# THE FACULTY SENATE

PALOMAR COLLEGE

**FACULTY SENATE  MEETING**

April 4, 2022

EXHIBITS

EXHIBIT 1

# THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
March 21, 2022

APPROVED

**PRESENT:**      Eduardo Aguilar, Lacey Craft, Will Dalrymple, Molly Faulkner, Jenny Fererro, Sergio Hernandez, Erin Hiro, Jason Jarvinen, Teresa Laughlin, Lawrence Lawson, Beatrice Manneh, Leigh Marshall, Adam Meehan, Ben Mudgett, Scott Nelson, Wendy Nelson, Tanessa Sanchez, Alyssa Vafaei, Rocco Versaci,  David Williams (ASG), Reza Wrathall, Anastasia Zavodny

**ABSENT:**       Alexandra Doyle Bauer, Susan Miller, Fari Towfiq

**GUESTS:**       Barbara Hammons, Billieanne McLellan,  Shauna Moriarty, Elyse Real, Roberto Rodriguez

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

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

**PUBLIC COMMENT** – No public comments.

**ANNOUNCEMENTS**

Senate Vice President Jenny Fererro announced that the San Diego Chapter of the American Association for Women of Color is accepting nominations from each college for the 2022 SDCAAWCC Women of the Year Awards. Each college can have a winner in each of the following categories: Student, Faculty, Classified, and Administrator. Please nominate as many people as you like as we want Palomar to be well represented for the amazing women doing work for our College community. Nominations should be submitted by this Wednesday using the following link: https://forms.gle/uhbNqdtEcRpLx1Cp8

Senate Secretary Molly Faulkner publicly recognized everyone and their efforts for the great production of *Little Shop of Horrors.* She also reminded everyone about the free concert series on Thursdays at 1 PM and encouraged everyone to come to the theater or ZOOM in.

Senator Anastasia Zavodny invited everyone to a virtual Political Economy Days beginning April 19 and runs through April 21. There were still a few presenter slots open and Peter Bowman is the contact for that.

Senate President Rocco Versaci reminded everyone that Spring break is next week so the next Faculty Senate meeting will take place on Monday, April 4.

**AGENDA CHANGES** – No agenda changes.

**APPROVAL OF MINUTES**

**Motion 1** MSC: Laughlin/W. Nelson                  Faculty Senate approval of meeting minutes dated March 14, 2022 (see Exhibit 1).

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The motion carried.

## ACTION

### A. Curriculum

**Motion 2** MSC: Faulkner/Zavodny    Faculty Senate approval of actions taken at the March 16, 2022 Curriculum meeting (see Exhibit 2).

The motion carried.

**Motion 3** MSC: W. Nelson/Faulkner    Faculty Senate approval of additional actions taken at the March 16, 2022 Curriculum meeting (see Exhibit 3).

The motion carried.

Curriculum Co-Chair Wendy Nelson is stepping down as Curriculum Co-Chair to fill the Faculty Senate President position. President Versaci will send out a call for this co-chair position for either a one-year term (remaining term of Senator Nelson's), or for a full two-year term. Senate needs to decide how to proceed. Senator Nelson suggested filling the position just for the remaining one-year term which will give the successful candidate the option then to run for the full, two-year term in Spring 2023. Consensus was met to proceed with Senator Nelson's recommendation.

### B. Committee Appointments

Senator and Committee on Committees Chair Anastasia Zavodny announced that no appointments were to be confirmed today. She said there are faculty positions that do need to be filled right away for work starting in April. The committees are New Programs, Valedictorian and Faculty Position Priority. Zavodny encouraged Senators to volunteer or to encourage other faculty to volunteer for these positions.

Zavodny said a call will go out the end of April to fill faculty positions for regular committees with terms expiring. Faculty currently sitting on these committees who have terms expiring will get an email from Senator Zavodny reminding them of this.

## INFORMATION ITEMS

### A. Faculty Hiring Procedures (see Exhibit 4)

President Versaci shared that in a meeting with Senate Vice President Fererro and College President Rivera-Lacey, a proposal was made to remove everything out of AP 7120 that referred to faculty hiring and instead insert language that would refer the reader to the Faculty Hiring Procedures (see exhibit). In order to do that, Versaci made edits reflecting this. Versaci also said he added content to the end of the Faculty Hiring Procedures regarding "Review of this Document." This was added to ensure that it goes through a shared governance process that works with the District. Part of that has to involve HR only to check the legality of anything and to negotiate with representatives from the District.

Versaci said there were a few sticking points regarding the final decision-making in the second level interview. The wording that was settled on is what's underlined on pages 15 and 16 and still gives the final decision to the President. In order to change this, more negotiation is necessary with the District because President Rivera-Lacey was uncomfortable with completely handing that over but also said this could be revisited once she's had more time and experience with faculty hiring. Versaci said the best chance Faculty Senate has to get this through is to make this one concession.

VP Fererro said a meeting with the District's lawyer is scheduled for April 11 to sort through the legalities of structuring these changes.

**Motion 4** MSC: Faulkner/Laughlin          Faculty Senate approval to suspend the meeting rules and move back into Action.

The motion carried.

**Motion 5** MSC: Laughlin/Faulkner          Faculty Senate approval of the revised Faculty Hiring Procedures as amended (see Exhibit 4).

The motion carried.

## B.  DRC Students and Canvas
DRC Director Shauna Moriarty said she received complaints from DRC students who have instructors who are not extending the test taking time in Canvas to qualified DRC students. Director Moriarty said efforts are being made asking faculty to honor this extension of time to registered DRC students. PD Coordinators have been asked to create micro training for faculty who don't know how to set this up in Canvas. ATRC can also provide additional guidance if needed. DRC is also creating a short video to assist faculty with this as well.

Moriarty said that in order for a student to be eligible for this extension of time for exams and quizzes, the student must go through the process of getting a DRC authorized Academic Accommodation letter. It is the student's responsibility to get that letter to the instructor via in person or by email. Once received, the instructor is supposed to honor the extra time outlined in the letter. Faculty can login to MyDRC instructor Login and see if any of their students have been granted an Academic Accommodations letter. Legally though it is still the student's responsibility to provide the instructor with the letter in order for it to be activated.

Senator Wendy Nelson said it is cumbersome that Canvas doesn't allow an instructor to apply extended time for the DRC student for the duration of the semester. Each time a quiz or exam is taken, the instructor must remember to add the extended time and some instructors just may forget to do this. Moriarty said this tool will be available in the new Canvas Module coming in June of 2024.

ASG representative David Williams asked for further clarification whether faculty must provide this additional time for every exam or quiz or could the student waive this option if they don't feel they need the additional time. Moriarty said that the student and instructor can work together to make these types of arrangements but legally, the instructor is required to extend the time on all testing.

## C.  **Canvas Course Cancellations Guidelines** (see Exhibit 5)
Senator and DE Coordinator Erin Hiro said the DE Committee, PFF and ATRC have been working together to address issues and to come up with solutions. The primary solution is to advice faculty to build course shells in their practice shell that resides on the campus dashboard. Once the faculty member is confident that the class will remain with them, they can transfer the information from their practice shell. ATRC has offered to prepare a training video for faculty. Senator Hiro also said if for some reason the class gets reassigned to another faculty last minute and after the initial faculty has set up the class shell, ATRC is willing to assist to reset the shell for the new faculty.

Senator Anastasia Zavodny thanked Senator Hiro and the others for their work in finding solutions to these problems. Senator Zavodny asked how many courses can be included in the practice shell and asked how long part-time faculty access to their practice shell have should they have no current class assignments. Senator Hiro said there is no limit for number of courses stored in the practice shell.  Both Senators Teresa Laughlin and Jenny Fererro answered that access is removed after six semesters of inactivity.

## D.  **Hyflex Education (**see Exhibit 6)
Senator Erin Hiro gave a live demonstration from her classroom of how HyFlex works. She also shared a video explaining it as well. She encouraged others to embrace HyFlex because she thinks it is a positive step forward in getting students to come back face-to-face. HyFlex classes show live teaching on campus and can be used to showcase real activities and campus life. Students aren't coming back to campus fast enough and HyFlex can be utilized as baby

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steps towards getting students here. Hiro also believes that HyFlex provides equity for all students as well. Hiro then summarized the exhibit showing more benefits for students, feedback from students and some of the disadvantages of using HyFlex. Hiro also explained Universal Design. Hiro said there are approximately 15 faculty teaching HyFlex classes this Spring semester. She is also asking Instruction for more information regarding HyFlex classes to be added to the catalog and schedule to make that option more visible to students. Hiro is asking Faculty Senate to endorse HyFlex and to lobby Instruction to promote it.

Senator Reza Wrathall asked Hiro's opinion about students who do not have cameras on and does the "blank" screen detract from the class. Hiro said it does sometimes but she compensates for this by sending students to breakout rooms really often and discovered that students seem more willing to turn on cameras in that setting.  To compensate for no microphones, Hiro said she can launch questions in CHAT as well. Hiro said she always encourages students to use their cameras and continuously engages the students so they likely may turn it on.

Senator Hiro would like to get a formal recommendation for HyFlex from Faculty Senate at the next meeting on April 4.

E. **"Better Know a Trustee"**
Trustee Roberto Rodriguez thanked Senate for the invitation and said he is very impressed with the hard work that Faculty Senate performs. Trustee Rodriguez is a 30 year teacher and is currently working labor relations for the school district he is working for now.

Senator and PFF Co-President Teresa Laughlin thanked Trustee Rodrigues for supporting the Palomar Faculty Federation resolution regarding support of faculty, staff and administrators who are doing the DEI work. Rodriguez said that DEI work is very important to him and important for Palomar College.

VP Jenny Fererro asked Rodriguez what he thought the top priorities are for the Governing Board to accomplish before the November election.  She also asked what he sees as potential opportunities and challenges after the election. Rodriguez said that one of the priorities was the redistricting piece that was done. Beyond this, he said the DEI work is important and getting through the recent accreditation process was key. Now with a new College President, finding better ways to work together and finding ways to address some of the long-standing issues that have been part of the College for some time now is priority including addressing some of the cultural issues and other accumulated baggage left behind by previous College Superintendents/Presidents. Trustee Rodriguez said for the upcoming election, he sees a hard push from the right, the conservative right wing side, since many school boards at the K-12 level have experienced this already. He said there is a candidate running in Trustee Evilsizer' s area who may be a challenge. He said this is something that warrants a serious conversation about moving forward.

Senator and EEDCC Co-Chair Eduardo Aguilar asked Trustee Rodriguez to share one of his important accomplishments. Rodriguez said the hiring of Dr. Star Rivera-Lacey is an accomplishment he is very proud of. Hiring someone as qualified and so ready to do the job, and as the first Latina leader of the College is good. Reading of the Native Land Acknowledgments is very important to him. Rodriguez added that he knows DEI work is ongoing but it seems its not talked about often enough lately and he wants to keep that work on track.

David Williams from ASG asked Trustee Rodriguez how ASG could work with trustees to engage more with the student community, and what were some of the pressing issues that he would like to help with in the student body. Trustee Rodriguez asked Mr. Williams for his assistance to help him meet more with students. Without students on campus due to COVID, Rodriquez said this has been hard to do recently. Once he has had the opportunity to meet directly with students and to hear their concerns firsthand, he will be more able to identify issues that he can personally address. Rodriguez did say that he wants to know more about how basic level courses are cancelled and then sometimes never come back and to ensure that courses needed for students to achieve their educational goals don't get permanently cancelled. Williams will get an invitation out to Trustee Rodriguez to join an ASG meeting.

Senator and TERB Coordinator asked Rodriguez what his thoughts were on the accreditation report that was just released. Trustee Rodriguez said he is feeling positive about it but having been in education for so long, he knows that sometimes those documents can present the institution in the best light and possibly gloss over issues that need to be

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worked on. He added that he knows Faculty Senate will keep the District honest so that issues don't get swept under the rug.

Senator Erin Hiro asked Trustee Rodriguez if he felt like he got an adequate onboarding orientation when he came onboard and he answered no but feels there were extenuating circumstance that made it extremely difficult. COVID and an interim president without trustee onboarding experience made it difficult. With his own education background, he found it may have been easier for him than it was for the other new board members.

President Versaci thanked Trustee Rodriguez for visiting Faculty Senate.


**REPORTS**

**ASG (Mouawad)** – No report.

**President (Versaci)**
At the special Governing Board meeting on Tuesday, March 15, the trustees heard three reports: an overview of the instructional programs in the AMBA division, an overview of the District's training for compliance officers, and an overview of the Veterans' Resource Center.

The Area D meeting was held on Saturday, March 19. The resolutions under discussion will be brought for ratification to the ASCCC Spring Plenary on April 7 through 9.

**College Council (Versaci)**
College Council met on Friday, March 11. The Council approved two new-ish committees, the Valedictorian Selection Committee and the Faculty Position Priority Committee. As regards the latter, there was some discussion as to whether this would be a joint committee (between Senate and EESSC) and follow the Governance Handbook policies for the formation of such committees. The Council decided to approve with the understanding that the Senate would have a discussion on the issue (this agenda item is currently planned for our 4/4 meeting).

**Equity, Education, & Student Success (EESS) Council (Versaci)**
The EESSC met on Friday, March 18 (before Senate but after reports were due).

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

**Employees, Community, & Communications (ECC) Council (Fererro)** - No report.

**Infrastructure & Sustainability (IS) Council (Lucindo)**
Here are the working goals from Infrastructure and Sustainability Council.

- Here are a few subcommittee goals and working objectives
- Subgoals with details and due dates
- Deliverables and deadlines
- What will be included in April self-evaluation and summary reports. Who will submit?
- Will this goal need to carryover to 2022/2023 year?
- How will accessibility be incorporated into this goal?
- How will this improve the student experience.

**Technology**
Goals
1. Security and associated training
2. Accessibility, Technology Project Prioritization
3. T.M.P. group updates 4. Compliance

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**Facilities**
Goals
1. Lack of communication and awareness of facilities projects, services and processes. 2. Lack of clear process for facilities project prioritization.

**Sustainability**
Goals
How to proceed and create working group to accomplish state mandates

**PFF (Laughlin)** – No report.

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

**Accreditation (Meehan)** - No report.

**Distance Education (Hiro)**
- HyFlex
  - The committee discussed a HyFlex Promotion Plan to let faculty, deans and administrators learn more about the HyFlex format.
- Zoom Security
  - The ATRC discussed recent Zoom bombings and how to protect against them. DE members recommend creating a training program for those hosting public meetings as well as a second Zoom manager to act as a bodyguard during public Zoom meetings.
- Online certification expiration
  - The DE Coordinator proposed exploring the possibility of recommending that online training must be renewed at some number of years. We know this would be negotiated but wanted to see what members thought. This will come back for further discussion.

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

**Budget (Fererro)** - No report.

**TERB (Lawson)**
TERB has finished reviewing and approving Improvement Plans for Probationary and Peer Faculty. TERB discussed the out-of-cycle peer evaluation process—which borrows aspects of the probationary evaluation process to ensure a more robust process to meet this goal from the contract: "a flexible and careful process designed so that the permanent (regular) faculty member maintains a standard of excellence." One of the several aspects of the probationary process that is part of the *out-of-cycle* peer evaluation process is a letter from the Department Chair. In the case where the evaluee in an out-of-cycle evaluation *is* the Department Chair, TERB has ruled that the Chair Letter must be written by an Assistant Chair if one exists in the department as the evaluee is not permitted to write their own Chair Letter.

TERB also discuss a topic that come up during accreditation: verification that faculty are giving students syllabi. The issue isn't that faculty are not doing so—all indications suggest they are. However, the accreditation team was looking for a mechanism that verifies that students received syllabi. One possible solution is to add a question to the student evaluations that asks, "Were you given a syllabus for this course?" This could also be done *outside* of student evaluations. The conversation continues.

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

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**AB705 Subcommittee (Anfinson)**

The AB705 Subcommittee met on Thursday, March 10. Here is what happened:

- **Comment Period**
    - Michael Large showed the new AB705 section on IRP's website.
    - The information there includes the annual reports and the faculty and student satisfaction surveys.
- **Action**
    - We approved the February 2022 Minutes.
    - Erin Feld was elected the committee chair beginning Fall 2022.
- **Reading/Research:** We went over the following research:
    - From the ASCCC's (Academic Senate for California Community Colleges) OERI: Inclusion, Diversity, Equity, and Anti-racism (IDEA) Audit Framework
        - Recommended to look at this – helpful things with PD and other items to help the college.
    - From Sciences Advances: STEM Faculty who believe ability is fixed have larger racial achievement gaps
    - College Transition Collaborative: Student Impacts of Faculty Mindsets in California Community Colleges
    - From the CAP Workshop on 2.11.2022:
      https://docs.google.com/document/d/1JbEXYMw4fiiWhEkhylET2OCCwIUwteBdqflJyBZMFMc/edit
- **Information/Reports**
    - Update on the Equitable Placement and Completion Improvement Plan (Cindy)
        - Faculty Senate approved in February, submitted to CCCCO in March. Will go to the Governing Board for information in April.
    - Governance Structure Update: Cindy
        - Faculty Senate approved changes including a classified position and changing Debra Avila's title to reflect her current position. EESSC also approved the governance structure change.
    - Guided Pathways: members who represent us on Guided Pathways report out (Alex Cuatok, Glyn Bongolan, and Tracy Fung).
        - The Scale of Adoption (SOAA) is due March 30.
        - ESL placement process going into the application is going to be worked on soon. There is some funding to get this going.
- **Group Work**
    - We reviewed the 2021 AB705 Faculty Experience survey results provided by IRP.
    - **Group 1**: reviewed Table 5 on "Type of AB705-related Training Respondent Would Attend."
        - The group identified common themes
        - The group recommended themes for PD training the college should take action on.
    - **Group 2**: reviewed Table 5 on "Most Important Thing to Do to Support Students with the Placement Process."
        - The group identified common themes
        - The group recommended which items the college should take action on.

**Sabbatical Leave (Lawson)** – No report.

**Equivalency (Towfiq)** - No report.

**Student Learning Outcomes (Bealo/Tavakkoly)**

Meeting with the remaining SLO Facilitators who were not able to make the meetings at the start of the month. All facilitators should be working with their faculty on refining the GE/ILO Mapping for Written Communication and Civic Knowledge and Engagement. ILO assessments for those two will go out after spring break to all faculty with courses mapped to the relevant ILO.

**Faculty Service Areas (Mudgett)**
Faculty Service Area approved a form that will collect discipline FSA renewals via google form. This form is expected to be sent to Chairs of 45 disciplines after Spring break.

**Credit for Prior Learning (Rose)**
The CPL Coordinator, Candace Rose, along with Nichol Roe, Associate Dean of Workforce Development and Extended Studies at Palomar and Ben Gamboa, Associate Dean of Career Education at Mira Costa, are leading a regional CPL Implementation Workgroup with SDICCA, comprised of 10 Community Colleges in San Diego and Imperial Counties.

The focus of this workgroup is to:
- Develop regional support for local CPL development
- Identify resources for colleges implementing CPL
- Develop a Train-the-Trainer professional development series for the CPL leads at each campus to share with their colleagues to help institutionalize CPL at their campuses

Palomar now has over 240 CPL eligible courses. Check out our CPL Website Course List  Recent additions this past fall and spring include courses from the following disciplines:
- Administration of Justice
- Art
- Music
- Deaf Studies
- Drafting Technology
- Photography

For more information about CPL or to make your courses CPL eligible, check out our CPL Website and contact Candace Rose at cpl@palomar.edu

**ADJOURNMENT:**  The meeting was adjourned at 3:52 PM.

Respectfully submitted,

*Molly Faulkner*
_____
Molly Faulkner, Secretary

EXHIBIT 2

| April 4 2022 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Name | Division | Department | Committee/ Council requested | Position | How will you utilize an Equity and Antiracism lens in your work with this committee, or in what ways will you commit to learning about Diversity, Equity, Inclusion, and Antiracism? | What are the knowledge, skills, and abilities you will bring to this committee? | Action: Confirm |
| Candace Rose | AMBA | Media Studies | Faculty Position Priority Committee | Faculty AMBA | This committee is one of the first steps in the faculty hiring process, and I believe that approaching this committee from the lens of Equity and Antiracism is essential to increase diversity and inclusion in our faculty new hires. To do this, I will make a conscious effort to collaborate with my colleagues and engage in discussions that help to build healthy and diverse learning environments at Palomar. | I have a great deal of experience with the hiring processes at Palomar, serving on both FT and PT hiring committees, and I am also serving as Chair of the Media Studies department. I have competed the EEO and Compliance Officer Trainings, which focus on Diversity, Equity, Inclusion and Antiracism, and I have served on the Faculty Senate and Curriculum Committees for several years. I feel that this experience has prepared me well for this committee, and I look forward to the opportunity to serve my colleagues and the college. | |
| Jason Jarvinen | CTE | Cooperative Education | Faculty Position Priority Committee | Faculty, CTE | I would consider Equity and Antiracism efforts as part of the faculty position prioritization process. For example, when reviewing PRPs from departments requesting a new full-time faculty member, the committee ought to consider how the departments discuss differences in success and retention rates by gender, age, and ethnicity and what steps the department is taking to narrow the gaps. I am committed to continuing to learn about Diversity, Equity, Inclusion, and Antiracism. I learned an incredible amount from the Becoming Hispanic Serving Institutions and Grading for Equity book clubs and I'll continue to engage with these initiatives on campus. | I would bring experience with Palomar College's hiring processes. I have experience hiring part-time faculty for the Cooperative Education and Apprenticeship disciplines. In the past, I have also sat on hiring committees for the vice president of finance and administration and CTEE dean. I bring a commitment to Diversity, Equity, Inclusion and Antiracism. I'm incorporating what I learn from Diversity, Equity, Inclusion, and Antiracism efforts into my teaching (e. g. transparent assignments). | |

EXHIBIT 3

# Faculty Senate HyFlex Resolution

March 22, 2022

WHEREAS the Distance Education Committee has launched a new class format called HyFlex, which stands for Hybrid-Flexible during the Fall 2021 and Spring 2022 academic year with great success.

WHEREAS the Palomar College definition of a HyFlex class format allows for students to choose whether to attend class in person or via Zoom each and every class session.

WHEREAS the Palomar College faculty teaching HyFlex can choose whether to add an asynchronous component to the synchronous form of HyFlex as part of the definition.

WHEREAS the HyFlex format is being adopted throughout the state and is already used around the world.

WHEREAS HyFlex works within the college's goal of Universal Design and Accessibility in all of its courses.

WHEREAS HyFlex courses allow for equity among students who may not have the resources or ability to always attend class in one modality.

WHEREAS HyFlex courses offered during Fall 2021 and Spring 2022 were deemed successful in student and faculty feedback and experience.

WHEREAS HyFlex is recommended by both the Distance Education Committee and the Disability Resource Center.

BE IT RESOLVED that the Faculty Senate endorses permanently adopting the HyFlex format among its course offerings now and in the future and

RESOLVED that the Faculty Senate will encourage administrators to embrace, financially support and consistently promote HyFlex to faculty and students as the solution for getting more students back on campus and helping with the recovery from Covid-19 and

RESOLVED that this resolution shall be shared with Palomar College's Associated Student Government, Palomar College's Academic Technology Resources Center, Academic Senate for California Community Colleges, and the Chancellor's Office.

EXHIBIT 4

**Becoming Hispanic Serving Institutions Book Club Fall 2021**

**Recommendations for Palomar College**

Facilitators: Cynthia Cordova, Eduardo Aguilar, and Dr. Hossna Sadat-Ahadi

Funded by:
Equity, Education, and Student Success Council
Palomar Faculty Federation

Palomar College Becoming HSIs Book Club Members:

| | | |
|---|---|---|
| Leslie Aguilar | Mireya Gutierrez-Aguero | Scott Nelson |
| Veronica Aguilera | Fabiola Hernandez | Duy Nguyen |
| Letty Aguirre | Jennifer Herrera | Fidel Nieto |
| Elizabeth Alvarado | Bill Jahnel | Patrick OBrien |
| Teresa Alvarado Quainoo | Jason Jarvinen | Michael Mufson |
| Shannon Andrews | Lawrence Lawson | Kyle Owens |
| Cindy Anfinson | Sierra Lovelace | Star Rivera-Lacey |
| Melissa Bagaglio | Beatrice Manneh | Tanessa Sanchez |
| Tina Barlolong | Kristen Marjanovic | Chris Sinnott |
| Glyn Bongolan | Leanne Maunu | Gary Sosa |
| Ken Breeding | John McMurria | Diane Studinka |
| Nancy Browne | Adam Meehan | Rosalinda Tovar |
| Cynthia Cordova | Vickie Mellos | Caleb Varela Johnson |
| Lexus Criswell | Sabrina Menchaca | Crystal Velasco |
| Sheri Cully | Wendy Metzger | Elena Villa |
| Joshua Delgado | Josephine Moore | Angelica Yanez |
| Marlene Forney | Katie Morris | Anastasia Zavodny |
| Elizabeth Gonzalez | Benjamin Mudgett | |
| Sonia Gutiérrez | Michael Mufson | |

**Purpose:** The purpose of the Becoming Hispanic Serving Institutions (HSI) Book Club was to examine our college HSI identity and learn how to support Latinx students, while celebrating Hispanic Heritage Month. Meetings included learning about the HSI title designation, reflecting on our HSI identity, and engaging in dialogue about our practices in the classroom and beyond. The book club served as intentional professional development for campus members to increase knowledge of best practices for HSIs, while raising awareness of the Latinx student population.

**Participants:** The participants were composed of students, classified staff, faculty members, and administrators. Book club members represented 17 different disciplines, 10 areas across campus, including Association of Latinos and Allies for Student Success (ALASS), Associated Student Government (ASG), and specialized programs.

**Engagement:** Book club members were each provided with a copy or access to the *Becoming Hispanic Serving Institutions: Opportunities for Colleges & Universities* book by Gina Ann Garcia. All members were given instructions, which included guided reading reflection questions to prepare prior to each meeting. Each book club meeting was held virtually for one hour and thirty minutes. Participants discussed reading topics in Familias, shared experiences, and applied concepts to Palomar College's HSI identity.

**Recommendations:** Based on reading the *Becoming Hispanic Serving Institutions* book and attending three book club meetings, held between September and November 2021, participants worked collaboratively to create recommendations and strategies for the college. These are the seven recommendations for Palomar College to become a true Hispanic Serving Institution beyond the HSI designation:

1. **Enhance the racial, cultural, and linguistic experiences for Latinx students. Allocate resources to Latinx enhancing actions, designate time and compensation for those who lead these efforts.**
2. **Hire people of color for staff, faculty, and administrator positions, including Latinx people who mirror our student population.**
3. **Protect and empower Latinx staff and faculty to go into leadership roles.**
4. **Institutional commitment to support ALASS, MEChA, and Puente.**
5. **Provide a physical space dedicated to Latinx students.**
6. **Provide a physical space for Undocumented/AB 540/DACA and mixed status students.**
7. **Use an HSI lens to improve institutional practices and require equity training for all employees.**

This document includes a summary of strategies for each of the seven recommendations on behalf of all Becoming HSIs book club members.

1. **Enhance the racial, cultural, and linguistic experiences for Latinx students. Allocate resources to Latinx enhancing actions, designate time and compensation for those who lead these efforts.**

   - Conduct a needs assessment of current "spaces" that are being used by students to determine needs
   - "Dashboard" of activities/support of Latinx students (goals and metrics to keep up accountable) are being met and what needs are yet to be met
   - Have bilingual general communications examples: flyers, banners, 75th anniversary banner
   - Include expressions reflective of students' linguistic experience in communications
   - Integrated information versus secondary messages- unapologetically
   - Signage across campus English/Spanish
   - Visibility for resources specific to Latinx students
   - Offering bilingual opportunities; Professional Development Committee is currently working on this (creating and posting all materials in Spanish and English; also creating activities that are HSI-oriented)
   - Activities that gage our student body incorporate cultural elements examples: culturally relevant food, music, vendors
   - Equity in language, literature and skills to be incorporated inside and outside of the classroom
   - Begin offering a College Hour for students to engage in these sorts of activities
   - Centralize coordination of "Events"
   - Involve/engage students who have benefitted from our programs and services to connect with our future students
   - Offer culturally mental health approaches
   - Provide institutional commitment and not relying on the free labor of others or individual fundraising resources
   - Institutionalize Tarde De Familia (permanent funding, staffing)
   - Prioritize funding
   - Support faculty/staff
   - Approve leave time for staff/faculty to participate
   - Designated physical space for students/staff/faculty that creates a sense of belonging (resources/staffing/activities)
   - Classes (need to increase course offerings)

2. **Hire people of color for staff, faculty, and administrator positions, including Latinx people who mirror our student population.**

   ● Recruitment in non-traditional places
   ● Consider where and how we are promoting open positions; job postings need to be intentional about this and posted in places that will attract a diverse candidate pool (be proactive about these needs)
   ● Hire bilingual and diverse faculty
   ● When we include standards, include those that make it more achievable
   ● Ask and layer questions that ask candidates to discuss how they practice equity
   ● Demonstration activity/teaching example that helps represent the diversity of the college to assess how the candidates directly handle a diverse classroom (Human Resources lets us ask applicants a question about antiracism/equity)
   ● Incorporate trainings reflective of student populations
   ● Diversity Equity Inclusion (DEI) trainings embedded in onboarding practices
   ● Being careful of our implicit bias so we do not hire people who are too similar to the current make-up of what we actually want to change
   ● Engage in hiring practices that take into account the impact of diverse experiences
   ● Representation matters and impacts all of our students
   ● Hire faculty who use culturally responsive teaching since tenure-track faculty will be here a long time – ask them to show how they demonstrate this
   ● Ensure there is no disconnect in what we say we value and what we do
   ● Support for part-time faculty to be involved whenever possible

3. **Protect and empower Latinx staff and faculty to go into leadership roles.**

   ● Support the retention of these employees, since too much of a burden gets put on our employees of color to do a lot of the equity work
   ● Allocate and allow leave time for supporting Latinx initiatives
   ● Make opportunities visible and communicate opportunities – "you don't know what you don't know"
   ● Support for part-time faculty to be involved – ensure that our part-time faculty are paid for the work that they do
   ● Mentoring opportunities can help with visibility for Hispanic/Latinx faculty who are seeking opportunities (SDICCA can help with mentorships and ASCCC can help with mentorships too)

4. **Institutional commitment to support ALASS, MEChA, and Puente.**

- Provide funding for these programs from through the College's general funds
- Additionaly, dedicate HSI funding for these programs
- Create systematic and budgetary process to support and follow the MOU's
- Dedicated position to cultivating Latinx focused and other student equity groups
- Cultivate cultural activities
- Respond to non-instructional Program Review and Planning forms (PRPs) requests for any and all budgetary requirements needed to current programs
- Include ALASS into the Organizational Structure
- Provide release/reassigned time to support ALASS to get their work done
- Need participation from the campus and institutional support (release/reassigned time) to do the work since current situation is not sustainable
- Enhance support for the Puente Program (usually only hold 1 cohort per semester) by providing staffing and resources
- More mentors for Puente needed to share professional experiences with students
- Promote the Puente Program by communicating with students that the program exists
- These groups need a designated space, support, and funding, an example is that ALASS and MEChA do their own grass root fundraising for graduation
- Incentivize broad participation in Latinx events
- Support graduation for Latinx students, embedded into usual graduation week and information, rather than as a less known event

5. **Provide a physical space dedicated to Latinx students.**

- Create spaces and places of belonging for Latinx students
- Visual representation, rebranding, cultural art throughout the campus community
- Cultural hub center
- Prioritize this space in the Facilities Planning and identify the space
- Recognize that if all Facilities Requests go through PRPs, then this is an institutional barrier to getting a dedicated space
- Make this a visible cause to get this space
- Establish a line item in the budget to support this space
- Create a task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
- Student lounge modeled on the Veterans' resource center

6. **Provide a physical space for Undocumented/AB 540/DACA and mixed status students.**

  ● Create spaces and places of belonging for undocumented students
  ● Prioritize this space in the Facilities Planning and identify the space
  ● Make this a visible cause to get this space
  ● Establish a line item in the budget to support this space
  ● Create an advocacy group/task force with members from the governance councils, along with other faculty/staff/students, and engage all constituents to move this forward
  ● Student lounge modeled on the Veterans' resource center
  ● Include not only resources, but also lockers for personal belongings, microwaves, etc.
  ● Locate office spaces with the College's commitment to ensure this is a safe space
  ● Add the education aspect to this item for the campus community, such undocumented resource and ally training, provide legal services to students, and create staff positions that are inclusive of Undocumented/AB 540/DACA candidates

7. **Use an HSI lens to improve institutional practices and require equity training for all employees.**

  ● Professional Development opportunities that include some requirement hours towards diversity (HSI) training, on a yearly basis for staff, faculty, administrators, and board members
  ● Provide cohort trainings for incoming employees with trained facilitators
  ● Work with all constituent groups to validate mandated training for everyone, including unions and employee groups
  ● Ensure that new hires have an equity lens
  ● Train all employees on microaggressions
  ● Participate and model practices from the Strong Workforce institute (analyzing student demographics to remove inequities) Dr. RAD, Cultural Curriculum Collective (at MiraCosta), and others

EXHIBIT 5

**Palomar Community College District**
**Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report**
**March 26, 2022**

**Michelle Barton**

**Background**

Each year, ACCJC accredited institutions are required to submit both an Annual Fiscal Report and Annual Report to the Commission per the Policy on Monitoring Institutional Performance.

**Response**

The attached document includes the District's annual report on enrollment and student achievement. The annual report provides three years of enrollment and student achievement data. For the student achievement metrics, the report includes: 1) the college's institution-set standards, 2) stretch goals, and 3) actual counts. The college actuals exceed all institution-set standards and in a few areas (course success rates and degrees and certificates), the college has met its stretch goals as well.

Beginning in 2019-20, as a result of Covid-19, the College implemented "Excused Withdraw" (EW) grade notations. Per Chancellor's office methodology, EW grades were initially removed from success rate calculations. However, in 2020-21, the College moved to assigning all withdraws an EW grade. This made it difficult to evaluate success rates over time. For the 2019-20 and 2020-22 years only, EWs have been included in the denominator of the success rates.

The Faculty Senate evaluates institution set standards and stretch goals annually. As in 2019-2020, due to significant decreases in enrollment because of Covid-19 along with the unknown impact of the pandemic on future student enrollment and performance, I would ask the Senate to consider maintaining the standards and stretch goals. Per your regular process, the Senate can reevaluate the standards and goals next year.

**ACCJC** | **ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**
Outcomes | Innovation | Improvement
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| **Help** | **Logout**

**2022 Annual Report**
**REVIEW**

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

## General Information

| # | Question | Answer |
|---|----------|--------|
| 1. | Confirm your College Information | **Confirmed** |
| 2. | Name of individual preparing report: | **Michelle Barton** |
| 3. | Phone number of person preparing report: | **760-744-1150 x 2534** |
| 4. | E-mail of person preparing report: | **mbarton@palomar.edu** |
| 5. | Type of Institution (select one) | **California Community College** |

## Headcount Enrollment Data

| # | Question | Answer | |
|---|----------|--------|--|
| 6. | Total unduplicated headcount enrollment for last three years: | 2018-19:<br>2019-20:<br>2020-21: | **36,846**<br>**35,821**<br>**29,059** |
| 6a. | Percent Change 2018-19 to 2019-20: (calculated)<br>Percent Change 2019-20 to 2020-21: (calculated) | | **-3%**<br>**-19%** |
| | **6. Additional Instructions and Data Definitions:**<br>For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20. | | |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for last three years: | 2018-19:<br>2019-20:<br>2020-21: | **33,728**<br>**32,817**<br>**27,604** |
| 7a. | Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.<br><br>**Credit Programs Increased by 50%: Waste Water Technology (WWT) Family and Consumer Sciences (FCS) Credit Programs Decreased by 50%: Welding (WELD) Reading (READ) Physical Science (PHSC) Entertainment Technology (ENTT) Disability Resource (DR) Diesel Mechanics Technology (DMT)** | | |

**7. Additional Instructions and Data Definitions:**
Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

## Distance Education and Correspondence Education

| # | Question | Answer |
|---|----------|--------|
| 8. | Do you offer Distance Education? | **Yes** |
| 8a. | Total unduplicated headcount enrollment in distance education in last three years: | 2018-19 **15,125**<br>2019-20 **15,585**<br>2020-21 **21,284** |
| 8b. | Percent Change 2018-19 to 2019-20: (calculated)<br>Percent Change 2019-20 to 2020-21: (calculated) | **3%**<br>**37%** |

**8. Additional Instructions and Data Definitions:**
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

| 9. | Do you offer Correspondence Education? | **No** |
|---|----------|--------|

**9. Additional Instructions and Data Definitions:**
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

## Federal Data

| # | Question | Answer |
|---|----------|--------|
| 10. | List the current Graduation Rate per the US Education Department College Scorecard | **29 %** |

**10. Additional Instructions and Data Definitions:**
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

| 11. | If your college relies on another source for reporting success metrics, please identify the source **(select one)**. | **CCCCO Student Success Metrics dashboard (Scorecard)** |
|---|----------|--------|
| 12. | Please provide a link to the exact page on your institution's website that | **https://www.calpassplus.org/** |

| | displays its most recent listing of student achievement data. | **LaunchBoard/Student-Success-Metrics** |

**12. Additional Instructions and Data Definitions:**
ACCJC will include a link to this page in your institution\'s entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC\'s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC\'s Accreditation Standard I.C.3 and Eligibility Requirement 19.

## Institution Set Standards for Student Achievement

| # | Question | Answer | | |
|---|----------|--------|---|---|

**Course Completion Rates**

| 13. | List your Institution-Set Standard (floor) for successful student course completion rate: | 2018-19 | 2019-20 | 2020-21 |
| | | **70 %** | **70 %** | **70 %** |

| 13a. | List your stretch goal (aspirational) for successful student course completion rate: | 2018-19 | 2019-20 | 2020-21 |
| | | **71 %** | **71 %** | **71 %** |

| 13b. | List the actual successful student course completion rate: | 2018-19 | 2019-20 | 2020-21 |
| | | **72 %** | **71 %** | **71 %** |

**13. Additional Instructions and Data Definitions:**
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

**Certificates**

| 14. | Type of Institute-set standard for certificates: | **Number of certificates** | | |
| | If Number-Other or Percent-other, please describe: | | | |

| 14a. | List your Institution-Set Standard (floor) for certificates: | 2018-19 | 2019-20 | 2020-21 |
| | | **1,700** | **1,700** | **1,700** |

| 14b. | List your stretch goal (aspirational) for certificates: | 2018-19 | 2019-20 | 2020-21 |
| | | **2,300** | **2,300** | **2,300** |

| 14c. | List actual number or percentage of certificates: | 2018-19 | 2019-20 | 2020-21 |
| | | **2,345** | **2,463** | **2,330** |

**14. Additional Instructions and Data Definitions:**
For purposes of this report, include only those certificates which are awarded with 16 or more units.

**Associate Degree (A.A./A.S.)**

| 15. | Type of Institute-set standard for degrees awarded: | **Number of degrees** | | |
| | If Number-Other or Percent-other, please describe: | | | |

| 15a. | List your Institution-Set Standard (floor) for degrees: | 2018-19 | 2019-20 | 2020-21 |
| | | **1,600** | **1,600** | **1,600** |

| 15b. | List your stretch goal (aspirational) for degrees: | 2018-19 | 2019-20 | 2020-21 |
| | | **2,000** | **2,000** | **2,000** |

| 15c. | List actual number or percentage of degrees: | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| | | 2,333 | 2,470 | 2,260 |

### Bachelor's Degree (B.A./B.S.)

| 16. | Does your college offer a Bachelor's Degree (B.A./B.S.)? | No |
|---|---|---|

### Transfer

| 17. | Type of Institute-set standard for transfers: | Number of transfers |
|---|---|---|
| | If Number-Other or Percent-other, please describe: | |

| 17a. | List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university: | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| | | 1,600 | 1,600 | 1,600 |

| 17b. | List your stretch goal (aspirational) for the students who transfer to a 4-year college/university: | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| | | 2,000 | 2,000 | 2,000 |

| 17c. | List actual number or percentage of students who transfer to a 4-year college/university: | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| | | 1,736 | 1,802 | 1,847 |

### Licensure Examination Pass Rates

| 18. | Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study: |
|---|---|

| Program | Exam (National, State, Other) | Institution-Set standard (%) (Floor) | Stretch (Aspirational) Goal (%) | 2018-19 Pass Rate (%) | 2019-20 Pass Rate (%) | 2020-21 Pass Rate (%) |
|---|---|---|---|---|---|---|
| Nursing | National | 85 % | 90 % | 92.75 % | 90.28 % | 92.31 % |
| Registered Dental Assistant | State | 80 % | 90 % | 100 % | 100 % | 100 % |
| Emergency Medical Technician | National | 70 % | 100 % | 77 % | 75 % | 74 % |
| Paramedics | National | 80 % | 100 % | 89 % | 91 % | 88 % |

**18. Additional Instructions and Data Definitions:**
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

### Employment rates for Career and Technical Education students

| 19. | Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data: |
|---|---|

| Program | Institution-Set standard (%)(Floor) | Stretch (Aspirational) Goal (%) | 2018-19 Job Placement Rate (%) | 2019-20 Job Placement Rate (%) | 2020-21 Job Placement Rate (%) |
|---|---|---|---|---|---|
| Nursing | 72.26 % | 80 % | 98.11 % | 90 % | 100 % |
| Dental | 72.26 % | 80 % | 96.15 % | 95.24 % | 96.15 % |
| Emergency Medical Technician | 72.26 % | 80 % | 100 % | 84 % | 93.94 % |
| Paramedics | 72.26 % | 100 % | 83.33 % | 79.4 % | 79.93 % |

**19. Additional Instructions and Data Definitions:**
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs

for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

## Other Information

| 20. | Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). |
|---|---|
| | **Enrollment declines of more than 50% are reflect the impact of COVID to specific career education programs that have been difficult to transition to an online format.**<br><br>**In prior years, the College did not include "EW" grade notations in its calculations of success rates, but it did include "W" grades as an unsuccessful grade per standard methodology. As a result of COVID, the use of "EW" grades increased substantially and in 2020-21 all withdraws were assigned an "EW" grade making it difficult to compare success rates over time. For 2019-20 and 2020-21 only, success rates have been calculated utilizing EW in the denominator.** |

Go To Question #:  2  ▼   **REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Dr. Star Rivera-Lacey). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

**Send e-mail Notification to CEO to certify report**

ACCJC | Contact Us

� 2010 ACCJC

# Summary

- What is the Issue?

- What is the Solution?

- Procedure to accomplish this task and considerations of educational policy reform.

# What is the Issue?

# Issue Introduction

1. COVID-SARS Virus has alienated many student populations. Promoting welfare of students and keeping retention is of utmost importance to implement our various options: Synchronous, Asynchronous, Hyflex, In-Person


1. Students have requested the ability to diversify their educational needs by being involved in more classes, clubs, etc. In order to accommodate this demand, one possible resolution would result in some changes related to the current my-Palomar portal.

# Issue Illustrated [Example: Static]

Because these classes hit the 19 credit limit, students will have to petition, which may take valuable time if done in the beginning of the semester. Even though classes were not a full semester, the classes he enrolled in will impede his ability to add any new classes later in the semester as the MyPalomar Portal will restrict anything over 19 credit classes. Credits are filled up faster in the Spring given the Intersession and that certain extracurriculars (athletics and clubs) take up credits away from core classes.

A static schedule (current schedule) would be demonstrated as below:

Example: [John Doe]- Enrolled in Classes in Fall 2021

## 2022 Spring

| Course Units | Nbr | Description | |
|---|---|---|---|
| SPAN. | 100 | Intro. To Spanish (Intersession) | 4.0 |
| MATH | 110 | College Algebra | 4.0 |
| ENG. | 100 | Introduction to English (4-weeks) | 4.0 |
| ECON | 100 | Introduction to Economics (4-weeks) | 3.0 |
| CHEM | 110 | Introduction to Chemistry (1st 8-week) | 3.0 |

*John Doe enrolled in these classes at the beginning of the semester, but he wants to add Speech and Debate (which is three units) and Chemistry 115 (2nd 8-weeks) to his class schedule as he has finished prerequisites halfway into the semester and wants to bolster extracurricular activities.

-----------------------------------------------------------

## 2022 Spring

| Course Units | Nbr | Description | |
|---|---|---|---|
| SPAN. | 100 | Intro. To Spanish (Intersession) | 4.0 |
| MATH | 110 | College Algebra | 4.0 |
| ENG. | 100 | Introduction to English (4-weeks) | 4.0 |
| ECON | 100 | Introduction to Economics (4-weeks) | 3.0 |
| CHEM | 110 | Introduction to Chemistry (1st 8-week) | 3.0 |
| CHEM | 115 | Chemistry (EXCEEDS CREDIT LIMIT) | |
| SPCH | 290 | Speech and Debate (EXCEEDS CREDIT LIMIT) | |

# What is the Solution?

# Issue Illustrated [Example: Dynamic]

As long as classes are successfully passed, students can elect to add more to the course load.

Green=Class is finished and passed.
Purple= Added class after other class is finished.

*MAIN IDEA:*
Student can replace corresponding units throughout semester once class is finished.

Example of Dynamic Scheduling: [John Doe]-Enrolled in Classes of Fall 2021

**2022 Spring [Before Intersession]**

| Course | Nbr | Description | Units |
|--------|-----|-------------|-------|
| SPAN. | 100 | Intro. To Spanish (Intersession) | 4.0 |
| MATH | 110 | College Algebra | 4.0 |
| ENG. | 100 | Introduction to English (4-weeks) | 4.0 |
| ECON | 100 | Introduction to Economics (4-weeks) | 3.0 |
| CHEM | 110 | Introduction to Chemistry (1st 8-week) | 3.0 |

----------------------------------------------------------------

**2022 Spring [After Intersession]**

| Course | Nbr | Description | Units |
|--------|-----|-------------|-------|
| SPAN. | 100 | Intro. To Spanish (Intersession) | 4.0 |
| MATH | 110 | College Algebra | 4.0 |
| ENG. | 100 | Introduction to English (4-weeks) | 4.0 |
| ECON | 100 | Introduction to Economics (4-weeks) | 3.0 |
| CHEM | 110 | Introduction to Chemistry (1st 8-week) | 3.0 |
| CHEM | 115 | Introduction to Chemistry (2nd 8-week) | 4.0 |

* I add four units to replace Spanish, which means I am doing 17 units after intersession. Under current provisions, adding this course with the intersession course would bring the total to 22 units even though John is not doing them at the same time.

----------------------------------------------------------------

**2022 Spring [After 1st-4 Weeks]**

| Course | Nbr | Description | Units |
|--------|-----|-------------|-------|
| SPAN. | 100 | Intro. To Spanish (Intersession) | 4.0 |
| MATH | 110 | College Algebra | 4.0 |
| ENG. | 100 | Introduction to English (1st 4-weeks) | 4.0 |
| ECON | 100 | Introduction to Economics (4-weeks) | 3.0 |
| CHEM | 110 | Introduction to Chemistry (1st 8-week) | 3.0 |
| CHEM | 115 | Introduction to Chemistry (2nd 8-week) | 4.0 |
| SPCH | 290 | Speech and Debate (2nd 8-weeks) | 3.0 |

* Student replaces Speech and Debate to bring total enrollment at that moment to 14 credits, but can elect to do an additional five if wanted.

# Differentiating Static vs Dynamic Scheduling Recap

Static:

-"static" scheduling would be the current system which is in place today, where a student may only be able to do a maximum of 19 credits for the entirety of a 5-6 month span, but not have the availability to add more classes once another one class finishes or begins due to the fact that they have hit their limit (even with petitions).

Dynamic:

- Credit limit is malleable to encapsulate 19 credits dynamically (i.e- When a class ends, the student can replace the class to add up to a sum of 19 credits at that particular moment) instead of the hard-cap being the entirety of the semester.

- Since athletics, journalism, speech, and other classes require upwards of 1.0-5.0 units, it would be optimal to have them act more complementary than take potential credit opportunities away from core classes in order to transfer or graduate.

# Procedure/Educational Policy

Where does this fall on priority of ASG and Student Faculty Senate?

Discuss with counseling dept. Chair and district chair if this infringes on any current educational codes, provisions, etc.

If not possible, potentially seek other avenues.

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
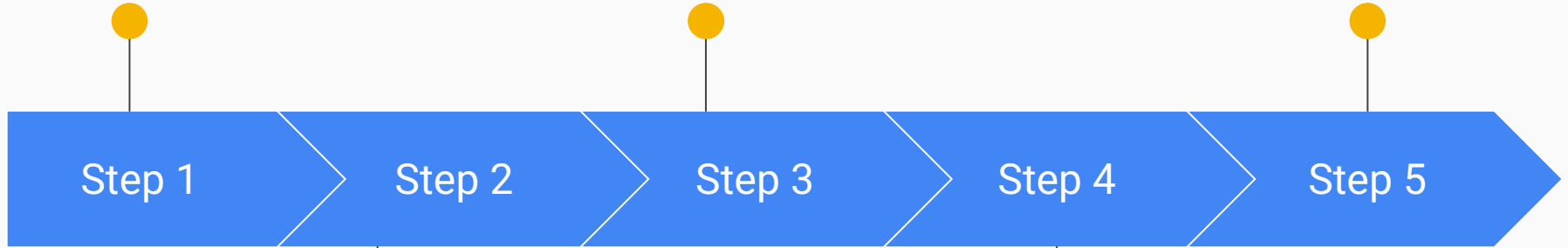
Seek approval from students, dept. Chair of counseling, IT department, and faculty.

If necessary, petition to legislation on behalf of Palomar College to have current legislation

# Benefits and Drawbacks

Benefits:

1. Retention is kept active.
2. Students can finish faster, be given more time to have continuity with their education, and transfer or graduate quicker.
3. Faculty are given more opportunity to not have classes closed (therefore more opportunities to keep their canvas courses open and utilize HyFlex).

Drawbacks:

1. Lethargic changes to educational policy.

2. Will need to seek each department in order to see if this is a possibility, which is arduous given other needs of the campuses.

# Considerations

> If implemented, certain faculty may be able to not have their classes "closed" due to the fact that students who finish particular prerequisites are able to move up to increasingly higher division classes (which are more frequently closed than the lower division classes). Given the fact that students cannot always predict what classes will be open, re-opened, and waitlisted in the beginning of the semester, the ability to jump on the opportunity if readily available would alleviate potential stress with professors and counselors.

> Every student is different and has their own intended path towards fulfilling educational goals. However, if credits can be taken more flexibly to align with changing status in a student's journey over the semester, it would be much appreciated. Transparency to resources is key for underserved students to have continual educational support.

# Questions, Comments, Concerns

*Please contact me at: [dwilliams1@palomar.edu](mailto:dwilliams1@palomar.edu)