



STRATEGIC PLANNING COUNCIL AGENDA

Date: December 5, 2017
Meeting Time: 2:30p-4:00p
Place: AA-140

CHAIR: Joi Lin Blake

MEMBERS: Jenny Akins, Michelle Barton, Colleen Bixler, Lisa Carmichael, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

RECORDER: Cheryl Ashour

-
- A. MINUTES** 2 min
1. Approve Minutes of November 7, 2017
- B. ACTION ITEMS/SECOND READING**
- | | | |
|---|------------|-------|
| 1. South Center Substantive Change | Exhibit B1 | 5 min |
| 2. 2017-2019 Integrated Plan for 3SP, Student Equity and BSI | Exhibit B2 | 5 min |
| 3. District Policies and Procedures: | Exhibit B3 | 5 min |
| a. Miscellaneous Board Policies: | | |
| BP 1100 The District | | |
| BP 1200 District Mission | | |
| BP 1300 Educational Philosophy | | |
| BP 3225 Institutional Effectiveness | | |
| b. Miscellaneous Administrative Procedures: | | |
| AP 3225 Institutional Effectiveness | | |
| AP 3900 Time Place Manner | | |
| AP 5031 Instructional Materials Fee | | |
| AP 5530 Student Complaints and Grievances | | |
| AP 7380 Retiree Health Benefits | | |
| c. Chapter 2 | | |
| i. <u>BP's & AP's with no recommended changes:</u> | | |
| <u>BP/AP 2110</u> – Vacancies on the Governing Board | | |
| <u>BP 2220</u> – Committees of the Governing Board | | |
| <u>BP 2305</u> – Annual Organizational Meeting | | |
| <u>BP/AP 2320</u> – Special and Emergency Meetings | | |
| <u>BP 2360</u> – Minutes | | |
| <u>BP 2432</u> – Superintendent/President Succession | | |
| <u>BP/AP 2610</u> – Presentation of Initial Collective Bargaining Proposals | | |
| <u>AP 2712</u> – Conflict of Interest Code | | |
| <u>AP 2714</u> – Distribution of Tickets or Passes | | |
| <u>BP 2717</u> – Personal Use of Public Resources | | |
| <u>BP 2750</u> – Board Member Absence from the State | | |
| ii. <u>BP's with recommended changes:</u> | | |
| <u>BP 2010</u> – Governing Board Membership | | |
| <u>BP 2015</u> – Student Trustee | | |
| <u>BP 2100</u> – Governing Board Elections | | |
| <u>BP 2200</u> – Board Duties and Responsibilities | | |
| <u>BP 2210</u> – Officers | | |
| <u>BP 2310</u> – Regular Meetings of the Governing Board | | |

- BP 2315 – Closed Sessions
 - BP 2330 – Quorum and Voting
 - BP 2345 – Right to Public Participation
 - BP 2350 – Speakers
 - BP 2355 – Decorum/Conduct
 - BP 2430 – Delegation of Authority to the Superintendent/President
 - BP 2431 – Superintendent/President Selection
 - BP 2715 – Code of Ethics/Standards of Practice
 - BP 2716 – Political Activity
 - BP 2720 – Communications among Governing Board Members
 - BP 2725 – Governing Board Member Compensation
 - BP 2730 – Health Benefits
 - BP 2740 – Governing Board Education and New Trustee Orientation
 - BP 2745 – Governing Board Self-Evaluation
- iii. **BP's/AP's pairs with recommended changes:**
 - BP/AP 2105 – Election of Student Trustee
 - BP/AP 2340 – Agendas
 - BP/AP 2365 – Recording
 - BP/AP 2410 – Policy Making Authority and Administrative Procedures
 - BP/AP 2435 – Evaluation of the Superintendent/President
 - BP/AP 2510 – Participation in Local Decision Making
 - BP/AP 2710 – Conflict of Interest
 - BP/AP 2735 – Governing Board Member Travel
- iv. **AP's proposed for deletion:**
 - AP 2310 – Regular Meetings of the Governing Board
 - AP 2350 – Speakers

C. ACTION ITEMS/FIRST READING

1. Board Policies and Procedures

10 min

BP/AP – 4040 Library and Other Instructional Support Services
AP 4222 – Remedial Coursework
BP 7100 – Commitment to Diversity
BP/AP 7110 – Delegation of Authority, Human Resources
AP 7126 – Applicant Background Checks
BP 7130 – Compensation
AP 7131 – Health and Welfare Benefits
BP 7140 – Collective Bargaining
AP 7145 – Personnel Files
BP 7175 – District Awards
BP 7210 – Academic Employees
BP/AP 7211 – Faculty Service Ageas and Competencies
AP 7213 – Part-Time Faculty - Benefits
AP 7214 – Part-Time Faculty - Office Hours
AP 7215 – Academic Employees - Probationary Contract Faculty
BP 7230 – Classified Employees
AP 7232 – Classification Review
AP 7233 – Claims for Work Out of Class
AP 7235 – Probationary Period - Classified Employees
BP 7236 – Short-term Employees
AP 7237 – Layoffs
BP/AP7240 – Confidential Employees

BP 7341 – Sabbaticals
 AP 7342 – Holidays
 AP 7344 – Notifying District of Illness
 AP 7346 – Employees Called to Military Duty
 BP 7347 – Family Medical Leave
 BP 7350 – Resignations
 BP 7361 – Academic Due Process
 BP/AP 7370 – Use of District Resources for Political Activity
 AP 7375 – Tax-Sheltered Annuities-Deferred Comp Programs
 BP 7510 – Domestic Partners
 BP 7800 – Institutional Reassignment - Lateral Transfer
 BP 7850 – Exchange Program

D. INTEGRATED PLANNING MODEL

- | | |
|--------------------------------|-------|
| 1. 2017-2018 Planning Calendar | 5 min |
| 2. SEM Plan Update | 5 min |

E. INFORMATION/DISCUSSION

- | | | |
|---|------------|--------|
| 1. Guided Pathways Assessment | Exhibit E1 | 10 min |
| 2. Governance Survey Summary | | 10 min |
| 3. Budget Update | | 10 min |
| 4. Overview of "Report of Findings from Community College Equity Assessment Lab (CCEAL) Student Survey" | | 10 min |
| 5. IEPI | | 5 min |
| 6. Community College Survey of Student Engagement | | 5 min |

F. ACCREDITATION

- | | |
|--|-------|
| 1. Accrediting Commission Actions and Policy Updates | 5 min |
| 2. Palomar Accreditation Update | |

G. REPORTS OF PLANNING COUNCILS

- | | |
|---|-------|
| 1. Finance & Administrative Services Planning Council – Ron Perez | 5 min |
| 2. Human Resource Services Planning Council – Lisa Norman | |
| 3. Instructional Planning Council – Jack Kahn | |
| 4. Student Services Planning Council – Adrian Gonzales | |
| 5. Foundation – Stacy Rungaitis | |

G. REPORTS OF CONSTITUENCIES

- | | |
|---|-------|
| 1. Administrative Association – Connie Sterling | 5 min |
| 2. Associated Student Government – Chris Hopp | |
| 3. CCE/AFT – Anel Gonzalez | |
| 4. Confidential/Supervisory Team – Jenny Akins | |
| 5. Faculty Senate – Travis Ritt | |
| 6. PFF/AFT – Teresa Laughlin/Colleen Bixler | |

H. OTHER ITEMS



**STRATEGIC PLANNING COUNCIL
MINUTES
December 5, 2017**

A regular meeting of the Palomar College Strategic Planning Council scheduled December 5, 2017, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

ROLL CALL

Present: Jenny Akins, Michelle Barton, Colleen Bixler, Joi Blake, Lisa Carmichael, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Lisa Norman, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

Absent: Anel Gonzalez

Guest: Carmen Coniglio, Olga Diaz, Kendyl Magnuson, Michelle Tucker for Anel Gonzalez

Recorder: Cheryl Ashour

A. MINUTES

1. Approve Minutes of November 7, 2017

MSC (Fritch/Rungaitis) to approve the November 7, 2017 Minutes as presented (Dixon, Martinez abstain)

B. ACTION ITEMS/SECOND READING

1. South Center Substantive Change (Exhibit B1)

Michelle Barton reported the Accreditation Steering Committee reviewed and approved the South Center Substantive Change proposal.

MSC (Dixon/Hopp) to approve the South Center Substantive Change Proposal as presented.

2. 2017-2019 Integrated Plan for 3SP, Student Equity and BSI (Exhibit B2)

There was no discussion.

MSC (Hopp/Stockert) to approve the 2017-2019 Integrated Plan for 3SP, Student Equity and BSI as presented.

3. District Policies and Procedures (Exhibit B3)

a. Miscellaneous Board Policies:

BP 1100 The District
BP 1200 District Mission
BP 1300 Educational Philosophy
BP 3225 Institutional Effectiveness

MSC (Towfiq/Barton) to approve Miscellaneous Board Policies 1100, 1200, 1300 and 3225 as presented.

b. Miscellaneous Administrative Procedures:

AP 3225 Institutional Effectiveness
AP 3900 Time Place Manner
AP 5031 Instructional Materials Fee
AP 5530 Student Complaints and Grievances
AP 7380 Retiree Health Benefits

MSC (Towfiq/Barton) to approve Miscellaneous Administrative Procedures 3225, 3900, 5031, 5530 and 7380 as presented.

c. **Chapter 2**

i. **BP's & AP's with no recommended changes:**

BP/AP 2110 – Vacancies on the Governing Board

BP 2220 – Committees of the Governing Board

BP 2305 – Annual Organizational Meeting

BP/AP 2320 – Special and Emergency Meetings

BP 2360 – Minutes

BP 2432 – Superintendent/President Succession

BP/AP 2610 – Presentation of Initial Collective Bargaining Proposals

AP 2712 – Conflict of Interest Code

AP 2714 – Distribution of Tickets or Passes

BP 2717 – Personal Use of Public Resources

BP 2750 – Board Member Absence from the State

MSC (Towfiq/Hopp) to approve Chapter 2 BP's and AP's with no recommended changes: BP/AP 2110, BP 2220, BP 2305, BP/AP 2320, BP 2360, BP 2432, BP/AP 2610, AP 2712, AP 2714, BP 2717 and BP 2750 as presented

ii. **BP's with recommended changes:**

BP 2010 – Governing Board Membership

BP 2015 – Student Trustee

BP 2100 – Governing Board Elections

BP 2200 – Board Duties and Responsibilities

BP 2210 – Officers

BP 2310 – Regular Meetings of the Governing Board

BP 2315 – Closed Sessions

BP 2330 – Quorum and Voting

BP 2345 – Right to Public Participation

BP 2350 – Speakers

BP 2355 – Decorum/Conduct

BP 2430 – Delegation of Authority to the Superintendent/President

BP 2431 – Superintendent/President Selection

BP 2715 – Code of Ethics/Standards of Practice

BP 2716 – Political Activity

BP 2720 – Communications among Governing Board Members

BP 2725 – Governing Board Member Compensation

BP 2730 – Health Benefits

BP 2740 – Governing Board Education and New Trustee Orientation

BP 2745 – Governing Board Self-Evaluation

MSC (Titus/Towfiq) to approve BP's with recommended changes: 2010, 2015, 2100, 2200, 2210, 2310, 2315, 2330, 2345, 2350, 2355, 2430, 2431, 2715, 2716, 2720, 2725, 2730, 2740 and 2745 as presented.

iii. **BP's/AP's pairs with recommended changes:**

BP/AP 2105 – Election of Student Trustee

BP/AP 2340 – Agendas

BP/AP 2365 – Recording

BP/AP 2410 – Policy Making Authority and Administrative Procedures

BP/AP 2435 – Evaluation of the Superintendent/President

BP/AP 2510 – Participation in Local Decision Making

BP/AP 2710 – Conflict of Interest

BP/AP 2735 – Governing Board Member Travel

MSC (Towfiq/Barton) to approve BP's/AP's pairs with recommended changes: 2105, 2340, 2365, 2410, 2435, 2510, 2710 AND 2735 as presented.

iv. **AP's proposed for deletion:**

AP 2310 – Regular Meetings of the Governing Board

AP 2350 – Speakers

MSC (Towfiq/Barton) to approve AP's proposed for deletion: 2310 and 2350 as presented.

C. ACTION ITEMS/FIRST READING

1. Board Policies and Procedures

BP/AP – 4040 Library and Other Instructional Support Services

AP 4222 – Remedial Coursework

BP 7100 – Commitment to Diversity

BP/AP 7110 – Delegation of Authority, Human Resources

AP 7126 – Applicant Background Checks

BP 7130 – Compensation

AP 7131 – Health and Welfare Benefits

BP 7140 – Collective Bargaining

AP 7145 – Personnel Files

BP 7175 – District Awards

BP 7210 – Academic Employees

BP/AP 7211 – Faculty Service Areas and Competencies

AP 7213 – Part-Time Faculty - Benefits

AP 7214 – Part-Time Faculty - Office Hours

AP 7215 – Academic Employees - Probationary Contract Faculty

BP 7230 – Classified Employees

AP 7232 – Classification Review

AP 7233 – Claims for Work Out of Class

AP 7235 – Probationary Period - Classified Employees

BP 7236 – Short-term Employees

AP 7237 – Layoffs

BP/AP 7240 – Confidential Employees

BP 7341 – Sabbaticals

AP 7342 – Holidays

AP 7344 – Notifying District of Illness

AP 7346 – Employees Called to Military Duty

BP 7347 – Family Medical Leave

BP 7350 – Resignations

BP 7361 – Academic Due Process

BP/AP 7370 – Use of District Resources for Political Activity

AP 7375 – Tax-Sheltered Annuities-Deferred Comp Programs
BP 7510 – Domestic Partners
BP 7800 – Institutional Reassignment - Lateral Transfer
BP 7850 – Exchange Program

This item will return for Action/Second Reading at the next meeting.

D. INTEGRATED PLANNING MODEL

1. 2017-2018 Planning Calendar

No discussion.

2. SEM Plan Update

Michelle Barton reported the SEM Plan is going to the SEM Advisory Committee for review.

E. INFORMATION/DISCUSSION

1. Guided Pathways Self-Assessment (Exhibit E1)

Jack Kahn reported IPC approved the Guided Pathways Self-Assessment; it is now going through the process and to the Governing Board in March. It allows Palomar College to receive \$1.4 million.

2. Governance Survey Summary

Michelle Barton summarized the governance survey results. She emphasized that participatory governance helps us to come to better sound decisions and discussions that result in a good outcome. She reviewed the results of the four sections of the survey: awareness of the governance process and how well our community understands it; participation; communication within and without the governance process; and the perceived effectiveness.

3. Budget Update (Exhibit E3)

Ron Perez discussed the District goal of a 25% overall reduction FY 2017-18. Reductions will be made in specific areas. He reviewed the categories in Fund 11 General Fund Unrestricted that will be reduced and the reassignment of expenditures to alternative funding sources. A recovery plan is being created and will come to SPC for review.

4. Overview of “Report of Findings from Community College Equity Assessment Lab (CCEAL) Student Survey”

Michelle Barton presented an overview of a study done last Spring: *Report of Findings from Community College Equity Assessment Lab (CCEAL) Student Survey*. It can be found at the Student Success and Equity website. The report will be presented at Plenary in January. She stated many students feel welcomed but want deeper connections to feel wanted.

5. IEPI

Michelle Barton reported the District is considering applying for a second grant. A progress report will be given at an upcoming meeting.

6. Community College Survey of Student Engagement

Michelle Barton reported the College will be conducting the standard Survey for Student Engagement. The faculty component is to see how faculty say they engage with students.

F. ACCREDITATION

1. Accrediting Commission Actions and Policy Updates

Michelle Barton reported ACCJC is working on changing how they operate and are perceived. Each District is assigned a liaison and ours is Stephanie Droker. We have already been working with her on our Substantive Change Report and are happy to have her as our liaison.

2. Palomar Accreditation Update

There is no report.

G. REPORTS OF PLANNING COUNCILS

1. Finance & Administrative Services Planning Council

Ron Perez reported FASPC will be reviewing their Policies and Procedures next semester. He reported the travel policy will be changed to per diem and Cal Card reports will be submitted electronically.

2. Human Resource Services Planning Council

Lisa Norman reported HRSPC met this week. The discussed a template for the Staffing Plan and will look at how operations and systems work.

3. Instructional Planning Council

Jack Kahn reported the IPC subcommittee is reading the program reviews and a workgroup was formed to improve the wait list. Richard Loucks is working on the gainful employment certificates, discovering which were used or not used and which needed assistance.

4. Student Services Planning Council

Adrian Gonzales reported SSPC will meet next week.

5. Foundation

Stacy Rungaitis reported the Giving Tuesday event was very successful. The Foundation is preparing for the Annual Foundation meeting this Monday. The Foundation received a gift of \$139,000 which will help build endowment.

H. REPORTS OF CONSTITUENCIES

1. Administrative Association

Connie Sterling reported the AA Classification Study is underway and AA leadership had a meet and confer with Human Resource Services. An Administrative Association “brunch and learn” is planned for Friday.

2. Associated Student Government

Chris Hopp reported ASG’s final fall meeting is Friday. Twelve ASG members will be attending the Statewide Student Senate in Sacramento.

3. CCE/AFT

Carmelino Cruz reported there was a CCE “social” today at the Escondido Center and a Classified Speaks meeting is scheduled for Friday.

4. Confidential/Supervisory Team

Jenny Akins reported a group meeting is planned early spring.

5. Faculty Senate

There was no report.

6. PFF/AFT

Teresa Laughlin reported negotiations are going well. PFF is following-up its discussion with focus groups. The last fall PFF meeting is December 14; the office will hold extended office hours next week.

I. Other

1. Professional Development

Kelly Falcone reminded everyone Plenary will be January 25, with many professional development breakouts planned. Other events planned are the Leadership Academy in January and a new Human Resources series on performance and equal employment hiring. The College community will be reading and discussing the book *Redesigning America's Community Colleges* in the Spring.

2. Dr. Blake

Dr. Blake thanked everyone for their hard work this semester and what they did to move the College forward.

J. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 4:15 pm.

Substantive Change Proposal

SOUTH EDUCATION CENTER



Submitted by

Palomar College
1140 W. Mission Road
San Marcos, CA 92069
www.palomar.edu

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

(DATE)

Palomar Community College District

Governing Board

Nancy Ann Hensch, President
Paul McNamara, Vice President
John Halcón, Ph.D., Secretary
Mark Evilsizer, Trustee
Nina Deerfield, Trustee
Chris Hopp, Student Trustee

Superintendent/President

Joi Lin Blake, Ed.D.

Substantive Change Proposal

New Permanent Location

Directions: This application should be submitted *at least* 45 days prior to the anticipated start date of the program. Applications must be complete and the required fees received in order to be scheduled for review. The current ACCJC Fee Schedule, available on the ACCJC Web site should be consulted for current fees applicable to substantive changes.

Date of Application:	December 15, 2017		Intended Starting Date:	Summer 2018		
Name of Institution:	Palomar College					
Address:	1140 W. Mission Road					
City:	San Marcos	State:	CA	Zip:	92069	
Title of Application and description of proposal:		New Permanent Location – Palomar College South Education Center				
ALO	Name	Michelle Barton	Telephone	(760) 744-1150 x 2534	Email	mbarton@palomar.edu
Other Contact	Name		Telephone		Email	

PART II: Description of Change

Section A: Overview

Palomar College is a public, two-year community college in North San Diego County. It is the largest single-college district in San Diego. Its San Marcos campus is located approximately 30 miles north of San Diego at 1140 West Mission Road, San Marcos, CA 92069. The 200-acre campus, the education center in Escondido, and five additional sites serve a district covering 2,555 square miles. The Escondido Center, completely renovated in 2013, is located on eight acres owned by the District. In an effort to serve its entire community, Palomar has five education sites located on Camp Pendleton and in Fallbrook, San Diego (communities of Rancho Peñasquitos and Ramona), and Pauma Valley. The Fallbrook and San Diego sites are located at high schools where the College offers limited courses in the afternoon and evening.

Provide a clear and concise description of the change.

Palomar College is opening a new comprehensive South Education Center (SEC) located in the southern region of its district. The SEC was identified in the District's *Master Plan 2022* and was included in its bond initiative (Ev. [Master Plan 2022](#); [Governing Board Minutes 2/20/2007](#)). The South Education Center's four-story education building, parking structure, and property were purchased in 2010 (See attached floor plans for a full description of the Center (Ev. [South Education Center Floor Plans](#))).

Palomar's mission has driven the planned programs and course offerings at the SEC (Ev. [Palomar College Mission Statement](#)). Initially, the majority of course offerings at the Center will focus on the College's general education program and courses needed for transfer. As the Center grows, the College will offer select career and technical programs to support the needs of the community and nearby employers. The programs and offerings will create a STEAM (Science, Technology, Engineering, Arts, and Mathematics) identity for the Center. Responding to interests expressed by employers and students, Palomar will offer courses throughout the day and evening and in flexible formats (e.g., full-term, eight-week, hybrid, online). The planned Summer 2018 Class Schedule along with Fall and Spring schedule planning grids are included as attachments (Ev. [South Education Center Summer Class Schedule](#); [South Education Center Summer 2018 Class Schedule Planning](#); [Scheduling Planning Grids](#); [Employer Surveys](#); [Student course taking patterns](#)).

Discuss the rationale for the change.

The need for this change was identified as part of the College's Master Planning efforts. *Master Plan 2022* (published in 2003 and updated in 2010) establishes a new district configuration, which includes the opening of two new educational centers: one in the South and one in the North. The SEC improves access to community members living in the southern region of the district. For more detailed information, please refer to the sections in this proposal describing the planning process and impact of the change.

Proposed date for initiation of change.

The SEC will open Summer 2018.

Section B: Institutional Planning for New Location

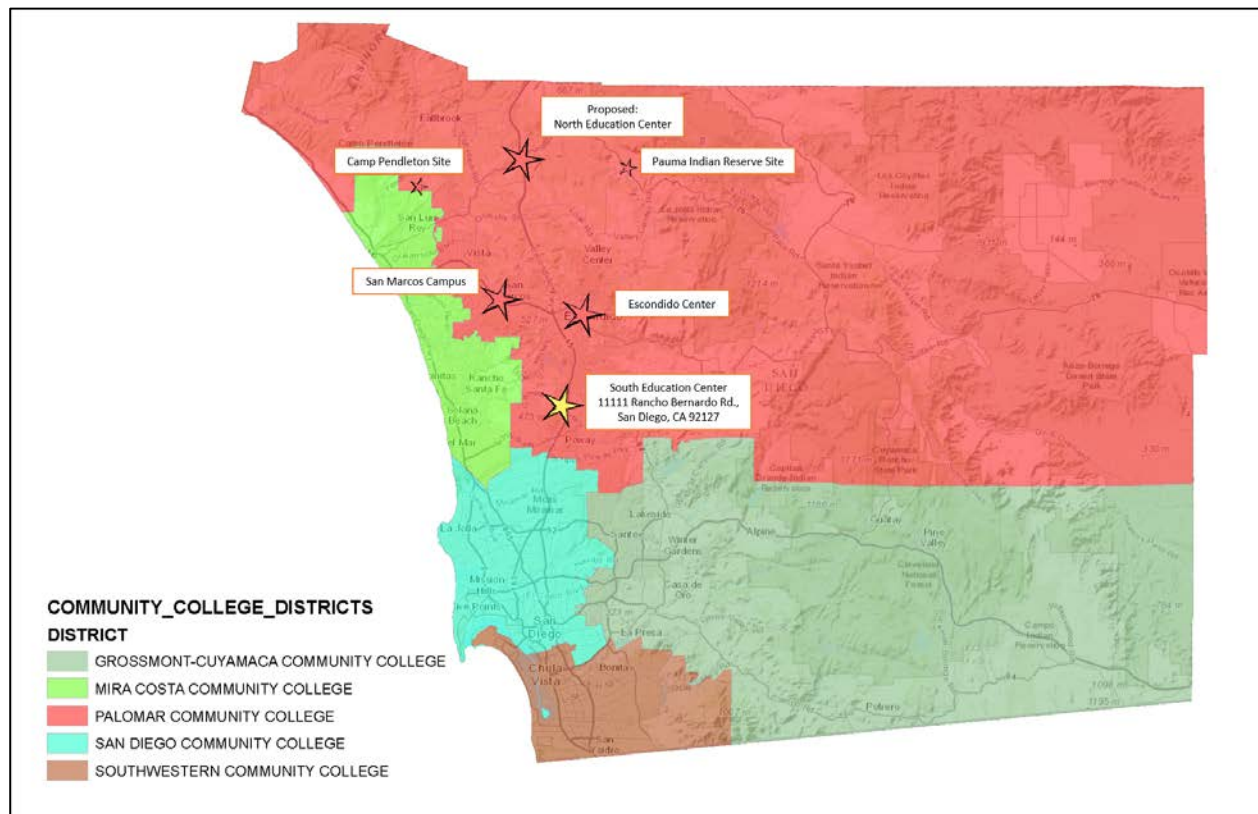
Briefly describe the planning process that identified and led to the change.

Through its Integrated Planning Model (IPM) and governance process, Palomar published its long-range *Master Plan 2022* in 2003 and completed a comprehensive update of this plan in 2010. *Master Plan 2022* includes the College's Educational Master Plan and Facilities Master Plan (Ev. [IPM](#); [2022 Educational Master Plan](#); [Master Plan 2022 Update](#)). As part of the planning process, the College completed an in-depth enrollment study examining population projections, current enrollment trends, enrollment forecasts, "free-flow" (number of students who flow into and out of one community college district to attend classes in another community college district), and average drive times to the comprehensive San Marcos campus from communities served by the District.

The College noted the then current population estimates along with projected population growth within its district boundaries would continue to experience traffic congestion and increase drive times to the San Marcos campus making it difficult for residents in the North and South to access comprehensive course offerings. Yet, an analysis of college course enrollments by residents in the North and South regions of the district showed that students were interested in seeking a comprehensive set of courses, including but not limited to, science and laboratory courses. These types of courses are difficult to offer on high school campuses or at rented locations due to limited time slots available and lack of adequate facilities for laboratory use.

Using the enrollment study's results and considering the College's large geographical size, *Master Plan 2022* established a new district configuration ([Ev. Governing Board Minutes 12/10/2002](#)). This configuration included the San Marcos campus, Escondido Center, Camp Pendleton education site, and two new centers located in the southern and northern regions of the district, as shown in Figure #1. The planned configuration aligned with a recommendation from the California Postsecondary Education Commission (CPEC) in the early 1980s. In 2010, as the College reviewed and updated *Master Plan 2022*, the data still supported this planning configuration.

Figure #1 – Palomar College District Configuration with New South Education Center



In 2006, the College passed Proposition M, a \$694 bond initiative, to support implementation of *Master Plan 2022* (Ev. [Governing Board minutes August 8, 2006](#); [Governing Board minutes February 20, 2007](#)). Funds from the bond have been used to renovate the San Marcos and Escondido campuses and to purchase land for a South Education Center and North Education Center. The SEC building and land were purchased in 2010. The SEC was originally approved by the City of San Diego to house three 110,000 sf buildings. At the time of purchase, one four-story 110,000 sf building with an accompanying parking structure existed on the site.

When California experienced the budget crisis in 2011, funding for colleges was reduced. At that time, planning for the new centers slowed as Palomar focused its limited resources on maintaining its current sites. In 2015-16, the Strategic Plan (the College's mid-range planning document in its Integrated Planning Model) included objectives for moving forward on the opening of the SEC, and the College began renovating the building, parking structure, and grounds in anticipation of opening in Summer 2018 (Ev. [Strategic Plan 2016](#)).

Conversion of the existing building included construction of three four-story stairwells, upgrades to the structural system to meet Division of the State Architect (DSA) standards, and interior tenant improvements to create an educational center that meets the facility and space needs identified in the Educational Master Plan Update. Additional improvements included the construction of a new 1,200-foot-long loop road, the implementation of drainage, and installation of walkways, hardscape areas and landscape (Ev. [Environmental Impact Report](#)).

An initial target of 750 FTES in Year One was established, and a planning group consisting of representatives from Instruction, Student Services, Institutional Research and Planning, Facilities, and Information Services assembled to continue to identify and plan for the Center's programs and offerings ([Ev. Advisory Group for Center Planning membership](#); [Advisory Group for Center Planning meeting minutes](#)). At the same time, the executive administrative team and key administrators developed a staffing plan and budget to ensure the success and viability of the center (Ev. Staffing Plan).

Describe how the change is consistent with the mission and goals of the Institution.

Palomar's mission statement follows:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

The College's mission statement and strategic and master planning efforts identify Palomar as a comprehensive college that meets the transfer, workforce, and basic education needs of all members of the community. The SEC will allow the College to achieve its mission more effectively by serving the residents in the southern region of our district by way of a comprehensive education site offering a full spectrum of general education, basic skills, and career and technical education courses throughout the day and evening.

What is the expected impact of this change? What benefits will result from this change?

Located in the heart of the Poway Unified School District and within easy driving distance to the Ramona Unified School District, the SEC will benefit both the College and its community by providing comprehensive education services closer to residents living in southern region of the district. The Poway Unified School District, one of Palomar's largest feeder high school districts, maintains six public high schools, several charter schools, and a comprehensive adult education center, all within this area. The Ramona Unified School District, with one comprehensive high school, also falls within the SEC's service area. The Center will serve as an anchor for the College as it continues to strengthen its relationship with the high schools and adult schools in these districts.

While the College has utilized spaces at high school campuses to provide increased access to students, the times when courses can be scheduled and the types of courses that can be offered are limited. The SEC will provide students with a convenient location and comprehensive course offerings during the day and into the evening.

The SEC is also located amongst a thriving business community with several large employers within the High Technology, Healthcare, and other STEAM industries, which include General Atomics, Geico, SONY, Hewlett Packard, and Kaiser. With the opening of the South Education Center, Palomar will be well positioned to serve the needs of the employers and business community in this area.

Further benefits include the alleviation of impacted courses on the San Marcos campus. Many of the STEAM offerings, including those with laboratory sections, experience significant wait lists. The number of students from California State University San Marcos (CSUSM) who enroll simultaneously in classes, especially in the STEAM field, at Palomar is significant. For example, in 2015-16, 984 of the 1,951 instances in which a CSUSM student was enrolled in a Palomar class, the student was enrolled in a STEAM pathway. The College has attempted to offer STEAM courses using flexible scheduling options (such as offering courses at less-popular times, Friday/Saturday offerings) and continues to experience significant impact in this high demand area.

As a result of opening the SEC, students faced with long commutes in the South will have easier access to an up-to-date, comprehensive, full-service Palomar College education center. In addition, students across the district will more easily access the high demand courses they need to reach their educational goals. The location of the Center will allow the District to strengthen relationships with the local high schools and businesses. Improved access and deliberate evidence-based planning for programs and courses offerings, in partnership with the community, will benefit the College by increasing enrollments and ensuring continued financial stability. The Center plan is to enroll 750 FTES in Year One, 1,200 FTES in Year Two, and 1,500 in Year Three.

Impact of the change on governance and leadership.

The Palomar Community College District is governed by a five-member Governing Board elected to four-year terms by voters in the District. A student Executive Officer of the Associated Student Government also serves as student trustee for a one-year term. The SEC will operate as an education center within the Palomar Community College District's single college organizational structure. Therefore, a change in governance will not occur.

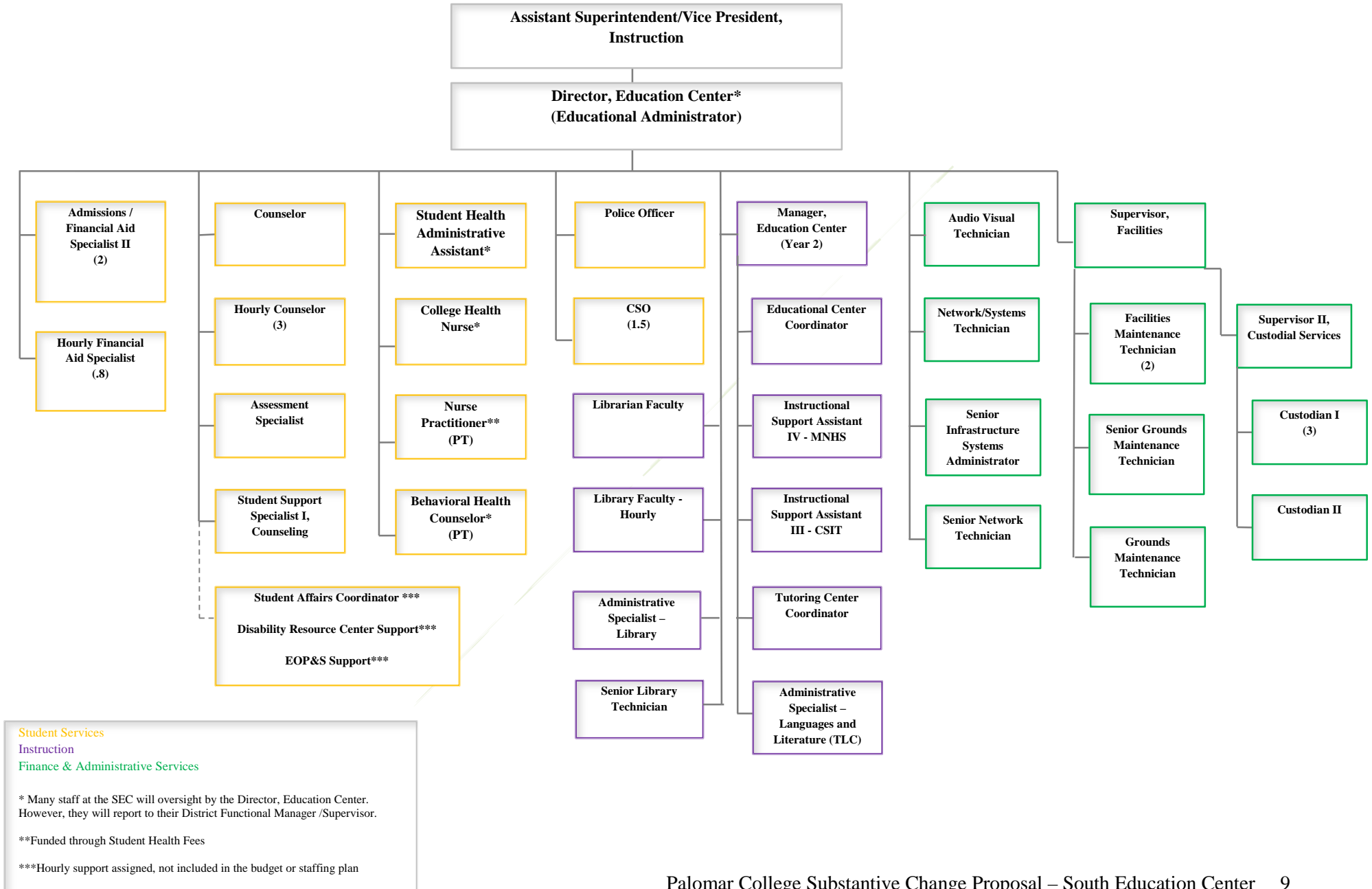
Section C: Institutional Impact

Human Resources: Describe the staffing plan to support this change.

Figure #2 provides the overall organizational structure for the South Education Center (SEC). The SEC Staffing Plan is modeled after the existing Escondido Center and modified to meet the needs of the programs at the SEC. The Escondido Center was noted as having comprehensive support and services during the College's last accreditation visit ([Ev. External Evaluation Report](#)).



Figure #2 – Palomar College SEC Organizational Structure



An Educational Administrator with the title of Education Center Director (Center Director) will lead the SEC. The College will reclassify the current Education Center Manager at Escondido into a Director position that has oversight over both the Escondido Center and the South Education Center. The current Manager of the Escondido Center is also responsible for overseeing the operations of classes held in the high schools in the Southern region of the district. The Center Director will report to the Assistant Superintendent/Vice President for Instruction. This reporting relationship ensures that the South Education Center receives appropriate institutional support and is integrated within the executive administrative structure of the College. Two supervisory positions will be assigned to the SEC: one to supervise student services and instructional staff and the other to supervise the facilities staff. A second administrator, the SEC Manager, is planned to come on board in Year Two of the Center's operations as the center grows. Note, while the Center Director will provide direct oversight of the staff working at the Center, it is likely that some staff will report to division, department or functional supervisors for the District. For example, Information Services staff will receive local supervision by the Center Director but also report to a District Information Services Manager to ensure consistency across locations.

The SEC will provide a comprehensive set of programs and services for students. In order to ensure adequate support for the Center's students, the College has assigned 31.56 FTE classified staff positions to the Center. Future hiring recommendations for the Center will be based on the College's Staffing Plan and drawn from the College's Program Review Plans.

An initial class schedule for the SEC has been established. Per the faculty contract, all instructional faculty are available to teach at all locations within the district. While only counselors and librarians are reflected in the organizational structure (Figure #2), full-time and part-time instructional faculty will be assigned to teach the course offerings at the Center as well. Upon opening for the Summer session, the Center will be scheduled with approximately 14 FTEF (counselor, librarians, and instructional faculty). Then, during the Fall and Spring sessions, the Center will be scheduled with approximately 25-27 FTEF (counselor, librarians, and instructional faculty) depending on course demand. An appropriate number of faculty and counseling offices have been included in the facilities design of the site (Ev. [South Education Center Staffing Plan](#)).

Institutional Oversight: What management oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?

The SEC Center Director position is scheduled to be in place by early 2018. The Center Director will report directly to the Assistant Superintendent/Vice President for Instruction and will be involved in the final planning and opening of the Center providing for a smooth transition. Under the direction of the Assistant Superintendent/Vice President for Instruction, the Education Center Director will direct all operations, budgeting, personnel, and planning for the assigned center. The Director will work closely with District's facilities staff to plan facilities projects, including maintenance, safety and security, and construction. The Director also will work with the District's fiscal staff to ensure that the SEC remains viable and has its operational needs met (Ev. Education Center Director Job Description). A Center Manager is scheduled to come onboard in the second year of operations as programs expand.

Plans for services to support new programs (library, technology, student support) if applicable: Describe the impact of this change on the programs, services, and activities which will support students.

Student Services

Palomar College provides comprehensive services and programs that support students from college entry to exit. These programs and services are accessible at the SEC through in-person contacts, on-line services, and telephone delivery. The core services of admissions, assessment, registration, counseling, and financial aid will have adequate staffing to provide in-person service delivery throughout the day, each day that the Center is open ([Ev. South Education Center Staffing Plan](#)).

Other key service areas, such as orientation, mental health services, transfer preparation, career development, student government, clubs and activities, student health, EOP&S, CARE, CalWORKs, DSPS, and Veterans Services will provide in-person assistance on a part-time basis throughout the week, with additional support provided via the telephone and internet. DSPS and EOPS counseling support, as well as Assessment services each have a designated office in the Student Services area of the SEC. Students will also have the ability to schedule appointments for these service areas when special needs arise. Students attending the SEC will have access to support services that are commensurate with those available at the San Marcos campus and Escondido Center ([Ev. Student Services Offered by Location](#)).

Library and Tutoring/Instructional Support Services

The SEC houses a full-service library. Library services and resources at the SEC will support the information needs of students taking courses at these locations. During Fall and Spring semesters, library services will be available for 56 operating hours per week in keeping with the times that most courses are offered at the Center. This schedule will meet student need for study space and research assistance outside of class. Faculty Librarians (1 Full-time, one hourly) will be available to provide in-person instruction and research assistance; coordinate Library services, policies, and procedures. Classified Staff (2 Full-time) will be available to provide library technical support required to assist students and faculty.

The SEC library will include a physical collection of 15-20 thousand current academic book volumes and serial titles that support the curriculum taught at the Center; networked computers, printers, and copiers for students to conduct research and course work; and space and seating (available for individuals and groups) sufficient to accommodate students attending classes at the SEC.

Enclosed study rooms equipped with state-of-the-art equipment and wiring will be available for collaborative group work in proximity to Library services. Wiring and systems in the building and specialized furniture will allow students to access Library services and the Internet with their own devices. Additionally, students at the SEC will have full access to the College's 24/7 online Library services, including online research databases, ebooks, e-journals, streaming videos, and professional chat Reference assistance ([Ev. Palomar College Library web page](#)).

On-site tutoring support will be available at the SEC through the STEAM/Teaching and Learning Center. The staffing plan includes a tutoring center coordinator, and a TLC Specialist.

Institutional Assessment of the Change: Describe the process for monitoring, evaluating, and improving the overall effectiveness and quality.

The SEC has been designed to be financially self-sustaining and is expected to meet the same standards for course success and retention rates as the rest of the College. Student enrollment and progress information including demographic data are collected, tracked, and monitored as part of the College's normal business practices. Revenue and expenditures by site are also tracked per generally accepted accounting principles and guidelines. The College's Institutional Research and Planning (IR&P) Department provides summary data on student enrollment and Full-time Equivalent Students (FTES). The Finance and Administrative Services Division tracks and monitors all revenue and expenditures. All data required for monitoring, evaluating, and improving the overall effectiveness and quality of services across the institution are disaggregated by location (Ev. [IRP Data by Location](#)).

The administrative structure of the SEC ensures that the process for monitoring, evaluating, and improving the overall effectiveness and quality of the Center is integrated into the College's current practices. The SEC, like Palomar's other educational sites, will participate in the College's three-year Program Review and Planning Processes (PRP) through the College's planning councils (Ev. [PRP comprehensive form](#); [PRP annual form](#)). The PRP process involves a comprehensive evaluation of programs and services followed by a three-year plan, which includes an annual review and update.

IR&P is responsible for obtaining the internal and external data and reporting needs to evaluate planning and institutional effectiveness for the District. This data includes data on our education sites. Researchers work with the College's administration, faculty, and staff to identify data and reporting needs. Once reports are completed, researchers work with the campus community to interpret and use the data and reports for:

- Short-term and long-range district planning;
- Department-level decision making and accountability;
- Evaluation of institutional effectiveness, institutional learning outcomes, student learning/operational outcomes and student success;
- Effective enrollment management;
- Program reviews;
- Federal and state-mandated research and compliance; and
- State and federal funding reports.

Finances: Impact on institutional finances, including a detailed budget showing evidence that resources are available and committed to support the change.

As described earlier, the College purchased the SEC building and property with its Proposition M Funds. In addition, the College is utilizing Proposition M funds for all related construction and the purchase of equipment, furniture, and technology. All funds for the building and

construction have been pre-encumbered. To date, most of the technology infrastructure has been purchased. In January 2018, the College will utilize bond funds to secure and install firewalls and complete purchase of equipment and furniture to outfit the center.

Fiscal oversight, including budgeting, tracking and monitoring revenue and expenditures, accountability and auditing, will be integrated into the College's current fiscal operations. The Center Director will work with the Assistant Superintendent/Vice President of Finance and Administrative Services and the Assistant Superintendent/Vice President for Instruction to ensure that the Center operates efficiently and within budget. Table #1 provides a projection of revenues and expenditures over the first year of operation. Beginning 2015-16, the College set aside \$500,000 per year until 2018-19 for a total of \$2 million to support the opening of the SEC. Revenue for the Center will be based on apportionment that the College receives from the State of California. Currently, the College receives \$5,005 per FTES.

The startup funds will provide initial support during the first year to ensure the Center is fully staffed and has the capacity to support its new students. Projected revenue in Year 1 is based on the Center's Year One target of 750 FTES. (Over the first three years, the College plans to grow FTES from 750 in Year One to 1,200 by Year Two, and to 1,500 by Year Three). With start-up funds helping in the first year and then increased revenue from FTES over the next two years, the College is planning for the SEC to be self-sustaining.

Table #1 – Opening Year Projection of Revenue and Expenditures – South Education Center

<i>Projected Revenue and Expenses</i>	2018-19
<i>FTES Projection</i>	750
Revenue	
Start Up	2,000,000
Apportionment	3,753,750
Current Year Revenue	3,753,750
<i>Total Revenue + Start Up</i>	<i>\$5,753,750</i>
Expenses	
Academic Salaries	1,678,806
Classified Salaries	1,337,114
Benefits	1,491,068
Supplies and Materials*	250,000
Other Operating Expenses	560,000
<i>Total Current Year Expenditures</i>	<i>\$5,316,988</i>
Total Revenue - Current Year Expenditures	\$436,762

**Supplies and Materials category includes funds to support supplies and materials needed to operate the center and the additional instructional related costs for course offerings. The additional instructional costs will be allocated to instructional disciplines through the regular institutional program planning allocation mechanisms."*

Staffing represents the most significant expenditure in Table #1. Academic salaries include the costs of the Center Director (who is an educational administrator), instructional faculty teaching courses, counselors, and librarians. Classified salaries include all salaries for support staff and additional supervisors. The staffing expenses were determined using the staffing plan prepared for the SEC and planned course schedule (to determine academic salaries) included in this proposal (Ev. South Education Center Staffing Plan; South Education Center Summer 2018 Class Schedule; Schedule Planning Grids). Remaining expenses include benefits, supplies and materials, and other operating expenses such as utilities. Utilities (e.g., gas, water, electricity) were estimated using the Escondido Center as a model. As courses are added to the overall offerings of the College, department/discipline budget allocations will be adjusted to cover additional costs per course.

Other: Description of any legal or compliance requirements regarding this change.

EIR Process:

Palomar College followed the California Environmental Quality Act ("CEQA") process for the legal environmental entitlement to build the South Education Center by following specific steps prescribed by expert legal counsel:

1. Notice of Preparation (NOP) and Draft Environmental Impact Report ("EIR") were released to the public on August 17, 2015.
2. The 30-day comment period for the public ended on September 17, 2015.
3. The Notice of Availability ("NOA") for the Draft EIR was circulated for public review on October 23, 2015.
4. The public comment period for the NOA ended on December 7, 2015.
5. The Draft EIR was recirculated for public review and a NOA was reissued on March 25, 2016.
6. A final public comment period ended on May 9, 2016.

Following these steps, the District's Governing Board approved the South Education Center Project and certified the Final EIR on June 14, 2016. The Notice of Determination for the Certification of the South Education Center Final EIR was then filed with the San Diego County Clerk on June 15, 2016 (Ev. [EIR Narrative Letter](#)).

DSA Process:

The Governing Board exempted this property within the City of San Diego for construction of community college classroom facilities and related purposes from local zoning ordinances on June 14, 2016. This step was felt necessary to clarify and publicly document the fact that Palomar College received the building permit for the project from the DSA and not the City of San Diego. It is standard protocol for Community Colleges to obtain building permits from DSA, which has jurisdiction for such permits over the local City building department.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Individual categorical programs had established goals based on legislative requirements or campus based strategies.

Student Success & Support Program (SSSP)

Core Service Delivery	Requirement	2015-16	2016-17
Orientation	100% Students (Directed)	45%	6%
Assessment	100% New Students (Directed)	52%	76%
Abbreviated Ed Plan	100% Students by 15th Unit	24%	6%
Comprehensive Ed Plan	100% Students by 30th Unit		21%

Non-Credit Student Success & Support Program (NCSSSP)

Semester	Program	Total	Completed	Pending Completion	% Completed
Spring 2015	ESL	156	52	104	33%
Fall 2015	INEA	6	6	0	100%
Fall 2015	ESL	156	48	108	31%
Spring 2016	ESL	184	55	129	30%
Fall 2016	INEA	9	9	0	100%
Fall 2016	ESL	158	49	109	31%



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Equity

Success Indicator	Disproportionate Impact	3 Year Goal	Progress
Access	Veterans	+5% Enrollment	-8.8%
Course Completion	Foster Youth	+5% Completion	+6.3%
ESL & Basic Skills Completion	African Americans	+5% Successful Completion	+5.2% Eng +8.8% Math
	DSPS Students	+2% Basic Skills Seq. Comp.	+17.1% Eng
	Males	+5% Successful Completion	+16% ESL +10.6% Math
	Hispanics	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math
Degree & Certificate Completion	Unprepared Age 25-49	+2% Completion	-1.5%
	African Americans	+2% Completion	-2.2%
	DSPS Students	+2% Completion	+1.1%
Transfer to 4-year Inst.	Unprepared Age 25-49	+2% Completion	+1.3%

Basic Skills Initiative

BSI 1516 Goals	F13 – Su15	F14 – Su16	Difference
Increase the # of DRC students who pass their basic skills courses.	ESL = 0%	ESL = 0%	0
	English = 32.99%	English = 32.97%	-.02
	Math = 11.54% (for Math 60 = 24.04%)	Math = 5.66% (for Math 60 = 24.53%)	-5.88% (for Math 60 = +.49)
Increase the success rate of first-year students in math courses below transfer level.	Math 15 → Math 60 = 12.66%	Math 15 → Math 60 = 17.38%	+4.72%



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Of those students who enroll into ESL 101, increase the percentage who are eligible to enroll in English 100 within 3 years.	43%	58.75%	+15.75%
Pilot activities and programs designed to help students progress successfully through the English sequence.	20.20%	26.64%	+6.44%

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successes

- Increased staffing in key student support service delivery roles
- Greater collaboration among departments
- Expanded use of data/tools to identify students in specific categories and to reach out with targeted information and services.
- DRC support classes and tutoring in Math and English
- 2nd year of ESL Leap Start, a one-year learning community
- Student completing reading classes showed a higher level of transfer-level coursework completion in English

Shortfalls

- Veteran enrollment affected by decrease in military discharged population.
- Unaddressed issues for students with math-related challenges



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase ESL & Basic Skills sequence completion	Provide orientation, assessment, course planning and counseling services. Early Alert Retention Follow-Up Success Skillsshops	Provide prep courses/ Skillsshops Mathematics Learning Center First Year Experience Summer Bridge Program STAR Tutoring	Offer first-year experience programs or specific summer bridge programs targeting English 10, ESL 45/55, and Math together with reading and counseling support ESL Tutoring Math Learning Center Writing Center Support Reading Tutoring Embedded tutoring in DRC Support Classes in Math and English

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

Palomar College has focused on providing students with substantive academic and student support services. One significant change in our business practice has been an intentional focus on providing current and incoming students with targeted messaging that connects them with relevant support services. For example, we identify students who are enrolled in math courses and we send them specific information about availability of free math tutoring at our Mathematics Learning Center. Our data show that students who participate in tutoring have consistently higher pass rates than students who do not. For math, that difference is 1.5%. For English, that difference is 6.5%. For ESL, that difference is 11.1%. For other areas, that difference is 6.8%. By using student system data, we can focus messaging to the specific needs of students. This data driven approach to service and support delivery has enabled us to reach students more efficiently.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Basic Skills Completion	Assess placement through multiple-measures. Counseling/ Education Planning Success Skillshops	Tutoring services Direct Supports to Students Counseling/ Education Planning Dual Enrollment Professional Development	Tutoring (@centers, online, and embedded) Learning communities among basic skills courses and basic skills w/transfer-level courses Summer Bridge FYE Success Skillshops Professional Development	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & certificate Completion <input type="checkbox"/> Other: _____
Improve Access for Veterans	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning Designated Veteran Counselors	Outreach Staff / Targeted Marketing Direct Supports to Students Designated Veteran Counselors Transition Services (active duty to vet status)	Offer non-credit low-level math and English classes Offer English 10 & Math 15 and 50 at Camp Pendleton; research viability of offering Reading as well	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Employment Placement
Increase Degrees, Certificates and Transfer Rates	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning Early Alert Success Skillshops Peer Mentoring	FYE / Palomar Promise Direct Supports to Students Counseling/ Education Planning Core Service Delivery via: UMOJA Puente	Learning Communities Tutoring Core Service Delivery via: Summer Bridge FYE Success Skillshops Professional Development related to	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		FYE FYRST DSPS Service Learning Math Learning Center Transfer Workshops College Tours -HSI, HBCU Professional Development	working with disproportionately impacted students (ADA, cultural competencies, Title IX)	
Guided Student Pathways	Timely Core Service Delivery: -Orientation -Assessment -Counseling/ Education Planning Degree Planner Success Skillshops Develop pathways for all academic programs for 2 nd year student retention.	Direct Supports to Students Tutoring Faculty Advising Peer Mentoring Include industry input to connect academic and career pathways. Student Engagement: Service Learning Faculty Advising Peer Mentoring Professional Development	K-12/CC Collaboration to assist students in being college ready (articulations, CCAPs, meetings among faculty at all levels)	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other: Career Placement
Increase intervention and retention of students on progress/probation	Establish effective early alert system (Starfish) Communicate probation status and options. Transition students to good standing.	Student Engagement: Tutoring Counseling/Advising Success Skillshops Peer Mentoring	Academic support/tutoring Peer Mentoring	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion Other:

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Palomar College has continuously engaged faculty, staff and students in all college planning of



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

categorical and campus-based programs. The College utilizes a collaborative, shared-governance process which includes research and dialogue in the development of proposed strategies. Funding is prioritized for activities also aligned with strategic plan goals.

The primary planning group coordinating the 2017-19 Integrated Plan was our Student Success and Equity Council (SSEC). The SSEC is comprised of a cross section of campus community representatives including instruction, student services and the student body and tri-chaired by the VP of Student Services, the VP of Instruction and the Faculty Senate President. Members of the SSEC had the foresight to integrate activities within our Student Success and Support Program (SSSP) and the Student Equity Plan three years ago. Integration of our Non-Credit Student Success and Support Program (NCSSSP) began last year with the transfer of oversight from the Dean of Languages and Literature to the Dean of Counseling, who also oversees SSSP. A separate Basic Skills Initiative (BSI) committee has representation on the SSEC and together, we prioritize integrated goals.

As a consistent practice, we incorporate the counseling faculty and counseling division staff into a variety of important roles within all of the College's program plans. For example, our Summer Bridge and FYE programs, both of which support basic skills students, provide participants with orientation, assessment, education planning, and follow up services.

Palomar College has invested in technology upgrades to enhance our retention efforts. We are participating in the second phase implementation of Hobsons Starfish Early Alert. This tool will enable more timely intervention for students who may be struggling. Several academic and student service departments are teaming up to test the kudo and referral features. Expanded use is planned for spring 2016 with full implementation by fall 2018. Concurrently, we are implementing the Hobsons Starfish Degree Planner module to streamline electronic education planning between students and counselors. Implementing these technology projects will enhance the pace at which we are able to support student success.

Additionally, our campus-wide theme of "Better Together" is a reflection of our commitment to effective and efficient business practices. Our professional development programs for faculty, classified and administrative staff recently merged. Beginning with academic year 2017-18, all employees are afforded an opportunity and encouraged to participate in shared professional development and professional growth activities. This was done to enhance cross-departmental collaboration and program integration between instruction, student services, and general campus support, professional development activities were consolidated into one campus-wide accessible program.

In short, at Palomar College, we work well together and we continuously strive to collaborate across departments and divisions. We recognize that we are indeed "Better Together".



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Palomar College offers noncredit course work, primarily through the ESL Department. Core services including orientation, assessment and education planning are available to all new and returning non-credit students. Services are delivered to students in person through workshops or one-on-one appointments. These services help prepare noncredit students for successful completion of ESL studies. Students also have access to our noncredit ESL counselor or ESL student specialist for follow-up and support.

Palomar College began offering noncredit course work for older adults in Fall 2017; the largest demographic population in our service area. Many additional adult education courses are currently in the curriculum approval process. Plans are underway to offer noncredit modules for the medical professions beginning in summer 2018. These will assist students as they transition into credit nursing and emergency medical education programs. All students interested in transitioning to our credit programs are encouraged to meet with a counselor to plan their path.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Palomar College has a Professional Development Committee (PDC) comprised of members representing all employee groups. A broad range of training opportunities are available to all faculty and staff. A Student Success & Equity training series is under development to enhance campus community practices and provide faculty and staff with the techniques that help students achieve goals. Palomar is also a part of a BSI Partnership focused on professional development for equity, involving identification of biases and applying equity practices to interactions with students, curriculum and hiring.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Palomar College has developed a culture of inquiry, self-assessment and data driven decision-making. Palomar's strategic plan includes objectives focused on activities found in SSSP, NCSSSP, BSI and Student Equity plans. Monthly review of MIS data provides program managers with a preliminary measure of service delivery and allows for corrective action of inefficiencies. In addition, the Office of Institutional Research and Planning assists the SSEC with oversight of SSSP, NCSSSP and Student Equity plan goals, by conducting research to monitor variances and progress toward plan goals.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

8. ~~NA – For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)~~
9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

DRAFT Integrated Budget Plan (Pending BSI and Non-Credit Match Calculations)

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ -	\$ 408,668	\$ 1,022,681	\$ 2,400,000	\$ -		
2000	Classified and Other Nonacademic Salaries		\$ 610,148	\$ 999,671	\$ 340,000	\$ 201,390		
3000	Employee Benefits		\$ 348,127	\$ 822,154	\$ 1,135,000	\$ 137,560		
4000	Supplies & Materials					\$ 400		
5000	Other Operating Expenses and Services					\$ 2,170		
6000	Capital Outlay							
7000	Other Outgo		\$ 412,384	\$ 295,888				
	Program Totals	\$ -	\$ 1,779,327	\$ 3,140,394	\$ 3,875,000	\$ 341,520	\$ -	
					Match		Mismatch	
		BSI, SE, & SSSP Budget Total						\$ 5,261,241

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

Executive Summary

2017-19 Integrated Plan Development

Palomar College is proud of its work to develop a focused 2017-19 Integrated Plan. The draft plan was crafted by the Student Success & Equity Council (SSEC), a workgroup consisting of representatives from faculty, staff, students and administrators. It was further refined and finalized through our collaborative, shared-governance process which included research, dialogue, and the self-assessment of program strategies.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

This 2017-19 Integrated Plan serves as a reaffirmation of our commitment to address student success and equity issues with targeted interventions. By increasing student support services, enhancing equity dialogue and engaging in continuous self-improvement of processes that support student success and equity, the college will continue to move our students toward successful completion of their individual goals.

The Integrated Plan aligns goals and activities of our College Strategic Plan with four categorical programs including:

- Basic Skills Initiative (BSI)
- Credit Student Success and Support Program (3SP)
- Noncredit Student Success and Support Program (NC3SP)
- Student Equity Plan

To facilitate and monitor the Integrated Plan, the Office of Institutional Research and Planning conducted analysis to measure progress toward eliminating disproportionate impact. Our progress demonstrates highly effective practices to increase student success.

Focus on Equity Progress & Goals

The 2014 Student Equity Plan included 3-year goals, established by the SSEC, for improvement in each area of disproportionate impact. To achieve the established goals, a series of activities were initiated or expanded. Result of an updated analysis reveal continued evidence of disproportionate impact among veterans, foster youth, Latino and African American males, and students with disabilities. Specific areas of impact included: *Access* (Veterans), *Course Completion* (Foster Youth), *ESL and Basic Skills Completion* (African Americans, Students with Disabilities, males, and Hispanics), and *Degree and Certificate Completion* (African Americans, students with disabilities, and students who entered college unprepared for college level work).

The following table summarizes the areas of disproportionate impact and measurable progress toward our 3-year goals. In addition, we address our current gap, and new 2-year plan goals adopted by SSEC members:

Success Indicator	Disproportionate Impact	Starting Gap	3 Year Goal 2015-2017	3 Year Progress	Current Gap	2 Year Goal 2017-2019
Access	Veterans	-3.5%	+5% Enrollment	-8.8%	-3.40%	+2% Enrollment
Course Completion	Foster Youth	-23.20%	+5% Completion	+6.3%	-16.20%	+3% Completion
ESL & Basic Skills Completion	African Americans	-8.6% -12.7%	+5% Successful Completion	+5.2% Eng +8.8% Math	-15.9% -13.6%	+5% Successful Completion



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	DSPS Students	-12.70%	+2% Basic Skills Seq. Comp.	+17.1% Eng	-13.60%	+5% Basic Skills Seq. Comp.
	Males	-3.5%	+5% Successful Completion	+16% ESL +10.6% Math	1.9% -2.6%	+5% Successful Completion
	Hispanics	-4.0% -4.3% -4.4%	+5% Successful Completion	+14% Eng +12.1% ESL +11.7% Math	-2.5% -2.9% -2.4%	+5% Successful Completion
Degree & Certificate Completion	Unprepared Age 25-49	-11.20%	+2% Completion	-1.5%	-12.60%	+2% Completion
	African Americans	-5.00%	+2% Completion	-2.2%	-8.60%	+2% Completion
	DSPS Students	-10.30%	+2% Completion	+1.1%	-9.10%	+3% Completion
Transfer to 4-year Inst.	Unprepared Age 25-49	-15.20%	+2% Completion	+1.3%	-12.00%	+2% Completion

Integrated Plan monitoring and oversight will continue to be provided by the Student Success & Equity Council (SSEC) in partnership with the Basic Skills Initiative committee.

Although significant progress was made to close equity gaps, the college plans to continue investing in activities and practices that have proven to be impactful. Through our shared governance structure, we have identified the best strategy for investing equity funds to achieve intended outcomes. A summary of broad activity areas is below:

Campus Wide & Community Initiatives	Anticipated Investment
Institutional and Regional Equity Activities	\$ 150,000.00
Build Campus Capacity to Address Equity Issues	\$ 360,000.00
Targeted Initiatives Support Successful DI Student Programs	
Teaching & Learning Center (FYE, Bridge)	\$ 300,000.00
Expand Foster Youth Services Resources (FYRST)	\$ 75,000.00
Expand Disable Student Service Resources	\$ 80,000.00
Expand Veteran Access Efforts	\$ 150,000.00
Support Academic Achievement for DI Students (Tutoring/Service Learning)	\$ 350,000.00
Direct Supports to Enable Achievement for DI Students	\$ 100,000.00
Recognition Events	\$ 30,000.00
Professional Development & Training (Faculty/Staff/Students)	\$ 100,000.00
Student Engagement Activities (SEAL Center, Educational Excursions)	\$ 75,000.00
Student Transfer Success	\$ 10,000.00
Total	\$ 1,780,000.00



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Additional Resources to Achieve Equity Goals

In addition to funds of Integrated Plan Categorical allocations, the College will continue to leverage other program and general funds to help students achieve their academic goals. These resources include General Fund (GF), EOPS, DSPS, TRIO, CARE, Title V - HSI, Grant Funded Student Programs, Financial Aid and Foundation Scholarship.

Prior fiscal year allocation amounts for student equity funds have fluctuated. A summary of expenditures by category for Fiscal Years 2014-15, 2015-16 and 2016-17 is below. Please note the funds for FY16-17 allow a two-year spending period that will end on June 30, 2018. Funds will be expended by the end of the two-year authorized cycle.

Object Code	Category	2014-15	2015-16	2016-17* Year 1	2016-17* Year 2	3-Year Totals
1000	Academic Salaries	\$ 34,840	\$ 356,371	\$ 111,104	\$ -	\$ 502,315
2000	Classified and Other Nonacademic Salaries	\$ 81,393	\$ 450,951	\$ 344,044	\$ 3,147	\$ 879,535
3000	Employee Benefits	\$ 42,028	\$ 307,161	\$ 102,185	\$ 175	\$ 451,549
4000	Supplies & Materials	\$ 187,432	\$ 149,452	\$ 62,894	\$ 175,000	\$ 574,778
5000	Other Operating Expenses and Services	\$ 143,040	\$ 462,747	\$ 93,808	\$ 206,000	\$ 905,595
6000	Capital Outlay	\$ 239,533	\$ 296,700	\$ 9,367	\$ 200,000	\$ 745,600
7000	Other Outgo	\$ 108,060	\$ 4,091	\$ 4,174	\$ 503,742	\$ 620,067
	Student Equity Allocation Totals	\$ 836,326	\$ 2,027,473	\$ 727,576	\$1,088,064	\$4,679,439

*FY1617 reporting cycle ends 6/30/18.

Additional Questions:

For questions related to Palomar College’s 2017-19 Integrated Plan, please contact:

Name	Olga Diaz
Title	Director of Student Success & Equity
Email Address	odiaz@palomar.edu
Phone	(760)744-1150 x3624

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

The following suggestions were gathered from members of our Student Success and Equity Council, Basic Skills Initiative committee members.

- Workshops delivered at college campuses. Webinars to update colleges about legislation changes and key concepts for implementing changes.
- Workshops tailored to instructors that address how to help close achievement gaps.
- Develop consistent way to measure achievement gaps. Provide better descriptions and definitions of data. Offer data collection and data use workshops.
- Encourage inclusion of small populations in disproportionate impact gap analysis.
- Project management software to support long range implementation of substantive programs.
- Easily accessible, reliable, far-reaching data; a wide variety of skillshops on equity and practical application to hiring, curriculum, tutoring, etc.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name	Olga Diaz
Title	Director of Student Success & Equity
Email Address	odiaz@palomar.edu
Phone	(760)744-1150 x3624

Alternate Point of Contact:

Name	Adrian Gonzales
Title	Vice President of Student Services
Email Address	adriangonzales@palomar.edu
Phone	(760)744-1150 x2158

Part III – Approval and Signature Page

College: Palomar College

District: Palomar

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit),



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President	Date	Email Address
----------------------	------	---------------

Chief Business Officer	Date	Email Address
------------------------	------	---------------

Chief Instructional Officer	Date	Email Address
-----------------------------	------	---------------

Chief Student Services Officer	Date	Email Address
--------------------------------	------	---------------

President, Academic Senate	Date	Email Address
----------------------------	------	---------------

THE DISTRICT

REV 9/1/17

BP 1100 THE PALOMAR COMMUNITY COLLEGE DISTRICT**References:**

Education Code Section 72000(b)

~~Elections Code Section 18304~~

The District has been named the Palomar Community College District.

The name is the property of the District. No person shall, without the permission of the Board, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college(s), education center(s):

- Palomar College San Marcos Campus
- Palomar College Escondido Center
- Palomar College North Education Center

and sites:

- Camp Pendleton
- Fallbrook
- Pauma
- Mt Carmel
- Ramona
- South Education Center

The official boundary description for the Palomar Community College District is on file at the San Diego County Office of Education.

This policy is being updated in part to delete an outdated reference to Education Code Section 18304 (Update 28.)

Date Adopted: 11/13/2007, Revised 1/14/2014, Revised:

(Replaces former Palomar College Policy 1100 and all previous versions of BP 1100.)

THE DISTRICT

REV 8/24/17 No proposed changes

BP 1200 DISTRICT MISSION

References:

ACCJC Accreditation Standard I.A

The mission of the Palomar Community College District:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

To achieve its mission, the Palomar Community College District follows the mission of the California Community College System as determined by the State Legislature.

The District's mission is evaluated and revised on a regular basis as part of the strategic planning cycle.

THE DISTRICT

REV 8/30/17

BP 1300 EDUCATIONAL PHILOSOPHY**References:**

No specific references

The educational philosophy of Palomar College is based upon belief in the value of the individual and belief in the individual's potential for intellectual, ethical, personal, and social growth. Only through growth in these areas and responsible examination of the question of personal rights can the rights of an individual in a democratic society be fully understood.

The fundamental assumption of the democratic way of life is the intrinsic worth of the individual. This assumption, therefore, becomes the fundamental principle of public education in a democratic community.

In order to become an effective member of a democratic society, an individual must take part in a free exchange of ideas. Only within a free society is the individual assured this free exchange of ideas and the maximum freedom of choice and opportunity for self-realization consistent with the freedoms and opportunities of others. Only within a free society can the human personality attain its greatest stature.

The community college, by providing equal opportunities for individuals to develop their differing abilities and interests, enables students to realize more fully their potentials. Thus, their talents become more readily available to the community, and their participation in society becomes more effective.

In keeping with this educational philosophy, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.

BP 1300 is being revised to incorporate language from Governing Board Resolution 16-21521 declaring Palomar a safe haven.

Date Adopted: 11/13/2007; Reviewed 1/14/2014; Revised:

(Replaces former Palomar College Policy 1.2 and all previous versions of BP 1300)

GENERAL INSTITUTION

REV 8/28/17

BP 3225 INSTITUTIONAL EFFECTIVENESS

References:

Education Code Sections 78210 et seq., and 84754.6;

ACCJC Accreditation Standard I.B.5 - 9

The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness.

This is a new Procedure recommended by CCLC.

Date Approved:

STUDENT SERVICES

REV 8/28/17

AP 3225 INSTITUTIONAL EFFECTIVENESS**References:**

Education Code Sections 78210 et seq. and 84754.6;
ACCJC Accreditation Standards I.B.5 – 9

The College shall develop, adopt, and publically post institutional effectiveness goals addressing:

- (1) accreditation status
- (2) fiscal viability
- (3) student performance outcomes; and
- (4) programmatic compliance with state and federal guidelines.

The goals should be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

This is a new Procedure recommended by CCLC.

Date Approved:

AP 5550-3900 SPEECH: TIME, PLACE, AND MANNER

References:

Education Code Sections 76120 and 66301

The students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place and manner policies and procedures contained in Board Policy 5550 and these procedures. This procedure and its implementing policy shall be applied equitably and fairly.

The District shall place no restrictions on any person, organization, or group on the basis of the content of constitutionally protected free speech/free expression provided that the speech/expression does not:

- Violate lawful community college policies and regulations, including illegal harassment and discrimination;
- Create a clear and present danger of the commission of unlawful acts;
- Cause the substantial disruption of the orderly operation of the College/District.

All College/District exterior grounds which are generally available to the public are available for students, district employees and members of the public to exercise their rights of free speech/expression. The exterior grounds include open spaces (both grassy and paved), walkways, and similar common areas where students and the public normally congregate. These areas provide visibility and allow communication to a large number of students, district employees, and others on campus without creating a substantial disruption to instruction and other service delivery activities of the College/District.

Use of District Property

I. General Provisions

A. The District derives its basic authority from the California Education Code. All pertinent local, state and federal statutes are in force on District property and may be enforced by authorized campus or off-campus agencies.

B. All persons on District Property are required to abide by Board policies

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

and administrative procedures. This includes, but is not limited to, the following:

1. No person on District property or at district functions may block entrances to or otherwise interfere with the free flow of traffic into or out of campus buildings;
2. Obstruct or disrupt campus sponsored activities;
3. Camp or lodge on District property, except with the approval of the Superintendent/President;
4. Engage in physically abusive, threatening, harassing or intimidating conduct toward any person;
5. Exhibit lewd or disorderly conduct;
6. Participate in a disturbance of the peace or unlawful assembly;
7. Use, possess, sell or manufacture narcotic or illegal drugs;
8. Possess weapons, including firearms of any kind;
9. Fail to comply with the lawful directions of a district official acting in the performance of his or her duties; or
10. Engage in the theft or misuse of district property or equipment.

- C. All persons on District Property are required, for reasonable cause, to identify themselves to, and comply with the instructions of, authorized District official acting in the performance of their duties.

Reservations for Space: As there are many events/activities on campus each year, persons wishing to use exterior grounds are encouraged to reserve space for their event/activity. Reservations are made on a first come, first served basis and priority will be given to district sponsored events/activities for students. Campus clubs, academic departments or district organizations can make a reservation request through the Office of Student Affairs. Members of the public, community organizations, and commercial vendors can make a reservation through the Office of Student Affairs or through the Facilities Office.

Acts of free speech/expression without a reservation to use exterior grounds is permitted; however persons or organizations without reservations may be moved to other available open spaces if their event/activity disrupts or substantially interferes with those who do have approved space reservations. In order to ensure the orderly operations of the College/District, the District retains the right to adjust space utilization of all exterior grounds regardless of whether a reservation has been granted or not.

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

- 81 D. Distribution of Printed Material: All users of exterior grounds may distribute
82 petitions, circulars, leaflets, newspapers or other printed matter.
83 Distribution of printed material shall only take place on exterior grounds,
84 excluding parking lots, driveways, and entrances to buildings. The
85 following provisions will also apply:
- 86 1. When distributing materials, users may not obstruct the free flow of
87 traffic, force materials on others, place materials on or in vehicles
88 parked on campus, or litter the campus;
 - 89 2. Distributed materials that are discarded or dropped in or around
90 areas other than in appropriate receptacles must be retrieved and
91 removed or properly discarded by the parties distributing the
92 material prior to their departure from the area;
 - 93 3. Distributed materials that are requesting donations must make it
94 clear that a donation is not required as a condition of participation
95 or admission nor may a specific amount of donation be indicated.
96
- 97 E. Postings on Campus: Campus departments and student clubs are
98 permitted to post literature, posters, signs, and banners in designated
99 posting locations on campus and with the prior approval of the appropriate
100 office. Campus departments should coordinate their postings with their
101 appropriate faculty chair and designated manager. Student clubs should
102 coordinate their postings with their club advisor and the Office of Student
103 Affairs.
104
- 105 F. Non-students and non-district employees may not post such items on
106 campus without the prior authorization of the Office of Student Affairs.
107 Those seeking authorization to post on campus must do the following:
- 108 1. Create literature piece ("posting") and include contact information)
109 Max size 8 ½" x 11"
 - 110 2. Take the posting to the Office of Student Affairs (SU 201) on the
111 San Marcos Campus (or mail it to: Office of Student Affairs, 1140
112 West Mission Rd, San Marcos, California 92069) with the \$5.00 fee
 - 113 3. Postings, whether electronic or on bulletin boards, are limited to 30
114 days.
- 115 G. Amplified Sound: Persons or groups wishing to use amplified sound shall
116 submit a reservation request through the Office of Student Affairs for
117 student groups or the Facilities Scheduling Office for all others.
118 Reservations are made on a first come, first serve basis and priority will be
119 given to district sponsored events and activities for students. Amplification
120 between the hours of 10:00 a.m. to 2:00 p.m. will generally be permitted
121 provided it does not reasonably disrupt the operations of the

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

College/District. Persons or groups wishing to use amplified sound (i.e. microphones, speakers, bull horns, etc.) outside of these hours must coordinate with the Office of Student Affairs and the Chief of Police. In order to ensure the orderly operations of the College/District, the District reserves the right to restrict the use of amplified sound at any time.

- H. Use of Free Standing Displays: All users are permitted to utilize free standing displays or signage as part of their expression of free speech, provided that their displays do not threaten the health and safety of students, district employees, and the general public. Users intending to use display that are larger than 12 ft. wide and/or 12 ft. high must coordinate their efforts with the Director of Facilities, the Director of Student Life, and the Chief of Police. The District reserves the right to deny the use of a large display or require the taking down of an approved display if health and safety concerns are identified. Criteria that will be taken into consideration when determining health and safety risks include, but are not limited to, height and weight of display, quality and stability of construction, proposed location of display in relation to campus buildings and pedestrian pathways, and weather conditions.
- I. Hours of Access: Access to exterior grounds by students, district employees and the public is generally between 6:00 am and 11:00 pm. No events or activities are permitted outside of these hours without approval from the Superintendent/President. In order to ensure the orderly operations of the College/District and to protect the health and safety of users, the District reserves the right to modify the days and times of access in the event of an emergency situation and/or natural disaster.
- J. Restricted Areas: Areas that are considered essential to orderly operation of the College/District are not available for programs and activities. These areas include, but may not be limited to: interior hallways and stairways, elevators, classrooms, bathrooms, locker rooms, lobbies, office waiting areas, employee/student offices, warehouses, storage or maintenance yards, mechanical rooms, and storage rooms.

The language below (lines 157 – 196) is the District’s current (and active) Administrative Procedure pertaining to Speech, Time, Place & Manner.

~~This procedure has been developed as a guide to those responsible for the selection and scheduling of speakers to appear at Palomar College. It is applicable to student organizations~~

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

on-campus in their recruitment of guest speakers and is not intended to apply to instructors inviting speakers into their classes.

The College has the responsibility to develop informed, critical, and objective thinking. Such thinking can best be encouraged in an atmosphere assuring free interchange of ideas.

Opportunities for balancing viewpoints must be provided:

- On the same program at the discretion of the sponsoring organization, or
- At another hour designated by the Director of Student Affairs, or
- At any date in the Free Speech Area in accordance with the code of the Free Speech Area.

No speaker or topic shall be in violation of the Education Code or any local, state, or federal law (See Item 2 on procedures below). The Director of Student Affairs shall seek, from any speaker, agreement on the following provisions:

- That the speaker's background be made known to his/her audience as accurately and completely as possible.
- That if a question period is provided, the speaker attempts to answer questions from the floor that have both relevance and propriety.
- That the speaker's presentation and/or question period be taped and recorded for library use.

All off-campus speakers to be presented at Palomar College by student organizations must be cleared through the Student Affairs Office and placed on the Master Calendar. Forms for scheduling speakers are available in the Student Affairs Office and must be submitted at least three weeks prior to the presentation. The Director of Student Affairs will determine adherence to Board policy regarding all off campus speakers.

The following procedures must be followed when inviting speakers to the campus:

- Obtain approval of the Club Advisor.
- Obtain clearance from the Director of Student Affairs to determine intended adherence to Education Code. Before rendering a decision, the Director of Student Affairs may consult the respective club, or other resources. (One week to be allotted for decision).
- Obtain a form in the Student Affairs Office for scheduling a speaker and request a "tentative" date and room on the Master Calendar.
- Extend a written invitation to the speaker.
- After the speaker accepts the invitation, confirmation must be obtained from the Student Affairs Office.
- The Governing Board will be apprised of the speaker prior to presentation.
- Failure to comply with the above procedures will result in cancellation of an activity.

Office of Primary Responsibility: Student Affairs Services

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

Student Services

REV 11/17/16

AP 5031 INSTRUCTIONAL MATERIALS FEES

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

Students may be required to provide instructional ~~and other~~ materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

DEFINITIONS:

- ~~Instructional and Other Materials:~~ Any tangible personal property which is owned or primarily controlled by an individual student.
- ~~Tangible Personal Property:~~ Includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.

Required Instructional ~~and Other~~ Materials: Any ~~instructional and other~~ materials which a student must procure or possess as a condition of registration, enrollment, or entry into a class; or any such material which the instructor determines is necessary to achieve ~~these the~~ required objectives of a course ~~which are to be accomplished under the supervision of an instructor during class hours.~~

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of AP 5031)

- 45 • **Solely or exclusively available from the District:** The instructional material is
46 not available except through the District or that the District requires that the
47 instructional material be purchased or procured from it. A material shall not be
48 considered to be solely or exclusively available from the District if it is provided to
49 the student at the District's actual cost; and 1) The instructional material is
50 otherwise generally available, but is provided solely or exclusively by the District
51 for health and safety reasons or 2) The instructional material is provided in lieu
52 of other generally available but more expensive material which would otherwise
53 be required.
- 54 • **Required Instructional and Other Materials which are of Continuing Value**
55 **Outside of the Classroom Setting:** Materials which can be taken from the
56 classroom setting and which are not wholly consumed, used up, or rendered
57 valueless as they are applied in achieving the required objectives of a course to
58 be accomplished under the supervision of an instructor during the class hours.

61 **Establishing Required Materials and Related Fees**

62 The need for an instructional material fee is determined by the discipline faculty in
63 consultation with the department chair, the division dean, and staff in the Office of
64 Instructional Services. The instructional material fee is assessed if it complies with the
65 definitions above.

66
67 All instructional material fees are published in the class schedule. The fees are paid to
68 the Bookstore or the Cashier's Office, and the materials are provided by the department
69 or by the College Bookstore.

70
71 Office of Primary Responsibility: Instructional Services and Student Services

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of AP 5031)

STUDENT SERVICES

REV 9/1/17

AP 5530 STUDENT COMPLAINTS AND GRIEVANCES

References:

Education Code Section 76224(a);
Title IX Education Amendments of 1972
ACCJC Accreditation Eligibility Requirement 20;
ACCJC Accreditation Standard IV.D

The purpose of this procedure, through due process, is to provide a prompt and equitable resolving of student complaints and grievances. It is the responsibility of the student to provide proof of the alleged unjust action.

Definition of Terms

Complaint: A statement of dissatisfaction with an alleged unjust action that affects the status, rights, and/or privileges of a student. Complaints are excluded from the grievance process as they *do not* violate District policies or procedures, or local, state, or federal law.

Grievance: A statement of an alleged unjust action that affects the status, rights, and/or privileges of a student *due to a violation* of District policies or procedures, or local, state, or federal law. Excluded from the grievance process are any matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline, and Student Final Grade Appeal Procedure). The grievance process may not be used to change a District policy.

Appeal: An action taken to request a review of and possible change to the recommended resolution of the grievance.

Day: A day is a school day when classes are offered or exams scheduled, excluding Saturday.

Ombudsperson: A person capable of mediating in a dispute without taking sides but with an interest in resolving an issue.

Complaint Resolution Process

First, before initiating complaint procedures, the student shall attempt to resolve the dispute with the district employee or other student.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

If the dispute is not satisfactorily resolved with the district employee or other student, the student with the complaint should, as the second step in the process, arrange to speak with the employee's immediate supervisor (if the complaint is against an employee) or the Director of Student Affairs (if the complaint is against another student.)

If the complaint is not satisfactorily resolved with the immediate supervisor, it moves through the administrative chain, with a final decision rendered by the appropriate Vice-President.

Grievance Resolution Process

1. A student may initiate a grievance-with the Director of Student Affairs within one semester of the alleged violation. The student should prepare a document that includes the following:
 - a. A clear and concise statement of the grievance demonstrating violation of District policies or procedures, or local, state or federal law
 - b. The name/s of the individual/s against whom the grievance is being filed and factual data including dates, times, records, etc.
 - c. The proposed resolution, corrective action, or remedy being sought (exclusive of the grievance process as identified under Definition of Terms: Grievance.)
 - d. A summary of actions already taken to resolve the issue
2. Following review of the grievance, the Director of Student Affairs shall make a determination as to the appropriateness of allowing the grievance to go forward. The following criteria should be taken into consideration when making this determination:
 - a. Does the grievance involve matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline, and Student Final Grade Appeal Procedure)?
 - b. Is the resolution sought by the student reasonable given the circumstances of the grievance articulated by the student?
 - c. Can the grievance be resolved through established process?
 - d. Does the grievance committee have jurisdiction to restore the rights of the student and/or provide resolution?

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

e. Is the grievance timely? That is, has the student initiated the process within legally mandated timelines or typically one (1) semester from the date of the alleged grievance. 21

3. If any of the above criteria are answered in the negative, the Director of Student Affairs shall notify the student that the process cannot appropriately address their grievance. This notice shall be delivered to the student either in person or by U.S. mail within fourteen (14) days of receipt of the grievance by the Director of Student Affairs.
4. Should the student desire to appeal the decision of the Director of Student Affairs, he/she should write a letter to the Assistant Superintendent/Vice President for Student Services requesting examination of the case and reversal of the Director's decision. This appeal letter must be received by the Assistant Superintendent/Vice President for Student Services within twenty-one (21) days of the date of the notice sent by the Director of Student Affairs.
5. The Assistant Superintendent/Vice President for Student Services shall decide within fourteen (14) days of receipt of the student's appeal whether to allow the grievance to go forward. The student shall be notified either in person or by U.S. mail of the decision of the Vice President for Student Services. The Director of Student Affairs will be notified to allow the grievance to move forward if that is the decision of the Assistant Superintendent/Vice President for Student Services.
6. The Assistant Superintendent/Vice President for Student Services will appoint an ombudsperson acceptable to both sides involved in the grievance. If the grievance is against the Assistant Superintendent/Vice President for Student Services, then the Assistant Superintendent/Vice President for Instruction will assume responsibility for resolution.
7. Within ten days after receipt of the Grievance, the Ombudsperson will meet with the parties involved in the grievance prior to convening a conciliation conference. The Ombudsperson will attempt to reach resolution with the parties prior to or during the conciliation conference. If agreement is reached between the parties, a written statement signed by both parties shall be filed with the Vice President handling the grievance.
8. If no agreement is reached, a written request for a formal hearing must be filed with the Director of Student Affairs. If the student fails to submit a request for formal hearing within ten days after the conciliation conference, the matter will be considered closed. The Director of Student Affairs will notify each party in writing of closure.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

Formal Hearing

1. Within ten days of receiving a written request for a formal hearing, the Director of Student Affairs will coordinate convening a Grievance Committee to conduct the hearing. The five member committee shall be composed as follows:

- a. Two students appointed by the Associated Student Government (ASG) President.
- b. Two members from the constituency group of the person who the grievance is being filed against.
- c. One District Vice President or designee who shall serve as committee chair

Each party will be permitted two challenges to committee members for cause and one peremptory challenge. In the establishment of the Committee, the Director of Student Affairs will serve to coordinate the formation of the Committee and provide information needed to assist parties.

2. The Grievance Committee shall:

- a. Receive a signed written statement from each party involved in the grievance specifying all relevant facts
- b. Hear testimony, examine witnesses, and receive all evidence pertaining to the case
- c. Wait for 15 minutes past the appointed time for the parties to the grievance to arrive at the hearing. If both have not appeared by the extended time frame, the Grievance Committee will determine how to proceed.
- d. Allow each party the right to be represented at the hearing by a student or staff member of the District
- e. Question witnesses and hear testimony
- f. Evaluate the relevance and weight of testimony evidence; limit its investigation to matters identified in the formal grievance
- g. Make recommendations for disposition of the case in accordance with the proposed resolution, corrective action, or remedy being sought as identified in the grievance statement.
- h. Keep a confidential audio recording of the proceeding for six months and which shall be made available to the parties to the grievance upon request.
- i. Submit its findings of fact and recommended action to each party and the appropriate Vice President within ten days of the formal hearing.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

3. The formal hearing shall be closed to the public unless mutually agreed upon by the parties to the grievance.

Initial Appeal

1. Upon receipt of the Grievance Committee's decision, within five days, the student may submit a written appeal of the decision to the appropriate ~~Assistant Superintendent~~ Vice President. The appeal must contain a clear and concise statement of the reason(s) for the appeal and include copies of the original grievance and all proposed resolutions and recommended decisions. The ~~Assistant Superintendent~~ Vice President may:
 - a. Affirm the recommendation of the Grievance Committee.
 - b. Modify the recommended decision.

Second Level Appeal

1. Upon receipt of the recommendation of the appropriate ~~Assistant Superintendent~~ Vice-President, the parties to the grievance have five days to appeal the decision of the Vice President to the Superintendent/President.
2. If neither party submits a request for appeal within five days, the matter will be considered closed. The documentation will be kept by the Director of Student Affairs.
3. If an appeal is submitted to the Superintendent/President, it must contain clear, concise reason(s) for the appeal and include copies of the original grievance and all proposed resolutions and recommended decisions.
4. Within thirty days of receipt of the request for appeal, the Superintendent/President will review the written record and issue a written decision. The Superintendent/ President may:
 - a. Affirm the recommendation of the Grievance Committee
 - b. Affirm the recommendation of the ~~Assistant Superintendent~~ Vice President
 - c. Modify the recommended action

Governing Board Appeal

1. If either party wishes to appeal the decision of the Superintendent/President, she/he must submit a request for an appeal to the Governing Board within ten days of receipt of the Superintendent/President's decision. The Governing Board reviews all written records and shall render a final decision within sixty days.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

2. Requests for appeal must contain the following:

a. A clear and concise statement of the reason(s) for the appeal.

b. A file containing copies of the original grievance and all proposed resolutions and recommended decisions.

3. The decision of the Governing Board is final.

4. Documentation of the appeal will be kept by the Director of Student Affairs.

Time lines may be extended when instructors and students are not available, such as during intersession or summer sessions.

A grievance may be withdrawn by the student at any time. However, the same grievance shall not be filed again by the same student.

Students who make false or malicious charges against an employee of the District are subject to disciplinary action as outlined in BP 5500 Standards of Conduct and AP 5520 Student Discipline Procedures.

Office of Primary Responsibility: Student Services Affairs

HUMAN RESOURCES

REV 9/1/17

This AP is submitted for amendment in order to reflect past practice of the District as well as agreements with the representative unions.

AP 7380 RETIREE HEALTH BENEFITS**References:**

Education Code Sections 7000 et seq.

All Full-Time employee active subscribers, their spouses, their domestic partners (as defined in Appendix D and BP 7510-Domestic Partners) and their eligible dependent children from birth to age 26 are eligible for District Paid Health Benefits. Benefits-eligible employees who work less than full time are eligible for District-paid health and dental benefits after working the equivalent to full time, ten (10) months as described for Groups I & II.

The health benefits for retirees from Palomar College are addressed in the following three groups:

Group I

- ~~Hired prior to 3/1/94, employed for 20 years or more~~
- ~~Retiree and eligible dependents will receive medical and dental benefits for the life of the retiree~~

Full-time employees hired prior to March 1, 1994 working at least ten (10) months within a year who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and who have been employed at Palomar College for twenty (20) or more consecutive years will receive the same level of health benefits as provided to active employees and eligible dependents in effect on the date the employee retires for the life of the retiree. These benefits will be fully employer-paid.

At age 65, retirees and dependents eligible for Medicare benefits must enroll in Medicare A and B. Note: It is necessary to contact the Social Security Administration office three (3) months/ninety (90) days prior to the retiree's 65th birthday in order for benefits to begin the month the retiree turns age 65. Failure to enroll prior to the retiree's 65th birthday will result in the effective date of benefits being delayed. These rules also apply to the retiree's spouse.

Dental coverage will continue for retiree and eligible dependents for the life of the retiree.

Group II

- ~~• Hired prior to 3/1/94 with at least ten years but less than 20 years of service~~
- ~~• Hired after 3/1/94 with at least ten years of service~~
- ~~• Retiree and eligible dependents will receive medical benefits up to age 65~~
- ~~• Dental benefits will continue for the life of the retiree~~

Full-time employees working at least 10 months within a year:

- Hired prior to March 1, 1994, who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and have been employed at Palomar College for ten (10) consecutive years, but less than twenty (20) consecutive years; or
- Hired on or after March 1, 1994, who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and who have been employed at Palomar College for ten (10) consecutive years or more, will receive the same level of health benefits as provided to active employees and eligible dependents in effect on the date the employee retires until the retiree has reached the age of 65. These benefits will be fully employer-paid.

The spouse of the retiree at the time of retirement will receive the same fully employer-paid health benefits as provided to active employees and eligible dependents until the retiree reaches age 65 or the death of the retiree, whichever occurs first. Eligible dependent children of the retiree at the time of retirement will be covered according to the terms of this Agreement until the retiree reaches age 65 or the death of the retiree, whichever occurs first.

Dental coverage will continue for retiree and eligible dependents for the life of the retiree.

Group III

- ~~• Employees who terminate with less than ten years of are not eligible for District-paid health benefits~~
- ~~• May continue health benefits on a self-pay basis for 18 months (COBRA)~~

~~Benefits-eligible employees who work less than full-time are eligible for District-paid health and dental benefits after working the equivalent to full-time, ten months (e.g., a 50 percent part-time employee would complete the full-time, ten months eligibility described for Group I in 40 years) as described for Groups I and II.~~

Employees who terminate with less than ten (10) consecutive equivalent years of employment at Palomar College are not entitled to District-paid retirement health benefits. However, under current legislation, they are entitled to purchase, at their own expense, health and dental insurance (at group rates plus a small administrative fee) for a specified period of time.

Office of Primary Responsibility: Human Resource Services

This section contains all the
BP's & AP's with no
recommended changes.

They are all double sided.

GOVERNING BOARD

REV 9/1/17 No proposed changes

BP 2110 VACANCIES ON THE GOVERNING BOARD**References:**

Education Code Sections 5090 et seq.;
Government Code Section 1770

Vacancies on the Governing Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Governing Board shall be governed by Education Code Section 5090.

Within 60 days of the vacancy or filing of a deferred resignation, the Governing Board shall either order an election or make a provisional appointment to fill the vacancy. If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in Education Code Section 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for District Governing Board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the Governing Board members at a public meeting.

The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Governing Board will determine the schedule and appointment process, which may include interviews at a public meeting.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2110 VACANCIES ON THE GOVERNING BOARD**References:**

Education Code Sections 5090 et seq.;
Government Code Sections 1770 and 6061

When the Governing Board determines to fill the vacancy by appointment, the Superintendent/President shall assure that there is ample publicity to and information for prospective candidates. Publicity shall include posting in three public places in the District and publication in a newspaper of general circulation. The posted notice of vacancy shall include directions regarding applications or nominations of legally qualified candidates. Persons applying or nominated must meet the qualifications required by law for members of the Governing Board.

Persons applying for appointment to the Governing Board shall receive a letter from the Superintendent/President containing information about the District and the Board, and including a candidate information sheet to be completed and returned by a specific date.

The Governing Board shall request personal interviews with candidates. Interviews will be conducted in a public hearing scheduled for that purpose. Each Board member will review all candidate information sheets, with final selection made by a majority vote of the Governing Board members at a public meeting called for that purpose.

Whenever a provisional appointment is made, the Governing Board shall, within 10 days of the provisional appointment, post notices of both the actual vacancy or the filing of a deferred resignation and the provisional appointment in three public places in the District. It shall also publish a notice in a newspaper of general circulation.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. It shall also contain the full name of the provisional appointee to the Governing Board, the date of appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

A provisional appointment confers all powers and duties of a Governing Board member upon the appointee immediately following his/her appointment. A person appointed to fill a vacancy shall hold office only until the next regularly scheduled election for Governing Board members. An election shall be held to fill the vacancy for the remainder of the unexpired term. A person elected at an election to fill the vacancy shall hold office for the remainder of the term in which the vacancy occurs or will occur.

Office of Primary Responsibility: Superintendent/President

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Reviewed:

(Replaces all previous versions of AP 2110.)

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2220 COMMITTEES OF THE GOVERNING BOARD

Reference:

Government Code Section 54952

The Governing Board may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Governing Board action shall comply with the requirements of the Brown Act and with Palomar Community College District policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Governing Board that are advisory are not required to comply with the Brown Act or with these policies regarding open meetings.

Board committees that are only advisory have no authority or power to act on behalf of the Governing Board. Findings or recommendations shall be reported to the Governing Board for consideration. All Board-appointed committees serve in an advisory capacity to the Board and shall avoid making commitments which might be interpreted as binding contracts on the District.

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2305 ANNUAL ORGANIZATIONAL MEETING

Reference:

Education Code Section 72000(c)(2)(A)

The Governing Board shall hold an annual organizational meeting. The date and time of the annual organizational meeting shall be selected by the Board at its regular meeting held immediately prior to November 30 unless otherwise provided by rule of the Governing Board. The annual organizational meeting shall be held between November 30 and December 14 of each year. The Board shall notify the County Superintendent of Schools of the date and time selected for the meeting. Within 15 days prior to the meeting, the Secretary to the Board shall notify in writing all members and members elect of the date and time selected for the annual organizational meeting.

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2320 SPECIAL AND EMERGENCY MEETINGS**References:**

Education Code Section 72129;

Government Code Sections 54956, 54956.5, and 54957

Special meetings may from time to time be called by the President of the Governing Board or by a majority of the members of the Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting, and shall be noticed in accordance with the Brown Act. No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The Superintendent/President shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2320 SPECIAL AND EMERGENCY MEETINGS**References:**

Education Code Sections 72023.5 and 72129;
Government Code Sections 54956 and 54956.5

Whenever a special meeting of the Governing Board is called, the Superintendent/President shall cause the call and notice to be posted at least 24 hours prior to the meeting in a location freely accessible to the public. The Superintendent/President shall also ensure that the following notices of the meeting are delivered either personally or by other means:

- Written notice to each member of the Governing Board, including the Student Trustee
- Written notice to each local newspaper of general circulation, and each radio or television station that has previously requested in writing to be provided notice of special meetings

The written notice must be received at least 24 hours before the time of the meeting as set out in the notice. The notice shall specify the time and place of the special meeting and the business to be transacted or discussed. The notice may be waived by members of the Governing Board in writing either prior to or at the time of the meeting.

Whenever an emergency meeting of the Governing Board is called, the Superintendent/President shall cause notice to be provided by telephone at least one hour prior to the meeting to each local newspaper of general circulation and each radio or television station that has requested notice of special meetings. If telephone services are not functioning, the Superintendent/President shall provide the newspapers, radio stations, and television stations with information regarding the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2360 MINUTES

References:

Education Code Section 72121(a);
Government Code Section 54957.5

The Superintendent/President shall cause minutes to be taken of all meetings of the Governing Board. The minutes shall record all actions taken by the Governing Board including, but not limited to, those Board members present and absent, all motions, names of those making and seconding motions, and votes. The minutes shall be public records and shall be available to the public. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2432 SUPERINTENDENT/PRESIDENT SUCCESSION

References:

Education Code Sections 70902(d) and 72400;
Title 5 Section 53021(b)

The Governing Board delegates authority to the Superintendent/President to appoint an acting Superintendent/President to serve in his/her absence for short periods of time, not to exceed 30 calendar days at a time.

In the absence of the Superintendent/President and when an Acting President has not been named, administrative responsibility shall reside with (in order):

- Chief Instructional Officer
- Chief Student Services Officer
- Chief Business Officer
- Chief Human Resources Officer
- Deans (in order of length of service as a dean at Palomar College)

The Governing Board shall appoint an acting Superintendent/President for periods exceeding 30 calendar days.

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2610 PRESENTATION OF INITIAL COLLECTIVE BARGAINING PROPOSALS

Reference:

Government Code Section 3547

The Superintendent/President is directed to enact administrative procedures that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Governing Board of initial proposals for collective bargaining.

All initial collective bargaining proposals, which relate to matters within the scope of representation, shall be made in accordance with the procedures set forth in Government Code Section 3547.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2610 PRESENTATION OF INITIAL COLLECTIVE BARGAINING PROPOSALS**Reference:**

Government Code Section 3547

Whenever an initial collective bargaining proposal is received from an exclusive representative of District employees, or whenever the District's own negotiator presents an initial proposal, the following actions must be taken at public meetings of the Governing Board:

- The exclusive representative or the District must present the initial collective bargaining proposal orally or in writing to the Governing Board at a public meeting.
- Between the initial presentation and subsequent opportunity for public response, all initial collective bargaining proposals will be available for public review in the District's Human Resources Office.
- The public shall have an opportunity to respond to the exclusive representative's or District's initial proposal at a subsequent public Governing Board meeting. The opportunity for public response shall appear on the Governing Board's regular agenda. Public response shall be taken in accordance with the Board's Policies regarding speakers.
- After the public has an opportunity to respond to an initial proposal presented by the District, the Governing Board shall, at the same meeting or a subsequent meeting, adopt the District's initial proposal. The adoption shall be indicated as a separate action item on the Board agenda. There shall be no amendment of the District's initial proposal unless the public is again afforded a reasonable opportunity to respond to the proposed amendment at a public meeting.
- If new subjects of meeting and negotiating arise after the presentation of initial proposals, the following procedure shall be followed: all new subjects of meeting and negotiating, whether proposed by the exclusive representative or the District, shall be posted by the District in the same public place as it posts its agendas within twenty-four (24) hours after their presentation in negotiations.
- When a request to reopen a collective bargaining agreement, as required by the agreement, is received from an exclusive representative or is made by the District, the public notice procedure outlined in this procedure shall be followed.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Reviewed:

(Replaces all previous versions of AP 2610.)

40 When the District and the exclusive representative agree to amend an executed
41 collective bargaining agreement in accordance with the agreement, the following
42 procedure shall be followed:

- 43 • The amendment shall appear on the agenda as a notice item, for action at a
44 subsequent Governing Board meeting.
- 45 • The public shall have an opportunity to respond to the amendment at a
46 subsequent Governing Board meeting. The public response shall be indicated
47 on the agenda.

48 Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2712 CONFLICT OF INTEREST CODE**References:**

Government Code Section 87100 – 87500;
Title 2 Section 18730

The Political Reform Act (Government Code Sections 87100 et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (Title 2 California Code of Regulations Section 18730) which contains the terms of a standard conflict of interest code, and which can be incorporated by reference as the local agency's conflict of interest code. Whenever the Fair Political Practices Commission adopts any changes or amendments to Section 18730, they are automatically adopted without further action by any local agency which has incorporated Section 18730 as the agency's conflict of interest code. Therefore, the Palomar Community College District ("District") hereby adopts Section 18730 and incorporates it by reference as its conflict of interest code. This replaces and supersedes any prior conflict of interest code after approval by the San Diego County Board of Supervisors.

Designated employees who are required to file statements of economic interest are set forth in Appendix "A." Those designated employees are classified as either "Government Code Section 87200 Filers" or "Code Filers." Government Code Section 87200 Filers shall file their statements of economic interest with the San Diego County Board of Supervisors with the District retaining a copy. Code Filers will file their statements of economic interest with the District which will retain the originals.

APPENDIX “A”

Government Code Section 87200 Filers

The following designated employees manage public investments and shall file a full statement of economic interest for all disclosure categories listed below.

- Governing Board Members
- Superintendent/President
- Assistant Superintendent/Vice President for Finance and Administrative Services

Code Filers

The following designated employees shall file statements of economic interest for the disclosure categories shown after their titles.

- | | |
|--|-----------------------------|
| • Assistant Superintendent/Vice President
for Human Resource Services | Category 6 |
| • Assistant Superintendent/Vice President
for Instruction | Categories 5, 6 |
| • Assistant Superintendent/Vice President
for Student Services | Categories 5, 6 |
| • Director, Fiscal Services | Categories 4, 5 |
| • Deans | Category 6 |
| • Director, Business Services | Categories 1, 4, 5 |
| • Director, Facilities | Categories 1, 2, 3, 4 |
| • Police Chief | Categories 5, 6 |
| • Consultant* | Categories 1, 2, 3, 4, 5, 6 |

*Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this Code subject to the following limitation: The Superintendent/President or designee may determine in writing that a particular consultant, although a “designated position” is hired to perform a range of duties that were limited in scope and thus not required to comply fully with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s duties and, based on that description, a statement of the extent of disclosure requirements. The Superintendent/President’s determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

The disclosure categories listed below identify the types of investments, business entities, sources of income, or real property which the designated employees must disclose for each disclosure category to which he/she is assigned.

Category 1: All investments and business positions and sources of income from business entities that do business with the District or own real property within the boundaries of the District, plan to do business or own real property within the boundaries of the District within the next year, or have done business with or owned real property within the boundaries of the District within the past two years.

Category 2: All interests in real property which is located in whole or in part within, or not more than two miles outside, the boundaries of the District.

Category 3: All investments and business positions in, and sources of income from, business entities that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the District, plan to engage in such activities within the jurisdiction of the District within the next year, or have engaged in such activities within the jurisdiction of the District within the past two years.

Category 4: All investments and business positions in, and sources of income from, business entities that are banking, savings and loan, or other financial institutions.

Category 5: All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles, or equipment of a type purchased or leased by the District.

Category 6: All investments and business positions in, and sources of income from, business entities that provide services, materials, machinery, vehicles, or equipment of a type purchased or leased by the designated employee's Department.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2714 DISTRIBUTION OF TICKETS OR PASSES**Reference:**

Title 2 Section 18944.1

The Superintendent/President shall ensure compliance with the following procedures for the distribution, use and reporting of tickets or passes which are made available to or for the District and are distributed to a District official for admission to a facility, event, show, or performance for an entertainment, amusement, recreational, or similar purpose.

These procedures shall ensure that all tickets and passes distributed by the District are issued in furtherance of the public purposes of the District pursuant to Section 18944.1 of Title 2 of the California Code of Regulations ("Section 18944.1"). The public purpose for providing a ticket and/or pass to a District official is to further the District's mission or significantly contribute to the professional development of the District official or member of the Governing Board. Tickets or passes distributed and accounted for in compliance with this policy and Section 18944.1 will not be considered as gifts to the District official who makes use of such tickets or passes.

Definitions

"District official" means every member, officer, employee or consultant of the Palomar Community College District, as defined in Government Code Section 82048 and Fair Political Practices Commission (FPPC) Regulation 18701. Such term shall include any District Governing Board member or employee required to file an annual Statement of Economic Interests (FPPC Form 700).

"Immediate family" means spouse and dependent children.

"Ticket or pass" means an admission to a facility, event, show, or performance for an entertainment, amusement, recreational, or similar purpose, as defined in Section 18944.1.

Applicability

This policy applies to tickets and passes that are:

- Gratuitously provided to the District by an outside source
- Acquired by the District by purchase, or
- Received by the District as consideration pursuant to the terms of a contract or because the District owns or controls the facility or venue at which the event occurs or sponsors the event.

This policy does not apply to tickets or passes that are:

- Provided to a District official to carry out his/her job duties or where the District official will perform a ceremonial role or function on behalf of the District, as long as the District reports the distribution of the ticket or pass on its website as set forth below.
- Treated by the District official as income consistent with federal and state income tax laws and the District reports the distribution of the ticket or pass as income to the official and on its website as set forth below. If the District official is required to file an annual Statement of Economic Interests (FPPC Form 700), the official shall be responsible for determining whether the income represented by the ticket or pass must be reported on the official's FPPC Form 700.
- The District official purchases or reimburses the District for the face value of the tickets or passes

If other benefits, such as food, or other items, are provided to the District official or employee at the event and they are not included as part of the admission to the event, those benefits will need to be accounted for as gifts to the District official or employee.

Public Purpose

The public purpose for providing a ticket and/or pass to a District official is to further the District's mission or significantly contribute to the professional development of the District official or member of the Governing Board. This includes but is not limited to the following:

- Promotion of education related policy activities on behalf of the District, nationally, regionally and statewide
- Marketing promotions highlighting the achievements of public agencies, local residents, nonprofits, community groups and businesses in the areas of education
- Promotion and marketing of District facilities and resources available for public use
- Promotion of District recognition, visibility, and/or profile on a local, state, national or international scale
- Promotion of District issues and interests at event sponsored by other governmental agencies and government related industry groups, and nonprofit organizations
- Attendance at student productions, scholarship dinners, welcome dinners, recognition dinners, award banquets, graduation ceremonies, pinning ceremonies, commencement activities, end-of-year parties, student performances, student plays, student or faculty debates, student sporting events, student or faculty presentations, and/or similar events that may have some

amusement, entertainment, or recreational component within or on behalf of the District

- Promotion of open government by District official appearances, participation and/or availability at business or community events
- Sponsorship agreements involving private events where the District specifically seeks to enhance the District's reputation both locally and regionally by serving as hosts providing the necessary opportunities to meet and greet visitors
- All written contracts where the District, as a form of consideration, has required that a certain number of tickets or suites be made available for its use
- Employment retention programs, including enhancement of employee morale
- Charitable 501(c)(3) fundraisers for the purpose of networking with other community and civic leaders
- Spouses of District officials in order to accompany him/her to any events listed above
- Any purpose similar to above included in any District contract

Distribution

The District has sole discretion to determine who shall receive the tickets or passes received or acquired by the District.

- Tickets or passes that are donated or provided by an outside source and are earmarked for use by a specific District official are considered gifts to the District official and are subject to the disclosure and reporting requirements applicable to gifts, unless one of the exemptions listed above apply.
- Tickets or passes received by the District from an outside source without designation as to the specific District official who may use the tickets or passes shall be forwarded to the Office of the Superintendent/President. The Superintendent/President or designee shall determine the face value of the tickets or passes, the District official who may use them, and report their distribution as provided below.
- The District will distribute the ticket or pass to the person who will benefit most directly or whose regular role in the District most directly relates to the facility, event, show, or performance. If more than one person would benefit equally or their role relates equally to the facility, event, show, or performance, the District will select one person to receive the ticket or pass by lot or rotation.

Transfer Prohibition

The transfer by any District official of any tickets and/or passes distributed pursuant to this policy to any other person, except to members of the District official's immediate family for their personal use, is prohibited. The District official or any member of the official's immediate family may, however, return any ticket or pass unused to the District for redistribution pursuant to this policy.

Date Approved: SPC 9/4/13; Reviewed: 4/29/14; Reviewed:

(Replaces all previous versions of AP 2714.)

Reporting Requirement

The forms shall be forwarded to the FPPC for posting on its website, as required by Section 18944.1.

Consistency with Section 18944.1

AP 2714 is intended to be consistent with Section 18944.1. In the event of any inconsistency between AP 2714 and Section 18944.1 as may be amended from time to time, Section 18944.1 shall prevail.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2717 PERSONAL USE OF PUBLIC RESOURCES

References:

Government Code Section 8314;

Penal Code Section 424

No Governing Board member shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

GOVERNING BOARD

REV 9-4-17 no proposed changes

BP 2750 GOVERNING BOARD MEMBER ABSENCE FROM THE STATE**Reference:**

Government Code Section 1064

No member of the Governing Board shall be absent from the state for more than 60 days, except in any of the following situations:

- Upon business of community college district with the approval of the Governing Board.
- With the consent of the Governing Board for an additional period not to exceed a total absence of 90 days. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Governing Board.
- For federal military deployment, not to exceed an absence of a total of six months, as a member of the Armed Forces of the United States or the California National Guard. If the absence of a member of the Governing Board pursuant to this subdivision exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence and fill the temporary vacancy. If two or more members of the Governing Board are absent by reason of the circumstances described in this subdivision, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to fill the temporary vacancies and enable the Governing Board to conduct business and discharge its responsibilities.
- The term of an interim member of the Governing Board appointed as set forth above may not extend beyond the return of the absent member, nor may it extend beyond the next regularly scheduled election for that office.

Also see AP 2110 titled Vacancies on the Governing Board

This section contains all the
BP's WITH recommended
changes.

They are all double sided.

GOVERNING BOARD

REV 10/24/17

BP 2010 GOVERNING BOARD MEMBERSHIP

References:

Education Code Sections 72023, 72103, and 72104

ACCJC Accreditation Standard IV.C.6

The purpose of the Governing Board of the Palomar Community College District is to serve as a representative body elected by and responsible to the people of the College District. The Governing Board shall consist of five members elected by the qualified voters of the District. Members shall be elected at large.

Any person who meets the criteria contained in law is eligible to be elected or appointed to serve as a member of the Governing Board.

No member of the Governing Board shall, during the term for which he or she was elected, be eligible to serve on a the governing board of a high school district whose boundaries are coterminous with those of the community college district.

An employee of the District may not be sworn into office as an elected or appointed member of the Governing Board unless he/she resigns as an employee.

No member of the Governing Board shall, during the term for which he/she is elected, hold an incompatible office.

See BP 2710 titled Conflict of Interest.

Yellow = CCLC update 28 Blue = internal

Date Adopted: 11/13/2007; Reviewed: 6/10/2014; Revised:

(Replaces former Palomar College Policy 5.0 and all previous versions of BP 2010)

GOVERNING BOARD

REV 10/20/17

BP 2015 STUDENT TRUSTEE

References:

Education Code Sections 72023.5 and 72103

The Governing Board shall include one non-voting Student Trustee. The term of office shall be one year commencing June 1.

The duly elected Associated Student Government (ASG) President will serve as the student member of the Board. If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled in accordance with the ASG line of succession per ASG Bylaws.

The Student Trustee shall be enrolled in and maintain a minimum of five semester units in the District at the time of nomination and throughout the term of service. The student shall maintain minimum standards of scholarship of at least a 2.0 grade point average during his/her term.

The student member is not required to give up employment with the District.

The Student Trustee shall be seated with the Governing Board and shall be recognized as a full member of the Board at meetings. The Student Trustee is entitled to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The Student Trustee shall recuse himself/herself from both discussion and action on matters of potential conflict of interest.

On or before May 15 of each year, the Board shall consider whether to afford the Student Trustee any of the following privileges:

- The privilege to make and second motions;
- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters;
- The privilege to receive compensation for meeting attendance at a level equivalent to elected Trustees. (See BP 2725 titled Governing Board Member Compensation);

Yellow = Move lines 49-55 up to the 2nd paragraph, blue = CCLC language.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014; Revised:

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

- 42
- 43
- The privilege to serve a term commencing on May 15.
 - The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Governing Board.
- 44
- 45
- 46

47 ~~If, for any reason, the ASG President is not qualified as Student Trustee, the duly~~
48 ~~elected ASG Vice President shall serve as Student Trustee. If neither the ASG~~
49 ~~President nor the ASG Vice President are qualified to serve as Student Trustee, that~~
50 ~~position shall be filled by a special election of the students enrolled in the District. The~~
51 ~~individual who meets all of the eligibility criteria for Student Trustee and receives the~~
52 ~~most votes shall be seated as a Student Trustee until the next regular election of an~~
53 ~~ASG President.~~
54

55 Also see BP/AP 2105 titled Election of Student Trustee

Yellow = Move lines 49-55 up to the 2nd paragraph, **blue** = CCLC language.

**Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014;
Revised:**

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

GOVERNING BOARD

REV 9/14/17

BP 2100 GOVERNING BOARD ELECTIONS**References:**

Education Code Sections 5000 et seq., 72023, 72027, and 72036

The term of office of each Board member shall be four years, commencing on the first Friday in December following the election. Elections shall be held every two years, in even numbered years. Terms of Governing Board members are staggered so that, as nearly as practical, one half of the Board members shall be elected at each Board member election.

Candidates will be charged by the San Diego County Registrar of Voters Office for the ~~e~~Candidate's ~~s~~Statements and/or other materials to be sent to the voters for the Governing Board member election.

The District shall determine the length of the Candidate's Statement. The fees for such statement will be paid to the Registrar of Voter's Office by the candidate.

Ties

In the event of a tie vote in a Governing Board member election, the Governing Board of the Palomar Community College District will determine the winner or winners by lot.

NOTE: The Governing Board may change from at large elections of trustees to elections by trustee areas, in accordance with Education Code section 72036 and the California Voting Rights Act of 2001 (Chapter 1.5 (commencing with Section 14025) of Division 14 of the Elections Code), upon the adoption by the Governing Board of a resolution in support of the change and upon the approval of the Board of Governors of the California Community Colleges.

Date Adopted: 11/13/2007; Revised: 8/14/2012; Reviewed: 6/10/2014; Revised:

(Replaces former Palomar College Policies 9.1, 9.2, 9.3, and 9.4 and all previous versions of BP 2100.)

GOVERNING BOARD

REV 8/28/17

BP 2200 BOARD DUTIES AND RESPONSIBILITIES**References:**

Education Code Section 70902;

~~Accreditation Standard IV.B.1.d~~ACCJC Accreditation Standard IV (formerly IV.B.1.d)

The Governing Board governs on behalf of the citizens of the Palomar Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Governing Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for District operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the Superintendent/President to effectively lead the District;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate for and protect the District.

GOVERNING BOARD

REV 10/20/17

BP 2210 OFFICERS**Reference:**

Education Code Section 72000

At the annual organizational meeting, the Governing Board shall elect from among its members a President of the Board, a Vice President of the Board, and a Secretary of the Board.

The terms of officers shall be for one year.

The duties of the President of the Board are to:

- Preside over all meetings of the Governing Board;
- Call emergency and special meetings of the Governing Board as required by law;
- Consult with the Superintendent/President on Governing Board meeting agendas;
- Communicate with individual Board members about their responsibilities;
- Participate in the orientation process for new Governing Board members;
- Assure Board compliance with policies on Board Education, Self-Evaluation, and Superintendent/President Evaluation; and
- Represent the Governing Board at official events or ensure Board representation.

The duties of the Vice President of the Board are to:

- sServe as the President of the Board in the absence of the Board President;
- ~~Preside at any Regular and/or Special meetings~~
- Consult with the Superintendent/President and Governing Board President on Governing Board meeting agendas;
- Sign such documents that the acts of the Governing Board may require; and
- Represent the District in its relations with other Governing Boards in the absence of the Board President.

The duties of the Secretary of the Board are to:

- Certify or attest to actions taken by the Governing Board whenever such certification or attestation is required for any purpose;

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:*(Replaces former Palomar College Policy 12.1 and all previous versions of BP 2210.)*

- 33 • Make or maintain such other records or reports as are required by law; and
34 • Perform such other duties as may require official signature by the Governing
35 Board of Trustees of the District.

36 The Superintendent/President shall serve as Secretary to the Board.

37 **The duties of the Secretary to the Board are to:**

- 38 • Notify members of the Governing Board of regular, special, emergency and
39 adjourned meetings;
40 • Prepare and post Board meeting agendas;
41 • Have prepared for adoption minutes of Board meetings;
42 • Attend all Governing Board meetings and closed sessions, unless excused, and
43 in such cases to assign a designee;
44 • Conduct the official correspondence of the Governing Board;
45 • Certify as legally required all Board actions; and
46 • Sign, when authorized by law or by Board action, any documents that would
47 otherwise require the signature of the Secretary of the Governing Board.

48 The Governing Board does not have an official system of rotation of officers; it elects
49 the officers each year from among all its members.

GOVERNING BOARD

REV 9/14/17

BP 2310 REGULAR MEETINGS OF THE GOVERNING BOARD**References:**

Education Code Section 72000(d);

Government Code Sections 54952.2, 54953 et seq., and 54961

Regular meetings of the Governing Board shall be held the second Tuesday of each month. Regular meetings of the Governing Board shall normally be held at the San Marcos Campus, 1140 West Mission Road, San Marcos, CA 92069.

A notice identifying the location, date, and time of each regular meeting of the Governing Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting. According to In compliance with the Brown Act, the Governing Board Agenda for regular meetings will be posted 72 hours in advance of the meeting. All regular meetings of the Governing Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.

All regular and special meetings of the Governing Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

GOVERNING BOARD

REV 9/2/17

BP 2315 CLOSED SESSIONS**References:**

Education Code Section 72122;

Government Code Sections 11125.4, 54956.8, 54956.9, 54957, and 54957.6

Closed sessions of the Governing Board shall be held only as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code, and California Education Code. Matters discussed in closed session may include:

- the appointment, employment, evaluation of performance, discipline or dismissal of a public employee
- charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. The employee shall be given at least twenty-four (24) hours written notice of the closed session**
- advice of counsel on pending litigation, as defined by law
- consideration of tort liability claims as part of the District's membership in any joint powers agency formed for purposes of insurance pooling
- real property transactions
- threats to public security
- review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator
- discussion of student disciplinary action, with final action taken in public
- conferring of honorary degrees
- consideration of gift(s) from a donor who wishes to remain anonymous
- to consider its response to a confidential final draft audit report from the Bureau of State Audits

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

**Lines 13-16 are directly from Ed Code

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 6.1 and 12.6 and all previous versions of BP 2315.)

32 After any closed session, the Governing Board shall reconvene in open session before
33 adjourning and shall announce any actions taken in closed session and the vote of
34 every member present.

35 All matters discussed or disclosed during a lawfully held closed session and all notes,
36 minutes, records, or recordings made of such a closed session are confidential and
37 shall remain confidential unless and until required to be disclosed by action of the
38 Governing Board or by law.

39 If any person requests an opportunity to present formal complaints to the Governing
40 Board about a specific employee, such complaints shall first be presented to the
41 Superintendent/President. Notice shall be given to the employee against whom the
42 charges or complaints are directed. If the complaint is not resolved at the administrative
43 level, the matter shall be scheduled for a closed session of the Governing Board. The
44 employee shall be given at least twenty-four (24) hours written notice of the closed
45 session, and shall be given the opportunity to request that the complaints be heard in an
46 open meeting of the Governing Board.

****Lines 13-16 are directly from Ed Code**

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 6.1 and 12.6 and all previous versions of BP 2315.)

GOVERNING BOARD

REV 9/13/17

BP 2330 QUORUM AND VOTING

References:

Education Code Sections 72000(d)(3), 81310 et seq., 81365, 81432, and 81511;
Government Code Section 53094;
Code of Civil Procedure Section 1245.240

No action shall be taken by secret ballot.

A quorum of the **Palomar Community College District** Governing Board shall consist of three members.

The Governing Board shall act by majority vote of all of the membership of the Board, except as noted below.

The following actions require a majority vote by all members of the Governing Board:

- Resolution of intention to sell or lease real property (except where a unanimous vote is required)
- Resolution of intention to dedicate or convey an easement
- Resolution authorizing and directing the execution and delivery of a deed
- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body
- Appropriation of funds from an undistributed reserve
- Resolution to condemn real property

The following actions require a unanimous vote of all members of the Governing Board:

- Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district
- Resolution authorizing lease of District property under a lease for the production of gas.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policy 12.7 and all previous versions of BP 2330.)

GOVERNING BOARD

REV 9/14/17

BP 2345 RIGHT TO PUBLIC PARTICIPATION**References:**

Education Code 72121.5;
Government Code Sections 54954 et seq. and 54957.5

The Governing Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Governing Board by: in one of two ways:

1. There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda.

Members wishing to present such items shall submit a written request, prior to the public comment section of the agenda or before the agenda item is to be heard, to the Superintendent/President or President of the Governing Board (whichever is most appropriate) that summarizes the item and provides his/her name and organizational affiliation, if any. No action may be taken by the Governing Board on such items not on the agenda.

2. Members of the public may place items on the prepared agenda in accordance with BP 2340 titled Agendas.

1. **Request to Speak - Public Comment:** There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda. (Referred to as "Public Comment" on the Governing Board agenda.) Members wishing to present such items shall submit a written request, prior to the Public Comment section of the agenda. No action may be taken by the Governing Board on Public Comment items.

2. **Request to Speak on Agenda item:** When a member of the public wishes to speak on a matter listed on the agenda the member shall submit a written request ("Request to Speak" card) before the agenda item is heard.

"Public Comment" cards, "Request to Speak" cards and any other written requests to speak are to be submitted to the Superintendent/ President or minutes clerk.

44
45 **3. Request Agenda Item:** Members of the public may place items on the prepared
46 Governing Board agenda in accordance with BP 2340 titled Agendas. Agenda items
47 submitted by members of the public must be received by the office of the
48 Superintendent/President no less than ten days prior to the regularly scheduled
49 Governing Board meeting.
50

51 If requested through the Superintendent/President's Office, writings that are public
52 records shall be made available in appropriate alternative formats so as to be
53 accessible to persons with a disability.
54

55 Claims for damages are not considered communications to the Governing Board under
56 this rule, but shall be submitted to the District.
57

58 Members of the College community communicate with members of the Board in
59 accordance with established guidelines for communication.
60

61 ~~At regular meetings, the Governing Board shall provide opportunities for members of~~
62 ~~the public to address the Board directly on items on the agenda or on items of interest~~
63 ~~to the public that are within the subject matter jurisdiction of the Board. The Board~~
64 ~~welcomes the information provided by this direct interaction with the public.~~

GOVERNING BOARD

REV 9/20/17

BP 2350 SPEAKERS

References:

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

Persons may speak to the Governing Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for **Public Comment**.

Those wishing to speak to the Governing Board are subject to the following:

- The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Governing Board or if their remarks are unduly repetitive
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Governing Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section
- They shall complete a written request to address the Governing Board at the beginning of the meeting at which they wish to speak. The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed
- No member of the public may speak without being recognized by the President of the Board
- Each speaker will be allowed a maximum of five minutes per topic. **However, the Board shall allow at least twice the allotted time to a member of the public who utilizes a translator, unless translation equipment is used which allows the body to hear the translated public testimony simultaneously.** Thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Governing Board, these time limits may be extended.
- The Governing Board may ask a delegation to limit the number of speakers on a specific topic unless the proposed speakers are addressing different concerns.

CCLC recommended changes to language

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College AP 12.10.1 and all previous versions of BP 2350)

- 45 • Each speaker coming before the Governing Board is limited to one presentation per
46 specific agenda item before the Board and to one presentation per meeting on non-
47 agenda matters.

CCLC recommended changes to language

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College AP 12.10.1 and all previous versions of BP 2350)

GOVERNING BOARD

REV 10/26/17

BP 2355 DECORUM/CONDUCT

References:

Education Code Section 72121.5;
Government Code Section 54954.3(b) and 54957.9.

The following will be ruled out of order by the presiding officer:

- Remarks or discussion in public meetings on charges or complaints which the Governing Board has scheduled to consider in closed session
- Profanity, obscenity, and other offensive language and
- Physical violence and/or threats of physical violence directed toward any person or property

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be escorted from the meeting room.

Speakers who engage in such conduct may be removed from the podium and denied the opportunity to speak to the Governing Board for the duration of the meeting.

Before removal, the presiding officer will issue a verbal warning and a request that the person(s) curtail the disruptive activity will be made by the President of the Governing Board. If the behavior continues, the presiding officer will issue a 2nd warning. If the behavior still continues the presiding officer will call for a motion, second, and vote. the person(s) may be removed by a vote of the Governing Board, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting. **

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the Governing Board may order the meeting room cleared and may continue in session. The Governing Board shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

In all matters of procedure not otherwise indicated, Robert's Rules of Order, Revised, governs.

**Lines 21-25 CCLC uses the language "by a vote of the Governing Board." Government Code 54957.9 states, "members of the legislative body" without stipulating a vote being required. Board practice is to issue two verbal warnings then call for a motion and a vote before removing anyone from a Board meeting.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policy 12.13 and all previous versions of BP 2355.)

GOVERNING BOARD

REV 8/28/17

**BP 2430 DELEGATION OF AUTHORITY TO THE SUPERINTENDENT/
PRESIDENT****References:**

Education Code Sections 70902(d) and 72400;

ACCJC Accreditation Standards **IV.B.5, IV.C.12, and IV.D.1** (formerly IV.B.1.j
and IV.B.2)

The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Governing Board (including the administration of the College and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Governing Board. It is the duty of the Superintendent/ President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Governing Board in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Governing Board as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be provided to all Board members.

The Superintendent/President shall act as the professional advisor to the Governing Board in policy formation.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:*(Replaces Palomar College Policies 6.2, 6.3, and 21 and all previous versions of BP 2430.)*

43 The Board delegates the authority for the District administration to the
44 Superintendent/**President** of the District.

45
46 In the absence of designation of an alternate representative, the Superintendent/
47 President shall act as the representative of the Governing Board in all matters including
48 the implementation of the provisions of the Education Code added by Assembly Bill
49 1725. The Superintendent/President may delegate specific responsibility to other
50 District employees. The Governing Board reserves its right to approve policy
51 recommendations.

52
53 The Chief Executive Officer for the Governing Board of Palomar College and the
54 Palomar Community College District is the District Superintendent **and** /President of the
55 College. He/she is responsible for the execution of policies established by the
56 Governing Board. He/she is expected to administer the District in an economical,
57 democratic, and efficient manner for the best interests of the students and the residents
58 of the Palomar Community College District.

GOVERNING BOARD

REV 8/28/17

BP 2431 SUPERINTENDENT/PRESIDENT SELECTION

References:

ACCJC Accreditation Standards IV.B and IV.C.3 (formerly IV.B.1 and IV.B.1.j.)
Title 5 Sections 53000 et seq.

In the case of a Superintendent/President vacancy, the Governing Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations. The process will include, at a minimum, the following items which shall be Board approved in an open and public meeting:

- Search Timeline
- Search Committee formation
- Search Firm proposals
- Identification of desired qualifications of Superintendent/President
- Development of a recruitment brochure
- Candidate recruitment
- Candidate screening
- Selection of interviewees
- Interviews
- Campus Visits
- Public Forums
- Background Checks
- Board Interview of Finalists

A Superintendent/President is selected by the Board to serve as the Chief Executive Officer of the District. The initial contract of the Superintendent/President will be negotiated to the mutual agreement of the Superintendent/President and the Board, for a term not to exceed four years. The contract will be reviewed annually and renewed by mutual agreement of the Board and the Superintendent/President.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 7.02 and all previous versions of BP 2431.)

GOVERNING BOARD

REV 9/4/17

BP 2715 CODE OF ETHICS/STANDARDS OF PRACTICE

References:

ACCJC Accreditation Standard IV.C.11 (formerly IV.B.1.a, e, and h)

Each member of the Palomar Community College District Governing Board will perform his/her duties in accordance with the oath of office. Each member is committed to serving the educational needs of the citizens of the District. The Board's primary responsibility is to provide learning opportunities to each student regardless of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability.

Furthermore, trustees shall:

1. Devote time, thought, and study to the duties and responsibilities of a Trustee in order to render effective and creditable service.
2. Work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
3. Base individual decisions upon all available facts in each situation, vote their honest conviction in every case un-swayed by partisan bias, and abide by and uphold the final majority decision of the Board.
4. Remember at all times that an individual member has no legal authority outside the meetings of the Board and will conduct all relationships with District staff, students, the local citizenry, and the media on that basis.
5. Be aware of their responsibility to all citizens of the District and not solely to those who elected them, remembering that the authority delegated by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.
6. Resist every temptation and outside pressure to use the position as a community college board member for personal benefit or any other individual or agency apart from the total welfare of the Palomar Community College District.
7. Recognize that it is as important for the Board to understand and evaluate the educational program of Palomar College as it is to plan for the business of District operation.

Date Adopted: 11/13/07; Revised: 04/08/08; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 89-13740 and all previous versions of BP 2715.)

8. Bear in mind under all circumstances that the Board is legally responsible for the effective operation of the District. Its primary function is to establish the policies by which the Palomar Community College District is to be administered. The Board shall hold the Superintendent/President and his/her staff responsible for the administration of the educational program and the conduct of District business.
9. Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to establishing policy on current District operation and proposed future developments and consider their views during deliberations and decisions as a Board member.
10. Recognize that deliberations of the Board in closed session are to be kept confidential in accordance with the Brown Act and are not to be released or discussed outside of closed session meetings.
11. Make the most of opportunities to enhance their effectiveness as a Board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
12. Be informed about the actions and positions of state and national community college trustees' associations.
13. Strive to provide the most effective community college board service, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

The Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Governing Board's Policy #2715 (Code of Ethics) will be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee composed of two Board members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers [or committee] and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution.

GOVERNING BOARD

REV 10/25/17

BP 2716 GOVERNING BOARD **MEMBER** POLITICAL ACTIVITY**References:**

Education Code Sections 7054, 7054.1 and 7056;
Government Code Section 8314

It is unlawful for any elected or appointed member of the Governing Board - as well as employees and District consultants - to use, or permit others to use, public resources for a campaign activity, or personal or other purposes which are not authorized by law.

"Public resources" means any property or asset owned by the District including, but not limited to: Land, buildings and facilities; Funds; Equipment, supplies, telephones, computers and vehicles as well as; District images, insignia and logos.

Members of the Governing Board shall not use District public resources funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate including, but not limited to, any candidate for election to the Governing Board.

Initiative or referendum measures may be drafted by the on an area of legitimate interest to the District. The Governing Board may by resolution express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding the possible effects of , District bond issues or other ballot measures.

Yellow Lines 11 – 17 part of Gov. Code Section 8314

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces all previous versions of BP 2716.)

GOVERNING BOARD

REV 9/4/17

BP 2720 COMMUNICATIONS AMONG GOVERNING BOARD MEMBERS**Reference:**

Government Code Section 54952.2

Members of the Governing Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Governing Board.

A majority of the members of the Governing Board shall not, outside of an official Board Meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Governing Board.

This policy shall not be construed as preventing an employee or official of the District, from engaging in separate conversations or communications, outside of a meeting, with members of the Governing Board in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the Governing Board, **if provided** that person does not communicate to members of the Governing Board the comments or position of any other member or members of the Governing Board. Except for the conditions of this policy, individual contacts or conversations between members of the Governing Board and any other person are not constrained.

GOVERNING BOARD

REV 10/25/17

BP 2725 GOVERNING BOARD MEMBER COMPENSATION**References:**

Education Code Sections 72023.5 and 72024

Governing Board members and the non-voting student member are compensated for their services within the limits established by law. Per Education Code Section 72024 when the full-time equivalent students (FTES) for the prior college year was 25,000 or less, but more than 10,000, each member of the Governing Board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed four hundred dollars (\$400) in any month.

A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that the absence was excused due to personal necessity.

Compensation for the non-voting student member will be set by the Governing Board on or before May 15 of each year.

Board members, except for the non-voting student member, may elect to receive health and welfare benefits extended to District employees.

GOVERNING BOARD

REV 9/4/17

BP 2730 GOVERNING BOARD MEMBER HEALTH BENEFITS

Reference:

Government Code Sections 53201 and 53208.5,

Members of the Governing Board, except for the non-voting student member, are eligible for and may elect to participate in the District's health benefit programs. The benefits of members of the Board through the District's health benefits programs shall not be greater than the most generous schedule of benefits being received by any category of non-safety employee of the District.

Governing Board members health benefits after separation from the District follow procedures of AP 7380 titled Retiree Health Benefits.

GOVERNING BOARD

REV 9/13/17

BP 2740 GOVERNING BOARD MEMBER EDUCATION AND NEW TRUSTEE ORIENTATION**Reference:****ACCJC** Accreditation Standard **IV.C.9 (formerly IV.B.1.f)**

The Governing Board is committed to its ongoing development as a Board and to an education program that includes an orientation for new Board members.

To that end, Governing Board members will:

- Engage in workshops and study sessions
- Utilize available reading materials and online resources such as those available through the Community College League of California, Association of Community College Trustees, Accrediting Commission for Community and Junior Colleges, Academic Senate of California Community Colleges, and Fair Political Practices Commission
- Attend local, regional, state, and national educational opportunities

The Superintendent/President will administer the New Trustee Orientation program.

GOVERNING BOARD

REV 9/4/17

BP 2745 GOVERNING BOARD SELF-EVALUATION**References:****ACCJC** Accreditation Standards **IV.C.10 (formerly IV.B.1.e and g)**

The Governing Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

As part of its Institutional Effectiveness and Review Cycle, the Governing Board shall conduct an annual self-evaluation. The goals of the self-evaluation of the Governing Board are to clarify roles, to enhance harmony and understanding among Board members, and to improve the efficiency and effectiveness of the Board meetings. The ultimate goal is to improve District operations and policies and to demonstrate a commitment to student learning outcomes for the benefit of the students and employees of Palomar College and the citizens of the Palomar Community College District.

Each year the Governing Board shall determine the instrument or process to be used in the self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Governing Board operations, as well as criteria defining Board effectiveness disseminated by recognized practitioners in the field.

If an instrument is used, all Governing Board members will be asked to complete the evaluation instrument and submit them to the Secretary to the Board.

A report describing the methodology and results of the evaluations will be presented and discussed at a Board workshop scheduled for that purpose. The results will be used to identify accomplishments in the past year and possible goals for the following year.

This section contains all the
BP's/AP's WITH recommended
changes.

They are all double sided.

GOVERNING BOARD

REV 8/30/17

BP 2105 ELECTION OF STUDENT TRUSTEE**References:**

Education Code Sections 72023.5 and 72103

The President of the Associated Student Government (ASG) who is elected by the students enrolled in the District shall serve as the Student Trustee. Normally ASG elections are ~~an election will be~~ held in the spring semester so that the office is filled by June 1.

If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled in accordance with the ASG line of succession per ASG Bylaws.

The student member may be recalled in an election held for that purpose in accordance with procedures established in the ASG Bylaws.

Candidates for the position may nominate themselves or be nominated by others by the filing of an application certifying that the candidate is eligible for service under the criteria set forth in California law, these policies, and the bylaws of the Associated Student Government. The election will be conducted in accordance with AP 2105 titled Election of Student Trustee.

Should the office of the ASG President become vacant for any reason whatsoever, the ASG Vice President shall assume the office of President immediately, with all rights and privileges ascribed thereto. The ASG Vice President shall meet the same criteria as the ASG President.

Also see BP 2015 titled Student Trustee, AP 2105 titled Election of Student Trustee, and BP/AP 5410 titled Associated Student Government Elections ~~and BP 2015 titled Student Trustee~~

GOVERNING BOARD

REV 10/20/17

AP 2105 ELECTION OF STUDENT TRUSTEE**Reference:**

Education Code Section 72023.5

The President of the Associated Student Government (ASG) shall be elected by a plurality vote of the students who voted in the election and will serve as the Student Trustee. All members of the student body may vote. The ASG President will be elected in accordance with the ASG bylaws. Normally, the ASG elections will be conducted during the spring semester so that the office is filled by June 1, and will be completed in time for the ASG President to take office by June 1.

The student body may recall the ASG President, who shall then cease to be the Student Trustee. The position shall then be filled in accordance with the ASG line of succession per ASG Bylaws. The recall process will be conducted in accordance with the ASG bylaws.

Upon notice of an impeachment, the Superintendent/President may conduct an investigation to determine if the impeachment was executed in bad faith. The Superintendent/President may, within twenty (20) school days of such a determination, call a special election. The special election will be conducted in accordance with ASG bylaws. No special election will be called within thirty (30) days of a regularly scheduled election for the ASG President.

Also see BP 2105 titled Election of Student Trustee and BP 2015 titled Student Trustee

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 10/27/17

BP 2340 AGENDAS

References:

Education Code Sections 72121 and 72121.5;
Government Code Sections 6250 et seq. and 54954 et seq.

An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings.

Effective January 1, 2019: A direct link to the current the agenda shall also be posted on the District's website homepage 72 hours prior to the meeting time for regular meetings. and The agenda shall be accessible through a prominent, direct link on the District's homepage, to the current agenda. The direct link to the agenda and shall not be in a contextual menu.**

The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. A brief general description of an item generally need not exceed 20 words. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons individuals with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an "emergency situation" as defined for emergency meetings
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Governing Board subsequent to the agenda being posted
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier

The order of business may be changed by consent of the Governing Board.

The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service, as allowed by law.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Yellow = CCLC. Blue = internal. Green – Lines 10 -14 were reworded as requested to clarify that a link – not the entire agenda – shall be posted on the homepage.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 12.8, 12.9, and 12.11 and all previous versions of BP 2340.)

- 34 Superintendent/President. The written summary must be signed by the initiator **and**
35 **should include a phone number or email address that may be used to contact the**
36 **initiator**. The Governing Board reserves the right to consider and take action in closed
37 session on items submitted by members of the public as permitted or required by law.
- 38 Agendas shall be developed by the Superintendent/President in consultation with the
39 Governing Board President.
- 40 Agenda items submitted by members of the public must be received by the office of the
41 Superintendent/President **ten days** prior to the regularly scheduled Governing Board
42 meeting.
- 43 Agenda items initiated by members of the public shall be placed on the Board's agenda
44 following the items of business initiated by the Governing Board and by staff. Any
45 agenda item submitted by a member of the public and heard at a public meeting cannot
46 be resubmitted before the expiration of a 90 day period following the initial submission.
- 47 The Board will act only upon matters identified as action items on the agenda. Official
48 action taken by the Board shall be affirmed by a formal vote. The Board shall act by
49 majority vote. Voting is by voice unless a written ballot is requested by the President of
50 the Board. If the vote is not unanimous, the minutes shall reflect the vote of each
51 member. A roll call vote may be called for by any Board member.

Yellow = CCLC. **Blue** = internal. **Green** – Lines 10 -14 were reworded as requested to clarify that a link – not the entire agenda – shall be posted on the homepage.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 12.8, 12.9, and 12.11 and all previous versions of BP 2340.)

GOVERNING BOARD

REV 9-19-17

AP 2340 AGENDAS**Reference:**

Education Code Section 72121

Agenda Development

Governing Board meeting agendas are developed by the Superintendent/President in consultation with the Governing Board President.

The agenda shall include line items for reporting by the following individuals and groups:

- Governing Board President
- Governing Board Trustees
- Student Trustee
- Superintendent/President
- Faculty Senate
- Palomar Faculty Federation
- Administrative Association
- Confidential and Supervisory Team
- CCE/AFT
- Associated Student Government

Public Participation

Any member of the public who wishes to place a matter on the agenda of an open Board meeting shall notify the Superintendent/President in writing at least ten calendar days before any regular meeting. The signed written notification shall specify the matter and include any relevant background information and provide contact information.

The Superintendent/President shall determine whether the specific matter is directly related to the business of the District or is appropriate for an open Board meeting. Any decision by the Superintendent/President not to place a requested matter on the agenda may be appealed in writing to the Board.

The agenda will include regularly scheduled standing items from the Faculty Senate, the Palomar Faculty Federation, the Associated Student Government, the CCE/AFT, the Administrative Association, the Confidential and Supervisory Team, and the Superintendent/President.

Yellow – chgs proposed by President, guidelines provided by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College AP 12.8 and BP 12.10 and all previous versions of AP 2340.)

Public Access

A statement will be included on Board Agendas requesting that individuals who desire the agenda information in an accessible format and/or require other accommodations should contact the President's Office.

Governing Board agendas are posted to the District's website and in a conspicuous location that is freely accessible to members of the public 24 hours a day located near the meeting location in accordance with applicable laws.

Any person may file a written request to receive Governing Board agendas, or the entire agenda packet, in paper form; fees may apply. Such requests are valid for one calendar year and must be renewed annually by January 1 of each year.

Governing Board agendas and meeting materials are available for public review in the Office of the President in accordance with applicable laws and are also available at each meeting of the Board.

Fees

Fees for paper copies of Governing Board meeting materials will not exceed those allowed by law.

Office of Primary Responsibility: Superintendent/President

Yellow – chgs proposed by President, guidelines provided by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College AP 12.8 and BP 12.10 and all previous versions of AP 2340.)

GOVERNING BOARD

REV 10/27/17

BP 2365 RECORDING**References:**

Education Code Section 72121(a);

Government Code Sections 54953.5 and 54953.6

Any audio recording of an open and public Board meeting made by or at the direction of the Board shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250 et seq. The Superintendent/ President is directed to enact administrative procedures to ensure that any such recordings are maintained for ~~two years~~ **at least six months thirty days** following the ~~taping or~~ recording.

Persons attending an open and public meeting of the Governing Board may, at their own expense, record the proceedings with an audio or video tape recording or a still or motion picture camera or may broadcast the proceedings. However, if the Governing Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Governing Board to stop.

GOVERNING BOARD

REV 10/27/17

AP 2365 RECORDING

References:

Government Code Sections 6250 and 54953.5

The Superintendent/President's Office ~~is responsible for~~ will maintain~~ing~~ audio recordings of Board meetings, excluding closed sessions for ~~two one years~~ at least six months following the meeting.

The audio records shall be made available to the public and the news media in accordance with the California Public Records Act, Government Code Section 6250.

The agenda for each meeting shall state, in a prominent place, that the meetings are being recorded electronically.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 11/3/17

**BP 2410 BOARD POLICY ~~ESY MAKING AUTHORITY~~ AND
ADMINISTRATIVE PROCEDURES****References:**

Education Code Section 70902;

ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b
and e)

Recommendations for the establishment of new, or revision of existing, Governing Board Policy or Administrative Procedure may be submitted by any member of the college community and should be directed to the Superintendent/President or his/her designee.

BOARD POLICY

All Governing Board policies of the District are the responsibility of and established by the Governing Board.

The Governing Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Governing Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Governing Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

ADMINISTRATIVE PROCEDURE

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall make available to each member of the Board copies of the administrative procedures or any revisions since the last time they were provided. CCLC proposed revisions.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:*(Replaces former Palomar College Policy 7.01 and all previous versions of BP 2410.)*

47 The Governing Board reserves the right to direct revisions of the administrative
48 procedures should they, in the Board's judgment, be inconsistent with the Governing
49 Board's own policies.

50
51 Copies of all Governing Board Policies and Administrative Procedures shall be
52 readily available on the District's website.

CCLC proposed revisions.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 7.01 and all previous versions of BP 2410.)

GOVERNING BOARD

REV 10/20/17

AP 2410 ~~POLICY MAKING AUTHORITY~~ BOARD POLICIES AND ADMINISTRATIVE PROCEDURES**References:**

Education Code Section 70902;

Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b and e)

The Palomar Community College District Governing Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action.

The Superintendent/President acts as the professional advisor to the Governing Board in policy formation.

Recommendations for the establishment of new, or revision of existing, Governing Board Policy or Administrative Procedure may be submitted by any member of the college community and should be directed to the Superintendent/President or his/her designee.

In determining the need for a new policy or procedure the following questions are considered:

- Must this issue be addressed to ensure compliance with applicable laws, regulations, or accreditation mandates OR is it being considered due to an individual problem/incident?
- Does the policy/procedure have institution-wide application OR is it better addressed in an operational manual or as a department guideline?
- Is the language contained in the BP/AP general and broad enough to avoid the necessity for frequent revisions?

The District has an established a Policies and Procedures Committee made up of constituent group representatives whose responsibility it is to participate in the review, recommendation and monitoring of Governing Board Policies and Administrative Procedures. All District Policies and Procedures are vetted through the shared governance process. Final approval of Board Policy rests with the Governing Board. Final approval of Administrative Procedure rests with the Superintendent/ President.

Blue revised at 10/20/17 P&P meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College Policy 3.04 and all previous versions of AP 2410.)

~~No member or organization of the College community is precluded from presenting a policy proposal to the Governing Board or any of the recommending agencies. A citizen or organization of the College District should direct policy proposals to the President of the College in his/her capacity as Secretary to the Governing Board. Proposals may be presented to all of the recommending agencies simultaneously.~~

~~It is recommended, therefore, that policy proposals not be presented directly to the Governing Board except for compelling or urgent reasons.~~

~~The recommending agencies include:~~

~~(1) — the Associated Student Government~~

~~(2) — the Faculty Senate~~

~~(3) — the Strategic Planning Council.~~

~~A recommending agency may recommend adoption, amendment, referral to another agency, or reconsideration of a proposal. Interagency communication may take whatever form the involved agencies may deem necessary in accordance with the nature and urgency of the policy proposal.~~

~~Recommendations for adoption of policy shall be made in writing to the Governing Board.~~

Office of Primary Responsibility: Superintendent/President

Also see: BP 2200 Board Duties and Responsibilities, BP 2430 Delegation of Authority to the Superintendent/President, BP 2410 Board Policies and Administrative Procedures, BP 2510 Participation in Local Decision Making

Blue revised at 10/20/17 P&P meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College Policy 3.04 and all previous versions of AP 2410.)

GOVERNING BOARD

REV 9/4/17

BP 2435 EVALUATION OF THE SUPERINTENDENT/PRESIDENT

Reference:

ACCJC Accreditation Standard **IV.C.3 (formerly IV.B.1)**

The Governing Board shall conduct an evaluation of Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy.

The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Governing Board and the Superintendent/President.

The criteria for evaluation shall be based on Board Policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with BP 2430 titled Delegation of Authority to the Superintendent/President.

GOVERNING BOARD

REV 9/18/17

AP 2435 EVALUATION OF THE SUPERINTENDENT/ PRESIDENT

Reference:

ACCJC Accreditation **Standard IV.C.3 (formerly IV.A)**

Evaluation of the Superintendent/President should be an ongoing and systematic process conducted both informally and formally. Its purpose is to clarify the expectations placed on this position by the Governing Board and to assess performance based upon these expectations.

The employment agreement between the Superintendent/President and the Palomar CCD addresses the annual evaluation of the Superintendent/President.

Formal evaluation shall occur once each year and shall be the responsibility of the Governing Board. The process and criteria used shall be understood by and mutually acceptable to the Board and the Superintendent/President.

The Governing Board's formal evaluation of the Superintendent/President shall result in a written record of performance upon which the Board will base its annual review of the contract of the Superintendent/President.

The evaluation of the Superintendent/President shall be placed in his/her personnel file.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 10/31/17

BP 2510 PARTICIPATION IN LOCAL DECISION MAKING**References:**

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq. (Faculty Senate), 51023.5 (staff), and 51023.7 (students);

ACCJC Accreditation Standards IV.A and IV.D.7

The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and participatory governance. ~~directs its employees to make every effort in sincere attempts to use the collegial model in policy development.~~

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Faculty Senate

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters.

The term "Academic and Professional Matters" ~~refers to the establishment or modification of the following Policy and Procedure matters:~~ means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

6. Governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Faculty Hiring Policy, Faculty Hiring Criteria, and Faculty Hiring Procedures
12. Other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate. As other such academic and professional matters are identified, they will be added to this list.

Palomar Faculty Federation

Consistent with the EERA (Educational Employment Relations Act), the Palomar Faculty Federation shall represent faculty on campus committees dealing with mandatory subjects of bargaining including; salaries, benefits, and working conditions.

Staff CCE/AFT, Administrative Association, and Confidential and Supervisory Team

All sStaff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CCE/AFT, Administrative Association, and Confidential and Supervisory Team will be given every reasonable consideration.

Students

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be determined by the Associated Student Governing. made after consultation with the Associated Students. The following topics are identified in the California Code of Regulations, Title 5, Section 51023.7 as having a significant effect on students:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

80 7. Standards and policies regarding student preparation and success

81 8. Student services planning and development

82 9. Student fees within the authority of the district to adopt; and

83 10. Any other district and college policy, procedure, or related matter that the district
84 governing board determines will have a significant effect on students.

85
86 Except for unforeseeable emergency situations, the Board shall not take any action on
87 matters subject to this policy until the appropriate constituent group or groups have been
88 provided the opportunity to participate.

89
90 Nothing in this policy will be construed to interfere with the formation or administration of
91 employee organizations or with the exercise of rights guaranteed under the Educational
92 Employment Relations Act, Government Code Sections 3540, *et seq.*

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

GOVERNING BOARD

REV 9/18/17

AP 2510 PARTICIPATION IN LOCAL DECISION-MAKING

References:

Education Code Section 70902(b)(7);

Title 5 Sections 53200 et seq., 51023.5, and 51023.7;

ACCJC Accreditation Standards IV.A and IV.D.7 (formerly IV.A.2 and IV.A.5)

The Palomar College governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District.

The governance structure and practices embrace the Palomar Community College District values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do.

The Governing Board is the final authority for governance at the Palomar Community College District. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process.

Organization

The Strategic Planning Council (SPC), as the principal participatory governance body of the District, creates the processes for recommending policies and governance committee structures. The SPC reviews actions, recommendations, and requests of Planning Councils, Committees, planning groups and task forces. The SPC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The Strategic Planning Council develops, implements, evaluates continuously, and revises, if necessary, the District's plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Strategic Plan.

An Annual Implementation Plan outlines the tasks and actions to be accomplished during the upcoming year. The SPC reviews the Annual Implementation Plan three times during an academic year to evaluate progress toward the vision and strategic goals.

The Superintendent/President serves as the chair of the SPC. To provide communication within the governance structure, all Planning Council chairs report progress on their objectives and activities at each SPC meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces all previous versions of AP 2510.)

Representation

The governance structure provides for representation from seven recognized constituencies of the Palomar Community College District: ~~students, Faculty Senate, bargaining unit faculty, bargaining unit classified staff, Administrative Association members, Confidential and Supervisory employees, and senior and executive administration.~~

~~Appointments from the constituencies, when not specified by position, are made by the:~~

1. ASG – students
2. Faculty Senate – faculty on academic and professional matters
3. PFF/AFT – faculty
4. CCE/AFT– classified staff
5. Confidential and Supervisory Team (CAST) – supervisors and confidential employees
6. Administrative Association – directors and managers
7. Superintendent/President – senior and executive administrators

Appointments from the constituencies, when not specified by position, are made by the ~~respective constituency group's leadership.~~ The constituent appointees serve the length of term designated by their representative group.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- prepare for and attend meetings
- participate in discussions ~~and contribute to informed decision making~~
- communicate with ~~one's individual constituency~~ ~~ies~~ ~~members, keeping them informed of the proceedings and recommendations.~~; and
- ~~contribute to informed decision making~~

Recommendation Process

Recommendations shall emerge ideally as a result of group consensus. When consensus cannot be reached, a majority of those voting shall determine the recommendation.

Each ~~Council/Committee/Task Force~~ chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure.

~~All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.~~

The process for presenting items first for Information, then for action at a subsequent meeting shall be followed, thus allowing sufficient time for discussion. Allowance will be made for suspending this process when deemed appropriate by a majority.

Definitions of Governance Structures

Council

A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the Strategic Planning Council (SPC).

Committee

- **Operational Standing Committee** – A **standing committee group** of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. **An operational standing committee is part of the governance structure. Standing Committees do not sunset.**
- **Subcommittee** – A permanent sub-group convened by a **Standing Committee** or **Council** to consider specific subjects in detail for recommendations back to the **Standing Committee** or **Council**. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.
- **Ad Hoc Committee** – A working group or sub-group created by a council or **operational standing committee** to address and make recommendations on a particular subject. The members need not be from a council or committee. **Ad-Hoc Committees meet until the subject/issue is resolved**

Task Force

A constituency-represented group specifically convened by and reporting to SPC or to the Superintendent/President to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Open Access

Governance meetings are public. In addition to representation afforded to individuals through constituencies, other individuals and groups will be heard in accordance with the Brown Act. Written minutes will be prepared for all governance meetings. Agendas, minutes, reports, and other work products of all governance committees and other groups involved in governance should be made readily accessible to all interested parties.

Evaluation

The SPC and planning councils will regularly evaluate the governance structures and process and communicate the results of these evaluations.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17

BP 2710 CONFLICT OF INTEREST

References:

Government Code Sections 1090 et seq., 1126, and 87200 et seq.
Title 2 Sections 18730 et seq.

Governing Board members and designated employees shall not be financially interested in any contract made by them in their official capacity, Board or in any contract they make in their capacity as Board members, body or board of which they are members.

A Board member shall not be considered to be financially interested in a contract if his/her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Governing Board shall disclose his/her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Governing Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District.

In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for disclosure of assets of income of Governing Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Governing Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Governing Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

GOVERNING BOARD

REV9/19/17

AP 2710 CONFLICT OF INTEREST**References:**

Government Code Sections 87105 and 87200-87210;

Title 2 Sections 18700 et seq. and as listed below

2 Federal Code of Regulations Part 200.318(c)(1); and other citations as listed below**Incompatible Activities (Government Code Sections 1126 and 1099)**

Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Governing Board member's duties as an officer of the District. A Governing Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Governing Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)

Board members and employees shall not be financially interested in any contract made by the Governing Board or in any contract they make in their capacity as members of the Governing Board or as employees.

A Governing Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Governing Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Governing Board meeting and noted in the official Board minutes. The affected Governing Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

Yellow = CCLC Update 30**Date Approved: SPC 05/01/2007; Reviewed: 4/29/14***(Replaces all previous versions of AP 2710.)*

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Governing Board member or employee determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Governing Board's official minutes. In the case of an employee, this announcement shall be made in writing and submitted to the Governing Board. A Governing Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter:

- Publicly identify the financial interest in detail sufficient to be understood by the public
- Recuse himself or herself from discussing and voting on the matter
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Governing Board member may, however, discuss the issue during the time the general public speaks on the issue

Gifts (Government Code Section 89503)

Board members and family members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Governing Board members and designated employees.

Governing Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any

Yellow = CCLC Update 30

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces all previous versions of AP 2710.)

public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes

Representation (Government Code Section 87406.3)

Elected officials and the Superintendent/President shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1))

No employee, Board member, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, Board member, or agent, any member of his/or her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the District.

Office of Primary Responsibility: Superintendent/President

Yellow = CCLC Update 30

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces all previous versions of AP 2710.)

GOVERNING BOARD

REV 10/19/17

BP 2735 GOVERNING BOARD MEMBER TRAVEL**Reference:**

Education Code Section 72423

Government Code Section 11139.8.**Reimbursement**

Board members, including the non-voting student member, incurring travel expenses in the performance of their duties shall be eligible for reimbursement with approval of the Board.

Travel Restrictions

Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approve a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. Government Code Section 11139.8 can be incorporated by reference as part of the local agency's policies on travel. Whenever the California Legislature adopts any changes or amendments to Section 11139.8, they are automatically adopted without further action by any local agency which has incorporated Section 11139.8 as the agency's policies. Therefore, the Palomar Community College District hereby adopts Government Code Section 11139.8 and incorporates it by reference.

It shall be the responsibility of the Superintendent/President or designee, prior to approving Board Travel, to consult the web site of the California Attorney General in order to comply with the travel and funding restrictions imposed by Government Code Section 11139.8.

Travel Budget

The Superintendent/President will, in consultation with the Governing Board, establish an annual travel budget for Board members.

GOVERNING BOARD

REV 10/19/17

AP 2735 GOVERNING BOARD MEMBER TRAVEL**References:**

Education Code Section 72423

Government Code Section 11139.8.

Eligibility for reimbursement of travel expenses does not guarantee reimbursement of travel expenses. The District may reimburse Trustees for necessary expenses incurred to attend conferences, workshops, meetings, and college and site visitations provided:

- the travel is authorized by the Superintendent/President;
- the appropriate Travel Approval/Reimbursement Claim form has been completed to ensure compliance with provisions of the District's workers' compensation policy, and;
- that availability of funds in the appropriate budget account have not been depleted.

Travel conducted before the approved request form is on file may be denied for reimbursement.

To support the District the Board may adopt a fixed amount annually as part of the regular budget process. Effective fiscal year 2018/19 the amount of travel monies and the manner in which these funds will be expended will be determined by the Board prior to the adoption of the final budget.

Any unexpended funds at the end of the fiscal year will be returned to the General Fund.

Reimbursement for trustee travel expenses shall follow District procedures (see AP 6900 - Travel.)

Travel Request and Required Forms

The Superintendent/President reviews and authorizes Trustees' travel requests.

Trustees requesting travel and meeting expenses should plan ahead to avoid unnecessary short-notice travel, late registration fees, and increased costs associated with airfare, etc.

This procedure is suggested as good practice.

Date Approved:

All expenses must be properly itemized and accompanied by the necessary receipts. Requests for reimbursement are to be submitted to the Superintendent/President or his/her designee within 30 days from the completion of travel.

Failure to provide proof of actual expenses, normally in the form of credit card receipts, hotel receipts, itemized restaurant receipts, etc. within 30 days following travel may result in denial of reimbursement, a moratorium on future travel and/or a forfeiture of the District credit card.

All travel outside the United States must be approved in advance by the Governing Board.

Expectations for board member travel

Board members are expected to represent the public interest:

Advocate for and protect the District;

Foster a professional environment which reflects well on the District, and engenders respect for the District;

Not engage in any activity that is inconsistent with or in conflict with to his/her duties as an officer of the District; including the appearance of conflict of interest;

Remember that as an individual Board member they have no legal authority;

If a majority of the Board travels together they shall avoid using a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business of a specified nature that is within the subject matter jurisdiction of the Governing Board.

Upon return from travel, the Board members are encouraged to provide a written or oral report describing the content of the event attended to share with other Board members.

Office of Primary Responsibility: Superintendent/President

Also see BP 2715 Code of Ethics/Standards of Practice, BP 2720 [Communication among Governing Board Members](#), BP 2735 Governing Board Member Travel and AP 6900 Travel.

This procedure is suggested as good practice.

Date Approved:

GOVERNING BOARD

REV 9/20/17 deletion recommended

AP 2310 — REGULAR MEETINGS OF THE GOVERNING BOARD

References:

Education Code Section 72000(d);

Government Code Sections 54952.2, 54953 et seq., and 54961

The Governing Board meets on the second Tuesday of each month. Any item for the agenda must be in the President's Office ten days prior to each Tuesday meeting. The fourth Tuesday of the month will be kept open for special meetings, orientations, workshops, or training sessions, should they be needed.

Office of Primary Responsibility: Superintendent/President

Not a legally required AP. Language covered in BP. Departmental process. Does not pertain to Regular meetings.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces former Palomar College AP 12.3)

GOVERNING BOARD

REV 9/20/17 recommended for deletion

AP 2350 — SPEAKERS**References:**

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

Any member of the public seeking to speak to the Board and complain against an individual District employee may do so pursuant to the provisions of this procedure. These individuals are encouraged to contact the supervisor of the employee against whom they have a complaint and seek resolution of the complaint by informal means; however, their right to address the Governing Board is not dependent upon their doing so.

The employee against whom a complaint is made by a member of the public under this policy shall be entitled to the following: (1) Written Notice from an authorized representative of the Governing Board that the complaint has been made against him or her; and, (2) The date the complaint was made and a verbatim transcript of the complaint as presented to the Board; and, (3) The right to respond both orally and in writing to the complaint within a reasonable time thereafter, to the Board; and, (4) All rights provided by established grievance procedures for the employee's job classification, e.g., faculty, classified, administrative.

Office of Primary Responsibility: Superintendent/President

An AP is not required or recommended by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14
(Replaces former Palomar College AP 12.10.1)

THE DISTRICT

REV 9/1/17

BP 1100 THE PALOMAR COMMUNITY COLLEGE DISTRICT**References:**

Education Code Section 72000(b)

~~Elections Code Section 18304~~

The District has been named the Palomar Community College District.

The name is the property of the District. No person shall, without the permission of the Board, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college(s), education center(s):

- Palomar College San Marcos Campus
- Palomar College Escondido Center
- Palomar College North Education Center

and sites:

- Camp Pendleton
- Fallbrook
- Pauma
- Mt Carmel
- Ramona
- South Education Center

The official boundary description for the Palomar Community College District is on file at the San Diego County Office of Education.

This policy is being updated in part to delete an outdated reference to Education Code Section 18304 (Update 28.)

Date Adopted: 11/13/2007, Revised 1/14/2014, Revised:

(Replaces former Palomar College Policy 1100 and all previous versions of BP 1100.)

THE DISTRICT

REV 8/24/17 No proposed changes

BP 1200 DISTRICT MISSION**References:**

ACCJC Accreditation Standard I.A

The mission of the Palomar Community College District:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

To achieve its mission, the Palomar Community College District follows the mission of the California Community College System as determined by the State Legislature.

The District's mission is evaluated and revised on a regular basis as part of the strategic planning cycle.

THE DISTRICT

REV 8/30/17

BP 1300 EDUCATIONAL PHILOSOPHY**References:**

No specific references

The educational philosophy of Palomar College is based upon belief in the value of the individual and belief in the individual's potential for intellectual, ethical, personal, and social growth. Only through growth in these areas and responsible examination of the question of personal rights can the rights of an individual in a democratic society be fully understood.

The fundamental assumption of the democratic way of life is the intrinsic worth of the individual. This assumption, therefore, becomes the fundamental principle of public education in a democratic community.

In order to become an effective member of a democratic society, an individual must take part in a free exchange of ideas. Only within a free society is the individual assured this free exchange of ideas and the maximum freedom of choice and opportunity for self-realization consistent with the freedoms and opportunities of others. Only within a free society can the human personality attain its greatest stature.

The community college, by providing equal opportunities for individuals to develop their differing abilities and interests, enables students to realize more fully their potentials. Thus, their talents become more readily available to the community, and their participation in society becomes more effective.

In keeping with this educational philosophy, Palomar Community College District declares itself a safe haven for learning and reaffirms its unequivocal support of all students regardless of race, religion, national origin, immigration status, sexual orientation, family structure, or gender identity.

BP 1300 is being revised to incorporate language from Governing Board Resolution 16-21521 declaring Palomar a safe haven.

Date Adopted: 11/13/2007; Reviewed 1/14/2014; Revised:

(Replaces former Palomar College Policy 1.2 and all previous versions of BP 1300)

GENERAL INSTITUTION

REV 8/28/17

BP 3225 INSTITUTIONAL EFFECTIVENESS

References:

Education Code Sections 78210 et seq., and 84754.6;

ACCJC Accreditation Standard I.B.5 - 9

The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness.

This is a new Procedure recommended by CCLC.

Date Approved:

STUDENT SERVICES

REV 8/28/17

AP 3225 INSTITUTIONAL EFFECTIVENESS**References:**

Education Code Sections 78210 et seq. and 84754.6;
ACCJC Accreditation Standards I.B.5 – 9

The College shall develop, adopt, and publically post institutional effectiveness goals addressing:

- (1) accreditation status
- (2) fiscal viability
- (3) student performance outcomes; and
- (4) programmatic compliance with state and federal guidelines.

The goals should be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

This is a new Procedure recommended by CCLC.

Date Approved:

AP 5550-3900 SPEECH: TIME, PLACE, AND MANNER

References:

Education Code Sections 76120 and 66301

The students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place and manner policies and procedures contained in Board Policy 5550 and these procedures. This procedure and its implementing policy shall be applied equitably and fairly.

The District shall place no restrictions on any person, organization, or group on the basis of the content of constitutionally protected free speech/free expression provided that the speech/expression does not:

- Violate lawful community college policies and regulations, including illegal harassment and discrimination;
- Create a clear and present danger of the commission of unlawful acts;
- Cause the substantial disruption of the orderly operation of the College/District.

All College/District exterior grounds which are generally available to the public are available for students, district employees and members of the public to exercise their rights of free speech/expression. The exterior grounds include open spaces (both grassy and paved), walkways, and similar common areas where students and the public normally congregate. These areas provide visibility and allow communication to a large number of students, district employees, and others on campus without creating a substantial disruption to instruction and other service delivery activities of the College/District.

Use of District Property

I. General Provisions

A. The District derives its basic authority from the California Education Code. All pertinent local, state and federal statutes are in force on District property and may be enforced by authorized campus or off-campus agencies.

B. All persons on District Property are required to abide by Board policies

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

and administrative procedures. This includes, but is not limited to, the following:

1. No person on District property or at district functions may block entrances to or otherwise interfere with the free flow of traffic into or out of campus buildings;
2. Obstruct or disrupt campus sponsored activities;
3. Camp or lodge on District property, except with the approval of the Superintendent/President;
4. Engage in physically abusive, threatening, harassing or intimidating conduct toward any person;
5. Exhibit lewd or disorderly conduct;
6. Participate in a disturbance of the peace or unlawful assembly;
7. Use, possess, sell or manufacture narcotic or illegal drugs;
8. Possess weapons, including firearms of any kind;
9. Fail to comply with the lawful directions of a district official acting in the performance of his or her duties; or
10. Engage in the theft or misuse of district property or equipment.

- C. All persons on District Property are required, for reasonable cause, to identify themselves to, and comply with the instructions of, authorized District official acting in the performance of their duties.

Reservations for Space: As there are many events/activities on campus each year, persons wishing to use exterior grounds are encouraged to reserve space for their event/activity. Reservations are made on a first come, first served basis and priority will be given to district sponsored events/activities for students. Campus clubs, academic departments or district organizations can make a reservation request through the Office of Student Affairs. Members of the public, community organizations, and commercial vendors can make a reservation through the Office of Student Affairs or through the Facilities Office.

Acts of free speech/expression without a reservation to use exterior grounds is permitted; however persons or organizations without reservations may be moved to other available open spaces if their event/activity disrupts or substantially interferes with those who do have approved space reservations. In order to ensure the orderly operations of the College/District, the District retains the right to adjust space utilization of all exterior grounds regardless of whether a reservation has been granted or not.

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

- 81 D. Distribution of Printed Material: All users of exterior grounds may distribute
82 petitions, circulars, leaflets, newspapers or other printed matter.
83 Distribution of printed material shall only take place on exterior grounds,
84 excluding parking lots, driveways, and entrances to buildings. The
85 following provisions will also apply:
- 86 1. When distributing materials, users may not obstruct the free flow of
87 traffic, force materials on others, place materials on or in vehicles
88 parked on campus, or litter the campus;
 - 89 2. Distributed materials that are discarded or dropped in or around
90 areas other than in appropriate receptacles must be retrieved and
91 removed or properly discarded by the parties distributing the
92 material prior to their departure from the area;
 - 93 3. Distributed materials that are requesting donations must make it
94 clear that a donation is not required as a condition of participation
95 or admission nor may a specific amount of donation be indicated.
96
- 97 E. Postings on Campus: Campus departments and student clubs are
98 permitted to post literature, posters, signs, and banners in designated
99 posting locations on campus and with the prior approval of the appropriate
100 office. Campus departments should coordinate their postings with their
101 appropriate faculty chair and designated manager. Student clubs should
102 coordinate their postings with their club advisor and the Office of Student
103 Affairs.
104
- 105 F. Non-students and non-district employees may not post such items on
106 campus without the prior authorization of the Office of Student Affairs.
107 Those seeking authorization to post on campus must do the following:
- 108 1. Create literature piece ("posting") and include contact information)
109 Max size 8 ½" x 11"
 - 110 2. Take the posting to the Office of Student Affairs (SU 201) on the
111 San Marcos Campus (or mail it to: Office of Student Affairs, 1140
112 West Mission Rd, San Marcos, California 92069) with the \$5.00 fee
 - 113 3. Postings, whether electronic or on bulletin boards, are limited to 30
114 days.
- 115 G. Amplified Sound: Persons or groups wishing to use amplified sound shall
116 submit a reservation request through the Office of Student Affairs for
117 student groups or the Facilities Scheduling Office for all others.
118 Reservations are made on a first come, first serve basis and priority will be
119 given to district sponsored events and activities for students. Amplification
120 between the hours of 10:00 a.m. to 2:00 p.m. will generally be permitted
121 provided it does not reasonably disrupt the operations of the

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

College/District. Persons or groups wishing to use amplified sound (i.e. microphones, speakers, bull horns, etc.) outside of these hours must coordinate with the Office of Student Affairs and the Chief of Police. In order to ensure the orderly operations of the College/District, the District reserves the right to restrict the use of amplified sound at any time.

- H. Use of Free Standing Displays: All users are permitted to utilize free standing displays or signage as part of their expression of free speech, provided that their displays do not threaten the health and safety of students, district employees, and the general public. Users intending to use display that are larger than 12 ft. wide and/or 12 ft. high must coordinate their efforts with the Director of Facilities, the Director of Student Life, and the Chief of Police. The District reserves the right to deny the use of a large display or require the taking down of an approved display if health and safety concerns are identified. Criteria that will be taken into consideration when determining health and safety risks include, but are not limited to, height and weight of display, quality and stability of construction, proposed location of display in relation to campus buildings and pedestrian pathways, and weather conditions.
- I. Hours of Access: Access to exterior grounds by students, district employees and the public is generally between 6:00 am and 11:00 pm. No events or activities are permitted outside of these hours without approval from the Superintendent/President. In order to ensure the orderly operations of the College/District and to protect the health and safety of users, the District reserves the right to modify the days and times of access in the event of an emergency situation and/or natural disaster.
- J. Restricted Areas: Areas that are considered essential to orderly operation of the College/District are not available for programs and activities. These areas include, but may not be limited to: interior hallways and stairways, elevators, classrooms, bathrooms, locker rooms, lobbies, office waiting areas, employee/student offices, warehouses, storage or maintenance yards, mechanical rooms, and storage rooms.

The language below (lines 157 – 196) is the District’s current (and active) Administrative Procedure pertaining to Speech, Time, Place & Manner.

~~This procedure has been developed as a guide to those responsible for the selection and scheduling of speakers to appear at Palomar College. It is applicable to student organizations~~

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

on-campus in their recruitment of guest speakers and is not intended to apply to instructors inviting speakers into their classes.

The College has the responsibility to develop informed, critical, and objective thinking. Such thinking can best be encouraged in an atmosphere assuring free interchange of ideas.

Opportunities for balancing viewpoints must be provided:

- On the same program at the discretion of the sponsoring organization, or
- At another hour designated by the Director of Student Affairs, or
- At any date in the Free Speech Area in accordance with the code of the Free Speech Area.

No speaker or topic shall be in violation of the Education Code or any local, state, or federal law (See Item 2 on procedures below). The Director of Student Affairs shall seek, from any speaker, agreement on the following provisions:

- That the speaker's background be made known to his/her audience as accurately and completely as possible.
- That if a question period is provided, the speaker attempts to answer questions from the floor that have both relevance and propriety.
- That the speaker's presentation and/or question period be taped and recorded for library use.

All off-campus speakers to be presented at Palomar College by student organizations must be cleared through the Student Affairs Office and placed on the Master Calendar. Forms for scheduling speakers are available in the Student Affairs Office and must be submitted at least three weeks prior to the presentation. The Director of Student Affairs will determine adherence to Board policy regarding all off campus speakers.

The following procedures must be followed when inviting speakers to the campus:

- Obtain approval of the Club Advisor.
- Obtain clearance from the Director of Student Affairs to determine intended adherence to Education Code. Before rendering a decision, the Director of Student Affairs may consult the respective club, or other resources. (One week to be allotted for decision).
- Obtain a form in the Student Affairs Office for scheduling a speaker and request a "tentative" date and room on the Master Calendar.
- Extend a written invitation to the speaker.
- After the speaker accepts the invitation, confirmation must be obtained from the Student Affairs Office.
- The Governing Board will be apprised of the speaker prior to presentation.
- Failure to comply with the above procedures will result in cancellation of an activity.

Office of Primary Responsibility: Student Affairs Services

This version of AP 3900 was presented at P&P on 11/4/16 and drafted by Adrian. P&P approved this item as written – lines 108-114 were filled in after the May P&P meeting. Minimal yellow highlighting was used – observe the underline and strike-out.

Date Approved: SPC 04/08/2008: Revised:

(Replaces Palomar College Procedures 434.1 and 434.2 and Administrative Procedure 5550)

Student Services

REV 11/17/16

AP 5031 INSTRUCTIONAL MATERIALS FEES

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

Students may be required to provide instructional ~~and other~~ materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

DEFINITIONS:

- **Instructional and Other Materials:** ~~Any tangible personal property which is owned or primarily controlled by an individual student.~~
- **Tangible Personal Property:** ~~Includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.~~

Required Instructional ~~and Other~~ Materials: Any ~~instructional and other~~ materials which a student must procure or possess as a condition of registration, enrollment, or entry into a class; or any such material which the instructor determines is necessary to achieve ~~these the~~ required objectives of a course ~~which are to be accomplished under the supervision of an instructor during class hours.~~

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of AP 5031)

- **Solely or exclusively available from the District:** The instructional material is not available except through the District or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) The instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons or 2) The instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.
- **Required Instructional and Other Materials which are of Continuing Value Outside of the Classroom Setting:** Materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class hours.

Establishing Required Materials and Related Fees

The need for an instructional material fee is determined by the discipline faculty in consultation with the department chair, the division dean, and staff in the Office of Instructional Services. The instructional material fee is assessed if it complies with the definitions above.

All instructional material fees are published in the class schedule. The fees are paid to the Bookstore or the Cashier's Office, and the materials are provided by the department or by the College Bookstore.

Office of Primary Responsibility: Instructional Services and Student Services

NOTE: The yellow highlighted language is from legal Update 20

Date Approved: 04/08/2008, Revised

(Replaces Palomar College Policy 403.3 and all previous versions of AP 5031)

STUDENT SERVICES

REV 9/1/17

AP 5530 STUDENT COMPLAINTS AND GRIEVANCES

References:

Education Code Section 76224(a);
Title IX Education Amendments of 1972
ACCJC Accreditation Eligibility Requirement 20;
ACCJC Accreditation Standard IV.D

The purpose of this procedure, through due process, is to provide a prompt and equitable resolving of student complaints and grievances. It is the responsibility of the student to provide proof of the alleged unjust action.

Definition of Terms

Complaint: A statement of dissatisfaction with an alleged unjust action that affects the status, rights, and/or privileges of a student. Complaints are excluded from the grievance process as they *do not* violate District policies or procedures, or local, state, or federal law.

Grievance: A statement of an alleged unjust action that affects the status, rights, and/or privileges of a student *due to a violation* of District policies or procedures, or local, state, or federal law. Excluded from the grievance process are any matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline, and Student Final Grade Appeal Procedure). The grievance process may not be used to change a District policy.

Appeal: An action taken to request a review of and possible change to the recommended resolution of the grievance.

Day: A day is a school day when classes are offered or exams scheduled, excluding Saturday.

Ombudsperson: A person capable of mediating in a dispute without taking sides but with an interest in resolving an issue.

Complaint Resolution Process

First, before initiating complaint procedures, the student shall attempt to resolve the dispute with the district employee or other student.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

If the dispute is not satisfactorily resolved with the district employee or other student, the student with the complaint should, as the second step in the process, arrange to speak with the employee's immediate supervisor (if the complaint is against an employee) or the Director of Student Affairs (if the complaint is against another student.)

If the complaint is not satisfactorily resolved with the immediate supervisor, it moves through the administrative chain, with a final decision rendered by the appropriate Vice-President.

Grievance Resolution Process

1. A student may initiate a grievance-with the Director of Student Affairs within one semester of the alleged violation. The student should prepare a document that includes the following:
 - a. A clear and concise statement of the grievance demonstrating violation of District policies or procedures, or local, state or federal law
 - b. The name/s of the individual/s against whom the grievance is being filed and factual data including dates, times, records, etc.
 - c. The proposed resolution, corrective action, or remedy being sought (exclusive of the grievance process as identified under Definition of Terms: Grievance.)
 - d. A summary of actions already taken to resolve the issue
2. Following review of the grievance, the Director of Student Affairs shall make a determination as to the appropriateness of allowing the grievance to go forward. The following criteria should be taken into consideration when making this determination:
 - a. Does the grievance involve matters for which a specified method of complaint resolution is provided by law or by District policy (such as the Americans with Disabilities Act Complaint Procedure, the Sexual Harassment Complaint Procedure, Employee Discipline, and Student Final Grade Appeal Procedure)?
 - b. Is the resolution sought by the student reasonable given the circumstances of the grievance articulated by the student?
 - c. Can the grievance be resolved through established process?
 - d. Does the grievance committee have jurisdiction to restore the rights of the student and/or provide resolution?

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

- e. Is the grievance timely? That is, has the student initiated the process within legally mandated timelines or typically one (1) semester from the date of the alleged grievance. 21
3. If any of the above criteria are answered in the negative, the Director of Student Affairs shall notify the student that the process cannot appropriately address their grievance. This notice shall be delivered to the student either in person or by U.S. mail within fourteen (14) days of receipt of the grievance by the Director of Student Affairs.
4. Should the student desire to appeal the decision of the Director of Student Affairs, he/she should write a letter to the Assistant Superintendent/Vice President for Student Services requesting examination of the case and reversal of the Director's decision. This appeal letter must be received by the Assistant Superintendent/Vice President for Student Services within twenty-one (21) days of the date of the notice sent by the Director of Student Affairs.
5. The Assistant Superintendent/Vice President for Student Services shall decide within fourteen (14) days of receipt of the student's appeal whether to allow the grievance to go forward. The student shall be notified either in person or by U.S. mail of the decision of the Vice President for Student Services. The Director of Student Affairs will be notified to allow the grievance to move forward if that is the decision of the Assistant Superintendent/Vice President for Student Services.
6. The Assistant Superintendent/Vice President for Student Services will appoint an ombudsperson acceptable to both sides involved in the grievance. If the grievance is against the Assistant Superintendent/Vice President for Student Services, then the Assistant Superintendent/Vice President for Instruction will assume responsibility for resolution.
7. Within ten days after receipt of the Grievance, the Ombudsperson will meet with the parties involved in the grievance prior to convening a conciliation conference. The Ombudsperson will attempt to reach resolution with the parties prior to or during the conciliation conference. If agreement is reached between the parties, a written statement signed by both parties shall be filed with the Vice President handling the grievance.
8. If no agreement is reached, a written request for a formal hearing must be filed with the Director of Student Affairs. If the student fails to submit a request for formal hearing within ten days after the conciliation conference, the matter will be considered closed. The Director of Student Affairs will notify each party in writing of closure.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

Formal Hearing

1. Within ten days of receiving a written request for a formal hearing, the Director of Student Affairs will coordinate convening a Grievance Committee to conduct the hearing. The five member committee shall be composed as follows:

- a. Two students appointed by the Associated Student Government (ASG) President.
- b. Two members from the constituency group of the person who the grievance is being filed against.
- c. One District Vice President or designee who shall serve as committee chair

Each party will be permitted two challenges to committee members for cause and one peremptory challenge. In the establishment of the Committee, the Director of Student Affairs will serve to coordinate the formation of the Committee and provide information needed to assist parties.

2. The Grievance Committee shall:

- a. Receive a signed written statement from each party involved in the grievance specifying all relevant facts
- b. Hear testimony, examine witnesses, and receive all evidence pertaining to the case
- c. Wait for 15 minutes past the appointed time for the parties to the grievance to arrive at the hearing. If both have not appeared by the extended time frame, the Grievance Committee will determine how to proceed.
- d. Allow each party the right to be represented at the hearing by a student or staff member of the District
- e. Question witnesses and hear testimony
- f. Evaluate the relevance and weight of testimony evidence; limit its investigation to matters identified in the formal grievance
- g. Make recommendations for disposition of the case in accordance with the proposed resolution, corrective action, or remedy being sought as identified in the grievance statement.
- h. Keep a confidential audio recording of the proceeding for six months and which shall be made available to the parties to the grievance upon request.
- i. Submit its findings of fact and recommended action to each party and the appropriate Vice President within ten days of the formal hearing.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

3. The formal hearing shall be closed to the public unless mutually agreed upon by the parties to the grievance.

Initial Appeal

1. Upon receipt of the Grievance Committee's decision, within five days, the student may submit a written appeal of the decision to the appropriate ~~Assistant Superintendent~~ Vice President. The appeal must contain a clear and concise statement of the reason(s) for the appeal and include copies of the original grievance and all proposed resolutions and recommended decisions. The ~~Assistant Superintendent~~ Vice President may:
 - a. Affirm the recommendation of the Grievance Committee.
 - b. Modify the recommended decision.

Second Level Appeal

1. Upon receipt of the recommendation of the appropriate ~~Assistant Superintendent~~ Vice-President, the parties to the grievance have five days to appeal the decision of the Vice President to the Superintendent/President.
2. If neither party submits a request for appeal within five days, the matter will be considered closed. The documentation will be kept by the Director of Student Affairs.
3. If an appeal is submitted to the Superintendent/President, it must contain clear, concise reason(s) for the appeal and include copies of the original grievance and all proposed resolutions and recommended decisions.
4. Within thirty days of receipt of the request for appeal, the Superintendent/President will review the written record and issue a written decision. The Superintendent/ President may:
 - a. Affirm the recommendation of the Grievance Committee
 - b. Affirm the recommendation of the ~~Assistant Superintendent~~ Vice President
 - c. Modify the recommended action

Governing Board Appeal

1. If either party wishes to appeal the decision of the Superintendent/President, she/he must submit a request for an appeal to the Governing Board within ten days of receipt of the Superintendent/President's decision. The Governing Board reviews all written records and shall render a final decision within sixty days.

Date Approved: SPC 04/08/2008, Revised 9/20/2016; Revised:

(Replaces Procedures 426, 430.3, 430.311, 430.312, 430.313, and 430.314 and all previous versions of AP 5530.)

209 2. Requests for appeal must contain the following:

210 a. A clear and concise statement of the reason(s) for the appeal.

211 b. A file containing copies of the original grievance and all proposed
212 resolutions and recommended decisions.

213 3. The decision of the Governing Board is final.

214 4. Documentation of the appeal will be kept by the Director of Student Affairs.
215

216 Time lines may be extended when instructors and students are not available, such as
217 **during** intersession or summer sessions.

218 A grievance may be withdrawn by the student at any time. However, the same
219 grievance shall not be filed again by the same student.

220 Students who make false or malicious charges against an employee of the District are
221 subject to disciplinary action as outlined in BP 5500 Standards of Conduct and AP 5520
222 Student Discipline Procedures.

223
224 Office of Primary Responsibility: Student **Services** **Affairs**

HUMAN RESOURCES

REV 9/1/17

This AP is submitted for amendment in order to reflect past practice of the District as well as agreements with the representative unions.

AP 7380 RETIREE HEALTH BENEFITS**References:**

Education Code Sections 7000 et seq.

All Full-Time employee active subscribers, their spouses, their domestic partners (as defined in Appendix D and BP 7510-Domestic Partners) and their eligible dependent children from birth to age 26 are eligible for District Paid Health Benefits. Benefits-eligible employees who work less than full time are eligible for District-paid health and dental benefits after working the equivalent to full time, ten (10) months as described for Groups I & II.

The health benefits for retirees from Palomar College are addressed in the following three groups:

Group I

- ~~Hired prior to 3/1/94, employed for 20 years or more~~
- ~~Retiree and eligible dependents will receive medical and dental benefits for the life of the retiree~~

Full-time employees hired prior to March 1, 1994 working at least ten (10) months within a year who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and who have been employed at Palomar College for twenty (20) or more consecutive years will receive the same level of health benefits as provided to active employees and eligible dependents in effect on the date the employee retires for the life of the retiree. These benefits will be fully employer-paid.

At age 65, retirees and dependents eligible for Medicare benefits must enroll in Medicare A and B. Note: It is necessary to contact the Social Security Administration office three (3) months/ninety (90) days prior to the retiree's 65th birthday in order for benefits to begin the month the retiree turns age 65. Failure to enroll prior to the retiree's 65th birthday will result in the effective date of benefits being delayed. These rules also apply to the retiree's spouse.

Dental coverage will continue for retiree and eligible dependents for the life of the retiree.

Group II

- ~~• Hired prior to 3/1/94 with at least ten years but less than 20 years of service~~
- ~~• Hired after 3/1/94 with at least ten years of service~~
- ~~• Retiree and eligible dependents will receive medical benefits up to age 65~~
- ~~• Dental benefits will continue for the life of the retiree~~

Full-time employees working at least 10 months within a year:

- Hired prior to March 1, 1994, who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and have been employed at Palomar College for ten (10) consecutive years, but less than twenty (20) consecutive years; or
- Hired on or after March 1, 1994, who are eligible to retire based on the applicable employee agreement and employee's retirement plan (CalSTRS or CalPERS) and who have been employed at Palomar College for ten (10) consecutive years or more, will receive the same level of health benefits as provided to active employees and eligible dependents in effect on the date the employee retires until the retiree has reached the age of 65. These benefits will be fully employer-paid.

The spouse of the retiree at the time of retirement will receive the same fully employer-paid health benefits as provided to active employees and eligible dependents until the retiree reaches age 65 or the death of the retiree, whichever occurs first. Eligible dependent children of the retiree at the time of retirement will be covered according to the terms of this Agreement until the retiree reaches age 65 or the death of the retiree, whichever occurs first.

Dental coverage will continue for retiree and eligible dependents for the life of the retiree.

Group III

- ~~• Employees who terminate with less than ten years of are not eligible for District-paid health benefits~~
- ~~• May continue health benefits on a self-pay basis for 18 months (COBRA)~~

~~Benefits-eligible employees who work less than full-time are eligible for District-paid health and dental benefits after working the equivalent to full-time, ten months (e.g., a 50 percent part-time employee would complete the full-time, ten months eligibility described for Group I in 40 years) as described for Groups I and II.~~

Employees who terminate with less than ten (10) consecutive equivalent years of employment at Palomar College are not entitled to District-paid retirement health benefits. However, under current legislation, they are entitled to purchase, at their own expense, health and dental insurance (at group rates plus a small administrative fee) for a specified period of time.

Office of Primary Responsibility: Human Resource Services

This section contains all the
BP's & AP's with no
recommended changes.

They are all double sided.

GOVERNING BOARD

REV 9/1/17 No proposed changes

BP 2110 VACANCIES ON THE GOVERNING BOARD**References:**

Education Code Sections 5090 et seq.;
Government Code Section 1770

Vacancies on the Governing Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Governing Board shall be governed by Education Code Section 5090.

Within 60 days of the vacancy or filing of a deferred resignation, the Governing Board shall either order an election or make a provisional appointment to fill the vacancy. If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in Education Code Section 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for District Governing Board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the Governing Board members at a public meeting.

The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Governing Board will determine the schedule and appointment process, which may include interviews at a public meeting.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2110 VACANCIES ON THE GOVERNING BOARD**References:**

Education Code Sections 5090 et seq.;
Government Code Sections 1770 and 6061

When the Governing Board determines to fill the vacancy by appointment, the Superintendent/President shall assure that there is ample publicity to and information for prospective candidates. Publicity shall include posting in three public places in the District and publication in a newspaper of general circulation. The posted notice of vacancy shall include directions regarding applications or nominations of legally qualified candidates. Persons applying or nominated must meet the qualifications required by law for members of the Governing Board.

Persons applying for appointment to the Governing Board shall receive a letter from the Superintendent/President containing information about the District and the Board, and including a candidate information sheet to be completed and returned by a specific date.

The Governing Board shall request personal interviews with candidates. Interviews will be conducted in a public hearing scheduled for that purpose. Each Board member will review all candidate information sheets, with final selection made by a majority vote of the Governing Board members at a public meeting called for that purpose.

Whenever a provisional appointment is made, the Governing Board shall, within 10 days of the provisional appointment, post notices of both the actual vacancy or the filing of a deferred resignation and the provisional appointment in three public places in the District. It shall also publish a notice in a newspaper of general circulation.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. It shall also contain the full name of the provisional appointee to the Governing Board, the date of appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

A provisional appointment confers all powers and duties of a Governing Board member upon the appointee immediately following his/her appointment. A person appointed to fill a vacancy shall hold office only until the next regularly scheduled election for Governing Board members. An election shall be held to fill the vacancy for the remainder of the unexpired term. A person elected at an election to fill the vacancy shall hold office for the remainder of the term in which the vacancy occurs or will occur.

Office of Primary Responsibility: Superintendent/President

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Reviewed:

(Replaces all previous versions of AP 2110.)

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2220 COMMITTEES OF THE GOVERNING BOARD

Reference:

Government Code Section 54952

The Governing Board may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Governing Board action shall comply with the requirements of the Brown Act and with Palomar Community College District policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Governing Board that are advisory are not required to comply with the Brown Act or with these policies regarding open meetings.

Board committees that are only advisory have no authority or power to act on behalf of the Governing Board. Findings or recommendations shall be reported to the Governing Board for consideration. All Board-appointed committees serve in an advisory capacity to the Board and shall avoid making commitments which might be interpreted as binding contracts on the District.

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2305 ANNUAL ORGANIZATIONAL MEETING

Reference:

Education Code Section 72000(c)(2)(A)

The Governing Board shall hold an annual organizational meeting. The date and time of the annual organizational meeting shall be selected by the Board at its regular meeting held immediately prior to November 30 unless otherwise provided by rule of the Governing Board. The annual organizational meeting shall be held between November 30 and December 14 of each year. The Board shall notify the County Superintendent of Schools of the date and time selected for the meeting. Within 15 days prior to the meeting, the Secretary to the Board shall notify in writing all members and members elect of the date and time selected for the annual organizational meeting.

GOVERNING BOARD

REV 9/2/17 no proposed changes

BP 2320 SPECIAL AND EMERGENCY MEETINGS**References:**

Education Code Section 72129;

Government Code Sections 54956, 54956.5, and 54957

Special meetings may from time to time be called by the President of the Governing Board or by a majority of the members of the Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting, and shall be noticed in accordance with the Brown Act. No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The Superintendent/President shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2320 SPECIAL AND EMERGENCY MEETINGS**References:**

Education Code Sections 72023.5 and 72129;
Government Code Sections 54956 and 54956.5

Whenever a special meeting of the Governing Board is called, the Superintendent/President shall cause the call and notice to be posted at least 24 hours prior to the meeting in a location freely accessible to the public. The Superintendent/President shall also ensure that the following notices of the meeting are delivered either personally or by other means:

- Written notice to each member of the Governing Board, including the Student Trustee
- Written notice to each local newspaper of general circulation, and each radio or television station that has previously requested in writing to be provided notice of special meetings

The written notice must be received at least 24 hours before the time of the meeting as set out in the notice. The notice shall specify the time and place of the special meeting and the business to be transacted or discussed. The notice may be waived by members of the Governing Board in writing either prior to or at the time of the meeting.

Whenever an emergency meeting of the Governing Board is called, the Superintendent/President shall cause notice to be provided by telephone at least one hour prior to the meeting to each local newspaper of general circulation and each radio or television station that has requested notice of special meetings. If telephone services are not functioning, the Superintendent/President shall provide the newspapers, radio stations, and television stations with information regarding the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2360 MINUTES

References:

Education Code Section 72121(a);
Government Code Section 54957.5

The Superintendent/President shall cause minutes to be taken of all meetings of the Governing Board. The minutes shall record all actions taken by the Governing Board including, but not limited to, those Board members present and absent, all motions, names of those making and seconding motions, and votes. The minutes shall be public records and shall be available to the public. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2432 SUPERINTENDENT/PRESIDENT SUCCESSION

References:

Education Code Sections 70902(d) and 72400;
Title 5 Section 53021(b)

The Governing Board delegates authority to the Superintendent/President to appoint an acting Superintendent/President to serve in his/her absence for short periods of time, not to exceed 30 calendar days at a time.

In the absence of the Superintendent/President and when an Acting President has not been named, administrative responsibility shall reside with (in order):

- Chief Instructional Officer
- Chief Student Services Officer
- Chief Business Officer
- Chief Human Resources Officer
- Deans (in order of length of service as a dean at Palomar College)

The Governing Board shall appoint an acting Superintendent/President for periods exceeding 30 calendar days.

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2610 PRESENTATION OF INITIAL COLLECTIVE BARGAINING PROPOSALS

Reference:

Government Code Section 3547

The Superintendent/President is directed to enact administrative procedures that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Governing Board of initial proposals for collective bargaining.

All initial collective bargaining proposals, which relate to matters within the scope of representation, shall be made in accordance with the procedures set forth in Government Code Section 3547.

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2610 PRESENTATION OF INITIAL COLLECTIVE BARGAINING PROPOSALS**Reference:**

Government Code Section 3547

Whenever an initial collective bargaining proposal is received from an exclusive representative of District employees, or whenever the District's own negotiator presents an initial proposal, the following actions must be taken at public meetings of the Governing Board:

- The exclusive representative or the District must present the initial collective bargaining proposal orally or in writing to the Governing Board at a public meeting.
- Between the initial presentation and subsequent opportunity for public response, all initial collective bargaining proposals will be available for public review in the District's Human Resources Office.
- The public shall have an opportunity to respond to the exclusive representative's or District's initial proposal at a subsequent public Governing Board meeting. The opportunity for public response shall appear on the Governing Board's regular agenda. Public response shall be taken in accordance with the Board's Policies regarding speakers.
- After the public has an opportunity to respond to an initial proposal presented by the District, the Governing Board shall, at the same meeting or a subsequent meeting, adopt the District's initial proposal. The adoption shall be indicated as a separate action item on the Board agenda. There shall be no amendment of the District's initial proposal unless the public is again afforded a reasonable opportunity to respond to the proposed amendment at a public meeting.
- If new subjects of meeting and negotiating arise after the presentation of initial proposals, the following procedure shall be followed: all new subjects of meeting and negotiating, whether proposed by the exclusive representative or the District, shall be posted by the District in the same public place as it posts its agendas within twenty-four (24) hours after their presentation in negotiations.
- When a request to reopen a collective bargaining agreement, as required by the agreement, is received from an exclusive representative or is made by the District, the public notice procedure outlined in this procedure shall be followed.

40 When the District and the exclusive representative agree to amend an executed
41 collective bargaining agreement in accordance with the agreement, the following
42 procedure shall be followed:

- 43 • The amendment shall appear on the agenda as a notice item, for action at a
44 subsequent Governing Board meeting.
- 45 • The public shall have an opportunity to respond to the amendment at a
46 subsequent Governing Board meeting. The public response shall be indicated
47 on the agenda.

48 Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2712 CONFLICT OF INTEREST CODE

References:

Government Code Section 87100 – 87500;
Title 2 Section 18730

The Political Reform Act (Government Code Sections 87100 et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (Title 2 California Code of Regulations Section 18730) which contains the terms of a standard conflict of interest code, and which can be incorporated by reference as the local agency's conflict of interest code. Whenever the Fair Political Practices Commission adopts any changes or amendments to Section 18730, they are automatically adopted without further action by any local agency which has incorporated Section 18730 as the agency's conflict of interest code. Therefore, the Palomar Community College District ("District") hereby adopts Section 18730 and incorporates it by reference as its conflict of interest code. This replaces and supersedes any prior conflict of interest code after approval by the San Diego County Board of Supervisors.

Designated employees who are required to file statements of economic interest are set forth in Appendix "A." Those designated employees are classified as either "Government Code Section 87200 Filers" or "Code Filers." Government Code Section 87200 Filers shall file their statements of economic interest with the San Diego County Board of Supervisors with the District retaining a copy. Code Filers will file their statements of economic interest with the District which will retain the originals.

APPENDIX “A”

Government Code Section 87200 Filers

The following designated employees manage public investments and shall file a full statement of economic interest for all disclosure categories listed below.

- Governing Board Members
- Superintendent/President
- Assistant Superintendent/Vice President for Finance and Administrative Services

Code Filers

The following designated employees shall file statements of economic interest for the disclosure categories shown after their titles.

- | | |
|--|-----------------------------|
| • Assistant Superintendent/Vice President
for Human Resource Services | Category 6 |
| • Assistant Superintendent/Vice President
for Instruction | Categories 5, 6 |
| • Assistant Superintendent/Vice President
for Student Services | Categories 5, 6 |
| • Director, Fiscal Services | Categories 4, 5 |
| • Deans | Category 6 |
| • Director, Business Services | Categories 1, 4, 5 |
| • Director, Facilities | Categories 1, 2, 3, 4 |
| • Police Chief | Categories 5, 6 |
| • Consultant* | Categories 1, 2, 3, 4, 5, 6 |

*Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this Code subject to the following limitation: The Superintendent/President or designee may determine in writing that a particular consultant, although a “designated position” is hired to perform a range of duties that were limited in scope and thus not required to comply fully with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s duties and, based on that description, a statement of the extent of disclosure requirements. The Superintendent/President’s determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

The disclosure categories listed below identify the types of investments, business entities, sources of income, or real property which the designated employees must disclose for each disclosure category to which he/she is assigned.

Category 1: All investments and business positions and sources of income from business entities that do business with the District or own real property within the boundaries of the District, plan to do business or own real property within the boundaries of the District within the next year, or have done business with or owned real property within the boundaries of the District within the past two years.

Category 2: All interests in real property which is located in whole or in part within, or not more than two miles outside, the boundaries of the District.

Category 3: All investments and business positions in, and sources of income from, business entities that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the District, plan to engage in such activities within the jurisdiction of the District within the next year, or have engaged in such activities within the jurisdiction of the District within the past two years.

Category 4: All investments and business positions in, and sources of income from, business entities that are banking, savings and loan, or other financial institutions.

Category 5: All investments and business positions in, and sources of income from, business entities that provide services, supplies, materials, machinery, vehicles, or equipment of a type purchased or leased by the District.

Category 6: All investments and business positions in, and sources of income from, business entities that provide services, materials, machinery, vehicles, or equipment of a type purchased or leased by the designated employee's Department.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/19/17 no proposed changes

AP 2714 DISTRIBUTION OF TICKETS OR PASSES**Reference:**

Title 2 Section 18944.1

The Superintendent/President shall ensure compliance with the following procedures for the distribution, use and reporting of tickets or passes which are made available to or for the District and are distributed to a District official for admission to a facility, event, show, or performance for an entertainment, amusement, recreational, or similar purpose.

These procedures shall ensure that all tickets and passes distributed by the District are issued in furtherance of the public purposes of the District pursuant to Section 18944.1 of Title 2 of the California Code of Regulations ("Section 18944.1"). The public purpose for providing a ticket and/or pass to a District official is to further the District's mission or significantly contribute to the professional development of the District official or member of the Governing Board. Tickets or passes distributed and accounted for in compliance with this policy and Section 18944.1 will not be considered as gifts to the District official who makes use of such tickets or passes.

Definitions

"District official" means every member, officer, employee or consultant of the Palomar Community College District, as defined in Government Code Section 82048 and Fair Political Practices Commission (FPPC) Regulation 18701. Such term shall include any District Governing Board member or employee required to file an annual Statement of Economic Interests (FPPC Form 700).

"Immediate family" means spouse and dependent children.

"Ticket or pass" means an admission to a facility, event, show, or performance for an entertainment, amusement, recreational, or similar purpose, as defined in Section 18944.1.

Applicability

This policy applies to tickets and passes that are:

- Gratuitously provided to the District by an outside source
- Acquired by the District by purchase, or
- Received by the District as consideration pursuant to the terms of a contract or because the District owns or controls the facility or venue at which the event occurs or sponsors the event.

This policy does not apply to tickets or passes that are:

- Provided to a District official to carry out his/her job duties or where the District official will perform a ceremonial role or function on behalf of the District, as long as the District reports the distribution of the ticket or pass on its website as set forth below.
- Treated by the District official as income consistent with federal and state income tax laws and the District reports the distribution of the ticket or pass as income to the official and on its website as set forth below. If the District official is required to file an annual Statement of Economic Interests (FPPC Form 700), the official shall be responsible for determining whether the income represented by the ticket or pass must be reported on the official's FPPC Form 700.
- The District official purchases or reimburses the District for the face value of the tickets or passes

If other benefits, such as food, or other items, are provided to the District official or employee at the event and they are not included as part of the admission to the event, those benefits will need to be accounted for as gifts to the District official or employee.

Public Purpose

The public purpose for providing a ticket and/or pass to a District official is to further the District's mission or significantly contribute to the professional development of the District official or member of the Governing Board. This includes but is not limited to the following:

- Promotion of education related policy activities on behalf of the District, nationally, regionally and statewide
- Marketing promotions highlighting the achievements of public agencies, local residents, nonprofits, community groups and businesses in the areas of education
- Promotion and marketing of District facilities and resources available for public use
- Promotion of District recognition, visibility, and/or profile on a local, state, national or international scale
- Promotion of District issues and interests at event sponsored by other governmental agencies and government related industry groups, and nonprofit organizations
- Attendance at student productions, scholarship dinners, welcome dinners, recognition dinners, award banquets, graduation ceremonies, pinning ceremonies, commencement activities, end-of-year parties, student performances, student plays, student or faculty debates, student sporting events, student or faculty presentations, and/or similar events that may have some

amusement, entertainment, or recreational component within or on behalf of the District

- Promotion of open government by District official appearances, participation and/or availability at business or community events
- Sponsorship agreements involving private events where the District specifically seeks to enhance the District's reputation both locally and regionally by serving as hosts providing the necessary opportunities to meet and greet visitors
- All written contracts where the District, as a form of consideration, has required that a certain number of tickets or suites be made available for its use
- Employment retention programs, including enhancement of employee morale
- Charitable 501(c)(3) fundraisers for the purpose of networking with other community and civic leaders
- Spouses of District officials in order to accompany him/her to any events listed above
- Any purpose similar to above included in any District contract

Distribution

The District has sole discretion to determine who shall receive the tickets or passes received or acquired by the District.

- Tickets or passes that are donated or provided by an outside source and are earmarked for use by a specific District official are considered gifts to the District official and are subject to the disclosure and reporting requirements applicable to gifts, unless one of the exemptions listed above apply.
- Tickets or passes received by the District from an outside source without designation as to the specific District official who may use the tickets or passes shall be forwarded to the Office of the Superintendent/President. The Superintendent/President or designee shall determine the face value of the tickets or passes, the District official who may use them, and report their distribution as provided below.
- The District will distribute the ticket or pass to the person who will benefit most directly or whose regular role in the District most directly relates to the facility, event, show, or performance. If more than one person would benefit equally or their role relates equally to the facility, event, show, or performance, the District will select one person to receive the ticket or pass by lot or rotation.

Transfer Prohibition

The transfer by any District official of any tickets and/or passes distributed pursuant to this policy to any other person, except to members of the District official's immediate family for their personal use, is prohibited. The District official or any member of the official's immediate family may, however, return any ticket or pass unused to the District for redistribution pursuant to this policy.

Date Approved: SPC 9/4/13; Reviewed: 4/29/14; Reviewed:

(Replaces all previous versions of AP 2714.)

Reporting Requirement

The forms shall be forwarded to the FPPC for posting on its website, as required by Section 18944.1.

Consistency with Section 18944.1

AP 2714 is intended to be consistent with Section 18944.1. In the event of any inconsistency between AP 2714 and Section 18944.1 as may be amended from time to time, Section 18944.1 shall prevail.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17 no proposed changes

BP 2717 PERSONAL USE OF PUBLIC RESOURCES

References:

Government Code Section 8314;

Penal Code Section 424

No Governing Board member shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

GOVERNING BOARD

REV 9-4-17 no proposed changes

BP 2750 GOVERNING BOARD MEMBER ABSENCE FROM THE STATE**Reference:**

Government Code Section 1064

No member of the Governing Board shall be absent from the state for more than 60 days, except in any of the following situations:

- Upon business of community college district with the approval of the Governing Board.
- With the consent of the Governing Board for an additional period not to exceed a total absence of 90 days. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Governing Board.
- For federal military deployment, not to exceed an absence of a total of six months, as a member of the Armed Forces of the United States or the California National Guard. If the absence of a member of the Governing Board pursuant to this subdivision exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence and fill the temporary vacancy. If two or more members of the Governing Board are absent by reason of the circumstances described in this subdivision, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to fill the temporary vacancies and enable the Governing Board to conduct business and discharge its responsibilities.
- The term of an interim member of the Governing Board appointed as set forth above may not extend beyond the return of the absent member, nor may it extend beyond the next regularly scheduled election for that office.

Also see AP 2110 titled Vacancies on the Governing Board

This section contains all the
BP's WITH recommended
changes.

They are all double sided.

GOVERNING BOARD

REV 10/24/17

BP 2010 GOVERNING BOARD MEMBERSHIP

References:

Education Code Sections 72023, 72103, and 72104

ACCJC Accreditation Standard IV.C.6

The purpose of the Governing Board of the Palomar Community College District is to serve as a representative body elected by and responsible to the people of the College District. The Governing Board shall consist of five members elected by the qualified voters of the District. Members shall be elected at large.

Any person who meets the criteria contained in law is eligible to be elected or appointed to serve as a member of the Governing Board.

No member of the Governing Board shall, during the term for which he or she was elected, be eligible to serve on a the governing board of a high school district whose boundaries are coterminous with those of the community college district.

An employee of the District may not be sworn into office as an elected or appointed member of the Governing Board unless he/she resigns as an employee.

No member of the Governing Board shall, during the term for which he/she is elected, hold an incompatible office.

See BP 2710 titled Conflict of Interest.

Yellow = CCLC update 28 Blue = internal

Date Adopted: 11/13/2007; Reviewed: 6/10/2014; Revised:

(Replaces former Palomar College Policy 5.0 and all previous versions of BP 2010)

GOVERNING BOARD

REV 10/20/17

BP 2015 STUDENT TRUSTEE

References:

Education Code Sections 72023.5 and 72103

The Governing Board shall include one non-voting Student Trustee. The term of office shall be one year commencing June 1.

The duly elected Associated Student Government (ASG) President will serve as the student member of the Board. If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled in accordance with the ASG line of succession per ASG Bylaws.

The Student Trustee shall be enrolled in and maintain a minimum of five semester units in the District at the time of nomination and throughout the term of service. The student shall maintain minimum standards of scholarship of at least a 2.0 grade point average during his/her term.

The student member is not required to give up employment with the District.

The Student Trustee shall be seated with the Governing Board and shall be recognized as a full member of the Board at meetings. The Student Trustee is entitled to participate in discussion of issues and receive all materials presented to members of the Governing Board (except for closed session). The Student Trustee shall recuse himself/herself from both discussion and action on matters of potential conflict of interest.

On or before May 15 of each year, the Board shall consider whether to afford the Student Trustee any of the following privileges:

- The privilege to make and second motions;
- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters;
- The privilege to receive compensation for meeting attendance at a level equivalent to elected Trustees. (See BP 2725 titled Governing Board Member Compensation);

Yellow = Move lines 49-55 up to the 2nd paragraph, blue = CCLC language.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014; Revised:

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

- 42
- 43
- The privilege to serve a term commencing on May 15.
 - The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Governing Board.
- 44
- 45
- 46

47 ~~If, for any reason, the ASG President is not qualified as Student Trustee, the duly~~
48 ~~elected ASG Vice President shall serve as Student Trustee. If neither the ASG~~
49 ~~President nor the ASG Vice President are qualified to serve as Student Trustee, that~~
50 ~~position shall be filled by a special election of the students enrolled in the District. The~~
51 ~~individual who meets all of the eligibility criteria for Student Trustee and receives the~~
52 ~~most votes shall be seated as a Student Trustee until the next regular election of an~~
53 ~~ASG President.~~
54

55 Also see BP/AP 2105 titled Election of Student Trustee

Yellow = Move lines 49-55 up to the 2nd paragraph, **blue** = CCLC language.

Date Adopted: 11/13/2007; Revised: 05/11/2010; Revised: 8/14/2012; Revised 11/12/2014;
Revised:

(Replaces Palomar College Policies 8.1, 8.3, 8.31, 8.32, 8.33, and 8.34 and all previous versions of BP 2015.)

GOVERNING BOARD

REV 9/14/17

BP 2100 GOVERNING BOARD ELECTIONS**References:**

Education Code Sections 5000 et seq., 72023, 72027, and 72036

The term of office of each Board member shall be four years, commencing on the first Friday in December following the election. Elections shall be held every two years, in even numbered years. Terms of Governing Board members are staggered so that, as nearly as practical, one half of the Board members shall be elected at each Board member election.

Candidates will be charged by the San Diego County Registrar of Voters Office for the ~~e~~Candidate's ~~s~~Statements and/or other materials to be sent to the voters for the Governing Board member election.

The District shall determine the length of the Candidate's Statement. The fees for such statement will be paid to the Registrar of Voter's Office by the candidate.

Ties

In the event of a tie vote in a Governing Board member election, the Governing Board of the Palomar Community College District will determine the winner or winners by lot.

NOTE: The Governing Board may change from at large elections of trustees to elections by trustee areas, in accordance with Education Code section 72036 and the California Voting Rights Act of 2001 (Chapter 1.5 (commencing with Section 14025) of Division 14 of the Elections Code), upon the adoption by the Governing Board of a resolution in support of the change and upon the approval of the Board of Governors of the California Community Colleges.

Date Adopted: 11/13/2007; Revised: 8/14/2012; Reviewed: 6/10/2014; Revised:

(Replaces former Palomar College Policies 9.1, 9.2, 9.3, and 9.4 and all previous versions of BP 2100.)

GOVERNING BOARD

REV 8/28/17

BP 2200 BOARD DUTIES AND RESPONSIBILITIES**References:**

Education Code Section 70902;

~~Accreditation Standard IV.B.1.d~~ACCJC Accreditation Standard IV (formerly IV.B.1.d)

The Governing Board governs on behalf of the citizens of the Palomar Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Governing Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for District operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the Superintendent/President to effectively lead the District;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate for and protect the District.

GOVERNING BOARD

REV 10/20/17

BP 2210 OFFICERS**Reference:**

Education Code Section 72000

At the annual organizational meeting, the Governing Board shall elect from among its members a President of the Board, a Vice President of the Board, and a Secretary of the Board.

The terms of officers shall be for one year.

The duties of the President of the Board are to:

- Preside over all meetings of the Governing Board;
- Call emergency and special meetings of the Governing Board as required by law;
- Consult with the Superintendent/President on Governing Board meeting agendas;
- Communicate with individual Board members about their responsibilities;
- Participate in the orientation process for new Governing Board members;
- Assure Board compliance with policies on Board Education, Self-Evaluation, and Superintendent/President Evaluation; and
- Represent the Governing Board at official events or ensure Board representation.

The duties of the Vice President of the Board are to:

- sServe as the President of the Board in the absence of the Board President;
- ~~Preside at any Regular and/or Special meetings~~
- ~~Consult with the Superintendent/President and Governing Board President on Governing Board meeting agendas;~~
- Sign such documents that the acts of the Governing Board may require; and
- Represent the District in its relations with other Governing Boards in the absence of the Board President.

The duties of the Secretary of the Board are to:

- Certify or attest to actions taken by the Governing Board whenever such certification or attestation is required for any purpose;

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:*(Replaces former Palomar College Policy 12.1 and all previous versions of BP 2210.)*

- 33 • Make or maintain such other records or reports as are required by law; and
34 • Perform such other duties as may require official signature by the Governing
35 Board of Trustees of the District.

36 The Superintendent/President shall serve as Secretary to the Board.

37 **The duties of the Secretary to the Board are to:**

- 38 • Notify members of the Governing Board of regular, special, emergency and
39 adjourned meetings;
40 • Prepare and post Board meeting agendas;
41 • Have prepared for adoption minutes of Board meetings;
42 • Attend all Governing Board meetings and closed sessions, unless excused, and
43 in such cases to assign a designee;
44 • Conduct the official correspondence of the Governing Board;
45 • Certify as legally required all Board actions; and
46 • Sign, when authorized by law or by Board action, any documents that would
47 otherwise require the signature of the Secretary of the Governing Board.

48 The Governing Board does not have an official system of rotation of officers; it elects
49 the officers each year from among all its members.

GOVERNING BOARD

REV 9/14/17

BP 2310 REGULAR MEETINGS OF THE GOVERNING BOARD

References:

Education Code Section 72000(d);
Government Code Sections 54952.2, 54953 et seq., and 54961

Regular meetings of the Governing Board shall be held the second Tuesday of each month. Regular meetings of the Governing Board shall normally be held at the San Marcos Campus, 1140 West Mission Road, San Marcos, CA 92069.

A notice identifying the location, date, and time of each regular meeting of the Governing Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting. According to In compliance with the Brown Act, the Governing Board Agenda for regular meetings will be posted 72 hours in advance of the meeting. All regular meetings of the Governing Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.

All regular and special meetings of the Governing Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

GOVERNING BOARD

REV 9/2/17

BP 2315 CLOSED SESSIONS**References:**

Education Code Section 72122;

Government Code Sections 11125.4, 54956.8, 54956.9, 54957, and 54957.6

Closed sessions of the Governing Board shall be held only as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code, and California Education Code. Matters discussed in closed session may include:

- the appointment, employment, evaluation of performance, discipline or dismissal of a public employee
- charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. The employee shall be given at least twenty-four (24) hours written notice of the closed session**
- advice of counsel on pending litigation, as defined by law
- consideration of tort liability claims as part of the District's membership in any joint powers agency formed for purposes of insurance pooling
- real property transactions
- threats to public security
- review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator
- discussion of student disciplinary action, with final action taken in public
- conferring of honorary degrees
- consideration of gift(s) from a donor who wishes to remain anonymous
- to consider its response to a confidential final draft audit report from the Bureau of State Audits

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

**Lines 13-16 are directly from Ed Code

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 6.1 and 12.6 and all previous versions of BP 2315.)

32 After any closed session, the Governing Board shall reconvene in open session before
33 adjourning and shall announce any actions taken in closed session and the vote of
34 every member present.

35 All matters discussed or disclosed during a lawfully held closed session and all notes,
36 minutes, records, or recordings made of such a closed session are confidential and
37 shall remain confidential unless and until required to be disclosed by action of the
38 Governing Board or by law.

39 If any person requests an opportunity to present formal complaints to the Governing
40 Board about a specific employee, such complaints shall first be presented to the
41 Superintendent/President. Notice shall be given to the employee against whom the
42 charges or complaints are directed. If the complaint is not resolved at the administrative
43 level, the matter shall be scheduled for a closed session of the Governing Board. The
44 employee shall be given at least twenty-four (24) hours written notice of the closed
45 session, and shall be given the opportunity to request that the complaints be heard in an
46 open meeting of the Governing Board.

****Lines 13-16 are directly from Ed Code**

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 6.1 and 12.6 and all previous versions of BP 2315.)

GOVERNING BOARD

REV 9/13/17

BP 2330 QUORUM AND VOTING

References:

Education Code Sections 72000(d)(3), 81310 et seq., 81365, 81432, and 81511;
Government Code Section 53094;
Code of Civil Procedure Section 1245.240

No action shall be taken by secret ballot.

A quorum of the **Palomar Community College District** Governing Board shall consist of three members.

The Governing Board shall act by majority vote of all of the membership of the Board, except as noted below.

The following actions require a majority vote by all members of the Governing Board:

- Resolution of intention to sell or lease real property (except where a unanimous vote is required)
- Resolution of intention to dedicate or convey an easement
- Resolution authorizing and directing the execution and delivery of a deed
- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body
- Appropriation of funds from an undistributed reserve
- Resolution to condemn real property

The following actions require a unanimous vote of all members of the Governing Board:

- Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district
- Resolution authorizing lease of District property under a lease for the production of gas.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policy 12.7 and all previous versions of BP 2330.)

GOVERNING BOARD

REV 9/14/17

BP 2345 RIGHT TO PUBLIC PARTICIPATION**References:**

Education Code 72121.5;
Government Code Sections 54954 et seq. and 54957.5

The Governing Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Governing Board by: in one of two ways:

1. There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda.

Members wishing to present such items shall submit a written request, prior to the public comment section of the agenda or before the agenda item is to be heard, to the Superintendent/President or President of the Governing Board (whichever is most appropriate) that summarizes the item and provides his/her name and organizational affiliation, if any. No action may be taken by the Governing Board on such items not on the agenda.

2. Members of the public may place items on the prepared agenda in accordance with BP 2340 titled Agendas.

1. **Request to Speak - Public Comment:** There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda. (Referred to as "Public Comment" on the Governing Board agenda.) Members wishing to present such items shall submit a written request, prior to the Public Comment section of the agenda. No action may be taken by the Governing Board on Public Comment items.

2. **Request to Speak on Agenda item:** When a member of the public wishes to speak on a matter listed on the agenda the member shall submit a written request ("Request to Speak" card) before the agenda item is heard.

"Public Comment" cards, "Request to Speak" cards and any other written requests to speak are to be submitted to the Superintendent/ President or minutes clerk.

44
45 **3. Request Agenda Item:** Members of the public may place items on the prepared
46 Governing Board agenda in accordance with BP 2340 titled Agendas. Agenda items
47 submitted by members of the public must be received by the office of the
48 Superintendent/President no less than ten days prior to the regularly scheduled
49 Governing Board meeting.
50

51 If requested through the Superintendent/President's Office, writings that are public
52 records shall be made available in appropriate alternative formats so as to be
53 accessible to persons with a disability.
54

55 Claims for damages are not considered communications to the Governing Board under
56 this rule, but shall be submitted to the District.
57

58 Members of the College community communicate with members of the Board in
59 accordance with established guidelines for communication.
60

61 ~~At regular meetings, the Governing Board shall provide opportunities for members of~~
62 ~~the public to address the Board directly on items on the agenda or on items of interest~~
63 ~~to the public that are within the subject matter jurisdiction of the Board. The Board~~
64 ~~welcomes the information provided by this direct interaction with the public.~~

GOVERNING BOARD

REV 9/20/17

BP 2350 SPEAKERS

References:

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

Persons may speak to the Governing Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for **Public Comment**.

Those wishing to speak to the Governing Board are subject to the following:

- The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Governing Board or if their remarks are unduly repetitive
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Governing Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section
- They shall complete a written request to address the Governing Board at the beginning of the meeting at which they wish to speak. The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed
- No member of the public may speak without being recognized by the President of the Board
- Each speaker will be allowed a maximum of five minutes per topic. **However, the Board shall allow at least twice the allotted time to a member of the public who utilizes a translator, unless translation equipment is used which allows the body to hear the translated public testimony simultaneously.** Thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Governing Board, these time limits may be extended.
- The Governing Board may ask a delegation to limit the number of speakers on a specific topic unless the proposed speakers are addressing different concerns.

CCLC recommended changes to language

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College AP 12.10.1 and all previous versions of BP 2350)

- 45 • Each speaker coming before the Governing Board is limited to one presentation per
46 specific agenda item before the Board and to one presentation per meeting on non-
47 agenda matters.

CCLC recommended changes to language

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College AP 12.10.1 and all previous versions of BP 2350)

GOVERNING BOARD

REV 10/26/17

BP 2355 DECORUM/CONDUCT

References:

Education Code Section 72121.5;
Government Code Section 54954.3(b) and 54957.9.

The following will be ruled out of order by the presiding officer:

- Remarks or discussion in public meetings on charges or complaints which the Governing Board has scheduled to consider in closed session
- Profanity, obscenity, and other offensive language and
- Physical violence and/or threats of physical violence directed toward any person or property

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be escorted from the meeting room.

Speakers who engage in such conduct may be removed from the podium and denied the opportunity to speak to the Governing Board for the duration of the meeting.

Before removal, the presiding officer will issue a verbal warning and a request that the person(s) curtail the disruptive activity will be made by the President of the Governing Board. If the behavior continues, the presiding officer will issue a 2nd warning. If the behavior still continues the presiding officer will call for a motion, second, and vote. the person(s) may be removed by a vote of the Governing Board, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting. **

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the Governing Board may order the meeting room cleared and may continue in session. The Governing Board shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

In all matters of procedure not otherwise indicated, Robert's Rules of Order, Revised, governs.

**Lines 21-25 CCLC uses the language "by a vote of the Governing Board." Government Code 54957.9 states, "members of the legislative body" without stipulating a vote being required. Board practice is to issue two verbal warnings then call for a motion and a vote before removing anyone from a Board meeting.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policy 12.13 and all previous versions of BP 2355.)

GOVERNING BOARD

REV 8/28/17

**BP 2430 DELEGATION OF AUTHORITY TO THE SUPERINTENDENT/
PRESIDENT****References:**

Education Code Sections 70902(d) and 72400;

ACCJC Accreditation Standards **IV.B.5, IV.C.12, and IV.D.1** (formerly IV.B.1.j
and IV.B.2)

The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Governing Board (including the administration of the College and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Governing Board. It is the duty of the Superintendent/ President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Governing Board in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Governing Board as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be provided to all Board members.

The Superintendent/President shall act as the professional advisor to the Governing Board in policy formation.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:*(Replaces Palomar College Policies 6.2, 6.3, and 21 and all previous versions of BP 2430.)*

43 The Board delegates the authority for the District administration to the
44 Superintendent/President of the District.

45
46 In the absence of designation of an alternate representative, the Superintendent/
47 President shall act as the representative of the Governing Board in all matters including
48 the implementation of the provisions of the Education Code added by Assembly Bill
49 1725. The Superintendent/President may delegate specific responsibility to other
50 District employees. The Governing Board reserves its right to approve policy
51 recommendations.

52
53 The Chief Executive Officer for the Governing Board of Palomar College and the
54 Palomar Community College District is the District Superintendent and /President of the
55 College. He/she is responsible for the execution of policies established by the
56 Governing Board. He/she is expected to administer the District in an economical,
57 democratic, and efficient manner for the best interests of the students and the residents
58 of the Palomar Community College District.

GOVERNING BOARD

REV 8/28/17

BP 2431 SUPERINTENDENT/PRESIDENT SELECTION

References:

ACCJC Accreditation Standards IV.B and IV.C.3 (formerly IV.B.1 and IV.B.1.j.)
Title 5 Sections 53000 et seq.

In the case of a Superintendent/President vacancy, the Governing Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations. The process will include, at a minimum, the following items which shall be Board approved in an open and public meeting:

- Search Timeline
- Search Committee formation
- Search Firm proposals
- Identification of desired qualifications of Superintendent/President
- Development of a recruitment brochure
- Candidate recruitment
- Candidate screening
- Selection of interviewees
- Interviews
- Campus Visits
- Public Forums
- Background Checks
- Board Interview of Finalists

A Superintendent/President is selected by the Board to serve as the Chief Executive Officer of the District. The initial contract of the Superintendent/President will be negotiated to the mutual agreement of the Superintendent/President and the Board, for a term not to exceed four years. The contract will be reviewed annually and renewed by mutual agreement of the Board and the Superintendent/President.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 7.02 and all previous versions of BP 2431.)

GOVERNING BOARD

REV 9/4/17

BP 2715 CODE OF ETHICS/STANDARDS OF PRACTICE

References:

ACCJC Accreditation Standard IV.C.11 (formerly IV.B.1.a, e, and h)

Each member of the Palomar Community College District Governing Board will perform his/her duties in accordance with the oath of office. Each member is committed to serving the educational needs of the citizens of the District. The Board's primary responsibility is to provide learning opportunities to each student regardless of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability.

Furthermore, trustees shall:

1. Devote time, thought, and study to the duties and responsibilities of a Trustee in order to render effective and creditable service.
2. Work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
3. Base individual decisions upon all available facts in each situation, vote their honest conviction in every case un-swayed by partisan bias, and abide by and uphold the final majority decision of the Board.
4. Remember at all times that an individual member has no legal authority outside the meetings of the Board and will conduct all relationships with District staff, students, the local citizenry, and the media on that basis.
5. Be aware of their responsibility to all citizens of the District and not solely to those who elected them, remembering that the authority delegated by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.
6. Resist every temptation and outside pressure to use the position as a community college board member for personal benefit or any other individual or agency apart from the total welfare of the Palomar Community College District.
7. Recognize that it is as important for the Board to understand and evaluate the educational program of Palomar College as it is to plan for the business of District operation.

Date Adopted: 11/13/07; Revised: 04/08/08; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 89-13740 and all previous versions of BP 2715.)

8. Bear in mind under all circumstances that the Board is legally responsible for the effective operation of the District. Its primary function is to establish the policies by which the Palomar Community College District is to be administered. The Board shall hold the Superintendent/President and his/her staff responsible for the administration of the educational program and the conduct of District business.
9. Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to establishing policy on current District operation and proposed future developments and consider their views during deliberations and decisions as a Board member.
10. Recognize that deliberations of the Board in closed session are to be kept confidential in accordance with the Brown Act and are not to be released or discussed outside of closed session meetings.
11. Make the most of opportunities to enhance their effectiveness as a Board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
12. Be informed about the actions and positions of state and national community college trustees' associations.
13. Strive to provide the most effective community college board service, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

The Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Governing Board's Policy #2715 (Code of Ethics) will be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee composed of two Board members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers [or committee] and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution.

GOVERNING BOARD

REV 10/25/17

BP 2716 GOVERNING BOARD **MEMBER** POLITICAL ACTIVITY**References:**

Education Code Sections 7054, 7054.1 and 7056;
Government Code Section 8314

It is unlawful for any elected or appointed member of the Governing Board - as well as employees and District consultants - to use, or permit others to use, public resources for a campaign activity, or personal or other purposes which are not authorized by law.

"Public resources" means any property or asset owned by the District including, but not limited to: Land, buildings and facilities; Funds; Equipment, supplies, telephones, computers and vehicles as well as; District images, insignia and logos.

Members of the Governing Board shall not use District public resources funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate including, but not limited to, any candidate for election to the Governing Board.

Initiative or referendum measures may be drafted by the on an area of legitimate interest to the District. The Governing Board may by resolution express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding the possible effects of , District bond issues or other ballot measures.

Yellow Lines 11 – 17 part of Gov. Code Section 8314

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces all previous versions of BP 2716.)

GOVERNING BOARD

REV 9/4/17

BP 2720 COMMUNICATIONS AMONG GOVERNING BOARD MEMBERS**Reference:**

Government Code Section 54952.2

Members of the Governing Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Governing Board.

A majority of the members of the Governing Board shall not, outside of an official Board Meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Governing Board.

This policy shall not be construed as preventing an employee or official of the District, from engaging in separate conversations or communications, outside of a meeting, with members of the Governing Board in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the Governing Board, **if provided** that person does not communicate to members of the Governing Board the comments or position of any other member or members of the Governing Board. Except for the conditions of this policy, individual contacts or conversations between members of the Governing Board and any other person are not constrained.

GOVERNING BOARD

REV 10/25/17

BP 2725 GOVERNING BOARD MEMBER COMPENSATION**References:**

Education Code Sections 72023.5 and 72024

Governing Board members and the non-voting student member are compensated for their services within the limits established by law. Per Education Code Section 72024 when the full-time equivalent students (FTES) for the prior college year was 25,000 or less, but more than 10,000, each member of the Governing Board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed four hundred dollars (\$400) in any month.

A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that the absence was excused due to personal necessity.

Compensation for the non-voting student member will be set by the Governing Board on or before May 15 of each year.

Board members, except for the non-voting student member, may elect to receive health and welfare benefits extended to District employees.

GOVERNING BOARD

REV 9/4/17

BP 2730 GOVERNING BOARD MEMBER HEALTH BENEFITS

Reference:

Government Code Sections 53201 and 53208.5,

Members of the Governing Board, except for the non-voting student member, are eligible for and may elect to participate in the District's health benefit programs. The benefits of members of the Board through the District's health benefits programs shall not be greater than the most generous schedule of benefits being received by any category of non-safety employee of the District.

Governing Board members health benefits after separation from the District follow procedures of AP 7380 titled Retiree Health Benefits.

GOVERNING BOARD

REV 9/13/17

BP 2740 GOVERNING BOARD MEMBER EDUCATION AND NEW TRUSTEE ORIENTATION**Reference:****ACCJC** Accreditation Standard **IV.C.9 (formerly IV.B.1.f)**

The Governing Board is committed to its ongoing development as a Board and to an education program that includes an orientation for new Board members.

To that end, Governing Board members will:

- Engage in workshops and study sessions
- Utilize available reading materials and online resources such as those available through the Community College League of California, Association of Community College Trustees, Accrediting Commission for Community and Junior Colleges, Academic Senate of California Community Colleges, and Fair Political Practices Commission
- Attend local, regional, state, and national educational opportunities

The Superintendent/President will administer the New Trustee Orientation program.

GOVERNING BOARD

REV 9/4/17

BP 2745 GOVERNING BOARD SELF-EVALUATION**References:****ACCJC** Accreditation Standards **IV.C.10 (formerly IV.B.1.e and g)**

The Governing Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

As part of its Institutional Effectiveness and Review Cycle, the Governing Board shall conduct an annual self-evaluation. The goals of the self-evaluation of the Governing Board are to clarify roles, to enhance harmony and understanding among Board members, and to improve the efficiency and effectiveness of the Board meetings. The ultimate goal is to improve District operations and policies and to demonstrate a commitment to student learning outcomes for the benefit of the students and employees of Palomar College and the citizens of the Palomar Community College District.

Each year the Governing Board shall determine the instrument or process to be used in the self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Governing Board operations, as well as criteria defining Board effectiveness disseminated by recognized practitioners in the field.

If an instrument is used, all Governing Board members will be asked to complete the evaluation instrument and submit them to the Secretary to the Board.

A report describing the methodology and results of the evaluations will be presented and discussed at a Board workshop scheduled for that purpose. The results will be used to identify accomplishments in the past year and possible goals for the following year.

This section contains all the
BP's/AP's WITH recommended
changes.

They are all double sided.

GOVERNING BOARD

REV 8/30/17

BP 2105 ELECTION OF STUDENT TRUSTEE**References:**

Education Code Sections 72023.5 and 72103

The President of the Associated Student Government (ASG) who is elected by the students enrolled in the District shall serve as the Student Trustee. Normally ASG elections are ~~an election will be~~ held in the spring semester so that the office is filled by June 1.

If, for any reason, the ASG President is not qualified as Student Trustee, the duly elected ASG Vice President shall serve as Student Trustee. If neither the ASG President nor the ASG Vice President are qualified to serve as Student Trustee, that position shall be filled in accordance with the ASG line of succession per ASG Bylaws.

The student member may be recalled in an election held for that purpose in accordance with procedures established in the ASG Bylaws.

Candidates for the position may nominate themselves or be nominated by others by the filing of an application certifying that the candidate is eligible for service under the criteria set forth in California law, these policies, and the bylaws of the Associated Student Government. The election will be conducted in accordance with AP 2105 titled Election of Student Trustee.

Should the office of the ASG President become vacant for any reason whatsoever, the ASG Vice President shall assume the office of President immediately, with all rights and privileges ascribed thereto. The ASG Vice President shall meet the same criteria as the ASG President.

Also see BP 2015 titled Student Trustee, AP 2105 titled Election of Student Trustee, and BP/AP 5410 titled Associated Student Government Elections ~~and BP 2015 titled Student Trustee~~

GOVERNING BOARD

REV 10/20/17

AP 2105 ELECTION OF STUDENT TRUSTEE**Reference:**

Education Code Section 72023.5

The President of the Associated Student Government (ASG) shall be elected by a plurality vote of the students who voted in the election and will serve as the Student Trustee. All members of the student body may vote. The ASG President will be elected in accordance with the ASG bylaws. Normally, the ASG elections will be conducted during the spring semester so that the office is filled by June 1, and will be completed in time for the ASG President to take office by June 1.

The student body may recall the ASG President, who shall then cease to be the Student Trustee. The position shall then be filled in accordance with the ASG line of succession per ASG Bylaws. The recall process will be conducted in accordance with the ASG bylaws.

Upon notice of an impeachment, the Superintendent/President may conduct an investigation to determine if the impeachment was executed in bad faith. The Superintendent/President may, within twenty (20) school days of such a determination, call a special election. The special election will be conducted in accordance with ASG bylaws. No special election will be called within thirty (30) days of a regularly scheduled election for the ASG President.

Also see BP 2105 titled Election of Student Trustee and BP 2015 titled Student Trustee

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 10/27/17

BP 2340 AGENDAS

References:

Education Code Sections 72121 and 72121.5;
Government Code Sections 6250 et seq. and 54954 et seq.

An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings.

Effective January 1, 2019: A direct link to the current the agenda shall also be posted on the District's website homepage 72 hours prior to the meeting time for regular meetings. and The agenda shall be accessible through a prominent, direct link on the District's homepage, to the current agenda. The direct link to the agenda and shall not be in a contextual menu.**

The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. A brief general description of an item generally need not exceed 20 words. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons individuals with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an "emergency situation" as defined for emergency meetings
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Governing Board subsequent to the agenda being posted
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier

The order of business may be changed by consent of the Governing Board.

The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service, as allowed by law.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Yellow = CCLC. Blue = internal. Green – Lines 10 -14 were reworded as requested to clarify that a link – not the entire agenda – shall be posted on the homepage.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 12.8, 12.9, and 12.11 and all previous versions of BP 2340.)

- 34 Superintendent/President. The written summary must be signed by the initiator **and**
35 **should include a phone number or email address that may be used to contact the**
36 **initiator**. The Governing Board reserves the right to consider and take action in closed
37 session on items submitted by members of the public as permitted or required by law.
- 38 Agendas shall be developed by the Superintendent/President in consultation with the
39 Governing Board President.
- 40 Agenda items submitted by members of the public must be received by the office of the
41 Superintendent/President **ten days** prior to the regularly scheduled Governing Board
42 meeting.
- 43 Agenda items initiated by members of the public shall be placed on the Board's agenda
44 following the items of business initiated by the Governing Board and by staff. Any
45 agenda item submitted by a member of the public and heard at a public meeting cannot
46 be resubmitted before the expiration of a 90 day period following the initial submission.
- 47 The Board will act only upon matters identified as action items on the agenda. Official
48 action taken by the Board shall be affirmed by a formal vote. The Board shall act by
49 majority vote. Voting is by voice unless a written ballot is requested by the President of
50 the Board. If the vote is not unanimous, the minutes shall reflect the vote of each
51 member. A roll call vote may be called for by any Board member.

Yellow = CCLC. **Blue** = internal. **Green** – Lines 10 -14 were reworded as requested to clarify that a link – not the entire agenda – shall be posted on the homepage.

Date Adopted: 11/13/2007; Reviewed 6/10/14; Revised:

(Replaces former Palomar College Policies 12.8, 12.9, and 12.11 and all previous versions of BP 2340.)

GOVERNING BOARD

REV 9-19-17

AP 2340 AGENDAS

Reference:

Education Code Section 72121

Agenda Development

Governing Board meeting agendas are developed by the Superintendent/President in consultation with the Governing Board President.

The agenda shall include line items for reporting by the following individuals and groups:

- Governing Board President
- Governing Board Trustees
- Student Trustee
- Superintendent/President
- Faculty Senate
- Palomar Faculty Federation
- Administrative Association
- Confidential and Supervisory Team
- CCE/AFT
- Associated Student Government

Public Participation

Any member of the public who wishes to place a matter on the agenda of an open Board meeting shall notify the Superintendent/President in writing at least ten calendar days before any regular meeting. The signed written notification shall specify the matter and include any relevant background information and provide contact information.

The Superintendent/President shall determine whether the specific matter is directly related to the business of the District or is appropriate for an open Board meeting. Any decision by the Superintendent/President not to place a requested matter on the agenda may be appealed in writing to the Board.

The agenda will include regularly scheduled standing items from the Faculty Senate, the Palomar Faculty Federation, the Associated Student Government, the CCE/AFT, the Administrative Association, the Confidential and Supervisory Team, and the Superintendent/President.

Yellow – chgs proposed by President, guidelines provided by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College AP 12.8 and BP 12.10 and all previous versions of AP 2340.)

39 Public Access

40 A statement will be included on Board Agendas requesting that individuals who desire
41 the agenda information in an accessible format and/or require other accommodations
42 should contact the President's Office.

43 Governing Board agendas are posted to the District's website and in a conspicuous
44 location that is freely accessible to members of the public 24 hours a day located near
45 the meeting location in accordance with applicable laws.

46 Any person may file a written request to receive Governing Board agendas, or the entire
47 agenda packet, in paper form; fees may apply. Such requests are valid for one calendar
48 year and must be renewed annually by January 1 of each year.

49 Governing Board agendas and meeting materials are available for public review in the
50 Office of the President in accordance with applicable laws and are also available at
51 each meeting of the Board.

52 Fees

53 Fees for paper copies of Governing Board meeting materials will not exceed those
54 allowed by law.

55 Office of Primary Responsibility: Superintendent/President

Yellow – chgs proposed by President, guidelines provided by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College AP 12.8 and BP 12.10 and all previous versions of AP 2340.)

GOVERNING BOARD

REV 10/27/17

BP 2365 RECORDING

References:

Education Code Section 72121(a);
Government Code Sections 54953.5 and 54953.6

Any audio recording of an open and public Board meeting made by or at the direction of the Board shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250 et seq. The Superintendent/ President is directed to enact administrative procedures to ensure that any such recordings are maintained for ~~two years~~ **at least six months thirty days** following the ~~taping or~~ recording.

Persons attending an open and public meeting of the Governing Board may, at their own expense, record the proceedings with an audio or video tape recording or a still or motion picture camera or may broadcast the proceedings. However, if the Governing Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Governing Board to stop.

GOVERNING BOARD

REV 10/27/17

AP 2365 RECORDING

References:

Government Code Sections 6250 and 54953.5

The Superintendent/President's Office is responsible for will maintaining audio recordings of Board meetings, excluding closed sessions for ~~two one years~~ at least six months following the meeting.

The audio records shall be made available to the public and the news media in accordance with the California Public Records Act, Government Code Section 6250.

The agenda for each meeting shall state, in a prominent place, that the meetings are being recorded electronically.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 11/3/17

**BP 2410 BOARD POLICY ~~ESY MAKING AUTHORITY~~ AND
ADMINISTRATIVE PROCEDURES****References:**

Education Code Section 70902;

ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b
and e)

Recommendations for the establishment of new, or revision of existing, Governing Board Policy or Administrative Procedure may be submitted by any member of the college community and should be directed to the Superintendent/President or his/her designee.

BOARD POLICY

All Governing Board policies of the District are the responsibility of and established by the Governing Board.

The Governing Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Governing Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Governing Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

ADMINISTRATIVE PROCEDURE

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall make available to each member of the Board copies of the administrative procedures or any revisions since the last time they were provided. CCLC proposed revisions.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:*(Replaces former Palomar College Policy 7.01 and all previous versions of BP 2410.)*

47 The Governing Board reserves the right to direct revisions of the administrative
48 procedures should they, in the Board's judgment, be inconsistent with the Governing
49 Board's own policies.

50
51 Copies of all Governing Board Policies and Administrative Procedures shall be
52 readily available on the District's website.

CCLC proposed revisions.

Date Adopted: 11/13/2007; Revised: 6/10/14; Revised:

(Replaces former Palomar College Policy 7.01 and all previous versions of BP 2410.)

GOVERNING BOARD

REV 10/20/17

AP 2410 ~~POLICY MAKING AUTHORITY~~ BOARD POLICIES AND ADMINISTRATIVE PROCEDURES**References:**

Education Code Section 70902;

Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b and e)

The Palomar Community College District Governing Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action.

The Superintendent/President acts as the professional advisor to the Governing Board in policy formation.

Recommendations for the establishment of new, or revision of existing, Governing Board Policy or Administrative Procedure may be submitted by any member of the college community and should be directed to the Superintendent/President or his/her designee.

In determining the need for a new policy or procedure the following questions are considered:

- Must this issue be addressed to ensure compliance with applicable laws, regulations, or accreditation mandates OR is it being considered due to an individual problem/incident?
- Does the policy/procedure have institution-wide application OR is it better addressed in an operational manual or as a department guideline?
- Is the language contained in the BP/AP general and broad enough to avoid the necessity for frequent revisions?

The District has an established a Policies and Procedures Committee made up of constituent group representatives whose responsibility it is to participate in the review, recommendation and monitoring of Governing Board Policies and Administrative Procedures. All District Policies and Procedures are vetted through the shared governance process. Final approval of Board Policy rests with the Governing Board. Final approval of Administrative Procedure rests with the Superintendent/ President.

Blue revised at 10/20/17 P&P meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College Policy 3.04 and all previous versions of AP 2410.)

~~No member or organization of the College community is precluded from presenting a policy proposal to the Governing Board or any of the recommending agencies. A citizen or organization of the College District should direct policy proposals to the President of the College in his/her capacity as Secretary to the Governing Board. Proposals may be presented to all of the recommending agencies simultaneously.~~

~~It is recommended, therefore, that policy proposals not be presented directly to the Governing Board except for compelling or urgent reasons.~~

~~The recommending agencies include:~~

~~(1) — the Associated Student Government~~

~~(2) — the Faculty Senate~~

~~(3) — the Strategic Planning Council.~~

~~A recommending agency may recommend adoption, amendment, referral to another agency, or reconsideration of a proposal. Interagency communication may take whatever form the involved agencies may deem necessary in accordance with the nature and urgency of the policy proposal.~~

~~Recommendations for adoption of policy shall be made in writing to the Governing Board.~~

Office of Primary Responsibility: Superintendent/President

Also see: BP 2200 Board Duties and Responsibilities, BP 2430 Delegation of Authority to the Superintendent/President, BP 2410 Board Policies and Administrative Procedures, BP 2510 Participation in Local Decision Making

Blue revised at 10/20/17 P&P meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:

(Replaces former Palomar College Policy 3.04 and all previous versions of AP 2410.)

GOVERNING BOARD

REV 9/4/17

BP 2435 EVALUATION OF THE SUPERINTENDENT/PRESIDENT

Reference:

ACCJC Accreditation Standard **IV.C.3 (formerly IV.B.1)**

The Governing Board shall conduct an evaluation of Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy.

The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Governing Board and the Superintendent/President.

The criteria for evaluation shall be based on Board Policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with BP 2430 titled Delegation of Authority to the Superintendent/President.

GOVERNING BOARD

REV 9/18/17

AP 2435 EVALUATION OF THE SUPERINTENDENT/ PRESIDENT

Reference:

ACCJC Accreditation **Standard IV.C.3 (formerly IV.A)**

Evaluation of the Superintendent/President should be an ongoing and systematic process conducted both informally and formally. Its purpose is to clarify the expectations placed on this position by the Governing Board and to assess performance based upon these expectations.

The employment agreement between the Superintendent/President and the Palomar CCD addresses the annual evaluation of the Superintendent/President.

Formal evaluation shall occur once each year and shall be the responsibility of the Governing Board. The process and criteria used shall be understood by and mutually acceptable to the Board and the Superintendent/President.

The Governing Board's formal evaluation of the Superintendent/President shall result in a written record of performance upon which the Board will base its annual review of the contract of the Superintendent/President.

The evaluation of the Superintendent/President shall be placed in his/her personnel file.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 10/31/17

BP 2510 PARTICIPATION IN LOCAL DECISION MAKING**References:**

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq. (Faculty Senate), 51023.5 (staff), and 51023.7 (students);

ACCJC Accreditation Standards IV.A and IV.D.7

The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and participatory governance. ~~directs its employees to make every effort in sincere attempts to use the collegial model in policy development.~~

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Faculty Senate

Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters.

The term "Academic and Professional Matters" ~~refers to the establishment or modification of the following Policy and Procedure matters:~~ means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

6. Governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Faculty Hiring Policy, Faculty Hiring Criteria, and Faculty Hiring Procedures
12. Other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate. As other such academic and professional matters are identified, they will be added to this list.

Palomar Faculty Federation

Consistent with the EERA (Educational Employment Relations Act), the Palomar Faculty Federation shall represent faculty on campus committees dealing with mandatory subjects of bargaining including; salaries, benefits, and working conditions.

Staff CCE/AFT, Administrative Association, and Confidential and Supervisory Team

All sStaff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CCE/AFT, Administrative Association, and Confidential and Supervisory Team will be given every reasonable consideration.

Students

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be determined by the Associated Student Governing. made after consultation with the Associated Students. The following topics are identified in the California Code of Regulations, Title 5, Section 51023.7 as having a significant effect on students:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

80 7. Standards and policies regarding student preparation and success

81 8. Student services planning and development

82 9. Student fees within the authority of the district to adopt; and

83 10. Any other district and college policy, procedure, or related matter that the district
84 governing board determines will have a significant effect on students.

85
86 Except for unforeseeable emergency situations, the Board shall not take any action on
87 matters subject to this policy until the appropriate constituent group or groups have been
88 provided the opportunity to participate.

89
90 Nothing in this policy will be construed to interfere with the formation or administration of
91 employee organizations or with the exercise of rights guaranteed under the Educational
92 Employment Relations Act, Government Code Sections 3540, *et seq.*

Blue lines 33-34 = Language pulled directly from 5 CCR § 53200. Other blue in lines 55-70 internal.

Date Adopted: 11/13/2007; Reviewed: 6/10/14; Revised:

(Replaces former Palomar College Policies 2510, 4.0, 4.5 and all previous versions of BP 2510.)

GOVERNING BOARD

REV 9/18/17

AP 2510 PARTICIPATION IN LOCAL DECISION-MAKING**References:**

Education Code Section 70902(b)(7);

Title 5 Sections 53200 et seq., 51023.5, and 51023.7;

ACCJC Accreditation Standards **IV.A and IV.D.7 (formerly IV.A.2 and IV.A.5)**

The Palomar College governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District.

The governance structure and practices embrace the Palomar Community College District values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do.

The Governing Board is the final authority for governance at the Palomar Community College District. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process.

Organization

The Strategic Planning Council (SPC), as the principal participatory governance body of the District, creates the processes for recommending policies and governance committee structures. The SPC reviews actions, recommendations, and requests of **Planning Councils, Committees, planning groups** and task forces. The SPC amends and guides the planning processes and **recommends policies and procedures to** respond to the changing needs of the student population and the internal and external environments. The Strategic Planning Council develops, implements, evaluates continuously, and revises, if necessary, the District's plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Strategic Plan.

An Annual Implementation Plan outlines the tasks and actions to be accomplished during the upcoming year. The SPC reviews the Annual Implementation Plan three times during an academic year to evaluate progress toward the vision and strategic goals.

The Superintendent/President serves as the chair of the SPC. To provide communication within the governance structure, all **Planning Council** chairs report progress on their objectives and activities at each SPC meeting.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14; Revised:*(Replaces all previous versions of AP 2510.)*

Representation

The governance structure provides for representation from seven recognized constituencies of the Palomar Community College District: ~~students, Faculty Senate, bargaining unit faculty, bargaining unit classified staff, Administrative Association members, Confidential and Supervisory employees, and senior and executive administration.~~

~~Appointments from the constituencies, when not specified by position, are made by the:~~

1. ASG – students
2. Faculty Senate – faculty on academic and professional matters
3. PFF/AFT – faculty
4. CCE/AFT– classified staff
5. Confidential and Supervisory Team (CAST) – supervisors and confidential employees
6. Administrative Association – directors and managers
7. Superintendent/President – senior and executive administrators

Appointments from the constituencies, when not specified by position, are made by the ~~respective constituency group's leadership.~~ The constituent appointees serve the length of term designated by their representative group.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- prepare for and attend meetings
- participate in discussions ~~and contribute to informed decision making~~
- communicate with ~~one's individual constituency~~ ~~ies~~ ~~members, keeping them informed of the proceedings and recommendations.~~; and
- ~~contribute to informed decision making~~

Recommendation Process

Recommendations shall emerge ideally as a result of group consensus. When consensus cannot be reached, a majority of those voting shall determine the recommendation.

Each ~~Council/Committee/Task Force~~ chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure.

~~All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.~~

The process for presenting items first for Information, then for action at a subsequent meeting shall be followed, thus allowing sufficient time for discussion. Allowance will be made for suspending this process when deemed appropriate by a majority.

Definitions of Governance Structures

Council

A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the Strategic Planning Council (SPC).

Committee

- **Operational Standing Committee** – A standing committee group of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. An operational standing committee is part of the governance structure. Standing Committees do not sunset.
- **Subcommittee** – A permanent sub-group convened by a Standing Committee or Council to consider specific subjects in detail for recommendations back to the Standing Committee or Council. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.
- **Ad Hoc Committee** – A working group or sub-group created by a council or operational standing committee to address and make recommendations on a particular subject. The members need not be from a council or committee. Ad-Hoc Committees meet until the subject/issue is resolved

Task Force

A constituency-represented group specifically convened by and reporting to SPC or to the Superintendent/President to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Open Access

Governance meetings are public. In addition to representation afforded to individuals through constituencies, other individuals and groups will be heard in accordance with the Brown Act. Written minutes will be prepared for all governance meetings. Agendas, minutes, reports, and other work products of all governance committees and other groups involved in governance should be made readily accessible to all interested parties.

Evaluation

The SPC and planning councils will regularly evaluate the governance structures and process and communicate the results of these evaluations.

Office of Primary Responsibility: Superintendent/President

GOVERNING BOARD

REV 9/4/17

BP 2710 CONFLICT OF INTEREST

References:

Government Code Sections 1090 et seq., 1126, and 87200 et seq.
Title 2 Sections 18730 et seq.

Governing Board members and designated employees shall not be financially interested in any contract made by them in their official capacity, Board or in any contract they make in their capacity as Board members, body or board of which they are members.

A Board member shall not be considered to be financially interested in a contract if his/her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Governing Board shall disclose his/her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Governing Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District.

In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for disclosure of assets of income of Governing Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Governing Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Governing Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

GOVERNING BOARD

REV9/19/17

AP 2710 CONFLICT OF INTEREST**References:**

Government Code Sections 87105 and 87200-87210;

Title 2 Sections 18700 et seq. and as listed below

2 Federal Code of Regulations Part 200.318(c)(1); and other citations as listed below**Incompatible Activities (Government Code Sections 1126 and 1099)**

Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Governing Board member's duties as an officer of the District. A Governing Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Governing Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)

Board members and employees shall not be financially interested in any contract made by the Governing Board or in any contract they make in their capacity as members of the Governing Board or as employees.

A Governing Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Governing Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Governing Board meeting and noted in the official Board minutes. The affected Governing Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

Yellow = CCLC Update 30**Date Approved: SPC 05/01/2007; Reviewed: 4/29/14***(Replaces all previous versions of AP 2710.)*

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Governing Board member or employee determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Governing Board's official minutes. In the case of an employee, this announcement shall be made in writing and submitted to the Governing Board. A Governing Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter:

- Publicly identify the financial interest in detail sufficient to be understood by the public
- Recuse himself or herself from discussing and voting on the matter
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Governing Board member may, however, discuss the issue during the time the general public speaks on the issue

Gifts (Government Code Section 89503)

Board members and family members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Governing Board members and designated employees.

Governing Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any

Yellow = CCLC Update 30

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces all previous versions of AP 2710.)

public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes

Representation (Government Code Section 87406.3)

Elected officials and the Superintendent/President shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1))

No employee, Board member, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, Board member, or agent, any member of his/or her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the District.

Office of Primary Responsibility: Superintendent/President

Yellow = CCLC Update 30

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces all previous versions of AP 2710.)

GOVERNING BOARD

REV 10/19/17

BP 2735 GOVERNING BOARD MEMBER TRAVEL**Reference:**

Education Code Section 72423

Government Code Section 11139.8.**Reimbursement**

Board members, including the non-voting student member, incurring travel expenses in the performance of their duties shall be eligible for reimbursement with approval of the Board.

Travel Restrictions

Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approve a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. Government Code Section 11139.8 can be incorporated by reference as part of the local agency's policies on travel. Whenever the California Legislature adopts any changes or amendments to Section 11139.8, they are automatically adopted without further action by any local agency which has incorporated Section 11139.8 as the agency's policies. Therefore, the Palomar Community College District hereby adopts Government Code Section 11139.8 and incorporates it by reference.

It shall be the responsibility of the Superintendent/President or designee, prior to approving Board Travel, to consult the web site of the California Attorney General in order to comply with the travel and funding restrictions imposed by Government Code Section 11139.8.

Travel Budget

The Superintendent/President will, in consultation with the Governing Board, establish an annual travel budget for Board members.

GOVERNING BOARD

REV 10/19/17

AP 2735 GOVERNING BOARD MEMBER TRAVEL**References:**

Education Code Section 72423

Government Code Section 11139.8.

Eligibility for reimbursement of travel expenses does not guarantee reimbursement of travel expenses. The District may reimburse Trustees for necessary expenses incurred to attend conferences, workshops, meetings, and college and site visitations provided:

- the travel is authorized by the Superintendent/President;
- the appropriate Travel Approval/Reimbursement Claim form has been completed to ensure compliance with provisions of the District's workers' compensation policy, and;
- that availability of funds in the appropriate budget account have not been depleted.

Travel conducted before the approved request form is on file may be denied for reimbursement.

To support the District the Board may adopt a fixed amount annually as part of the regular budget process. Effective fiscal year 2018/19 the amount of travel monies and the manner in which these funds will be expended will be determined by the Board prior to the adoption of the final budget.

Any unexpended funds at the end of the fiscal year will be returned to the General Fund.

Reimbursement for trustee travel expenses shall follow District procedures (see AP 6900 - Travel.)

Travel Request and Required Forms

The Superintendent/President reviews and authorizes Trustees' travel requests.

Trustees requesting travel and meeting expenses should plan ahead to avoid unnecessary short-notice travel, late registration fees, and increased costs associated with airfare, etc.

This procedure is suggested as good practice.

Date Approved:

All expenses must be properly itemized and accompanied by the necessary receipts. Requests for reimbursement are to be submitted to the Superintendent/President or his/her designee within 30 days from the completion of travel.

Failure to provide proof of actual expenses, normally in the form of credit card receipts, hotel receipts, itemized restaurant receipts, etc. within 30 days following travel may result in denial of reimbursement, a moratorium on future travel and/or a forfeiture of the District credit card.

All travel outside the United States must be approved in advance by the Governing Board.

Expectations for board member travel

Board members are expected to represent the public interest:

Advocate for and protect the District;

Foster a professional environment which reflects well on the District, and engenders respect for the District;

Not engage in any activity that is inconsistent with or in conflict with to his/her duties as an officer of the District; including the appearance of conflict of interest;

Remember that as an individual Board member they have no legal authority;

If a majority of the Board travels together they shall avoid using a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business of a specified nature that is within the subject matter jurisdiction of the Governing Board.

Upon return from travel, the Board members are encouraged to provide a written or oral report describing the content of the event attended to share with other Board members.

Office of Primary Responsibility: Superintendent/President

Also see BP 2715 Code of Ethics/Standards of Practice, BP 2720 [Communication among Governing Board Members](#), BP 2735 Governing Board Member Travel and AP 6900 Travel.

This procedure is suggested as good practice.

Date Approved:

GOVERNING BOARD

REV 9/20/17 deletion recommended

AP 2310 — REGULAR MEETINGS OF THE GOVERNING BOARD

References:

Education Code Section 72000(d);

Government Code Sections 54952.2, 54953 et seq., and 54961

The Governing Board meets on the second Tuesday of each month. Any item for the agenda must be in the President's Office ten days prior to each Tuesday meeting. The fourth Tuesday of the month will be kept open for special meetings, orientations, workshops, or training sessions, should they be needed.

Office of Primary Responsibility: Superintendent/President

Not a legally required AP. Language covered in BP. Departmental process. Does not pertain to Regular meetings.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14

(Replaces former Palomar College AP 12.3)

GOVERNING BOARD

REV 9/20/17 recommended for deletion

AP 2350 — SPEAKERS**References:**

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

Any member of the public seeking to speak to the Board and complain against an individual District employee may do so pursuant to the provisions of this procedure. These individuals are encouraged to contact the supervisor of the employee against whom they have a complaint and seek resolution of the complaint by informal means; however, their right to address the Governing Board is not dependent upon their doing so.

The employee against whom a complaint is made by a member of the public under this policy shall be entitled to the following: (1) Written Notice from an authorized representative of the Governing Board that the complaint has been made against him or her; and, (2) The date the complaint was made and a verbatim transcript of the complaint as presented to the Board; and, (3) The right to respond both orally and in writing to the complaint within a reasonable time thereafter, to the Board; and, (4) All rights provided by established grievance procedures for the employee's job classification, e.g., faculty, classified, administrative.

Office of Primary Responsibility: Superintendent/President

An AP is not required or recommended by CCLC.

Date Approved: SPC 05/01/2007; Reviewed: 4/29/14
(Replaces former Palomar College AP 12.10.1)

INSTRUCTIONAL SERVICES

REV 09/29/17

**BP 4040 LIBRARY AND ~~OTHER INSTRUCTIONAL~~ AND LEARNING
SUPPORT SERVICES****Reference:**

Education Code Section 78100

Civil Code Section 1798.90:ACCJC Accreditation Standard II

The District shall have library services and learning ~~other instructional~~ support services that are an integral part of the institution's educational program and will comply with the requirements of the Reader Privacy Act.

The selection of educational materials and other learning resources is a professional responsibility of the administration and faculty of the College.

Yellow = CCLC recommended changes.

Date Adopted: 4/12/2011 Revised:

(Replaces Palomar College Policy 301 and all previous versions of BP 4040)

INSTRUCTIONAL SERVICES

REV 12/1/17

**AP 4040 LIBRARY AND LEARNING OTHER INSTRUCTIONAL
SUPPORT SERVICES****References:**

Education Code Section 78100;

ACCJC Accreditation Standard II.B (formerly II.C)**Materials, Programs, and Services**

The Library serves as the resource laboratory for the District instructional program. In this capacity, the Library supplements course activities with materials, programs, and services that are an integral part of the curricula for all departments. To achieve this, the Library:

- Provides information resources of educational and scholarly significance that enrich the curricula, supplement and support instruction, and stimulate intellectual, social, and cultural growth of students
- Maintains a collection of reference, study, and research materials in all formats, including books, periodicals, media, and internet documents digital resources, that supports the course and research needs of students and faculty
- Provides library users with on-demand reference assistance that promotes learning and the acquisition of knowledge
- Teaches students essential research skills through group and individual instruction that help them develop information competency across the curriculum
- Provides instructional resource materials for the faculty campus community
- Provides tools, including equipment and online programs, to facilitate use and access of these resources and services
- Provides study space for students

All faculty and students, employees and community members may access the materials, services, and programs of any District Library. These resources are available on-site or remotely through the Library website. The Library also provides students and faculty with extended access to resources outside the District through interlibrary loan and other inter-institutional programs. Current information about these programs, Library hours of operation, borrowing rules, and all other Library policies and procedures are available on the Library website.

Yellow = CCLC suggested changes. Blue = internal

Date Approved: SPC 09/15/2009; Revised: 3/16/2010; Revised:

(Replaces former Palomar Procedure 301 and all previous versions of AP 4040.)

General Resource Selection Policy

The Library Bill of Rights applies, without exception, to the selection of information resources for the Library (<http://www.palomar.edu/library/LibBillOfRights.htm>). The basic test applied for inclusion of a resource is its contribution, direct or indirect, to the programs of the District, to the needs of the **campus community students**, and to the obligation of the District to be a forum for the free exchange of all ideas in the pursuit of truth and knowledge.

~~Ultimate responsibility for selection legally rests with the Governing Board.~~ The Superintendent/President operates within the framework of the policies determined by the **Governing** Board and delegates selection to faculty librarians. Other faculty, administrators, classified staff, students, and members of the District community are encouraged to participate in the selection process by making recommendations.

Detailed procedures for adding and removing library resources are available on the Library website.

Assessment

In support of the Library's instruction program and the District's **general education** curriculum, the Library provides a set of information **literacy competency** learning outcomes, available **on the Library website.** at <http://www.palomar.edu/library/infocomp/libICSLO.htm>. The Library assesses its other resources and services using a variety of tools and techniques, including user surveys and evaluations, and system-generated data.

Office of Primary Responsibility: Instructional Services

Yellow = CCLC suggested changes. **Blue** = internal

Date Approved: SPC 09/15/2009; Revised: 3/16/2010; Revised:

(Replaces former Palomar Procedure 301 and all previous versions of AP 4040.)

INSTRUCTIONAL SERVICES

REV 11/3/17

AP 4222 REMEDIAL/DEVELOPMENTAL COURSEWORK

Reference:

Title 5 Section 55035

ACCJC Accreditation Standard II.A.4

Remedial Developmental coursework consists of pre-collegiate basic skills courses.

A student's need for remedial developmental coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for remedial developmental coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

A student who successfully completes remedial developmental coursework or who demonstrates skill levels that assure success in college-level courses may request reinstatement to proceed with college-level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

The District Catalog shall include a clear statement of the limited applicability of remedial developmental coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Office of Primary Responsibility: Instructional Services

Yellow = CCLC proposed, blue = internal

Date Approved: 12/15/09; Revised:

(Replaces all previous versions of AP 4222.)

HUMAN RESOURCES

Rev 10/8/17

BP 7100 COMMITMENT TO DIVERSITY**References:**

Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq.

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Governing Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Governing Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

Also see BP/AP 3050 titled Institutional Code of Ethics, BP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, BP/AP 3430 titled Prohibition of Harassment, AP 3435 titled Discrimination and Harassment **Complaints and Investigations** ~~and Training~~, and the District's Equal Employment Opportunity Plan.

HUMAN RESOURCES

Rev 10/8/10 17 negligible changes

BP 7110 DELEGATION OF AUTHORITY, HUMAN RESOURCES

Reference:

Education Code Section 70902(d)

The Governing Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and Board Policies and administrative procedures have been followed, subject to confirmation by the Board.

Also see BP 7120 titled Recruitment and Hiring as well as BP 7360 titled Discipline and Dismissals – Academic Employees and BP 7365 titled Discipline and Dismissals – Classified Employees

Office of Primary Responsibility: Human Resource Services

Date Adopted: 7/8/08; Revised:

(Replaces former Palomar Policies 7.04 and 7.05 and, all previous versions of BP 7110.)

HUMAN RESOURCES

REV 10/17/17 negligible proposed changes

AP 7110 DELEGATION OF AUTHORITY, HUMAN RESOURCES**References:**

Education Code Section 70902(d):

Accreditation Standard III.A.11

The ~~Chief~~ Vice President for Human Resources ~~Officer~~ is delegated responsibility from the Superintendent/President to recommend employment, develop job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations, ~~bB~~ Board ~~pP~~ Policies, and ~~aA~~ Administrative ~~pP~~ Procedures are followed.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES**REV 10/17/17 negligible changes****AP 7126 APPLICANT BACKGROUND CHECKS****References:**

Civil Code Sections 47, 1785.16, 1785.20, and 1786.16 et seq.;

Penal Code Sections 11075-11081;

U.S. Code Sections 1681 et seq. (Fair Credit Reporting Act (~~Federal~~))

Where a background investigation is mandated by law or required by an outside agency and is performed by a third party, the Chief Vice President for Human Resources Officer or designee shall make a clear and conspicuous disclosure to the applicant on a separate form before the report is procured. The applicant shall be provided an option to receive or not receive the report. If the applicant is not hired, or the District takes other action that adversely effects any applicant based in whole or in part upon the third-party report, the Chief Vice-President for of Human Resources Officer or designee shall provide written or electronic notice of:

- the adverse action to the applicant
- the name, address, and telephone number of the third party agency that furnished the report
- the applicant's right to obtain a free copy of the report and
- the applicant's right to dispute the accuracy or completeness of any of the information in the report

Also see AP 7337 titled Fingerprinting.

Office of Primary Responsibility: Human Resource Services

Date Approved: SPC 03/03/2009;**Revised:**

HUMAN RESOURCES

REV 10/10/17 negligible changes

BP 7130 COMPENSATION AND BENEFITS**References:**

Education Code Sections ~~45022~~, 70902(b)(4), ~~72411~~, 87801, and 88160;
Government Code Section 53200;
~~34 Code of Federal Regulations Part 668~~ (U.S. Department of Education
regulations on the Integrity of Federal Student Financial Aid Programs under Title
IV of the Higher Education Act of 1965, as amended.)

The Governing Board shall establish and authorize salary schedules, compensation, and benefits (including health and welfare benefits) for all classes of employees and each contract employee subject to collective bargaining or meet and confer processes as applicable.

Prohibition of Incentive Compensation

The District shall not provide any commission, bonus, or other incentive payment based, directly or indirectly, on the success in securing enrollments or financial aid, to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance. Employees covered by this ban shall be referred to as “covered employees” for purposes of this policy.

Compensation is subject to BP 7140 titled Collective Bargaining for represented employees.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 2/09/2008; Revised: 11/08/2011; Revised:

(Replaces former Palomar Policies 7.09, 155, 155.1, 155.11, 155.12, 155.41, 155.42, 528.2, former Palomar Procedures 155.1, 155.41, 155.42, 528.2 and all previous versions of BP 7130.)

HUMAN RESOURCES

REV 10/17/17 negligible proposed changes

AP 7131 HEALTH AND WELFARE BENEFITS**References:**

Government Code Sections 53200 et seq.

The District shall permit any eligible employee to enroll in health and welfare benefit plans, as specified in the applicable collective bargaining agreement, employee handbook, or associated **bB** Board **bP** Policy. Enrollment procedures are as indicated in the appropriate employee group benefits handbook.

Also see AP 7380 titled Retiree Health Benefits, BP 2725 Governing Board Member Compensation, and BP 2730 Governing Board Member Health Benefits.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/10/17 no proposed changes

BP 7140 COLLECTIVE BARGAINING

References:

Government Code Sections 3540 et seq.

If eligible employees of the District select an employee organization as their exclusive representative, and if after recognition by the District or after a properly conducted election, an exclusive representative is certified as the representative of an appropriate unit of employees under the provisions of the Educational Employment Relations Act, Government Code Sections 3540 et seq., the District will meet and negotiate in good faith on matters within the scope of bargaining as defined by law.

Also see BP/AP 2610 titled Presentation of Initial Collective Bargaining Proposals

Office of Primary Responsibility: Human Resource Service

Date Adopted: 12/09/2008; Revised:

(Replaces former Palomar Policy 107 and all previous versions of BP 7140.)

HUMAN RESOURCES**REV 10/18/17 no proposed changes****AP 7145 PERSONNEL FILES****References:**

Education Code Section 87031;
Labor Code Section 1198.5

Personnel files are subject to the provisions in the applicable collective bargaining agreement or employee handbooks. Procedures governing personnel files for employees represented by an exclusive bargaining representative, such as the Palomar Faculty Federation (PFF) and the Council of Classified Employees (CCE/AFT), are contained in the appropriate collective bargaining agreement, and nothing herein applies to such employees.

Personnel records are private, accurate, complete, and permanent. All personnel files shall be kept in locked cabinets with access limited to appropriate Human Resource Services personnel serving legitimate District purposes. To ensure privacy, files shall not be left open or unattended in unlocked office areas. Inspection of personnel files by authorized individuals shall occur within the Office of Human Resource Services in the presence of the **Chief Vice President for Human Resources Officer** or designee. A signed release form from the employee is required prior to any third party file access.

Every employee has the right to inspect personnel records pursuant to the Labor Code.

Information of a derogatory nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter and have his/her own comments attached to any derogatory statement. The review shall take place during normal business hours and the employee shall be released from duty for this purpose without salary reduction.

The employee shall not have the right to inspect personnel records at a time when the employee is actually required to render services to the District.

Nothing in this procedure shall entitle an employee to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview.

See BP/AP 3310 titled Records Retention and Destruction

Office of Primary Responsibility: Human Resource Services

Date Approved: 2/15/2011; Revised:

HUMAN RESOURCES

REV 10/10/17 no proposed changes

BP 7175 DISTRICT AWARDS

References:

Education Code Sections 87801 and 88160

Students, employees, and other community members who perform special acts or services in the interest of public education may be recognized through the issuance of appropriate awards.

Date Adopted: 4/14/2009; Revised:

(Replaces former Palomar Policy 7.13 and all previous versions of BP 7175)

HUMAN RESOURCES

REV 10/14/17 negligible proposed changes

BP 7210 ACADEMIC EMPLOYEES**References:**

Education Code Sections 87400 et seq., 87419.1, 87482 et seq., 87600 et seq.,
and 87482.8;
Title 5 Section 51025

Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in the Disability Resource Center (DRC) and Extended Opportunity Programs and Services (EOPS).

Decisions regarding tenure of faculty shall be made in accordance with the procedures established for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. The Governing Board reserves the right to determine whether a faculty member shall be granted tenure.

The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full-time or part-time. The Governing Board delegates authority to the Superintendent/President to determine the extent of the District's needs for temporary faculty. (See AP 7212 titled Temporary Faculty)

Notwithstanding this policy, the District shall endeavor to comply with its obligation under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

Also see BP/AP 7120 Recruitment and Hiring

Date Adopted: 4/14/2009; Revised

(Replaces former Palomar Policies 151, 154, 154.32, 154.41, 154.5, former Palomar Procedure 170, and all previous versions of BP 7210.)

HUMAN RESOURCES**REV 10/14/17 no proposed changes****BP 7211 FULL-TIME FACULTY SERVICE AREAS AND COMPETENCIES****References:**

Education Code Sections 87001, 87003, and 87743 et seq.;
Title 5 Sections 53400 et seq.;
Article 18, PFF Contract

Faculty Service Area (FSA) means a service or instructional subject area or group of related services or instructional subject areas performed by full-time faculty and established by a community college district. At a minimum, an FSA must consist of the minimum qualifications for a discipline as established by the Board of Governors. FSAs may also contain District competency standards, developed by appropriate discipline faculty, consisting of criteria pertaining to the discipline, such as recency, nature and breadth of relevant experience, and special skills necessary to the position.

The Faculty Senate, in consultation with the Palomar Faculty Federation (PFF), makes recommendations of Faculty Service Areas to the Governing Board. The Governing Board may add to, delete or modify the FSAs upon positive recommendation of the Superintendent/President and after both the PFF and the Faculty Senate have had a reasonable opportunity for input. The listing of FSAs shall be contained in the PFF collective bargaining agreement.

A faculty member is eligible to serve in an FSA if he/she satisfies both the minimum qualifications for the position and associated District competency standards. Each faculty member shall qualify for and be assigned the FSA(s) in the discipline(s) in which the Governing Board has authorized him/her to teach.

The application of Faculty Service Areas and competencies shall be consistent with applicable non-discrimination and equal employment opportunity laws and regulations as well as relevant District policies and procedures and applicable collective bargaining agreements.

FSAs provide one element for determining faculty seniority and order of layoff when a reduction-in-force is being effected under the Education Code. FSAs are also used to determine eligibility for lateral transfer to other faculty positions.

Details on faculty minimum qualifications and competency standards are contained in BP/AP 4015 titled Minimum Qualifications and Equivalencies. Also see: BP/AP 3420 titled Equal Employment Opportunity; BP/AP 7120 titled Recruitment and Hiring; AP 7211 titled Faculty Service Areas and Competencies; and AP 7231 titled Seniority.

HUMAN RESOURCES

REV 10/18/17 negligible proposed changes

**AP 7211 FULL TIME FACULTY SERVICE AREAS, AND
COMPETENCIES****References:**

Government Code Sections 995 et seq.;

Education Code Sections 87001, 87003, 87356, 87359, and 87743 et seq.;

Title 5 Sections 53400 et seq.;

Accreditation Standard III.A.2-4

Faculty Service Areas: Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Each faculty member shall qualify for one or more faculty service areas at the time of initial employment.

New faculty members will be assigned faculty service areas by their hiring departments at the time of initial employment. These assignments will be based upon the minimum qualifications pursuant to Education Code Section 87356.

The Human Resources Office shall maintain a permanent record for each faculty member employed by the District. The record shall contain each faculty service area which the faculty member possesses, the minimum qualifications for service, and in which faculty service areas he/she has established competency pursuant to District competency standards. Every three years, the Faculty Senate shall review the faculty service areas for completeness and currency.

A faculty member shall be eligible for qualification in any faculty service area in which the faculty member has met both minimum qualifications pursuant to BP/AP 4015 titled Minimum Qualifications and Equivalencies and District competency standards. After initial employment, a faculty member may apply to the District to add faculty service areas for which the faculty member qualifies. The burden of providing documentation and satisfactory proof of qualification for additional faculty service areas resides with the employee. The application shall be received by the District on or before February 15 in order to be considered in any proceeding pursuant to Education Code Section 87743 during the academic year in which the application is received. Any dispute arising from an allegation that a faculty member has been improperly denied a faculty service area shall be classified and procedurally addressed as a grievance as described in this AP and related procedures.

Date Approved: 4/21/2015; Revised:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176, Palomar Procedures 154.21, 154.3, 154.4, 176, and all previous versions of AP 7211.)

Review and Grievances

The Faculty Senate FSA Review Committee will consist of an administrator with faculty service area responsibility, faculty members from each academic division appointed by Faculty Senate, one counselor and one librarian appointed by the Faculty Senate, and one faculty member appointed by the PFF. This committee will review applications for additional faculty service areas and issues of competence for reassignment purposes.

Disputed decisions of the reviewing committee will be adjudicated by a grievance committee of three tenured faculty members appointed by the Faculty Senate. No member of the grievance committee may sit on the reviewing committee. The decision of the grievance committee shall be final.

In the event that suit is brought against any District employee who participated in the faculty service area process as a result of such participation, the District shall provide for the legal defense of the employee subject to the provisions of applicable law.

Current Faculty Service Areas and Competencies can be found in the collective bargaining agreement between the District and the PFF.

Also see BP/AP 4015 Minimum Qualifications and Equivalencies as well as the District's competency standards.

Office of Primary Responsibility: Human Resource Services

Date Approved: 4/21/2015; Revised:

(Replaces Palomar Policies 154.2, 154.21, 154.3, 154.31, 176, Palomar Procedures 154.21, 154.3, 154.4, 176, and all previous versions of AP 7211.)

HUMAN RESOURCES

REV 10/18/17 no proposed changes

AP 7213 PART-TIME FACULTY: BENEFITS

Reference:

Education Code Section 87860

Refer to the current Palomar Faculty Federation (PFF) Agreement for details regarding part-time faculty benefits.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/17/17 no proposed changes

AP 7214 PART-TIME FACULTY: OFFICE HOURS

Reference:

Education Code Section 87880

Refer to the current Palomar Faculty Federation (PFF) Agreement for details regarding part-time faculty office hours.

Office of Primary Responsibility: Human Resource Services

Date Approved: SPC 10/21/08; Revised:

HUMAN RESOURCES

REV 10/18/17 No proposed changes

**AP 7215 ACADEMIC EMPLOYEES: PROBATIONARY CONTRACT
FACULTY****References:**

Education Code Sections 87600 et seq.

The District shall employ a faculty member for the first academic year of his/ or her employment by contract. Any person who, at the time an employment contract is offered to him/ or her by the District, is neither a tenured employee of the District nor a probationary employee then serving under a second or third contract shall be deemed to be employed for "the first academic year of his/ or her employment."

A faculty member shall be deemed to have completed his/ or her first contract year if he/she provides service for 75 percent of the first academic year.

Before making a decision relating to the continued employment of a contract employee, the following requirements shall be satisfied:

- The employee shall be evaluated in accordance with the evaluation standards and procedures established in accordance with law and the Palomar Faculty Federation collective bargaining agreement.
- The Governing Board shall receive statements of the most recent evaluations.
- The Governing Board shall receive recommendations from the Superintendent/ President.
- The Governing Board shall consider the statement of evaluation and the recommendations in a lawful meeting of the Board.

If a contract employee is working under his/ or her first contract, the Governing Board, at its discretion, shall elect one of the following alternatives:

- Not enter into a contract for the following academic year
- Enter into a contract for the following academic year
- Employ the contract employee as a regular employee for all subsequent academic years

If a contract employee is working under his/ or her second contract, the Governing Board, at its discretion, shall elect one of the following alternatives:

- Not enter into a contract for the following academic year

- Enter into a contract for the following two academic years
- Employ the contract employee as a regular employee for all subsequent academic years

If a contract employee is employed under his/ or her third consecutive contract, the Governing Board shall elect one of the following alternatives:

- Employ the probationary employee as a tenured employee for all subsequent academic years
- Not employ the probationary employee as a tenured employee

The Governing Board shall give written notice of its decision and the reasons therefore to the employee on or before March 15 of the academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with the Human Resource Services Office. Failure to give the notice as required to a contract employee under his/ or her first or second contract shall be deemed an extension of the existing contract without change for the following academic year.

The Governing Board shall give written notice of its decision under Education Code Section 87609 and the reasons therefore to the employee on or before March 15 of the last academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with the Human Resource Services Office. Failure to give the notice as required to a contract employee under his/ or her third consecutive contract shall be deemed a decision to employ him/ or her as a regular employee for all subsequent academic years.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/14/17 Negligible proposed changes

BP 7230 CLASSIFIED EMPLOYEES**References:**

Education Code Sections 88003, 88004, 88009, and 88013

Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the classified service. Procedures specific to classified employees are delineated in the applicable collective bargaining agreement or employee handbook.

The classified service does not include:

- Substitute employees
- Short-term employees who are employed and paid for less than 75 percent of the fiscal year
- **Part-time apprentices and p**Professional experts employed on a temporary basis for a specific project, regardless of length of employment
- Interns, full-time students employed part-time, and part-time students employed part-time in any college work-study program or in a work experience education program conducted by the District

The Governing Board shall fix and prescribe the duties of the members of the classified service. (See BP 7110 titled Delegation of Authority, **Human Resources**)

The Superintendent/President shall establish procedures to assure that the requirements of state law and regulations regarding the classified service are met.

The probationary period for classified employees shall be one year.

Also see AP 7235 titled Probationary Period: Classified Employees, **BP/AP 7120 Recruitment and Hiring**

HUMAN RESOURCES

REV 10/18/17 no proposed changes

AP 7232

CLASSIFICATION REVIEW

References:

Education Code Sections 88001 and 88009

Every position in the classified service in the District shall be assigned a classification. These classifications will determine the salary levels that shall be applied to these positions.

Subject to applicable employee agreements and handbooks, review of class specifications shall be undertaken to revise and update the duties and/or responsibilities of positions in the classified service.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/17/17 no proposed changes

AP 7233 CLAIMS FOR WORK OUT OF CLASSIFICATION**Reference:**

Education Code Section 88010

Classified employees shall not be required to perform duties that are not fixed and prescribed for the position by the Governing Board unless the duties reasonably relate to those fixed for the position, for any period of time that exceeds five working days within a 15-calendar-day period except as authorized in these procedures.

An employee may be required to perform duties inconsistent with those assigned to the position for a period of more than five working days if his/ ~~or~~ her salary is adjusted upward for the entire period he/she is required to work out of classification and in amounts that will reasonably reflect the duties required to be performed outside his/ ~~or~~ her normal assigned duties.

Also refer to the applicable collective bargaining agreement or employee handbook.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/18/17 No proposed changes

AP 7235 PROBATIONARY PERIOD: CLASSIFIED EMPLOYEES

Reference:

Education Code Section 88013

Subject to provisions in the applicable collective bargaining agreement or employee handbook, the Governing Board establishes a probationary period of one year as permitted by statute.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/14/17 negligible proposed changes**BP 7236 SHORT-TERM EMPLOYEES****Reference:**

Education Code Section 88003

"Short-term employee" means any person who is employed to perform a service for the District upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.

Before a short-term employee is employed, the Governing Board, at a regularly scheduled meeting, shall specify the service required to be performed and certify the ending date of the service. The **Governing** Board may later act to shorten or extend the ending date, but shall not extend it beyond 75 percent of an academic year.

See the Short-Term Employee Hiring Regulations available in the Human Resource Services Office.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/18/17 No proposed changes

AP 7237 LAYOFFS

References:

Education Code Section 87743, 88117, and 88127

Refer to the applicable collective bargaining agreement or employee handbook for details regarding layoffs.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/14/17 no proposed changes**BP 7240 CONFIDENTIAL EMPLOYEES****Reference:**

Government Code Section 3540.1(c)

Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Governing Board in accordance with applicable law and with the regulations of the California Public Employment Relations Board.

Confidential employees are not eligible for inclusion in a bargaining unit represented by an exclusive representative and the terms and conditions of their employment are not controlled by any collective bargaining agreement.

The terms and conditions of employment for confidential employees shall be provided for by procedures developed by the Superintendent/President. Such terms and conditions of employment shall include, but not be limited to, procedures for evaluation and rules regarding leaves, transfers, and reassignments.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 12/1/17 Negligible proposed changes

AP 7240 CONFIDENTIAL EMPLOYEES**Reference:**

Government Code Section 3540.1(c)

Confidential employees shall receive the same salary and health benefits as non-confidential employees who work under the same job titles or, in the case of classified employees, who work in the same classifications.

~~These procedures which include~~ Further details regarding confidential employee hiring, evaluation, transfer, classification/reclassification, work schedule, compensation, benefits, leaves, resignation, complaint procedure, and layoffs are published in the Confidential and Supervisory Team (CAST) Handbook.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7341 SABBATICALS**References:**

Education Code Sections 87767 et seq.

The District may grant a leave of absence for study and travel (sabbatical) subject to the provision of the applicable collective bargaining agreement.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:

(Replaces ~~current~~ former Palomar Policies 154.42, 156.38, and 156.381)

HUMAN RESOURCES

REV 10/18/17 no proposed changes

AP 7342 HOLIDAYS**Reference:**

Education Code Section 79020

Official District holidays will be established upon approval by the Governing Board. Designated holidays are determined through the annual state and federally approved holidays and in conjunction with the District's master calendar process and subject to the applicable collective bargaining agreement or employee handbook.

Also see BP/AP 4010 titled Academic Calendar

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/23/17 no proposed changes

AP 7344 NOTIFYING DISTRICT OF ILLNESS

Reference:

Education Code Section 88191

Procedures for notification of employee illness are delineated in the applicable collective bargaining agreement or employee handbook.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/18/17 no proposed changes

AP 7346 EMPLOYEES CALLED TO MILITARY DUTY**References:**

Education Code Sections 87018, 87700, 87832, and 88116;
Government Code Sections 19775 et seq.;
Military and Veteran's Code Sections 389 et seq.;
38 U.S. Code Sections 4301 et seq.

The following applies to any District employee, academic or classified, who enters the active military service of the United States of America or of the State of California, including active service in any uniformed auxiliary of any branch of the military service, during any period of national emergency declared by the President of the United States or during any war in which the United States of America is engaged.

Leave

Upon presentation of a copy of orders for active duty in the Armed Forces, the National Guard, or the Naval Militia, the District shall grant a military leave of absence for the period of active duty specified in the orders, but not to exceed five years for a permanent, probationary, or exempt employee, or for the remainder of a limited-term employee's appointment or a temporary employee's appointment.

Salary

Any District employee called to active duty who has been in the service of the District for at least one year will continue to receive his/ or her salary for the first 30 calendar days of ordered military service. Employees who are members of the National Guard will continue to receive salary for the first 30 calendar days of active service regardless of length of service with the District.

In addition, the District may provide for not more than 180 calendar days as part of the employee's compensation all of the following:

- The difference between the amount of his/ or her military pay and allowances and the amount the employee would have received as an employee, including any merit raises that would otherwise have been granted during the time the individual was on active military duty.
- All benefits that he/she would have received had he/she not been called to active military duty unless the benefits are prohibited or limited by vendor contracts.

Employees returning from military leave shall have their salary adjusted to reflect salary increases that are not based on merit.

Health Benefits

An employee on military leave for less than 31 days shall continue to receive health insurance benefits.

Employees on leave for longer than 30 days may elect to continue health care coverage for themselves and their eligible dependents for a maximum period of 18 months.

Returning veteran employees whose coverage was terminated because of military leave will not be subject to any exclusion or waiting period prior to reinstatement of health coverage.

Vacation and Sick Leave

Employees on military leave accrue any benefits the District provides to other employees, e.g. if employees on other approved leaves are permitted to accrue vacation or sick leave, employees on military leave will do so as well.

Employees on military leave shall accrue any benefits afforded by any collective bargaining agreement negotiated during their absence.

Any employee on temporary military leave for training who has worked for the District for at least one year shall continue to accrue vacation, sick leave, and holiday privileges up to a maximum period of 180 days.

Reinstatement

An employee on active duty military leave shall be entitled to return to the position held by him/ or her at the time of his/ or her entrance into the service within six months after the employee honorably leaves the service or is placed on inactive duty.

In the case of a contract academic employee, absence on military leave shall not count as part of the service required for the acquisition of tenure, but the absence shall not be construed as a break in the continuity of service. If the employee was employed by the District for more than one year, but had not yet become a regular academic employee of the District, he/she is entitled to return to the position for the period of time his/ or her contract of employment had to run at the time he/she entered military service.

In the case of an academic employee, absence on military leave shall not be construed as a break in the continuity of service.

In the case of a classified employee, absence on military leave shall not be construed as a break in the continuity of service.

Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7347 FAMILY MEDICAL LEAVE**References:**

Unemployment Insurance Code Sections 3300 – 3303;
Family Medical Leave Act;
Fair Employment and Housing Act

The Governing Board authorizes unpaid family care and medical leaves consistent with the Family Medical Leave Act and the California Family Rights Act, and unpaid pregnancy disability leave under the Fair Employment and Housing Act. This authorization is implemented through the applicable collective bargaining agreements and employee handbooks.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:

(Replaces ~~current~~ former Palomar Policies 14 and 156.4)

HUMAN RESOURCES

REV 10/15/17 negligible proposed changes

BP 7350 RESIGNATIONS**References:**

Education Code Sections 87730 and 88201

The Governing Board shall accept the resignation of any employee and shall fix the time when the resignation takes effect, which shall not be later than the close of the academic year during which the resignation has been received by the **Governing** Board.

The Governing Board hereby delegates to the Superintendent/President the authority to accept resignations on its behalf at any time. Resignations shall be deemed accepted by the Governing Board when accepted in writing by the Superintendent/President subject to the provision of the applicable collective bargaining agreement or employee handbook. When accepted by the Superintendent/President, the resignation is final and may not be rescinded except in instances as outlined in applicable collective bargaining agreements or employee handbook. All such resignations shall be forwarded to the Governing Board for ratification.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:*(Replaces ~~current~~ former Palomar Policy 21.5)*

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7361 ACADEMIC DUE PROCESS**References:**No specific references

Personnel issues may involve contractual grievances or non-contractual disputes or problems. The former will be resolved through the grievance procedure of the collective bargaining agreement between the District and the appropriate union: CCE/AFT or PFF/AFT. Non-contractual employment disputes for administrative, supervisory, and confidential employees are resolved by the procedures in their respective employee handbooks.

Conflicts between or among faculty members may be addressed through the Faculty Senate's Academic Due Process Procedure, which is available on the Faculty Senate's web page.

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7370 USE OF DISTRICT RESOURCES FOR POLITICAL ACTIVITY**References:**

Education Code Sections 7054 and 7056;
Government Code Section 8314

As the District encourages and promotes academic freedom and free speech, this policy is not intended to limit free speech.

Employees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Governing Board. This policy prohibits political activity during an employee's working hours but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

Also see BP/AP 4030 ~~titled~~ Academic Freedom, BP/AP 5550 ~~titled~~ Speech: Time, Place, and Manner, and BP/AP 6700 ~~titled~~ Other Facilities Use (Civic Center Act) as well as AP 7370 ~~titled~~ Use of District Resources for Political Activity

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:

(This is a new policy recommended by the CC League and the League's legal counsel)

HUMAN RESOURCES

REV 10/23/17 no proposed changes

AP 7370 USE OF DISTRICT RESOURCES FOR POLITICAL ACTIVITY**References:**

Education Code Sections 7050 et seq.

As the District encourages and promotes academic freedom and free speech, this procedure is not intended to limit free speech. The following policies/procedures address academic freedom and free speech: BP/AP 4030 titled Academic Freedom, BP/AP 5550 titled Speech: Time, Place, and Manner, and BP/AP 6700 titled Other Facilities Use (Civic Center Act).

No District funds, services, supplies, or equipment may be used to urge the support or defeat of any ballot measure or candidate, including but not limited to any candidate for election to the Governing Board.

District resources may be used to provide information to the public about the possible effects of a bond issue or other ballot measure if both the following conditions are met:

- The informational activities are otherwise authorized by the Constitution or laws of the State of California and
- The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure

Any administrator or member of the Governing Board may appear before a citizens' group that requests the appearance to discuss the reasons why the Governing Board called an election to submit to the voters a proposition for the issuance of bonds and to respond to inquiries from the citizens' group.

An officer or employee of the District may solicit or receive political funds or contributions to promote the support or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service, or other working conditions of officers or employees of the District. Such activities are prohibited during working hours. Entry into buildings and grounds of the District for the use of urging the support or defeat of any ballot during working hours is prohibited. Such activities are permitted during nonworking time. "Nonworking time" means time outside an employee's working hours, whether before or after the work day or during the employee's lunch period or other breaks during the day.

Disrupting the work of an employee or student during his/her work or class period for political activities is prohibited.

Date Approved: 10/21/08; Reviewed:*(Replaces former Palomar Procedure 4.1 and all previous versions of AP 7370.)*

- 38 For other issues related to political activity, see BP/AP 4030 titled Academic Freedom,
39 BP/AP 5550 titled Speech: Time, Place, and Manner, **BP 2716 titled Governing Board**
40 **Member Political Activity, and** BP/AP 6700 titled Other Facilities Use (Civic Center Act)
- 41 Office of Primary Responsibility: Human Resource Services

HUMAN RESOURCES

REV 10/22/17 no proposed changes

AP 7375 TAX-SHELTERED ANNUITIES/DEFERRED COMPENSATION PROGRAMS**References:**

No references

With the exception of student workers and employees whose contributions would not exceed \$200 per year and subject to applicable collective bargaining agreements or employee handbooks, the District authorizes the participation of District employees in tax-sheltered annuities and deferred compensation programs. Detailed information regarding investment options and associated enrollment forms are available online via the Human Resource Services website.

Also see BP 7130 titled Compensation and BP 7385 titled Salary Deductions

Office of Primary Responsibility: Human Resource Services

Date Adopted: 11/18/08; Revised:*Replaces former Palomar Policy 528.2 and all previous versions of AP 7375.)*

HUMAN RESOURCES

REV 10/15/17 negligible proposed changes

BP 7510 DOMESTIC PARTNERS**References:**

Family Code Sections 297, 298, 298.5, 297.5, 299, 299.2, and 299.3

Domestic partners registered with the California Secretary of State shall have, insofar as permitted by California law, all of the same rights, protections, and benefits, as well as the same obligations, responsibilities, and duties of married persons (spouses) under state law. Former domestic partners shall have all of the rights and obligations of former spouses. Surviving domestic partners shall have the same rights, protections, and benefits as are granted to a surviving spouse of a decedent.

Therefore, all references to “spouses” in the **bB**oard **pP**olicies or **aA**dministrative **pP**rocedures shall be read to include registered domestic partners as permitted by California law.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:

(Replaces former Palomar Policy 130 and all previous versions of BP 7510.)

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7800 INSTITUTIONAL REASSIGNMENT/LATERAL TRANSFER**References:**

Education Code Sections 87743 et seq.;

Title 5 Sections 53400 et seq.

Refer to the appropriate collective bargaining agreement or employee handbook for details regarding institutional reassignment and lateral transfer.

Also see AP 7211 titled Faculty Service Areas as they relate to lateral transfer.

Office of Primary Responsibility: Human Resource Services

Date Adopted: 12/09/2008; Revised:

Replaces former Palomar Policies 115 and 160 and Procedures 115 and 160)

HUMAN RESOURCES

REV 10/15/17 no proposed changes

BP 7850 EXCHANGE PROGRAM**References:**

Education Code Sections 87422-87424

The District recognizes qualified exchange programs for eligible employees. The procedures for participation in such programs are delineated in the applicable collective bargaining agreement or employee handbook.

Office of Primary Responsibility: Human Resource Services

GUIDED PATHWAYS SELF-ASSESSMENT TOOL- Palomar College- Draft – November 11, 2017

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry			X	
	2. Shared Metrics				X
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

Self-Assessment Items

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ Inquiry around Guided Pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	X Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We chose this rating because we have several instances of cross-functional teams discussing issues that relate to implementing Guided Pathways. We have a cross-functional team working on this document and assisting the college in establishing a shared definition of Guided Pathways, as well as developing an official structure to implement Guided Pathways. This team includes administrators and faculty representatives. However, neither the students, nor classified staff, have been involved in this process. In addition, there have been other instances of discussion of Guided Pathways at Palomar College. Members of the Student Success and Equity Council have played a key role in initial planning and dissemination of information. Guided pathways have been a topic of discussion on campus for some time in various other councils and committees.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Student Success and Equity Council created a subgroup to begin integrating concepts pertaining to Guided Pathways into the college culture. The group distributed David Jenkins' book *Redesigning American Community Colleges* to all council members who were also required to read the book and asked to participate in council discussions. This work was also extended into our Professional Development program where additional opportunities were made available for faculty to continue these discussions. We acquired an innovation grant in STEM, which involves a cross-functional team who have designed STEM pathways to transfer. This STEM model may potentially serve as an example for other disciplines. Finally, the institution has recently created a Strategic Enrollment Management team which will be emphasizing Guided Pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Several challenges exist that could hinder progress on this key element. These include increasing the awareness and knowledge of Guided Pathways and gaining pervasive faculty buy-in. Additional barriers include having the time to do appropriate analyses and produce relevant summary reports. One method suggested was to create several retreats so that we all have time together to make this work happen, but scheduling will be a challenge. While we have had active faculty members (instructional, counseling, library) engaging in Guided Pathways work, it will also be a challenge to include a more comprehensive group of faculty representing diverse disciplines in the development of future steps. Finally, the different disconnected efforts related to Guided Pathways across campus need to be aligned (which will be challenging) so that the college is collectively moving forward.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We need to integrate Guided Pathways into our existing plans (e.g., BSI, Student Success and Equity, etc.), which will necessitate a Guided Pathways plan for the entire college that is lined up/ integrated with our strategic plan. We need to use this year to not only plant

seeds, but also to make sure administration, faculty, staff all have the same knowledge and use the same language when referring to Guided Pathways. Defining what was meant by “Guided Pathways” was one of our initial barriers.

DRAFT

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	<ul style="list-style-type: none"> ○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross- functional teams to come to consensus on key issues. 	<ul style="list-style-type: none"> ○ Key benchmarks and progress on student data are used. <p>They are beginning to be aligned across initiatives.</p>	<ul style="list-style-type: none"> ○ College has defined metrics that are shared across its different initiatives. <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>X College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The Office of Institutional Research and Planning (IRP) and Information Services Department are responsible for reporting student performance data at all levels. IRP provides regular reports documenting outcomes, institutional effectiveness, and student performance. Such data includes student access metrics, course success rates, term-to-term persistence, and completion rates. Depending upon the research request, data is disaggregated along demographic and/or other variables of interest. The college uses shared metrics across different initiatives to understand how student success has improved through Student Success & Equity, the Planning Councils, etc. Program planning utilizes data, which are consistently examined with a focus on promoting equitable outcomes for students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college utilizes several systems for this type of evaluation. Like all community colleges, we have scorecard data which is reviewed in various councils and avenues (including workshops for the Governing Board). Our planning councils in Instruction and Student Services require a thorough analysis of data (including Institutionally set data) and our Instructional Planning recommendations require disaggregation of at least two factors (e.g., demographics; full-time/part-time status; first time college student; class level such as basic skills, AA, Transfer) to address disproportionate impact and other areas of improvement. Our Career Technical Education program has new leadership and faculty, as well as, Institutional and State expectations in terms of goals for use of data and accountability through Strong Workforce and the Adult Education Block Grant.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The largest barrier has to do with integration and communication. Integrating benchmarks across relevant planning groups is a challenge given the different timelines and meetings of separate groups working on similarly themed initiatives. In addition, implementing action that requires an integration is also a challenge. For example, the vision of the Career Center may differ from the vision and planning of areas that have seeming overlap (AEBG, CTE, Service Learning), but have not always historically perceived their mission as similar, nor perhaps even seen the overlap. Additional challenges include helping faculty find, use, and understand the value of data in the planning and decision-making process.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We believe training needs to be developed to help our faculty, staff, and administrators understand our data and how to use it purposefully. Some are skeptical of data and do not embrace data-driven approaches to decision making, which presents another challenge.

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) 	○ College is currently not integrating or planning to integrate planning in the next few months.	X Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.

<ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 				<p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
---	--	--	--	---

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Palomar is still at a superficial state of discussions in term of the integration of Guided Pathways into 3SP, BSI, Equity, and Strong Workforce. Palomar faculty and staff are still learning about Guided Pathways and discovering the data and functionality of the paradigm. Additionally, there hasn't be a systematic examination of Labor Market Information/Transfer opportunities in regard to revamping/updating our programs. While Program Review and Planning processes are being revamped, Guided Pathways hasn't necessarily been a focus of the changes. Palomar College has elements of integrated planning within councils and committees (as stated), but not across them in a structured manner.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As discussed, we have models for Guided Pathways in STEM and are having discussions of Guided Pathways (in Student Success and Equity and Professional Development and strategic enrollment management) but have yet to integrate the planning across relevant councils and committees.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Our current shared governance structure makes communication and workflow difficult. The time needed to overhaul that structure and develop new plans is also a challenge. Funding for tools that will help with integration is also a challenge, while we are currently in fiscal stability.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

A complication includes not only integrated planning across constituency groups, but also across our overall initiatives such as the Palomar Promise, CCAP/Non-CCAP pathways, the launching of two new centers in the North and South of our district (Summer 2018), CTE/Strong Workforce, & AEBG. Not only do we want to establish pathways in all of these areas, but we also want to know what other areas of the college are doing which is a challenge altogether.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or shared governance committees that will inform and guide the Guided Pathways effort.</p>	<p>X Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>X Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Palomar is beginning to gain movement, not momentum, on making decisions regarding Guided Pathways. While we have had robust discussion through our faculty-led Professional Development program and our Student Success and Equity Council, Palomar has not implemented an integrated process for discussions/retreats/in-services focused on Guided Pathways. Additionally, Palomar has not identified resources to support such activities. Finally, we have not systematically analyzed our policies and procedures to determine whether we will have the policy support/hindrance for proposed changes. We need to create an interdisciplinary, cross-functional team with faculty champions who have demonstrated experience and knowledge in Guided Pathways as the core of this planning team.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Through working with an Institutional Effectiveness Partnership Institute team, we have identified several factors contributing to these issues of integrated planning and are preparing a strategic enrollment management plan. The Student Success and Equity Council and Professional Development jumpstarted the discussions on Guided Pathways. Our STEM Guided Pathways team held retreats inviting various instructional faculty, counseling faculty, librarians, faculty resource coordinators, and the articulation officer to begin mapping their disciplines.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Finding the resources to support an intentional, somewhat uniform process to develop Guided Pathways is a primary barrier. Resources would include time together in cross-functional teams (requiring prioritization of initiatives), money to pay for that extra time, time for implementation and training in technology such as Starfish or Scheduling software (ADASTRA etc.), and people to participate in the process. A core challenge can be the summer because faculty are not on contract and the progress on initiatives can be stalled.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	X Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Individual faculty have strong relationships with industry partners and colleagues at sister educational institutions. We have connected with industry, K-12 (via establishing CCAPS, Palomar Promise, campus tours, GEAR-UP, etc.), and four-year partners, but we need to do a better job using the connections to inform our programs (and vice-versa). Labor Market Information is not used to the fullest extent to make decisions. As a college, we need to increase our conversations with industry partners, beyond CTE-specific disciplines. We acknowledge that we need better training on how to utilize the data we gather (whether LMI or otherwise) for planning.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have a team that has established five CCAP agreements with our high school districts. Our faculty have also worked with our articulation officer to establish several AD-T's for the CSU system, and we have MOU's and Transfer Articulation Agreements with private and out-of-state colleges, granting students additional transfer opportunities beyond impacted state universities. We have an organization called North County Higher Education Alliance (NCHEA) which connects Palomar, Mira Costa, and CSUSM. We are also a member of North County Professional Development Federation (NCPDF), which connects Palomar with CSUSM and all K-12 districts in our area.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Palomar College has a geographically large district with multiple high schools. Over the last several years, we have not been as active in the community as we could have been, so our representatives are finding themselves starting at "step one" with some of our partnership efforts. Palomar College serves 11 feeder high districts spread across rural and urban areas with varying levels of technological infrastructure and differing populations, needs, and interests in engagement. The unique communities in our service area also have varying local labor markets making the landscape complex and difficult to manage. We are making significant headway with string staff, faculty and administrative collaborations within the college and across the district.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Under the California Career Pathways Trust grants, we are in the process of developing specific pathways at supported high schools and documenting the process to share with the region. We are starting with an examination of common CTE programs between the high schools and Palomar and building out those pathways for students. This should be completed between March and June 2018. AEBG/CTE has Labor Market Information in regard to industry sectors. Priority sectors include Advanced Manufacturing, Clean

Energy, and Information and Communication Technologies. This information needs to be disseminated across campus, in the same manner as Guided Pathways needs to be disseminated. We have access to other data, as well, through ESMI, but have not adopted an overall practice of integrating this data into our current practices.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES <i>(Help Students Choose and Enter a Pathway)</i> College has structures in place to scale major and career exploration early on in a student's college experience.	College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	X Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p> <p>We have career exploration services (e.g., Career Center , COUN 165 - Career Exploration, COUN 115 - Career and Life Planning), but we do not have a requirement for all students to utilize the services. We also do not integrate information across these services. We have not had campus-wide discussions about grouping our disciplines into ‘meta-majors’, and we also have not made the connection between career exploration and meta-majors. However, an integrated planning team for the North and South Center openings has been discussing meta-majors for the last six months and has also been including labor market data to help make suggestions about future majors/careers to support in our new centers. There are opportunities for linking careers to academic work and discussions about a more systematic way of doing so, but we are really in the beginning of this work at Palomar College.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>The college has strong apprenticeship and pre-apprenticeship programs. The college has put additional resources into Service Learning and has a plan to integrate this with Career Education. The college is also using grant funding to create sustainable internships.</p> <p>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>The connection between career exploration and meta-majors has not been strong on our campus. We need to learn about the connection before we can adopt the concept of meta-majors and understand how meta-majors help students with career exploration. As an institution, we tend to think about what we are currently doing, rather than what <i>could/should</i> be done. For example, organizing our current majors into broad meta-majors makes sense, if we believe we are currently offering the right opportunities for students. Creating meta-majors won’t be useful for majors/certificates etc. that are not explicitly linked to careers/transfer opportunities for students. Faculty expertise is needed in analyzing this phenomenon within associated disciplines (examining Gainful Employment for current usability etc.). In addition, there are also Financial Aid regulations, which may pose a challenge in terms of the development of foundation and gateway courses that are not just electives toward a degree - especially if a student changes majors.</p> <p>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</p>				

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
7. IMPROVED BASIC SKILLS <i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i> College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular innovations including creation of math pathways to align with students' field of study. 	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.	X College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Palomar College has implemented the use of multiple measures (e.g., high school GPA; course level completions) in order to properly place students, but we haven't seen large gains yet. This could potentially be due to several problems that occurred during the implementation of the Multiple Measures Assessment Project (MMAP). For example, while MMAP reported that we can rely on self-reported student information, regarding HS GPA and coursework, many of our students did not know their cumulative HS GPA, nor did they remember what grades they received in specific classes.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Our Math Department is exploring new pathways such as AMG and Algebra 2n1. We currently have the Math stats/ algebra pathways /and are using multiple measures. The English department has begun similar conversations. The college is a part of the Basic Skills Partnership and has regular meetings with colleges in our region about the use of multiple measures and how to adjust course offerings and curriculum to ensure students complete transfer-level English and math in their first year.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Developing internal processes for assessment and placement have been challenging in terms of the workload and communication with instructional faculty, counselors, and other relevant staff. Another challenge is ensuring all faculty are aware of AB705 and how it impacts students' placement.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Math is also looking at models, which integrate required support for remedial math courses (pre-algebra, beginning algebra) that are not taught or are taught as non-credit and requiring students to begin no lower than intermediate algebra. The first math class involving integrated support for those who place into lower math levels is planned for Fall 2019.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i> College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced	○ College is currently not providing or planning to provide clear program requirements for students.	X Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

access to relevant transfer and career outcomes).				
---	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We have begun conversation about the path students take to complete degrees, but we are still in the very early stages of looking at these paths as a purposefully created road map. Departments have been encouraged to try to create a suggested plan for students in completing their degrees, with the next step being analyzing the class offerings to ensure a student could successfully complete the suggested plan.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Individual departments have plans that are visible on the web and in print (such as the STEM academies). We have a Distance Education web page, which lists available programs and a handful of pathways. Languages and Literature has a roadmap for the Guided Pathway's project, which could be developed further by the institution. Our Curriculum Committee is engaged in examining courses that have not been offered, and our Institutional Planning Council is examining gainful employment certificates and the offering of awards over the last few years, which could help us move toward more utilized and relevant pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We do not have an institutional plan for contending with this issue. Student attendance has decreased, which has put more pressure on cancelling classes and has made it more difficult to support programs (particularly small programs). Individual faculty have examined their programs through Program Review and made changes, but we have not done so systematically with an overall goal for the institution given realistic constraints. Once an analysis and institutional plan exists, the time to implement it will be challenging.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We need establish a method to map out all of our programs in a way that meets the needs of diverse students and is also fiscally viable for the District. For example, online offerings may be competing with evening sections, making online classes more accessible and evening classes harder to support.

DRAFT

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS <i>(Help Students Stay on the Path)</i> College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	X The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		coordination and support services.		
--	--	------------------------------------	--	--

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.

We offer several modes of academic and non-academic support for our students, however, we currently do not have a space where student services and instruction can interface and interact purposefully and proactively. Additionally, although the attempts at integrated support across these areas is well intentioned and does help students, these opportunities are often not aligned.

- Describe one or two accomplishments the college has achieved to date on this key element.

Some examples of increased coordination and collaboration between student support, instruction, and counseling include the dual enrollment team (involving staff, counseling deans, and faculty input), cross-area discussions in the planning councils, the implementation of the online proctoring/tutoring process (involving members of student services and instruction), and our Starfish Early Alert (FA 2018 Pilot), Degree Planner (FA 2018 Pilot), and Radius CRM (SP 2018 Pilot) implementation. In addition to these programs, we offered STEM Academies in the summer prior to the student's' first semester, which created non-credit courses that included a chemistry review and review of math and innovative instruction through project based learning, as well as a counseling component. The planning and launch of the academies involved instructional and student service representatives.

- Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Some challenges may include having the resources, such as time, to (a) learn about innovative support programs and implementing them at our college, (b) getting infrastructure in place to support this (creating non-credit classes, hiring staff to work while cross-functional teams are working together, technology such as Starfish), and (c) having the opportunity to view examples of logistics and tactics for implementation.

- Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Although we offer a lot of support, students still seem to be lost. Some of the basic things that we can implement might be clearer instructions for students involving the process steps in enrollment (e.g., orientation).

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE <i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i> College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: <ul style="list-style-type: none"> ● Link student demand to scheduling ● Ability for students to monitor schedule and progress (e.g., Degree Audit) ● System for counselors and faculty to monitor students' progress 	○ College currently does not have or plan to build an integrated technology infrastructure.	X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

(e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., Salary Surfer, other) • Others 				
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p> <p>We have made technological improvements in the past few years to support student success, but the immediate effects are not yet known. We are in the process of piloting Starfish's degree audit and early alert programs (as discussed). We have a plan to implement integrated technology, but the programs are, thus far, not available to the entire campus.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>We have many tools including: The Palomar App (for cellphones), My Class Finder (which allows students to search for open classes by transfer requirements and other variables), and a host of upcoming technology pilots. These include (as discussed) Starfish Early Alert (FA 2018 Pilot), Degree Planner (FA 2018 Pilot), and Radius CRM (SP 2018 Pilot). We also hired a new Instructional Designer for student-friendly, online classes/accessibility, particularly for CTE.</p> <p>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>We are lacking staff to improve programming needed for initiatives. We also lack policy and support requiring institutional organization. Lastly, we are faced with the challenge of undoing specialized programming in our PeopleSoft system, which prevents us from utilizing other programs out of the box.</p> <p>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</p>				

DRAFT

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
11. STRATEGIC PROFESSIONAL DEVELOPMENT <i>(Help Students Stay on the Path; Ensure Students are Learning)</i> Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	X Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: <ul style="list-style-type: none"> ● Using learning outcomes assessment results to support/improve teaching and learning. ● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. ● Improvements in those college 	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: <ul style="list-style-type: none"> ● Using learning outcomes assessment results to support/improve teaching and learning ● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.

			<p>processes directly serving students.</p> <ul style="list-style-type: none"> • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We have a very robust professional development program that includes diverse options for on-campus scheduled workshops, online workshops through our 3PD Portal, and completion of PD by employees on their own time (e.g., attending conferences, working on SLO's, and numerous other projects). In Spring 2017, the Professional Development Program transitioned from a faculty-specific program to a college-wide comprehensive program. With the transition, the college's PD Committee is currently working on the college's first comprehensive Professional Development Plan. Although the PD office has tried informally to ensure PD is provided that supports all of the college plans, the new comprehensive PD plan will ensure that the PD needs from all plans are included. However, learning outcomes are measured on a course-by-course basis, which can make it difficult for PD to know the individual needs of all courses. To ensure all faculty are able to complete the PD they need, they are allowed to create their own self-designed training. Along with identifying PD needs through the assessment of campus plans, the PD Committee also surveys the employees each year to assess their PD needs, and the PD Office is continually adding PD to meet the changing needs of the employees throughout the year.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Two major accomplishments in regards to strategic professional development are (1) we recently transitioned to an all-college PD program, and (2) to support the all-college program, we acquired a new PD software program. The new software program, Cornerstone On-Demand, provides PD to all employees, both online and face-to-face. This software program also allows us to track employee learning from across the campus.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Professional Development funding is included in several different grants, which make it challenging to account for all PD spending across the college. So, in order to offer PD that supports Learning Outcomes, Guided Pathways, and the strategic plan, we will need to find additional funding. Our PD is definitely a strength, but it is difficult to implement institutional change requiring institutional learning and professional development with so much focus on autonomous choice by individuals.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

While we do have learning outcome scaling in progress for some areas, they are not systematically connected to professional development or changes to curriculum.

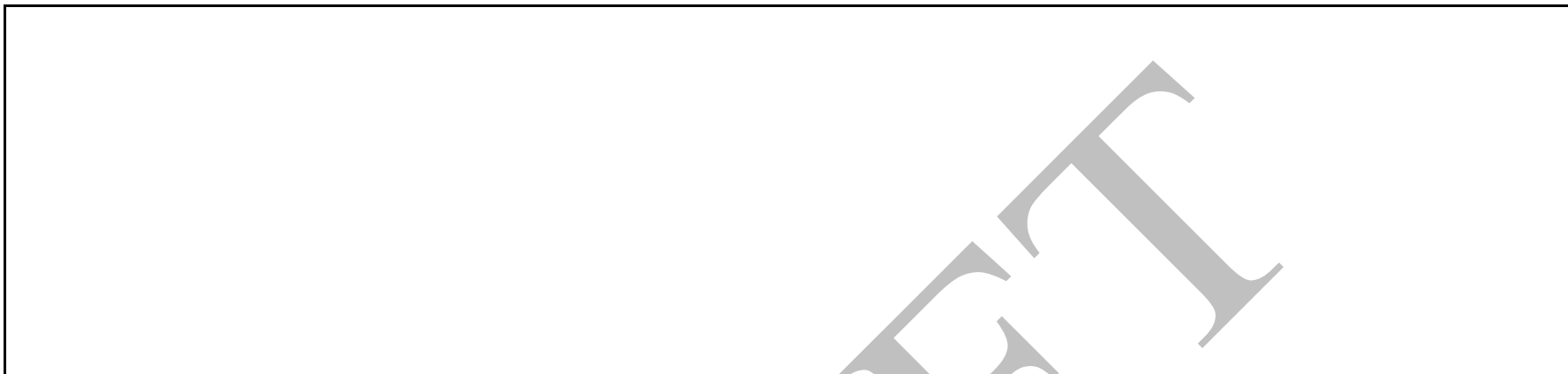
2. Describe one or two accomplishments the college has achieved to date on this key element.

Over the last year, the College took part in a campus-wide discussion evaluating our institutional learning outcomes. As a result of this discussion, we streamlined our institutional learning outcomes to better align them with our courses and programs. Each year, the College assesses one of its institutional outcomes. Courses, programs, and ILOs are aligned through outcome mapping. Through the assessment of our institutional learning outcome – quantitative literacy, we discovered that our students were struggling with some basic quantitative literacy skills. As a result, we developed quantitative literacy modules to support students and help them progress and achieve their educational goals. The assessment of our institutional outcome – intercultural knowledge and competency, led the College to discuss the importance of these skills for, not only our students, but also for our faculty and staff. As a result, a series of professional development activities focusing on intercultural knowledge and competency were offered.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Legislative and statewide changes to curriculum requirements and transfer have made it difficult to align learning outcomes with requirements of programs and across levels. In addition, changes in the marketplace and employment opportunities have made aligning to the labor market difficult.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?



DRAFT

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
13. ASSESSING AND DOCUMENTING LEARNING <i>(Ensure Students are Learning)</i> The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	<ul style="list-style-type: none"> ○ College is currently not assessing and documenting or planning to assess and document individual student's learning. 	<p>X Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<ul style="list-style-type: none"> ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<ul style="list-style-type: none"> ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

While we assess our SLOs, we are not able to conduct a cross-sectional review of our programs. We also have an underdeveloped SAO assessment cycle. There is also a fear of exposing our vulnerabilities, which prevents the college from being authentic and working on issues.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Over the last few years we have streamlined our assessment process and timeline. The College began supporting department SLO facilitators, who work with faculty to ensure that they are meeting the assessment deadlines and that they using assessment results to take action. We have also strengthened the integration of SLO results into our program review process. For example, through course and program assessment, our Child Development Program discovered that many of its students were missing some basic skills to reach successful completion. A new course was added to help these students successfully complete the program and move into the workplace.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the biggest challenges is getting faculty to share information around assessment. We know that course and program outcomes are being assessed and that action is taking place within programs and departments. However, we need to encourage more openness and sharing of this data. There is some indication that faculty may not believe that the assessments are useful and are fearful of what the results and how they could be used in the future. SLOs can only be reviewed by disciplines and are not cross-functional. Many disciplines may only have 1 or 2 people involved in the SLOs. Many are in different areas of the SLO assessment cycle, and faculty do not seem to have the motivation to complete the cycle (other than accreditation - which doesn't affect the department, just the institution).

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Having clear boundaries between Student Learning Outcome results and faculty evaluations would assist in allaying faculty's fear of SLOs.

Additionally, by strengthening our development of the "practitioner as the researcher" (Bensimon, year??), we may begin to shift faculty's perspectives on collecting data, analyzing results, and drawing conclusions. By exposing faculty to research in various areas (e.g., student engagement), faculty may begin to understand and value assessing programs. Accountability is needed at the department level.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>X Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p>				

While Palomar College does not have an emphasis on project based learning teaching methods, Palomar does have other opportunities for applied learning such as cooperative education, service learning, clinical placements, and field trips. These components are not necessarily implemented systematically. We also do not have a systematic internship program, but we do have various efforts on campus assisting students with internships at a grassroots level, such as in the STEM and CTE areas. We also do not have a study abroad program.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Individual majors, such as Child Development, Nursing, Fire, Emergency Medical Education, and Administration of Justice, have applied opportunities. CTE has grant funding through the region to create sustainable internship opportunities. We have the elements to create an internship program, but we need to pull everything together and determine how it will be institutionalized.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

There are several barriers here including: (a) The structure of our Career Center, which is not fully integrated into our instructional programs, (b) our Counseling Department chair cannot supervise or direct the Career Center or the Transfer Center, which means that three interrelated areas act in silos, and (c) CTE activities have also been conducted somewhat separate from the rest of the campus, limiting their impact and influence on institutional priorities.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

We need to figure out how to make applied learning opportunities part of our standard practice and not something that occurs in silos. Additionally, we need to connect to industry, which will be helpful in demonstrating the importance of applied learning opportunities from a qualitative standpoint.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's Guided Pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

Palomar College is at Early Adoption with Guided Pathways due to having the majority of the elements rated as Early Adoption. While a couple of the elements rated in Early Adoption phases were also initially rated higher, the college as a whole is largely in the early adoption phases.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Supports that would be helpful to Palomar College would include any or all of the following: (1) A consultant to coordinate the efforts of Guided Pathways, (2) examples of specific actions taken by other colleges in implementing Guided Pathways, (3) a list of pitfalls or lessons learned from other colleges, (4) models of different ways to implement Guided Pathways and advantages and disadvantages to those models, (5) examples of how faculty, not only align their curriculum with universities, but also with industry locally or regionally, and (6) learning what other colleges did, not only at a broad or philosophical level, but also at ground level. Technologically, examples of the integration of Guided Pathways with degree audit and proper project management software would be helpful.

People generally want to know what the change is, why the change is needed, how the change will help, and how the change affect them personally. The “why change is needed” is well understood, but we need more fuel for the other questions.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

One process that worked particularly well was setting aside 6 hours (a retreat) for faculty and counselors to work together to start building a map for specific programs. The mapping allowed cross-disciplinary examination of our development of Guided Pathways in areas that faculty were most comfortable (i.e., their classes). Different programs were at various levels of mapping, which helped to show other programs what could be done in a different way.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

DRAFT

Guided Pathways Award Program Self-Assessment Signature Page

By submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify that the information outlined in our Guided Pathways Award Program Self-Assessment was developed and approved by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a Guided Pathways framework.

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board

Printed Name

Date signed

Signature, Chief Executive Officer/President

Printed Name

Date signed

Signature, Academic Senate President

Printed Name

Date signed

Signature, Chief Instructional Officer

Printed Name

Date signed

Signature, Chief Student Services
Officer

Printed Name

Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu

Key Budget Reduction

DISTRICT GOAL \$7M



Fund 11 General Fund Unrestricted

• 2000 CLASSIFIED HOURLY (25%)	288,903
• 4000 SUPPLIES (10%)	53,784
• 5000 TRAVEL (25%)	54,479
• 5000 INDEPENDENT CONTRACTOR (25%)	204,857
• 5000 LAWYERS FEES (10%)	42,744
• 6000 EQUIPMENT (100%)	427,664
SUBTOTAL – FUND 11	\$1,072,431

Reassignment of Expenditures to Alternative Funding Sources

• FUND 41 CAPITAL OUTLAY	850,046
• FUND 43 ENERGY CONSERVATION	695,619
• FUND 69 OTHER POST-EMPLOYMENT BENEFITS	2,000,000
• FUND 12 PROP 20 LOTTERY	527,415
• COMBINATION OF OTHER RESTRICTED FUNDS	599,924
SUBTOTAL – ALTERNATIVE SOURCES	\$ 4,673,004
TOTAL – ALL SOURCES	\$ 5,745,435