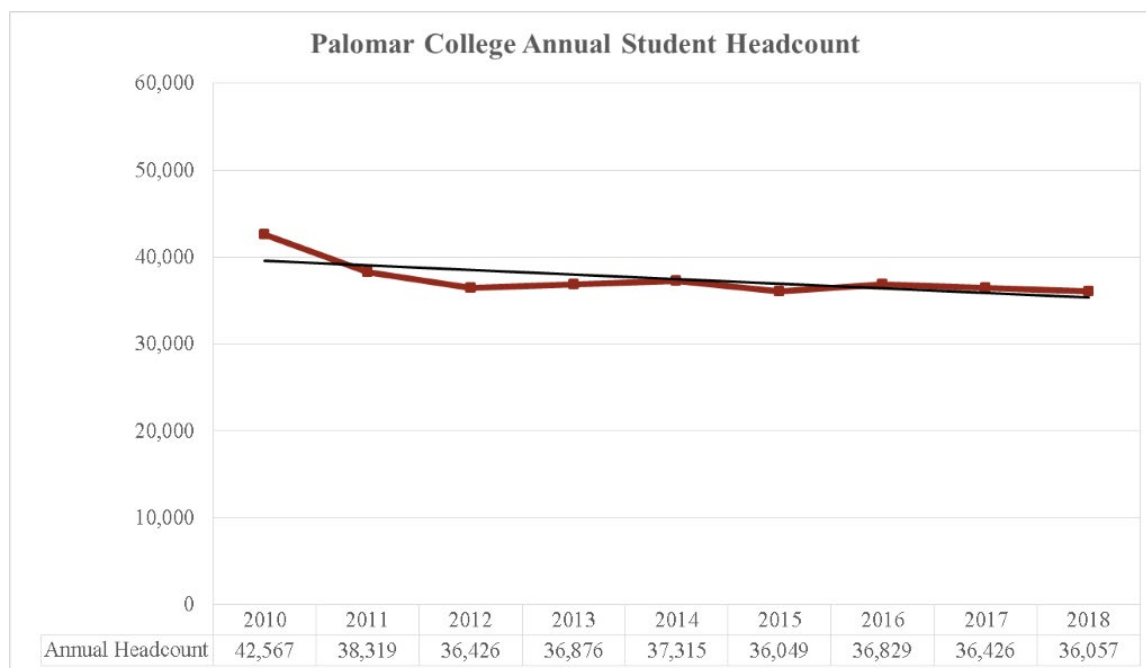
- The number of high school graduates in the District has increased 12.2% from 8,354 in 2014-15 to 9,374 in 2017-18. The percentage of new high school graduate attending Palomar College (i.e., grad capture rate) has also increased from 21.4% in 2015-16 to 26.3% in 2018-19.

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

Enrollments (FTES/Headcount/Load)

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

Figure 1. Palomar College Annual Student Headcount over time.



Source: CCCC Datamart

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

Course Offerings

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

General Persistence and Completion Observations

Course Success

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

Persistence

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

Degrees/Certificates

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

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

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

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

Transfers

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

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

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

Memo from Patriceann Mead Regarding Dance Program Situation

The administration is systematically dismantling the Afro-Cuban/Brazilian Drum and Dance Ensemble (AGOGO) and the World Drum and Dance program by the decisions they are making. They are also imposing euro-western standards on Afro-Cuban/Brazilian traditions.

They have decided not to support the long standing two-teacher model for the Afro-Cuban/Brazilian drum and dance classes—one professor to teach/choreograph the dance and one musical director who provides the traditional rhythms.

They have also decided that only one drummer can be used even though we have the budget for multiple drummers which is necessary if we are going to preserve the authenticity of the dances that are from the African and Latin Diasporas.

One drummer does not make an ensemble, nor can they provide the music necessary for the afro-Cuban/Brazilian dance classes/rehearsals and concerts!

They have also decided not to support the long standing two-teacher model for the Latin social dance class.

It is crucial to have two instructors when teaching partnering social dances from the Latin Diaspora. This class is also a bridge for many Latino and African American students to both our campus and programs. It is also a title 5 issue- gender equity. Male students need a male role model.

As of today, 9/11, they have confirmed the change in the policy with no explanation other than just NO and without offering a viable solution that honors the Afro-Cuban/Brazilian traditions or this vital program! (I was also expressed that if ballet only needs one musician than that is all Afro-Cuban/Brazilian should need).

My program (which I founded in 1997) directly supports cultural diversity and students of color and yet the district is actively destroying this flagship program.

The district promotes embracing anti-racism but shutting down this program says quite the opposite! Reducing a unique and vibrant/authentic recognized cultural Drum and Dance program to a Zumba class would be the worst cultural appropriation!

The Mission of the World classes/Events is to provide a safe, culturally diverse and inclusive community as well as a bridge to the campus to our students of color and our at risk students. It is also a bridge to our General Dance AA/ Certificate and to all of Palomar College .

Also note—due to campus closer all the World Drum and Dance classes have been cancelled!

Help Needed—if the two teacher model is not reinstated and the block on how I use our approved budget is not reversed I will need the following assistance:

1. I need to find a funding source for both the Musical Director (54 hour per semester) and a Latin Social dance instructor (54 hours per semester /24 hours in the summer).
2. I also need to preserve the right to use our accompaniment budget as we deem necessary. Live music is so critical! (WE are within budget! Need - \$7,500 total yearly).
3. I need your help and would like to set up a meeting to find solutions before it is too late!

For any of you have seen my Noche Havana concerts/Latin Nights/ Foundation Gala, Umoja, Pride and many campus wide events...that is what Palomar College would be losing and what they would be taking from so many of our students!

Check out YouTube channel (patriceann08) if you want to see examples of Noche Havana and our lovely students!

Thank you for reading.

Sincerely,
Patriceann

World Dance Classes and/or Program Requirements

Founded in 1997- Directly supports and celebrates cultural diversity and students of color. World music and dance has and continues to provide a vehicle for preservation of cultural identity across the globe!

The World Dance program curriculum addresses the dance and music culture of the African and Latin Diasporas, as well as Pacific Islanders. All classes include sensitivity to authentic representations of culture through traditional music, song and dance and with regard to culturally appropriate (gender equity) teaching structures including a 2-teacher model for Afro-Cuban/Brazilian Drum and Dance and Latin Social, Hawaiian/ Tahitian. All classes use culturally appropriate approaches to music and musicianship including correct and authentic instrumentation, use of multiple musicians (Afro-Cuban/Brazilian Drum and Dance, Hawaiian/Tahitian and Capoeira).

What is also unique about the World Dance Certificate and the individual classes is these are solely dedicated to the traditions of the African and Latin Diaspora and Pacific Island traditions — there are only a handful of classes at Palomar that have this focus. There are many classes that address these traditions as part of their curriculum but not as the whole focus. Note – Sadly, our long-standing Flamenco and Middle Eastern dance classes have been removed from our offerings due to mandatory program cuts.

For the District/Administration to unknowingly water down the cultural authenticity of classes in the teaching and music structural traditions of these cultural forms through ignorance can be fixed. We have and are alerting you, to the cultural relevance of a two-teacher model and multiple musicians for selected classes. To knowingly choose to apply Euro-Western standards to Afro-Cuban/Brazilian Drum and Dance, Latin Social and Pacific Islanders traditions because it makes more sense to non-discipline experts is the engaging in the implicit and explicit bias against BIPOC traditions that Palomar says it's trying to fix.

DNCE 101 Survey of World Dance

(fulfills Area C and multicultural GE requirement)

Survey of world dance class is designed to introduce students to other cultures through traditional music, songs, and dances from around the world. The students will have the opportunity to discover their own cultures through researching the dancing of their ancestors. We will delve into the stereotypes developed about other cultures through film, and how world cultures have

changed to fit on Western stages. And finally, what is and is not multicultural. We will further explore dances from a variety of cultures with an emphasis on Cuba & Brazil and dances of the African and Latin diaspora. Videos will be available on Canvas and my YouTube channel, patriceann08

DNCE 149 Afro-Cuban/Brazilian Dance I

(Fulfills Health and Fitness activity course)

An exhilarating and unique dance class designed to introduce traditional music and dance of the African and Latin diaspora found in Cuba and Brazil. All classes are accompanied by live percussionists!

DNCE 148/248 Drum and Dance Ensemble I and II

Rehearsal and performance of traditional music and dances of the African and Latin Diaspora: West African, Afro-Cuban, Afro-Brazilian, and Afro-Caribbean. Performance of original work influenced by dances of the African and Latin Diaspora. Emphasis will be on performing as an ensemble with traditional /authentic live music.

DNCE 151 Latin Social Dance I

(Fulfills Health and Fitness activity course) Partnering dance styles from Cuba and Dominican Republic: Rueda (aka Salsa), Rueda de Casino, Rumba, Son, Cha Cha Cha, Merengue, Bachata, and more! Both Male and Female roles are taught!

DNCE 153 Capoeira: Afro/Brazilian Martial Art I

(Fulfills Health and Fitness activity course)

Designed to introduce students to the unique martial art form from Brazil known as Capoeira and promote life-long health and fitness practices.

Capoeira is a unique martial art form from Brazil that is fused with music, song and dance.

Cont.

Mus/Dnce 137 Cuban and Brazilian Drumming I

A unique drum class highlighting Afro-Cuban/Brazilian popular and folklore rhythms. Drum, percussion and song classes in the traditions of Escola de Samba from Rio de Janeiro, Brazil and Afro-Cuban traditions, popular and folkloric; Rumba, Congo (Makuta/Palo), Franco/Haitian (Gaga/Congo Layet) from East and West Cuba. Develop ability to work as a drum ensemble.

DNCE 158 Hawaiian and Tahitian Dance

A unique dance class designed to introduce students to the exotic Hawaiian and Tahitian culture through percussion, song, and dance. Through demonstrations and movement participation students will explore a variety of dances from these two distinct and unique cultures that are part of the Polynesian Islands.

Electives

DNCE 150 Afro-Cuban/Brazilian Dance II-IV

DNCE 152 Latin Social Dance II-IV

DNCE 159/154 Hawaiian/ Tahitian Dance II-IV OR Capoeira II-IV

Other requirements support Work Based Learning

DNCE 145 Choreography I (WBL)

DNCE 280 Student Choreography Production I (WBL)

DNCE 161 Teaching Methods in Dance (WBL)

DNCE 165 Production Management (WBL)

ACCOMPANIMENT BUDGET

Staying within our budget is always the goal..... and should be the conversation! The needs of various classes are different. Each area has unique aspects that have more expense.

That is where we need support.

Thanks

Patriceann

Music Area

Total need for music area \$13,120

20/21 budget allotted \$15,364

Steven Gray

Accompanist for MUS-158

Mondays and Wednesdays 12:45pm-1:35pm, Fridays 11:00am-12:10pm (3.25 hours per week)

Total Hours for Fall 20 and Spring 21: 104 total amount \$3,120

Ondrej Lewitt

Accompanist for MUS-198/N MUS-998

Tuesdays 6:45pm-9:55pm

Total Hours for Fall 20 and Spring 21: 104 total amount \$2,000X 2= \$4,000

Michael Munson

Accompanist for MUS-148/N MUS-948

Wednesdays 6:45pm-9:55pm (3.25 hours per week)

Total Hours for Fall 20 and Spring 21: 104 Total amount \$3,120

Ruth Weber

Accompanist for MUS-222

Fridays 12:30pm-2:35pm, plus rehearsals outside of class time (approximately 3 hours per week, based on previous semesters)

Total Hours for Fall 20 and Spring 21: 96 total amount \$2,880

DANCE AREA

Total need for dance area \$13,248

20/21 budget allotted \$17,726

Ballet classes

Suzy Bohling

Dnce 115/210 Ballet(3 hours per week)

Total hours for fall and spring:96

12 hours per month x 4= 48

48 x \$30 = \$1,440 per semester

Total hours/cost for Fall and Spring :96 hours total \$amount \$2,880

Micheal Munson

Dnce 115/210 Ballet(3 hours per week)

Total hours for fall and spring:96

12 hours per month x 4= 48

48 x \$30 = \$1,440 per semester

Total hours/cost for Fall and Spring :96 hours total \$amount \$2,880

Total need for Ballet \$2,880 +\$2,880 = \$5,760

Afro-Cuban /Brazilian drum and dance classes/Rehearsals**Jp Deitrich**

Dnce 149 Wed 6-9 (3hours per week)

12 hours per month x 4= 48

48 x \$24 = \$1,152 per semester

Total hours/cost for Fall and Spring :96 hours total \$amount \$2,304

Yuri Mendiola

Dnce 149 Wed 6-9 (3hours per week)

12 hours per month x 4= 48

48 x \$24 = \$1,152 per semester

Total hours/cost for Fall and Spring: 96 hours total \$amount \$2,304

Jacob Russo

Dnce 149 Wed 6-9 (3hours per week)

12 hours per month x 4= 48

48 x \$30 = \$1,440 per semester

Total hours/cost for Fall and Spring :96 hours total \$amount \$2,880

Total need for Afro Cuban \$2,304 + \$2,304 + 2,880 = \$7,488

NOTE- BOTH AREAS ARE UNDER BUDGET