THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

February 28, 2022

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
February 14, 2022

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Susan Miller, Ben Mudgett, Scott Nelson, Wendy Nelson, Tanessa Sanchez, Fari Towfiq, Alyssa Vafaei, Rocco Versaci, Reza Wrathall, Anastasia Zavodny

ABSENT: Marie-Therese Mouawad (ASG)

GUESTS: Cindy Anfinson, Barbara Baer, Ron Burgher, Bill Carrasco, Mary Cassoni, Lisa Cecere, Mike Deal, Mike Dudley, Jeff Epstein, Jim Fent, Marlene Forney, Melissa Haickel Bagaglio, Barbara Hammons, Masako Ikenushi, Bill Jahnel, Jack Kahn, Vikash Lakhani, Julie Lanthier Bandy, Kendy Magnuson, Jackie Martin, Billieanne McLellan, Leanne Maunu, Patriceann Mead, Lisette Ordorica Lasater, Elyse Real, Star Rivera-Lacey, Roberto Rodriguez. Netta Schroer, Susan Snow, Diane Studinka, Anita Talone, Elena Villa, Jon Walker, Kathleen Young

P**lease note: All votes are presumed unanimous unless indicated otherwise.**

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

PUBLIC COMMENT

Senator and PFF Co-President Teresa Laughlin recognized an email sent to faculty that morning from President Star Rivera-Lacey regarding an incident that just occurred on campus. Senator Laughlin said PFF just passed a resolution on February 10, 2022 supporting Palomar faculty, staff and administrators who are currently working on DEI racism activities and encouraged Faculty Senate to follow with a similar resolution. Laughlin thanked President Star Rivera-Lacey for her email earlier today condemning this hate speech. Laughlin then read the following PFF resolution:

Resolution in Support of Faculty, Staff, and Administrators working toward Diversity, Equity, and Inclusion at Palomar College.
2/10/22

Whereas the brutal and tragic murder of George Floyd on May 25, 2020 continued to spark international protests in support of the Black Lives Matter movement;

Whereas on June 5, 2020 Chancellor Eloy Ortiz Oakley wrote an open letter to the "California Community College Family" with a call to action to "actively strategize and take action against structural racism;"

Whereas Faculty, Staff, Administrators, and Students rose to the Chancellor's call and created the Diversity, Equity, and Inclusion (DEI) movement to create and advocate for "an antiracist Palomar College;"

Whereas Palomar College's statement of vision and values includes Diversity, Equity, and Inclusion.

Whereas the Palomar Governing Board approved Board Policy 3000: Antiracism; and

Whereas some Faculty, Staff, and Administrators involved in Palomar College's DEI work are being harassed on social media, including, in at least one case, the home address of an employee of the District being posted (doxxing) along with threats to themselves and their family; now, therefore, be it

Resolved, the Palomar Faculty Federation strongly condemns those who seek to threaten, intimidate, or abuse on social media, in print, or in person Palomar College students and employees in performance of their duties and advocacy; be it further

Resolved, the Palomar Faculty Federation reaffirms support for the DEI and antiracism efforts at Palomar College; be it further

Resolved, the Palomar Faculty Federation commends the Faculty, Staff, Administrators, and Students who continue to enlighten our community with many social justice activities, book clubs, and convenings; be it finally

Resolved, the Palomar Faculty Federation calls on the Palomar College Board of Trustees and the District to reaffirm their support for our Colleagues who are working on the DEI and antiracism initiative.

ANNOUNCEMENTS

Senate President Rocco Versaci welcomed President Star Rivera-Lacey, Vice President Jack Kahn, Vice President Vikash Lakhani, Kendall Magnuson, Julie Lanthier Bandy, Trustee Roberto Rodriguez and others in attendance.

Senator Leigh Marshall said the memorial for Bob Vetter will be held Sunday, February 20th from 1 to 3 PM on the baseball field and everyone is welcomed to attend. A fundraiser has been launched to defray costs. If you're interested in donating, email Lacey Craft at lcraft@palomar.edu or Leigh Marshall at lmarshall@palomar.edu

Senator Susan Miller reminded Senators of Black History Month this month. Palomar's Black Faculty & Staff Association are sponsoring workshops throughout the month. Additional information can be found here: https://www.palomar.edu/pbfsa/black-history-month-2022/

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Marshall   Faculty Senate approval of meeting minutes dated February 7, 2022 as amended (see Exhibit 1).

The motion carried.

ACTION

A. **Curriculum –** No actions taken by Curriculum this week.

B. **Committee Appointments**

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Motion 2 MSC: Zavodny/Towfiq   Faculty Senate approval of clarification to the Governance Structure Request Form as presented for the Tutoring Committee (see Exhibit 2).

Senator and Chair of Committee on Committees Anastasia Zavodny explained the proposed clarifications reflected on the exhibit.

The motion carried.

Motion 3 MSC: Zavodny/Laughlin   Faculty Senate approval of the following committee appointments (see Exhibit 3):

The motion carried.

<div align="center">

AB705 Subcommittee – **Daniel Straub**, Faculty, DRC

Reginal Oversight Committee – **Sarah De Simone**, Faculty, CTE

</div>

Motion 4 MSC: Zavodny/Laughlin   Faculty Senate approval of the results of the ballot for the Faculty Senate appointed faculty position on EESSC (see Exhibit 3).

The motion carried.

<div align="center">

Equity, Education, and Student Success Council – **Peter Ovwiovwio**, Faculty, Senate appointed

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Senator Zavodny emailed the ballot to Senators. The initial voting resulted in a tie. Cindy Anfinson voluntarily withdrew her application for the position.

C. **Nominations for & Election of Faculty Senate President-Elect**

Motion 5 MSC: Towfiq/Faulkner   Faculty Senate approval of the results of the roll call vote for Faculty Senate President-Elect.

The motion carried.

Senator and Elections Chair Beatrice Manneh asked for nominations for Faculty Senate President-Elect. Senator Fari Towfiq nominated Senator Wendy Nelson who accepted the nominations. Senator Zavodny asked for clarification on the matter that Senate President and Curriculum Co-Chair are both seated on many of the same committees. If Senator Nelson was elected and also remained Curriculum Co-chair, would Senate appoint another Senator to fill one of those positions on those respective committees to satisfy full representation. Senator Nelson said she hasn't decided yet whether she will remain Curriculum Co-chair for her last year but a designee could be named if needed.

Senator Manneh performed a roll call vote and Senator Nelson was unanimously elected Senate President-Elect.

INFORMATION ITEMS

A. **Discussion with President Rivera-Lacey about Fall 2022 Planning**

President Versaci said he sent Senate's last meeting transcript to both President Rivera-Lacey and VP Kahn to hear the discussion in full. Versaci briefly summarized last week's discussion saying there was a lot of interest in increasing the face-to-face presence at school in Fall 2022. There needs to be an institution wide effort to support this. The idea of

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departments deciding on their own what their numbers are going to be, could be problematic for a number of different reasons. The discussion also extended into enrollment issues and a marketing plan came up in the conversation as well.

Senate Vice President Jenny Fererro added that there was widespread concern about the idea that we just need to wait until things are better and students telling us they want to be back on campus. We need to commit to the idea that there may be a semester or two of growing pains to get back to being face-to-face. Palomar faculty did not sign up to teach at a fully online college. We want to make sure that we are recognizing that just because online classes are filling right now, that's not necessarily reflective of student need or of what students actually want. Fererro said there are lots of students who have been waiting to come back once face-to-face classes are back on the schedule for their Program so they may not even be trying to enroll right now. Another huge point made last week is that students are going elsewhere where it is much easier to enroll and much easier to find classes.

Jeff Epstein thanked Versaci and Fererro for their overview. Epstein went on to say that it needs to be clear that this current enrollment strategy isn't because of COVID but is just an enrollment management decision. Palomar needs to think about this from an enrollment perspective and not from where Palomar has been for the last two years. It is difficult to plan for Fall 2022 and beyond without understanding what Palomar's institutional goals are for the return to face-to-face learning. Epstein said the disciplines and departments have been thrown into a bind because if they choose to offer more face-to-face classes because faculty understands that in person class modality is better for students, and those classes don't fill, they get cut. The efficiency management paradigm means those classes aren't coming back. Faculty are actually disincentivized to offer face-to-face courses which is against the broad commitment towards in person instruction. Epstein said he was concerned about the number of class cancellations at the Centers. Faculty are committed to the success of the Centers but if one looks at just the numbers, limiting face-to-face offerings on the main campus is not the right course of action at this time.

Netta Schroer pointed out that according to her recalculation, only 7% of classes were canceled on the main campus and 43% of the classes at the Fallbrook Center were canceled. Schroer said there were creative ideas shared at the recent Chairs & Directors meeting that should be considered.

Bill Jahnel said that there may likely be faculty staffing issues at the Centers because a majority of those faculty are part-time and their classes were cut. Jahnel suggested some kind of bounty for those faculty who teach face-to-face classes at the Centers. During the Chairs & Directors meeting Jahnel said there was concern that one of the reasons Palomar shouldn't go back to face-to-face is that it has been tried and it didn't work. The same could have been said for Palomar going online during COVID. Jahnel said if one looked at the retention numbers in his department the first semester after COVID, they didn't get it right. It took almost a year to get numbers and standards back up. If faculty were able to commit to moving online within a year or two, the administration should now give departments that same commitment to rebuild face-to-face classes. Jahnel supports getting a student survey out but believes that students don't always know what they want. Departments need the support of the administration who is willing to let departments try different things. With the governor 's budget giving Palomar a floor, Palomar should stand on that floor and be solid and moving back face-to-face.

Senator Secretary Molly Faulkner said that years ago when she sat on SPC, there was a conversation that occurred which was the genesis of the Enrollment Management Task Force. This campus-wide task force was responsible to figure out how to grow the College and equally, how to trim the College when funding was cut. Faulkner said this task force was disbanded some time ago but a similar task force should be considered moving forward.

Senator Wendy Nelson said the students voice should be considered when making these decisions. Senator Nelson also said that many of the current students have never set foot on the campus and don't know what it feels like to be part of the campus community. She thinks that Palomar should be sponsoring on campus events right now to give students a sense of what being on campus feels like and then in turn, those students may be more comfortable enrolling in face-to-face classes come Fall.

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Palomar President Star Rivera-Lacey began by saying that she believes administration and faculty are really on the same page and moving in the same direction. President Rivera-Lacey thanked Senate for the invitation to the Senate meeting and said it will help navigate a conversation where consensus can be built. She said that face-to-face classes is the direction that she and the administration want to go. Prior to COVID, face-to-face classes were at 75% and online

courses made up the remaining 25% of classes offered. It is her own personal bias that face-to-face interactions are best and believes that offering face-to-face courses will get Palomar's enrollment where it needs to be. She said she also recognizes that all departments and divisions have unique needs and some want or need more face-to-face classes. A discussion is needed about what that percentage looks like. Regarding efficiency this last Fall, Palomar was thinking 67% as far as the classes being filled. She has heard some positive feedback regarding what was tried for Spring class cancellations. Palomar is definitely in a transition period and making decisions about Fall six months in advance forces Palomar to be adaptable. Rivera-Lacey said the approach they took for class cancellations this Spring semester will be the same approach she takes for Fall 2022, but with flexibility. Her, along with other college CEOs converse on how to incentivize and remove barriers for face-to-face courses. Imperial Valley College is offering $250 voucher at the bookstore if a student enrolls in face-to-face classes. Another college will offer students free campus parking and others have been talking about reduced tuition as well, if legal.

President Rivera-Lacey said that when this initial enrollment discussion began, she wanted to try to stay away from class cancellations. Palomar is not in a position to start converting classes like its done in the past. That ability is going away because HERFF funding is ending.

Jack Kahn, VP of Instruction said the goal is to move back to face-to- face instruction and reminded faculty that for this Spring, 50% of the classes were offered face-to-face. The opportunities were there for students who really needed better schedules but the desire from students was not there. Kahn explained that the average Palomar student only takes 2.2 classes per semester so the vast majority of students are not full-time students who may be trying to schedule four or five classes. Kahn said he will do whatever it takes to help support the programs and to support face-to-face classes but merely requiring this will do nothing and said it has been tried in the past many times in many circumstances. Kahn suggested putting energy in identifying what the obstacles or barriers are and work collaboratively to remove those barriers so that Palomar can have more face-to-face classes. If Palomar doesn't make institutional changes along with community changes, Palomar is going to be right back in the same conversation with many cancelled classes. Kahn said the Centers are disproportionately canceling classes and removing barriers that are getting in the way of students going there should be the focus.

Fererro asked for an update on the status of the enrollment suggestions/improvements that Senate gave to administration last Fall. Senate is getting firsthand knowledge from students, family members, friends and community members who try to maneuver through the enrollment process at Palomar and enrollment is still broken. Fererro said its really embarrassing when compared to what students get to do at other colleges in terms of enrollment and signing up for classes. Every day that goes by without fixing this issue causes a student to give up trying to register here and then register at another college. Senate provided a thorough list of problems and suggestions for improvements but hasn't been updated on any actions to correct these issues.

Senator Lacey Craft also asked for an update of the enrollment process fix but also said that Palomar does not currently have sufficient student support services on campus now even though 50% of classes are back on campus this semester. Students on campus who have issues are being asked to communicate via email and this is a huge issue for students who need assistance while on campus. Senator Craft also said she saw many unvaccinated students this semester who weren't aware of or able to get the BioSET testing done on campus so they too could attend face-to-face classes. Craft said she received many emails from unvaccinated students saying they can only take online classes because of their unvaccinated status and weren't made aware that there were options available to them. Those options may have not been emphasized or marketed to students. Dr. Kahn responded saying the data does show that the typical age group attending community college is disproportionately less likely to get a vaccine anyway so this is another barrier that must be removed.

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Senator Anastasia Zavodny added that uploading the vaccine card is not clear on the website. She personally registered for a class and found it confusing and difficult. Once she was able to provide the proof, it took over 24 hours to finally be cleared to register. Many students may have given up by that time and even though Palomar targeted for 50% in person classes this Spring, she recognizes that the issue with submitting a vaccine card may have been a hurdle for some students.

Senator Ben Mudget said he hopes the campus will be student-ready next week and shared that many vending machines are not operational and if they are, the machine is dispensing expired product. This becomes more of a problem since food services won't be available this semester.

Netta Schroer said faculty are being asked to submit schedules now but a lot of what could be offered is really dependent on what administration wants to do. Richard Loucks sent an email to ADAs saying there'd be a 67% CAP which was reiterated today, but his email also said, "the district may increase to normal max should health and safety conditions allow." Schroer said this is a problem if we don't have a commitment from the College. How do we plan how many sections of a face-to-face class if we don't know that our 67% is now going to bump all the way up? She needs a commitment before faculty are asked to turn in a schedule. President Rivera-Lacey then made the commitment for 67% for Fall. Schroer asked about the state of emergency and Kahn said the Chancellor's Office said this is a local decision only. Kahn said to make it as flexible as possible for faculty, he will recommend that we remain in a state of emergency. This will allow faculty to decide if they want to continue to offer courses on the emergency addendum rather than forcing faculty to decide about those courses. Dr. Rivera-Lacey will mention this at the next Governing Board meeting.

Patriceann Mead, Chair of Performing Arts said that without an ADA, she has spent countless hours assisting students to get their vaccine cards uploaded and ready for the next steps needed to be in the class. She currently has 14 students who need to be enrolled and finds it incredible that she and her department do not have more support to walk students through the enrollment process. Many students have just given up.

Senator Lawrence Lawson said ESL requested information about students' ability to pay in cash at the Escondido Center and was told the students who may only be able to pay in cash, they have to pay online with a card. Some ESL students at the Escondido Center are undocumented students who can only pay in cash. Lawson then said that when this happened before, a cash box was made available. Some of the policies that are good-natured are also impacting enrollment in small ways. Dr. Rivera-Lacey was not aware of this and said she thinks this is an equity issue as well.

Jeff Epstein said he appreciate the idea that one size doesn't fit all referencing Dr. Rivera-Lacey's comment about creatively looking at the disciplines and departments that are already back or partly back. Without a really clear set of guidelines, he thinks what ends up happening is we end up pitting departments against each other, because we have to preserve our own disciplines and departments. He thinks without a more robust institutional support network, he is not sure how individual departments or disciplines are supposed to manage fall enrollment. Epstein asked if there was any chance to consider extending the deadline for Fall. Dr. Kahn said the deadline can be extended but it will continue to create more stress since Palomar is already behind for the next planning cycle.

President Rivera-Lacey said her commitments made today are clear: Palomar to be a face-to-face college, a 67% capacity in Fall, and a carryover of the Spring 2022 class cancellation policy. Also, she is committed to removing enrollment barriers and making sure student services funds are available for face-to-face. She is also committed to exploring ideas and suggestions of how to incentivize students to enroll in face-to-face classes and get faculty to teach those face-to-face classes at the Centers. Regarding the difficulties in the enrollment process, a long term solution such as switching to Highpoint is ongoing. In the meantime, Palomar can do little things when possible like accepting cash at the Escondido Center. Dr. Rivera-Lacey wants to make sure that her definition of institutional support mirrors what faculty considers support.

Jeff Epstein said he appreciated knowing that President Rivera-Lacey and faculty are in a broad state of agreement but isn't sure the deans are all on the same page with respect to scheduling face-to-face and enrollment management, and the delicate balance needed between the two. Secondly, Epstein wants to hear that if more face-to-face classes are offered and that enrollment isn't there yet for Fall 2022, those courses won't be permanently deleted. This has been the experience. The opportunity to offer them again the following semester or two should be available.

Bill Jahnel thanked Interim Dean Diane Studinka for being flexible when some of the classes at the Centers were not filling this semester. Some of the classes were recreated as a hybrid face-to-face so that the class would not be cancelled. Faculty were asked to change the modality, but it was a creative solution and moving forward, rather than just cutting and destroying the class. Jahnel said faculty want to hear that face-to-face classes will be given the same consideration that we keep giving the Centers. Palomar is putting a lot of money into the Centers and right now in our current environment, they are not working. The face-to-face classes on the main campus should have the same support. Departments can be told that a percentage of face-to-face classes will always be held harmless, that they will not be taken off the schedule again. Also, if a first course of a sequence has run low during this time period but it's required for student completion. we recognize that as part of Guided Pathways and Palomar's success initiatives, make sure departments know that the class will not be cut. VP Kahn responded saying that some of these asks should already be in play such as not canceling any course where there was only one course available for the pathway. Kahn said that classes do come back but every department may not experience this and it all depends on what students want to sign up for. Kahn suggested getting a small group together outside of a Senate meeting to further discuss some of the issues.

Senator Adam Meehan made a point about how in the last few years, how American society talks about issues, the language used and basically rhetoric… the way that we frame things, in the way we say things and how that can affect people. He said he wonders if sometimes there's just a kind of rhetorical disconnect in how the different constituencies of our campus deal with one another. What he hears so often from faculty is just the feeling that they're not supported and particularly some of the smaller programs with things like class cancellations. He said he understands that sometimes courses have to be cut. He also said that sometimes it seems there isn't a will to establish a mission of what it is that we really want to do in terms of giving students a variety of classes. He said it seems that higher education is chasing students' thoughts, opinions and feelings, instead of setting an example for them of what higher education should be. We should be modeling for students, why art and dance and philosophy and literature and all of these things, not to mention math and biology and all of these disciplines and subjects are important for them. Cutting these classes is an unfortunate reality and ultimately, he knows every class can't be saved but it's very important to have an attitude and an approach of support that we're all trying to prop each other up. It is painful to hear colleagues from other departments who are desperate about their situation. Senator Meehan would like to see more conversations around helping each other to make enrollment if these disciplines are suffering. Having this rhetoric matters because it makes people feel supported and optimistic.

B. Overview of the College's Enrollment Plan

VP of Student Services Vikash Lakhani started the discussion saying there is a need to bring students back to campus. Last year outreach started something called Palomar Preview Days which was entirely virtual where we had a lot of faculty participate. The plan is to do these events again this year starting in April in person on campus. He hopes this will begin bringing energy around coming back to campus. There were registration events held on campus and communications were sent to high schools for Spring 2022. VP Lakhani was surprised to hear about the issues with vaccination documents and will bring this back to his team. Regarding suggestions for improving enrollment processes sent over from Senate, those have all been reviewed, sorted out and assigned to where the issue lives. Some of the work does involve working with the State to mitigate some of the issues, some are PeopleSoft issues and some are more easily solved here working with consultant support. He said he and Dr Kendyl Magnuson have been working on issues with to redesigned some of the modules in PeopleSoft. In addition, there is an ongoing evaluation about the prospect of bringing in HighPoint which can significantly enhance the enrollment process and schedule building. HighPoint allows for at least a three or four month period prior to registration where students can start building

schedules. As they build the schedules, his staff will have access to the data so departments can look at potential demand data. Outreach now has three staff members to do the work. VP Lakhani said there was an investment made in the dual enrollment program and the program is now housed in its own office and considerable efforts will be made to improve that program. As campuses open up, more in person outreach will be taking place. Lakhani said for the past two semesters, students have not been dropped due to non-payment. Another action taking place is reaching out to registered students who are not currently enrolled in a class. A communication is sent via email or text messaging. Lastly, VP Lakhani said the team will be meeting weekly to continue finding solutions to the enrollment issues.

Senator Lawson said "if software is the answer, then we have no answer." The big problem is the enrollment process. Lawson then referred to a recent ESL registration event. The Facilitron (software name) program Palomar uses to process facility requests is supposed to streamline the process and make Facilities better. ESL submitted the proper Facilitron requests to have tables, chairs and computers set up for their in person enrollment event before the semester started. When the staff showed up, none of those items or equipment were in place and staff had to scramble to get their own computers and power cords. Staff had to track down Facility staff to get tables.

VP Lakhani addressed Senator Lawson's statement by saying he understands there isn't a silver bullet to fix the entire enrollment process but he recognizes that a software product that can enhance and improve PeopleSoft will create a much better experience for the students. While evaluating HighPoint, it forced his team to evaluate the backend systems and processes and to make improvements there as well.

President Versaci thanked everyone for their participation in the discussion and explained that the remaining Information Items will be tabled. He also wants to bring back Information Item B so that Julie Lanthier Bandy can further explain and discuss the marketing plan.

C. **Better Know a Trustee – Trustee Roberto Rodriguez – Tabled.**
D. **Accreditation Steering Committee – Tabled.**

REPORTS

ASG (Mouawad) – No report.

President (Versaci)
Calls for the Credit for Prior Learning Coordinator and one of the Student Learning Outcomes Coordinators have gone out. We will hopefully have applicants to select from at our February 28 meeting. We are waiting to put out calls for the Accreditation Steering Committee Co-Chair until we have a chance to discuss it in Senate (hopefully at today's meeting) and the Guided Pathways Pillars until the Guided Pathways Task Force has a chance to discuss their organization moving forward.

College Council (Versaci)
The College Council met on Friday, February 11 (before Senate but after reports were due).

Equity, Education, & Student Success (EESS) Council (Versaci)
The EESSC met on Friday, February 4. Some highlights:
- Cynthia Cordova in Counseling reported back on the *Becoming Hispanic Serving Institutions* Book Club and presented a summary of their discussions along with recommendations for institutional change along a number of different lines. She said that she would be making the rounds at various groups—including the Faculty Senate—to share these recommendations and develop an action plan for implementation.
- Kendyl Magnuson discussed the official formation of a Valedictorian Selection Committee. He will present a Governance Structure request at our March 4 EESCC meeting for a 1st reading. I will bring it to Senate sometime after that.

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan)

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council met on 02/04/2022. Here are some of the main points from the meeting:

- IEPFS Council goals include the following:
    - Evaluate PRP Process
    - Establish committees and subcommittees for the Council
    - Verify metrics for student outcomes and equity within the integrated planning process
    - Create annual calendar of deadlines to improve cross divisional communication
    - Recommend ways to ensure staff participation in action planning for institutional effectiveness.
    - Fiscal goals to be created in a couple of months or toward the end of the term
- Budget Committee report to IEPFS Council
    - Examined position request process and cost of positions per classification
    - Obtaining HEERF consultant to help with HEERF monies
    - Palomar is starting to develop budget assumptions for next year. Reviewed governor's proposal: COLA 5.33%, one-time and ongoing funds, etc.
    - Looking at comparative data of other community college districts
    - Hold harmless changes: revenue protection extension. Stated that 17/18 funding will be guaranteed until 23/24 fiscal year. Proposal extended hold harmless to 24/25 - not approved yet. In the past 18/19 maybe, K12 automatically get COLA in Local control and accountability plan (LCAP) while CCC do not get it automatically. Proposal is to make 24/25 as the new base. Difference with new base is that CCC gets COLA, but it is not a compounding COLA.
    - Currently Palomar has 13,900 FTES, but funded on 18/19 approximately 18,000 FTES (3 year average).

Employees, Community, & Communications (ECC) Council (Fererro)

The ECC met on Friday, February 4. The meeting was brief, and primarily consisted of discussion around the ongoing collaboration to meet the PD requirements outlined in AP 3000 (Antiracism). Concerns related to BP/AP 7380 (Retiree Health Benefits) will be brought to the PFF and CCE for further conversation at the negotiation table.

Infrastructure & Sustainability (IS) Council (Lucindo) – No report.

PFF (Laughlin)

It is hard to believe we are two years into this pandemic and we have another rough start to the semester. Most of my time during the break was consumed by the negotiating the effects of face-to-face instruction being remote for the first three weeks. Negotiations about these and other matters have been ongoing. There are several high priority concerns for the PFF topmost is the safety of our Faculty. We are concerned about health and safety in the classroom, but also, we are deeply troubled by the online threats our Colleagues have faced while doing the work of the College. We stand in solidarity with our Faculty, Staff, and Administrative Colleagues.

I advocate for Faculty in standing meetings:

- Governing Board Meeting 2/1/22:
    - Adoption of the "purple" map for redistricting was the main order of business.
- Campus shared governance meetings:
    - Faculty Senate: Primarily, Faculty are very concerned about Fall planning. There has been a lot of confusion and lack of direction in the process.
    - College Council: We meet tomorrow for the first time this semester
    - Institutional Effectiveness, Planning, and Fiscal Stewardship Council (alternate): We met last Friday and worked on goals for the year.
    - TERB: We meet regularly on matters of evaluation.
    - Budget: The meeting was cancelled for Tuesday which is concerning. We still are waiting for the taskforce that is going to investigate the FCMAT requirement that only 85% of our expenditures should go toward salary and benefits. We created the taskforce last semester, but VP Borth has not called a meeting to date.

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      o   Benefits: We met last week with little on the agenda. We are now meeting quarterly rather than monthly.

Negotiations are always ongoing and extensive. We have an excellent negotiations team that works diligently to further Faculty priorities.
I have regular meetings with members to aid in emergent issues, and regarding various concerns about hiring practices, working conditions, vaccine requirements, evaluations, discipline, and contract interpretation.

As always, we stay in close communication with our siblings, brothers, and sisters in the CCE. We stand shoulder to shoulder.

We continue to have monthly meetings with all of our Governing Board members in order to explain the PFF's priorities and keep the lines of communication open.

If you have concerns about these or any other issues, please email me at tlainelaughlin@gmail.com.

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi)
The EEDCC will be meeting on Friday 2/11/2022 from 12:30 -2 PM.
- We will debrief on the Social Justice Convening
- Discuss the continuality of the subcommittee
- Discuss and update AP 3000 and PD with Luis and Matt
- Discuss and go over updates on the formation of the Liberation of COR's group

Accreditation (Meehan) – No report.

Distance Education (Hiro)
The DE Committee will have its next meeting Wednesday, Feb. 16 at 2:30 p.m. on Zoom.
Meeting ID: 919 9930 3997
Passcode: 974173

We are still working on Palomar's Online Proctoring Program. We are hiring a coordinator and proctors and hope to launch after Spring Break. Thanks for your patience.

Guided Pathways (Nelson) – No report.

Budget (Fererro)
The Budget Committee meeting for 2/8 was cancelled.

TERB (Lawson) – No report.

Professional Development (Guerrero) – No report.

AB705 Subcommittee (Anfinson)
The AB705 Subcommittee met on Thursday, February 10 (before Senate but after reports were due).

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq) – No report.

Student Learning Outcomes (Bealo/Tavakkoly)
SLO Coordinators will be working with SLO Facilitators and faculty to refine the GE/ILO Mapping as many SLOs
are incorrectly mapped to certain GE/ILOs. The issue is that when we send out requests for a GE/ILO assessment from
faculty, we send it out to any course that has an SLO mapped to an Institution Learning Outcome. LOSC looked at
"Ethical Awareness" a couple years ago and found that about 80% of the course SLOs that mapped to the ILO should
not have been mapped according to the Ethical Awareness definition and
rubric: https://docs.google.com/document/d/1vJGJ7CsWEV9Bkv0w0adE221mDnsnNzm0eBjjj8501qU/edit#heading=h.
aj5unqwwmx00

After we have refined the GE/ILO mapping for individual SLOs, then we will move forward with assessing "Written
Communication" and one other GE/ILO this semester with hopefully a much smaller and more accurate number of
courses than what we had in the past assessments.

Faculty Service Areas (Mudgett) - no report. Next meeting 2/16.

Credit for Prior Learning (Rose) - No report.

ADJOURNMENT: The meeting was adjourned at 3:50 PM.

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

Item D. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective Fall 2022:

D.1.	ACTION: Credit Program Changes - effective fall 2022					
	Program Title	**Disci.**	**Award**	**Units**	**Justification**	**Orig.**
A.	Wastewater Technology Education	WWT	AS/CA	30	This change is to allow students to complete an AS or CA in Wastewater Technology, after merging all WWT and WTE classes into the WTE designation. Ther will be one program, WTE, with multiple degrees in Water Technology and Wastewater Technology. Many updates; changed all WWT courses to WTE couses and updated numbers accordingly.	Jacob Shiba
B.	Water Technology Education	WTE	AS/CA	30	This is a program change with the intentions of merging the existing Water Technology Education program and Wastewater Technology Education program into s single designation, Water Technology Education. There will still be two distinct degrees awarded in Water Technology and Wastewater Technology. Classes will also be elevated to the transferrable level, while adding two new electives. Many updates; reflected the new numbering of WTE courses.	Jacob Shiba

D.2.	ACTION: New Credit Courses - effective fall 2022									
	Subj	**Nmbr**	**Title**	**Impacts (Hours, Units, Titles)**	**Trnsf.**	**Dist. Ed.**	**Grade Basis**	**Open Entry/ Exit**	**Justification**	**Reqs.**	**Originator**
A.	AJ	88B	Basic Police Academy Module IB		No	No	G	No	Same police academy curriculum, just delivered in a better format for students, college, and local police agencies.	**Prerequisite:** Admission to the Police Academy; Prior completion of Police Academy Module II **Prerequisite/Concurrent:)**: AJ 88A	Ed Sprague

D.3.	ACTION: Credit Course Changes - effective fall 2022									
	Subj	**Nmbr**	**Title**	**Impacts (Hours, Units, Titles)**	**Trnsf.**	**Dist. Ed.**	**Grade Basis**	**Open Entry/ Exit**	**Justification**	**Reqs.**	**Originator**
A.	WTE	149	Calculations in Water/Wastewater Technology	Changed from WTE 50 to WTE 149		Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 50 to WTE 149, CB05, CB08, CB25, CB26, and work-based learning. Other minor updates.	No	Jacob Shiba

B.	WTE	152	Water Distribution Systems	Changed from WTE 52 to WTE 152, added WTE 149 completion/ concurrent enroll., removed WTE 50 prereq.	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 52 to WTE 152, updated description, CB05, CB25, SG21, work-based learning, added WTE 149 completion/concurrent requisite, removed WTE 50 prerequisite. Other minor updates.	~~Prerequisite: WTE 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149	Jacob Shiba
C.	WTE	153	Basic Plant Operations: Wastewater Treatment	Changed from WWT 52 to WTE 153, added WTE 149 completion/ concurrent enroll., removed WTE 50 prereq.	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WWT 52 to WTE 153, updated description, CB26, SG21, work-based learning, added WTE 149 completion/concurrent requisitee, removed WWT 50 prerequisite. Other minor updates.	~~Prerequisite: WWT 50~~ **Prerequisite: (Completion of, or concurrent enrollment in):** WTE 149	Jacob Shiba
D.	WTE	154	Basic Plant Operations: Water Treatment	Changed from WTE 54 to WTE 154, added WTE 149 completion/ concurrent enroll, removed WTE 50 prereq.	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 54 to WTE 154, updated description, CB05, CB25, CB26, SG21, work-based learning, added WTE 149 completion/concurrent requisite, removed WTE 50 prerequisite. Other minor updates.	~~Prerequisite: WTE 50~~ **Prerequisite: (Completion of, or concurrent enrollment in):** WTE 149	Jacob Shiba

E.	WTE	155	Wastewater Collection Systems	Changed from WWT 54 to WTE 155, added WTE 149 completion concurrent enroll. removedWTE 50 requisite.	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WWT 54 to WTE 155, CB05, CB25, CB26, SG21, work-based learning, added WTE 149 completion/concurrent requisite, removed WWT 50 prerequisite. Other minor updates.	~~Prerequisite: WWT 50~~ **Prerequisite: (Completion of, or concurrent enrollment in):** WTE 149	Jacob Shiba
F.	WTE	156	Intro to Electrical and Instrumentation Processes	Changed from WWT 56 to WTE 156, added WTE 149 completion concurrent enroll, removed WTE 50 requisite.	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed number WWT 56 to WTE 156, updated CB05, CB25, CB26, SG21, work-based learning, added WTE 149 completion/concurrent requisite, removed WWT 50 prerequisite. Other minor updates.	~~Prerequisite: WWT 50~~ **Prerequisite: (Completion of, or concurrent enrollment in):** WTE 149	Jacob Shiba
G.	WTE	158	Backflow Tester Training	Changed WTE 58 to WTE 158	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed WTE 58 to WTE 158, updated description, CB05, CB25, CB26, work-based learning, repeatability, other minor updates.	No	Jacob Shiba
H.	WTE	160	Public Works Management	Changed WWT 60 to WTE 160	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed WWT 60 to WTE 160, CB05, CB25, CB26, SG21, work-based learning. Other minor updates.	No	Jacob Shiba

I.	WTE	162	Cross Connection Specialist	Changed from WTE 62 to WTE 162	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 62 to WTE 162, CB05, CB25, CB26, SG21, work-based learning. Other minor updates.	No	Jacob Shiba
J.	WTE	164	Laboratory Analysis for Water/Wastewater	Changed WTE 64 to WTE 164, removedWTE 50, added recomm. prep WTE 154, removed WTE 50 recomm	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 64 to WTE 164, CB05, CB25, CB26, SG21, work-based learning. Added WTE 154 recommended prep., removed WTE 50 recommended prep. Other minor updates.	~~Recommended Preparation: WTE 50~~ Recommended Preparation: WTE 154	Jacob Shiba
K.	WTE	166	Motors, Pumps, and Hydraulics	Changed WTE 66 to WTE 166, Added WTE 149 completion/ concurrent or WTE 152 recomm. prep option, removed WTE 50	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WTE 66 to WTE 166, CB05, CB25, CB26, XB09, SG21, work-based learning. Added WTE 149 completion/concurrent or WTE 152 recomm. prep option, removed WTE 50 prerequisite. Other minor updates.	~~Prerequisite: WTE 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149 or Recommended Preparation: WTE 152	Jacob Shiba
L.	WTE	197	Water Technology Education Topics	Changed from WTE 97 to WTE 197	Yes	G/P/NP	No	Subject matter for topics classes will vary from year to year and will be chosen based on relevant and timely information related to the water industry. Regardless of topic, classes will consist of a high level of cognitive, affective, and psychomotor outcomes. Students will learn through lectures, readings, research, report writing, and presenting. Changed from WTE 97 to WTE 197, CB05, CB25, CB26, SG21, work-based learning. Other minor updates.	No	Jacob Shiba

M.	WTE	263	Advanced Plant Operations: Wastewater Treatment	Changed from WWT 64 to WTE 263, added WTE 153 prerequisite	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed from WWT 64 to WTE 263, CB05, CB25, CB26, SG21, work-based learning, added WTE 153 prerequisite. Other minor changes.	Prerequisite: WTE 153 Jacob Shiba
N.	WTE	272	Water Distribution II	Changed WTE 72 to WTE 272, changed WTE 52 prerequisite to WTE 152 prerequisite	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed WTE 72 to WTE 272, CB05, CB25, CB26, SG21, work-based learning, changed WTE 52 prerequisite to WTE 152 prerequisite.	~~Prerequisite: WTE 52~~ Jacob Shiba Prerequisite: WTE 152
O.	WTE	274	Advanced Plant Operations: Water Treatment and Reclamation	Changed WTE 74 to WTE 274, changed WTE 54 prerequisite to WTE 154 prerequisite	Yes	G/P/NP	No	This course, along with all current courses in Water Technology, are currently non-transferrable. Many of our students are seeking higher degrees and our current non-transferrable courses will limit students already in the program and deter prospective students from entering the program. The concepts and calculations in this course require a high level of understanding, application, analysis and evaluation. Changed WTE 74 to WTE 274, CB05, CB25, CB26, SG21, work-based learning, changed WTE 54 prerequisite to WTE 154 prerequisite.	~~Prerequisite: WTE 54~~ or Jacob Shiba WTE 154

D.4. ACTION: Requisites - effective fall 2022
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2022

	Course Number		Course Title	
A.	AJ	85	Police Academy Preparation	Prerequisite: Admission to the Police Academy; Prior completion of Police Academy Module II Prerequisite/Concurrent:): AJ 88A
B.	WTE	152	Water Distribution Systems	~~Prerequisite: WTE 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149
C.	WTE	153	Basic Plant Operations: Wastewater Treatment	~~Prerequisite: WWT 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149
D.	WTE	154	Basic Plant Operations: Water Treatment	~~Prerequisite: WTE 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149
E.	WTE	155	Wastewater Collection Systems	~~Prerequisite: WWT 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149
F.	WTE	156	Intro to Electrical and Instrumentation Processes	~~Prerequisite: WWT 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149
G.	WTE	164	Laboratory Analysis for Water/Wastewater	~~Recommended Preparation: WTE 50~~ Recommended Preparation: WTE 154
H.	WTE	166	Motors, Pumps, and Hydraulics	~~Prerequisite: WTE 50~~ Prerequisite: (Completion of, or concurrent enrollment in): WTE 149 or Recommended Preparation: WTE 152
I.	WTE	263	Advanced Plant Operations: Wastewater Treatment	Prerequisite: WTE 153
J.	WTE	272	Water Distribution II	~~Prerequisite: WTE 52~~ Prerequisite: WTE 152
K.	WTE	274	Advanced Plant Operations: Water Treatment and	~~Prerequisite: WTE 54~~ or WTE 154

February 16, 2022 Curriculum Committee Actions

	Course Number		Course Title
	D.5. ACTION: Distance Education - effective fall 2022		
	The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2022		
A.	WTE	149	Calculations in Water/Wastewater Technology
B.	WTE	152	Water Distribution Systems
C.	WTE	153	Basic Plant Operations: Wastewater Treatment
D.	WTE	154	Basic Plant Operations: Water Treatment
E.	WTE	155	Wastewater Collection Systems
F.	WTE	156	Intro to Electrical and Instrumentation Processes
G.	WTE	158	Backflow Tester Training
H.	WTE	160	Public Works Management
I.	WTE	162	Cross Connection Specialist
J.	WTE	164	Laboratory Analysis for Water/Wastewater
K.	WTE	166	Motors, Pumps, and Hydraulics
L.	WTE	197	Water Technology Education Topics
M.	WTE	263	Advanced Plant Operations: Wastewater Treatment
N.	WTE	272	Water Distribution II
O.	WTE	274	Advanced Plant Operations: Water Treatment and Reclamation

Item E. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective Spring 2022:

	Subj	Nmbr	Title	Dist.	Originator
	E.1. ACTION: Distance Education and Course Reviews				
	The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2022.				
A.	ACS	101	Intercollegiate Softball	Yes	Lacey Craft
B.	ACS	110A	Intercollegiate Basketball	Yes	Lacey Craft
C.	ACS	125	Intercollegiate Soccer	Yes	Lacey Craft
D.	ACS	130	Intercollegiate Volleyball	Yes	Lacey Craft
E.	ACS	135	Intercollegiate Swimming and Diving	Yes	Lacey Craft
F.	ACS	140	Intercollegiate Water Polo	Yes	Lacey Craft
G.	ACS	145	Intercollegiate Football	Yes	Lacey Craft
H.	ACS	150	Intercollegiate Wrestling	Yes	Lacey Craft
I.	ACS	155	Intercollegiate Baseball	Yes	Lacey Craft
J.	ACS	165	Intercollegiate Track and Field	Yes	Lacey Craft
K.	ACS	180	Intercollegiate Sand Volleyball	Yes	Lacey Craft
L.	AIS	140	The Original Californians	Yes	Patricia A. Dixon
M.	AIS	150	American Indian Philosophy and Religion	Yes	Patricia A. Dixon
N.	AMS	100	American Culture and Identity	Yes	Seth SanJuan
O.	AMS	105	American West: Images and Identities	Yes	Seth SanJuan
P.	ANTH	220	Advanced Archaeological Surveying	Yes	James D. Eighmey
Q.	AODS	298L	Directed Field Experiene I	Yes	James Fent
R.	BUS	155	Marketing	Yes	Mary Cassoni
s.	CFT	133A	Guitar Technician I/Set-Up	Yes	Jennifer Anderson
T.	CFT	133B	Guitar Technician II/Major Repair	Yes	Jennifer Anderson

	Subj	Nmbr	Title		Originator
U.	CFT	159B	Chair and Tables/Prototype Construction II	Yes	Jennifer Anderson
V.	COUN	148	Managing Stress and Well-Being	Yes	ThomasV. Ventimiglia
W.	DBA	130	Radio Production	Yes	Wendy Nelson
X.	DNCE	147	Repertory	Yes	Margaret M. Faulkner
Y.	EME	210	Hospital Clinical Experience	Yes	Sarah DeSimone
Z.	ENG	202	Critical Thinking and Composition	Yes	Leanne M. Maunu
AA.	HE	100L	Health Performance Lab	Yes	Lacey Craft
BB.	KINE	105	Cardio Conditioning Applications	Yes	Lacey Craft
CC.	KINE	128A	Wellness Modalities- Cardio	Yes	Lacey Craft
DD.	KINE	128B	Wellness Modalities-Muscular	Yes	Lacey Craft
EE.	KINE	128C	Wellness Modalities- Functional	Yes	Lacey Craft
FF.	KINE	135A	Beginning Swimming	Yes	Lacey Craft
GG.	KINE	135B	Intermediate Swimming	Yes	Lacey Craft
HH.	KINE	135C	Advanced Swimming	Yes	Lacey Craft
II.	KINE	150A	Beginning Weight Training	Yes	Lacey Craft
JJ.	KINE	150B	Intermediate Weight Training- Strength Training for Total Fitness	Yes	Lacey Craft
KK.	KINE	150C	Advanced Weight Training- Power Lifting and Plyometrics Training	Yes	Lacey Craft
LL.	MATH	100	Exploring Mathematics	Yes	John Harland
MM.	MUS	159	Musical Theatre Orchestra	Yes	Ellen Weller
NN.	PHOT	209	Photographic Portfolio	Yes	Amy Caterina
OO.	READ	197	Reading Topics	Yes	Katy Farrell

Item F. from BoardDocs Agenda

F.1. ACTION: Credit Course Technical Corrections - Retract the following credit course deactivations. The courses will remain active.										
	Subj	Nmbr	Title	Impacts	Trns f.	Dist. Ed.	Grade Basis	Open Entry/ Open Exit	Justification	Reqs.	Originator
A.	AP SC	701	Introduction to the Sound and Communication Trade	No			G/P/NP	No	Course to remain active		Jason Jarvinen
B.	AP SC	702	Electrical Theory and Practices DC	No		Yes	G/P/NP	No	Course to remain active		Jason Jarvinen
C.	AP SC	703	Electrical Theory and Practices AC	No		Yes	G/P/NP	No	Course to remain active		Jason Jarvinen
D.	AP SC	704	Semiconductor Electronics	No		Yes	G/P/NP	No	Course to remain active		Jason Jarvinen
E.	AP SC	705	Introduction to Digital Electronics and Signaling Devic	No		Yes	G/P/NP	No	Course to remain active		Jason Jarvinen
F.	AP SC	706	Management/Alarms/Codes/Circuits	No		Yes	G/P/NP	No	Course to remain active		Jason Jarvinen

EXHIBIT 3

February 28 2022							
Name	Division	Department	Committee/ Council requested	Position	How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism?	What are the knowledge, skills, and abilities you will bring to this committee?	Action: Confirm
Wendy Metzger	MSE	Mathematics	AB 705 Support Subcommittee	Faculty, Math (22-23)	Through Palomar, I have participated in Black Minds Matter training, Critical Race Theory book club, Becoming HSI book club, and Grading for Equity book club. I will apply what I learned to my work with this committee.	I served on the previous version of this committee.	
Elena Villa Fernandez de Castro	L&L	World Languages	Curriculum C.	Faculty, L&L (19-22)	I can contribute with my experience as a Hispanic and Spanish speaking member of the College.	I will contribute with my knowledge and I am ready to learn any new things needed to support the committee.	
Gina Sanders	MSE	Mathematics	AP5140	Faculty Advisor	By considering the request impartially	Mathematics Professor	
David Linenberger	SBS	Kinesiology	AP5140	Faculty, Kinesiology	I treat all humans equally. We are all creatures of God.	You are looking for a Kinesiology specialist. I have a Master's Degree in Kinesiology and over 35 years coaching and working in the field.	

EXHIBIT 4

Credit for Prior Learning Coordinator Applicant Statements

Candace Rose
Dear Faculty Senators,

Please consider my application for the Credit for Prior Learning Coordinator position. I have served in this role for the past two years and would like to continue as the CPL Coordinator to further develop our CPL program at Palomar College. My goal is to make CPL even more equitable and accessible to our students, validating prior training and knowledge gained through work and military experience, and saving students time and money as they pursue their degrees.

Goals for the coming years:
- Increase student awareness of CPL
- Collaborate with counselors to make the student CPL experience even more streamlined
- Implement the Military Articulation Platform (MAP) at Palomar, and identify more CPL course opportunities for our military students
- Continue to work with faculty and guide them through the CPL course eligibility process
- Refine and improve our CPL petition eForm process for faculty and students
- Continue to collaborate and share best CPL practices with CCCCO and ASCCC and other CCCs across the state
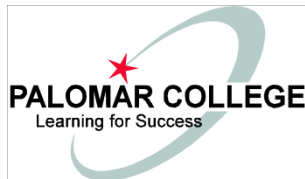
Sincerely,

Candace Rose

EXHIBIT 5

SLO Co-Coordinator Applicant Statements

<u>Mark Bealo</u>
I am interested in being selected to continue in the SLO Co-coordinator position.

We have made tremendous progress this year in getting SLO assessments updated, cleaning up the Nuventive database, refining our processes and streamlining the GE/ILO assessments. I am willing to serve in this capacity again to continue our efforts and progress.

I have been the SLO Facilitator for the Graphic Communications department since the facilitator positions began. I have extensive experience with SLO assessments and have created various training tools and guides for the faculty in the GC department.

EXHIBIT 6

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Cindy Anfinson				**Date:** 2/10/2022		
Proposed Name of Requested Group: AB 705 Support Subcommittee						
	Council		**Committee**	X	**Subcommittee**		**Task Force**
Action Requested:		**Add**		**Delete**	X	**Change**

Role:
The AB 705 Support Subcommittee will review, research, improve, and implement all facets pertaining to AB 705 (aka Equitable Placement and Completion) at Palomar College.

Responsibilities:
- Promote discussion, understanding, and analysis of AB 705 compliance and its impact.
- Evaluate ongoing research connected to AB 705, including disaggregated student success data in English, math, and ESL courses.
- Research, identify, and recommend best practices for pedagogy and other opportunities to meet the needs of underserved students as pertains to AB 705. There will be a focus on support to assist students in completing math and English in the first year and ESL in the first three years.
- Identify and recommend non-curricular support activities for disproportionately impacted and underprepared students.
- Review, plan, and update all communication to students regarding AB 705. This includes advising information, website information, text messaging, Canvas messaging, onboarding (application, placement, orientation, etc.), etc.
- Provide analysis and recommendations to the Equity, Education, and Student Success Council (EESSC) to include in the Equity Plan.

Products:
- Increase awareness of and involvement in underserved students' instructional and non-curricular needs in relation to AB 705.
- Provide recommendations to EESSC regarding the Equity Plan's ability to fund and support AB 705 related activities for faculty, staff, and students.
- Implement solutions related to AB 705 implementation and operational issues.
- Create and enact a campus-wide communication plan to disseminate AB 705 information to students that is clear, consistent, thorough, and accurate.

Reporting Relationship: Faculty Senate and the Equity, Education, and Student Success Council (EESSC)

Meeting Schedule: Second Thursday of the month from 2:30 p.m. to 4:00 p.m.

Chair: Faculty member elected by the subcommittee

Members
- 4 Faculty members from Literature & Languages, with at least: 1 representative from English, 1 representative from Reading and 1 representative from ESL, appointed by Faculty Senate
- 3 Faculty members from Math, appointed by Faculty Senate
- 1 Faculty, at-large, appointed by Faculty Senate
- 1 Faculty, DRC, appointed by Faculty Senate
- 1 Faculty, Counseling, appointed by Faculty Senate
- 1 Classified from either Tutoring or Assessment, appointed by CCE
- 1 Dean from EITHER Literature & Languages OR Math, Sciences, & Engineering, appointed by Vice President, Instruction
- Director of Enrollment Services, or designee
- Director of Research & Planning, or designee
- Manager, ~~Teaching Learning Center~~Palomar Promise and College Access Programs

EXHIBIT 7

AB705 Imrovement Plan needs AS President Approval

Menchaca, Patricia <pmenchaca@palomar.edu>

Mon 2/14/2022 7:26 AM

To: Versaci, Rocco L. <RVersaci@palomar.edu>

Cc: Kahn, Jack S. <jkahn1@palomar.edu>

📎 1 attachments (319 KB)

2.AB 705 Improvement Plans Form-Working Draft 2.11.2022.pdf;

Good morning, Rocco.

I hope this email finds you well. I have attached the draft of the AB705 Improvement plan that is in need of Senate President and Governing Board Approval. We were hopeful that you would be able to fit this into your February 21st agenda; however, that falls on a holiday. I understand this request is very last minute but is there any hope this can be added to today's agenda? If so, I wanted to draw attention to a few items to ensure transparency and understanding of the document.

1. Based on the data submitted to the chancellor's office, the college is only required to complete section A. The other sections do not apply and therefore, we must leave them blank.
2. We are required to complete section A which asks if we plan to commit to initiatives/processes on the checklist. There is no required commitment to agree to them. We are simply indicating if they are part of our plan. As you can see in the document, we have committed to all but two items as these are still pending decisions. The two are listed below. If the senate were to approve this document today it would be doing so without these questions answered, but again, they are not required. For question A5, I anticipate the answer to be a 'no' because the success rates are generally high and there may be no apparent need to add more units to student requirements. This of course, will be up to the faculty so we need to await a response. For question A7, I anticipate the answer to be a 'yes' but am waiting on the official commitment from the Vice President of Student Services.

A5: The college will develop corequisite or enhanced courses to support student in transfer-level coursework:

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

A7: Does the college plan to:

[ ] Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc

As a reminder, the document was completed with input from the AB705 subcommittee, a standing committee of the Academic Senate, and completed largely by the committee's faculty chair.

Again, I apologize for the last-minute request. I hope the body is willing to consider a quick addition to today's agenda. If not, would February 28th be an option?

Sincerely and respectfully,

Patricia Menchaca, M.S.
Dean, Mathematics, Science and Engineering
Palomar College
1140 W. Mission Rd.
San Marcos, CA 92069
(760) 744-1150 ext. 2254

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan <u>does not require</u> the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (https://visionresourcecenter.cccco.edu/) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

Link: Improvement Plan Form (for reference only)

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

AB 705 Improvement Plans Data Addendum Template

Once you complete and submit this form, Chancellor's Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

Glossary of Terms

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: Palomar Community College District

College: Palomar College

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, *__all colleges__* should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[ ] Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[**X**] Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

[ ] Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

[ ] A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

[ ] B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

[**X**] The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

[X] Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

[X] Guided placement, including self-placement, does not "incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment" or "request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys."

[X] For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs "with specific requirements that are not met with transfer-level coursework".

[X] The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

[X] for English

[X] for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

[X] for Statistics and Liberal Arts Mathematics (SLAM) math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

Commented [AC1]: check only if they have plans to offer coreq or enhanced sections (BUS 204, Psyc/Soc 205, or IT 108)

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

[X] for English

[X] for BSTEM

math

[X] for SLAM math

[ ] for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

[X] Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

[X] Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

[X] Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

[X] Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

[X] Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

[X] Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

[X] Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype- threat.

[X] Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

[X] Other practices as described in the following. - Write In:
- Integrated ESL placement in the online Palomar application
- Converting corequisite courses to enhanced courses for English and math

Part B

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

[ ] Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

[ ] Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

[ ] Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

[ ] Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

[ ] Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

[ ] Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Commented [AC5]: we do not need to fill in Part B

[ ] Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

[ ] Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

[ ] Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in "certificate or degree programs with specific requirements that are not met with transfer-level coursework".

[ ] Other practices as described here - Write In:

_____

Part C. Data Addendum Template

Part C of the Improvement Plan requires completion of the Data Addendum Template.
You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

AB 705 Improvement Plan Data Addendum Form

9) Complete and attach the Improvement Plan Data Addendum Template.

> **Commented [AC6]:** We do not need to fill in Part C bc we selected Option 2.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: Dr. Star

Last Name: Rivera-Lacey

Title: President/Superintendent

Email Address: sriveralacey@palomar.edu

Phone Number: 760-744-1150 x2106

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: Dr. Jack

Last Name: Kahn

Title: Assistant Superintendent/Vice President Instructional Services

Email Address: jkahn1@palomar.edu

Phone Number: 760-744-1150 x3216

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: Dr. Rocco

Last Name: Versaci

Title: Professor, English, Faculty Senate President

Email Address: rversaci@palomar.edu

Phone Number: 760-744-1150 x2971

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

EXHIBIT 8

Part-Time Emeritus Status: Examples

College	Eligibility	Benefits
MiraCosta	● A minimum of thirty semesters (30) of part-time service to the district. For purposes of this policy, there are three (3) semesters per year–fall, spring, and summer. ● A sustained commitment to the college and its welfare as evidenced by significant and meritorious college service outside the individual's primary responsibility, including committee work and/or other services verifiable by Academic Senate or department records.	● MiraCosta College email account ● Access to the college library ● Discounts on computer purchases through Academic Information Services ● One-time supply of retiree business cards, if desired ● Four tickets per year to athletic, performing arts, or scholarly functions
San Joaquin Delta	● provided a minimum of 20 years of service to the District; ● exhibited a sustained record of exemplary service; and ● provided extensive leadership and/or service to the District or in the realm of local, state, regional or national professional associations.	● retain the title of their position upon retirement, and shall continue to be listed as an emeritus manager or faculty in relevant College publications until their death. ● Emeritus managers or faculty shall be eligible to participate in commencement ceremonies and receive the same privileges of access to campus events and facilities as full time employees (athletic contests, cultural and artistic performances, social events).

NOT OFFERED		
College	**Eligibility**	**Benefits**
Palomar	FT Only	
Cuyamaca	FT Only	