



**REGULAR MEETING**

**May 8, 2023**

**EXHIBITS**

Minutes of the  
MEETING OF THE FACULTY SENATE  
May 1, 2023

APPROVED

**PRESENT:** Melissa Bagaglio, Kimberly De La Cruz (ASG), Alexandra Doyle Bauer, Kelly Falcone, Molly Faulkner, Jenny Fererro, Shelbi Hathaway, Erin Hiro, Jason Jarvinen, Lawrence Lawson, Leanne Maunu, Ben Mudgett, Scott Nelson, Wendy Nelson, Beth Pearson, Nicole Siminski, Alyssa Vafaei, Elena Villa Fernández de Castro, Anastasia Zavodny

**ABSENT:** Lacey Craft, Will Dalrymple, Leigh Marshall (ZOOM-A), Michael Mufson (ZOOM-A)

**GUESTS:** Joseph Allen, Jennifer Backman, Leah Brown, Jeff Epstein, Rebecca Wilson

**Notes:** Senators participating in a meeting via ZOOM, and asserting an AP 2449 allowance, are considered present and attendance is recorded ZOOM-EC “emergency circumstances” or ZOOM-JC “just cause.” Senators observing the meeting via ZOOM without asserting an AP 2449 allowance are considered absent and attendance is recorded ZOOM-A.

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**

Jennifer Backman read the following statement:

*I’m speaking here today in my capacity as the Writing Center Director and English AB705 Coordinator and on behalf of the department to register our concerns about the plan for tutoring presented by Diane Studinka last week.*

*To clarify a few points — faculty from Reading and English were \*presented\* this plan that the Writing Center would be moved to the LRC; we did not help to shape the plan and we don’t support the vision for the future of tutoring as it is currently structured. Neither I nor Erin Feld, who is faculty lead for Reading, were included in any of the “decision-making process” and instead were simply informed of it the Friday before everything was brought to Senate.*

*Indeed, what was presented here and to us is not a plan per se but a general vision. Funding is unclear, staff roles are unclear, and the reasoning behind the project itself is unclear (the equity plan cited in the rationale for these moves does not actually call for one single tutoring location).*

*Instead of rushing forward with this expensive, labor intensive, and incomplete idea for what tutoring could be, we are asking that the plan developed by faculty and staff involved in writing support and endorsed by ASG and the exec board in 2021 be honored — where Reading and Writing support would stay in the H-building.*

*This would allow for Math tutoring, which has demonstrated both the need for more space and the desire to move into the LRC, to join general tutoring on the third floor. Writing and Reading centers would then be able to serve students from our central location with high foot-traffic and proximity to classroom instruction (which does meet the recommendations outlined in the equity plan).*

*Finally, the last line of section E of the minutes from last week’s meeting states: “Studinka said these tutoring conversations will continue before any action is taken.” While I do think that was the impression that Senate was left with, it does not accurately reflect the conversations happening in meetings outside of Senate.*

*Studinka told representatives from the tutoring committee that this plan “is happening” and that any concerns will be addressed at some unspecified later date. In fact, there’s a meeting scheduled this week to tour the library spaces and to make choices about furniture and technology needs. Action \*is\* being taken and it is being taken without the support of the discipline experts in writing and reading.*

## **ANNOUNCEMENTS**

Senator and PFF Co-President Lawrence Lawson said PFF is soliciting nominations for two awards given out annually to one union supporter and one community champion. PFF e-Board members are not eligible. Nominations are due by Friday, May 5.

Senator Lawson said that part-time faculty who are not teaching this summer or who have a reduced schedule are eligible for unemployment insurance over the summer. PFF is hosting a workshop on the application process and PFF members are eligible to attend. The workshop is in ZOOM, Thursday, May 18 from 4 to 5 PM. To register for the workshop, go here [www.tinyurl.com/pffworkshop](http://www.tinyurl.com/pffworkshop)

Senate Secretary Molly Faulkner announced that *Defying Gravity* starts Friday, May 5. More information regarding Palomar Performing Arts events can be found at [www.palomarperforms.com](http://www.palomarperforms.com)

Senate President Wendy Nelson said a call for Senators recently went out. To fill the remaining vacancies, Senate still needs eight additional full-time faculty and two part-time faculty. She encouraged Senators to nominate interested faculty.

Senator Nicole Siminski said PFF has tickets for members to attend *Defying Gravity*. Follow PFF on social media and message saying you want tickets!

**AGENDA CHANGES** – There were no agenda changes.

## **APPROVAL OF MINUTES**

**Motion 1: MSC Faulkner/Hathaway**

Faculty Senate approval of Faculty Senate meeting minutes dated April 24, 2023 as amended (Exhibit 1).

Abstention: Ben Mudgett

The motion carried.

## **ACTION**

A. **Curriculum Committee** – No Curriculum Committee actions needed to be approved.

## **B. Committee on Committees**

Senator and Committee on Committees Chair Anastasia Zavodny said she received a request from DRC to fill a math faculty seat on the AP 5140 Committee. Prior to the meeting, Senator Shelbi Hathaway volunteered to fill this position.

### **Motion 2: MSC Zavodny/Bagaglio**

Faculty Senate approval to confirm the following committee appointment:

The motion carried.

AP 5140 Committee – **Shelbi Hathaway**, Faculty, Math

### **Motion 3: MSC Fererro/Faulkner**

Faculty Senate approval to revise the governance form merging Senate committees (1) Elections (2) Personnel Standards & Practices and (3) Professional Procedures into one committee called Elections, Petitions, and Ethics Committee (Exhibit 2).

The motion carried.

Based on recommendations from last month for Academic Standards and Practices Committee, Senator Zavodny said this committee will annually review academic standards and practices in relation to scholarship, standards for probation, retention, disqualification, reinstatement and academic freedom, and recommend changes in existing policies and standards to the Senate. It was mentioned that some of the roles of the Academic Integrity Taskforce may roll in or join this new committee at a future date.

### **Motion 4: MSC Fererro/Faulkner**

Faculty Senate approval to revive the Academic Standards and Practices Committee and to approve the governance form (Exhibit 3).

The motion carried.

## **INFORMATION**

### **A. ASG Report**

Kimberly De La Cruz reported that Congressman Scott Peters is coming to campus tomorrow at 11 AM in the Student Union. Also, today is the first voting day for ASG Elections. A Spring Music Festival takes place at the clock tower on May 4<sup>th</sup> from 1 to 6 PM. De La Cruz asked faculty to support ASG on social at @PalomarCollege.ASG

### **B. Leadership Reports**

#### **Sabbatical Leave**

Jeff Epstein, Chair for the Sabbatical Leave Committee reported there were no issues or problems occurring this academic year. In Fall 2022, the committee approved nine sabbatical reports from Spring 22 or for the full year of 2021-2022. An additional six more were approved and submitted for Fall 2022. Those are still in revision but are mostly done. There were great projects in archaeology, math and geography and many with lots of work in the DEIAA areas. Epstein said the committee has approved nineteen sabbatical leaves for the next academic year.

Epstein said the committee is putting together an overview of the process that will be available for potential applicants before they even apply with helpful hints of how to avoid common mistakes and problems in the process. New committee members will also have more information available to them at the beginning of their term to also avoid mistakes. The committee has created new “mini” PD trainings for department chairs who are required to sign off on the

applications and the final projects. This should provide a better understanding of what the Sabbatical Committee is looking for. There will also be some live training sessions available for chairs coming in Fall 2023.

Epstein said the salary credit application was updated and will be available in the next week or two. An addition was to identify DEIAA courses that meet the Standards and Institutional Goals so faculty could easily check the box on the form. Also new is the requirement that final projects be submitted digitally or electronically. Epstein said the library is going to be responsible for developing the repository for e-storage reports going forward. They will be part of the library catalog and database system. Hard copies will no longer be available. Applicants will receive training on what the layout requirements will be so all reports will be well-stored and accessible to anyone. It is the goal of the committee to have all prior reports downloaded onto the database as well but that will take some time.

Epstein said Mark Clark will be co-chairing the committee next year along with either Diane Studinka or VPI Recalde.

There are some final reports from sabbaticals that haven't been signed off on yet that occurred during the initial COVID semesters. Epstein said they haven't forgotten them and the committee will eventually get to those.

### **Credit for Prior Learning (Exhibit 4)**

Candace Rose, coordinator for Credit for Prior Learning started her report sharing the Credit for Prior Learning Website <https://www.palomar.edu/cpl/> The website now features student testimonial videos. New deadlines have been established to assist students with staying on track. A CPL faculty resource page is also now available.

Rose shared her exhibit showing numbers from Fall 2022 and Spring 2023. The military leadership program is growing with approximately one hundred students petitioning who have had some prior professional training while in the Marine Corp. During this timeframe, CPL had fifty-three courses petitioned for a total of 454 courses. The exhibit also shared disciplines that students petitioned for. More CPL courses are being added each new semester. There are no fees now for credit by exam and other methods of CPL cannot charge fees. This is great for students by removing barriers. The CPL student petition form, version 2.0 rolled out last Fall. The form has a section for faculty to input the grade that a student earns from credit by exam or portfolio.

The students can accept or deny their CPL grade on the form which is a requirement of Title 5. If a student does not want to accept that CPL grade, they can deny it and actually take the class. The goal with CPL is that with credit by exam and portfolio, the student speaks to the faculty prior to petitioning or prior to finishing the petition process to make sure that they are a good candidate, that they are going to succeed and that they have met the learning outcomes for their course from their prior training in the workforce or while in the military. As of today, all students have accepted their grades.

Rose said CPL has now been provided with support staff through Career, Technical Education and that she will continue coordinating CPL through Fall 2023 but will be taking a sabbatical in Spring 2024.

### **C. HighPoint Update**

Joseph Allen said the PeopleSoft student information system goes through regular updates and revisions which requires constant testing of everything that has already been done. HighPoint was originally built in the play environment (there are five environments in the PeopleSoft system). Allen said he doesn't have a launch date timeline but will continue to provide transparency and visibility on the project. He shared the task management system the team is using to work through the project and said that every Tuesday and Thursday, he along with Mike Day and all of his IS staff and others are working on the tasks associated with this project. Whenever there is a PeopleSoft Pom update, most tasks that are ready for demo and because they were done in the "play" environment, they all go back to starting from scratch which requires testing again. Allen said that in his first 10 months, they identified many customizations that Palomar College has identified, documented, and continually assessed to revise and make sure they're working.

Allen continued explaining the various progress that has been made to the system showing improved navigation and user functionality. Allen said that when he is asked when HighPoint will go live, he said he would be happy to have that conversation, but he will also require all of the stakeholders to be in the room for that conversation as well. He said he is doing his best to be transparent and upfront, highlighting all the accomplishments as well as being realistic with the things that still need to be achieved. He said that he started off 10 months ago with leadership and expectations, getting ahead of the curve by promoting and selling the product, but unable to drive the institutional changes and requirements with all the customizations that we have with situational prioritization of the stakeholders necessary to move this forward. He said they are positively moving forward, learning internally and progressing consistently.

DE Coordinator Erin Hiro asked about class formats, how HighPoint can define class formats in a way that students can register for and know what they're registering for. Right now, the class modality definitions do not match the State's nor do they match My Class Finder. Ultimately a student should be able to go in and search what synchronous online courses are being offered, or what Hyflex courses are being offered. This is a goal that Distance Education has for HighPoint. Allen said this issue is being addressed and showed what that course modality identification now looks like in HighPoint. It was noted that while scrolling down to course attributes, this is where it gets very confusing for students. Allen said that if it can be updated and corrected in PeopleSoft first, HighPoint can provide clearer class modality options for students. It was noted that Title 5 now requires that any class meeting days must be included in class notes for all online courses.

Allen said some of the HighPoint delay is attributed to the lack of depth of institutional knowledge of what we've customized in PeopleSoft and is an institutional gap. Proper documentation of what has been done by who, when, and where is extremely helpful because it's not easy to lay over top of the existing system. He said that moving forward, this proper documentation is now being done.

Allen said that he believes the rollout of HighPoint would have been easier if Palomar would have been consistent in the implementation of PeopleSoft. PeopleSoft has been deviated and customized time after time but Allen said we are now moving in the right direction with internal operations and persistent solutions and documentation.

Senators noted concerns about how the system will be affected by or will accommodate the pathway directive of AB 1705.

It was noted that students who currently search for classes through PeopleSoft are getting different class notes than if they used My Class Finder. Once HighPoint is launched, My Class Finder will end.

Allen finished said that Student Services has standardized event calendars and office hours on websites. Preparations have begun for a text campaign prior to registration. We've been able to get a push out for ASG voting as well. There are lots of things we have standardized including an outreach calendar.

#### **D. AP 4105 (Exhibit 5)**

Senator and DE Coordinator Erin Hiro shared AP 4105 which was recently updated by Instruction. This needs to be reviewed by Curriculum on Wednesday, EESSC on Friday, College Council the following Friday and then on to the Governing Board. The text highlighted in teal is broiler plate language from CCC related to language recommendations used for APs and BPs. Language recommendations from ACCJC were also incorporated into this document. The language was revised where she felt it read better and was more helpful to faculty.

Senator and incoming DE Coordinator Kelly Falcone said that language about correspondence education was added because it's in Title 5 now much more than it used to be. She thinks the reason being is that the Distance Education (DE) definition changed. The DE definition now includes substantive interaction as a definition. Correspondence is included because it's trying to be extremely clear that any DE course that does not have substantive and regular interaction is

considered a correspondence course. We need to make sure here that if a course doesn't meet those interaction requirements, it will be considered a correspondence course. Now, every DE course has to be doing at least two of the examples of what substantive interaction means. Senator and Curriculum Co-Chair Ben Mudgett said there is a separate regulation for correspondence education and Curriculum will review it.

Senator Hiro said Title 5 makes it a requirement to have clear class modality and course meeting requirements front and center for students before they register. Hiro then explained the rationale for the text used to explain class modality descriptions used in the AP. It was noted that the HyFlex option was not noted and should be included in the document because it is desirable and offers the student choices of how to attend the class. Hiro said HyFlex classes are coded as face-to-face and said the way they're coded is still causing funding issues for veterans and international students who aren't funded for online courses.

Hiro reviewed the remaining revisions that were made.

#### **E. Student Success Teams Pilot – Tabled.**

#### **F. DEI Curriculum Framework – Tabled.**

### **REPORTS**

#### **President (Nelson)**

I attended the following meetings during the week of April 24: 1:1 with President Rivera-Lacey, 1:1 with VPI Recalde, Budget Subcommittee, Faculty Senate Council meeting, instructional designer discussion with VPI Recalde.

Highlights:

1:1 with President Rivera-Lacey – we discussed the dean of instruction and potential changes to administrative positions in instruction and student services. We also discussed the President's evaluations. An evaluation feedback document will be sent to faculty/staff May 9. Finally, we briefly discussed cameras in the Student Center.

1:1 with VPI Recalde – we discussed the need for the creation of the faculty priority hiring list before the end of the semester. VPI Recalde shared that MiraCosta reached out to her to discuss a "Classified to Faculty Pathway." This will be discussed at a future Senate meeting.

#### **Accreditation (Versaci)**

The Accreditation Writing Leadership Team (AWLT) met on Tuesday, April 25 to discuss the progress of the follow-up report and to review the agenda for the Accreditation Steering Committee meeting on Friday, April 28.

#### **Budget (Ferrerro)**

The Budget Committee subgroup on 85% met on 4/25/23 to discuss and collaborate on metrics and narratives around Palomar's salary and benefits costs. Data points: salaries/benefits are currently 84.6% of Palomar's total expenditures. The average among the Gooder colleges is 86.09%, the state average is 82% (Palomar is 24/72), and the Region 10 average is 85.5% (Palomar is 3/6). There is general agreement that the oft-mentioned 85% metric is an invented number without much use, and that Palomar is fiscally healthy. We continue to collaborate on unified messaging so that everyone at Palomar is using the same metrics and narratives to discuss the budget.

#### **Equivalency (Klinger)**

Equivalency is currently reviewing applicants.

**ADJOURNMENT** The meeting was adjourned at 3:54

Respectfully submitted,

*Molly Faulkner*

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Molly Faulkner, Secretary

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# CALM Committee

## 2022 - 2023

CALM Committee report for Faculty Senate  
May 8, 2023  
Bill Carrasco and Anastasia Zavodny

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# What is CALM?

We are a Faculty Senate committee of faculty, students, and administrators who work together to help bring affordable alternatives to our students for textbooks

- We are not a scholarship program for students

Our work does directly help students, as we encourage faculty to find cheap or free high-quality textbooks for their courses

- Students can find classes with low-cost or no-cost textbooks in the online course schedule when selecting their classes



# Who We Are

The **Comets Affordable Learning Materials (CALM) Committee** is tasked with helping faculty navigate all things affordable learning!

CALM meets 1st and 3rd academic Mondays from 4:15-5:15 on [Zoom](#)

Your CALM Committee membership 2022 - 2023:

<b>Co-Chair, Senator:</b> Anastasia Zavodny	<b>Co-Chair:</b> William Carrasco	<b>Dean, Instruction:</b> Teresa Laughlin
<b>Faculty, AMBA:</b> Elaine Wilson	<b>Faculty, Counseling:</b> Charles Alexander	<b>Faculty, CTE:</b> <i>Michael Wright</i>
<b>Faculty, L&amp;L:</b> Alexandra Doyle Bauer	<b>Faculty, MSE:</b> Nicole Siminski	<b>Faculty, SBS:</b> Michael Dudley
<b>Faculty, at-large:</b> William Carrasco	<b>Faculty, at-large:</b> <i>Adriana Guillen</i>	<b>DE Committee:</b>
<b>Library Rep:</b> Tamara Weintraub	<b>DRC Rep:</b> Alyssa Vafaei	<b>ASG Rep:</b> <i>Rachel Alazar</i>

# CALM's Total Impact at Palomar

Since 2017, CALM has supported a total of:

- **50 grants** to create zero cost textbooks and ancillary materials:
  - **25 textbooks** in **15 disciplines**
  - **25 grants** for **ancillary course materials** in **14 disciplines**
- Approximately **20%** of all course sections at Palomar are offered as ZTC/LTC
- **2 ZTC pathways** have been created: students can now earn a Certificate in Italian or French without ever purchasing a textbook.

To date, we have saved students an estimated **\$10,630,860** in textbook costs.

# How does CALM improve access to equity?

Studies <sup>1</sup> show that eliminating the barrier of high textbook cost contributes to higher retention rates, higher grades, better grades, and less withdrawals, especially in minority student populations.

Removing this financial burden from students could also increase student enrollment and facilitate the completion of degree and certificate pathways at Palomar College.

CALM projects are designed for accessibility

<sup>1</sup>(a) Colvard, Nicholas B., et al. "The Impact of Open Educational Resources on Various Student Success Metrics." International Journal of Teaching and Learning in Higher Education, vol. 30, no. 2, 2018, pp. 262 –276., [www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf](http://www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf).

(b) Nagle, Cailyn, and Vitez, Kaitlyn. Fixing the Broken Textbook Market. 3rd ed. U.S. PIRG Education Fund. 2021. <https://studentpirgs.org/assets/uploads/2021/02/Fixing-the-Broken-Textbook-Market-3e-February-2021.pdf>

# CALM and HEERF (*in-progress; ending May 2023*)

CALM received an allocation of \$250,000 from HEERF monies January 30, 2022

This grant has funded:

<b><i>Grant project type:</i></b>	<b><i># in progress:</i></b>	<b><i>Withdrawn:</i></b>	<b><i># Completed:</i></b>
ZTC/LTC Training	0	1	6
OER Review	1	1	2
Content Creation: Supplemental Materials	1	4	10
Content Creation: Chapters within an existing textbook	2	1	2
Content Creation: Textbook	2	0	5
<b><i>TOTAL:</i></b>	<b>6</b>	<b>7</b>	<b>25</b>

A final open call for faculty to complete the CALM Canvas training program is currently underway with our remaining funds.

# 2022-2023 HEERF Timeline Highlights

## Spring 2022

**January 30 :** Official confirmation of HEERF allocation to CALM. Amount awarded: \$250,000 (spending deadline: May 2022)

**February 24 :** Faculty application form distributed

**February 28 :** Initial prioritization & ranking

**March 7 :** First approvals

**March 14 :** Second approvals

**March 16 :** Third approvals. Notified via text of HEERF deadline extension through June 2023

**March 21 :** Fourth approvals

**April 4 :** Notified MOU completed, CALM Co-Chairs S22 only

**April 6 :** Fifth approvals

**April 19 :** Notified via email that spending deadline is now December 2022

**May 5 :** Dollar amounts assigned to projects

**May 23 :** Approved all Canvas course forms

**July 20 :** Notified spending deadline is May 2023

# 2022-2023 HEERF Timeline Highlights

## Fall 2022

**August 4 :** 7 HEERF projects completed

**September 19 :** 1 HEERF project completed

**September 26 :** 1 HEERF project completed

**October 17 :** 6 HEERF projects completed

**November 7 :** 2 HEERF projects completed

**November 14 :** 1 HEERF project completed

## Spring 2023

**March 6 :** 3 HEERF projects completed

**March 20 :** 1 HEERF Project completed

**April 17 :** 2 HEERF projects completed

**May 1 :** 1 HEERF project completed

**May 3 :** CALM Canvas course training extended to additional faculty for May completion

# Some works created during HEERF grant

## History of the United States 1865-1990

An Introduction to U.S. History with a Focus on Foreign Relations



Figure 1. Photograph of the flag raising at Iwo Jima, February 23, 1945.  
Source: Joel Rosenfeld, photographer, American Marines raising American flag on Mount Suribachi, Iwo Jima, 1945. [Library of Congress](#) (Public Domain).

Prof. Kristen Marjanovic  
Palomar College  
Creative Commons Attribution



## Understanding How Geometry Works

A conceptual overview  
for educators

### Material Detail



#### Italiano 201

This is an 85-page first semester Italian online textbook that provides grammar explanations and activities, cultural readings, and links to outside videos and webpages. It serves as a great resource for instructors that already provide their students with cultural materials and interactive activities.

**Keywords:** Italian grammar, Italian textbook, Italian

**Disciplines:**

Humanities / World Languages / Italian

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### Gender and Identity: A Psychological Perspective

[Home](#) [Table of contents](#) [Introduction](#) [Researching sex and gender](#) [Biological sex and intersexuality](#) [Theories on development](#) [Gender stereotypes](#) [Gender and marketing](#) [Gender identity and sexuality](#) [Chapter review](#) [References](#)



## Overview

Gender and Identity: A Psychological Perspective is intended to provide a fundamental understanding of the basics of research into sex and gender. Written by Michael G. Dudley, Ph.D., this text is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 license.

# 2023 and beyond

We have been awarded two additional grants from the California Community College Chancellor's Office (CCCCO).

These grants will facilitate the creation of ZTC degree and certificate pathways.

There are three Phases to this grant:

- **Phase 1** (\$20,000) and **Phase 3** (\$180,000). These grants are to explore the feasibility of the creation of ZTC degrees and certificates at the college and create degree and certificate pathways.
- **Phase 2** will be competitive. Additional information is still forthcoming.

# Questions?

## Equity in SLO Final Report (Draft 03)

### What makes an equity-minded approach to SLO writing and Assessment important?

Practitioners are not asked, “What would you do to solve the equity gaps?” Instead, equity-minded sensemaking aims to foster a culture of inquiry so that institutional and practitioner action is guided by evidence and directed at those practices that contribute to or exacerbate inequities.

McNair, Tia Brown; Bensimon, Estela Mara; Malcom-Piqueux, Lindsey. From Equity Talk to Equity Walk (p. 61). Wiley. Kindle Edition.

We recognize that each student enters their educational journey with a particular context that may create barriers to their success within our current system. Such barriers may include, but are not limited to:

- Socio-economic factors
- Racialized identity factors
- Neuroatypical, Neurodivergent, and Neurodiverse learning style factors
- Physical ability factors

We also recognize that implicit and explicit bias are features of human behaviors, environments and cultures. Our educational mission calls us to examine the influences of bias on our methods and practices. Historically, our Eurocentric higher education system perpetuates significant inequities such as:

- Privileging certain teaching and learning styles. [clarify this with examples of multiple modalities of learning]
- Privileging discipline expertise at the expense of pedagogical training and currency.
- Uncritically emphasizing entrenched canonical materials and methods that reinforce a false assumption of the cultural and colonial superiority of the Eurocentric tradition.
- Assuming students access to funding for expensive educational materials .
- Assuming students have adequate available time for extremely demanding workload in a limited timeline for financial aid and completion. (We are **not** suggesting that faculty should lower their standards or reduce the academic rigor of their curriculum.)
- Teaching to the most accomplished students rather than those who are struggling.
- Placing the responsibility for student outcomes on the student rather than the educator.
- Requiring a standardized approach to language that stems from a Eurocentric, colonized system of privileges.

As educators, we are obligated to care about each of our students and create the conditions for their achievement in our classes. Student learning outcomes assessment is a key tool for objectively determining the effectiveness of our teaching methods. However, if SLO writing and Assessment is not implemented with awareness of our students cultural, socio-economic and ability contexts and critical self-awareness of the implicit and explicit biases in ourselves and

our systems, we deprive ourselves of the critical information we need to improve teaching and learning for many of our students who fall through the cracks.

**Recommendation 01:** The Faculty Senate should convene a new taskforce or entity to create an Equity in SLOs Toolkit to include, but not limited to the following elements:

- Overview of importance and impact of this work
  - Students from Underserved groups who do not see their salient identities represented in the curriculum or the field have lower success and completion rates.
  - Explicitly address the dilemma around skills-based and practical courses that traditionally have no cultural context, especially those with demanding amounts of context necessary for success in higher level courses and transfer situations.
- Sample language for SLO's in different disciplines
  - Student Centered
  - Inclusive
  - Pronouns
  - Action verbs (bloom's taxonomy?)
  - Before and After examples
- Assessment
  - Considerations for Culturally Responsive assessment methods
  - Authentic Assessment
  - Universal design – ways that students can demonstrate their knowledge
- Starting the Equity-mindedness in curriculum design and relating the SLOs to the curriculum – Long term transformation
  - Inject equity examples as real-world applications of skills, tools and principles in the class.
- Fact sheet?
  - Add to existing instructions on Palomar SLO website  
<https://www.palomar.edu/teachingexcellence/slo-facilitators/>
  - <https://www.palomar.edu/slo/>

**Recommendation 02:** Palomar College should implement a system that provides course-level, disaggregated data to instructors for use on assessing course-levels SLOs

**Recommendation 03:** Publish the above statement, “**What makes an equity-minded approach to SLO writing and Assessment important?**” as a draft to the entire community to platform a broad and open discussion from all participants and stakeholders. (Perhaps presented by the office of instruction.)

**Recommendation 04:** Palomar College and all its constituencies consider an approach to Professional Development that requires a certain number of activities that emphasize improving pedagogy, teaching methods and DEIAA awareness.

**Recommendation 05:** For newly hired Faculty a portion of their load for the first several years should be allocated to pedagogical and DEIAA improvement through live workshops, training opportunities, classes and community building with their cohort provided by the college.

**Recommendation 06:** Equity, Education, and Student Success Council, EEDCC, Chief Diversity Officer, Competencies and Criterial Task Force, and Curriculum Committee should continue to address these recommendations.

**Recommendation 07:** Expand this discussion to include Service Area Outcomes.

## Equity in SLOs Taskforce Progress Report Spring 2022, Excerpts

**Role:** To work with the faculty senate to help develop a guide for incorporating equity in SLO's at Palomar College.

**Products:** To develop an equity-based philosophy and approach for the writing, collection, assessment, analysis, and action-plan for Student Learning Outcomes. This may be in the form of a white-paper or briefer statement which will set principles to reflect an ideology consistent with the DEI work of the Palomar College Faculty Senate.

### Our work in the Spring of 2022 focused on two tasks:

- External Research - Survey relevant published studies, articles, practices and books for insight into the current work on Equity Minded SLO Creation and Assessment.
- Internal Research – Survey Palomar faculty to gain insight into prevailing attitudes and understanding of Equity as it relates to SLO creation and assessment.

### DEFINING “EQUITY” IN THE CONTEXT OF EDUCATION

A selection of relevant excerpts and definitions from the research to inform the process of creating a working definition of Equity in SLO creation.

#### Palomar College Equity, Education, and Student Success Council:

Pay specific attention to ensuring that all students receive the opportunities and support they need to develop a strong foundation for life-long, resilient learning, career success, and global citizenship.

#### Western Governors University

<https://www.wgu.edu/blog/overview-equity-education2107.html#close>

What is Equity in Education?

The pursuit of creating an educational system that caters to students of all kinds and develops their educational experience accordingly. This means that no matter what a student's background, language, race, economic profile, gender, learning capability, disability or family history, each student has the opportunity to get the support and resources they need to achieve their educational goals.

#### Pathways to Results: Outcomes and Equity Assessment

Office of Community College Research and Leadership University of Illinois

<http://occril.illinois.edu>

<https://occril.illinois.edu/ptr>

<https://palomar0.sharepoint.com/:b:/s/TeamEquityinSLOTaskForce/EZp31ZZ1kiJAlA8bf0QIN9QB9sU4cQEbvKT3g7HjSgYoew?e=f8pB6i>

We recognize that students enter the educational system with diverse backgrounds and lived experiences which require us to provide a wide range of educational modalities and

opportunities to ensure that all students get the resources they need to acquire the skills and tools to accomplish their educational goals.

Equity in this context means investing resources and designing programs to address the needs of students with different experiences and educational backgrounds. Targeted investment and program design should produce equal outcomes—the ultimate goal of an equity-minded process. - Pathways to Results

### **Equity and Assessment:**

#### **Moving Towards Culturally Responsive Assessment**

<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf>

National Institute for Learning Outcome Assessment

<https://www.learningoutcomesassessment.org/>

Conducting assessment in a manner that takes into consideration the various needs of different student populations. -Moving Towards Culturally Responsive Assessment - culturally responsive leaders need to continuously support minoritized students through examination of assumptions about race and culture -

Culturally relevant and culturally responsive pedagogies sought to outline ways in which teachers could address unique learning needs of diverse student Populations.

In culturally responsive pedagogy, teachers use aspects of students' cultures in an asset-based approach as opposed to deficit-based to make the course material relevant to them, and increase their skill acquisition, engagement, and learning outcomes (Ladson-Billings, 1995a).

Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education

For equity gaps to be addressed, an entire institution needs to explore the combination of solutions and supports needed for students to be successful (Jones, 2015; Methvin & Markham, 2015), of which assessment is one.

ensuring that students are provided with just and equitable means to demonstrate their learning. There is a difference between assessing all students in the same way in relation to a specific outcome of interest and making sure assessments are appropriate and inclusive of all students. Being attentive to how students may understand questions, tasks, and assignments differently, as well as feedback regarding

their learning, is not only beneficial to students but to internal improvement efforts as well. Intentionally choosing appropriate assessment tools or approaches that offer the greatest chance for various types of students to demonstrate their learning so that assessment results may benefit students from all backgrounds advances our collective interest in student success.

Culturally responsive assessment is thus thought of as assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students. Culturally responsive assessment involves being student-focused, which does not simply mean being mindful of students. Instead, being student-focused calls for student involvement throughout the entire assessment process including the development of learning outcome statements, assessment tool selection/development process, data collection and interpretation, and use of results. - ibid-

<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf>

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### **A New Decade for Assessment: Embedding Equity into Assessment Praxis**

Practices which respond to the needs of the contexts in which we teach and learn; including the needs of the students we serve.

An understanding that learning and assessment operate under dynamics of power and oppression (Henning & Lundquist, 2018a; Heiser et al., 2018). In other words, assessment is not an apolitical process. We need to first understand how systems of power and oppression influence how students experience college, engage with the learning process, and build knowledge before we can understand how to better assess their learning.

assessment should strive to serve as a mechanism that helps close opportunity, persistence, and attainment gaps between different student populations. Socially just assessment should challenge structures of privilege within institutions and society writ large to better serve and support learners.

Equity-minded assessment refers to ways we ensure assessment processes and practices are appropriate for *all* students and that we ultimately do no harm in the process. While it can be challenging to consider the vast differences and needs of our student populations in our practices, our task as educational providers is to strive to help *every* student succeed.

**Based on our discussion of the material we arrived at the following useful concepts:**

- **Working Definition:** What “ensuring that our assessments are appropriate for *all* students” means is that equitable assessment should work to ensure that learning outcomes, and how we assess those outcomes, are done in ways which do not privilege certain students over others; that data-informed changes are not benefiting one student group over others; and that assessment efforts are not conducted with only one dominant perspective or voice leading the process.
- **Concise Definition:** An equitable assessment ensures that the learning outcomes do not privilege certain students over others.

## Screenshots of Survey Questions: Faculty's experiences and attitudes with SLOs and Assessments

Section 1 of 7

### Faculty's experiences and attitudes with SLOs and Assessments

Hello Palomar Faculty, there is a need to get general impression of our faculty's experiences and attitudes with SLOs and Assessments. This survey is completely anonymous, and we thank you for taking the time to answer these questions.

Have you participated in writing one or more Student Learning Outcomes (SLOs) \*

☐ Yes

☐ No

After section 1 Continue to next section

Section 2 of 7

### SLO Writing

Description (optional)

Which of the following factors do you consider when writing an SLO? \*

☐ Whether the SLO can be applied in situations outside your classroom

☐ How the SLO will be assessed

☐ Whether the SLO can be measured by multiple assessment methods (eg. essay, lab, test, project etc.)

☐ How the SLO fits into other courses in a program/what skills are needed to advance to next level

☐ Whether the wording of the SLO will be easily understood by students when reading the syllabus or on our ...

☐ Whether the SLO assessment methods can be made accessible for disabled students.

☐ None of the Above

☐ Other...

After section 2 Continue to next section

Section 3 of 7

### SLO Assessing

Description (optional)

Have you participated in assessing at least one SLO for a class that you have taught? \*

☐ Yes

☐ No

After section 3 Continue to next section

## SLO Assessing Question

Description (optional)

In your experience of assessing SLOs, how well do you think the assessments actually measure the SLO as written? Please feel free to elaborate or discuss multiple SLOs you have assessed.

Long answer text

Think of one of the SLOs you have assessed. What implied skills are students expected to have in order to meet the SLO? (Including but not limited to the following examples of implied skills: writing, oral speaking, test-taking, computer, collaboration, etc.)

Long answer text

After section 4 Continue to next section

## SLO Attitudes

Description (optional)

In general do you consider the idea of SLO assessment useful for improving teaching and learning?

Not At All      1      2      3      4      5      Extremely

Has your experience with SLO assessment and reflection led to positive changes in your pedagogy?

Never      1      2      3      4      5      Frequently

Anything thoughts you would like to add about SLOs and Assessment.

Long answer text

After section 5 Continue to next section

## Equity in SLOs

Equity is quickly becoming an important consideration in educational praxis, however, it can be defined in many ways. For the sake of these questions, please answer based on your own understanding of equity at this moment.

On a scale of 1-5, how would you rate your understanding of equity in education? Be honest! \*

	1	2	3	4	5	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Comprehensive

If you have participated in writing one or more SLOs, to what extent did you consider equity in crafting the SLO and/or assessment method

	1	2	3	4	5	
Not At All	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Important Consideration

In your own words, what factors should be considered to make an SLO and assessment method equitable?

Long answer text

Briefly explain or describe your work, experience, or knowledge of equity in education.

Long answer text

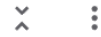
Are you interested in learning more about creating and assessing SLOs equitably? If yes, what would you like to know?

Long answer text

Are you

- ☐ Full-time Faculty
- ☐ Part-time Faculty
- ☐ Other...

## Participate in Interview



Would you be willing to participate in a 20 minute interview to share your experiences of equity in SLO's. Please use the link below to give your contact information for follow-up. Your information will not be associated with your answers on this survey.

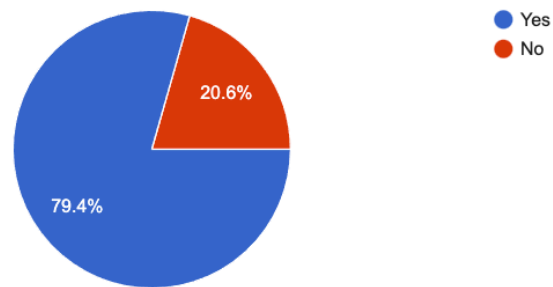
REMEMBER TO HIT THE SUBMIT BUTTON BELOW

[https://docs.google.com/forms/d/e/1FAIpQLSeXcPwOaFliGGY5xbAEempHOeavs8u\\_\\_-vs8h\\_XtKcgCsrSDA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeXcPwOaFliGGY5xbAEempHOeavs8u__-vs8h_XtKcgCsrSDA/viewform?usp=sf_link)

Have you participated in writing one or more Student Learning Outcomes (SLOs)

 Copy

68 responses

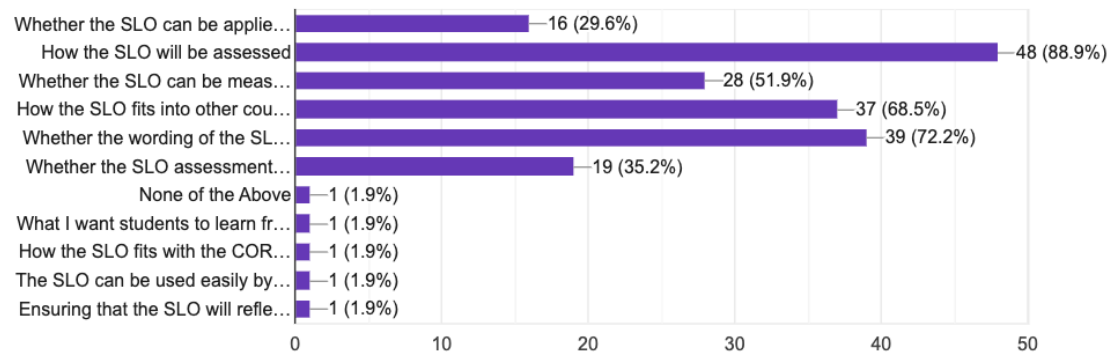


## SLO Writing

Which of the following factors do you consider when writing an SLO?

 Copy

54 responses

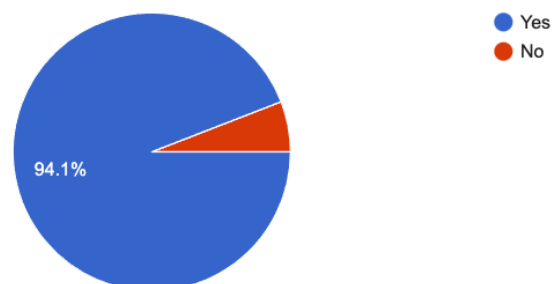


## SLO Assessing

Have you participated in assessing at least one SLO for a class that you have taught?

 Copy

68 responses

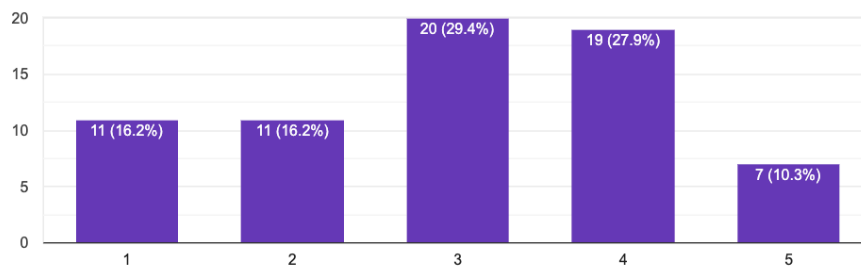


## SLO Attitudes

In general do you consider the idea of SLO assessment useful for improving teaching and learning?

 Copy

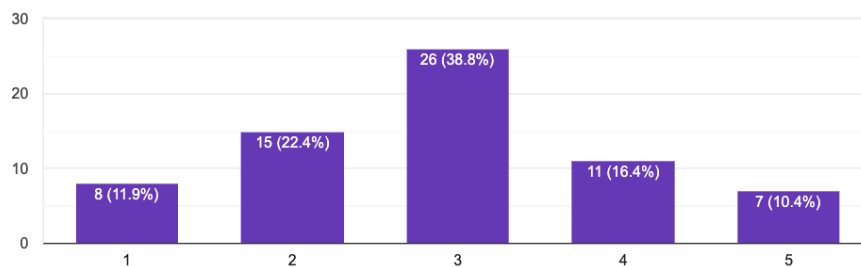
68 responses



Has your experience with SLO assessment and reflection led to positive changes in your pedagogy?

 Copy

67 responses



Anything thoughts you would like to add about SLOs and Assessment.

44 responses

No

They're useless.

SLO development and assessment - when done thoughtfully - can be highly useful for improving teaching and learning. It can make learning more transparent for students. It can also be an empty exercise that we go through every three years to satisfy accreditation requirements on paper. I think we need to do a lot of work as faculty to shift toward the former.

I am not sure if my answers were actually useful to this research. I see SLOs as reflections of what the students should be able to do/understand/analyze after they finish our course. If my students are not understanding foundational concepts in our class (that are in the SLOs) then the whole way I teach the class would probably come into question for me

Issues of assessment validity are not taken seriously. Creating valid and useful assessment is not easy and takes time. SLOs seem to be something that has been externally imposed and thus, expediency rules

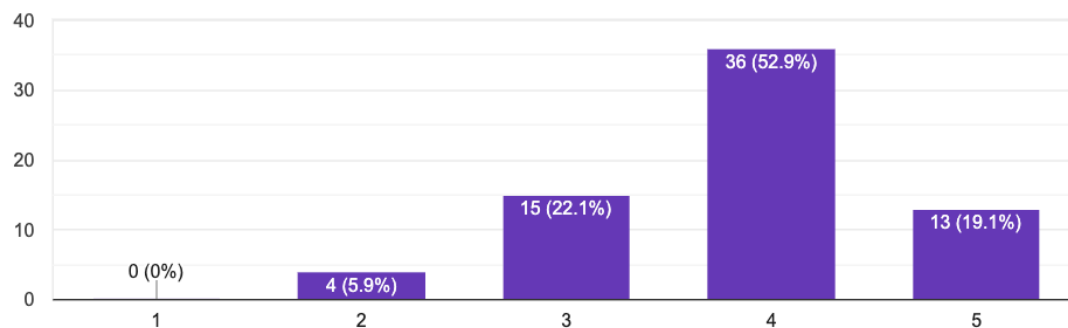
No comment.

## Equity in SLOs

On a scale of 1-5, how would you rate your understanding of equity in education? Be honest!

 Copy

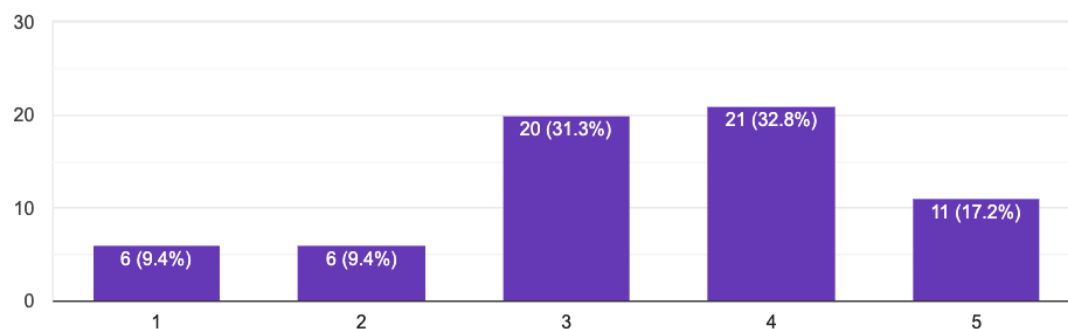
68 responses



If you have participated in writing one or more SLOs, to what extent did you consider equity in crafting the SLO and/or assessment method

 Copy

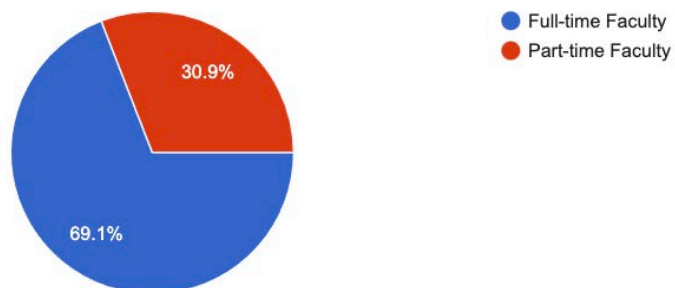
64 responses



Are you

 Copy

68 responses



Use [this link](#) to view a spreadsheet with all the data including the non-numeric responses.

## DISCUSSION OF SURVEY RESULTS

We began to review the survey results. Recognizing that the survey was not scientifically designed to provide accurate statistical data from representative sample, we proceeded to look for qualitative significance in the results. In this short time we did not intend to reach conclusions, but to begin the conversation about what we could glean from the results. We focused on a general discussion of a few questions.

- Participation
  - 68 Faculty participated
    - 47 Full-time (69%)
    - 21 Part-time (31%)
- Which of the following factors do you consider when writing an SLO?
  - Of the 6 options offered, three were equity focused:
    - Whether the SLO can be measured by multiple assessment methods (eg. essay, lab, test, project etc.) – 51%
    - Whether the wording of the SLO will be easily understood by students when reading the syllabus or on our website – 72%
    - Whether the SLO assessment methods can be made accessible for disabled students. 35%
- Think of one of the SLOs you have assessed. What implied skills are students expected to have in order to meet the SLO? (Including but not limited to the following examples of implied skills: writing, oral speaking, test-taking, computer, collaboration, etc.)
  - We noted a dominance of writing skills amongst these answers.
- On a scale of 1-5, how would you rate your understanding of equity in education? Be honest!
  - Only 6% rated this at 2 (0% rated 1)
  - 22% rated 3
  - 53% rated 4
  - 17% rated 5
  - We were surprised at the high rate of self-identified, perceived understanding of Equity in Education. Our expectation, based on our own understanding of the complexity of this topic, a far more circumspect self-assessment from our faculty. This may be a result of the self-selection bias of this survey method or a broad lack of understanding of the complexities.
- In your own words, what factors should be considered to make an SLO and assessment method equitable?
  - Participation 51 responses
  - The answers to this cover a broad spectrum of approaches and have the potential to reveal a lot about actual understanding of Equity in relation to SLO. This qualitative data requires a thorough scrutiny and analysis to yield conclusion, but has the potential to be very insightful.
- Are you interested in learning more about creating and assessing SLOs equitably? If yes, what would you like to know?
  - Participation 39 responses
  - Similarly to the previous item, the answers here seem quite revealing. This qualitative data will benefit from scrutiny and analysis to yield conclusions, but has the potential to be very insightful.
- Only 2 participants indicated interest in participating in a 20 minute interview.

## Summary, Questions, Concerns, Conclusions (Michael Mufson)

(The content of this section reflects my personal conclusions and not necessarily those of any individual taskforce members or the taskforce as a whole)

When VPI Kahn first presented the idea of creating this taskforce he proposed a hypothesis, perhaps an aspiration, that creating a shared vision for Equity in SLOs with an authentic implementation of an Equity lens could make SLO creation and assessment more meaningful for our faculty, especially those who are skeptical about the SLO assessment process? This proposition set us onto two primary tasks:

- Investigate, clarify and define the terminology, issues and processes involved with approaching the SLOAC with a deliberate focus on Equity.
- Investigate the current state of our faculty in relation to SLOs, Equity and the potential primacy of equity focus in the SLOAC.

We spent considerable time grappling with the most basic questions about the relationship between Equity and SLOs. The dialogue between the experiences of SLO facilitators and the DEI focused members created a rich exploration of the complexities and nuances of this relationship.

- How does equity relate to concrete and quantifiable, skill-based outcomes such as the ability to solve equations?
- How to address our assumed cultural norms such as eye contact, which may be problematic for other cultures, but are determined as significant on a rubric for oral communication or Salsa dancing?
- Is the concern about equity significant in the design of the SLO or only in the assessment methods?
- To what extent are the Outcomes of a class determined by the demands of academic and career pathways that historically and intrinsically reflect white, Eurocentric, cisgender, ableist values and structures?
- Are there some types of outcomes that are equity neutral because they are based on the ability to demonstrate specific, concrete, objective skills, while other outcomes that involve higher order thinking (Bloom's Taxonomy) and, therefore, are more open to subjective interpretation and cultural inflection of individual faculty more susceptible to bias?

Through the processing of these questions, we realized that a simple, working definition of Equity in SLOs was necessary to proceed with the work of the task force. In our initial meeting to arrive at the definition, almost every definition or explanation we found used the word "Equity" without defining equity. After reviewing more extensive research presented at our second meeting on the subject, we arrived at the following:

- Working Description: Equitable assessment should work to ensure that learning outcomes, and how we assess those outcomes, are done in ways which do not privilege certain students over others; that data-informed changes are not benefiting one student group over others; and that assessment efforts are not conducted with only one dominant perspective or voice leading the process.
- Concise Definition: An equitable assessment ensures that the learning outcomes do not privilege certain students over others.

In retrospect it seems like an obvious definition; however, it raises more questions than it answers. Most notably, how does an individual faculty, program, department or institution acquire and analyze the

appropriate and significant range of data to determine if an SLO, assessment method or any other aspect of the curriculum privileges certain students over others? While the taskforce has not yet had the opportunity to delve into the weeds of this question, much of the research are resources that I read for this project centered around this issue. Four specific sources have influenced my thoughts on this subject.

- A New Decade for Assessment: Embedding Equity into Assessment Praxis by Erick Montenegro & Natasha A. Jankowski published by the National Institute for Learning Outcomes and Assessment
- Chapter 3 of From Equity Talk to Equity Walk by Tia Brown McNair, Estela Mara Bensimon and Lindsey Malcolm-Piquex: Using and Communicating Data as a Tool to Advance Equity
- Pathways to Results: Outcomes & Equity Assessment published by The Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign.
- Equity and Assessment: Moving Towards Culturally Responsive Assessment by Erick Montenegro and Natasha A. Jankowski. Published by the National Institute for Learning Outcome Assessment

Below are some significant concepts from each of these sources.

**A New Decade for Assessment: Embedding Equity into Assessment Praxis** provides a framework and significant insights about the relation between data disaggregation and the overall assessment process:

Meaningful data disaggregation is a good first step towards examining equity issues but is not by itself a practice of equity-minded assessment. Simply examining disaggregated data without examining if the assessment process is equitable will lead to continued inequities. Meaningful disaggregation involves deeper analyses by specific student characteristics, alongside the intersection between and among them.

A cautionary note: In equity-minded assessment, data related conversations should be interrogated to ensure that data are not weaponized to facilitate self-fulfilling prophecies where results are used as “proof ” that students are unprepared or disinterested; where someone can take assessment data and say “see, I told you they can’t learn!” To support equity-minded assessment discussions informed by data, professional development may be needed prior to data discussions to interrogate biases and assumptions. An important aspect of meaningful disaggregation is thus knowing which questions to ask and what to do with the different findings, as well as who to have participate in the process. This takes practice, patience, and thrives from collaborating with and learning from others who have different experiences, skills, and perspectives than our own. For faculty and assessment practitioners to become comfortable with such conversations, administrators need to provide spaces with facilitated discussions on structural barriers, inequities, and practices which can affect student outcomes.

While small samples can inform assessment through trend data collected over time, equity-minded assessment is responsive to student needs by examining and helping individual students, when they need it (Maki, 2017a). We cannot disregard data simply because it is from a small sample.

Equity needs to be embedded within and throughout the entirety of any assessment effort. In her Assessment Institute keynote remarks, Tia B. McNair (2019) said that those doing equity work need to *live* equity work. In other words, doing equity work is not something we can step in and out of. It is a mentality and approach that remains central so that we do not lose sight of it, that others are able to follow by example, and we are always being critical, reflective, and questioning processes, biases, assumptions, within ourselves, others, and the processes followed. This equity-mindedness needs to

actively permeate the entire assessment process, and the practice of assessment professionals. To do equity-minded assessment we need to:

1. check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege;
2. use multiple sources of evidence appropriate for the students being assessed and assessment effort;
3. include student perspectives and take action based on perspectives;
4. increase transparency in assessment results and actions;
5. ensure collected data can be meaningfully disaggregated and interrogated; and
6. make evidence-based changes that address issues of equity that are context-specific.

Equity-minded assessment refers to ways we ensure assessment processes and practices are appropriate for *all* students and that we ultimately do no harm in the process. While it can be challenging to consider the vast differences and needs of our student populations in our practices, our task as educational providers is to strive to help *every* student succeed.

A New Decade for Assessment: Embedding Equity into Assessment Praxis identifies three related approaches to assessment:

- Culturally Responsive Assessment
- Socially Just Assessment
- Critical Assessment

It concludes, “At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education.”

The following selections from **From Equity Talk to Equity Walk** highlight some of the values and pitfalls of using disaggregated data:

The value of disaggregated data as it relates to advancing equity depends on the ways in which practitioners contextualize and make meaning of that data. “Equity-minded sensemaking” is how CUE [Center for Urban Education] describes this process of critical reflection, contextualization, and meaning-making.

Equity-minded sensemaking goes beyond examining data and noticing equity gaps in outcomes. It involves interpreting equity gaps as a signal that practices are not working as intended and asking equity-minded questions about how and why current practices are failing to serve students experiencing inequities. Equity-minded sensemaking can be fostered among practitioners through the use of open-ended prompts to guide discussions of data disaggregated by race/ethnicity. Such prompts might include asking practitioners:

- What patterns do you notice in the data?
- Which racial groups are experiencing inequities?
- Which racial group(s) would you prioritize for goal setting, and why?
- What are your equity goals?
- What are your hunches about what might be contributing to the equity gaps?
- What additional data do you want to collect to better understand the gap?
- What equity-minded questions might you pursue with further inquiry?

The discussion resulting from the framing questions above enables practitioners to delve deeper into the equity gaps revealed by the data. Emphasizing additional data collection ensures that efforts to close equity gaps are based on evidence. Asking practitioners to generate additional equity-minded questions encourages them to remain focused on remediating practices instead of blaming students for the inequities they experience.

McNair, Tia Brown; Bensimon, Estela Mara; Malcom-Piqueux, Lindsey. *From Equity Talk to Equity Walk* (p. 61). Wiley. Kindle Edition.

Practitioners are not asked, “What would you do to solve the equity gaps?” Instead, equity-minded sensemaking aims to foster a culture of inquiry so that institutional and practitioner action is guided by evidence and directed at those practices that contribute to or exacerbate inequities.

Ibid p.62

Practitioners may also collect qualitative data on their own practices and the ways in which students experience them in order to pinpoint the mechanisms by which inequities originate and persist.

When viewed with an equity-minded lens, disaggregated student outcome data can highlight where practitioners can take intentional action to reach an institution's equity goals. Imagine, for example, that the institution experiencing the completion-rate equity gaps shown in Figure 3.1 aims to better understand what it can do to eliminate the inequities. Practitioners examining the data together may then look at course completion data disaggregated by race/ethnicity in order to identify those specific departments or courses that act as barriers to equitable degree completion. After identifying a department or course in which African American or Latinx students experience equity gaps, inquiry – like course observations and syllabi reviews – can be deployed to identify the following:

- Institutional practices that are supporting student groups experiencing gaps;
- Practices that are inadvertently contributing to or failing to address inequities; and
- How some practices could be modified, reconsidered, or replaced to close the equity gaps in completion within those courses and departments.

This process of moving from high-level indicators to finer-grained quantitative measures and other qualitative data close to practice (Dowd and Bensimon 2015; Dowd et al. 2018) is central to practitioner learning and change. It enables practitioners to “find the actionable N,” or where they can make changes in their own practices to improve outcomes for students with whom they interact in order to move the needle and close equity gaps

Ibid (pp. 62-63

**Pathways to Results: Outcomes & Equity Assessment** provides a practical and comprehensive guide to organizing and implementing a meaningful and inclusive process for identifying, selecting, and analyzing disaggregated student outcomes data that engages teams of practitioners in collaborative activities to deepen their understanding equity and apply that understanding to the process of identifying, selecting, and analyzing disaggregated student outcomes data to reveal equity gaps and propose solutions. This process could be a model for Palomar to implement or modify and is well worth examining. The Office of Community College Research and Leadership at the University of Illinois at Urbana-

Champaign has a large collection of resources for this work including several modules on Pathways to Success and other publications on related topics.

**Equity and Assessment: Moving Towards Culturally Responsive Assessment** links the issues of SLOAC to the experiences of individual students. When SLOAC was first introduced at Palomar, it was framed as a tool to assess the effectiveness of our pedagogy by examining sets of data related to student achievement. In this paper, the authors connect this broad aspect of assessment to the process of assessing and evaluating individual student work and assignments and how it impacts students.

There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count. For instance, in a specific course different approaches may be used to engage students in the material, but demonstration of a students' knowledge, skills, and abilities are done uniformly in the same assignment or approach—so while there may be multiple approaches and methods used across a program or institution for assessing student learning, at each instance of demonstration a single approach is employed.

For outcomes and assessment to be equitable, they cannot be detached from the process of curriculum development and classroom pedagogy.

Student motivation is connected to student's beliefs that they are able to do the work and have a sense of control over the work. For first-generation college goers and African American students "stereotypes about academic performance can turn into self-fulfilling prophecies...even feedback on papers can reinforce or foster learning...that /students are cared about and respected as learners"

Assessment is a field of alignment, and this also originates from learning outcomes statements. Hutchings (2016) defines alignment as "the linking of intended student learning outcomes with the processes and practices needed to foster those outcomes

If assessment is about demonstrating learning, then we need to allow students the space to show their knowledge. Students are highly varied in customs, identity, and understanding, and it is all shaped by culture which affect learning; and thus, should affect how we measure learning. If assessment is done for improvement and with the goal of using the results to benefit student learning, then having outcome assessments that appropriately tell the stories of what students know and can do is of imperative importance

## **CONCLUSION (Michael Mufson)**

My personal conclusion from this research and the work of the taskforce so far is that creating a truly equitable learning experience for all students will require a cultural shift at Palomar College that includes deep scrutiny of all our systems and, especially, the pedagogy that is implemented in the classroom. It is well known that preparation for teaching in higher education focuses on discipline expertise not pedagogical practices. Most faculty are not informed about educational theory and practice; we mostly imitate the ways we were taught or rebel against those ways. Our transitions from graduate level education to community college result in a culture shock that often tends to blame students for being underprepared. For those instructors who care enough to improve, the process is often a matter of trial and error except in those rare

cases of instructors who seek out professional development opportunities focused on improving teaching methods. The issue of Equity often challenges notions of education that have been deeply embedded in our thinking and our egos. We are significantly influenced by the “gate keeper” mode of education that has dominated western education since the creation of the first universities. In addition, we need to consider the conditions of Part-time faculty who are already under compensated and overloaded with the demands of working part-time as several institutions etc.

Ultimately, I believe that most instructors care about their students and are motivated by concerns of Equity. But the process of infusing Equity into SLOs will not be solved by any quick fixes such as a universal SLO focused on Equity or a single professional development course – although those may provide a way of getting started. The biggest obstacle to moving this work forward is Faculty compensation. For this work to be truly meaningful and transformative, it cannot be another burden added on top of a full teaching load, departmental work, committee work, remaining current in one’s field etc. Transformation begins with actions related to priority values. An institution’s values are most truly expressed in its budget. If Palomar College is to become an institution of equitable learning, the faculty must also be considered learners and un-learners in this process and the institution must provide the resources to make that possible.

## Appendix

### List of External Research Sources and Readings

Luis Guerrero provided an initial list of resources, articles and website. I read the material and provided short comments/summaries for the rest of the committee. You select “Markup” from the view menu to see the comments I provided on each source.

 Champlain College (canvas module)

[https://champlain.instructure.com/courses/898279/pages/diversity-equity-and-inclusion-learning-outcomes?module\\_item\\_id=17066568](https://champlain.instructure.com/courses/898279/pages/diversity-equity-and-inclusion-learning-outcomes?module_item_id=17066568)

 University of North Dakota

<https://campus.und.edu/assessment-accreditation/files/docs/diversity-outcomes.pdf>

 UC Davis

<https://assessment.ucdavis.edu/get-curious/equitable-and-consistent>

National Institute for Learning Outcomes Assessment

- [https://www.cosmaweb.org/uploads/2/4/9/4/24949946/equity\\_quality\\_and\\_student\\_learning.pdf](https://www.cosmaweb.org/uploads/2/4/9/4/24949946/equity_quality_and_student_learning.pdf)
- <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/2018SurveyReport.pdf>
- <https://palomar0.sharepoint.com/:b:/r/sites/TeamEquityinSLOTaskForce/Shared%20Documents/Equity%20in%20SLO%20Task%20Force%20Communication/Research%20Planning%20and%20Design/A-New-Decade-for-Assessment.pdf?csf=1&web=1&e=fjVquE> (This is an essential reference for us. I’ve uploaded the document to our files and highlighted significant passages. The link above is to the document in our Teams files.)

 University of Colorado Boulder

<https://www.colorado.edu/center/teaching-learning/teaching-resources/assessment/equity-assessment>

Southwest Minnesota State University

<https://www.smsu.edu/resources/webspaces/administration/academicdeans/assessment/assess2021/assess5.2021.pdf>

James Madison University

[https://www.jmu.edu/gened/about/JMU\\_presentation\\_STEM.pdf](https://www.jmu.edu/gened/about/JMU_presentation_STEM.pdf)

<https://occrl.illinois.edu/docs/librariesprovider2/ptr/outcomes-module.pdf?sfvrsn=16>

<https://www.anthology.com/blog/the-importance-of-equity-in-higher-education-assessment>

<https://higheredconnects.com/diversity-in-higher-education-creating-culturally-responsive-classrooms/>

<https://www.learningoutcomesassessment.org/equity/#equityconvo%C2%A0>

<https://crea.education.illinois.edu/>

[https://www.nsf.gov/pubs/2002/nsf02057/nsf02057\\_5.pdf](https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_5.pdf)

<https://blogs.lse.ac.uk/lsereviewofbooks/2017/07/26/reading-list-8-books-on-indigenous-research-methods-recommended-by-helen-kara/>

<https://tilthighered.com/>

Assessment Network

<https://www.assessmentnetwork.net/2021/09/equitable-assessment/>

On Friday March 25 I attended an “SLO Talk” zoom meeting on the topic of Ensuring Equitable Learning recommended by Wendy Nelson. The talk was focused primarily on community colleges and was attended by educators nationwide. The presentation provided a wide range of links including books, articles, college websites, non-profit education websites.

<https://brocansky.com/humanizing/liquidsyllabus>

<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>

<http://bmmcoalition.com/racelighting/>

<https://sites.google.com/wisc.edu/whatwecanbecome/design-principles>

<https://www.amazon.com/Pedagogy-Real-Talk-Engaging-Connecting/dp/1483377113>

<https://www.barnesandnoble.com/w/student-focused-learning-and-assessment-natasha-alexis-jankowski/1137259456>

<https://www.assessmentnetwork.net/2021/09/equitable-assessment/>

<https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/academic-rigor-white-paper-part-one>

<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>

<https://www.peralta.edu/distance-education/online-equity-rubric>

TILT – Transparency in Teaching and Learning. <https://tilthighered.com/>

<https://www.learningoutcomesassessment.org/ourwork/assignment-charrette/>

<https://www.amazon.com/Transparent-Design-Education-Teaching-Leadership/dp/1620368234>

<https://thinkudl.org/episodes/transparent-design-with-mary-ann-winklemes>

<https://styluspub.presswarehouse.com/browse/book/9781642672572/Reframing-Assessment-to-Center-Equity>

<https://www.amazon.com/Linguistic-Justice-NCTE-Routledge-Research-Baker-Bell/dp/1138551023>

<https://styluspub.presswarehouse.com/browse/book/9781620368992/Promoting-Inclusive-Classroom-Dynamics-in-Higher-Education>

<https://www.amazon.com/Race-Equity-Learning-Environment-Pedagogies/dp/1620363402>

<https://www.amazon.com/Ungrading-Students-Undermines-Learning-Education/dp/1949199827>



EXHIBIT 4

# STUDENT SUCCESS TEAMS

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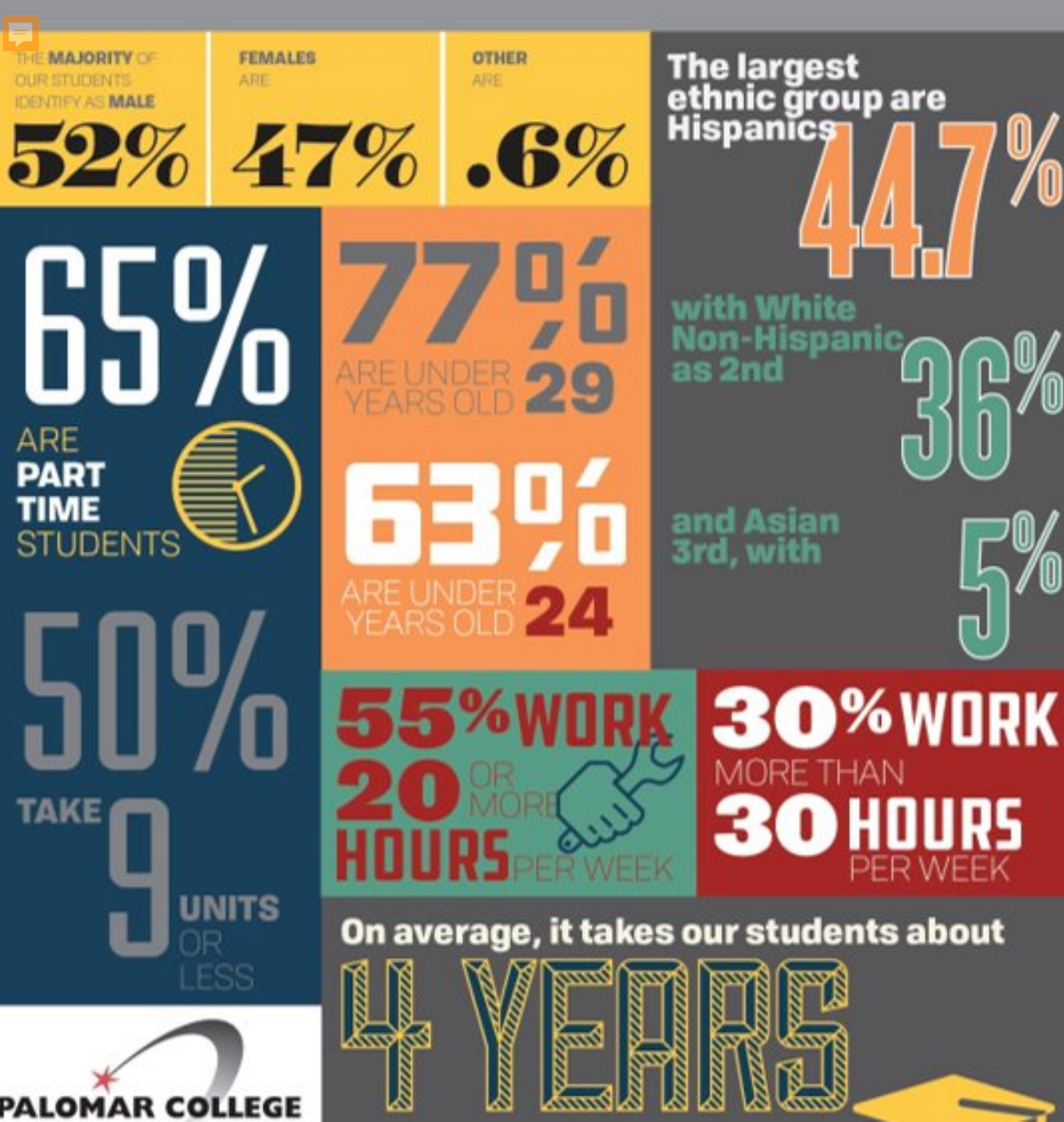




# Student Success Teams Timeline



SUCCESS



## OUR NEED FOR CHANGE

### Palomar Completion Data:

- **Excess units** to completion
- 87 units (not attempted units)
- **Excess time** to completion
- 4-year average
- Students with **more social capital** are more likely to utilize services than students with **less social capital**



## ARE WE FAILING OUR STUDENTS?

"It has been a real, real struggle and for some of the staff to look at me like okay... I know what I'm going through, but you don't know my struggle...and I just think it is very insensitive and I think it is really a disservice to me as a student to have to feel like I'm all alone on this big old campus. I mean I talk to my professors and everything but it has been a real, real struggle...I'm not feeling like I'm getting the supportive services that I deserve."

*The Community College Equity Assessment Lab Survey (CCEAL), Palomar College 2018*



# ADDRESSING PERSISTING EQUITY GAPS

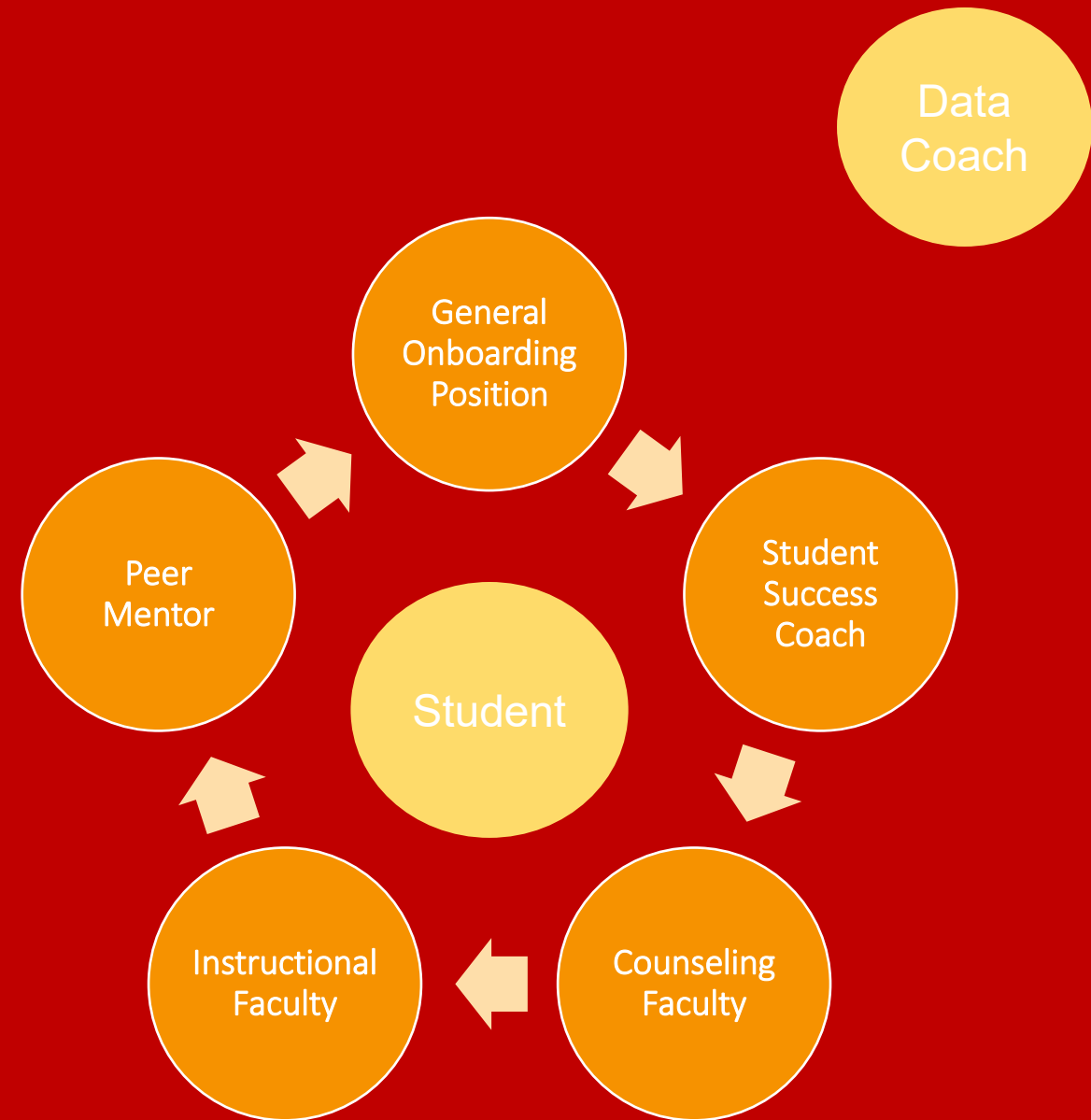


Successful Enrollment	Retention	Transfer-Level Math and English	Completion	Transfer
				DSPS (M)
			American Indian/Alaskan Native	
Asian				
Black or African American	Black or African American	Black or African American	Black or African American	
Filipino (F)				
	Hispanic (M)	Hispanic	Hispanic	Hispanic
Pacific Islander or Hawaiian Native				
	First Generation Student	First Generation Student	First Generation Student (M)	First Generation Student
			Foster Youth	
Female				
	LGBT	LGBT		
	Economically Disadvantaged (M)	Economically Disadvantaged (F)	Economically Disadvantaged	Economically Disadvantaged (M)
	Veteran		Veteran	

# STUDENT SUCCESS TEAMS ...

...offer intrusive intentional guidance for students along their college journey. Cross-divisional teams of faculty and staff working together to support and assist a group of students from entry to completion, with a focus on equitable outcomes.

Definition adapted from *An Implementation Guide for Community Colleges* (2022)



# Student Success Teams Pilot 2023-2024



- Student Success Teams are a strategy for improving equitable outcomes.
  - *Enrollment*
  - *Retention*
  - *Completion of Transfer level Math & English*
  - *Completion*
  - *Transfer*
- Cohort group: Black/African American students
- Planning begins Spring 2023 with implementation for Fall 2023 - Spring 2024.



# GOALS FOR STUDENT SUCCESS TEAMS

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**Provide intrusive support for students through:**

1. Facilitation of the enrollment process
2. Intentional and coordinated educational, career and personal guidance
3. Completion of English and math in their first year
4. Retention from Fall to Spring and Spring to Fall
5. Faculty-student interaction in and out of the classroom
6. Early field work experience opportunities
7. Increased sense of belonging and validation
8. Completion of degree/certificate or transfer goals



# MEMBERS OF THE OPERATIONAL COMMITTEE

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## Operational Committee Composition

- VPI, VPSS
- LFM Team. & Guided Pathways Leads (Dr. Glyn Bongolan and Wendy Nelson)
- Student Success Manager (Dr. Nancy Browne)
- Dean of Counseling, Equity and Student Success (Dr. Leslie Salas)
- Student Services Communication, Technology Manager (Dr. Joseph Allen)
- Student Success Initiatives Coordinator
- IRP Representative (Dr. Michael Large)
- Associate Dean of Workforce Development and Extended Studies (Nichol Roe)
- PBFSA & Black Advisory Committee & (Cheryl Kearse)
- Umoja Representative (Richard Carr)
- EOPS Representative (Steven Salter)
- Enrollment Services Representative (Jamie Moss)
- Counseling Faculty (Dr. Gabe Sanchez and Sierra Lovelace)
- Instructional Faculty (Sterling Briggs, Terhea Williams, Cindy Anfinson and Scott Richison)
- Work Experience Coordinator (Jason Jarvinen)
- Career Center Director (Rosie Antonnechia)
- GEAR UP (Joe Ledesma)



# ROLE OF THE OPERATIONAL COMMITTEE

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**Provide intrusive support for students through:**

1. Review Student Success Team models
2. Identify and draft Palomar's Student Success Team model
3. Develop plan for implementation of Student Success Teams
4. Develop plan to assess components of Student Success Team model
5. Implement the Student Success Team pilot and assessment plan
6. Review the assessment plan and develop a recommendation for institutionalization of Student Success Teams