THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

October 17, 2022

EXHIBITS

EXHIBIT 1

THE FACULTY SENATE
PALOMAR COLLEGE

Minutes of the
MEETING OF THE FACULTY SENATE
October 10, 2022

APPROVED

PRESENT: Melissa Bagaglio, Lacey Craft, Will Dalrymple, Alexandra Doyle Bauer, Erik Duarte (ASG), Kelly Falcone, Molly Faulkner, Shelbi Hathaway, Erin Hiro, Lawrence Lawson, Leigh Marshall (ZOOM), Leanne Maunu, Michael Mufson (ZOOM), Scott Nelson, Wendy Nelson, Beth Pearson (ZOOM), Nicole Siminski, Elena Villa Fernández de Castro, Edwina Williams**,** Anastasia Zavodny

ABSENT: Jenny Fererro, Jason Jarvinen, Ben Mudgett, Alyssa Vafaei

GUESTS: Elizabeth Alvarado, Glyn Bongolan, Alex Cuatok, Barbara Hammons, Gina Hungerford, Michael Large, Billieanne McLellan, Leslie Salas

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

CALL TO ORDER The meeting was called to order by Faculty Senate President Wendy Nelson in LRC-116 at 2:30 PM. The meeting was also streamed live on ZOOM.

PUBLIC COMMENTS – No public comments.

ANNOUNCEMENTS
Senators Molly Faulkner announced that *Noche Havana,* directed by PatriceAnn Mead is coming Friday, October 21 to the Studio Theatre and the Howard Brubeck Theatre Courtyard. This is the 25th Anniversary celebration of the Afro-Cuban/Brazilian Drum and Dance Ensemble, Agogo, and the World Drum and Dance Program. An evening of Cuban/Brazilian music and dance, including local salsa band, La Farandula. More information can be found at www.palomarperforms.com

Senator Zavodny announced that Political Economy Days is coming October 18 and 19. More information is forthcoming. Sessions will be in person and virtual as well.

Senator Alexandra Doyle Bauer announced the Library presentation for the LGBTQ History Month is October 17 from 10-11am in LRC-116. The title is *LGBTQ & YOU: Book banning in America, Palomar Library supports you and what do YOU want from your library?*

AGENDA CHANGES – No agenda changes.

APPROVAL OF MINUTES - 9/26/22 AND 10/03/22

Motion 1: MSC Faulkner/Hathaway   Faculty Senate approval of Faculty Senate meeting minutes dated September 26, 2022 (Exhibit 1).

The motion carried.

Motion 2: MSC Maunu/Zavodny   Faculty Senate approval of Faculty Senate meeting minutes dated October 3, 2022 (Exhibit 2).

The motion carried.

ACTION

A.   Curriculum – Mudgett
Senator and Curriculum Co-Chair Ben Mudgett was not present and no action was required.

B.   Committee on Committees (Exhibit 3) – Zavodny

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

The motion carried.

Curriculum Committee – **Scott Lawson**, Faculty (22-25)
Faculty Position Priority Committee – **Liz (Mary) Mendoza**, Faculty, L&L

Senator and Committee on Committees Chair Anastasia Zavodny said there remains an open seat for faculty to fill on the Chief Diversity Officer Hiring Committee. Senator Zavodny also said there are openings on the Curriculum Committee. The Sabbatical Leave Committee still has a vacant fulltime faculty Senator position and asked for Senators to volunteer.

INFORMATION ITEMS

A.   ASG Report – Duarte
ASG Senator Erik Duarte will provide a report at the next Faculty Senate meeting.

B.   Student Equity Plan 2.0 (Exhibit 4) – Leslie Salas
Dr. Leslie Salas introduced the presentation and recognized the hard work that her Palomar colleagues have done in developing a plan to decrease the equity gaps for students who have been historically disproportionately impacted at Palomar. The Chancellor's Office named this equity plan and it focused on deconstructing institutional barriers to enable Palomar to decrease equity gaps for the next three years. The work began in May 2022 through EESSC where a workgroup was created to begin strategizing how to address the development of the Student Equity Plan 2.0. This group has taken the lead in the development of this collaborative plan presented.

The work group members took turns explaining the slides.

Senator Lawrence Lawson asked about the length of the plan and the implementation runway and how it could be impacted by the makeup of a newly elected Governing Board that's hostile to DEI work and race conscious work. Dr. Glyn Bongolan answered saying that the Chancellor's Office is giving the guiding principles for the work and the Chancellor's Office is the overarching governing entity. This will be emphasized to Palomar's Governing Board. Dr. Salas also explained that the Chancellor's Office said this work does not need to be formally approved by Palomar's Governing Board. Dr. Salas also said that it shouldn't matter who sits in the Governing Board seats because is up to all colleagues working together to continue to push the success of Palomar College students forward.

Senator Kelly Falcone asked if other data not included in the presentation will be considered when developing the plan. Bongolan explained that other data can be utilized since this is an overarching plan and once the work begins in the work groups or committees, these smaller groups will identify an action plan of how to accomplish the outcomes. The strategies will need to be measured as well.

Senator Falcone noted the CCEAL yearlong project that occurred seven years ago identified challenges underserved students of color were facing. Rich feedback came out of the project but it was never done again so it's hard to understand what changes were valuable when a single assessment was done and hopes that this won't happen with this current project. Dr. Salas said that members of the workgroup are echoing these same concerns and student feedback from the CCEAL and other surveys as well (HSI) will be utilized in this round too.

Senator Michael Mufson praised the intrusive metric outcomes included in the slides but asked whether a larger cultural context; an understanding and commitment to equity at the College by faculty and staff can be addressed as well. Both Dr. Salas and Dr. Bongolan answered yes and believe that everyone at Palomar wants to serve the students better.

Senator Molly Faulkner recommended that the voice of students need to be included in the work. Dr. Salas said that students will be involved with the work groups but it is often difficult to recruit students because of their busy work, school and family schedules. She said there is also a good case that it's the responsibility of the institution to develop the actionable items and then get feedback from the students.

Senator Edwina Williams said she understands the intersectionality component in terms of students of color and then economically disadvantage as shown on Table VI, but asked what are the plans for groups where there are no intersectional components? Dr. Salas said the workgroup chose to focus on the two identified subpopulations in Table VI with the understanding that the institutional structural systematic change is going to have a positive impact on other student groups as well. Senator Williams also pointed out that the "empty boxes" on Table VI are also impacted merely because there is not information which means students of those groups are not enrolling, completing and then transferring. Dr. Michael Large explained that there was direction to focus on either one or two populations per metric with an expectation that big structural changes will serve other populations as well. There was an expectation to focus on the most disproportionate impact and the populations as smaller groups won't allow a good measurement of that impact.

Senator Anastasia Zavodny asked whether some existing workgroups on campus could be utilized to do some of the work outlined in the plan rather than creating all new groups. Dr. Bongolan said the work will be done by ad hoc committees and recruitment will come from areas that are directly related to the metric, and this falls under EESSC. Senate President Wendy Nelson suggested that this team ask for input from Senator Zavodny since she is chair for Committee on Committees and has valuable insight to add.

C. Constitution and Bylaws Discussion (Exhibit 5) – Dalrymple, W. Nelson

Senator Will Dalrymple and President Nelson shared the exhibits explaining this item will come back to Senate for Action next week. Senator Dalrymple explained a few minor edits that are needed before Senate can vote on moving forward. Once approved by Senate the electronic vote can go out to faculty. Dalrymple will make the edits and bring back to Senate for Action on October 17. Senator Faulkner advised that a heads up go to department chairs to explain what Senate is trying to accomplish to reduce any confusion within their faculty.

D. 2022-2023 Faculty Senate Goals (Exhibit 6) – W. Nelson

Senate President Wendy Nelson reviewed the status of past goals carrying over and newly identified goals for this year. She asked Senators for suggestions for additional goals. President Nelson will tidy up the document and present to Senate for Action next meeting.

E. Guided Pathways Update – Tabled.
F. Student Integrity Taskforce – Tabled.
G. Educational & Facilities Vision Plan – Tabled.

President (Nelson)

During the last two weeks, I attended the following meetings: Budget Committee (report below), EESSC Planning meeting, one-one with the VPI Studinka and the Governing Board meeting. I also attended the Leading from the Middle convening Sept. 29-Oct. 1 where our college team continued to work on plans for Student Success Teams. I also presented at the California Community College Association for Occupational Education on Palomar's experience at the Strong Workforce Faculty Institute. Some highlights:

Governing Board

- Our Fall enrollment has had some help from Fast-track 2 courses and may end up flat at for Fall 22.
- Director of HR Christine Winterle shared some history about retirements and why we have so many vacancies.
- Report from ASG President Garcia Mendez. Mendez shared that the ASG has been very busy this semester and recently held their retreat where they hosted several speakers.

Attending the CCCAOE conference and attending workshops on:

- DEI 5C Toolkit: Culturally Responsive Higher Education Curriculum Assessment Tool
- In Their Shoes: How Understanding the Student Journey Can Improve Education Design, Student Success, and Employer Engagement
- A Design Framework for Connecting Careers and the Workforce to Guided Pathways Maps

Accreditation (Versaci)

The Accreditation Steering Committee met on Friday, September 30, to review progress and timelines. Michelle Barton and I will be meeting in the next couple of weeks to discuss the College's written report on progress to the ACCJC's recommendations.

Budget (Fererro)

Discussed the 85% Taskforce. The Taskforce was created last spring but never met. The taskforce will meet for one meeting this fall and 2-3 meetings in the spring. The committee members updated the membership of the group, followed by a short discussion of the taskforce's tasks/goals.

The committee discussed goals for the Budget Committee for the year. The goals focused on communication both incoming and outgoing, budget 101 presentations, improved communication of ending balance information to the college. The draft of the 311 Report was also presented.

Dean Salas presented some questions regarding the Student Equity Plan and budgets.

Distance Education (Hiro)

The Distance Education Committee met on Oct. 5 and reviewed its goals. Currently, we are considering several goals. These have not been approved. We welcome all feedback at ehiro@palomar.edu.

Possible Goals:

1. Peer Online Course Review: Setting up and institutionalizing this system of evaluating online courses.
2. HyFlex: Refining and improving our current offerings and trainings of the course format.
3. Universal Design: Narrowing down a subgoal within that area and offering training to faculty to improve their courses.
4. CVC Teaching College: Support the administration as they finish the process of Palomar becoming a Teaching College. This will allow students outside of Palomar to easily enroll in our class, which can bring increased enrollment.
5. New Canvas Tools: The DE Committee has been hearing from companies that offer Canvas tools that will improve our online teaching. So far, we have learned about Nectir and Simple Syllabus. We have more demonstrations scheduled throughout the semester. If you have a tool you would like us to consider, email ehiro@palomar.edu.
6. TERB: What can the DE committee do to assist the Tenure and Review Committee in evaluating faculty in online courses?

7. Recertification: Should we look at what other colleges are doing to recertify faculty members for teaching online? Should we recommend the Senate and PFF consider a recertification policy? Or should we put together a playlist of suggested trainings for faculty to update their skills?
8. Data-driving planning: The DE members have considered whether it would help faculty if we worked with Records to amass and report on enrollment trends in DE classes.

Faculty Service Areas (Jarvinen)
The Faculty Service Area Committee met on October 4th, 2022. The committee made updates to the personal FSA application form. HR felt that it would be best to use the general HR email on the form. The committee also reviewed minor changes to the FSA webpages – there had been a duplicate page showing up with some out-of-date information. It has been removed from the website and search results with the help of the ATRC. The committee discussed the progress of discipline FSA updates due in 2023. The updates are almost complete.

PFF (Lawson)
The PFF eBoard met on Sept 22nd, in-person in MO-111. On the agenda was a clarification of the seat appointment process throughout shared governance. This policy was discussed and adopted: *When PFF seats representatives throughout shared governance, preference for those appointments will be given to PFF members as, in those roles, these individuals represent the perspective and priorities of PFF. This policy does not apply to TERB appointments*.

PFF is supporting CCE and co-hosting a screening of a film on the life and work of Cesar Chavez. The event is on Wednesday, October 5th, at 4pm at the Brubeck Theater. Food will be provided.

PFF head reports on COPE activities related to an October 6th Candidate Meet and Greet at 4pm at Cocina del Charro and precinct walk and phone bank activities. The importance of the upcoming governing board election in continuing the positive momentum Palomar College has seen recently was discussed.

PFF co-presidents are hard at work fielding faculty questions, resolving concerns, supporting faculty, and investigating issues. The PFF Negotiations Team has recently met with the District Negotiations Team to begin the process of sunshining articles for the new 3-year contract. Listening sessions have occurred, and we are taking faculty feedback into account as we move forward on this important work. Thanks to everyone for their feedback.
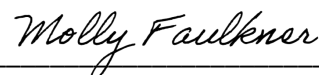
Sabbatical Leave (Epstein)
1. Approval of Spring 2022 final sabbatical reports was completed. Applicants who required revisions were contacted and provided with instructions/information to complete their reports for approval.
2. A working group was formed to explore options for digital storing of projects.
3. The committee ran a workshop for the applicants applying for sabbatical leave in 2023-2024.

Student Learning Outcomes (Bealo/Tavakkoly)
The SLO coordinators are approving curriculum in META and setting up meetings with facilitators for this semesters SLO and GEILO assessments. We are also discussing the discontinuance of Nuventive's basic platform with Diane Studinka and its replacement with the expanded version of Nuventive (more expensive) or other software.

ADJOURNMENT The meeting was adjourned at 3:50 PM.

Respectfully submitted,

Molly Faulkner
_____
Molly Faulkner, Secretary

EXHIBIT 2

Faculty Senate Goals 2022-2023

	In Progress	Complete	
Clarify the Faculty Senate's involvement with the PRP Process	x		Discuss as agenda item and take to VPI
Continue to discuss action items from Part-Time Equity Document	x		Include workgroup's information on agenda when needed
Develop raining for Senate committee and council reps	x		Discuss as agenda item and take to VPI
Re-evaluate Senate release time positions	x		Begin discussion in Council and bring to Senate
Clarify the NOHE process	x		Continue getting updates from VPI
Explore communication strategies from Senate to the faculty/campus	x		Discuss as Agenda item and take to VPI
Review committees and subcommittees	x		Discuss recommendations from ConC as agenda item
Develop FAQ or training about 10 + 1 + 1 & Onboarding for Senators	x		Discuss as agenda item and plan for spring 2023
Review the faculty senate reporting process			Discuss as agenda item
Invite leadership/members to Senate meetings (Cast, AA, Classified)			Develop communication
Review and understand implications of AB928, AB1111 with support of the Curriculum Committee			Request presentations/information
Increase Faculty Liaisons to ASCCC			Research and develop communication to go out to faculty
Address concerns about accommodations and disability discrimination			Discuss as agenda item
Discuss faculty involvement on committees			Discuss as agenda item
Review and take action on HSI recommendations under Senate purview			Discuss as agenda item
Review DEIAA Curriculum Framework and discuss actionable items			Discuss as agenda item

EXHIBIT 3

Palomar College Dual Enrollment

Dual Enrollment

Team:

Jennifer Finn, M.S. – Supervisor

Dr. Glyn Bongolan – Pathways Specialist

Daniela McIntosh, M.S. – Counselor

Susan Rogers, M.S. – Outreach Specialist

Isabella Ausman – Peer Mentor

Linh Truong – Peer Mentor

What is...

Dual Enrollment

- CA Ed Code defines "Dual Enrollment" in AB 288 as "special part time" or "special full time" students.
- College classes offered at a high school campus within our District, as part of a CCAP or NCCAP partnership agreement.
- It is intended for their students to earn both high school and college credit completely free of charge!
- Promotes equity and access to college credit.
- Dual enrollment offers structured pathways, effective instruction, and guided student support in enrollment, Palomar resources, and academic counseling.

CCAP (College and Career Access Partnership) Agreement

An agreement or contract between a community college and K12 school district that documents how the partners will provide college and career pathways to students for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education.

A participating community college district may enter a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts.

NCCAP (MOUS or Memorandum of Understanding)

Contract between two entities defining terms of an agreement. In the Dual Enrollment context, many non-AB288 Dual Enrollment agreements are codified through MOUs.

Why Dual Enrollment?

Benefits:

- More likely to graduate from high school

- More likely to transition to a four-year college (rather than a two-year college)

- Less likely to take basic skills courses in college

- More likely to persist in postsecondary education

- Accumulating more college credits than comparison students

"Findings from the new studies suggest that structured dual enrollment programs, in particular, may play an important role in decreasing equity gaps and increasing access to higher education for students historically underserved on their paths to and through college." **New Research: Dual Enrollment Supports Equitable College Completion - College Futures Foundation**

Dual Enrollment Research:

- **Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs** (2012) This research study from the Community College Research Study (CCRC) informed AB 288 legislation.
- **Early College, Early Success: Early College High School Initiative Study** (2013) American Institutes for Research
- **What We Know About Dual Enrollment** (2012) Community College Research Center
- **The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students** (2020) The Aspen Institute and Community College Research Center

What is Early College?

- ECHS are schools with all the characteristics of a Middle College - located on a college campus, strong academic program, supportive environment and are designed to serve the same target population. ECHS' are structured to enable high school students to earn both high school diplomas and the Associate Degree in 4 -5 years with no cost to student.
- CA Dept. of Ed - Early College website under review
- CA Ed Code – ECHS and MCHS are described together
- Advanced Placement, HS articulation, Dual Enrollment

Bonsall High School at Palomar College Fallbrook Education Center

- 65 Students enrolled for Fall 2022

- Courses include:

ASL 100	BIO 100	COUN 110
ENG 100	MATH 110	PSYCH 100
SOC 100	SPCH 100	

What is Middle College High School?

"MCHS are secondary school located on a college campus. These schools offer challenging academic programs designed to serve high potential, high risk students. MCHS feature effective support services, small class size, and the opportunity for students to concurrently take some college classes at typically minor cost to the student." CDE Middle College: https://www.cde.ca.gov/ci/gs/hs/midcolhs.asp

Middle College Orange Glen at Escondido Education Center & Online (MCOG)
- Currently have grades 9, 10, and 11
- Students enrolled for Fall 2022: 254 students
- Courses for Fall: ASL 100, COUN 110, CS 102, HIST 102, SOC 100, and SPAN 101

Poway to Palomar Middle College at Rancho Bernardo Education Center & Online (PPMC)
- Students enrolled for Fall 2022: 38
- Courses: ARCH 160, ART 100, ART 102, BUS 157, CINE 100, COMM 100, COUN 110, CSCI 112, ENG 100, GCIP 140, GCIP 152, GEOG 103, HIST 101, HIST 107, ID 100, MATH 110, MATH 120, MATH 126, MATH 135, MATH 140, PSYC 125, PSYC 130

Collaborations:

Departments, Deans, and Chairs on Dual & Courses at Centers

All parties must be vested in a Dual Enrollment Program

High School

- District Administrators, Superintendents
- Site Counselors and Teachers
- Site Principal
- Union

College

- Administration (Student Services and Instruction)
- Counselors, Faculty, and Staff
- Union

Parents & Students

CCC Chancellor's Office

Bonsall High School and Bonsall Early College Contact: Eryn Kjelland, Counselor Phone: (760) 305-5700 Email: eryn.kjelland@bonsallusd.com	**Escondido Charter High School** Contact: Steve Prodan, Counselor Phone: (760) 737-3154 x 139 Email: sprodan@echs.org
Escondido High School Contact: Michelle Ferrer Flores, Counselor Phone: (760) 291-4043 Email: mferrerflores@euhsd.org	**Guajome Park Academy** Contact: Daniel Whittaker Phone: (760) 631-8500 ex: 1205 Email: whittakerda@guajome.net
High Tech High North County Contact: Tiffany Yang, Dir. Advising Phone: (760) 759-2725 Email: tyang@hightechhigh.org	**Mission Hills High School** Contact: Eric Cruz, Counselor Phone: (760) 290-2748 Email: eric.cruz@smusd.org
Mission Vista High School Contact: Chivon Parli, Counselor Phone: (760) 758-6800 x 73032 Email: chivonparli@vistausd.org	**Middle College at Orange Glen High School** Contact: Rita Guerra, Counselor Phone: (760) 291-5037 Email: rguerra@euhsd.org
Orange Glen High School Contact: Ryan Chesire, Counselor Phone: (760) 291-5085 Email: rchesire@euhsd.org	**San Marcos High School** Contact: Areli Amador-Simpson, Counselor Phone: (760)290-2314 Email: areli.amador-simpson@smusd.org
Poway to Palomar Middle College Contact: Patricia Hurtt, Principal Phone: (858) 748-0010 Email: phurtt@powayusd.com	**Fallbrook High School** Contact: Dr. Anabel Luna, Director of Student Services Phone: (760) 723-6332 x 6298 Email: aluna@fuhsd.net
Rancho Buena Vista High School Contact: Anna Sancio, Counselor Phone: (760) 727-7284 Email: annasancio@vistausd.org	**Vista High School** Contact: Felix Santana, Counselor Phone: (760) 726-5611 x71044 Email: felixsantana@vistausd.org
Alta Vista/Vista Visions Academy Contact: Narciso Iglesias, Principal Phone: (760) 724-3775ext. 82001 Email: narcisoiglesias@vistausd.org	

High Schools Interested in Partnerships:

- Julian
- Warner Springs
- Charter Schools

Current Numbers: Fall 2022
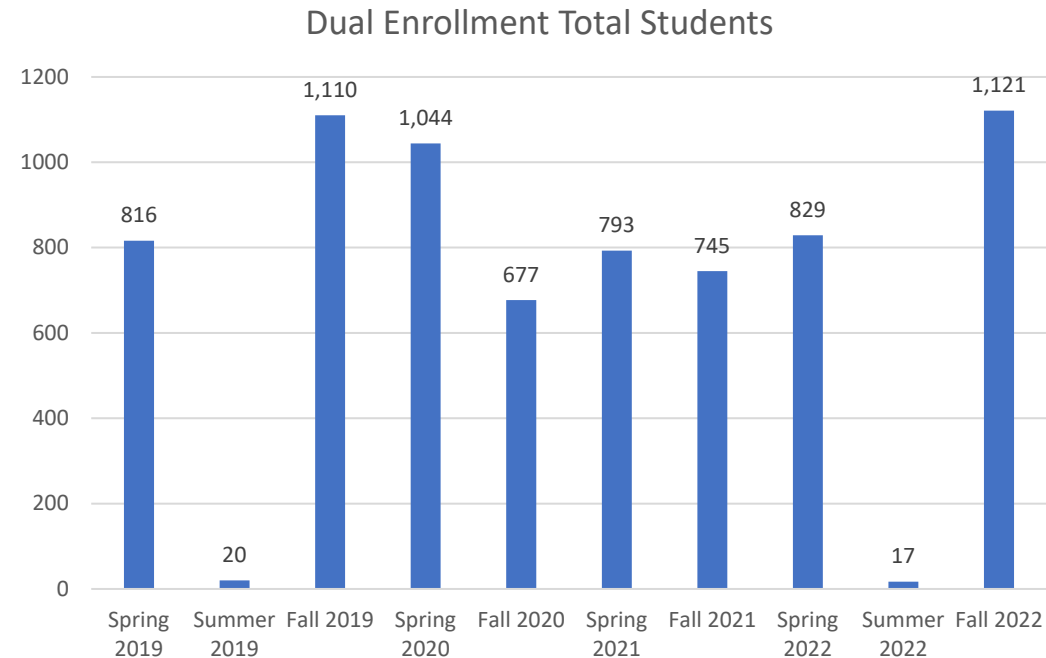
Dual Enrollment: 956
In CCAP Closed Courses

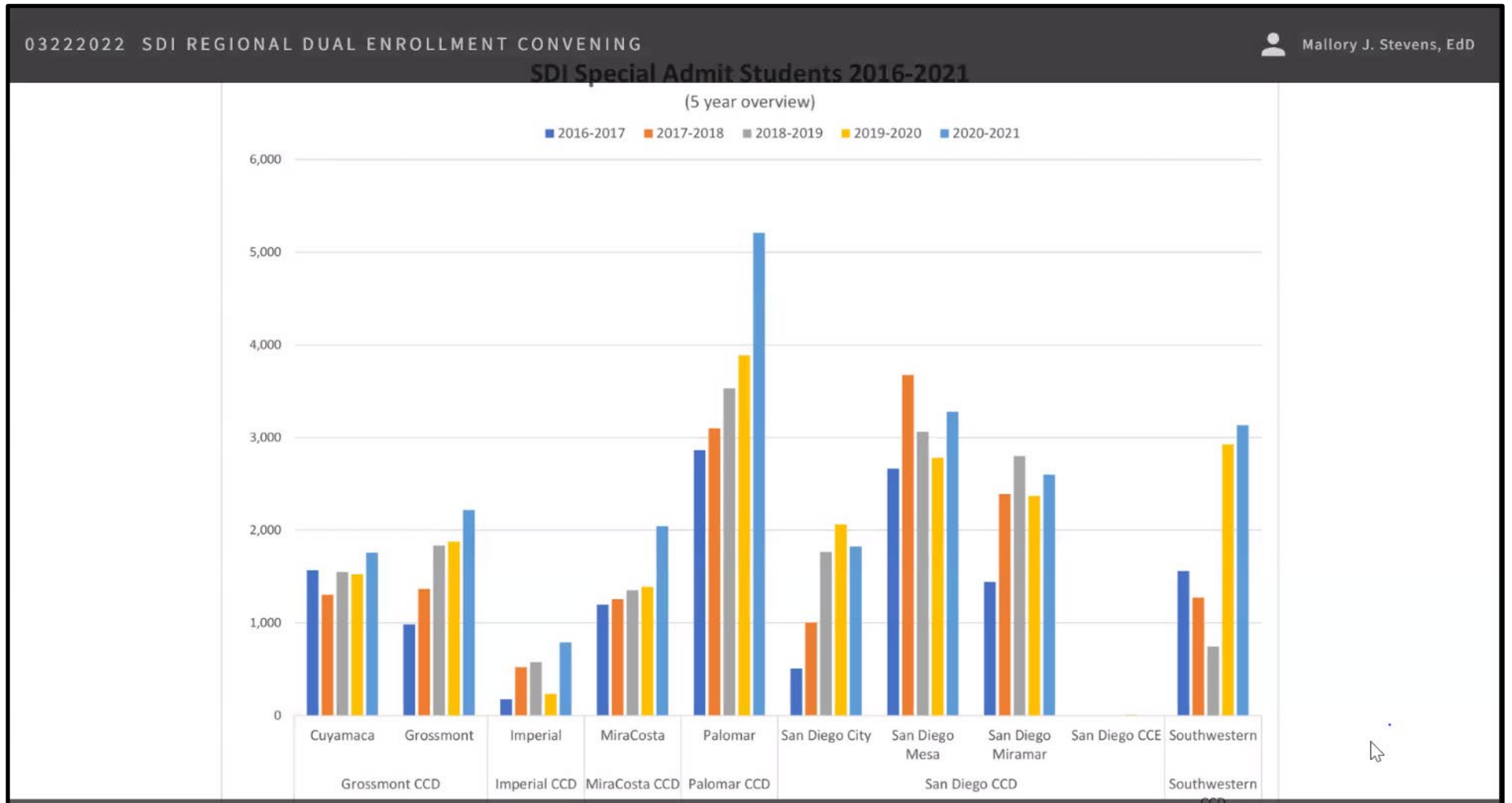### Middle & Early Colleges: 357
Total between CCAP and open courses

Total Under Dual Enrollment Umbrella: 1,121

Dual Enrollment Growth

Dual Enrollment Total Students

816	20	1,110	1,044	677	793	745	829	17	1,121
Spring 2019	Summer 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022

K12 Data: San Diego Imperial Valley Regional Dual Enrollment Convening

By: Mallory J. Stevens, EdD

Enrollment Process

Dual Enrollment:

- Conduct application workshops
- Verify students' term activation and residency
- K12s uploaded into community Google Drive
  - Checked for completion
- Enroll students
- Welcome letter sent to students with attached:
  - Student & Parent Handbook
  - Palomar College Resource Guide
  - Counseling Flier with QR Code
  - How To Canvas Flier
- K12s uploaded into OnBase
- Yearly amendments to CCAP agreements
- Chancellor's Office Surveys and State Reporting
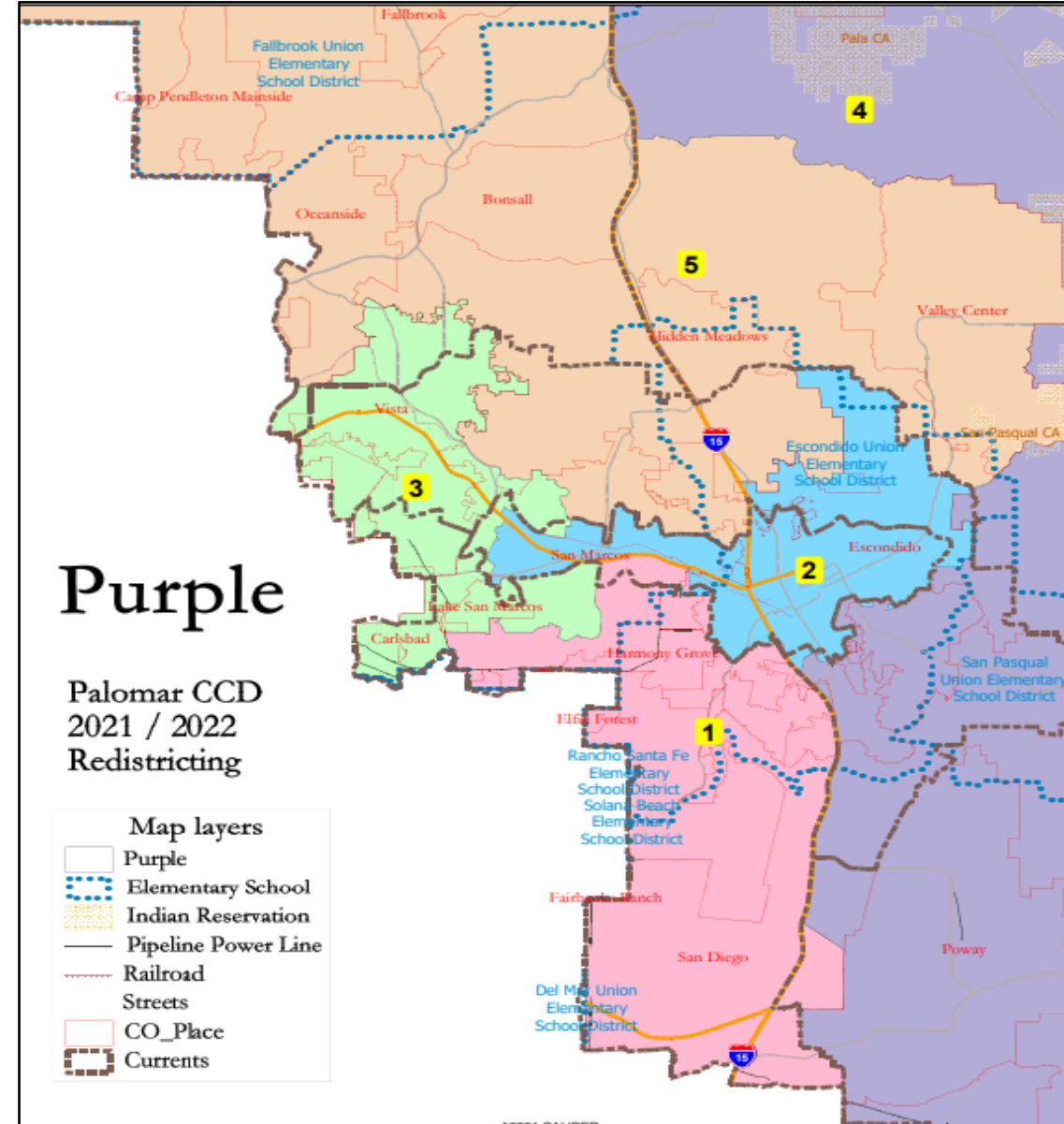
Menu of Workshops for High Schools:

- Recruitment
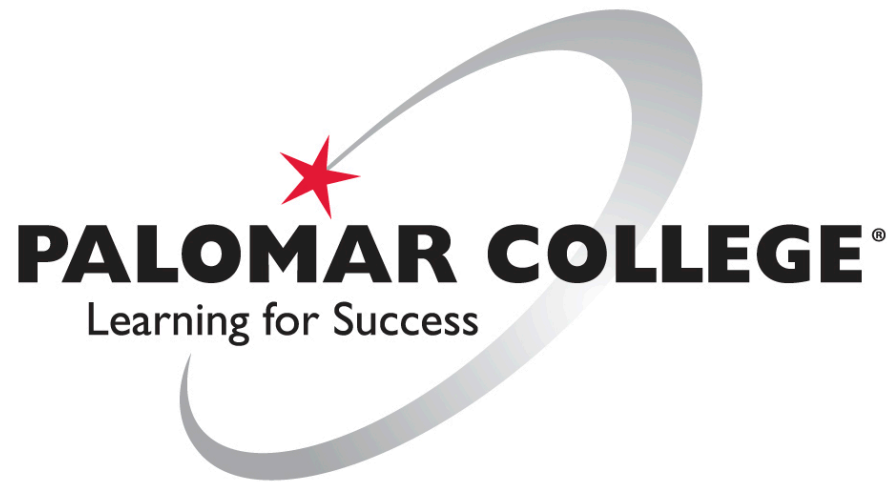- Application
- Orientation
- Canvas
- IGETC/Pathway

CCC *Chancellor's Office*
MCHS Programs

Palomar College
District Map

Dual Enrollment Counseling

Dual Enrollment Counselors:

- MCOG: Daniela McIntosh

- PPMC: Dana O'Callaghan

Counseling Appointments:

- Education Planning

- Discuss Career and Majors

- Discuss current progress in enrolled courses

- Connect students to appropriate resources

Other Roles:

- Serve as counseling liaison with partnerships

- Develop Academic Pathways

- Support teaching faculty with student follow-up

Dual Enrollment Counseling

Efforts:

- Meet with current 11th graders and help in choosing courses for Spring 2023 based on preferred Palomar College site or online option

- Allow students to self book appointments, encourage students to meet with Palomar College counselors regularly

- Canvas shells dedicated to Dual Enrollment, Middle College at Orange Glen, Poway to Palomar Middle College, Bonsall Early College

COUN 110: College Success

- Foundation course for our Dual Enrollment students

- Introduce students to college culture, discuss college vs high school expectations

- Assist students in transitioning to college

- Education planning, college and life skills, academic learning strategies

Supporting Instructors

Class Management:

- Instructors as content experts, not expecting to participate in discipline procedures in a high school environment

- High school students are expected to behave as college students- this is where counseling support and COUN 110 are essential

- Lean on High School support to call parents, review grade reports, and talk to students about behavior issues and disruptions in class

Professional Development:

- Peer support: we would like to plan recurring meeting for Middle College instructors

- Could include professional development such as classroom management strategies and topics related to working with high school students
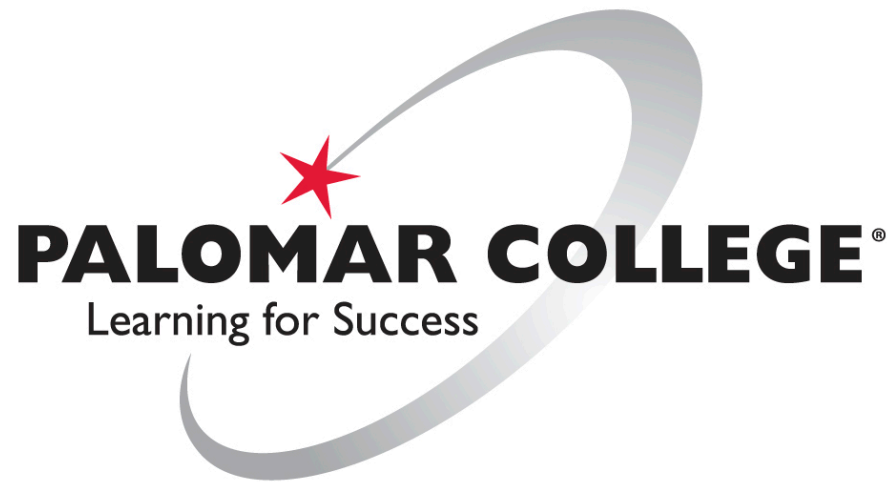
FTES FUNDING & ITS IMPACT ON PALOMAR COLLEGE

Dr. Kendyl Magnuson

How Dual Enrollment Adds to Budget

• New population of students

• Pipeline for future First-Year students

• Relatively low overhead

• Higher Apportionment rates

Apportionment for K-12/Dual/Middle College

- 2021-22
  - $5,907 per FTES K-12/Dual/Middle College vs $4,212 Credit FTES
  - 520 FTES * x $5,907 = $3.07 Million

- 2022-23
  - $6,642 per FTES K-12/Dual/Middle College vs $4,737 Credit FTES
  - 520 FTES ** x $6,642 = $3.45 Million
  - 600 FTES ** x $6,642 = $3.98 Million

* K-12/Dual/Middle College FTES Reported for the 2021-22 fiscal year.

** FTES figures for illustration purposes only.

Thank you

dualenrollment@palomar.edu

EXHIBIT 4

Guided Pathways Legislation and Amendment Acknowledgement

I have read and am familiar with Guided Pathways Education Code 88922 and AB 132, Sec. 82. I agree to comply with all the program requirements articulated therein and continue to integrate the Guided Pathways framework into institutional structures and practices. I further commit to adhere to the spirit of the law by driving structural transformations and efforts towards advancing equity, prioritizing teaching and learning, and promoting data-informed continuous improvement.

Implementing System Equity Priorities with Fidelity

Our college is actively involved in staying updated and informed on key system equity priorities, including but not limited to:

- Equitable placement and completion
- DEIA-**Diversity, Equity, Inclusion, and Accessibility (DEIA)**minded Equal Employment Opportunity programs and practices
- Embedding DEIA competencies and criteria into employee evaluations and tenure review process
- Campus and classroom climate review and evaluation
- Updates to the student grievance process
- Re-evaluating and embedding DEIA in district EEO plans
- Embedding DEI in curriculum, teaching and learning practices
- Upskilling faculty and staff through DEIA Professional Development opportunities

College Commitment to Ensuring Learning

Our college is working to shift structurally imposed burdens from students to institutions by leveraging the Social Determinants of Educational Success Framework, including, but not limited to:

- Maximize the receipt of student financial aid
- Eliminate and/or minimize the cost of textbooks
- Re-design and/or mature student service delivery structures to remove student friction points and maximize inclusion and access

My college is implementing Excuse/Withdrawal and Pass/No Pass Regulatory Changes to support Retention, Persistence, and Course Success

College Commitment to Strengthening KPI-informed Continuous Improvement Practices

Our college is committed to the use of Key Performance Indicators (KPIs) to influence the cycles of continuous improvement created and being maintained on our campus. Our KPIs will be considered when our college:

- Develops the forthcoming Guided Pathways Workplan.

- Develops strategic enrollment and persistence strategies based on the Launchboard and available local data.
- Works to normalize a culture of continuous improvement by utilizing data grounded in student experience and voice.

Integrating Student Equity and Achievement Program
Our college is committed to continuing integrating our SEA Program and Guided Pathways
Integrating Associate Degree for Transfer Program Our college is committed to continuing integrating our Associate Degree for Transfer Program and Guided Pathways
Integrating Zero-Textbook-Cost Program Our college is committed to continuing integrating our Zero-Textbook-Cost Program with Guided Pathways
Integrating Adult Education Program Our college is committed to continuing integrating our Adult Education Program with Guided Pathways
Integrating Strong Workforce Program Our college is committed to continuing integrating our Strong Workforce Program with Guided Pathways

EXHIBIT 5

PALOMAR COLLEGE
Learning for Success

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by:		Date:

Proposed Name of Requested Group:

Academic Integrity Support

	Council		Committee		Subcommittee	X	Task Force
Action Requested:		**Add**		**Delete**		**Change**	

Role:
- Consider developing Academic Integrity Policy
- Review current policies – AP/BP 5520 & 5500
- Review current Senate Academic Honesty Process Guidelines.
- Investigate Technologies being used to deal with cheating and propose solutions
- Create an ethos on campus that academic integrity is a value and expectation for each student; produce a clear and consistent statement of values and a variety of materials/information to be used across campus/online promoting academic integrity and connecting this to student success; collect and publish data (protecting anonymity of students) on violation of academic integrity, seek dedicated funding for countering cheating/plagiarism and to assist instructors with DCMA requests; establish a restorative/non-punitive approach for students found to have violated

Products
Faculty Resources
Marketing Campaign
Policy

Reporting Relationship: Faculty Senate Or Joint?
Meeting Schedule:

Chair:
Elected from the Taskforce?

Members:
VPI
Instructional Dean
Director of Student Life and Leadership
DE Committee representative
ASG Representative
Faculty Senate Representative
Faculty (divisional representation or a specific #)