



FACULTY SENATE MEETING

March 7, 2022

EXHIBITS



Minutes of the
MEETING OF THE FACULTY SENATE
February 28, 2022

APPROVED

PRESENT: Eduardo Aguilar, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, 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, David Williams (ASG), Reza Wrathall, Anastasia Zavodny

ABSENT: Jason Jarvinen

GUESTS: Cindy Anfinson, Michelle Barton, Fabienne Chauderlot, Roberto Gonzalez, Barbara Hammons, Billieanne McLellan, Patricia Menchaca, Veronica Ogata, Kartik Raju, Elyse Real, Candace Rose, William Turini, Maria Villagomez, Ann Wright

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

Senate Vice President Jenny Fererro announced that nominations for the Palomar College Empowered Women Award are being accepted up until March 3. Nominations are open to anyone who has exemplified Diversity, Equity, Inclusion and Antiracism leadership at Palomar, and supported other women in education and in the community. Nominations can be submitted here: <https://docs.google.com/forms/d/e/1FAIpQLSeTO2kZWtxEb4X6TaNCRXuvVPNjFb0jkP-nyN-d4nBYm8x-Nw/viewform>

Senate Secretary Molly Faulkner announced Performing Arts season is in full swing this semester with many exciting events. For the full line up, go to www.palomarperforms.com

Senator Alyssa Vafaei encouraged Senators to sign up for the Haben Girma event on March 14. There are still seats available to attend in person and the event can be viewed using ZOOM webinar. Click here for more information: <https://www2.palomar.edu/pages/drc/haben-girma/>

Senator Alex Doyle Bauer said all library locations are now open Monday through Thursday after hours and on weekends. She also mentioned that study spaces are now available to students.

ANNOUNCEMENTS – No announcements

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES

Motion 1 MSC: Towfiq/Faulkner

Faculty Senate approval of meeting minutes dated February 14, 2022 as amended (see Exhibit 1).

The motion carried.

ACTION

A. Curriculum

Motion 2 MSC: W. Nelson/Laughlin

Faculty Senate approval of actions taken at the February 16, 2022 Curriculum meeting (see Exhibit 2).

The motion carried.

Senator and Curriculum Co-Chair Wendy Nelson said she will be sending out information soon about upcoming Curriculum trainings and drop ins.

B. Committee Appointments

Motion 3 MSC: Zavodny/Towfiq

Faculty Senate approval of the slate of committee confirmations (see Exhibit 3).

Nay: Lawrence Lawson

The motion carried.

AB705 Support Subcommittee – **Wendy Metzger**, Faculty, Math (22-23)
Curriculum Committee – **Elena Villa Fernandez de Castro**, Faculty, L&L (19-22)
AP5140 – **Gina Sanders**, Faculty, Math
AP5140 – **David Linenberger**, Faculty, Kinesiology

C. Selection of Credit for Prior Learning Coordinator

Motion 4 MSC: W. Nelson/Laughlin

Faculty Senate approval of the selection of Candace Rose for Credit for Prior Learning Coordinator for a two-year term (see Exhibit 4).

The motion carried.

Credit for Prior Learning Coordinator – **Candace Rose**

D. Selection of Student Learning Outcomes Co-Coordinator

Motion 5 MSC: Laughlin/Towfiq

Faculty Senate approval of the selection of Mark Bealo for one of the Student Learning Outcomes Co-Coordinator positions (see Exhibit 5).

Nay: Lawrence Lawson

The motion carried.

Student Learning Outcomes Co-Coordinator – **Mark Bealo**

INFORMATION ITEMS

A. AB705 Senate Subcommittee Governance Change (see Exhibit 6)

Cindy Anfinson explained that one of the requested changes is adding a classified staff member from either Tutoring or Assessment and added past experiences showed this representation on the committee was valuable. The second change was a simple change of title for the manager of the Teaching Learning Center, Deborah Avila. Her new title is Manager of Palomar Promise and College Access Programs.

Motion 6 MSC: Faulkner/Towfiq

Faculty Senate approval to move back into Action.

The motion carried.

Motion 7 MSC: Faulkner/Towfiq

Faculty Senate approval of the proposed changes to the AB705 Senate Subcommittee Governance Change (see Exhibit 6).

The motion carried.

B. AB705 Improvement Plan Review (see Exhibit 7)

Cindy Anfinson reviewed the exhibit and explained the work that is currently being done. Senator Lawrence Lawson asked Anfinson to further explain the level of support for integrating ESL placement into the online Palomar application and said that ESL has been asking for this change for quite some time. Anfinson replied that both Nimoli Madan and Tracy Fung have been working on this and the committee understands how extremely important this is for ESL students. Dean Patricia Menchaca said this has been an ongoing issue for some time but said conversations are taking place and Palomar is committed to work through it now. Dean Machaca added that it will be a matter of meeting with Kendyl Magnuson to help get the process going and the work needed can be done with people in place now meaning no new hires are required to make this happen.

Senator and Curriculum Co-Chair Wendy Nelson asked what will be done with all the courses that have prerequisites. Dean Menchaca said they are having conversations with the Articulation Officer (Ben Mudgett) now. Palomar has been asked to wait for more direction from the Chancellor's Office because there are some inconsistencies between AB705 and Title V with respect to prerequisites. While waiting for that additional guidance, conversations with Mudgett are occurring in regard to courses that could be acceptable in the absence of those and helping direct different disciplines' faculty to other courses.

Senator Susan Miller addressed the support course issue for Behavioral Science Statistics. The course is already four units and the department has asked to reinstitute tutoring since that was a good avenue of support for students which resulted in more student success. Senator Miller's inclination is strengthening tutoring rather than adding more units and support courses.

Motion 8 MSC: Faulkner/Towfiq

Faculty Senate approval to move back into Action.

The motion carried.

Motion 9 MSC: Faulkner/Fererro

Faculty Senate approval of the AB705 Improvement Plan (see Exhibit 7).

The motion carried.

C. Part-time Faculty Equity Update (see Exhibit 8)

Senator Anastasia Zavodny said part-time faculty equity and inclusion work kicked off in earnest in Fall of 2020 with a survey of the faculty. From those findings, Faculty Senate's designated workgroup began working to close gaps. One of the first accomplishments was standardizing a naming convention for part-time faculty to mirror full-time faculty. The titles are adjunct assistant professor, adjunct associate professor and adjunct professor. A department by-laws template was created for departments to use and its use is strictly optional. A mentoring program for part-time faculty was created and will be launched shortly by Professional Development. Palomar now has a formal process in the works to recognize part-time faculty for years of service to Palomar and providing service pins is in the works as well. Senate has adopted a resolution for equity within shared governance opportunities for part-time faculty.

Senator Zavodny said much part-time equity and inclusion work is occurring now statewide including ASCCC's work. Work is also being done by PFF to close the gaps in terms of pay for part-time faculty. A Part-time Parity Project is occurring this semester as well.

Senator Will Dalrymple said the faculty survey done in Fall 2020 showed adjunct faculty were looking for greater appreciation and acknowledgement. The workgroup has been discussing emeritus status for part-time faculty and would recommend Palomar offer it. Senator Dalrymple shared an exhibit showing two other community colleges emeritus programs that include part-time faculty (see Exhibit 8).

Senator Susan Miller spoke in support of an emeritus program for Palomar's part-time faculty saying it shows respect and appreciation for dedication and commitment to Palomar College.

President Versaci said this matter will be further explored and discussed this semester at Faculty Senate.

D. Support for Probationary Faculty

Senator and TERB Coordinator Lawrence Lawson said a conversation started in TERB around the evaluation process and a need for a first semester pedagogy or andragogy seminar course for new probationary faculty. This came up because some probationary faculty felt unprepared for the teaching part of their career. Some also say they didn't feel supported by their tenure and evaluation committee for the teaching portion. Some ideas that came out of TERB to offer more support included a 20% load in the first semester for either an intentional intervention for pedagogy or andragogy or an actual course, some PD linked workshops, and institutional wide reaching support for first semester probationary faculty members for that specific piece of the evaluation process.

Senator and EEDCC Co-Chair Eduardo Aguilar supported Lawson's comments and added he would like to see an evaluation of the tenure process from an equity perspective. He is personally going through the tenure process and sees equity issues. He has been told by colleagues, also probationary, that they feel some equity issues exist as well.

Senator Sergio Hernandez agreed with Senator Lawson's comments and added that the technical knowledge is there but there is definitely a learning curve with all the software especially for all new faculty.

Senator and Distance Education Coordinator Erin Hiro said she receives positive feedback from faculty who complete the POET training and some even say they wish there was some similar training available for ground classes. Senator Hiro would like to see both online and in-person training involved. She supports both a 20% training load idea for new faculty along with some type of mentoring program.

Senator Zavodny said she thinks a "center" on campus similar to TLC where fostering teaching excellence can occur would be good. This place could become an innovative workspace where faculty can come to learn, mentor or be mentored or just exchange ideas.

Senator and Curriculum Co-Chair Wendy Nelson said the Guided Pathways team has been working on an online course called PETAL (Palomar Excellence in Teaching & Learning) to support Pillar IV which is to ensure learning. The course focuses on universal design and the team hopes to have it done by June.

Senator Lawson thanked everyone for their support and asked everyone to email additional comments and feedback to him. He said everyone has seen with the pandemic, the students' education and preparedness for going fully remote has been inequitable and feels Palomar has tried its best as an institution to help students be more successful in online courses. The same has not happened for faculty though said Lawson, specifically probationary faculty who may be facing some of those similar and equitable issues in teaching online. In some cases, support for faculty members needed to reach the same level but in some instances that support with teaching online was not there which impacted some faculty along with their evaluations. Lawson said EEDCC is specifically tasked as part of Faculty Senate to look at TERB processes from an equity perspective. Lawson said this is his last semester as TERB coordinator so this analysis needs to occur this semester so TERB can have good guidance for the incoming TERB Coordinator. TERB will be bringing people together through EEDCC to begin having conversation now before the fall semester begins and another year of evaluations begin.

E. Accreditation Steering Committee Co-Chair – Tabled.

F. Better Know a Trustee

Trustee Kartik Raju thanked Senators for the invitation to Faculty Senate. He began by saying he has always had a passion for education and is a lifelong learner. He is an electrical engineer and has worked in software for about 18 years with a focus on technical program management and product management. He also has a passion for music production. His current focus for Palomar is increasing enrollment, continued financial stability and supporting the equity DEI accessibility work with universal design being done at the school. He has also worked on expanding his understanding of operations and how that can allow him to provide the best support possible from the policy side. The goal is to ensure that Palomar is able to provide the community with the best educational opportunities possible. He said he felt warmth and support from the entire Palomar community and is very excited about being part of the Comet family.

Senator Alyssa Vafaei thanked Trustee Raju for coming to various DRC hosted events. She said that DRC students often share they feel invisible on campus and it meant a lot for them to see him there. It's very impactful and uplifting for all students, faculty, staff and administrators to see him there as well. Trustee Raju said it's a good fit for him especially since he personally used a DRC program while attending college himself and DRC does amazing work.

Senator Eduardo Aguilar thanked Trustee Raju for being at Palomar College and being part of many events on campus. Trustee Raju said it's a good fit for him since his own personal values are aligned with the College's. He said it's good to have an environment at Palomar that is so welcoming and also focused on providing support, equity and diversity to the entire community.

Senator Lawson asked Trustee Raju what he sees as a major concern for Palomar moving forward and what ideas does he have to address those concerns. Raju said he is focused on a few things at the moment and is gaining more understanding of how Palomar can do better in those areas. One issue is improving enrollment and he thinks that providing better access or student experiences in the actual enrollment process is needed. Reducing manual efforts on both faculty and others to get students through that process and make it more streamlined and easier is important. His second concern right now is to better provide not only an excellent educational experience but also a diverse experience. More diverse classes in performing arts for example, will result in a more rounded education for students. A part of education is discovery and understanding who you really are or where you want to go. Providing these diverse opportunities supports the discovery. Raju said that learning face-to-face has a different impact on students' lives and that is really the best way to learn for most people.

Senator and PFF Co-President Teresa Laughlin commented that pre-COVID, there was a lot of contraction with classes in general and with COVID, this has been exacerbated. Performing Arts as well as other departments have experienced this contraction and yet the departments are held harmless with a new floor coming down the pike. In terms of policy, is the Governing Board going to be more encouraging of the administration to allow lower class enrollments to go or even adding to the class course catalog or schedule? Trustee Raju said that if Palomar has the means, then that is something to work out with the administration. From a policy point of view and speaking for himself only, he would encourage more enrollment and more classes and to have this expansion ready.

Senator Aguilar said that Palomar has adopted AP3000 to ensure all employees receive equity training but asked Trustee Raju what else he thinks can be done to get the College educated on what equity really means and efforts synchronized. Trustee Raju said that having more events like the Social Justice Convening event helped him personally open his eyes to aspects of inequity that he wasn't even aware of and also gave him a better overall understanding. The event provided a very focused approach that really spoke to people about individual experiences that others had, and then talked about those experiences.

David Williams, ASG Student Representative asked Raju how students and faculty can support equity together. Trustee Raju said creating a safe environment for students to be open with faculty about their own experiences on campus is important.

Senator Ben Mudgett thanked Trustee Raju for supporting Palomar College's PRIDE proclamation. Senator Mudgett invited Raju to attend a meeting of the San Diego Imperial Queer Alliance group who meets once a month.

President Versaci thanked Trustee Raju for coming to the meeting, attending school events and fostering connections here at Palomar.

REPORTS

ASG (Mouawad) – No report.

President (Versaci)

First, welcome back to everyone who is teaching a face-to-face class this semester; it's been nice to have to look for a parking space and seeing faculty, staff, administrators, and—above all—students milling around campus.

Building on our conversation in Senate on 2/14 regarding Fall '22 planning, several of us met with VP Kahn to discuss various incentives to get students back on campus. Suggestions ranged from specific incentives like bookstore credit to more general (and impactful) disincentives like a difficult enrollment process and unexciting marketing/messaging.

Jenny and I also had our monthly meeting with President Rivera-Lacey, where these same topics were covered. In addition, we discussed the changes to the faculty hiring procedures and are waiting to hear back on the plan to remove all references to faculty hiring from AP 7120, save for a statement that refers the reader to the Faculty Hiring Procedures (modeled after the statement in AP 4022 – Curricular Matters). We are hoping to resolve this in March and bring the latest revision of the Faculty Hiring Procedures to the Senate for ratification.

College Council (Versaci) - The College Council met on Friday, February 25 (before Senate but after reports were due).

Equity, Education, & Student Success (EESS) Council (Versaci)

The EESSC next meets on Friday, March 4.

Institutional Effectiveness, Planning, and Fiscal Stewardship (IEPFS) Council (Bongolan) – No report.

Employees, Community, & Communications (ECC) Council (Ferrerro) - ECC Council will meet next on March 4.

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

PFF (Laughlin)

We are really open for EDUCATION! Some of us are back on campus and, although quieter than we are used to, it is really nice to be back. Starting the first three weeks online was a bit of a struggle, but here we are. The accreditation visit is next week. It will be via Zoom, which is unfortunate because our campus looks more beautiful than ever.

I have been actively involved in the shared governance and union meetings including:

- CFT Committee meetings via Zoom on various topics including vaccine and mask mandates, part-time health, and other equity issues.
- Special Governing Board Meeting 2/15/22:
 - The main discussion was accreditation and the preparation for it.
- Campus shared governance meetings:
 - Faculty Senate
 - College Council
 - TERB
 - Budget
 - Benefits
- Interaction with members: I have had with several individual meetings with members regarding various concerns.
- 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 Board members: We meet monthly with each Trustee to keep the lines of communication open.
- Meetings with Dr. Star Rivera-Lacy to discuss fall 2022 planning.
- We have several special projects we are working on including the pay project and part-time equity project which require many meetings.

We continue to work for the interests of our members. An injury to one is an injury to all!

Educators for Equity, Diversity, and Cultural Consciousness – EEDCC (Aguilar/Sadat Ahadi) – No report.

Accreditation (Meehan) – No report.

Distance Education (Hiro)

The DE Committee met Feb. 16 to consider the following programs and whether to recommend the ATRC purchase them for use by faculty.

- Pronto: Committee members recommended not purchasing Pronto at this time as there are other free options that provide the same services.
- Pisces: Committee members recommended not purchasing Pisces at this time as there are other free options that provide the same services.
- Chegg: Committee members recommended not suggesting Palomar sign up for an official account as instructors can do this on their own to see if their quizzes are being used in the application.
- The committee opted to continue modifying a tools approval form in conjunction with the ATRC to streamline the approval process.
- The DE Committee looked at the newly created Canvas Access Guidelines and members of the committee expressed frustration with the guidelines not being enough to stop the trend of part-time instructors losing Canvas course work with little notice. They asked the DE Coordinator to reach out to the Senate and PFF to work together on this issue. They have not approved the guidelines to send to the senate.

Rough draft of the guidelines:
Canvas Course Cancellation Guidelines

Background: Part-time faculty approached the Senate on Jan. 31 with two complaints. First, they were not given enough notice about the cancellation of a course to move any content out of the course. They often lose the content or must work with ATRC to try and get it back. Second, when their course was not canceled but reassigned to another professor who needed it for load, the content the adjunct professor had put into the class remained in the Canvas shell and was sometimes used by another professor without their permission.

The Distance Education Committee recommends the following to address these problems.

Problem 1: Class Cancellations

- When a class is canceled in People Soft, usually by the department ADA, it automatically drops the Canvas shell. The ATRC said it is difficult, and sometimes impossible, to recover the content.

Possible solution:

- It can be solved at the department level if the department chair gives the professor warning that the class is going to be canceled. Usually, department chairs know at least one but often two weeks in advance that the course is in danger and should warn the faculty of possibility.
- Can we determine a detailed warning time before classes are cancelled and after professors are notified?
- If the professor gets a few days to prepare, they can request a Canvas Sandbox through the ATRC and move the contents from the Canvas course to the new Sandbox. (ATRC will put together a how-to list for those functions.)

Problem 2: Class Reassigned

Possible solution:

- It can be solved at the department level if the department chair gives the professor warning that the class is going to be transferred to another faculty member. The department ADA can give the other professor a few days to prepare for losing the class.
- If the professor loses the class and does not want to give the content to the new professor, they can request a Canvas Sandbox through the ATRC and move the contents from the Canvas course to the new Sandbox. Then, the professor can reset the Canvas Course to erase all existing content. (ATRC will put together a how-to list for those functions.)

Guided Pathways (Nelson) – No report.

Budget (Ferrerro)

Budget Committee met on February 22. We were introduced to the new Senior Fiscal Director, Nancy Lane, who joins Palomar from SDCCD, and spent the majority of the meeting reviewing the Governor's budget proposal for 22/23, with a great deal of focus on comparisons to other CCC Districts.

TERB (Lawson) – No report.

Professional Development (Guerrero)

Given that everyone got the email from Dr. Star about the Zoom bombing, which I was also an attendee in the session while it happened, during a black history month event, we wanted to let the senate know that TechConnect is in the development phase for training regarding meeting disruptions; we are also available to collaborate with Palomar's PD department on developing some training specific to Palomar soon. Hopefully, this is helpful, once we have more information we can pass it along.

AB705 Subcommittee (Anfinson)

The AB705 Subcommittee met on Thursday, February 10. Here is everything that was covered at that meeting:

Action

We approved the December 2021 Minutes.

Information

- We reviewed the new governance structure.
- Discussed voting in a new committee chair at the March 2022 meeting.
- The chair submitted another governance structure change request to add a Classified Representative, appointed by the CCE, from the area of Tutoring or Assessment.
- We reviewed how this subcommittee fits into the new governance structure and went over some information from the Governance Structure Handbook.

Readings/Research: We went over the following research:

- From The Charles M. Dana Center: Community College Students Assessed as Needing Mathematics Remediation: Seven-Year Impacts of Corequisite Remediation with Statistics
- PPIC (Public Policy Institute of California) Report December 2021: Community College Math in California's New Era of Student Access
- USC and UC Davis: Progress and Potential: Considering the Question of Racial Equity in CA AB705
- RP Group: Transition in Math from High School to Community College Before and After AB705

Reports

- We went over an update on the Equitable Placement and Completion Plan. IRP (Institutional Research and Planning) completed the Data Addendum in December 2021. Based on those results, our college is going to follow Option 2. which means we will, by Fall 2022, ensure transfer-level placement in math and English for all U.S. High School graduates and permit no pre-transfer enrollments for students in certificate, degree, or transfer programs.
- Daniel Straub, DRC, gave a presentation on Supporting Students with Disabilities in Math following AB705.
- No reports from Guided Pathways.

Group Work

- Group 1: reviewed what needs to be done to adopt the State's Default Placement Algorithm for math at Palomar College. We discussed updating the placements students receive in PeopleSoft, updating the Math Placement Tool (and can this be embedded in PeopleSoft), updating advising sheets, etc.
- Group 2: focused on how to transition AB705 students, many of whom only know "Zoom College," back to F2F instruction. Topics discussed included campus tours, how faculty can get students to engage in F2F group work via small "pods," the issue of food services being closed in the Centers, pro-rating health services fees, clear messaging on parking, be flexible with office hours (including offering online and other options), and institutional support for tutoring to include both F2F and online options.

Sabbatical Leave (Lawson) – No report.

Equivalency (Towfiq)

The Equivalency Committee is very busy reviewing Equivalency Applications.

Student Learning Outcomes (Bealo/Tavakkoly) – No report.

Faculty Service Areas (Mudgett)

The committee is discussing the need to review and make recommendations as appropriate to BP/AP 7211 in consultation with appropriate stakeholders. Discussions also include closing the loop with the Curriculum Committee when a new discipline under the state minimum qualification handbook is adopted as a new discipline/program at Palomar College.

Credit for Prior Learning (Rose) - No report.

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

Respectfully submitted,

Molly Faulkner

Molly Faulkner, Secretary

March 2, 2022 Curriculum Committee Actions

Item E. from BoardDocs Agenda

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

D.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 fall 2022.

	Subj	Nmbr	Title	Dist.	Originator
A.	BUS	165	Beginning Keyboarding	Yes	Jackie Martin
B.	DNCE	111	Modern Dance II	No	Margaret M. Faulkner
C.	DNCE	152	Latin Social Dance II	No	Margaret M. Faulkner
D.	DNCE	251	Latin Social Dance III	No	Margaret M. Faulkner
E.	DNCE	252	Latin Social Dance IV	No	Margaret M. Faulkner
F.	ENG	290	Comic Books as Literature	Yes	Leanne M. Maunu
G.	GEOG	105	People and Environment: Introduction to Human Geography	Yes	Wing H. Cheung


GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Institution Name: Palomar College
Date: 2022

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2021. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The College spent two years discussing and exploring how it would organize its degrees and certificates into clusters or meta majors. The Guided Pathways Committee finalized the initial meta majors after much feedback from the campus community. Finally, feedback was solicited from CSUSM, MiraCosta and high schools within the district. That feedback was used to make the final adjustments to the current Meta Majors – called “Palomar Pathways.” • A landing page for Palomar Pathways was placed on the College web site with information and links to the 	<ul style="list-style-type: none"> • Develop Palomar Pathways Student Success teams (counseling, tutoring, faculty advising, financial aid) in Canvas and/or web site. 2023 • Develop a process for evaluating and making changes to the Palomar Pathway groupings. 2022 <p><i>Timeline for implementing next steps: above</i></p>

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		<p>Palomar Pathways Mapper where a student will find maps for degrees and certificates within those Meta Majors.</p> <ul style="list-style-type: none"> • CTE videos connecting degrees/certificates to careers were placed in the Palomar Pathways Mapper. • A press release went out to the local media to announce the Palomar Pathways. • Student focus groups underserved student populations were held to get feedback on the Palomar Pathways. • Created marketing materials for pathways: <ol style="list-style-type: none"> 1. Logos for each pathway 2. Pathway descriptions 3. Videos for each Palomar Pathway describing the degrees and certificates in the pathway and providing some attributes and descriptions of characteristics of those working in an area in the pathway. 4. Added Pathway information to outreach materials 5. Added Pathway information to the College factsheet 	

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		<ul style="list-style-type: none"> Organized degrees and certificates by pathway in college catalog Added Palomar Pathways to CCC Apply <p>Term, if at scale or scaling: 2021</p>	
1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress X At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> Faculty participated in workshops to re-think / re-write program learning outcomes based on transfer and/or employment. These program outcomes were then aligned through curriculum mapping to course outcomes to ensure that students meet both course and program outcomes. The new outcomes were placed into META, Nuventive Improv and the Palomar Pathways Mapper. 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> Develop student success teams incorporating resources on transfer and employment based on Pathways, degrees and certificates. 2023 Continue to offer PD for faculty to help them offer work-based learning in their courses and programs. 2022 Inform and encourage students to access Palomar's Cooperative Education and

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		<ul style="list-style-type: none"> Information about employment is included in the degree and certificate maps in the Palomar Pathways Mapper. Periodically, disseminate information about job placement assistance services to all students through Canvas message. Work-based learning coordinators have been assigned to each division. Work-based learning is being identified through the curriculum process and courses with WBL. All new programs are reviewed by a new program committee where educational transfer and vocational data is considered. All degrees and certificates are presented by Palomar Pathway in the new interactive catalog. <p>Term, if at scale or scaling: 2021</p>	<p>work experience program. 2022</p> <ul style="list-style-type: none"> Increase student awareness of Palomar's job placement service. 2022 <p><i>Timeline for implementing next steps:</i> above</p>
1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		<i>Challenge or barrier: (1,000 character)</i> 	<i>Support Needed – Detail: (1,000 character)</i>

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<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The Palomar Pathways mapper is located on the College's website, and it includes information on occupations and employment. • The Palomar Pathways mapper also includes maps for transfer to CSU and UC. • Palomar College has been working with CSUSM on the CSU-CCC Transfer Pathways project to map 4-year pathways for students on both campuses. • Launched 4-year CSUSM maps • Updated on-boarding process instructions and video and made available to students, parents (when applicable), employees and community members on the web site. Included bilingual formats. • Outreach strategy includes the promotion and use of the mapper when recruiting students. • Women in STEM group was created to inform women about STEM majors & employment 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Promote 4-year CSUSM maps 2022 • Add information to Student Success Teams once complete. 2023 <p><i>Timeline for implementing next steps: above</i></p>


Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		and encourage them to consider majors Term, if at scale or scaling: 2022	
1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character)
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.	Place an X next to one: <div> <div>Not occurring</div> <div>Not systematic</div> <div>Planning to scale</div> <div>Scaling in progress</div> <div>X At scale</div> </div>	Progress to date: (2,500 character) Progress to Date Implementing Practice <ul style="list-style-type: none"> All degrees and certificates have been mapped. Maps include courses and sequences for certificates, AA degrees and transfer to CSU, UC and CSUSM. The Palomar Pathways Mapper was launched in June 2020 and includes all degree and certificate maps. Transfer maps have also been developed and entered into the mapper tool Information about the maps and the Palomar Pathways mapper has been place on 	Next steps: (1,000 character) <ul style="list-style-type: none"> Need to identify critical courses and other key progress milestones and determine how we will use this information to help students succeed. We will likely include this in our new success team structure. 2022 & 2023 Continue to work with CSUSM to add 4-year maps to the mapper. 2022 & 2023 Timeline for implementing next steps: above <ul style="list-style-type: none">

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		<p>several locations on the web site.</p> <ul style="list-style-type: none"> • Information about the maps and the Palomar Pathways mapper has been promoted to students in CANVAS and is easy to access on the Palomar College Website. • Information about the maps and the Palomar Pathways mapper has been shared with the community. • Counselors are using the maps and the Palomar Pathways mapper when meeting with students and make adjustments to maps when needed. • Focus groups with students provided feedback on the maps and the mapper • Worked with CSUSM to create 4-year maps for most popular majors. • Overview and How-to videos were created to help student understand and use the mapper • Created a process for updating information in the Palomar Pathways Mapper. Included a yearly check-in on the Program Review Planning document. <p>Created a mapper</p>	

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		<p>subcommittee of the curriculum to oversee mapper issues.</p> <ul style="list-style-type: none">Worked to align systems so that all course and program information is accurate and consistent in Palomar Pathways mapper and META. Included updates to mapper in the curriculum timeline. <p>Term, if at scale or scaling:</p>									
<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table><tr><td>Policy guidance</td><td>Connections with other GP teams</td></tr><tr><td>Regional training</td><td>On campus /individual training</td></tr><tr><td>Technology</td><td>Reporting/data</td></tr><tr><td>Other</td><td></td></tr></table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <div><div></div><ul style="list-style-type: none">Math courses that are required for each major are clearly outlined in degree and certificate maps in the Palomar Pathways mapper.The Math Department created a guide with recommended course sequences to help students. The guide is located</div>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none">New curriculum to support students entering transfer level math classes needs to be developed 2022 & 2023Need to make the information more Math Course Sequences more apparent on the web								

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		<p>on the Math Department’s website and the Math + English First web site.</p> <ul style="list-style-type: none">• Analysis of student performance data in math courses is currently being reviewed as part of AB 705 work. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>and/or part of the class registration process 2022</p> <p><i>Timeline for implementing next steps:</i> above</p>								
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table><tr><td>Policy guidance</td><td>Connections with other GP teams</td></tr><tr><td>Regional training</td><td>On campus /individual training</td></tr><tr><td>Technology</td><td>Reporting/data</td></tr><tr><td>Other</td><td></td></tr></table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
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Equity Considerations in Area 2: <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<p><i>Place an X next to one:</i></p> <p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Decisions are currently at the administrative level to determine how past practices (working in silos) can be integrated to form an entity to support students as they go through their career pathway. Current discussion is not to integrate the different programs and services but to improve communications to ensure students are referred to the appropriate services based on their current career path. Palomar College currently offers the following software to help students explore career/college options: Handshake Type Focus Career Coach 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continue to explore possible the possibility to integrate Career Center, Service Learning, Job Placement, Internship in one location for easier student access. Student Services is developing a structure that will allow for a more concerted effort in “Entering the Path” at the K-12 level. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> AY 2022-2023

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		Term, if <i>at scale</i> or <i>scaling</i> :	
2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i> - Decisions are currently at the administrative level to determine how past practices (working in silos) can be integrated to form an entity to support students as they go through their career pathway.	<i>Challenge or barrier: (1,000 character)</i>
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<i>Place an X next to one:</i> Not occurring  X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> - Palomar College implemented very specific tutorial services to help students navigate their academic needs. Math Center and STEM Center help students in STEM courses. English/Writing Center helps students to assist in courses requiring essays. STAR Tutoring assist in other courses such as Psychology, Business, Sociology, etc. - Math and English courses (ME first) are currently in place to promote all new/incoming students and to continuing students who have not completed their ME.	<i>Next steps: (1,000 character)</i> - Integrate Math and STEM Centers into one location. Discussion is taking place to determine its location. STEM Center has a STEM Counselor and will benefit students going to Math Center. - Collect more data related to gateway courses through Institutional Research and Planning. - Integrate English, Writing, and ESL into one location. <i>Timeline for implementing next steps:</i> - Integrate Math and STEM Centers into one location by Spring 2023

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		<ul style="list-style-type: none"> - Defined “gateway courses” by AB-705 workgroup and sub-committee. - As of Fall 2021 AB-705 Subcommittee and AB-705 Workgroup has merged into one committee. - Continue to develop and provide support to students taking gateway courses by implementing the Early Success Initiative. <p>Term, if at scale or scaling:</p>	
2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<i>Place an X next to one:</i> <div> <div>Not occurring</div> <div>X Not systematic</div> <div>Planning to scale</div> <div>Scaling in progress</div> <div>At scale</div> </div>	<i>Progress to date: (2,500 character)</i> <div> <div></div> <ul style="list-style-type: none"> - Determined “gateway” courses in STEM fields - Collected more data on “gateway” math courses with support classes to determine impact and success (compared to traditional courses) </div>	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> - Implement state default placement rules (no more intermediate algebra courses) - Expand Bridge to College Math program - Co-requisite courses change to enhance model (I.e., Math 126)

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		<ul style="list-style-type: none">- Ensured supports are automatically built into the Math courses, such as requiring students to visit the Math, Tutoring, or STEM Center, deploy tutoring services intentionally at key times in the semester.- Continued to develop and provide support to students in the Math Center or STEM Center through an electronic referral system.- Invited a group of students to assess the online Math Placement tool for feedback and ease of use. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p>								
2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> <table><tr><td>Policy guidance</td><td>Connections with other GP teams</td></tr><tr><td>Regional training</td><td>On campus /individual training</td></tr><tr><td>Technology</td><td>Reporting/data</td></tr><tr><td>Other</td><td></td></tr></table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
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d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none">• Continue to identify innovative support for underprepared students (Learning Community, learning outside the classroom, etc.)• Collected more data on “gateway” English courses with support classes to determine impact and	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none">• Work on making English 100 +49 class into one class <p><i>Timeline for implementing next steps:</i></p>								

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		<p>success (compared to traditional courses)</p> <ul style="list-style-type: none"> • Ensured supports are automatically built into English courses, such as referring students to visit the Writing Center, deploy tutoring services intentionally at key times in the semester through Starfish • Continued to develop and provided support to students in the Writing Center through an electronic referral system specifically for EOPS, Athletics, DRC, etc. • Received HEERF funding to embed tutors into our English 100 and English 100 + 49 combo classes this semester • Continued to offer Umoja and Puente classes • Offered Supplemental Instruction in accelerated ESL classes • The English Department is now the English, Humanities, and Reading Department • The department offers community of practice professional development for faculty. Topics included “Tips for Making your Syllabi More Equitable” and “Contract Grading and Discussion of Equitable Grading Practices” 	

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e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> - Continue to provide workshops on student engagement and development. - Continue developing structure within Student Services (called Student Success Teams) that will work to collaboratively address strategies and interventions for at-risk students. - Invited EOPS students to assess one of EOPS Service Area Outcomes (see below for more detail) - A team is currently developing a program to support AB-540/undocumented students. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> - Complete the curriculum alignment project between Palomar Faculty and Adult school partner Faculty to provide “Palomar Prep” courses for students unprepared for college-level courses. - Expand the focus group offerings to other Student Support programs to ensure responsiveness to student needs. <i>Timeline for implementing next steps:</i>

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f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> - Continue to renew and update CCAP agreements with local high school districts. - Implemented organizational structure and expanded the Dual Enrollment Program. - Created the Ambassador (or Mentor) Program to support community outreach and in-reach. - Developed onboarding process for new and continuing students. Term, if at scale or scaling:	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> - Focused on middle and high school students to determine early career/educational goal (career continuum). - Develop an onboarding process for high school students. <i>Timeline for implementing next steps:</i>
2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: <ul style="list-style-type: none"> How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale	Progress to date: (2,500 character) 2021-2022 <ul style="list-style-type: none"> Identified and purchased software (Highpoint) that works with system of record to allow monitoring of student progress. Identified operational procedures for Starfish Early Alert program using features such as <i>request assistance</i> and <i>progress surveys</i>. Reviving discussion of GP counseling models post pandemic through Success Teams Participating in Leading From the Middle program with a focus on Success Teams. Oct 2021 – Dec 2022. Examining data collection in various tools to determine if data can be disaggregated by various characteristics. Ex: disaggregated cohort data Purchased and trained for Type Focus career software which will be 	Next steps: (1,000 character) 1) Integrate HighPoint software on top of Peoplesoft system of record. Determine which components of the software will be utilized. 2) Create business processes and train staff for integration of HighPoint into current practices. 3) Establish communication campaign for Success Teams for implementation for incoming class of Fall 2023. 4) Create implementation plan for Type Focus along with systematic evaluation and improvement. Timeline for implementing next steps: 1) Spring 2022 2) Summer 2022-Spring 2023 3) Summer 2022 4) Spring 2022 – Fall 2022

		<p>integrated in current practices and into new practices</p> <p>2018-2021</p> <ul style="list-style-type: none">• Implemented Starfish Degree Planner, Degree Audit, and Early Alert (pulling back on software)• Examined GP counseling models in California (paused due to pandemic)• Increased access to Counseling Services through quick question appointments, additional group sessions, online services, evening and Saturday sessions.• Launched Palomar Pathway questionnaire to survey student needs <p>Term, if <i>at scale</i> or <i>scaling</i>: NA</p>									
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table><tr><td>Policy guidance</td><td>X Connections with other GP teams</td></tr><tr><td>Regional training</td><td>On campus /individual training</td></tr><tr><td>X Technology</td><td>Reporting/data</td></tr><tr><td>Other</td><td></td></tr></table>		Policy guidance	X Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Connect with other GP teams who use Peoplesoft and have Student Success teams.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none">• <i>Additional workload on top of current workload</i>• <i>Time, space and resources to do the work.</i>• <i>Pandemic issues and workload on top of regular workload</i>
Policy guidance	X Connections with other GP teams										
Regional training	On campus /individual training										
X Technology	Reporting/data										
Other											
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>2021-2022</p> <ul style="list-style-type: none">• Reviewed demos of HighPoint and purchased components of software.	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none">1. Create student communication plan for Academic Advising reports to include major declaration accuracy.2. Continue deeper exploration of HighPoint components for use in								

		<ul style="list-style-type: none">• Contacted students who completed Associate degree but did not apply for degree through Degrees When Due (DWD) project. <p>2018-2021</p> <ul style="list-style-type: none">• Soft Launch of Starfish degree audit to students (pulling back)• Launched Palomar Mapper tool• Launched PeopleSoft Degree Audit to students• Launched online catalog• Participated in DWD cohort <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Counseling Services (Advising Relationship, Degree Audit).</p> <p>3. Develop Phase 2 of DWD for students missing 1-2 courses for their degree.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1. Spring 2022-Fall 2022</p> <p>2. Spring 2022</p>								
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table><tr><td>Policy guidance</td><td>Connections with other GP teams</td></tr><tr><td>Regional training</td><td>On campus /individual training</td></tr><tr><td>X Technology</td><td>Reporting/data</td></tr><tr><td>Other</td><td></td></tr></table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
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X Technology	Reporting/data										
Other											
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>2021-2022</p> <ul style="list-style-type: none">• Continued refinement of reaching out to students on probation• Launched Starfish Early Alert modules at scale (second round) and increased communication with all faculty• Reviewed demos of HighPoint and purchased components of software. <p>2018-2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1. Continue deeper exploration of HighPoint components for use in Counseling Services (Advising Relationship). Phase out use of Starfish Degree Planner.</p> <p>2. Determine processes for Counselors to monitor students inside of Success Teams.</p> <p>3. Improve protocol for reaching out to students on probation and create systematic process for continued evaluation and improvement</p>								

		<ul style="list-style-type: none"> • Piloted Starfish Early Alert, branded as Early Success Initiative • Created Student Help videos for onboarding and other common student actions <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1. Spring 2022 2. Spring 2022-Spring 2023 3. Spring 2022
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Student flowchart created for students seeking Nursing programs • Communicated with departments with selection protocols (EME, FIRE Nursing) <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1. Create resource guide for students not admitted into Nursing program at Palomar College. Set up monthly or biweekly meetings. 2. Create resource guide for students not admitted into FIRE or EME. <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1. Spring 2022 2. Spring 2022
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> 2021-2022 <ul style="list-style-type: none">Reviewed demos of HighPoint and purchased components of software (Schedule Builder).Working on integrating math support courses to reduce unit load 2018-2021 <ul style="list-style-type: none">Purchased Ad Astra for scheduling (currently moving away from software)Purchased and explored Starfish scheduling features (moving away from software)Launched use of collaborative spreadsheet (COMET) for instructional planningCreated program maps Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> 1. Continue deeper exploration of HighPoint components for use in Instructional and Counseling Services (Schedule Builder and Degree Audit). <i>Timeline for implementing next steps:</i> 1. Spring 2022
3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div>Policy guidance Regional training X Technology Other</div> <div>Connections with other GP teams On campus /individual training Reporting/data</div>	<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • The College has implemented a systematic Instructional Program Planning and Review process to ensure that program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. • Institutional-level “Program Maps” have been created and program outcomes are aligned with GE/ILO and course student learning outcomes (SLOs), university transfer, employer expectations and labor market data. • Departments are in the process of reevaluating/revising SLOs including connecting them with tangible skills needed in careers. • A Work-Based Learning (WBL) team was created to brainstorm and suggest how the College could further facilitate student 	<i>Next steps: (1,000 character)</i> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • The College has created a new faculty senate Equity and SLO workgroup that will work on equitizing course, program and GE learning outcomes. • The college will continue to reconcile and strengthen the alignment between course program, and GE/ILOs and transfer and employment outcomes.


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		educational and career success, including ascertaining contemporary labor market demands to train faculty to appropriately match SLOs. • General Education subcommittee is reviewing all courses within the GE pattern and ensuring the course SLOs align with the general education SLOs (e.g. ethnic studies, written communication, etc.) Term, if <i>at scale</i> or <i>scaling</i> :	
4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> • Development of Palomar Excellence in Teaching and Learning (PETAL) online course. Course focuses on active learning, universal design, equitable assessment, • The College has an Active Learning Leaders Committee, comprised of multidisciplinary full-time and part-time faculty, that support AL and learner-centered teaching.	<i>Next steps: (1,000 character)</i> • Development of a Teaching Excellence Committee focused on instruction that would include active and applied learning. • MATCH plans to continue hosting film series centered around critical problem solving dilemmas to encourage diverse dialogue among campus students, faculty and staff.

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		<ul style="list-style-type: none"> • Faculty-led Active Learning and Professional Development (PD) committees recommend, develop and provide extensive and comprehensive, scientifically-based PD workshops that support Active Learning. • The College held its 7th annual Active Learning Leaders Conference in Spring 2020. • The College hosted Leaders of Learning Academy in Spring 2020. • MATCH (Math Across The Curriculum Holistically) hosted its first film series collaboration in Fall 2020 on the Stand and Deliver film, with discussion from diverse faculty from counseling, anthropology, English, math, classified staff, and students. • Early Spring, MATCH hosted its first annual Hwy 78 Math Fields Day where students from North County educational institutions were invited to compete in math games. Over 100 students participated. <p>Term, if at scale or scaling: 2020</p>	<ul style="list-style-type: none"> • MATCH faculty coordinators are finalizing and printing of posters for a student edification project they hope to display across campus and in classrooms. • The PETAL course will be available for faculty to enroll in during the summer of 2022. The TERB committee is considering requiring that first year probationary faculty take the course. <p><i>Timeline for implementing next steps:</i></p>

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<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Service Learning has finished its initial round of professional development cohort and Canvas course development. • Some programs and faculty do intentionally embed Experiential Learning (EL) into coursework, but it is not an institutionalized practice for all students in all programs of study. • The College has used Strong Workforce funds to develop a Work-Based Learning website and to hire a Job Developer and part-time Work Based Learning (WBL) coordinators (one for each academic division). The Job Developer assists students in job placement. We did use the first year of WBL funds to offset release time for two FT faculty at 50% each to serve an WBL coordinators. In conjunction with coordinators, several faculty-led committees, relying on WBL assessments of 56 disciplines/programs at the College, are providing workshops to governing bodies, faculty and students to promote 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • The information provided in the initial Career Continuum (E3) group's presentation will inform the planning of an action plan to develop and implement a career continuum model. The model/action plan will then be presented to appropriate constituent groups. The information provided in this initial presentation will inform the planning of an action plan to develop and implement a career continuum model. The model/action plan will then be presented to appropriate constituent groups • The College will identify and implement technology to centralize workflow processes, assist in case management of students, centralize WBL and JP opportunities and more easily promote these opportunities to students. • Pending funding and staffing, regular internships will be identified for each area of study.

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		<p>and systematically institute experiential learning across the broader curriculum. The primary focus of the initial WBL work for Fall 2020 involves a comprehensive review of division COR to determine what courses currently require WBL in the curriculum.</p> <ul style="list-style-type: none"> • Palomar College STEM Program operates a STEM Center that conducts student outreach, provides counseling and enhances engagement in the STEM learning process and provides a social and academic environment conducive to persistence in STEM careers. • The GP Career Continuum (E3) group, consisting of faculty and staff for the Workforce Development Department and Career Center, has met and put together a presentation to the GP pillar leads and VPI on what the college currently provides in relation to a career continuum and the gaps that need to be addressed before a successful career continuum model can be successfully implemented. This presentation has initiated discussion with the team, Dean of counseling and Associate Dean of Workforce Development and Extended Studies. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i> • The college has yet to adopt a career continuum model. This model needs to be developed and adopted; then we can assess what (if any) funding may be needed to move forward with implementation, including adequately meeting the culturally-specific needs of the majority Hispanic student population at the College. (Strategic Enrollment Management Plan – A1.4)	<i>Challenge or barrier: (1,000 character)</i>
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> • The College has integrated SLOs into the Canvas Learning Management System in order to measure the student levels of achievement. • Disciplines are evaluating and using SLO data for course and program improvements. • Programs are reviewing and aligning course SLOs to program SLOs to ensure that students can achieve program learning outcomes. • Faculty are starting to use aligned course assessments to assess program outcomes achievement.	<i>Next steps: (1,000 character)</i> • Through the PRP process, continue to share learning outcomes across departments and programs and assess institutional impact on Disproportionally Impacted Students. • Create a process where program outcomes can be assessed through assessment and discussion of course SLOs results. <i>Timeline for implementing next steps:</i>

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		<ul style="list-style-type: none"> • The Outcomes Subcommittee is continuing to work with SLO facilitators to improve SLOs, develop outcomes maps, and align outcomes. • The College annually assesses GE/ILOs through Canvas using course level artifacts and assessment structures. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale 	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • “Decolonizing Your Syllabus” a PD on bringing inclusion and diversity to the traditional college syllabus. • Instructional programs are assessed on an on-going and systematic cycle of evaluation, integrated planning resource allocation, implementation and reevaluation. Evaluations is based on analyses of both quantitative and qualitative data. Departments complete either a Comprehensive or Annual PRP, determined annually. Departments have the option to complete an annual PRP in 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • The College and departments are to reduce inequities by analyzing annual PRP data, identifying opportunities to improve, and incorporate necessary strategies. • The College will continue to provide PD workshops on how to integrate KSAs into the classroom. <p><i>Timeline for implementing next steps:</i></p>

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		<p>addition to their discipline's PRPs. Non-Instructional areas complete Non-Instructional PRPs. Completed PRPs are reviewed by the Departments Chair, Dean and Instructional Planning Committee (IPC).</p> <ul style="list-style-type: none"> • Faculty-led committees (e.g., Learning Outcomes Sub-committee, Professional Development) evaluate outcome data to recommend professional development trainings and campus wide student support mechanisms. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • The College has established faculty-led work groups that explore best practices for career exploration and proactive student support services and make recommendations to address this aspect of the guided pathways framework. • Palomar has identified an institutional eportfolio software program, Portfolium, 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • A systematic process needs to be developed for all faculty to use Portfolium across all departments/programs. • Continue to promote Portfolium to faculty and students as a tool for students to market themselves to future employers, college's and university. Work with faculty

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		<p>which is already integrated into Canvas that will document and showcase the knowledge, skills and experience students possess as demonstrated through their coursework.</p> <ul style="list-style-type: none"> • Instructions for using Portfolium have been developed and are available to faculty and students. Several workshops on how to use Portfolium have been led by both Palomar students and faculty. • Palomar faculty and students are leading workshops to promote Portfolium as a tool to overcome the “imposter syndrome” in students. This eportfolio gives students a platform to share their accomplishments within a safe community and to promote their skills to a larger career and academic community. • The College was recently selected by the Chancellor’s office as a pilot for Credit for Prior Learning (CPL). It has developed educational materials for students and faculty and held workshops at Palomar and other Colleges. A roll out of the BETA program is expected for Spring 2021. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>to integrate Portfolium into program curricula.</i></p> <ul style="list-style-type: none"> • <i>The College will develop a mechanism to provide practical training for students to translate how student learning in the classroom meets job requirements to increase student employability.</i> • <i>The College will identify, evaluate, implement and support technology systems that help students to attend workshops, events, training, and networking within the field they are pursuing.</i> <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The college collects and analyzes Palomar demographic student data and educational progress to evaluate itself (using CCSSE as well as other assessments) in order to provide culturally relevant, equity-minded professional development for faculty and staff. • A PD plan was created that aligns PD goals with institutional goals and needs and PD workshops are regularly offered for continuous learning. • Based on the findings and recommendations of the 2016-17 study conducted by the Office of Institutional Research and Planning, in collaboration with the Community College Equity Assessment Lab (CCEAL) at SDSU, to assess institutional efforts relevant to underserved students of color, PD to address validation, sense of belonging, culturally relevant teaching, microaggressions, and intrusive practices are offered to faculty and staff. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Implement a staff PD requirement equitable to the faculty requirement. • Continue to offer PD training as identified in Guided Pathways’ exemplary practices. • Continue to provide PD training as recommended by CCEAL/M2C3. • Through data analysis, evaluate and determine whether training and practices implemented resulted in student success and/or reduction in disparities. • The CCSSE report will be presented to Faculty Senate of the College’s results for faculty to set goals. <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> A subcommittee on Diversity, Equity, and Cultural Competency was created by the Academic Senate in Fall 2020 to address institutionalized racism. <p>Term, if at scale or scaling:</p>	
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> <div> <div>Policy guidance</div> <div>Regional training</div> <div>Technology</div> <div>Other</div> </div> <div> <div>Connections with other GP teams</div> <div>On campus /individual training</div> <div>Reporting/data</div> </div>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)

Additional REQUIRED questions: 

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<i>Place an X next to one or more:</i> Student survey(s) <div> <div>X</div> <div>Students serve on campus GP advisory committee(s)</div> </div> <div> <div>X</div> <div>Student focus groups</div> </div> Other:

	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>We participated in the Student Engagement Innovation program where we held several focus groups to get input from our students. Our program, “Engage and Learn, included getting feedback from 50 students. The focus groups discussed the AB 705 math tool, the mapper and meta majors, EOPS support programs and counseling process and web site.</p> <p>We learned how valuable it is to engage and learn from our students. In committees, departments, and workgroups we discuss problems that our students face and many times we try to solve these problems without talking to our students. This project showed us, by using recent technology, how easy it is to engage our students and learn from their experiences. We are planning to take what we learned and create a process where we can easily “Ask the Students” when we are planning new projects or solving student-related problems. We also learned that asking the right questions are key to getting the information needed to improve programs or activities. A better process to develop the questions can start by creating a structure for student involvement.</p>
COURSE ALIGNMENT	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Palomar College explored different software to assist with scheduling including Starfish and Ad Astra. Challenges with these programs included the lack of interface with the student information system. While the software could take in information from the college’s system of record, the information from the software did not integrate well back into the system of record. Currently, the college is examining another software program, HighPoint, that is designed to work with our system of record which will also support data integrity. While waiting for the implementation of the appropriate software to line up with education planning, instructional deans are utilizing MS Excel spreadsheets and program maps which are displayed in an online mapper tool. The college is focusing on pathway alignment at the centers of the college as well as the main campus.</p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	
Success Story: (10,000 character)	
Outcomes: (1,000 character)	
<p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <p> <input type="checkbox"/> Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. </p> <p> <input type="checkbox"/> Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU </p> <p> <input type="checkbox"/> Decrease the average number of units accumulated by California Community College students earning associate degrees </p> <p> <input type="checkbox"/> Increase the percent of exiting CTE students who report being employed in their field of study </p> <p> <input type="checkbox"/> Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups </p> <p> <input type="checkbox"/> Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults </p>	

Senate-Controlled Release Time

Current

Senate Leadership Positions (1.4 FTE)

Senate President - .8 (80%)

Senate VP - .2 (20%)

Senate Secretary - .2 (20%)

Comm on Comm Chair - .2 (20%)

Senate-Elected Positions (2.6 FTE)

Distance Education Coordinator - .6 (60%)

Curriculum Co-Chair - .6 (60%)

SLOAC - .4 each (40%), total of .8 (80%)

Accreditation Co-Chair - .4 (40% 2/6 yrs)

NCHEA - .2 (20% 2/6 yrs; currently allocated to Credit for Prior Learning Coord)

Proposed (Spring 2022 through
Spring 2023 – see details below)

Senate Leadership Positions (1.4 FTE)

Senate-Elected Positions (2.6 FTE)

.4 from the two SLOAC Coordinators
redirected to the EEDCC Co-Chairs - .2 each
(20%), total .4 (Spring '22)

.4 from SLOAC #2 (Bealo) redirected to the
EEDCC Co-Chairs - .2 each (Fall '22 &
Spring '23 only until negotiated further)

.2 from NCHEA/CPL redirected to CALM
(Spring '22 onward until it reverts back to
NCHEA, semester TBA)

2019 - 2022 FACULTY CONTRACT

I.a: REASSIGNED TIME			
Adjunct	Prob.	Regular	Dept. Chair
X	X	X	

■ **Appendix Ia: Reassigned Time Expectancies**■ **Mt. San Antonio College**

Professor: _____

Date: _____

Manager of Reassigned Time: _____

Manager of Professor's regular assignment: _____

Reassignment began: _____

Anticipated end date: _____

Title of Reassignment: _____ Reassigned LHE: _____ Weekly Hours of a 40-hour workweek: _____

The appropriate manager will meet with the faculty member to develop and mutually agree to a list of performance expectancies relevant to this assignment and complete this form prior to the end of the second week of the fall semester.

Purpose of Reassignment:

--

Weekly/Monthly Schedule of Activities:

--

Specific Objectives with Planned Timelines:

--

Expected Measurable Outcomes:

--

Signatures: (Approval requires signatures from all affected managers.)

Professor: _____

Date: _____

Manager: _____

Date: _____

Manager: _____

Date: _____

Manager: _____

Date: _____

Distribution:

Division Office
 Personnel file
 Appropriate Vice President
 Faculty Association President
 Academic Senate President (as appropriate)
 8/04, 4/05, 7/05; 7/06; 7/08; 07/11