
From: Miller, Kelly A.
Subject: [INFORMATIONAL] College Program Evaluation
Date: February 6, 2025 at 8:41:05AM PST
To: Miller, Kelly A. <kmiller4@palomar.edu>
Cc: Rivera-Lacey, Star <srivalacey@palomar.edu>
Attachments: Governing-Board-2024-25-Board-Goals-and-Related-Tasks.pdf (109.1 KB), BP-2200-Board-Duties-and-Responsibilities-adopted-1-9-2018.pdf (155.1 KB)

Sent on behalf of Board President Kaiser:

Good morning,

After Tuesday's meeting and the lengthy discussion regarding educational program review, I thought it may be helpful to provide some additional context and supporting materials for your review.

1. Board Goals from 2024. See Item #1.
2. BP 2200 - Board Duties and Responsibilities. "Monitor institutional performance and educational quality".
3. [Trustee Roles and Responsibilities | ACCT](#):
 - a. Boards of trustees **establish strategic plans, policies, and standards for college operations**, including educational programs, personnel, and fiscal affairs.

Best,

Jacqueline Kaiser

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

Education Code Section 70902;
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.

Palomar Community College District
Board Goals and Related Tasks
2024-2025

Goal #1: Ensure excellence in the District's educational programs and services, emphasizing equitable access and completion. (Standards: 1.3, 2.2, 2.6, 2.7, 2.8, 2.9)

1. Enhance understanding of the data and evaluation processes used by the District for its programs.
2. Support strategies to attract and retain students.
3. Promote the District's Diversity, Equity, Inclusion, Accessibility, and Anti-racism (DEIAA) efforts.

Goal #2: Support Palomar's future vision through strategic planning, policy development, and resource allocation. (Standards: 1.3, 1.4, 2.9, 3.4, 3.5, 3.6, 3.7, 3.8)

1. Monitor the implementation of the Educational and Facilities Vision and Student Equity Plans through regular reporting on institutional effectiveness.
2. Approve budget plans that reflect district priorities and ensure long-term fiscal health.
3. Ensure regular review of the District's Board Policies.

Goal #3: Ensure the District supports Palomar's diverse and excellent workforce through strategies focused on recruitment, hiring, and retention. (Standards: 3.1, 3.2)

1. Monitor the development and implementation of the District's staffing and Equal Employment Opportunity (EEO) plans.

Goal #4: Strengthen board effectiveness through professional development and community engagement. (Standards: 4.2, 4.3, 4.4, 4.6)

1. Deepen understanding of the diverse current and future students served by the District.
2. Hold a study session to define Board roles in relation to campus constituent groups.
3. Enhance the effectiveness of Board meetings.
4. Engage in activities to address legislation affecting California Community Colleges.
5. Actively participate in the local community served by the District.

From: Miller, Kelly A.
Subject: [INFORMATIONAL] Public Comment Received
Date: June 10, 2025 at 5:10:43 PM PDT
To: Miller, Kelly A. <kmiller4@palomar.edu>
Cc: Rivera-Lacey, Star <srivalacey@palomar.edu>
Attachments: 6-10-25 - PLF Comments re Palomar Student Equity Plan.pdf (130.8 KB)

Hello Trustees,

Please find the attached comments I received via email for your review related to an upcoming public comment for tonight's meeting.

Thank you,

Kelly Miller, MBA
Senior Executive Assistant
Palomar College
Superintendent & Governing Board
1140 W Mission Road
San Marcos, CA 92069
(760) 744-1150 x7509



June 10, 2025

Palomar College Governing Board
1140 W. Mission Road
San Marcos, CA 92069

Re: Comments to Governing Board on Student Equity Plan 2025

Honorable Board Members,

My name is Andrew Quinio and I am an attorney with the Pacific Legal Foundation. Pacific Legal Foundation advocates for equality and opportunity for all and individual liberty when threatened by government overreach and abuse.

PLF attorneys have extensive experience successfully challenging laws and policies, such as those that govern K-12 schools and colleges, that discriminate against students based on protected categories. That includes cases upholding or applying Proposition 209.

I want to remind the Board of its legal obligations under Proposition 209 as it implements its Student Equity Plan.

In 1996, California voters decisively approved Proposition 209, which added Article I, Section 31 to the state's constitution, banning the government from discriminating or granting preferential treatment in public employment, education, and contracting on the basis of race, sex, color, ethnicity, and national origin.¹

Since the passage of Proposition 209, Californians have consistently given strong support to the constitutional prohibition on racial preferences and discrimination. In 2020, Californians defeated Proposition 16 in a landslide,

¹ California Proposition 209, *Affirmative Action Initiative* (1996), Ballotpedia, [https://ballotpedia.org/California_Proposition_209,_Affirmative_Action_Initiative_\(1996\)](https://ballotpedia.org/California_Proposition_209,_Affirmative_Action_Initiative_(1996)) (last visited June 10, 2025).

rejecting an amendment to repeal Proposition 209.² And in 2024, an attempt to permit broad exceptions to Proposition 209 was unsuccessful when the legislature failed to pass ACA 7.³

As a public college, Palomar College must follow Proposition 209, which means it cannot discriminate against any student or provide a student with a preference based on race, sex, color, ethnicity, or national origin. Under Proposition 209, Palomar College can neither disadvantage nor advantage a student based on any of these traits.

The Student Equity Plan does not clearly define the legal boundaries that Proposition 209 sets. Instead, the plan may encourage administrators to violate the prohibition on racial preferences.

The Student Equity Plan establishes targeted outcomes regarding student retention, transfers, and completion of math and English for Palomar's Black/African American and Hispanic students to eliminate achievement gaps for traditionally underrepresented students.⁴

The goal of eliminating achievement gaps and underrepresentation does not permit Palomar to grant preferences to students based on race under Proposition 209. Even if reducing achievement gaps and underrepresentation were sufficiently compelling interests that withstand strict scrutiny—which they are not⁵—Proposition 209 prohibits all discrimination and preferential treatment for such interests.⁶ It does not make an exception for interests that may be compelling under the Fourteenth Amendment.⁷

Likewise, state requirements for Palomar to have diversity, equity, inclusion, and accessibility (DEIA) policies do not override the limits of Proposition 209. While Title 5, Section 53605, of the California Code of Regulations requires Palomar to include DEIA and anti-racist principles in existing policies and

² California Proposition 16, *Repeal Proposition 209 Affirmative Action Amendment*, Ballotpedia, [https://ballotpedia.org/California_Proposition_16,_Repeal_Proposition_209_Affirmative_Action_Amendment_\(2020\)](https://ballotpedia.org/California_Proposition_16,_Repeal_Proposition_209_Affirmative_Action_Amendment_(2020)) (last visited June 10, 2025).

³ Californians for Equal Rights Foundation, *A Big Win! Race-preferential ACA7 Will Stay Off the November General Election Ballot* (June 28, 2024), <https://www.cferfoundation.org/posts/post-1>.

⁴ Palomar Cmty. Coll., *Student Equity and Achievement Program (SEA) 2025 Board Presentation* (June 10, 2025), [https://go.boarddocs.com/ca/pccd/Board.nsf/files/DHBMVC5D0F2A/\\$file/SEA%202025%20Board%20Presentation.pdf](https://go.boarddocs.com/ca/pccd/Board.nsf/files/DHBMVC5D0F2A/$file/SEA%202025%20Board%20Presentation.pdf).

⁵ *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, 600 U.S. 181, 207 (2023).

⁶ *Connerly v. State Pers. Bd.*, 92 Cal. App. 4th 16, 42 (2001).

⁷ *Id.*

practices, funding allocations, decision-making, planning, and program review processes, the college still cannot grant preferences to students on the basis of race and ethnicity. Therefore, the college's "antiracism" policy in BP 3000 cannot allow the racial preferences that Proposition 209 prohibits. Likewise, to the extent that the Student Equity Plan attempts to align with Vision 2030, which commits California Community Colleges to institutional transformation that focuses on students who are "harmed by persistent systemic barriers linked to their racial and ethnic identities,"⁸ the plan cannot permit Palomar to provide racial preferences.

Thus, Palomar cannot, for instance, condition eligibility for grants, scholarships, or other assistance on race to achieve the goals of the Student Equity Plan. Assistance and opportunity must be open to Palomar students of all backgrounds.

Palomar must make it clear that the Student Equity Plan, along with any plan that seeks to close racial achievement gaps, will conform with Proposition 209 and refrain from disadvantaging or advantaging students on the basis of race and ethnicity. The Board should state explicitly in the Student Equity Plan, as well as any other equity policy, that Palomar administrators and staff cannot violate Proposition 209 in meeting the goals of any plan or policy.

Sincerely,



Andrew R. Quinio
Attorney

⁸ Cal. Cmty. Colls. Chancellor's Off., Outcomes and Metrics, Vision 2030, <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics> (last visited June 10, 2025).

From: Rivera-Lacey, Star
Subject: End of the Semester Message: Gratitude and Continued Commitment
Date: May 16, 2025 at 9:00:17 AM PDT
To: Rivera-Lacey, Star <sriveralacey@palomar.edu>

Bcc: All Employees

Colleagues,

As we close out the spring semester and look ahead to our historic, first-ever commencement in the new football stadium, I want to take a moment to thank each of you for your outstanding work this academic year. We have much to be proud of—and it's your dedication, resilience, and commitment to our students that makes Palomar such a special place.

This academic year, we've celebrated several major achievements:

- Increased enrollment recovery
- Continued fiscal stability
- Approval of our first-ever baccalaureate degree in Sustainability
- Clearance from the State Chancellor's Office for the Rancho Bernardo Education Center to receive official center status

Each of these milestones reflects your hard work and our shared commitment to expanding access, advancing academic excellence, and meeting the evolving needs of our community.

As I attend year-end celebrations across the district, I am reminded time and again of the meaningful impact of our work. What we do here matters. It changes lives, opens doors, and helps students build brighter futures—and that is something truly worth celebrating.

At the same time, we recognize that this semester has brought with it a unique set of challenges. Recent federal directives—some of which are in conflict with California state law—have understandably raised concerns. I want to reassure you that Palomar administration is monitoring the situation closely at the federal, state, and local levels. We are working actively with legal counsel to ensure Palomar is prepared to respond thoughtfully and in full alignment with the law and our obligations and values.

Amid these developments, one thing remains constant: our commitment to Palomar's mission, vision, and core values. Please continue the important work you do every day—work that truly makes a difference in the lives of our students and the health of our institution.

I also want to reaffirm that curriculum remains the purview of the faculty. That has not changed. I appreciate the questions and conversations that have emerged, and I continue to rely on the expertise, professionalism, and judgment of our faculty in

navigating academic matters.

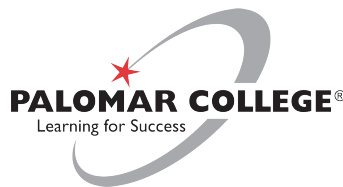
I remain accessible should you have questions, concerns, or would like to discuss these matters further. If you would like to schedule time with me individually, request a visit to your department, or invite me to speak to your group, please contact my executive assistant, Valerie White, at vwhite@palomar.edu

We will keep the campus community informed as developments unfold. In the meantime, thank you for your continued focus, passion, and commitment.

Wishing you a safe, restorative, and enjoyable summer. Go Comets!

Kind regards,

Star Rivera-Lacey, Ph.D.
Superintendent/President
Palomar Community College District



From: Lanthier Bandy, Julie M.
Subject: Fall 2025 General Education Curriculum Changes
Date: March 31, 2025 at 4:35:24 PM PDT

Bcc: All Employees

*Sent on behalf of Tina Recalde and Vickie Mellos, Co-chairs of Curriculum Committee.
Please direct all questions trecalde@palomar.edu and vmellos@palomar.edu.*

Dear Colleagues,

Starting fall 2025, Palomar College will see changes in curriculum related to general education requirements and common course numbering. These changes are in response to [Assembly Bill 1111](#), [Assembly Bill 928](#), and [Title 5 changes in associate degree requirements](#).

Here is a summary of the changes you will see at Palomar College:

- **General Education (GE):**
 - *For transfer:* Starting Fall 2025, new students and returning students without catalog rights will follow [Cal-GETC](#), which is a universal lower division general education transfer pattern for both the California State University and the University of California. Cal-GETC will replace the California State University (CSUGE) and the Intersegmental General Education Transfer Curriculum (IGETC).
 - *For local associate degrees:* Starting fall 2025, new students and returning students without catalog rights pursuing a local associate degree will follow this [GE pattern](#).
 - You can visit our [General Education website](#) for more information.
- **Common Course Numbering (CCN):**
 - Education Code section 66725 requires adoption of a student-facing CCN system for all general education and transfer pathway courses, and each community college campus shall incorporate common course numbers into its course catalog.
 - The legislative intent of CCN is to facilitate articulation and seamless integration of California postsecondary institutions for effective and efficient progression among the segments. CCN balances the need to achieve intra- and intersegmental consistency for articulating commonly numbered courses within the California Community Colleges (CCCs) and between the University of California (UC), California State University (CSU), and private postsecondary institutions while preserving institutional and faculty autonomy. For students, the CCN system establishes a structure that

maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree completion.

- **At Palomar College, there are 8 courses adopting CCN taxonomy in fall 2025 and more classes will continue to transition over the next few years.**
- You can visit the [CCN website](#) for the list of courses and more information. As more classes transition to CCN taxonomy, they will be added to this webpage.
- You can visit the Chancellor's website to learn more about [Common Course Numbering project](#).

Please make sure you update your web pages, flyers, signs, etc. with the new CCN courses, CalGETC, & GE for local associate degrees.

- For example, if you have a flyer or a webpage that states a course in your area currently fulfills the GE requirement for a local associate degree in Area C: Humanities, it will need to be updated to say it fulfills Area 3: Arts and Humanities.
- Another example: If you have any handouts or your website refers to MATH 120, make sure you change it to STAT C1000 or STAT C1000E.

If you have any questions, feel free to contact the Curriculum Co-chairs Tina Recalde (trecalde@palomar.edu) and Vickie Mellos (vmellos@palomar.edu).

Sincerely,

Tina Recalde and Vickie Mellos
Co-chairs of Curriculum Committee



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Sincerely,

Tina Recalde and Vickie Mellos
Co-chairs of Curriculum Committee



From: Lanthier Bandy, Julie M.
Subject: Fall 2025 Registration Update - New Course Numbers
Date: May 28, 2025 at 12:25:13 PM PDT

Bcc: All employees (sent separately to all students)

Dear Colleagues,

In late March you received an email sent on behalf of our Curriculum Committee Co-chairs, Tina Recalde and Vickie Mellos regarding the common course numbering initiative. The new course numbers are currently active for Fall 2025 registration. For purposes of assisting students who are trying to register for certain courses in English, Math, Political Science, Psychology, and Speech for Fall 2025, please refer to the chart below.

Students need to [search for the new course numbers](#) on MyPalomar to register for English 100, English 100E, English 202, Math 120, Math 120E, Political Science 101 & 102, Psychology 100, and Speech 100.

Our Counseling Services team is available to assist students. Please have students visit [Counseling Services website](#) to make an appointment with a Counselor. You can also find more information on course number changes on [Course Numbering website](#).

IMPORTANT REGISTRATION UPDATE

Effective Fall 2025: The following courses have new numbers.

OLD COURSE NUMBER	NEW COURSE NUMBER
ENG 100	ENGL C1000
ENG 100E	ENGL C1000E
ENG 202	ENGL C1001
MATH 120	STAT C1000
MATH 120E	STAT C1000E
POSC 101+102	POLS C1000
PSYC 100	PSYC C1000
SPCH 100	COMM C1000

Students who have taken the above courses do not need to re-take the course.



Scan to Enroll and Register
at Palomar College



PALOMAR COLLEGE®
Learning for Success

Palomar College is committed to providing a working and learning environment that is free from discrimination and harassment.

Best Regards,

Julie Lanthier Bandy
Director, Marketing, Communications and Public Affairs



From: Lanthier Bandy, Julie M.
Subject: January 2025 Superintendent/President's Report to the Governing Board
Date: January 9, 2025 at 11:11:44 AM PST
Attachments: Presidents-Report-to-the-Board-1-10-2025.pdf (2.3 MB)

Bcc: All Employees and all Emeritus Employees

Dear Colleagues,
Attached is the January 10, 2025, Superintendent/President's Report to the Governing Board. It can also be found on the [President's webpage](#).
Stay well!

Best Regards,

Julie Lanthier Bandy
Director, Marketing, Communications and Public Affairs



SUPERINTENDENT/PRESIDENT'S GOVERNING BOARD MONTHLY UPDATE



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January 10, 2025

PRESIDENT'S OFFICE

Happy New Year!

We begin 2025 with our newly elected trustees and officers of the Governing Board. On Tuesday, December 17, the Governing Board elected Trustee Jacqueline Kaiser as our new Board President. In addition, Dr. Holly Hamilton-Bleakley was elected Vice President and Yvette Marie Acosta will serve as the Board Secretary. The Governing Board will continue to meet on the second and fourth Tuesday of the month. Due to my need to attend the California Community College Board of Governors meeting on January 14, where they are scheduled to consider Center Status for the Rancho Bernardo Education Center, our Governing Board will meet on January 15.



Governing Board Secretary Yvette Marie Acosta, Student Trustee Reagan Barham, Superintendent/President Dr. Star Rivera-Lacey, Trustee Dr. Judy Patacsil, Trustee Roberto Rodriguez, Governing Board President Jacqueline Kaiser, and Governing Board Vice President Dr. Holly Hamilton-Bleakley

Our spring 2025 enrollment continues to show improvements over the 2024 spring semester. The progress we have made to return to pre-pandemic enrollment counts would not be possible without our incredible faculty, staff, and administrators. I know that our students are grateful for the continued guidance they receive inside and outside the classroom. With winter intersession in full gear, we begin to look toward welcoming our students to the spring semester and hosting all of our employees at All College Day on Thursday, January 23. Please keep an eye out for all of the details.

A Successful Giving Tuesday

The Palomar College Foundation ended the calendar year on a high note by raising nearly \$82,000 on Giving Tuesday, held on December 3. The donor campaign launched in November and highlighted students who through the generosity of our donors were able to receive



Immediate Past Foundation Board Chair Will Rivera, Superintendent/President Dr. Star Rivera-Lacey, Foundation Executive Director Stacy Rungaitis and New Foundation Board chair Richard Marks.

scholarships and emergency grants enabling them to pursue their degrees and certificates. Congratulations to Executive Director, Stacy Rungaitis, and the Foundation team for such an amazing result. Later in the month the Foundation Board of Directors hosted its annual meeting and installed Richard Marks as the new Board chair.

Palomar College Rising Scholars Day

For the outstanding service, leadership, and commitment to the citizens of San Diego County, County Supervisor Jim Desmond issued a proclamation on behalf of the County Board of Supervisors designating December 10 as Palomar College Rising Scholars Day. During the presentation, Supervisor Desmond mentioned how through education the Rising Scholars program empowers people to rebuild their lives and make lasting, positive impacts on our communities. The meeting was well attended which gave us the opportunity to share the work we do every day to contribute to the betterment of our region. This recognition would not be possible without the dedication of our Rising Scholars program team, faculty, and staff.



Palomar College staff, students and administrators joined County Supervisor Jim Desmond as he proclaimed December 10, 2024, as Palomar College Rising Scholars Day in San Diego County.

Campus Engagement

The month of December is always busy with celebrations and student achievement recognition events. This year it was no different. I was able to attend the Fashion Merchandising and Design Open House, and the graduation ceremonies for the Emergency Medical Education (EME) Paramedic program and the fire and police academies. I also attended the nursing program pinning ceremony. It is on these occasions that we are able to take a moment and experience the impact that we have on student success.

Our speech and debate team never ceases to amaze me. It was a pleasure to attend the Speech & Debate Team Fall 2024 Showcase and take in the work of these talented students. The students have had the opportunity to participate in both regional and national level competitions and each time they bring home awards and recognition. Our students are truly fortunate to work with talented and dedicated faculty.



Fall 2024 Palomar College Speech and Debate Team with Superintendent/President Dr. Star Rivera-Lacey.



Speaking of amazing students and faculty, the Research Methods Poster Fair held just prior to the end of the semester was fantastic. The event featured a number of research topics illustrated and shared by our students. Topics included the impact of incentives on achieving goals and objectives, the relationship of faith on stress management, and how aluminum may be affecting recycling behavior.

Our EOPS/CARE/CalWORKs and foster youth programs hosted the annual winter holiday event to support our students with children. The team partnered with Toys for Tots, Campus Police, and the Palomar College Council of Classified Employees (CCE) to collect new, store-bought toys. The generous commitment of many was evident as 130 children were given a wrapped gift. The event is a fantastic example of the love and support our employees provide for our students and their families.



Palomar College families enjoying the annual winter holiday event.

I also attended the Associated Student Government Winter Fest. This is a wonderful event designed to help students reduce their stress and take time for themselves prior to finals. It was supported by many departments and programs on campus, and it was great to see so many students participating. It is always heartwarming to see the campus community come together to support the well-being of our students.

Community Engagement

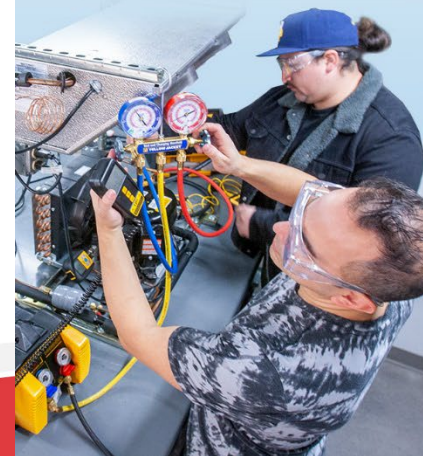
The San Marcos Chamber of Commerce hosted their annual holiday reception with City of San Marcos Mayor Rebecca Jones. The event was well attended by elected officials, business owners and leaders, as well as individuals who recently completed the Chamber's inaugural leadership program. Both Dayna Schwab, Facilities Operations Manager, and Campus Police Chief Chris Moore were part of the first cohort to complete the program.

Palomar College was again the staging area and start of the annual Lake San Marcos Kiwanis Holiday Parade. I was joined by then Governing Board Trustee Roberto Rodriguez and his dog Sparky, who enthusiastically howled and entertained the parade watchers. This event is always a great opportunity to connect with community leaders and elected officials.

On December 19, I attended the North County Economic Development Council Annual Awards luncheon with Assistant Superintendent/Vice President of Instruction Dr. Tina Recalde, Assistant Superintendent/Vice President of Student Services Nick Mata, Dean of Career Technical Extended Education Nichol Roe, Dean of Student Life & Leadership Dr. Amrik Johal, Public Information Officer Julie Lanthier Bandy, Campus Police Chief Chris Moore, Office of Student Recruitment Manager Andrew Mertig, Foundation Development Manager Linda Moynan, and Foundation Development Officer Cathy Splett. The event is designed to provide recognition to educational institutions, businesses, and community organizations for their contributions to



San Marcos City Councilmember Maria Nuñez, San Marcos Unified School District Superintendent Dr. Andy Johnsen, and Superintendent/President Dr. Star Rivera-Lacey.



the region's economy. It was extra special to be able to show our appreciation for Dr. Sunny Cooke, Superintendent/President of MiraCosta College, as she was presented with the 2024 North County Steward Award for her leadership in workforce aligned education in the region. The award is given annually to someone who seeks to improve the community for its current residents and for future generations to come.

I was also honored to be able to share the amazing work we are doing in the areas of STEM and healthcare and how our planetarium serves the region during a panel discussion at the National Association of Latino Healthcare Executives (NALHE) event. The program included the film "A Million Miles Away," which celebrates the success story of Dr. Jose Hernandez. His journey from a migrant farmworker to astronaut is inspiring. I am hopeful that Dr. Hernandez will be able to visit Palomar College in the near future.

OFFICE OF INSTRUCTION

On December 3, our fashion merchandising and design students held an amazing showcase of their designs at the Rancho Bernardo Education Center. The event was well attended and a preview of what we will see at the MODA fashion show in the spring. The fire academy, police academy, and nursing program celebrated the accomplishments of their graduates at various ceremonies at the end of the fall semester. We are looking forward to hearing about the success of our students as they enter the workforce.

Languages and Literature Division

The speech and debate team held their Fall Speech Showcase on December 12, providing an opportunity for some of the team members to present their award-winning speeches. The team also competed in the Pacific Southwest Collegiate Forensics Association (PSCFA) Fall Championships Tournament during the weekend of December 8 and 9. The team came away with one first place finish, three second place awards, one third place recognition, four finalists and one semifinalist standing. These are in addition to two bronze awards, one in Novice IPDA Debate and one in Open IPDA debate.

Career Technical Extended Education Division

The Palomar College Police Academy Class #33 graduated eleven recruits on December 12. The academy program encompasses 12 months, 23 hours a week of intense training that includes but is not limited to laws of arrest, physical fitness, emergency vehicle operations, firearms proficiency, community awareness and cultural diversity, defensive tactics, scenario demonstrations, and chemical agent exposure. The eleven graduates successfully met all mandated testing requirements set by the Commission on Peace Officer Standards and Training (POST). The 2025 police academy is scheduled to begin in January 2025, with twenty-eight applicants.



Palomar College Police Academy #33 graduates



Fire Academy #66, a 700-hour program that runs over the course of a semester, graduated thirty-six students in December.

This academy provides students with the skills and certificates needed to become qualified candidates for careers in the fire service. Many of these students may also opt to move on to paramedic training in emergency medical education, as most fire departments hire candidates who have attended both a fire academy and hold a current paramedic license. Through our established reputation for preparing well-trained students, many graduates enter into their chosen fields upon completion of the academy.



Palomar College Fire Academy #66 graduates

The Palomar College military leadership program team was honored with the myOneFlow customer award for military impact. The award is in recognition of the ongoing success of the apprenticeship program and support for active-duty marines seeking to start or continue their off-duty education. This award was presented at the first annual myOneFlow User Summit on December 10. myOneFlow is one of the largest providers of social services case management solutions, serving state, local, and community agencies in workforce development, adult education, apprenticeship and more.

Workforce, Community and Continuing Education

As a result of a new partnership, seven members of the Union of Domestic Workers have enrolled in the spring 2025 semester. In addition, a new noncredit program for workforce preparation tailored to adults with disabilities was approved by the curriculum committee. The program consists of six courses spanning basic life skills, interpersonal communication, and computer skills. In addition, the curriculum committee approved a new noncredit English as a Second Language course and a new noncredit emergency medical education course to support medical careers and reinforce the pathways to credit programs.

Escondido and Rancho Bernardo Education Centers

The Escondido and Rancho Bernardo Centers hosted a workshop facilitated by the Palomar College campus police that focused on employee safety. This was in addition to a CPR and AED refresher course. The architecture department hosted their Architecture Final Critique at the Rancho Bernardo Center on December 17.

Fallbrook Education Center

For the first time in history, Palomar College offered classes inside the Camp Pendleton Brig during the fall semester. The two non-credit classes are designed to provide students with a Certificate of Competency in College Preparation, also known as the academic skills program. These classes focus on remedial reading, English, and mathematics. This program has been serving active duty military servicemembers at Camp Pendleton for approximately 25 years. This semester it was expanded to include



Camp Pendleton Brig



incarcerated students within the Brig. Seventeen students completed these classes and participated in a small completion ceremony prior to the end of the semester. Education Center Director, Ryan Williams; Rising Scholars Coordinator, Dr. Nora Kenny-Whitley, and Commanding Officer of the Headquarters & Support Battalion Charlie Company Brig, CW04 Hall all made remarks congratulating the students and encouraging them to continue their education. Further opportunities to expand course offerings within the Brig are currently being explored.

STUDENT SERVICES

TRIO Educational Talent Search (ETS)

TRIO ETS hosted an engaging and educational student trip to California State University, San Bernardino (CSUSB), for fifty students from Vista and Escondido high schools. The students participated in a full day of activities during their fall break, including guided campus tours, presentations on various student support programs, a fun social event, and bowling at the CSUSB Student Union.

In addition to the trip, ETS made significant strides in collaborating with local educational programs. These included partnering with Upward Bound and ETS Wahupa to offer financial aid guidance at the Escondido Education Center; hosting an application workshop with the San Pasqual High School counseling department to support students interested in career and technical education and California community colleges, and collaborating with Del Lago Academy to host a family financial aid night to provide essential information and assist families in navigating the financial aid process. These partnerships and events have strengthened ETS's outreach and support for students pursuing higher education.

TRIO North County Educational Opportunity Center (NCEOC)

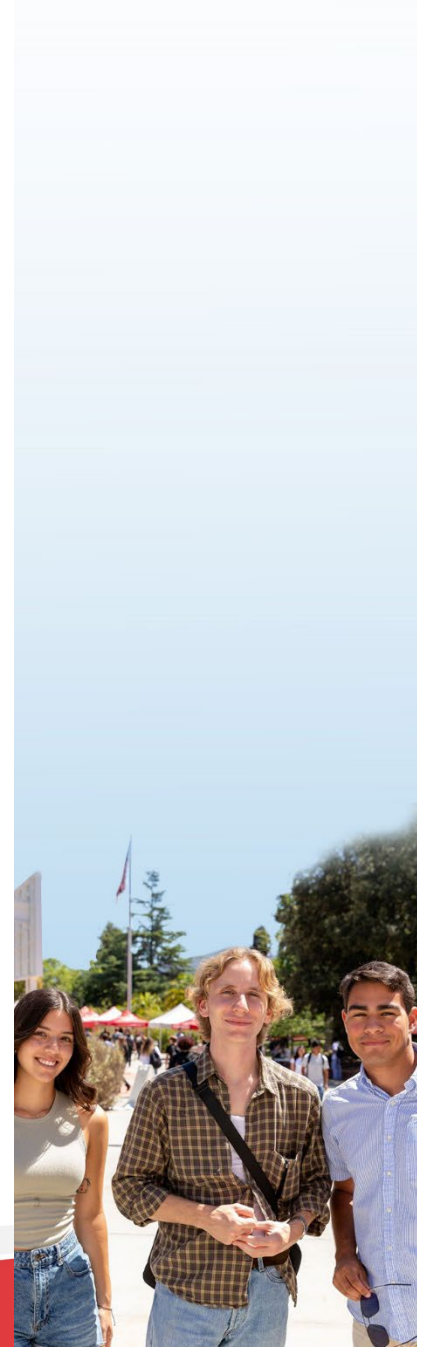
TRIO NCEOC had a productive month, focusing on assisting students with completing the new 2025-2026 FAFSA. The team has been engaged one-on-one with students to help them stay on track with financial aid deadlines.

Additionally, Gabriela Lopez, Outreach Specialist for NCEOC, represented the program at the Rising Scholars Day Proclamation in San Diego. This event celebrated the educational journeys of our students and further strengthened the partnership between Rising Scholars and NCEOC. The event underscored the ongoing commitment to support first-generation college students and expand educational opportunities. On December 14, Project Director, Nellie Martinez, hosted a booth at the Senator Brian Jones Holiday Open House event.

EOPS/CARE/CalWORKs

EOPS/CARE/CalWORKs and Foster Youth hosted their annual holiday event to support our students with children. We partnered with Toys for Tots, Campus Police, and the Palomar College Council of Classified Employees (CCE) to collect new, store-bought toys and were able to provide a brand new, wrapped gift for more than 130 children. This event was designed as a winter holiday village. More than two hundred guests enjoyed the festivities. The EOPS/CARE/CalWORKs and Foster Youth programs are appreciative of those who contributed to the event and extend a special thank you to Ellen Weller and her jazz quartet for providing festive music to set the ambiance.

During the monthly college hour, more than forty students came in to enjoy snacks, games, and the company of faculty and EOPS/CARE/CalWORKs and Foster Youth staff.



Our Foster Youth team took a group of students to Sur La Table in Carlsbad for a cooking class. We had ten students attend. They learned how to make ice cream, homemade pasta, and chicken parmesan.



Office of Student Recruitment

During the fall 2024 semester, the Office of Student Recruitment provided over one hundred group and individual tours to over 1,000 prospective students. In addition, the team made over 5,000 touchpoints with students at high schools, college fairs, and through other community activities. This data includes representing Palomar College at Senator Brian Jones' Holiday Open House event on December 14.

Student Services Communications Systems & Technology

Online resources were finalized, and communication was sent to all students on the required annual Title IX training that becomes available on January 8, 2025. In addition, to support students during finals week, a text campaign was distributed to inform students of the free tutoring services available.

Student Life & Leadership, Associated Student Government (ASG) and Inter-Club Council (ICC)

On December 11, the ASG, Student Life & Leadership, the Active Minds club, and Student Health Services hosted the annual Winter Fest which included therapy support dogs from Love on a Leash, and holiday-related activities. The event is designed to help students de-stress and build community ahead of finals. It was very well attended.

ASG held a Giving Tuesday Comet Hour on December 3 which involved a competition among clubs for gathering non-perishable food and nutrition items that would be donated directly to the Anita and Stan Maag Nutrition Center. There were over 250 pounds of canned goods and non-perishable items donated!

On November 20 ASG and Student Life & Leadership hosted a Gratitude Comet Hour to encourage gratitude and appreciation for their peers, loved ones, and the Palomar community. Different clubs collaborated on crafts and activities to express their appreciation.

ASG held their final meeting of the fall semester on December 13 and finalized the preferred dates for the ASG spring retreat.

ICC held their final meeting of the fall semester and finalized the dates for the Spring Club Rush, which will be held February 3 and 4. This annual event gives clubs an opportunity to advertise, network, and recruit for the spring semester. ICC also reviewed club events and ASG event participation to determine the distribution of points for the fall semester. It was determined that twenty-three active clubs combined held over thirty of their own club events and participated in seven ASG events. There were also six clubs that had perfect ICC meeting participation: Active Minds, Students for Justice and Gender Equity, Cybersecurity, Latter Day Saints Student Association, Chemistry, and Economics.

Anita and Stan Maag Food & Nutrition Center and Basic Needs

Between November 20 and December 13, the Food and Nutrition Center welcomed twenty new registrants, expanding its reach to serve 187 households (a total of 411 individuals) with food and nutrition assistance. During this period, we distributed 3,377 pounds of fresh produce and grocery items, helping to alleviate food insecurity for our students and their families.



The Grab-and-Go stations were restocked weekly at the San Marcos campus and Escondido, Rancho Bernardo, and Fallbrook Education Centers, providing over 815 pounds of snacks and fresh produce to students on the go throughout December.



In total, we collectively distributed 4,192 pounds of food through various channels, including the Anita & Stan Maag Nutrition Center, campus events, and Grab-and-Go stations across the main campus and education centers.

Student Health Centers and Behavioral Health Counseling Services (BHCS)

During the month of December, Health Services continued to support students experiencing a variety of mental health and medical needs. For some students, the holiday season can feel overwhelming, and all students must navigate the additional stressors related to final exams and projects. We hope that all Comets had a smooth and successful finish to the fall semester, enjoyed a peaceful and restorative winter break, and we look forward to welcoming our students back in 2025!

FINANCE AND ADMINISTRATION

Fiscal Services

The budget team has initiated the development of the FY2025-26 budget. The FY2023-24 external audit is near completion and will be presented to the Governing Board in January.

Business Services

The bid for the Athletics Phase 2 Prop M bond project closed on December 12. The District received bids from 50 different contractors on a total of 22 bid packages, with some contractors bidding on multiple packages. After all of the bids have been completely vetted, we anticipate that a recommendation to award will be presented at the Governing Board meeting in February.

The Request for Proposal (RFP) for district wide Food and Vending Services was advertised on January 6. Proposals are due February 5. Once the committee has reviewed and scored the submitted proposals, the top firms will be asked to attend an in-person interview during the week of February 24. Recommendations to award these services are anticipated to be included on the Governing Board meeting agenda for approval in April.

The team is working on multiple upcoming bids for public works projects, products, and an RFP for districtwide auditing services.

Campus Police

On December 9, Campus Police provided traffic control for the annual Kiwanis holiday parade. On December 12, we supported EOPS/CARE/CalWORKs and Foster Youth holiday celebration. Campus Police, led by Officer Chris Dillard, facilitated the 25th Annual Toy Collection.

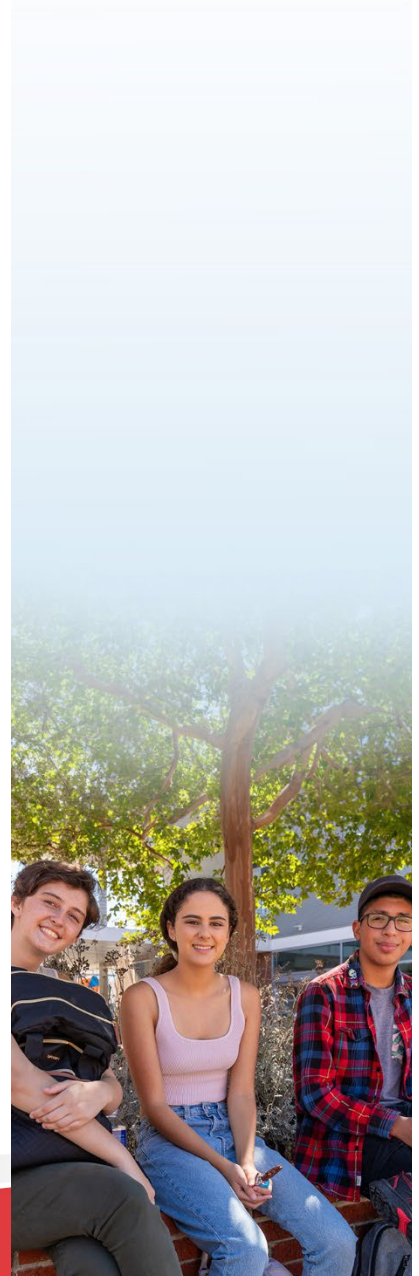
Facilities Department

Construction & Facilities Planning

Construction has begun on the Prop M funded 40,000 square foot project at the Fallbrook Education Center. Site mobilization is underway including temporary construction fencing and job trailer installation. Site demolition and utility re-routing will begin in early January.

Facilities Maintenance

A new HVAC unit was installed in the men's locker room in the M Building. In addition, additional automated access controls were installed at the Rancho Bernardo Education Center. The programming of the new athletics stadiums fire alarm system into the central



campus fire alarm network was completed. New carpet and flooring were installed in various locations.

Custodial Services

In addition to the normal ongoing cleaning and event setup services, custodial services provided special event support for several community events at the new football stadium, including the local California Interscholastic Federation (CIF) games.

Environmental Health and Safety (EH&S)/Risk Management

To limit the District's liability, the department collaborated with Student Life and Leadership and student services division leaders to develop a uniform Student Travel/Field Trip Indemnity/Hold Harmless Waiver. In addition, the team secured an agreement with Akeso Occupational Health to perform respirator fit testing, physicals, and the medical evaluation forms for district employees who are enrolled in the EH&S Respiratory Protection program.

Emergency evacuation practice drills were performed in the Performing Arts Center and the C Building. The team is developing formal evacuation procedures and security processes for special events (example: athletics stadiums and performing arts events) for both internal departments and external organizations.

Information Services (IS)

Information Services (IS) employees continued to work on regular operational and technical support tasks, in addition to making progress on several technology projects and initiatives. The help desk team continues to provide first level support to incoming phone calls, emails, and walk-in requests for assistance.

HUMAN RESOURCE SERVICES (HRS)

Demonstrating a shared commitment to supporting both educators and students, Human Resource Services, and the Palomar Faculty Federation (PFF) worked in close partnership this semester to significantly expand office hours for part-time faculty. The first payment cycle for office hours exceeded 5,000 hours, and we anticipate a similar figure for the second cycle. This expansion of hours provided students with greater access to faculty throughout the semester, fostering deeper engagement and enhancing student learning outcomes.

On January 25, Human Resource Services will proudly represent Palomar College at the California Community College (CCC) Registry Job Fair in Los Angeles. This event offers a valuable platform to showcase Palomar College and its diverse employment opportunities to a broad audience of talented educators and professionals. As one of the main hiring events for community colleges in California, the job fair attracts applicants from across the state and beyond, all who believe in the mission of higher education.

Negotiations

The District has been engaged with PFF in the annual contract reopeners and the process has been collaborative and productive.

Benefits

On December 10, the Benefits Office hosted a virtual meeting with our Self-Insured Schools of California (SISC) account executive and all active and retiree Anthem members who may be impacted by the potential Anthem – Scripps contract termination. A recording of the virtual meeting is available on the Palomar College Benefits webpage, along with FAQs of the topics discussed at the meeting. Unfortunately, the Anthem – Scripps did not meet the January 1, 2025, deadline to reach an agreement and the contract was terminated.



Employees who are impacted can contact the Palomar College benefits office, connect with Anthem directly, visit the Anthem website, or contact their medical provider to determine their best options. Both Scripps and Anthem noted that patients who are currently receiving treatments for serious and complex conditions may continue care with Scripps through a Continuity of Care accommodations request.



Recruitment figures as of December 18, 2024

26 permanent recruitments in progress

5 – Admin/CAST

19 – Classified

2 – Faculty

57 part-time faculty recruitments in progress

27 additional part-time faculty postings have closed, and departments are still hiring from those application pools

DEIAA OFFICE

The Justice, Equity, Diversity, and Inclusion (JEDI) Council is a collaborative of California Community College equity focused practitioners in the San Diego region. The JEDI Council hosted a student-centered and culturally responsive educator check-in which provided a space for Southern California educators to discuss student needs and strategies to support students and other professionals. A number of Palomar College employees were able to attend and participate in the discussion.

Vista Unified School District Superintendents' Council for Equity and Anti-racism held a recent convening. Representing Palomar College, Chief Diversity Officer Dr. Nicole Belisle supported the efforts of the council as they discussed future recommendations for their school board, analyzed equity data across the district and reviewed components of their board policy 0415 regarding equity.

INSTITUTIONAL RESEARCH, PLANNING & GRANTS (IRPG)

Accreditation

The midterm report development remains on schedule. Sections A and B are complete; however, the Accreditation Writing Leadership Team (AWLT) will revise Section B over the winter break following the release of new equity data. AWLT will also collaborate with Instruction in the spring semester to collect and disaggregate student learning outcomes assessment data. This analysis will inform the development of Section C.

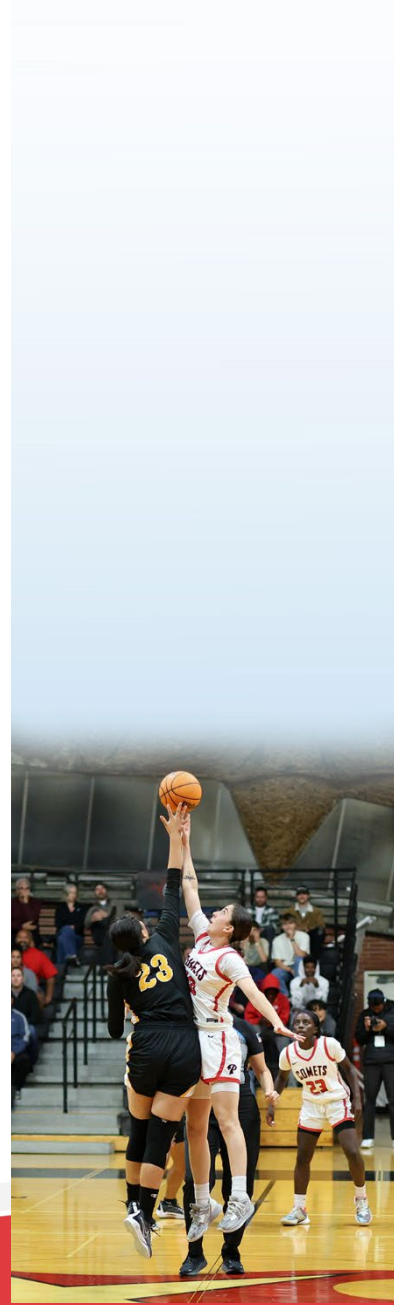
Integrated Planning

A small team from the College Council has started reviewing the Palomar College Vision, Mission, and Values statement as part of a regular review cycle. The team will continue its discussions and present recommendations to the College Council for any proposed revisions.

Additionally, Senior Director Michelle Barton met with a working group from the Pride Center to reimagine their mission statement. The group will finalize the new mission and develop complementary vision and values statements during the early part of the spring semester.

Institutional Research

The IRP&G team is concluding its fall research agenda. Recent updates include the launch of the new Distance Education dashboard on the IRP&G webpage and a descriptive report



summarizing the food services survey results, which were part of the broader Palomar Services survey.

The Chancellor's Office has released updated equity data, which the principal researcher has analyzed. Findings will be shared with the Equity, Education, and Student Success Council in early spring.

Grants

The grants team is actively preparing competitive proposals for upcoming deadlines. Current efforts target funding opportunities from the U.S. Department of Education Office of Postsecondary Education, the National Science Foundation Technology, Innovation, and Partnerships Directorate, and the California Community Colleges Chancellor's Office Educational Services and Support Division.

For post-award activities, the Grants Manager continues to oversee the District's thirteen federally funded awards and fourteen state-funded projects. To support project leads, the IRP&G Grant Development and Management webpage has been updated with new resources, including a glossary of grant terms and a handout outlining allowable and non-allowable grant costs.

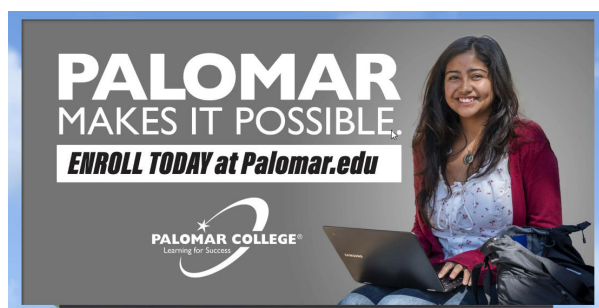
Furthermore, the Palomar College Title III and V Award Summary report now reflects the recently secured U.S. Department of Education Title V Developing Hispanic-Serving Institutions Program grant, Launching the Student Success Journey. This \$3,000,000 grant will run through September 30, 2029, with a focus on enhancing outreach, onboarding, and academic success strategies to improve retention and completion for first time in college Hispanic students.

PUBLIC AFFAIRS OFFICE

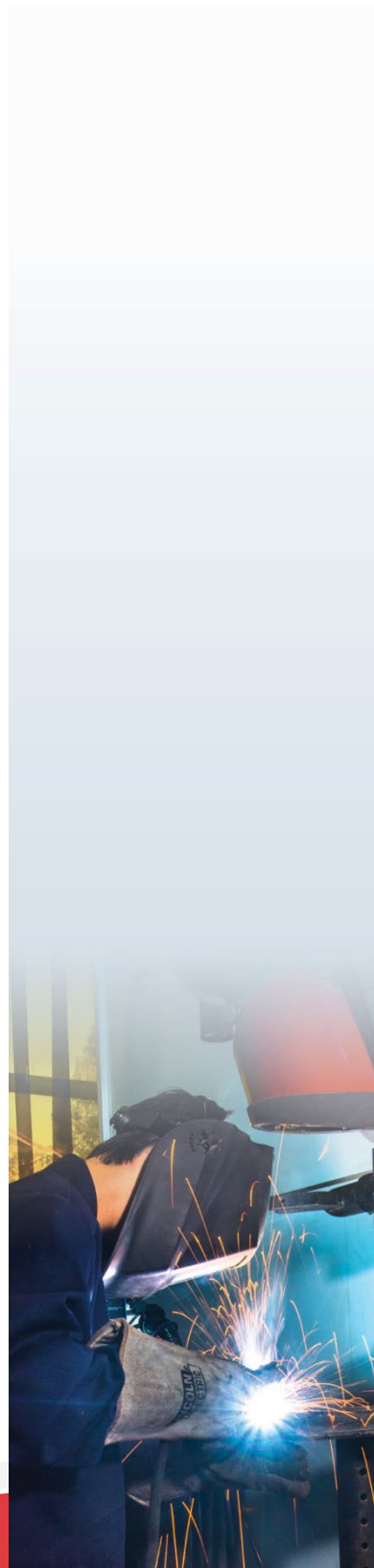
Marketing/Advertising/Promotion

The Palomar Makes It Possible digital advertising strategy inclusive of academic area advertising as well as brand related enrollment-focused ads designed to support spring 2025 enrollment goals launched on November 4 and continued as planned throughout December.

This integrated digital advertising strategy generates qualified traffic to the associated landing pages and the palomar.edu website. In the month of November, the campaign generated over 483,000 impressions, while remaining cost efficient. The redesign of the microsite utilized for the digital media campaign was initiated and the planned launch is in early January.



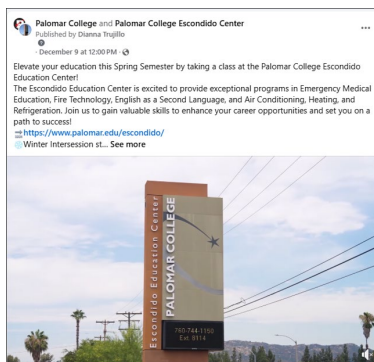
Billboard design that will launch on January 13, 2025



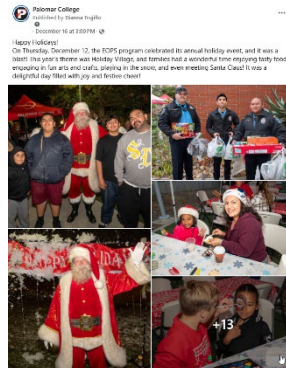
In addition, to the digital strategy, the spring 2025 enrollment marketing campaign also includes direct mail delivery to 155,000 households within the district, community centered digital and print advertising, our digital billboard, transit ads, and web streaming ads that feature Palomar College alumni and radio personality Jesse Lozano. The webstreaming campaign includes Over-the-Top (OTT) video advertising. The OTT ads are targeted to platforms and programming that align with our student demographics. A billboard will launch on January 13, 2025, on Highway 78.

The Palomar.edu website continues to perform well. We experienced an increase in the first three weeks of December compared to the same time period last December in both users and new users of 5% and 7%, respectively. These metrics are an indication of increased engagement of our target audiences through all media channels and outreach. Social media remains the 4th ranked source of all traffic generated to the Palomar.edu website. Facebook, TikTok, and Instagram sites generated the majority of the social media traffic to palomar.edu. The other overall top channels of traffic to the website are direct traffic, organic search, and referral traffic.

Throughout December our social media posts centered on increasing awareness of spring 2025 registration, winter intersession, kudos to athletic teams, performing arts events, and campus activities.



Sample Social Media Post in December



Sample Social Media Post in December

A year-over-year performance comparison of our social media platforms shows steady growth for all channels. We experienced a 1% increase in Facebook “Likes” and X followers compared to last December. Followers on LinkedIn grew 6% compared to December 2023. Instagram is continuing to show a significant increase at 13%. Followers on our TikTok channel grew 30% compared to the previous December.

Community and Media Relations

PIO Julie Lanthier Bandy attended the San Marcos Chamber Executive Committee and Board of Directors meetings as well as the Chamber’s nominating committee to meet with potential new board members. She joined Superintendent/President Dr. Star Rivera-Lacey and Foundation Executive Director Stacy Rungaitis at the Chamber’s annual holiday reception for Rebecca Jones, Mayor of San Marcos.

County Supervisor Jim Desmond issued a proclamation on December 10, declaring it Palomar College Rising Scholars Day in San Diego County. Prior to the presentation, PIO Lanthier Bandy worked with County staff to draft the proclamation and speaking points for both Supervisor Desmond and Superintendent/President Dr. Star Rivera-Lacey. A [press release](#) was developed and issued. It was utilized by several of our local media outlets.



PIO Lanthier Bandy, along with several Palomar College administrators attended the North County Economic Development Council annual awards luncheon on December 19. She also attended the SANDAG Rapids Agency Coordination meeting. These meetings are designed to provide local and regional agencies, both public and private, with an opportunity to give feedback on the future of rapid transit in San Diego County. SANDAG has plans to improve rapid transit from throughout our District.

During the early part of the fall semester, PIO Lanthier Bandy worked with a writer from EdSource.org to prepare and schedule interviews with our Credit for Prior Learning (CPL) faculty and a former student to contribute to a [nationally distributed story](#) on how CPL benefits students. The story ran during the week of December 16. The Public Affairs Office continues to work with student reporters to provide information and schedule interviews for their stories.

A press release regarding the annual meeting of the Governing Board and [election of officers](#) was written and distributed on December 18. This story garnered the attention of local media outlets. A story highlighting the results of the Palomar College Foundation [Giving Tuesday](#) campaign was posted to Palomar News. This story and all press releases are available on the [Palomar News website](#). Palomar College received nearly three hundred media mentions in the first three weeks of December. This equates to a publicity market value of nearly \$176,000 for the District.

Internal/External Communications and Public Affairs

PIO Lanthier Bandy attended the monthly meetings of the San Diego Imperial Counties Community College Association (SDICCCA) and the Government Relations Liaisons meeting hosted by the California Community College Chancellors Office.

In collaboration with the Office of Student Recruitment and TRiO NCEOC, PIO Lanthier Bandy organized our participation at the Holiday Open House hosted by Senator Brian Jones on December 14. The community event was attended by educational institutions, community organizations, public agencies and businesses and provided valuable exposure in the southern portion of our District. In addition, PIO Lanthier Bandy, Facilities Operations Manager Dayna Schwab, and Custodial Services Manager Timothy Cross, met with newly elected Assemblymember Dr. Darshana Patel on December 20 to discuss an event that will be held at the Student Union on January 25. Assemblymember Patel noted her admiration for Palomar College and is looking forward to collaborating on future projects.

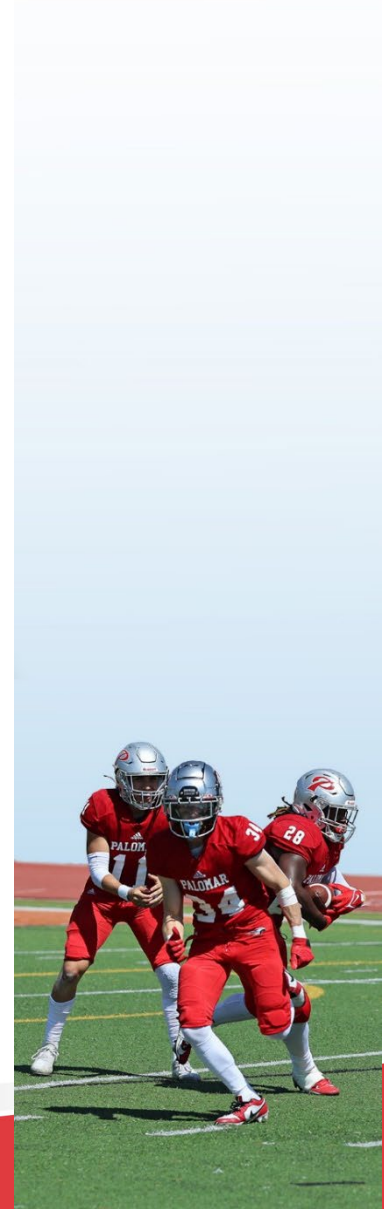
The Creative Services team put the final touches on the [2023-24 Annual Report to the Community](#). The report was distributed in early December. The team designed and produced signage for the construction project at the Fallbrook Education Center, collateral items for upcoming events, programs for completion ceremonies for the Police Academy and Fire Academy and the Nursing Pinning Ceremony. This is in addition to supporting the promotional needs of the performing arts department and continued design work for the softball team locker room and outfield signage.

FOUNDATION

Fundraising Activities

Giving Tuesday

On December 3, the Palomar College Foundation successfully united the internal and external community through its #GivingTuesday campaign, fostering generosity and collective support for Palomar students. The Foundation hosted a “Dough-nation” reception



at the EDGE, Palomar College's employee-focused center, where staff enjoyed donuts and camaraderie while making donations. Foundation staff also visited the Rancho Bernardo, Escondido, and Fallbrook Education Centers, strengthening connections across campuses.

#GivingTuesday focused on a robust social media and email marketing campaign highlighting seven compelling student stories, showcasing challenges of our students and how donor support makes a difference. These narratives resonated deeply, inspiring ninety-four donors to contribute a remarkable \$82,161.68. All donations made during this campaign were matched dollar for dollar by a generous donor. This success underscores the power of community-driven outreach and storytelling in advancing the Foundation's mission of removing financial barriers to education.

Scholarship Program

The Foundation secured \$2,500 for the Hyde Family Scholarship; this is an increase in their funds as they are very pleased with the scholarship recipients they learned about from their scholarship book.



Palomar College Campus Police participated in the Foundation event held at the EDGE.

We are also pleased to announce two new endowed scholarships, each requiring a minimum of \$10,000 to be established. The first is the Andrew Sutton Memorial Scholarship, in honor of Andrew, who attended Palomar College and received his certificate in Water Technology. He then went on to a successful career at Oceanside Water District. The family understands the value of education and wants to pass it along to others who are pursuing a trade. The second endowed scholarship is in memory of Nathan Daum, whose mother Mea worked at Palomar for many years. Nathan studied music here. The scholarship is for music students.

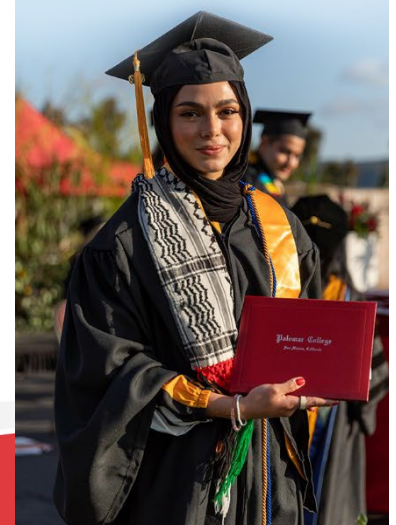
Donor Meetings

The Foundation is pleased to announce a gift of \$7,000 from Marlene Rogers following a recent donor meeting. This generous donation will support Foundation core programs including scholarships, textbook and laptop assistance and emergency grants.

Executive Director Stacy Rungaitis and Director of Continuing Education, Workforce, Community and Continuing Education, Ute Maschke recently met with a potential new donor and community partner, North Island Credit Union, on December 19. North Island is interested in connecting with local community colleges to partner for sponsorship and other events. The Foundation staff has planned a campus tour for North Island in early 2025.

Foundation Board of Directors

The annual meeting of the Palomar College Foundation Board of Directors occurred on December 16. At this important meeting, four new Board members were approved. In addition, the passing of the gavel from the 2024 and 2025 Chair of the Board, Will Rivera to the 2025 and 2026 Chair, Richard Marks took place.



President's Associates

On December 16, the annual President's Associates and Friends of the Foundation Holiday Gathering brought together over sixty dedicated community members to celebrate Palomar College and the Foundation's achievements over the past year. The evening provided an opportunity to reflect on the collective impact of philanthropic investment in student success.

Megan, a Palomar College student and Foundation scholarship recipient, shared her inspiring story of resilience and gratitude, highlighting how donor support helped her overcome challenges and pursue her academic goals. Thank you to our PA members for their continued support, including Kaiser Permanente, who sponsored this fantastic event.



Palomar College Student and Scholarship Recipient Megan and her daughter



From: Lanthier Bandy, Julie M.
Subject: New Curriculum Interface, CurriQunet Maverick is here!
Date: January 21, 2025 at 3:10:47 PM PST

Bcc: All employees

This message was sent on behalf of the Office of Instruction. Please direct questions to Vickie Mellos at vmellos@palomar.edu or Cheryl Kearse at ckearse@palomar.edu.

Happy New Year Campus Community!

Our new curriculum interface, CurriQunet Maverick is here! This new version of our curriculum management system functions similarly to our previous version (META) but offers additional features. Many common tasks, such as creating proposals and taking action remain very familiar. You should find the **Maverick** interface more intuitive and easier to navigate.

Highlights include:

- An area where announcements will be posted for internal and external users.
- The ability to customize your very own dashboard.
- The ability to save searches for quick 'n easy repeated use.

Your single sign-on credentials and user access and permissions have not changed. The tile in your single-sign-on is still labeled META but that will change to Maverick in the coming weeks. We will continue to learn more about the new version and will announce training opportunities soon. In the meantime, introductory videos are posted on the Maverick Welcome Page.

Contact Vickie Mellos (vmellos@palomar.edu) or Cheryl Kearse (ckearse@palomar.edu) with questions or to arrange training.

Regards,

The Instruction Office



From: Lanthier Bandy, Julie M.
Subject: Palomar College Superintendent/President's Report to the Governing Board - December 2024
Date: December 10, 2024 at 10:26:18 PM PST
Attachments: Presidents-Report-to-the-Board-12-6-2024.pdf (2.7 MB)

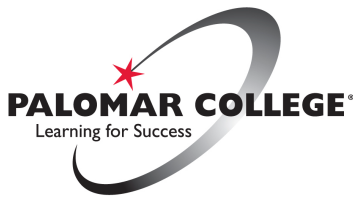
Bcc: All Employees and All Emeritus Employees

The earlier email had an error. Please utilize the attached or the link below to access the report.

Dear Colleagues,
Please enjoy the December 2024 edition of the [Palomar College Superintendent/President's Report to the Governing Board](#). For your added convenience, the report is also attached. Stay well!

Best Regards,

Julie Lanthier Bandy
Director, Marketing, Communications and Public Affairs



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December 6, 2024

PRESIDENT'S OFFICE

A Season of Joy and Gratitude

We often use the holiday season to reflect and recharge and look ahead to the new year. For me, this is the season of joy and gratitude. It is an opportunity to pause and truly recognize our incredible employees for their commitment to the success of our students. It is also a time to consider the goals of our students and our roles in helping them pursue their path. Our students never cease to amaze me with their high level of determination to achieve their goals. As we close out 2024, I wish everyone continued health and happiness in the new year.

Welcome and Best Wishes

During the past month we welcomed Chris Yatooma as our Interim Superintendent/Vice President of Finance and Administrative Services. Chris brings 18 years of California community college fiscal planning and management experience to Palomar. We are looking forward to collaborating with him as we continue to prioritize our work to maintain the fiscal stability of the district.

Within the coming weeks we will say goodbye and thank you to two incredible Palomar College leaders. Chris Miller, Director of Facilities and Pippa Pierce, Supervisor of Student Life & Leadership, are both retiring in December. While we wish them the very best in their next adventure, we do so with a heavy heart filled with gratitude. Both Chris and Pippa have made significant contributions to the success of Palomar College.

CCLC Annual Convention

In late November, I attended the Community College League of California Annual Conference with Governing Board President Roberto Rodriguez and Governing Board Vice President Dr. Judy Patacsil. The theme "Lead Beyond Limits: A Focus on Innovation and Excellence" was perfectly aligned with the work we do at Palomar College. The League's Annual Convention is the premier professional development event and brings together CEOs, trustees, faculty, staff, administrators, and partners from across the state to share tools, models, and solutions to system issues, as well as celebrate accomplishments.



Governing Board Vice President Dr. Judy Patacsil, Superintendent/President Dr. Star Rivera-Lacey, and Governing Board President Roberto Rodriguez

COLEGAS Conference

A group of dedicated equity minded Palomar College employees benefited from attending the annual COLEGAS conference in Sacramento. The COLEGAS mission is to develop, elevate, and increase leadership from the Latinx community in higher education. It was a great opportunity to learn and connect with colleagues from throughout the state. We look forward to sharing our learnings to enhance the success of all our students.



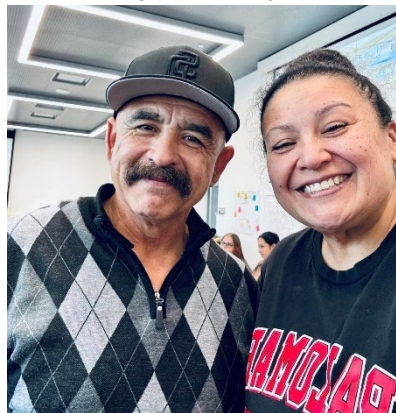
Palomar College employees in attendance at the COLEGAS annual conference

Campus Engagement

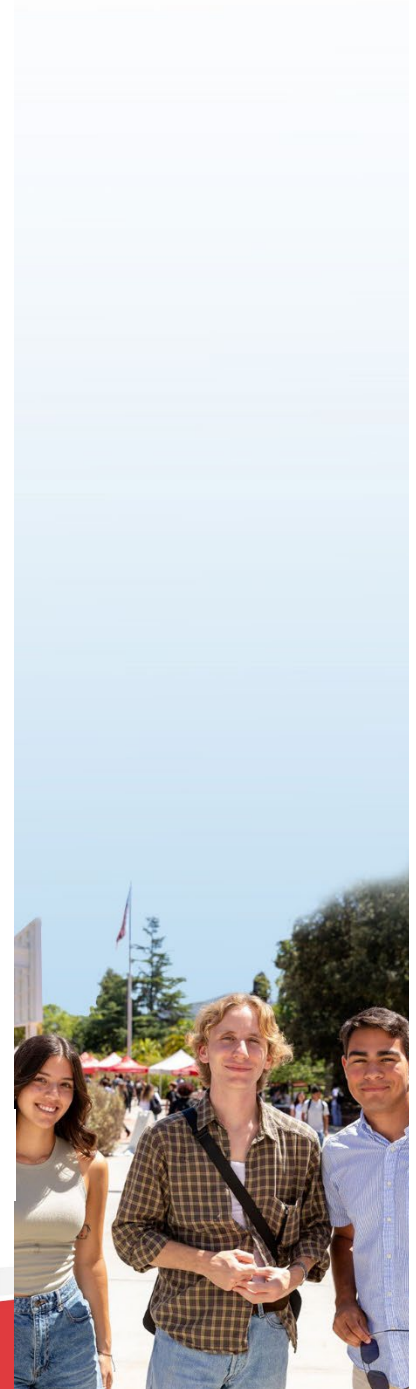
Palomar College serves one of the largest military affiliated student populations in the region. Our Veterans Day celebration on November 7 was a wonderful opportunity to honor those who served. I sincerely appreciate our team of employees who designed and implemented this important event.

It is the season of gratitude, and everyone gave thanks at the Rising Scholars Friendsgiving event. The event included staff and students from MiraCosta College Transition Scholars and the CSU San Marcos Project Rebound. It was a perfect start to the Thanksgiving weekend and great to connect with students and colleagues.

Congratulations to both the Palomar College men's soccer team and women's volleyball team. Both secured playoff spots. For the women it was a



*Rising Scholar Student Jesse Velasco
Superintendent/President Dr. Star
Rivera-Lacey*



season filled with determination and key victories leading them to the playoffs for the first time since 2015. In late November, I had the pleasure of watching the women's volleyball team come away with a win against Santa Monica College. Their performance was impressive and thrilling to watch.

Community Engagement

It was an honor to join a panel discussion at the Hispanics Organized for Political Equality (HOPE) Leadership Institute in the early part of the month. The event brought to light the significant role community colleges have in higher education and our commitment to facilitate the social mobility of our students.

There is so much incredible work going on in our region. One example is the Chicano Federation of San Diego County Leadership Training Institute. I had the opportunity to participate in a panel discussion on the importance of higher education and the impact it has on the Chicano community. The presentations were exhilarating, and it was exciting to discuss all of the educational advancements at the regional, state, and federal levels.

My love of learning is magnified by the opportunity to teach others and see them grow in their knowledge and commitment to the betterment of themselves. At the request of Cuyamaca College President Dr. Jessica Robinson and Chancellor of the South Orange Community College District Dr. Julianna Barnes, I had the opportunity to guest lecture in a class of San Diego State doctoral students. The class "Re-Thinking Leadership" centers on being prepared for the challenges in modern day organizations. It was a pleasure to play a small role in the development of future community college administrators.



Superintendent/ Dr. Star Rivera-Lacey and National Community College Hispanic Council Executive Director Dr. Ted Martinez at the Chicano Federation Leadership Institute.

Earlier this month, I had the opportunity to attend the San Diego North Economic Development Council Chairman's dinner. This tri-annual event brings together employers and community leaders to discuss new innovations and challenges to our region.

OFFICE OF INSTRUCTION

During the month of November, the Vice President of Instruction attended the Port of San Diego: Workforce Needs of the Future Tour which included an overview of the various industries that line the San Diego harbor and their workforce needs.

The Interim Associate Dean of Dual Enrollment hosted a dual enrollment event along with Career Ladders covering dual enrollment access data and collected input on the dual enrollment strategic plan. Community partners from 14 different institutions attended. Participants were excited to learn that the data demonstrated that there were no equity



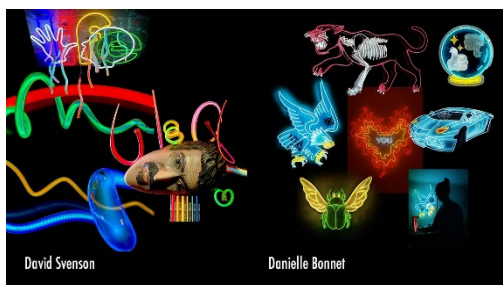
gaps in access or participation in dual enrollment compared to the high school demographics.

Instructional Services hosted a Strategic Enrollment Management (SEM) Mentor Visit in which our three SEM workgroups presented their projects and elicited feedback from our SEM mentors, deans, department chairs, directors, and lead faculty. The SEM team looks forward to revising their documents and presenting them to the campus community during the spring 2025 semester.

Arts, Media & Business Administration Division

The Palomar College journalism program earned multiple honors at the Journalism Association of Community Colleges (JACC) SoCal Regional Conference held at CSU Northridge in October. Impact magazine received first place for "News Feature," and fourth place for "Profile Article," honorable mention for "Cover Design," and meritorious for "General Excellence." The Telescope podcast team also earned an honorable mention for "Audio News."

The Boehm Gallery showcased GLOW, an illuminating exhibition featuring works by neon and plasma artists Danielle Bonnet, David Svenson, and Brian Coleman from October 21 - November 19. The exhibition brought innovative light-based artwork to the gallery and concluded with an artist talk and closing reception.



Light-based artwork featured in the Glow exhibit

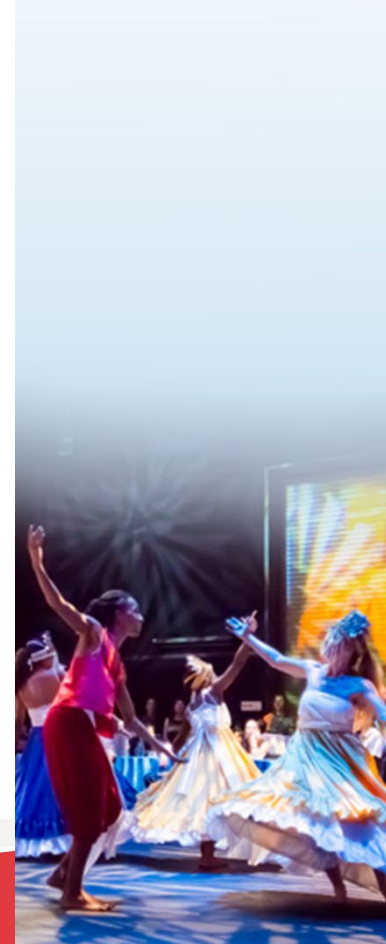
The Legal Studies program successfully completed its 18-month Cal-LAW grant, significantly expanding dual enrollment partnerships with local high schools and exceeding enrollment goals. The program served over 380 students through engagement events and established new transfer pathways, with particular success in reaching underrepresented student populations.

The Performing Arts department closes out the fall semester with three exciting productions in December. The Student Composer's Concert on December 5 will showcase original work by emerging composers. "She Kills Monsters," directed by Heather Megill, brings fantasy role-playing adventures to the stage December 6-15. The semester concludes with Winter Dance 2024, featuring diverse dance styles and traditions in performances on December 20-21.

Social and Behavioral Sciences Division

The Child Development and Education department maintained robust community engagement. They hosted multiple successful events, including a virtual department meet and greet connecting faculty with students, and their first Community of Practice focusing on self-awareness and self-care. Family Fun Nights at San Marcos and Escondido Early Childhood Education Lab Schools (ECELS) brought families together for dinner and activities. The department also welcomed their second cohort of Early Care and Education Apprenticeship Program students, who began their Child Development classes while working at MAAC's Early Head Start and Head Start Centers.

In addition, the department continued strengthening its educational initiatives through various activities. Faculty members presented the California permit process to MAAC apprentices and the Union of Domestic Workers, highlighting advancement opportunities in education. The California Certified Mentor Teachers completed their Community of



Practice program studying emotional resilience in educators. ECELS staff attended the National Association for the Education of Young Children (NAEYC) conference and shared insights with CHDV 201 Practicum students, particularly focusing on integrating diversity and anti-bias curriculum in early childhood education.

The Behavioral Sciences department achieved several notable accomplishments recently. The psychology program Psi Beta/Psych Club won the 2024 Chapter Award for College Life, while Dr. Peviani published significant research in the *Journal of Youth and Adolescence*. The department hosted successful visits for high school AP Psychology students. Thirty-three students from Valley Center High School participated in brain structure lab activities. The sociology program supported various community initiatives, including the Black



Valley Center students participate in brain structure lab activities

Faculty and Staff Association events and a domestic violence awareness conference. The program also worked on an oral history project with the Pride Center Committee to Combat Hate (PC3H Pride) to document memoirs from LGBTQ+ faculty and staff throughout the years. The alcohol and other drug studies program received re-accreditation through 2027 and participated in the Regional Equity and Recovery Partnerships Grant.

In the Economics, History, and Political Science department, Professor Catherine Gwin was appointed as the new Gender & Women's Studies Coordinator, and the department revised its scholarship criteria. Professor Park presented research at the Western Economic Association International conference and received an Equity & Inclusion Fellowship. The department successfully hosted Fall Political Economy Days, featuring speakers from various institutions discussing diverse topics, such as the Electoral College, Ukraine, Vagrancy Laws, Black labor in Hawaii, and climate change in Latin America.

The Ethnic Studies department actively supported Latinx Heritage Month through weekly presentations and created a Día de Los Muertos altar in the main campus library.



Día de Los Muertos altar in the main campus library.

Languages and Literature Division

The Speech and Debate Team recently competed in the 2024 Dahlin and Griffin Invitational Tournament at Grossmont College. Our students did an excellent job. Here are the results for the Dahlin Invitational: Dia Hill, first place "Impromptu;" Carly Sobel, first place "Persuasive;" Max Hutchins, third place "Drama;" and Kat Caldwell third place "Programmed Oral Interpretation." The following are results for the Griffin Invitational portion of the tournament for individual



events. Marcus Daza, Tanner Mejia, and Milos Vuskovic were all finalists in “Novice Impromptu.” Izzy Brousseau earned fourth place and Dia Hill earned sixth place in “Novice Impromptu.” Max Hutchins was awarded fourth place in “Novice Drama” and Kat Caldwell earned first place in “Senior Impromptu.” In IPDA debate, Marcus Daza was awarded Bronze Novice, Milos Vuskovic received Gold Novice, and Kat Caldwell earned Gold Junior.

The World Languages department held their German and Arabic Board Game Night on November 8. Students enjoyed food and games that helped them learn more about specific languages and cultures. World Languages also hosted a successful Cafe International event in the Student Union on November 12. The theme was “Holidays around the World,” and students visited various stations featuring all of the languages taught within the department. Other activities included salsa dancing lessons, painting, and practicing their languages skills.



Palomar College Speech and Debate Team at the Dahlin and Griffin Invitational Tournament



Students participating in the Cafe International event

STUDENT SERVICES

Upward Bound

In partnership with the Palomar College Pathway to Law program, Upward Bound provided students with a unique opportunity to explore the legal field. On October 12, we hosted an engaging session where 29 students gained hands-on experience, identified their strengths, and connected with legal professionals.

On October 26, 34 students visited Chapman University, a key partner in the Pathway to Law program. They toured the campus and attended a presentation by current law students, gaining valuable insights into what it means to pursue a career in law. This experience empowered our students with a clearer understanding of the legal profession and the pathways available to them.



Upward Bound students at a field trip to Chapman University.

Office of Student Success

Our Black Student Success Team, in partnership with UMOJA and the Transfer Center, participated in two regional opportunities to promote Black student transfer success. The first event was the Black Transfer Student Success Conference hosted by San Diego State University (SDSU). One of



the most significant aspects of the event was the chance for our students to engage directly with current SDSU students. These interactions gave our students a first-hand account of the transfer experience. Hearing from peers who have successfully navigated the transfer process provided our students with both inspiration and practical strategies for their own academic paths. Students expressed appreciation for the opportunity to connect with the Black student community at SDSU.

The second event was the California Community Colleges (CCC) to Historically Black Colleges and Universities (HBCU) Caravan held at Mesa College. Our students met with over 20 representatives from a variety of HBCU campuses, which provided them with the opportunity to explore academic and transfer opportunities. HBCUs emphasize the importance of cultural heritage and history while celebrating and supporting Black excellence.

TRIO Student Success Support (SSS) Programs

In honor of First-Generation Celebration 2024, Palomar Promise and TRIO SSS collaborated with the CallLaw grant program to host a series of activities aimed at helping students explore careers in legal and public policy fields. The election-themed events encouraged first-generation students to engage with professionals in these fields and consider related degree paths. Carwina Weng, a first-generation college and law graduate with over 20 years of experience in civil legal services and legal education, led a Professional Identity Formation workshop. The session helped students identify strengths, explore career alignment, and reflect on how their personal values connect with professional roles in law.



TRIO SSS students enjoy a field trip to the UC Irvine School of Law

A field trip to the UC Irvine Law School on October 18 provided students with a campus tour, admissions guidance, and a panel discussion with current law students on preparation and academic pathways. On October 24, Palomar alumni, including judges, attorneys, and city council members, participated in a panel discussion on their legal practice areas, career journeys, and navigating workplace diversity in the professional world.

Office of Student Recruitment

In the first three weeks of November, 23 recruitment events serving over 650 students were held. This is in addition to 18 tours for 142 students and guests.

Student Services Communications Systems & Technology

A workgroup is finalizing AB1111 copy for use in marketing materials regarding common course numbering. January 8, 2025, has been selected for the launch of our the required annual all student Title IX training. In the last month, enhancements were made to the system associated with the California Virtual Campus – Online Education Initiative (CVC-OEI) to address a technical issue with student data.



Student Life & Leadership, Associated Student Government, and Inter-Club Council

On November 15, the Associated Student Government (ASG) hosted the Region 10 delegate meeting in which community colleges from around the region were represented.

The ASG attended the Student Senate for the California Community Colleges (SCCCC) Advocacy Academy from November 22 – 24 in Sacramento. At the conference, ASG student leaders participated in a variety of sessions to equip them with the skills to advocate for change in their communities and campus. Student Trustee Barnum, Student Activities Coordinator Brooke Beckett, and Dean of Student Life and Leadership Dr. Amrik Johal also attended the conference.

The ASG held a Comet Hour at the Escondido Education Center on November 7. During the session, data was collected around the student experience, while information about the impact of the ASG was shared. The Student Activities Coordinator held Student Activity Card hours at the Escondido Education Center and the spring schedule is being finalized. There are now 22 active clubs that consistently attend Inter-Club Council meetings, hold their own club events, meetings, and campus clean ups.

ASG continues to plan the Comet Hours in December. These include a Giving Tuesday Food Drive on December 3 and the annual Winterfest on December 11. Winterfest will be held in collaboration with Health Services, Active Minds, Love on a Leash emotional support animals, and other campus clubs.

Anita and Stan Maag Food & Nutrition Center and Basic Needs

From November 1 – November 19, there were 28 new registrants with the Food and Nutrition Center. During this time over 201 households, a total of 438 individuals, were provided with food and nutrition assistance. Thus far during the month of November, we were able to provide 2,500 pounds of fresh produce and grocery items to our students. The Grab and Go refrigerators were restocked weekly at the Escondido, Rancho Bernardo, and Fallbrook Education Centers, totaling over 250 pounds of snacks and produce. Palomar College Basic Needs department continues to strengthen its partnerships with organizations including the North County Food Bank and CalFresh to provide additional services and support for students. In total 2,800 pounds of food were distributed through the Anita & Stan Maag Food & Nutrition Center, Events/Farmer's Markets, and Grab n' Go refrigerators in the month of November. In addition, we hosted our annual turkey raffle for students, providing the winning students with a turkey ahead of the Thanksgiving holiday.

We are excited to welcome Riham Mathieu, who will be stepping in as the Out of Class Basic Needs Manager. Riham brings a depth of student services experience to the role, including her work with the Palomar College TRIO Student Support Services and GEAR UP programs.

Student Health Centers and Behavioral Health Counseling Services (BHCS)

The Student Health Services team continues to provide services to our students to include COVID-19 triage and academic physicals to the Police Academy 2025 class. We are also distributing free COVID-19 tests to our students.

Behavioral Health Counseling Services therapists continue to provide direct mental health support for our students. We have been assisting them with navigating stress related to the election, midterm exams and projects, as well as preparing for the holiday season and upcoming winter break.



FINANCE AND ADMINISTRATION

Business Services

Business Services is in the process of soliciting bids for the Athletics, Phase 2 building project. There are 22 bid packages included in this project. The bid closes on December 12 and district staff will carefully review responses and bring recommendations for the lowest responsive responsible bidder to the Governing Board for approval shortly thereafter. Once bid results are finalized, an amendment for the Construction Manager at Risk agreement with Balfour Beatty will also be presented for approval so that the project's guaranteed maximum price can be finalized.

Business Services is also working with facilities staff on preparing several bids for various public works projects, as well as preparing the Request for Proposal (RFP) documents for the upcoming Food Services RFP that is expected to be distributed in mid-January.

Campus Police

One of the original officers of the Palomar College Police Department is retiring at the end of the year after completing over 33 years of service. Gerard Perez is a face often recognized on the San Marcos campus and at the Escondido and Fallbrook Education Centers. Early on he embraced the concept of relationship-based policing and has led our community outreach efforts. He established a decade plus relationship with ESL Professor Gary Sosa which has fostered hundreds of students and classroom interactions on the role of police. Officer Perez has mentored dozens of community service officers who have entered the career field as police officers throughout San Diego and Los Angeles counties. He will be missed, and his legacy and impact will remain with Campus Police.

On November 21, the San Diego County Sheriff provided information on the Blue Envelope program. It is a nationwide community outreach program designed to aid communication with law enforcement with members experiencing neuro divergent concerns, such as autism. We were provided with materials to share with our Disabilities Resource Center and the campus community to help de-escalate interactions with community members.

Facilities Department

Construction & Facilities Planning

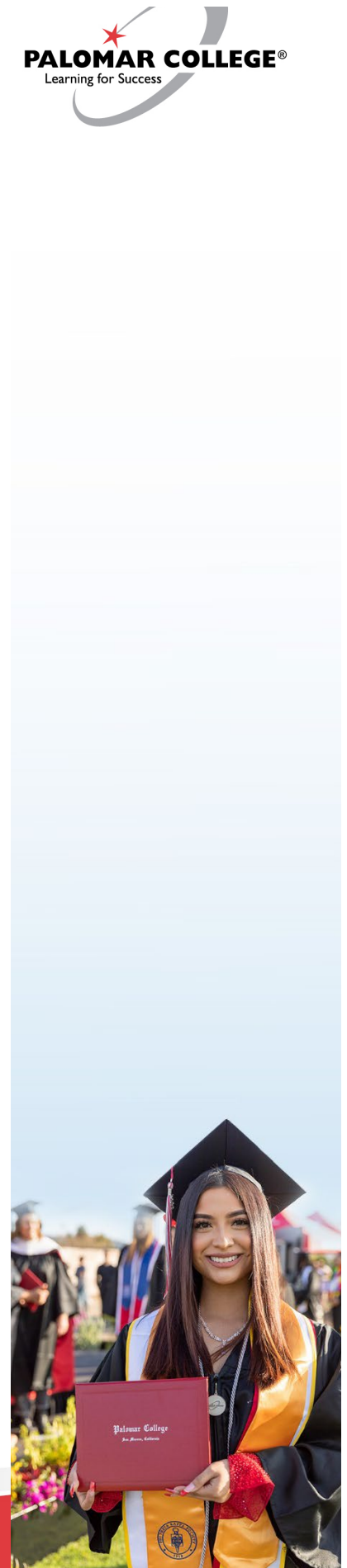
Bidding for the Athletics Phase 2 project is currently underway with bids due on December 12. The Athletics Phase 2 project is approximately 20,000 square feet of new space including public restrooms for the home side of the football stadium, a concession area, athletics ticket office, locker room for officials, football team locker room, offices for football coaches, meeting room, equipment room for all of athletics, weightroom and training room for athletics and kinesiology, a fitness training room and a small grounds maintenance building. The facility will be located immediately north of the football stadium.

Facilities Maintenance

The team rebuilt and installed two of the HVAC systems at the Rancho Bernardo Education Center. A major maintenance project was initiated for the replacement of the roof and HVAC units on the AA/ST building. In addition, all HVAC filters throughout the district were replaced to ensure good indoor air quality.

Custodial Services

Following the results of an equipment audit, a funding source was identified, and new equipment was ordered for the custodial services team. The new equipment will enhance the safety and effectiveness of operations.



Environmental Health and Safety/Risk Management

The team provided Scissor Lift recertification training for both the Performing Arts Center and maintenance staff per Occupational Safety and Health Administration guidelines. The Palomar College Emergency Operations Plan (EOP) was presented to the leadership team and hard copies were distributed to all attendees. In addition, enrollment information was distributed for leadership to attend Federal Emergency Management Agency (FEMA) training for courses IS-100 and IS-700.

Information Services (IS)

During the month of November, Information Services (IS) employees remained busy working on regular operational and technical support tasks, in addition to making progress on several technology projects and initiatives. Highlights in each IS area include the following.

Help Desk

The team provided first level support to over 2,450 incoming phone calls, emails, and walk-in requests for assistance. Two thirds of these were answered or resolved within the first contact. Short-term hourly employees have been hired to address operational needs.

Systems and Programming Team

The technical design, development and implementation of new data collection pages, processes, and reporting required for the Chancellor's Office mandated Vision Aligned Reporting (VAR) continued throughout the month. Additional technical enhancements to our student application and processing was completed. This represents a big step forward in combatting fraud and increasing efficiency in the processing of CCC Apply student applications. The final technical design, development, integration, and testing of the system and processes for compliance with AB-2683, the Mandatory Title IX Training for students was completed. The launch is planned for January 8. Lastly, modifications were made to several more reports and interfaces to enable the display of preferred names for students and staff. This is another step forward in ensuring our commitment to employee and student equity and inclusion.

Network and Data Center (NADC) Team

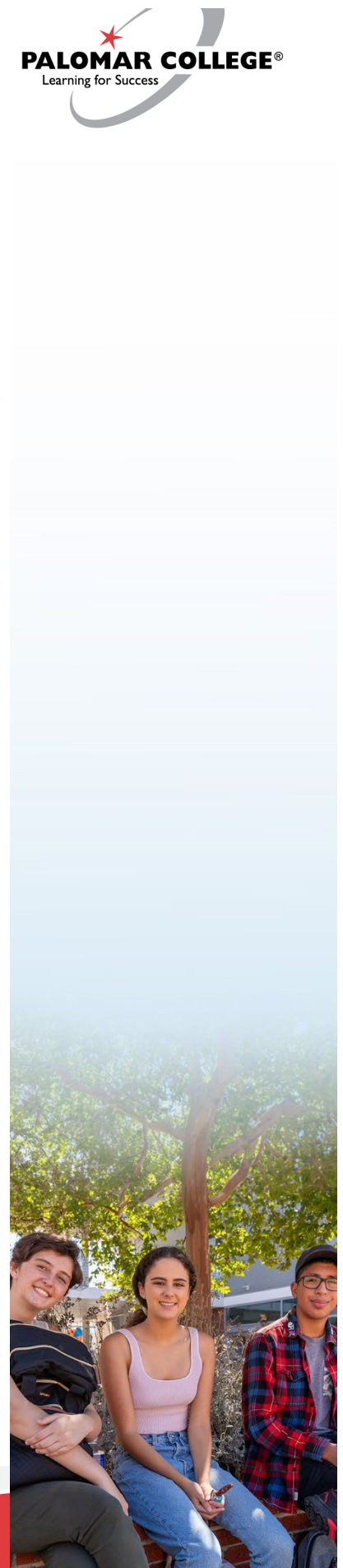
The planning and preparation work for the networking and technology infrastructure for both the Athletics Phase II and Fallbrook 40 construction projects continued. Plans, design, scoping, and procurement of secondary firewalls, as well as secondary internet/connectivity circuits for installation at the Fallbrook and Escondido Education Centers also continued. This work will add much needed network redundancy and security enhancements at both locations.

Technical Services and Audio-Visual (AV) Team

Numerous technology updates, enhancements, and installations in support of instructional classroom and lab updates, department remodels, and new or enhanced offices/spaces, across the district were completed. The final installations of audio visual and other technology equipment as part of the new athletics stadium and adjoining team rooms continued. A comprehensive, sustainable technology equipment refresh plan, with a goal of replacing technology equipment on a regular basis before it becomes unusable, insecure, or otherwise obsolete is in development.

Cybersecurity

In the month of November, the team increased the number district workstations, servers, devices, and network appliances being scanned and remediated for cybersecurity vulnerabilities. Improvements were implemented in the regular, recurring network, and system scans and remediation. Work on our annual, comprehensive Cybersecurity Assessment, as required for compliance with the Gramm-Leach-Bliley Act (GLBA) is in



progress. The implementation of recommended actions, required for access and support of technology equipment and systems used by the Palomar College Police Department, outlined in Management Advisory: California Law Enforcement Telecommunication System (CLETS) Network was initiated.

HUMAN RESOURCE SERVICES (HRS)

Negotiations

The District and the Palomar Faculty Federation (PFF) have begun negotiating the annual reopener for the 2024-2025 contract year. We look forward to collaborative and successful negotiation meetings.

Title IX and EEO

A mandatory Title IX training for students will be launched on January 8, 2025. Per California state law AB 2683 and AB 2608, each campus of the California Community Colleges that receives state financial assistance must annually train its students on the prevention of sexual violence and harassment. All students will need to self-certify or complete the training course every twelve months.

Benefits

Anthem continues to actively negotiate their contract with Scripps Health. We will update members of the Anthem health insurance plans when we receive additional details regarding contract negotiations. We understand that our employees who utilize the Scripps Health system are anxiously awaiting an update on this situation.

Recruitment figures as of November 21, 2024

28 permanent recruitments in progress

5 – Admin/CAST

21 – Classified

2 – Faculty

55 part-time faculty recruitments in progress

26 additional part-time faculty postings have closed, and departments are still hiring from those application pools

DEIAA OFFICE

Hispanic Serving Institution (HSI) Initiatives

Chief Diversity Officer Dr. Nicole Belisle attended the annual Hispanic Association of College and Universities (HACU) Conference which provided a forum to share information and ideas for the best and most promising practices to support Hispanic/Latinx students. As a federally designated Hispanic Serving Institution, it is important to be engaged with exemplary programs and initiatives that can be adapted and expanded here at Palomar College. California attendees were also invited to the California HSI Summit, where representatives



Palomar College employees Jose Luis Ramirez, Dr. Nicole Belisle, and Dr. Andrew Mertig at the HACU conference.



from California's higher education systems shared insights on the current legislative landscape and their goals for the upcoming year.



CSU San Marcos (CSUSM) hosted their annual HSI summit highlighting "Excelencia in Action: Advancing Latinx Success, Cultivating a Culture of Servingness." CSUSM shared their journey of earning the Seal of Excelencia from Excelencia in Education, celebrating the institution's ongoing efforts to advance Latinx student success. Palomar College is looking forward to partnering with CSU San Marcos in some of their ongoing opportunities for engagement.

INSTITUTIONAL RESEARCH, PLANNING & GRANTS (IRPG)

Accreditation

The development of the midterm report is progressing according to the established timeline. The Accreditation Writing Leadership Team (AWLT) has completed drafts of Sections A and B of the report and is currently seeking feedback from the Accreditation Steering Committee.

Integrated Planning

The Governance Evaluation Task Force is in the process of completing its three-year review of the Palomar College governance structure. The team is gathering feedback from planning council chairs regarding the effectiveness of the current governance framework. Additionally, the group is examining ways to centralize and standardize the posting of agendas and minutes for councils and committees. The expected outcomes of this evaluation include an updated governance handbook and recommendations for refining the college's governance processes.

The Instructional Program Review Committee has developed a new, comprehensive instructional program review form. Upon review and approval by the Faculty Senate the form will be integrated into the upcoming Instructional Program Review and Planning (PRP) cycle. Meanwhile, the Program Review and Resource Allocation Committee has completed its prioritization of one-time resource requests from the 2023-24 PRP cycle, in alignment with the established timeline.

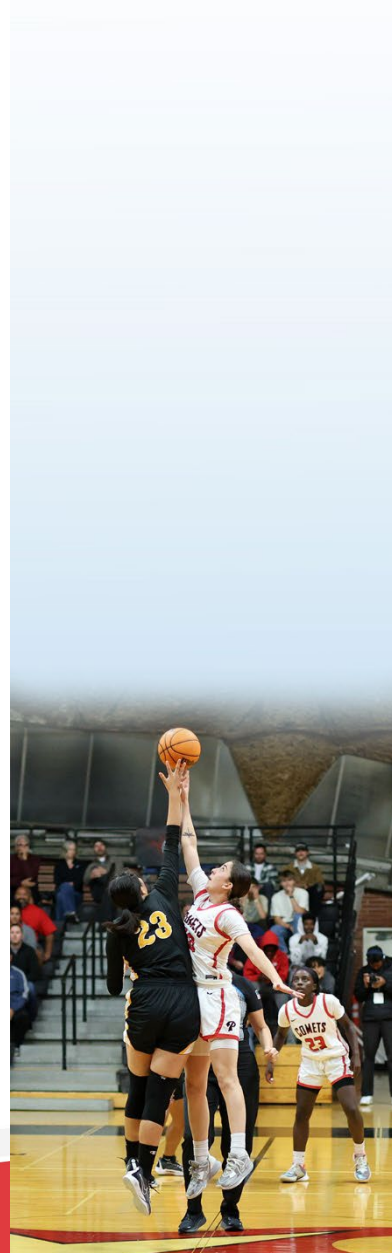
Institutional Research

The Institutional Research, Planning, and Grants (IRP&G) team is actively working on its fall research agenda. The team has been preparing and presenting the results of recent student surveys. A demonstration of the Distance Education dashboard was given to the Distance Education Committee, with plans to post it publicly in early December.

Senior Director Barton has completed and submitted the Fall Faculty Obligation Report to the Chancellor's Office and is finalizing the staff data files for submission by January. Additionally, the IRP&G team is nearing completion of its mapping of the Palomar College program pathways to academic plans and completion outcomes.

Grants

The grants team has provided recommendations to the Vice President of Instruction for strengthening the Palomar College Time and Effort reporting for federal grants. In addition, the Grants Handbook is being finalized. When complete, the handbook will be posted on the grant webpage. In addition to these efforts, the team is working on a proposal for the National Science Foundation's Enabling Partnerships to Increase Innovation Capacity (EPIIC) solicitation, due in January 2025. Several other grant opportunities are under review, with approval pending through the Intent to Apply form, as outlined in Administrative Procedure 3280 Grants. IRP&G continues to support current grant-funded projects, including those that are completing bi-annual progress reports. Notable ongoing grants include:



- Bridges to the Baccalaureate Research Training Program, a subaward from CSU San Marcos funded by the National Institute of General Medical Sciences
- Regional Equity and Recovery Partnerships Grant, funded by the California Community College Chancellor's Office
- Zero Textbook Cost (ZTC) Acceleration Grant Program, also funded by the California Community Colleges Chancellor's Office, Office of Equitable Student Learning, Experience, and Impact

PUBLIC AFFAIRS OFFICE

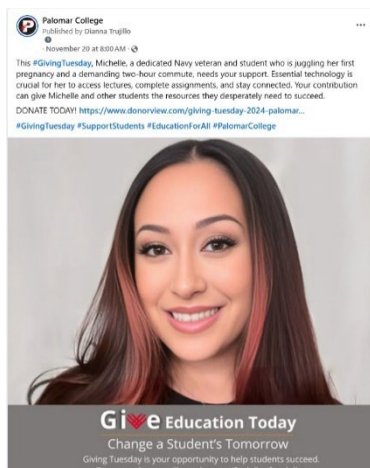
Marketing/Advertising/Promotion

The Palomar Makes It Possible digital advertising strategy inclusive of academic area advertising as well as brand related enrollment-focused ads was refreshed to support spring 2025 enrollment goals. Further a comprehensive analysis of the digital media channels within the campaign was conducted and adjustments to improve efficiency and effectiveness were implemented. The spring enrollment campaign elements launched on November 4.

This integrated digital advertising strategy generates qualified traffic to the associated landing pages and the palomar.edu website. In the month of October, the campaign generated over 474,000 impressions, while remaining cost efficient. The redesign of the microsite utilized for the digital media campaign was initiated and the planned launch is in early December.

In addition, to the digital strategy, the spring 2025 enrollment campaign also includes direct mail delivery to 155,000 households within the district, community centered digital and print advertising, our digital billboard, transit ads, and web streaming ads that feature Palomar College alumni and radio personality Jesse Lozano. The webstreaming campaign includes Over-the-Top (OTT) video advertising. The OTT ads are targeted to platforms and programming that align with our student demographics.

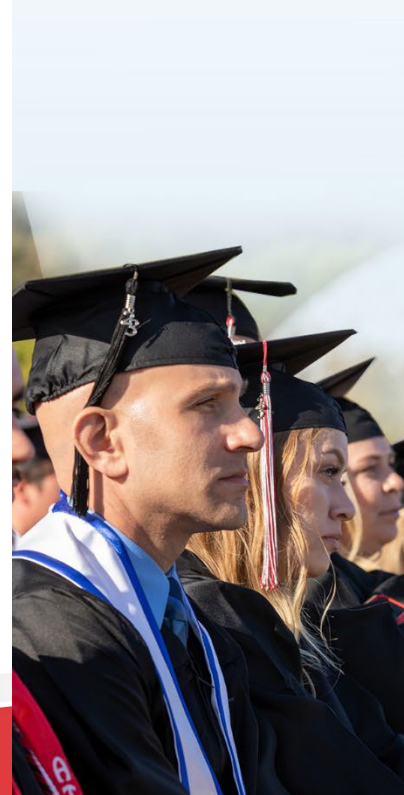
The Palomar.edu website continues to perform well. We experienced an increase compared to last November in both users and new users of 6% and 5% respectively. These metrics are an indication of increased engagement of our target audiences through all media channels and outreach. Social media remains the 4th ranked source of all traffic generated to the Palomar.edu website. Facebook, TikTok, and Instagram sites generated the majority of the social media traffic to Palomar.edu. The other overall top channels of traffic to the website are direct traffic, organic search, and referral traffic.



Sample Social Media Post in November



Sample Social Media Post in November



Throughout the month of November our social media posts centered on increasing awareness for the opportunities to enroll in open 4-week courses, spring 2025 registration, Giving Tuesday, winter intersession, performing arts events, and campus activities.

A year-over-year performance comparison of our social media platforms shows steady growth for all channels. We experienced a 1% increase in Facebook “Likes” and X followers compared to last November. Followers on LinkedIn grew 6% compared to November 2023. Instagram is continuing to show a significant increase at 13%. Followers on our TikTok channel grew 34% compared to the previous November.

Community and Media Relations

PIO Julie Lanthier Bandy attended the North County Executive Committee Member luncheon for all chambers of commerce in the region on November 1. She also attended the San Marcos Chamber Executive Committee and Board of Directors meetings and the monthly Rising Stars event hosted by the Chamber and the San Marcos Unified School District. As part of our strong partnership with the San Marcos Chamber of Commerce, Palomar College Athletic Director Dan Lynds was invited as a featured guest on the [Chamber’s podcast](#).

The Public Affairs Office met with the Chief of Staff of the North County Transit District (NCTD) to discuss future collaborations for increased branding and awareness. The Public Affairs Office continues to work with student reporters to provide information and schedule interviews for their stories.

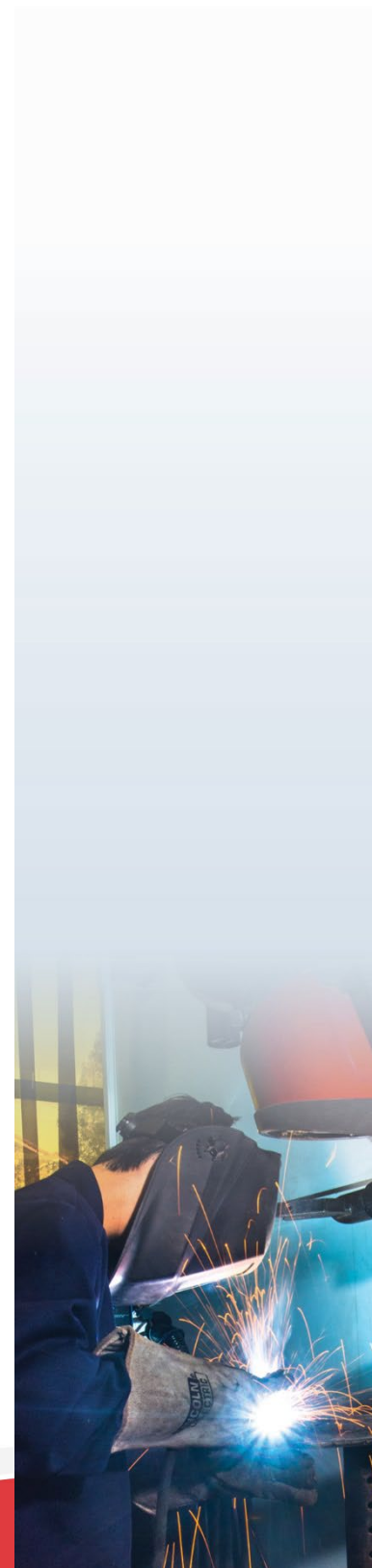
In response to a developing story on the election of a new mayor in the City of San Diego, PIO Julie Lanthier Bandy arranged for part-time faculty member Gary Castañeda to participate in an interview with Fox5/KUSI news. The interview aired on November 5.

Press releases highlighting the recent accolades received by the [Palomar College Bravura Magazine](#) and the [availability of streaming](#) the Almost Home : Life After Incarceration documentary produced and directed by Palomar College Television were issued to our media partners. Both releases garnered the attention of regional and local media outlets. A [story on Palomar College employee Dayna Schwab](#), our Manager of Facilities Operations and her completion of a leadership program was posted. This story and press releases are available on the [Palomar News website](#). Palomar College received over 401 media mentions in the month of November. This equates to a publicity market value of over \$286,000 for the District.

Internal/External Communications and Public Affairs

PIO Lanthier Bandy attended the monthly meetings of the Community College League of California Government Affairs meeting and Government Relations Liaisons meeting hosted by the California Community College Chancellors Office.

The Creative Services team worked diligently throughout the month of November to finalize the 2023-24 Annual Report. The Report is expected to be distributed in early December. The team also met with members of the facilities team to discuss signage needs for the arboretum at the San Marcos campus and landscaping at the Education Centers.



FOUNDATION

Fundraising Activities Major Gifts & Scholarship Program

You've heard of Black Friday and Cyber Monday; the Foundation team launched our annual #GivingTuesday campaign on November 4. It ran through December 3. The email/social media campaign featured student stories showcasing the Foundation's impact through our

core programs of scholarships, textbook/laptop support and emergency grants. Employees were invited to make a "Dough-nation" at a coffee and donuts event on Giving Tuesday, December 3 at the EDGE. All internal and external donations made during the campaign were matched dollar-for-dollar by a generous donor.



Giving Tuesday Promotional Ad

The Foundation is pleased to announce a gift from the Issa Family Foundation of \$75,000. This generous donation will support several key programs, including Veterans/First Responders, Former Foster Youth, Rising Scholars, and unrestricted support for Foundation core programs.

Grant Program

In November, the Foundation submitted two grant proposals to support student needs. The first was to the Angel Society of Fallbrook, seeking emergency grant funding to assist Fallbrook students struggling to cover parking fees. The second proposal was submitted to the Christensen Foundation, requesting funding for the Rising Scholars Program and emergency grants to provide critical resources for students in need.

Donor Meetings

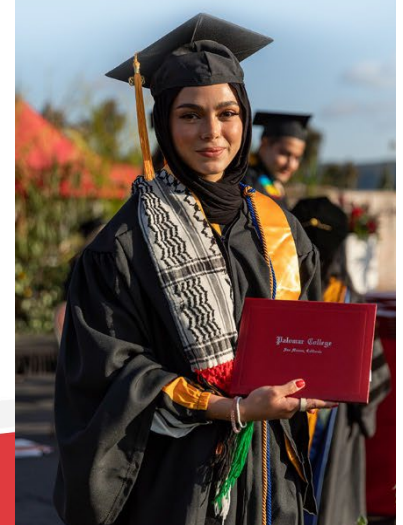
Executive Director Stacy Rungaitis and Development Officer Cathy Splett were thrilled to host a meeting and campus tour with executives from Hunter Industries, including Foundation Board Member Katie Johanski, Warren Gorowitz, and Kim-Ashleigh Mostert-Freiberg. After an overview of Palomar College and the Foundation, the group toured the campus which included a guided visit to the Edwin and Frances Hunter Arboretum with facilities experts Dennis Astl and Tony Rangel. Expanded partnership discussions included not only funding opportunities, but workforce pipeline needs at Hunter Industries and potential employee engagement options at the Arboretum.



Hunter Industries Team Touring the Edwin and Frances Hunter Arboretum

Community Engagement

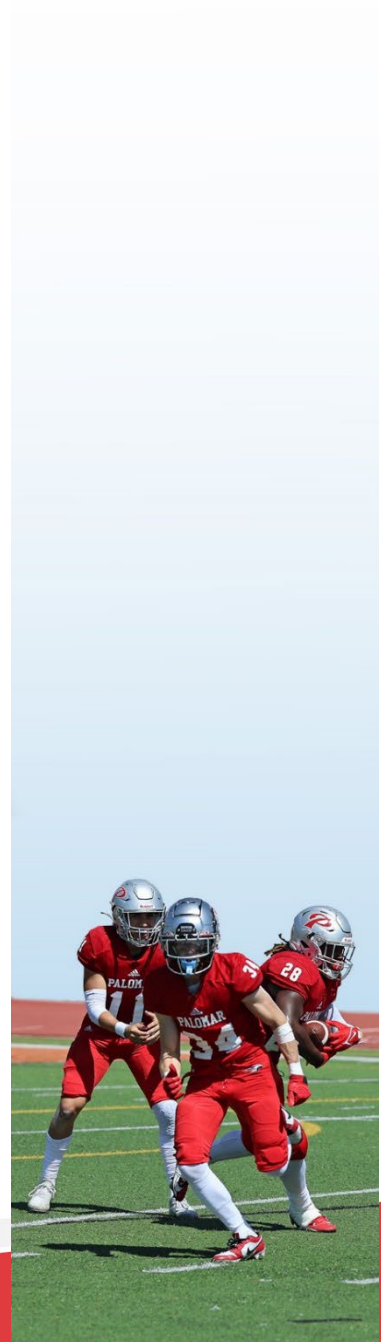
Development Manager Linda Moynan and Development Officer Cathy Splett attended the Association of Fundraising Professionals (AFP) National Philanthropy Day on November 15 in San Diego. This prestigious event, with 800 attendees, celebrated the contributions of philanthropists and fundraising professionals in the region.



At the November meeting of the San Diego State University Community College Leadership (CCLEAD) Alumni group, the leaders of community college foundations in the region were recognized. CCLEAD Board Members Dr. Joseph Allen of Palomar College, and Dr. Jason Allen of Grossmont College presented the certificates honoring the impact the foundations make in the lives of our students and our communities in the region.



CCLEAD Board Vice-President Dr. Jason Allen of Grossmont College, Palomar College Foundation Executive Director Stacy Rungaitis, and CCLEAD Board President, Dr. Joseph Allen of Palomar College



From: Rivera-Lacey, Star
Subject: Student Equity Plan 22-25
Date: May 14, 2025 at 9:38:24 PM PDT
To: Rivera-Lacey, Star <srivalacey@palomar.edu>
Cc: Miller, Kelly A. <kmiller4@palomar.edu>
Attachments: Student-Equity-and-Achievement-Program-Plan-2022-25.pdf (497.2 KB)

Trustees,

This document (the student equity plan 22-25) has been requested by a fellow trustee and I wanted to make sure you all had it.

Please note this will be discussed at the next board meeting (June 10).

You may recall, it was on the previous board agenda (May 13) but after reviewing the presentation with the trustee who requested it, I realized that staff and I had missed the mark. Therefore, we are re-tooling the presentation for next month but this material is helpful for context - Ty

Palomar College - Student Equity Plan (2022-25): Certified

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: From the 7.5% baseline equity gap, decrease the gap by 2 percentage points.

2-year outcome: From the 7.5% baseline equity gap, decrease the gap by 4.5 percentage points.

3-year outcome: From the 7.5% baseline equity gap, decrease the gap by 7.5 percentage points.

Completed Transfer-Level Math & English

Black or African American

1-year outcome: For all Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 2 percentage points.

2-year outcome: For all Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 4.5 percentage points.

3-year outcome: For All Black and African American students: From the 7.5% baseline equity gap, decrease the gap by 7.5 percentage points.

Hispanic or Latino

1-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 1 percentage point.

2-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 2.5 percentage points.

3-year outcome: For all Latinx students: From the 3.8% baseline equity gap, decrease the gap by 3.8 percentage points.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 3.5 percentage points.

2-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 8 percentage points.

3-year outcome: For All Black and African American students: From the 13.5% baseline equity gap, decrease the gap by 13.5 percentage points.

Hispanic or Latino

1-year outcome: For male Latinx students: From the 6.8% baseline equity gap, decrease the gap by 2 percentage points.

2-year outcome: For male Hispanic/Latinx students: From the 6.8% baseline equity gap, decrease the gap by 4.5 percentage points.

3-year outcome: For male Hispanic/Latinx students: From the 6.8% baseline equity gap, decrease the gap by 6.8 percentage points.

Transfer

Hispanic or Latino

1-year outcome: From the 12.1% baseline equity gap, decrease the gap by 3 percentage points.

2-year outcome: From the 12.1% baseline equity gap, decrease the gap by 7 percentage points.

3-year outcome: From the 12.1% baseline equity gap, decrease the gap by 12.1 percentage points.

Completion

Black or African American

1-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 1.5 percentage points.

2-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 3 percentage points.

3-year outcome: For All Black and African American students: From the 5.4% baseline equity gap, decrease the gap by 5.4 percentage points.

Hispanic or Latino

1-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 1 percentage point.

2-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 2.5 percentage points.

3-year outcome: For All Hispanic/Latinx students: From the 4.1% baseline equity gap, decrease the gap by 4.1 percentage points.

Equity Plan Reflection 2019-22 Activities Summary

- Establish Enrolled Student Profile
- Focused Admissions & Recruitment Plan
- Improved Admissions & Onboarding Communication
- Strengthen Palomar Promise
- Create Student Intake Process
- UMOJA Program
- Puente Program
- Student Engagement Plan
- Basic Needs Support
- College Level Math & English Courses with Support
- ME First Program
- Early Career Exploration & Connection to Math/English
- Completion Communities
- HBCU Visits
- Maximize Participation in Student Support Programs
- Map Major Programs

Key Initiatives/Projects/Activities *

AB 705, Math and English

To remove barriers to completion of math and English for minoritized and other student groups, the college implemented multiple measures for placement and stopped offering below transfer-level math and English courses. Math and English adopted co-requisite models. Math support classes have the option of an embedded tutor. Math implemented an enhanced model to accelerate students through the precalculus sequence. A Reading course supports students enrolled in statistics and math. An English community of practice shares best practices aimed at increasing student success and eliminating equity gaps. English is re-designing its corequisite model collapsing the support into one course and decreasing the unit value. ESL adopted self-placement and implemented a two-year accelerated path through transfer-level composition, shortening the previous sequence of 3+ years. ESL courses have built in support with embedded tutors, book clubs, and supplemental instruction sessions for each course (6 per week). ESL courses include registration support, self-placement assistance and support, tutoring, advising and computer skills support.

Completion Academy

In 2019, Palomar introduced its “Completion Academy” to help discipline faculty increase program completions by removing barriers and developing plans to offer courses in a convenient and predictable way. Faculty reviewed: data including the number of units students take to complete their program, program maps to identify ways students could complete more easily, and scheduling solutions to support flexibility and completion. A marketing campaign highlighting packaged programs was established. Some wins include Degree in 3 (degrees that could be completed in 3 years, part-time) and accelerated, online, and evening programs. The pandemic impacted this work, but as a result, many departments now offer online and hybrid courses that will help completion.

Program Pathways

Through Guided Pathways, Palomar mapped its programs, adopted seven Palomar Pathways, and implemented the Program Mapper providing students with course sequences to facilitate completion and decrease excess units. Maps are used during counseling sessions. To help with degree and enrollment, students have access to maps and training videos through a landing page. Palomar College was selected to participate in the CSU-CCC Pathways Project and worked with CSUSM to create 4-year maps for 11 of the most popular transfer degrees.

Evidence of Decreased Disproportionate Impact *

The college continues to evaluate its implementation of AB705. IR&P has conducted student and faculty surveys and evaluated placement recommendations, enrollment, and throughput (disaggregated by specific equity groups). Overall throughput for English and math completion has increased by 8 percentage points. English first-time student completion has increased by 20 percentage points and math by 12 percentage points. For Black or African American students, English throughput increased from 14.4% in 2016-17 to 36.0% in 2021-22. In math, their throughput rates increased from 6.0% to 16.3%. Throughput English rate for Hispanic or Latinx students went from 20.1% to 38.5%. And for math it went from 8.0% to 17.3%. These student groups are still disproportionately impacted and more work needs to be done. Notably, the college's DSPS students are no longer disproportionately impacted on these measures.

The college's Guided Pathways work including Completion Communities and Program Mapping is intended to provide clear pathways and support for students to facilitate goal attainment. Research suggests that if implemented well, Guided Pathways can affect equity gaps. Palomar has observed an increase in completion rates of 1.5 percentage points over time and transfer rates have remained unchanged. However, equity gaps have not changed, and disproportionate impact still exists for student groups.

The college is still implementing its Guided Pathways work. It will take time for the impact of this work to be fully realized and observed in the cohort-based data.

2022-25 Planning Efforts *

The Student Equity Plan Ad Hoc group reviewed the 19-22 SEP and identified focus areas to incorporate in the development of the new plan. These focus areas include the following:

1. Incorporate broad participation in the development of the student equity plan.
2. Focus on institutional change (policies, procedures, practices, and culture).
3. Identify structural barriers to decreasing the equity gap.

4. Infuse measurements throughout the new three-year plan to evaluate efficacy.
5. Respond to research conducted that incorporates student voice.
6. Identify and focus efforts on specific DI student populations to move the needle.
7. Set specific outcomes for each year of the plan.
8. Utilize a student's first approach.
9. Identify governance planning councils that will be responsible for monitoring the implementation of the SEP.
10. Share the plan broadly with the institution and community.
11. Allocate resources to support the specific SEP actions and outcomes.

These focus areas were not fully present in the prior plan which made it difficult to track, capture data, and strategically pivot when activities/strategies were effective or ineffective. Further, integration of the previous plan with other planning initiatives was not intentional.

Pandemic Acknowledgement

- ✗ Interrupted Work Fully
- ✗ Catalyzed Work
- ✓ Delayed Work

Provide an explanation (optional)

The pandemic delayed much of the work identified in the original plan although the key initiatives were institutionalized.

Executive Summary URL *

<https://www.palomar.edu/sse/wp-content/uploads/sites/158/2021/01/Palomar-College-Equity-Plan-2019-Executive-Summary-wAid-Language-2020.pdf>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✗	✓
Hispanic or Latino	✗	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Onerous Application & Registration Process

The matriculation process is confusing for students and CCCApply is a barrier itself. While the steps to enroll (apply to Palomar, apply for financial aid, complete the orientation, obtain an education plan, register for classes) seem straightforward, details within each step can be confusing and overwhelming. After applying, students want to immediately register for classes, but there are a number of next steps that are required beforehand. This presents students with an opportunity to stop out early in the process.

Challenges Registering for Classes

The MyPalomar registration process is confusing. The registration system is simple, but not intuitive. Added functionality is needed and forthcoming. Registration for lecture and labs or for linked courses is not clear and varies from course to course. Identifying which courses to register for in the absence of education planning is difficult. Course maps are available to students but knowing what degree and what major is required for a career is not clear. Finally, classes might not be available during the times or locations students need the classes to be offered.

Fragmented Services & Support

The onboarding process is fragmented at the college. Structures behind the services need to be examined. New students' next steps are unguided and unclear. The absence of communication of how to navigate higher education adds a friction point to enrollment. Seeking support from the college is difficult. Counseling is booked 3-weeks in advance for 1-on-1 appointments. While short walk-in appointments and general info sessions are available immediately, students want 1-on-1 appointments to ask individualized questions. Also, processes at the college depend on students having the correct major on file. Often, students have the incorrect major on file which starts them off track.

Summer Melt

Over the summer, students often get off course, miss administrative deadlines, don't have enough financial aid, or don't have enough support from their family to attend college. Hence, their intent to register for classes never comes to fruition. While summer melt is a common phenomenon amongst students, students of color are often more impacted by summer melt.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of student-centered scheduling
- Course setup in PeopleSoft complicates presentation of sections to students

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented services in outreach and onboarding specifically for Black/African American students.
- Non-equity minded culture of engagement due to limited practitioner training.
- Limited communication to students about the enrollment process including selection of courses.
- Underutilization of the Palomar Pathway Mapper tool.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of representation amongst employees.
- Limited number of team members to provide necessary services at scale in meaningful ways that assist Black/African American students.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- CCCApply creates barriers.
- Marketing and outreach is general, and does not typically target Black/African American applicants.
- Institutional technological barriers.
- Complicated enrollment and registration process.

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Scheduling process restructured to be student centered for full-time, part-time, evening/weekend scheduled students.
- System of record integrates well with META.
- Course details simplified in MyPalomar for understandable interface for student registration.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Services are cohesive, intentional, and proactive across the institution and focused on Black/African American students throughout their journey.
- Whole-student philosophy that seeks to support Black/African American students both academically and personally in order to alleviate needs that interfere with their academic pursuits is adopted.
- Palomar Mapper tool is systematically shared with students and available in the catalog.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- More Black/African American employees would be hired and retained.
- More Enrollment Services members hired to provide necessary services at scale in meaningful ways that assist Black/African American students.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Application process for CCCApply is simplified and Palomar next steps are immediately generated and automatic.
- Marketing to make Palomar the go to college for Black/African American applicants.
- Technology, such as a customer relationships management (CRM) system, is integrated for additional functionality.
- Enrollment process is re-envisioned to provide a smoother experience.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

The necessary transformation needed to decrease the equity gap is rooted in multiple processes, practices, policy, and culture. Below is not a comprehensive review but is a starting point to develop a broader conversation with the institution in critically analyzing our current structural practices and how they contribute to inequities for our Black/AA students.

Onerous Application & Registration Process

- Expand the outreach department with Black/AA staff.
- Expand student services at times when students need it (evening, weekend, virtual, consider non-traditional hours of service).
- Streamline the steps to enroll so students complete the process.
- State review and revision of CCCApply. Need to have a Palomar rep. regularly attend CCCApply meeting to provide input.

Fragmented Services & Support

- Intrusive, personalized approach to Black/AA students once applied through the student journey.

- Develop intrusive and supportive processing for onboarding, recruitment, outreach with hands on support for Black/AA students through enrollment and the student journey.
- Address the student journey and student development in college holistically (CCEAL Report).
- Implement a student-centered scheduling process focused on completion and student education plans.

Summer Melt

- Increase the budget for support services over the summer especially in June.
- Treat the applicant list as a list of future students rather than a list that needs to be thinned out before serving students.

Action

Action Steps *

Facilitate Application & Registration Process

While the simplified steps to enroll seem straightforward, details within each step are confusing and can be overwhelming. After applying, students need additional help setting up their accounts which typically takes place a few days after application. Students may be completing these steps on their phones due to limited access to technology and Internet. Navigation of the websites on the phone is not ideal. Therefore, providing onsite high-touch services for students is meaningful. Re-envisioning the orientation process will assist with the navigation of services after the application. Once the orientation process, whether online or onsite, is completed, then the college can take the next step on behalf of the students to complete the matriculation process.

Action steps:

- Update the orientation to reflect “just in time” needed information.
- Utilize software to create a follow-up process for students who begin the application.

Provide Coordinated Student Support Services

Palomar can develop a follow-up process with students once they complete the application. Follow-up would include intrusive and intentional next steps such as setting up and logging into their accounts, applying for financial aid, career planning, understanding math and English placement, education planning, and registering for their classes. Education plan templates based on application information can be provided until students take additional steps to meet with a counselor. Rather than waiting for the students to take the next step, the college takes the next step on behalf of the students. Palomar will ensure that Black/AA students have an education plan automatically generated for them with a follow-up appointment both before the semester begins and also 4-6 weeks into the semester.

Action Steps:

- Pilot a process to follow-up with Black/AA students who complete the application.
- Provide education plan templates for Black/AA students who complete the application and orientation.

Create a Program to Combat Summer Melt

Summer melt affects students of color at higher rates than white students. By viewing the applicant list as a list of students that we potentially “waste” time and effort on, we underserve the students who need the most help and unintentionally perpetuate the equity gaps.

Action Step:

- Create a proactive follow-up program including counseling, financial aid support, transcript and placement support, and emotional support.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

- On-time transformational policy changes to allow institutions to remove barriers created by legislation/policy at the state and federal level.
- Improve CCC Apply

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Confusion About Which Math Course to Take

Students must enroll into a transferable math course with support if they place below transferable level math. With the transfer-level placement, they need to know which math is needed for their pathway. While MATH 101 seems to be a good choice, it is not a prerequisite to a STEM, Business, or a Social Science pathway which require

different math courses. To add, education planning with counselors is limited as appointments are impacted, so students are not receiving career planning which adds to the confusion of which math to enroll in.

Confusing Registration Process for Math and English

When students place below transfer-level math and English, they must register for two separate sections, the transfer level course and the support course. Specific sections are linked together, but students are required to look up the course information separately. This makes scheduling a challenge for students as all the information is not presented in one place.

Palomar also offers non-credit math preparation for students who want additional support. The challenge is that a students must first select non-credit in the search feature before seeing the non-credit section. Next, the non-credit section is under Basic Education, not Non-credit Math. Searching for this course is not intuitive and is difficult to find without a section ID number.

Lack of integrated academic support

Palomar offers a non-credit basic education math course for students who want more support in math. The course is intended to be taken in the summer but can be taken in the Fall or Spring semester as well. Students also have tutoring options at the math, STAR, and STEM centers which are 3 different tutoring locations with different tutors. Hours for tutoring does not always fit the schedules of students who work or have other responsibilities outside of school.

Non-Equity Minded Culture of Engagement

As mentioned earlier, Black/AA students are constantly dealing with negative messaging such as not belonging to academia. The lack of Black/AA faculty in both math and English subconsciously reinforces that negative messaging. The lack of validation and sense of belonging continues in English and math courses. This is especially significant as these courses are often gateway courses in many programs. Again, these experiences reinforce the negative messaging at a crucial point in the student journey.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Insufficient access to tutors and embedded tutors in math and English courses.
- Learning communities have been limited in number, and under enrolled.
- Summer bridge program is not offered consistently and has limited student participation.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented student support.
- Students have to be proactive to receive support.
- Our current structure does not ensure that all students have comprehensive education plans. Thus, they may be unaware of what math and English they need.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Current hiring practices have not lead to diversity in hiring so that the demographic composition of faculty and staff does not reflect our student body.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Registration process is confusing. Identifying the course needed is difficult for students, especially English and math with the introduction of support courses.

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Tutoring is centrally located and collaborative. Is available when and where needed, and easily accessible to students.
- Students enroll in sets, clusters, and sequences of classes with dedicated support.
- Student-centered scheduling where specific Math and English courses that are needed are offered where and when students can take them.
- Leverage additional options for support such as cohorts, summer bridge programs, or embedded tutors.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Support services are coordinated and proactive, and embedded or aligned with Student Success Teams (SST).
- Study skills workshops, personal development workshops, and other workshops related to student success can also be in the same location.
- Support teams and structure provides intrusive and diverse academic support based on student needs.
- All non-exempt Black or African American students would have a comprehensive education plan by the end of their first year.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Effective hiring practices that lead to diverse applicants and hires.
- Professional development related to diversity, equity, and inclusion that reaches all employee groups.
- Professional development focused on student experience both inside and outside the classroom.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Registration process would be simplified, with clear Math and English course listings.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Confusion About Which Math Course to Take and Registration into the Classes

Math and English course are currently going through curricular changes to make registration easier for students. The updates will be implemented in the near future, so in the meantime, the college needs to create a process that makes English and math selection easier.

Lack of Integrated Academic Support

Support for both students and instructors needs to be continually improved and offered. Tutoring services needs to be more closely integrated with instruction, including at the instructor level especially for math. Student support needs to be integrated in general including tutoring and counseling. For instructors, continual professional development is needed to support math development for both part- and full-time instructors. Assessment with evaluation of effectiveness disaggregated by ethnicity is needed to keep the focus on closing equity gaps.

Non-Equity Minded Culture of Engagement

Professional development for instructors is needed for development of the students both academically and personally to develop the student holistically. As previously mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is also crucial.

Action

Action Steps *

Facilitate English and Math Selection and Registration

Palomar needs to ensure that students know which English and math they need to take. The college has a math placement tool using multiple measures, and in some cases, recommends multiple options. Recommendations are accurate, but the choices leave students unsure about which option to take. Students need better guidance and information about which math course to take before registration. Math and English courses are currently going through curricular changes to make registration easier for students. Updates will be implemented soon, so in the interim, Palomar needs to create a process to make placement comprehensible.

Action Step

- Create a process where students are clearer about which math and English course to take and how to register for them prior to registration.

Provide Integrated Support for Students and Instructors

Continual professional development is needed to support both part- and full-time math instructors on community concepts, collaboration, and pedagogy. Assessment of the support is needed to determine the most effective strategies. Feedback from students' experiences in math may provide useful information on student needs and how to adjust services. Discussions about the effective strategies must be systematic and take place in the departments and/or within the AB 705 group. Support for students must be integrated across pedagogy, tutoring, and counseling. Exploring additional sources of support is an option as well.

Action Step

- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Professional development for instructors is needed for development of students both academically and personally to develop the student holistically. As mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is crucial in creating a sense of belong and validation through representation.

Action Step

- Hire bilingual and diverse faculty in the areas of English and math who will use culturally responsive teaching methods.
- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development – Increase funding to improve and increase training for faculty related to the following:

- Developing relationships with students within the classroom
- Microaggression, equity, and inclusion
- Best practices related to student-centered learning and development
- Training faculty on how to become a club advisor to increase student interactions outside of classroom

Data and Research

- Train faculty to read critical data related to Student Equity metrics on a consistent basis to analyze and discuss outcomes

- CO to provide accurate and consistent equity metric data regularly

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Confusion About Which Math Course to Take

Students must enroll into a transferable math course with support if they place below transferable level math. With the transfer-level placement, they need to know which math is needed for their pathway. While MATH 101 seems to be a good choice, it is not a prerequisite to a STEM, Business, or a Social Science pathway which require different math courses. To add, education planning with counselors is limited as appointments are impacted, so students are not receiving career planning which adds to the confusion of which math to enroll in.

Confusing Registration Process for Math and English

When students place below transfer-level math and English, they must register for two separate sections, the transfer level course and the support course. Specific sections are linked together, but students are required to look up the course information separately. This makes scheduling a challenge for students as all the information is not presented in one place.

Palomar also offers non-credit math preparation for students who want additional support. The challenge is that a students must first select non-credit in the search feature before seeing the non-credit section. Next, the non-credit section is under Basic Education, not Non-credit Math. Searching for this course is not intuitive and is difficult to find without a section ID number.

Lack of integrated academic support

Palomar offers a non-credit basic education math course for students who want more support in math. The course is intended to be taken in the summer but can be taken in the Fall or Spring semester as well. Students also have tutoring options at the math, STAR, and STEM centers which are 3 different tutoring locations with different tutors. Hours for tutoring does not always fit the schedules of those who work or have other responsibilities outside of school.

Non-Equity Minded Culture of Engagement

Hispanic/Latinx students deal with negative messaging such as not belonging to academia. The lack of Hispanic/Latinx faculty in both math and English subconsciously reinforces that negative messaging. The lack of

validation continues in English and math courses. Students who learned English as a second language may be doubting their proficiency in English, which adds to the negative messaging. This is significant as these courses are gateway courses in many programs. Again, negative messaging is reinforced at a crucial point in the student journey.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Insufficient access to tutors and embedded tutors in math and English courses.
- Learning communities have been limited in number, and under enrolled.
- Summer bridge program is not offered consistently and has limited student participation.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Fragmented student support such as in tutoring. Students have to be proactive to receive support.
- Our current structure does not ensure that all students have comprehensive education plans. Thus, they may be unaware of what math and English they need.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Current hiring practices have not lead to diversity in hiring so that the demographic composition of faculty and staff does not reflect our student body.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Registration process is confusing. Identifying the course needed is difficult for students, especially English and math with the introduction of support courses.

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Lack of a sense of being valued, validated, or belonging at the institution.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Tutoring is centrally located and collaborative. Is available when and where needed, and easily accessible to students.
- Students enroll in sets, clusters, and sequences of classes with dedicated support.
- Student-centered scheduling where specific Math and English courses that are needed are offered where and when students can take them.
- Leverage additional options for support such as cohorts, summer bridge programs, or embedded tutors.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Support services are coordinated and proactive, and embedded or aligned with Student Success Teams (SST).
- Study skills workshops, personal development workshops, and other workshops related to student success can also be in the same location.
- Support teams and structure provides intrusive and diverse academic support based on student needs.
- All non-exempt Hispanic/Latinx students would have a comprehensive education plan by the end of their first primary term.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Effective hiring practices that lead to diverse applicants and hires.
- Professional development related to diversity, equity, and inclusion that reaches all employee groups.
- Professional development focused on student experience both inside and outside the classroom.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Registration process would be simplified, with clear Math and English course listings.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Confusion About Which Math Course to Take and Registration into the Classes

Math and English course are currently going through curricular changes to make registration easier for students. The updates will be implemented in the near future, so in the meantime, the college needs to create a process that makes English and math selection easier.

Lack of Integrated Academic Support

Support for both students and instructors needs to be continually improved and offered. Tutoring services needs to be more closely integrated with instruction, including at the instructor level especially for math. Student support needs to be integrated in general including tutoring and counseling. For instructors, continual professional development is needed to support math development for both part- and full-time instructors. Assessment with evaluation of effectiveness disaggregated by ethnicity is needed to keep the focus on closing equity gaps.

Non-Equity Minded Culture of Engagement

Professional development for instructors is needed for development of the students both academically and personally to develop the student holistically. As previously mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is also crucial.

Action

Action Steps *

Facilitate English and Math Selection and Registration

Palomar needs to ensure that students know which English and math they need to take. The college has a math placement tool using multiple measures, and in some cases, recommends multiple options. Recommendations are accurate, but the choices leave students unsure about which option to take. Students need better guidance and information about which math course to take before registration. Math and English courses are currently going through curricular changes to make registration easier for students. Updates will be implemented soon, so in the interim, Palomar needs to create a process to make placement comprehensible.

Action Step

- Create a process where students are clearer about which math and English course to take and how to register for them prior to registration.

Provide Integrated Support for Students and Instructors

Continual professional development is needed to support both part- and full-time math instructors on community concepts, collaboration, and pedagogy. Assessment of the support is needed to determine the most effective strategies. Feedback from students' experiences in math may provide useful information on student needs and how to adjust services. Discussions about the effective strategies must be systematic and take place in the departments and/or within the AB 705 group. Support for students must be integrated across pedagogy, tutoring, and counseling. Exploring additional sources of support is an option as well.

Action Step

- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Professional development for instructors is needed for development of students both academically and personally to develop the student holistically. As mentioned in the enrollment and completion metrics, hiring more employees who are representative of the student population is crucial in creating a sense of belong and validation through representation.

Action Step

- Hire bilingual and diverse faculty in the areas of English and math who will use culturally responsive teaching methods.

Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Technical Assistance/Professional Development – Increase funding to improve and increase training for faculty related to the following:

- Developing relationships with students within the classroom
- Microaggression, equity, and inclusion
- Best practices related to student-centered learning and development
- Training faculty on how to become a club advisor to increase student interactions outside of classroom

Data and Research

- Train faculty to read critical data related to Student Equity metrics on a consistent basis to analyze and discuss outcomes
- CO to provide accurate and consistent equity metric data regularly

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Basic Needs and Support

Research shows that Black/AA students are disproportionately impacted in the area of basic needs such as food and housing. Black/AA students are also more likely to experience mental health issues. Most students with less social capital are less likely to use services than students with more social capital. That said, the college needs to make sure that Black/AA students are utilizing the resources for basic needs at an equitable rate.

Fragmented Services & Support

Fragmented support continues to be a friction point throughout students' entire journey. Palomar provides services in such a way that perpetuates inequity to completion as services are not necessarily proactive or offered with DI groups in mind. New students may not be aware of the support available to help them to complete their goals and typically need extra support in their first semester. Students transitioning from high school to college are often shocked by the pace and rigor of college. They quickly realize that college is not like high school, yet treat college the same way they treated high school. Not enough is done to assist students in the transition. Secondly, education plans are crucial and are a significant factor in the success of students. When students are directed, they are more likely to achieve their goal. Last, when a student is placed on probation for their first semester, they become invalidated, and the negative connotation of the word probation is punishing the student rather than supporting the student.

Non-Equity Minded Culture of Engagement

Throughout each of the metrics in this plan, there is a theme of the lack of validation (Dr. Laura Rendon) in our campus culture and limited formation of a sense of belonging for our DI populations. Black/AA students are constantly dealing with negative messaging, stereotypes, and microaggressions in both everyday life and in our colleges. As Black/AA students step onto campus, they do not see enough faculty, staff, or administration who look like and represent them. They are often isolated and often the only Black/AA student in the classroom. The absence of images in flyers and communication does not reflect an inclusive environment and perpetuates the negative messaging.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Classes are not available to be viewed until 2 weeks before registration.
- Flexible scheduling for those who work full-time (evening, weekend, online).

- For courses that are lecture and lab the course doesn't say that they must enroll in the lab, can be confusing to navigate the course schedule.
- Courses are not offered in a predictable pattern
- Hispanic/Latinx males: Men are often seen as aggressive when they need help;
- Current tutoring practices are that they are all over the campus, students must go to multiple locations and know where to go to receive tutoring.
- Syllabi are colonialized
- Culture of meritocracy and don't acknowledge our students' circumstances.
- Lack of faculty and curriculum development related to racism.
- Textbook and material fees are high cost with limited ZTC section.
- No mandatory practice or policy related to progress for the student to know where they are at and lack of intervention.
- Evaluations do not encompass race consciousness or equitable practices in teaching as an evaluation component.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of feedback to the student while on their student journey. Keeping the student focused on the path.
- Lacking in feedback from student as to why they drop/leave/don't retain.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Selection of major, convoluted and not student friendly.
- Lack of education plans for students at scale.
- Probation process- lacking structure and resources and is criminalized.
- Connect for Success (Early Alert) - lacking clarity.
- Transcript evaluations are not done upon enrollment.
- Lack of timeliness of receiving financial aid, scholarships (incoming students).
- Lack of student engagement (Clubs are they academic, educational, community or cultural).
- Lack of sense of belonging, reflecting the campus with our students.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- More than 25% of respondents reported struggling with a place to live, with the highest percentages African American men (41.2%) (CCEAL).

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Student-centered schedule to include predictable semester offerings, early release of schedules, and flexible scheduling for completion such as weekends and evenings.
- Tutoring is centralized.
- Syllabi are student friendly and equity minded in presentation and in grading.
- Curriculum uses Black/AA voices and culturally relevant material and pedagogy.
- Textbook and material fees are zero cost.
- Faculty evaluations reflect knowledge about equity minded practices.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- Existing department practices and culture break down silos and allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Major certainty is high.
- Probation process is friendly and supportive.
- Community is created for Black/AA students.
- Receiving financial aid and scholarships is timely for students.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- All external transcripts are evaluated immediately.

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Black/AA students feel seen, valued, and heard.
- Basic needs are taken care of and available.
- Education is not seen as feminine for Black/AA males.
- Lack of available daycare services for all students including those not registered at the Early Childhood Lab.
- Communication is easy, accessible, and provided at the right amount at the right time.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Basic Needs and Support

Basic Need has funding available from the state to include services and the creation of a basic needs center.

Because DI groups tend to underutilize services, Palomar needs to make sure that Black/AA students are accessing the services at equitable rates.

Fragmented Services and Support

Intrusive, personalized approach to Black/AA students is needed throughout the student journey. Working with the student holistically is key as many supports needed are personal support and reassurance that students are heading in the right direction. The creation of student success teams will assist with the siloed efforts, but administrative support is needed.

Non-Equity Minded Culture of Engagement

All employees at the college need more professional development in creating a sense of belonging for students and validating students, especially Black/AA students. Often times, Black/AA students are seen as being aggressive. Employees need to be aware of their biases and how their biases manifests in their behavior.

Action

Action Steps *

Provide Coordinated Student Support Services with a Focus on Basic Needs

SSTs will provide coordinated services by facilitating students' experiences throughout their journey. Students transitioning into college need additional support to navigate a new system and to adjust to life with classes and homework. To direct students toward achieving their goals, education planning early and often is crucial as well as participation in tutoring and other academic supports. Additionally, basic needs are imperative to address early in the journey. This also includes mental health services and resources such as computers and Internet. Finally, the probation process, or student success process, needs to be less punitive and more supportive of students. "Placing a student on probation" is using criminalistic language which can easily discourage a student. Students need to be reassured, coached, and mentored through to their success.

Action Step

- Require counseling appointments and/or workshops for first-year Black/AA students to include education planning, an assessment of basic needs, and coaching and mentoring through their first year of success.
- Evaluate academic support and instructional practices to determine the most effective strategies for DI student groups and implement improvements.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar will address the necessary structural changes needed to create an environment that seeks to retain students by disaggregating data and acting upon it, and continually learning about Black/AA students' lived experiences. In trainings or workshops about DEIAA, participants can be asked to create their next step on how they can apply what they learned in their work. In addition to teaching Palomar employees about lived experiences of our DI students, the college needs to look at representation in our staff. The college has the opportunity to strengthen the diversity of our pools to bring forth the best candidates for Palomar.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism and requiring participants to create a goal or action step.

- While considering employee representation of Black/AA, hire faculty, staff, and administrators who are centered around DEIAA and understand the lived experience of our Black/AA students.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Disaggregated data that shows where students “stop” out to further develop strategies to support retention efforts.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Hispanic/Latinx students experience much of the same friction points as our Black/AA students.

Basic Needs and Support

Research shows that Hispanic/Latinx students are disproportionately impacted in the area of basic needs such as food and housing. Hispanic/Latinx students are also more likely to experience mental health issues. Most students with less social capital are less likely to use services than students with more social capital. That said, the college needs to make sure that Hispanic/Latinx students are utilizing the resources for basic needs at an equitable rate.

Fragmented Services & Support

Fragmented support continues to be a friction point throughout students' entire journey. Palomar provides services in such a way that perpetuates inequity to completion as services are not necessarily proactive or offered with DI groups in mind. New students may not be aware of the support available to help them to complete their

goals and typically need extra support in their first semester. Students transitioning from high school to college are often shocked by the pace and rigor of college. They quickly realize that college is not like high school yet treat college the same way they treated high school. Not enough is done to assist students in the transition. Secondly, education plans are crucial and are a significant factor in the success of students. When students are directed, they are more likely to achieve their goal. Last, when a student is placed on probation for their first semester, they become invalidated, and the negative connotation of the word probation is punishing the student rather than supporting the student.

Non-Equity Minded Culture of Engagement

Throughout each of the metrics in this plan, there is a theme of the lack of validation (Dr. Laura Rendon) in our campus culture and limited formation of a sense of belonging for our DI populations. Hispanic/Latinx students are constantly dealing with negative messaging, stereotypes, and microaggressions in both everyday life and in our colleges. As Hispanic/Latinx students step onto campus, they do not see enough faculty, staff, or administration who look like and represent them. The absence of images in flyers and communication does not reflect an inclusive environment and perpetuates the negative messaging.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Classes are not available to be viewed until 2 weeks before registration.
- Flexible scheduling for those who work full-time (evening, weekend, online).
- For courses that are lecture and lab the course doesn't say that they must enroll in the lab, can be confusing to navigate the course schedule.
- Courses are not offered in a predictable pattern
- Hispanic/Latinx males: Men are often seen as aggressive when they need help;
- Current tutoring practices are that they are all over the campus, students must go to multiple locations and know where to go to receive tutoring.
- Syllabi are colonialized
- Culture of meritocracy and don't acknowledge our students' circumstances.
- Lack of faculty and curriculum development related to racism.
- Textbook and material fees are high cost with limited ZTC section.
- No mandatory practice or policy related to progress for the student to know where they are at and lack of intervention.
- Evaluations do not encompass race consciousness or equitable practices in teaching as an evaluation component.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of feedback to the student while on their student journey. Keeping the student focused on the path.
- Lacking in feedback from student as to why they drop/leave/don't retain.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Selection of major, convoluted and not student friendly.
- Lack of education plans for students at scale.
- Probation process- lacking structure and resources and is criminalized.

- Connect for Success (Early Alert) - lacking clarity.
- Transcript evaluations are not done upon enrollment.
- Lack of timeliness of receiving financial aid, scholarships (incoming students).
- Lack of student engagement (Clubs are they academic, educational, community or cultural).
- Lack of sense of belonging, reflecting the campus with our students.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Hispanic/Latinx males learning to ask for help (Latino male transfer document).

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Student-centered schedule to include predictable semester offerings, early release of schedules, and flexible such as evening/weekend scheduling for completion.
- Modules to support language in math and potential other subjects.
- Tutoring is centralized.
- Syllabi are student friendly and equity minded in presentation and in grading.
- Curriculum uses Latinx voices and culturally relevant material and pedagogy.
- Textbook and material fees are zero cost.
- Faculty evaluations reflect knowledge about equity minded practices.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- Existing department practices and culture create silos thus not allowing for a comprehensive approach in providing holistic services to students such as just in time services.
- Major certainty is high.
- Probation process is friendly and supportive.
- Lack of community for these populations.
- Timeliness of receiving financial aid, scholarships (incoming students).

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- All external transcripts are evaluated immediately.

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Hispanic/Latinx students feel seen, valued, and heard.
- Basic needs are taken care of and available
- Stigma of asking for help is gone.
- Lack of available daycare services for all students including those not registered at the Early Childhood Lab.

- Communication is easy, accessible, and provided at the right amount at the right time.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions, if necessary, establishment of the collection of data needed to get a deeper understanding of Hispanic/Latinx students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Basic Needs and Support

Basic Need has funding available from the state to include services and the creation of a basic needs center. Palomar needs to make sure that Hispanic/Latinx students are accessing the services at equitable rates as DI groups tend to underutilize services.

Fragmented Services and Support

Intrusive, personalized approach to Hispanic/Latinx students is needed throughout the student journey. Working with students holistically is key as many supports needed are personal support and reassurance that students are heading in the right direction. Creation of student success teams will assist with the siloed efforts, but administrative support is needed.

Non-Equity Minded Culture of Engagement

All employees at the college need more professional development in creating a sense of belonging for students and validating students, especially Hispanic/Latinx students. Often times, Hispanic/Latinx students are seen as being aggressive. Employees need to be aware of their biases and how their biases manifests in their behavior. Address the necessary structural changes needed to create an environment that seeks to retain students on campus as identified in the other metrics where the institution needs growth. Examples include staffing, disaggregating data and acting upon it, and continually learning about DI students' lived experiences.

Action

Action Steps *

Provide Coordinated Student Support Services with a Focus on Basic Needs

SSTs will provide coordinated services by facilitating students' experiences throughout their journey. Students transitioning into college need additional support to navigate a new system and to adjust to life with classes and

homework. To direct students toward achieving their goals, education planning early and often is crucial. Additionally, basic needs are imperative to address early in the journey. This also includes mental health services and resources such as computers and Internet. Finally, the probation process, or student success process, needs to be less punitive and more supportive of students. "Placing a student on probation" is using criminalistic language which can easily discourage a student. Students need to be reassured, coached, and mentored through to their success.

Action Step

- Require counseling appointments and/or workshops for first-year Hispanic/Latinx students to include education planning, an assessment of basic needs, and coaching and mentoring through their first year of success.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar will address the necessary structural changes needed to create an environment that seeks to retain students by disaggregating data and acting upon it, and continually learning about Hispanic/Latinx students' lived experiences. In trainings or workshops about DEIAA, participants can be asked to create their next step on how they can apply what they learned in their work. In addition to teaching Palomar employees about lived experiences of our DI students, the college needs to look at representation in our staff. The college has the opportunity to strengthen the diversity of our pools to bring forth the best candidates for Palomar.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism and requiring participants to create a goal or action step.
- While considering employee representation of Hispanic/Latinx, hire faculty, staff, and administrators who are centered around DEIAA and understand the lived experience of our Hispanic/Latinx students.

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✓ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Fragmented Services and Support

Students do not have support that is proactive, coordinated, and just-in-time along their journey. The college has a Puente program that serves one class at a time. Support needs to be at scale and include academic and personal support and include access to tools that can assist students through college such as a computer, Internet, and printing. To add, students would benefit from seeing the same counselor over time in order to develop rapport and a deeper relationship where the student feels validated.

Access to Information

How the college disseminates information is problematic as it is not easily accessible. Students who communicate better in another language, such as Spanish, face another barrier to accessing information when information is only in English. Additionally, some students may not be aware of their options in education such as transfer opportunities and career pathways. Based on a lack of exposure to transfer options, students may be unknowingly limiting themselves to options in a system that already contains systemic barriers to equity.

Non-Equity Minded Culture of Engagement

Hispanic/Latinx groups feel less validated (CCEAL). There are not enough faculty that are representative of the students which make up over 40% of the population, so they may not associate themselves with higher education. Many students aim for shorter degrees as they don't believe that they can complete a Bachelor's degree. Other times, students may not be exposed enough to opportunities at the universities and may also be concerned about how to pay for a Bachelor's degree. Hispanic/Latinx students benefit from having faculty believe in them, encourage them, and coach them through to transfer success.

Textbooks and Materials

Instructors have been selecting textbooks that are not only high in cost, but also require an access code to access additional material and assignments. These access codes are not only expensive, but they also prevent students from purchasing lower cost used textbooks as the access codes are typically active only for 1 semester for the original buyer. Furthermore, software needed for these textbooks may require numerous updates or large amounts of RAM. For students with older computers or with Chromebooks, they are at a disadvantage when their machines are not compatible with the software or do not have the memory to add or update the software.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Continuous improvement of teaching strategies, not just student learning outcomes.
- Faculty must recognize the critical role they play in students' journeys in terms of believing in students, seeing them, hearing them, and validating them.
- Alignment with university curriculum is limited
- Textbooks with software is expensive

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Counseling is needed at scale
- Working with students holistically – personal support for students is underestimated in importance.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Continuous improvement of teaching strategies, not just student learning outcomes, s examined each year.
- Classrooms are validating spaces for students
- More partnerships with universities, particularly UCs, exist to benefit disproportionately impacted students
- Textbooks are free

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Counseling is provided at scale every semester with a comprehensive ed plan
- Campus focuses on creating a culture of kindness that uses equitable engagement theories such as sense of belonging and validation.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Dedicate general fund toward time and growth needed through conferences, special workshops, and professional development.
- Teach more employees about the data and how to read the data.
- Allow for more global review of administrative policies from understanding to education to contribution.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Integrate equity perspectives at all levels of operation and through everything rather than perpetuating equity as a separate goal.
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points:

Fragmented Support and Access to Information

Beginning with access to information, one strategy would be SSTs with an intrusive stance on disseminating information to students. Additionally, providing services on nights and weekends may help as many of our Hispanic/Latinx males may be head of households who work a traditional workweek.

Non-Equity Minded Culture of Engagement

Create a climate that does not underscore higher education as a meritocracy but as a system that puts the onus of responsibility for student success on the institution rather than on the individual. One strategy to accomplish this is redesigning syllabi to be welcoming and not punitive. Additionally, integrating culturally relevant pedagogy would assist in fostering an environment that includes students and creates a sense of belonging for students who are traditionally underrepresented.

Textbooks and Material Fees

Eliminating use of expensive textbooks with access codes would rid students of the barrier to accessing technology and purchasing required textbooks. Moving all our courses to a low or zero textbook cost would allow equitable access financially for students.

Action

Action Steps *

Provide Coordinated Student Support Services

Puente and the Transfer Center can expand upon transfer services specifically focused on Hispanic/Latinx students. Services does not have to be limited to Puente student only, and can serve general population. The

Transfer Center already has university visits, workshops, university tours, and college fairs. With some of these events, if an added focus was based on language or culture, it may attract more Hispanic/Latinx students. Or if families were invited to attend, that may also help with attendance as Palomar has Tarde de Familia.

Action Step:

- In collaboration with Puente, provide Transfer Center services with a focus on Hispanic/Latinx students.

Underscore the Importance that Faculty Play in the Student Journey

Palomar needs to create a climate that puts the onus of responsibility for student success on the institution rather than on the individual. Redesigning syllabi to reflect equitable grading policies and to be welcoming is also necessary. Additionally, integrating culturally relevant pedagogy would assist in fostering an environment that includes students and creates a sense of belonging for students who are traditionally underrepresented.

Action Step:

- Provide professional development for faculty that teaches them how to coach and mentor students.

Eliminating use of expensive textbooks with access codes

Moving all our courses to a low-textbook or zero textbook cost (ZTC) would allow equitable access required materials. ZTC would remove the barrier to accessing technology and required textbooks.

Action step:

- Add more ZTC sections.

Implement Strategies to Increase a Sense of Belonging and Validation

Palomar needs to better examine disaggregated data to understand the impact and inequity of its practices. Second, administrative policies need to be examined for concepts of student success within a meritocracy versus student success based on the institution's actions. Third, leadership needs to champion DEIAA efforts and integrate equity in all actions rather than separating out equity as something that is additional. Last, financial and human resources are needed. Focusing on both operational and procedural tasks puts more pressure on employees to do more. Therefore, resources, such as time, are needed to make improvements to the system.

Action Step:

- Provide the space, time, and professional development for employees to understand the importance of creating equity minded structures to implement change.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Make changes with CCLC to make sure that policies do not reinforce the idea of college being a meritocracy.

Completion

Black or African American

Areas of Completion

Areas of Completion *

- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Negative Messaging

Common friction points many Black/AA students face at many institutions include negative messaging about academic capability or propensity toward criminalistic behavior both contributing to a reduced sense of belonging not only to the college but also to education in general.

Lack of Student-Centered Scheduling with Timely Completion

At Palomar College, an additional friction point includes challenges in student-centered scheduling with timely completion in mind. Completion of an academic goal in a timely manner is complicated not only by the lack of coordination in scheduling across disciplines within an academic program, but also by class cancellations and inadequate offerings of certain subjects. These scheduling challenges lead to more opportunities for students to stop out of college and discontinue their education.

Limited Student Engagement and Progress Monitoring

The absence of monitoring student progress in their journey is a missed opportunity for the college to have high-touch engagement with the student. There is no student dashboard to indicate how close students are to completion of their goals. This leaves students with a fuzzy idea of how much longer they need to endure the challenges in college making the attainment of their goal seem further away than it may really be. Additionally, ed planning is optional and not a requirement. The college has not made ed planning a requirement out of the fear that an artificial barrier would be created as there are limited resources to provide the service at scale.

Fragmented Support Throughout the Student Journey

Last, students face challenges accessing student services throughout their journey. Some students are not aware of the support available to help them complete their goals. Students with more cultural and social capital tend to progress more quickly to completion as they are more likely to take advantage of services such as education planning with counselors. Typically, students with less social capital come from disproportionately impacted groups and have lower utilization rates of services. Palomar College currently provides services in such a way that perpetuates inequity to completion. Furthermore, students see the underutilization as a function of their own lack of initiative as they buy into the idea of a meritocracy in higher education when the structure of how the service is provided is problematic and perpetuates inequity. Last, students would benefit from seeing the same counselor over time in order to develop rapport and a deeper relationship where the student feels validated.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Minimal culturally relevant curriculum
- Lack of Black/African American student representation in academia
- Limited perspective of grading for equity (book by Joe Feldman)
- Lack of a student-centered scheduling process that evaluates student need leads to class cancellations and course offerings at times and modalities that may not facilitate student completion
- Underestimated significance of instructional faculty's impact on students in the area of academic success

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Limited intrusive and intentional student engagement academically and personally
- Siloed services in cafeteria style offerings - Student Success Teams in development to counter inequitable access to student services
- Not enough access to education planning with a counselor when needed
- Limited outreach to students close to graduation or with excessive units

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Low number of Black or African American faculty, tutors, and administrators reflecting student population

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Not enough staff in Evaluations and Records leading to limited timely transcript evaluation (at scale) to ensure courses needed for completion
 - Updates needed in system of record to improve functionality and experience for students
 - Additional IS staff needed to implement changes
- ✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Add culturally relevant curriculum as it relates to Black/African American students to increase sense of belonging in academia. (AATTP, p.8)
- Incorporate Black/African American student testimonies and student success stories to elevate Black/African American voices and perspectives (ACCT/CCEAL, p. 14)
- Incorporate grading for equity concepts by Joe Feldman such as receive support when indicated, resources to catch up when they have fallen behind. (Grading for Equity)
- Student-centered scheduling with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)
- Provide professional development for instructors with a focus on antiracism to be clear, engaging, and focused on student learning while being patient and supportive and helping students with their identities (AATTP 2 of 3)

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- A whole-student philosophy would be adopted that seeks to support students both academically and personally in order to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)
- Ideally, students would receive more frequent and intrusive feedback and support along their student journey especially in the area of education planning. They would receive information about their progress, opportunities relevant to their path, and next steps. (CCRC Working Paper No. 10, 2008, Effective Advising)
- Support services are coordinated, proactive, and embedded or aligned with Student Success Teams (CCRC Working Paper No. 10, 2008)
- Every student has a comprehensive education plan for the correct major throughout their entire journey.
- The college would connect with students by providing opportunities and experiences that enhance their learning experience and promote commitment to completion of their programs. (SSIPP, Effective Advising)
- Re-envision the registration process. For example, consider block scheduling or yearly scheduling.
- Investigate and apply practices for ensuring Black/African American students and Hispanic/Latinx have education plans early in their education career.
- Implement a student dashboard in SIS and have counselors/SST monitor student progress while utilizing disaggregated data to determine which groups need examination of lived experiences in order to implement an impactful intervention to close equity gaps. (ACCT/CCEAL)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Have a diverse faculty and staff that students can relate to. (ACCT/CCEAL, p. 14)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Evaluate transcripts for special populations first (Veterans, Athletes, EOPS/TRiO, DRC) in addition to hiring more staff.
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points in the Completion metric:

- Negative Messaging
- Lack of Student-Centered Scheduling with Timely Completion
- Limited Student Engagement and Progress Monitoring
- Fragmented Support Throughout the Student Journey

To increase sense of belonging and validation, equity minded professional development that reaches all employee groups and reinforces culturally relevant curriculum and culturally responsive practices is needed. Equity mindedness needs to be threaded throughout professional development. Regarding completion scheduling, Palomar needs to create opportunities for working cross-functionally and cross divisionally to create a student-centered schedule with completion in mind while leveraging technology for course demand. Creating a dashboard for monitoring student progress will require the college to address customizations in SIS and reviewing the available modules in High Point which is currently being integrated. While prioritizing the necessary updates to the system, we need to prioritize not only by structural need but also by disproportionately impacted groups. Finally, in the creation of student success teams, administration is needed not only for supporting the idea but also for the championing of the teams.

Action

Action Steps *

Implement Strategies to Increase a Sense of Belonging and Validation for Black/African American Students

In order to develop students' sense of belonging to Palomar College and to academia in general, students need to have a campus climate where they feel validated, supported, and cared for. Palomar College can develop a culture

where the college's value and appreciation of Black/African American (AA) students is unmistakable through lifting the voices of Black/AA students, including images of Black/AA students in our material, and hiring more Black/AA employees especially tutors, instructional faculty, and administrators.

Hiring more Black/AA employees for representation is needed. HR developed and incorporated equity minded practices for hiring such as infusing the concept of diversity into multiple questions rather than focusing on a single diversity question in interviews. In hiring protocols, hiring committees need to further their understanding on how people are hard wired to gravitate toward people similar to themselves. Understanding this will bring about a deeper awareness of how our biases and comfort levels, or lack thereof, with diversity come into play in the selection of a candidate and reinforce the status quo.

Engaging in, and potentially requiring, professional development that reinforces culturally relevant curriculum and culturally responsive practices will teach Palomar team members how to better validate students. The college needs to develop PD with the needed theme of antiracism infused throughout all its workshops in addition to offering DEI/AA teachings in a separate workshop. Palomar also needs to address how professional development is incorporated into the contracts of classified, administrative, and CAST rather than above and beyond their workloads. Opportunities to participate in PD need to be integrated into the workload in order to increase participation and growth of the development of Palomar's employees.

Actions steps:

- Provide PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.
- Examine opportunities to expand upon the explicit bias module in selection committee training.

Focus on Student-Centered Scheduling with Timely Completion in Mind

In order to improve upon student-centered scheduling, the college needs to examine its process and structure in instruction. Processes include employing technology to provide a picture of course demand, preferably with predictability features based on education planning. Software is needed to determine the following: canceling and adding sections, times to offer sections, and location to offer sections. Additionally, siloes need to be broken down to schedule across departments and disciplines in order to make sure necessary courses within a program are not overlapping one another when only 1 or 2 sections are offered for the necessary courses. Last, program maps, including both the requirements and scheduling of courses, need to be examined to determine whether or not a program can be completed (1) within two years, and (2) on a part-time evening and weekend basis as a majority of Palomar's students are attend part-time.

Action step:

- Develop student-centered scheduling process with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)

Monitor Progress Along the Student Journey

Both counselors and students need to be able to monitor student progress along the student journey in order to reduce attempted units to completion and decrease time to completion. Students who find higher education difficult to navigate will benefit from the implementation of technology that can monitor student progress and provide status checks by providing regular, accurate feedback on individual student progress on their student journey. Monitoring technology will enable the college to provide intrusive high-touch interventions that are equity minded and customized for each student. For example, a dashboard allows the college to proactively monitor progress and provide needed communication or interventions such as early alert systems where team members are empowered to reach out to students for "just in time" services and resources.

Action steps include the following:

- Examine structures and processes to monitor student progress and integrated high touch experiences for students.
- Explore the use of a student dashboard in SIS.

Provide Coordinated Student Support Services

Creating Student Success Teams (SST) will assist in providing intrusive support with consideration of the whole student to help ensure they are in the right courses and have the help needed to complete their educational goals. Examples of such support include education planning with counselors or referrals to opportunities relevant to students' paths and next steps. SSTs can facilitate a single point of communication for students reducing the confusion of where to find and who to go to for information. SSTs put the onus of responsibility of utilization of services on the institution rather than on the student by providing opportunities and experiences that enhance their learning and promote a commitment to completion of their programs. Additionally, a whole student philosophy can be implemented to support students both academically and personally to alleviate needs that interfere with their academic pursuits. As mentioned in the Retention metric, basic needs is an area that disproportionately impacts our Black/AA students. SSTs will provide students with more frequent, intrusive and systematic support.

Action steps:

Focusing on Black/AA students, pilot SSTs with a whole-student philosophy that seeks to support students academically and personally to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Additional data on Black/African American students on lived experiences contributing to the perpetuation of the equity gaps.

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✗ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Our Latinx students experience the same friction points as mentioned for our Black/AA students. Below are additional details.

Negative Messaging

Hispanic/Latinx students, similar to Black/African American students as mentioned earlier, are constantly dealing with stereotypes and microaggressions. This messaging with little to no validation reduces the sense of belonging to college and to education in general and contributes to students feeling like outsiders.

Lack of Student-Centered Schedule with Timely Completion

The absence of coordination across departments for student-centered scheduling presents barriers to completion of a program. Required courses are scheduled on top of one another, and less common courses that are required in a program are often cancelled due to low enrollment. These friction points challenge students' ability to complete their goal in a timely manner.

Limited Student Engagement and Progress Monitoring

When surveyed through the Community College Equity Assessment Lab (CCEAL), both Hispanic/Latinx and Black students show an immediate concern in the metric of "being completely focused on school." This is an indication of additional items competing for the students' attention. Without a progress monitoring system, Palomar is not able to effectively engage students to keep them focused on their academic goals. Also, Latinx students have a linguistic layer of implications as they, or their parents/guardians, may or may not speak English as a second language. The lack of translated material on campus, communication may be limited and engagement is further reduced.

Fragmented Support Throughout the Student Journey

While a great number of resources exist for students, the navigation of the resources and awareness of the resources is a challenge. Students, in general, find access to student services challenging and as a result, underutilize resources available to them. Services are scattered throughout the campus which presents another challenge to students as they physically have to walk to another building or across campus to take care of their college business. Additionally, some students may be undocumented which brings another set of challenges to

tackle such as the fear of deportation, pathway to legal status, and accessibility to employment to support themselves and possibly their families. Undocumented students may not feel as if they have the authority to access the same resources. Last, students would benefit from seeing the same counselor over time to form a deeper relationship with counselors who can act as a coach and mentor to help them complete their goals.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Minimal culturally relevant curriculum which reinforces lower sense of belonging in academia
- Lack of Hispanic/Latinx student testimonies and student success stories to elevate voices and perspectives
- Limited perspective of grading for equity (book by Joe Feldman)
- Lack of a student-centered scheduling process that evaluates student need leads to class cancellations and offering of courses at times and mode that may not facilitate student completion
- Underestimated significance of instructional faculty's impact on students in the area of academic success

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Limited intrusive and intentional student engagement academically and personally
- Siloed services in cafeteria style offerings - Student Success Teams in development to counter inequitable access to student services
- Not enough access to education planning with a counselor
- Limited outreach to students close to graduation or with excessive units
- Undocumented student liaison and center in infancy stages

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Not enough faculty and staff reflective of population

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Lack of timely transcript evaluation (at scale) to ensure courses needed for completion
- Limited communication in Spanish
- Updates needed in system of record to improve functionality and experience for students
- Additional IS staff needed to implement changes
- No student dashboard in SIS to keep track of student progress

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Add culturally relevant curriculum as it relates to Latinx students to increase sense of belonging in academia. (AATTP, p.8)
- Incorporate Latinx student testimonies and student success stories to elevate Latinx voices and perspectives (ACCT/CCEAL, p. 14)
- Incorporate grading for equity concepts by Joe Feldman such as receive support when indicated, resources to catch up when they have fallen behind. (Grading for Equity)
- Student-centered scheduling with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)
- Provide professional development for instructors with a focus on antiracism to be more clear, engaging, and focused on student learning while being patient and supportive and helping students with their identities (AATTP 2 of 3)

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- A whole-student philosophy would be adopted that seeks to support students both academically and personally in order to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)
- Ideally, students would receive more frequent and intrusive feedback and support along their student journey. They would receive information about their progress, opportunities relevant to their path, and next steps. (CCRC Working Paper No. 10, 2008, Effective Advising)
- Support services are coordinated, proactive, and embedded or aligned with Student Success Teams (CCRC Working Paper No. 10, 2008)
- The college would connect with students by providing opportunities and experiences that enhance their learning experience and promote commitment to completion of their programs. (SSIPP, Effective Advising)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Have a diverse and bilingual faculty and staff that students can relate to. (ACCT/CCEAL, p. 14)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Evaluate transcripts for special populations first such as Veterans, Athletes, EOPS/TRiO, and DRC, in addition to hiring more staff to execute at scale.
- Translate communication, signage, flyers in Spanish.
- Implement a student dashboard in SIS and have counselors/SST monitor student progress while utilizing disaggregated data to determine which groups need examination of lived experiences in order to implement an impactful intervention to close equity gaps. (ACCT/CCEAL)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Throughout the next few years, assessment of progress through the plan is necessary through the following grounded guiding questions:

- What did we set out to accomplish and how can we measure our progress to date?
- What do we want to do differently and how do we better partner with existing Guided Pathways efforts to advance our equity efforts?
- What data/evidence are available to understand progress, current gaps, and future goals?

Required steps include continual review of goals with revisions if necessary, establishment of the collection of data needed to get a deeper understanding of DI students' lived experiences to create better interventions and actions needed, next critical analysis of that data for themes on needed actions, and finally recommendations for improvements.

Necessary transformations include addressing the following areas of friction points in the Completion metric:

- Weak sense of belonging and validation for students
- Barriers in scheduling with completion in a timely manner in mind
- Challenges monitoring student progress
- Fragmented support for students throughout their journey
- Lack of bilingualism in our campus climate
- Sensitivity to issues surrounding being an undocumented student

To increase sense of belonging and validation, equity minded professional development that reaches all employee groups and reinforces culturally relevant curriculum and culturally responsive practices is needed.

Regarding completion scheduling, Palomar needs to create opportunities for working cross-functionally and cross divisionally to create a student-centered schedule with completion in mind while leveraging technology for course demand. Creating a dashboard for monitoring student progress will require the college to address customizations in SIS and reviewing the available modules in High Point which is currently being integrated. While prioritizing the necessary updates to the system, we need to prioritize not only by structural need but also by disproportionately impacted groups. In the creation of student success teams, administration is needed not only for support of the idea but also for the championing of the teams. To increase the translation of our communication in Spanish, the college needs to hire a proper translation service and consider how to translate live presentations for folks to have a deeper understanding of our material. And finally, the creation of the liaison for undocumented students and the center needs to be integrated into all aspects of our operations rather than being siloed in its activities.

Action

Action Steps *

Implement strategies to increase a Sense of Belonging and Validation for Hispanic/Latinx Students

In order to develop students' sense of belonging to Palomar College and to academia in general, students need to have a campus climate where they feel validated, supported, and cared for. Palomar College can develop a culture where the college's value and appreciation of Hispanic/Latinx students is unmistakable through lifting the voices of Hispanic/Latinx students, including images of Hispanic/Latinx students in our material, and hiring more Hispanic/Latinx employees especially tutors, instructional faculty, and administrators.

Creating a safe place and a program for undocumented students will also foster a sense of belonging for students. While hiring a liaison for undocumented students and creating a space for undocumented students is in the works, services for the students need to be thought out and reflect the needs of their lived experiences. Legal services, financial resources for undocumented students, and access to a future in the US need to be considered.

Engaging in, and potentially requiring, professional development that reinforces culturally relevant curriculum and culturally responsive practices will teach Palomar team members how to better validate students. The college needs to develop PD with the needed theme of antiracism infused throughout all its workshops in addition to offering DEI/AA teachings in a separate workshop. Palomar also needs to address how professional development is incorporated into the contracts of classified, administrative, and CAST rather than above and beyond their workloads. Opportunities to participate in PD need to be integrated into the workload in order to increase participation and growth of the development of Palomar's employees.

Actions steps include the following:

- Provide additional PD on creating a culture of engagement in and out of the classroom through a sense of belonging (Hurtado) and validation (Rendon) with a focus on antiracism.
- Develop a whole student program for undocumented students that can be integrated into SSTs.
- Translate communication, signage, flyers in Spanish.

Focus on Student-Centered Scheduling with Timely Completion in Mind

In order to improve upon student-centered scheduling, the college needs to employ technology to provide a picture of course demand, preferably with predictability features based on education planning. Software is needed to determine the following: canceling and adding sections, times to offer sections, and location to offer sections. Additionally, siloes need to be broken down to schedule across departments and disciplines in order to make sure necessary courses within a program are not overlapping one another when only 1 or 2 sections are offered for the necessary courses. Last, program maps, including both the requirements and scheduling of courses, need to be examined to determine whether or not a program can be completed (1) within two years, and (2) on a part-time evening and weekend basis as a majority of Palomar's students are attend part-time.

Action step:

- Develop student-centered scheduling process with part-time student attendance in mind to ensure that follow-up courses are offered when needed, and align with student education plans, programs, and pathways. (CCEAL, Completion)

Monitor Progress Along the Student Journey

Both counselors and students need to be able to monitor student progress along the student journey in order to reduce attempted units to completion and decrease time to completion. Students who find higher education difficult to navigate will benefit from the implementation of technology that can monitor student progress and provide status checks by providing regular, accurate feedback on individual student progress on their student journey. Monitoring technology will enable the college to provide intrusive high-touch interventions that are equity minded and customized for each student. For example, a dashboard allows the college to proactively monitor progress and provide needed communication or interventions such as early alert systems where team members are empowered to reach out to students for "just in time" services and resources.

Action steps include the following:

- Examine structures and processes to monitor student progress and integrated high touch experiences for students.
- Explore the use of a student dashboard in SIS.

Provide Coordinated Student Support Services

Creating Student Success Teams (SST) will assist in providing intrusive support with consideration of the whole student to help ensure they are in the right courses and have the help needed to complete their educational goals. Examples of such support include education planning with counselors or referrals to opportunities relevant to students' paths and next steps. SSTs can facilitate a single point of communication for students reducing the confusion of where to find information and who to go to for information. SSTs put the onus of responsibility of utilization of services on the institution rather than on the student by providing opportunities and experiences that enhance their learning and promote a commitment to completion of their programs. Additionally, a whole student philosophy can be implemented to support students both academically and personally to alleviate needs that interfere with their academic pursuits. As mentioned in the Retention metric, basic needs is an area that disproportionately impacts our Hispanic/Latinx students. SSTs will provide students with more frequent, intrusive and systematic support.

Action steps:

- Pilot SSTs with a whole-student philosophy that seeks to support students academically and personally to alleviate needs that interfere with their academic pursuits. (AATTP, Umoja)

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Disaggregated data of our student populations to identified stop gaps in completion.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Palomar will continue the following effective equity efforts on campus that have shown success for our students.

1. Continue to grow and develop the Puente and UMOJA programs.

Research has shown that Puente and UMOJA significantly increase the likelihood of students completing their goals. Additionally, they are programs that are specific to our underserved DI populations.

2. Continue to further develop and update the mapper tool for student use.

The mapper tool is a road map and checklist of courses needed to complete degrees at Palomar College. While they are not individualized education plans, they serve as a great resources for students exploring majors and looking for requirements to complete a major.

3. Continue to refine AB 705 processes and policies to align with state mandates.

Placing students directly into transfer level math courses has shown increased the completion of transfer level course for students within the first year. Continual improvement in our processes is important in order for us to better serve our students.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Palomar's guided pathways efforts are focused on access, retention, success, and completion. This focus on the student journey from entry to completion aligns with the student equity and achievement metrics of enrollment, completion of math and English in the first year, retention and completion. The College has mapped its programs, making them accessible to students and counselors and is not beginning to create student success teams. The first team will focus on our Black/AA student groups. By creating just-in-time support through a continuum of structured and intrusive services focused on the student journey, barriers to completion are broken down and completion is not dependent on cultural and social capital that the student possesses before entering higher education. The equity plan focuses on developing strategies based on the analysis of data from and experiences of disproportionately impacted groups. As the plan was constructed, it was aligned with the college's Guided Pathways work. By tailoring practices specific to disproportionately impacted groups, plans will be directed to serve DI groups which will in turn help other groups rather than creating practices that perpetuate the inequity in access to and utilization of services.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Palomar's Disability Resource Center (DRC) features an Access Technology Center (ATC) located in the Learning Resource Center (LRC). The ATC Team includes a DRC Counselor who specializes in assistive technology (AT Counselor), two lab assistants, and two alternate media specialists. The AT Counselor conducts assessments of qualified students to identify challenges and barriers to accessing digital and print instructional materials. Alternate Media Specialists convert print and electronic books and materials into the preferred format for the student to access, such as e-text, audio, Braille, large print, or another alternate format. The AT Counselor provides one-on-one training in assistive technologies and devices to access the converted material created in the students' specified alternate format for use with Kurzweil, JAWS, or other document and screen reading software or device. Also, the Alternate Media Specialists and AT Counselor support instructional faculty who have DRC students in their classes who have "alternate format material" listed as an approved academic accommodation.

DRC's Deaf and Hard of Hearing (DHH) Program Supervisor ensures deaf students and those with hearing loss enjoy full and equitable access to class materials and curriculum by providing remote and in-person real-time captioning and ASL interpreting. DHH ensures videos in courses in which a DRC student is enrolled have accurate captions. American Sign Language Interpreters are scheduled for in-person and remote classes. The DRC offers assistive listening devices to eligible students with hearing loss to expand access to the curriculum and classroom learning.

DRC's ATC functions as a technology lab for all disabled students who are a part of the DRC. The lab is open Monday through Thursday on a drop-in basis. Students access adjustable height desks, large print keyboards, computers, printers, scanners, CCTV for enlarging print material and a portable one for use in classes, assistive technology, technology support and guidance, and learning tools and devices such as smartpens, audio-recorders, C-pens that facilitate reading print, and more. The AT Counselor trains eligible students in Canvas, speech-to-text and text-to-speech software such as DragonNS, note taking strategies and software such as GLEAN and Echo SmartPen notetaking technology, and much more. The ATC offers interactive tech tips and tools workshops for DRC students too.

DRC's ATC: drc_atc@palomar.edu

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

The college plans to employ the following three strategies to increase FAFSA participation and completion. These strategies are also included in our enrollment management plan submitted as part of our approved Emergency Conditions Allowance request.

- Rehire staff that have retired and/or separated from employment because of the COVID-19 pandemic.
- Dedicate space and staff for FAFSA/CADAA workshops.
- Require the FAFSA/CADA application to be completed to participate in other aid - institutional/emergency aid opportunities.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

The college plans to employ the following three strategies to increase Pell Grant awards.

- Target students that have Pell eligibility with pending items to complete the eligibility process, offering individualized support.
- Market "professional judgement" related to income changes due to loss of income.
- Implement "Course Auditor" a 3rd party product purchased by Palomar that will notify students which classes are Pell payable based on the class being required for completion of degree at the time of registration.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

The college disbursed 2021-22 HEERF to students based on a student questionnaire and indication of need related to loss of income and or hardship related to COVID-19. In addition, Emergency Action state aid was also disbursed under the same criteria of need.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

No

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The Office of Student Life and Leadership utilizes existing resources with intentional planning and programming to meet the most basic needs of the college's students. The office collaborates with many on-campus departments and programs, including the Financial Aid Office, Health Services (including Behavioral Health and Counseling Services), EOP&S, CalWORKs, Puente, Umoja, Disability Resource Center, Veterans Services, Associated Student Government (ASG), FYRST (Foster Youth Retention Success and Transition), LGBTQIA+, Student Equity and Achievement, Comets Closet (clothing), and many more. Student Life and Leadership also collaborates with off-campus agencies that provide support within the community.

Some of the notable initiatives that exist include:

- Frequent distribution of basic needs items such as diapers and feminine hygiene products.
- Identifying academic and non-academic programs that are designated as Local Programs that Increase Employability (LPIE) to increase the number of students eligible for CalFresh benefits; hiring a temporary Cal Fresh employee to assist with sign-up and follow-up mgt.
- Events to reduce stigma and promote equitable access:
 - World Health Day (added Humanity Showers as a resource for mobile showers)
 - Human Rights Day event
 - Sock Drive
 - Pack the Pantry
 - Turkey Raffle
 - Weekly Farmer's Markets at all district locations (educational centers and main campus) Associated Student Government partnership and involvement

With the passage of SB129, the college will hire a Basic Needs Director. In addition, the college is in the initial planning stages to remodel a campus facility to support basic needs and services through LLC with support from AB132 funding.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

As described previously, the college will hire a Basic Needs Coordinator and remodel a campus facility to support basic needs and services.

In addition to further increase participation, the college will:

- Increase social media presence
- Continue and increase presence at the district educational centers.
- Increase partnerships with district-wide campus departments, Associated Student Government, student groups, and clubs.
- Integrate diaper sign up and distribution available from the Anita and Stan Maag Food and Nutrition Center.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

A centerpiece of the college's commitment to supporting the basic needs of its students is the Anita & Stan Maag Food and Nutrition Center (FNC) located on the San Marcos campus. Funded through a \$400,000 donation, the FNC was opened in October 2019. The Student Life and Leadership program had operated a food pantry for 34 years, providing weekly food distributions and longer-term support for students who needed it. With the new FNC, the district now has an expanded nutrition center with refrigerators for distributing produce and dairy and increased space for accepting pallets of food. The FNC looks and operates like a fresh food market and provides free food and supplies to students and community members experiencing food insecurity. During the COVID-19 pandemic, the FNC distributed \$60,000 in \$100 food grocery e-cards directly to students.

After the COVID-19 closure, the FNC has reopened with walk-in hours and Farmer's Market daily options located in the Student Union. Food distribution has also resumed at the Education Centers and through "Grab N Go" services, which include refrigerators and food placed throughout the campus. From January 1, 2022 through July 31, 2022, the FNC distributed 6,840 pounds of food. A HUB Connection proposal is pending, once approved and installed, lockers will provide for parcel pick-up of perishable foods. These lockers will allow for contactless delivery which serves students after hours and students who may be worried about the stigma of going in person to the food and nutrition center. The after-hours lockers will also allow for basic needs distributions (diapers, hygiene kits, etc.) as well. In addition to after-hours lockers, the Student Life and Leadership team has requested additional microwaves and mini-fridges for all locations.

As described earlier, Student Life and Leadership also partners with programs on campus to promote and provide food and basic needs items (e.g., diapers, hygiene kits).

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The Comets Affordable Learning Materials (CALM) Committee at Palomar College was founded as a task force in Spring 2017 and transitioned into a committee in Spring 2019. The primary goal of this initiative is to make access to education more equitable by eliminating the barrier of high textbook costs for students and facilitating the completion of degree and certificate pathways. The CALM Committee oversees the implementation of affordable learning initiatives across campus and works to educate and support faculty in their transition to Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) offerings.

To date, CALM has supported a total of 50 grants to support the creation of 25 open educational resource (OER) textbooks in 15 different disciplines, as well as a variety of ancillary materials to enhance existing OER textbooks already used in 14 disciplines. Approximately 20% of all course sections at Palomar are currently offered as ZTC/LTC. Two ZTC certificate pathways have been created (in Italian and French), and several departments have already created multiple textbooks including Math, Psychology, Child Development and ESL. As of August 2022, Palomar College has saved students an estimated \$9,831,120 in textbook costs as a result of CALM's efforts.

Funding from the Higher Education Emergency Relief Fund (HEERF) has enabled the CALM Committee to offer a total of 38 grants in Spring 2022 to support the creation of textbooks and ancillary materials. Maintaining the momentum of this boost in textbook creation has become the number one priority of the CALM Committee.

Over the next 4-6 years the CALM Committee has a goal of converting 80% of Palomar College's course section offerings to ZTC and to create 10 or more ZTC Degree pathways. To accomplish this goal, the committee will be fully pursuing the CCCO ZTC Program grants to aid in creating our ZTC degree pathways. During the 2022-2023 academic year, the committee will continue to seek funding for textbook creation, increase awareness of the value of a ZTC education, and lay the groundwork to achieve our 80% goal. This includes creating a dedicated institutional support structure and the streamlining of all the processes involved in the implementation of CALM grants.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

The Pride Center provides services and space for the campus LGBTQ+ community, primarily for students but also for staff, faculty, and administration. One of our main functions is to provide a safe space for members of the student LGBTQ+ community to share in a common culture and develop their identities. We have a large open area where students can share experiences, watch movies, play games, or just chat. We also have a study room/library, providing a quiet area for doing homework, quieter conversations, etc.

The Pride Center staff and oversight committee (Pride Center Committee to Combat Hate, PC3H), additionally provide advocacy for the LGBTQ+ community and education of the larger campus community. We hold “Safe Zone” and other types of trainings, including our recent project to educate the campus on the use of chosen pronouns and the importance of displaying their own pronouns, in Zoom meetings, email signatures, and for faculty, on Canvas.

Moreover, the Pride Center/PC3H provides programming for the LGBTQ+ community. Discussion groups, movie nights, and book clubs are some of the events we hold in the Center. Larger campus occasions include celebrations/recognitions for National Coming Out Day, Transgender Day of Remembrance, World AIDS Day, and more. We also hold two signature events each year: a series of lectures for National LGBTQ History Month in October, and a 1-day Queer Pride celebration in May.

In these ways the Pride Center serves and supports the Palomar College LGBTQ+ community.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Behavioral Health Counseling Services at Palomar College, within the Health Services department, provides free, confidential mental health services for currently enrolled students. Significant efforts have been made to augment our BHCS team and to continue ensuring we do so from a DEIAA and multicultural perspective. Due to the new ongoing funding, our licensed mental health team now consists of one full-time administrator and 5 adjunct part-time behavioral health counselors. Four of our licensed counselors are fluent to provide services in Spanish, including two who identify as Hispanic/Latinx. Our front desk staff in BHCS also is Hispanic/Latinx and speaks fluent Spanish. The ability to communicate in more than one language with our students and their families has been invaluable in reaching underserved populations.

In Fall of 2020, BHCS welcomed its first ever cohort of BH interns to the team. Our interns are graduate students pursuing Master's in Social Work degrees from CSUSM and SDSU. Each year, our interns are selected for their cultural humility and passion for social justice. Interns provide direct clinical services for students and work directly with our Comets Care Network to reach Palomar's most vulnerable students. In previous years, interns have established liaison relationships with our Transitions Program, Pride Center, EOPS, FYRST, and Student Life and Leadership. During the 2022-23 academic year, we plan for our interns to also work directly with Umoja, Puente, the Disability Resource Center, and Veterans Resource Center. These partnerships have provided a direct link to mental health resources for these programs and students.

Our Student Wellness Advocacy Group works in collaboration with BHCS therapists and interns to break stigma and reduce barriers for seeking our services. An example of programming that has resulted from these collaborations is our CometStrong initiative, a new series of workshops dedicated to BIPOC mental health at Palomar College. This initiative will help inform BIPOC mental health training for the entire CCC system, as we are in process of working multiple campuses to record trainings for staff and faculty system wide.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Per Board Policy, the Palomar College Community College Board of Trustees will review and approve the College's student equity plan.

The Board engages in an annual institutional effectiveness and review cycle. As part of this cycle the Board develops annual goals and related tasks. For example, the 2022-23 Board Goals list the following tasks:

- Utilizing an equity lens, discuss data on student access, retention, and completion, including, but not limited to, the progress the district is making toward meeting goals aligned with the Governor's and the California Community Colleges System's Roadmap to Recovery and Vision for Success metrics.
- Aligned with Palomar's vision, mission, and values statement, expect a formal report documenting progress and outcomes of the district's work to 1) foster a culture of inclusion and belonging, and 2) research, review, and revise policies, procedures, and structures with the intent of dismantling systemic inequities and improving equitable outcomes across student groups and the campus community.

During the year, the Board tracks and monitors progress on its Goals and related tasks. In April, the Board engages in an annual institutional effectiveness workshop where disaggregated data on student enrollment, persistence, and completion are discussed. As part of the workshop, the Board reviews progress the College is making on its locally aligned Vision for Success and Equity goals. As part of its work to support the 2022-25 Student Equity Plan, the college will integrate a report on progress towards implementation of strategies designed to eliminate equity gaps into the Board's institutional effectiveness workshop. It will also provide the Board with updates on its work to advance the equity work described in this plan as part of its regular monthly board update report prepared by the campus community.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The college will seek to leverage funding beyond SEA to advance the institutional equity goals in several ways. Many of the college's current funding streams and specialized programs speak to advancing equitable outcomes. As the college implements its equity plan, it will review funding sources that align with its equity goals and ensure that our programs are integrated into the Equity Plan.

As an Hispanic Serving Institution (HSI), the college has successfully competed for and received Title III and Title V STEM grants. The college recently hired a grants manager. The Grants Manager is tasked with implementing a grant development and implementation process that is driven by the college's strategic and equity goals. The college will review its Board Policy and Administrative Procedures on grants to ensure its grants efforts are guided by the equity and completion goals of the college.

Through the College's Program Review and Planning (PRP) process instructional and noninstructional units review their programs and services (including examining disaggregated data on student success) and develop three-year plans. Units then request resources tied to institution and program specific plans. Each year resources are prioritized, and funding sources are sought to support the requests. The college will align the PRP process with its equity goals and ensure the review process utilized to prioritize resource requests include criteria aligned with the college's equity goals and the specific disproportionately impacted students addressed in the Equity Plan.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The college utilizes various approaches to leverage student voice. Palomar has an active Associate Student Government (ASG) that represents the voice of Palomar students as reflected in active member participation as Student Trustees on

the Governing Board, on governance planning groups (e.g., Educational and Facilities Long-Range Planning Task Force), and in decision-making that impacts implementation and business practices.

Beyond ASG, Palomar students can be heard through their responses to institutional and program level surveys and through engagement in focus groups or listening sessions. For example, the college regularly deploys surveys to capture student voice. The most recent campus-wide surveys include the National Assessment of Collegiate Campus Climate, a quantitative survey on campus racial climate; the ASG Online Class Survey; and an in-house mental health survey. The college also administers surveys specific to programs and to evaluate initiatives (e.g., AB705 implementation). As part of its Educational and Facilities Vision Plan development this semester, the college held seven listening sessions with student groups across campus and at its centers. Questions for the listening sessions were tailored to engage the diverse student body and capture elements that will inform the college's long-range plans and equity goals. Finally, the college engages students in focus groups related to specific topics like AB705 implementation and guided pathways.

The college will continue to use these approaches to leverage student voice, but specifically engage disproportionately impacted student groups included in its equity goals and strategies as appropriate. In addition to collecting student voice on topics like inclusion and culture, specific topics will be addressed related to goals and strategies in the plan (e.g., completion of math and English, persistence, completion). To ensure action based on student voice, prior to implementing activities, the college will identify its research question(s) and expected action items. For specific goals and strategies, the college will establish an action plan of collected expectations that includes specific follow-up describing how the information will be used.

Certification

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Approved by Star Rivera-Lacey Ph.D.

11/30/2022 01:07 PM PST

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11/30/2022 01:10 PM PST

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11/30/2022 01:07 PM PST

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Approved by Brian Ellison

11/30/2022 01:18 PM PST

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11/30/2022 02:03 PM PST

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Approved by Dr. Glyn Bongolan Ed.D.

11/30/2022 03:29 PM PST

From: Lanthier Bandy, Julie M.
Subject: Superintendent/President's Report to the Governing Board
Date: February 3, 2025 at 4:42:18 PM PST
Attachments: Presidents-Report-to-the-Board-2-1-2025.pdf (2.1 MB)

Bcc: All Employees and All Emeritus Employees

Dear Colleagues,
It is my pleasure to share the [Superintendent/President's Report to the Governing Board](#). Stay well!

Best Regards,

Julie Lanthier Bandy
Director, Marketing, Communications and Public Affairs



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February 1, 2025

PRESIDENT'S OFFICE

Welcome to Spring Semester!

We start the semester with great news – the California Community College Board of Governors unanimously approved Center Status for the Rancho Bernardo Education Center on January 14. Once we reach 1,000 full-time equivalent students (FTES), we will earn an additional \$3 million dollars in funding. This is a great achievement for the District, and I am grateful to Center Director Tom Medel for his leadership and dedication, and to Senior Director Michelle Barton for her time and commitment in guiding us through the process with such incredible results.



Governing Board Vice President Dr. Holly Hamilton-Bleakley and Superintendent/President Dr. Star Rivera Lacey at the All College Day event.

Our All College Day on January 23 was a great success. The program opened with enthusiastic remarks by Governing Board Vice President Dr. Holly Hamilton-Bleakley. We celebrated milestones and our collective achievements and discussed upcoming training opportunities and institutional priorities. Enrollment recovery and growth, hiring the most qualified employees, and student and employee health and safety remain our top priorities.

Official Grand Opening of the Softball Stadium

The official opening of the softball stadium was an opportunity to honor one of our highest achieving teams in Palomar College history. With five state championships, 39 conference championships, statewide team academic awards, 57 All-American Athletes, and countless 4-year college transfers, we have plenty to be proud about the Comet softball program. The opening is a result of countless



Superintendent/President Dr. Star Rivera Lacey, Softball Head Coach Lacey Craft, and Governing Board Trustee Roberto Rodriguez

hours in planning, designing, and construction. We could not ask for a more beautiful stadium. Go Comets!

Honoring Martin Luther King Jr.

The Palomar College community was well-represented at the Martin Luther King Jr. parade on January 19 in San Diego. Many of the community colleges in the region attended as well as CSU San Marcos and San Diego State University. We also attended the annual Dr. King Community Prayer Breakfast on January 20, hosted by the North San Diego County National Association for the Advancement of Colored People (NAACP). The event provides an opportunity to honor the legacy of Dr. Martin Luther King Jr. and to connect with our colleagues and community leaders throughout the region.



Palomar College Superintendent/President Dr. Star Rivera-Lacey, MiraCosta Superintendent/President Dr. Sunny Cooke, and CSU San Marcos President Dr. Ellen Neufeldt.

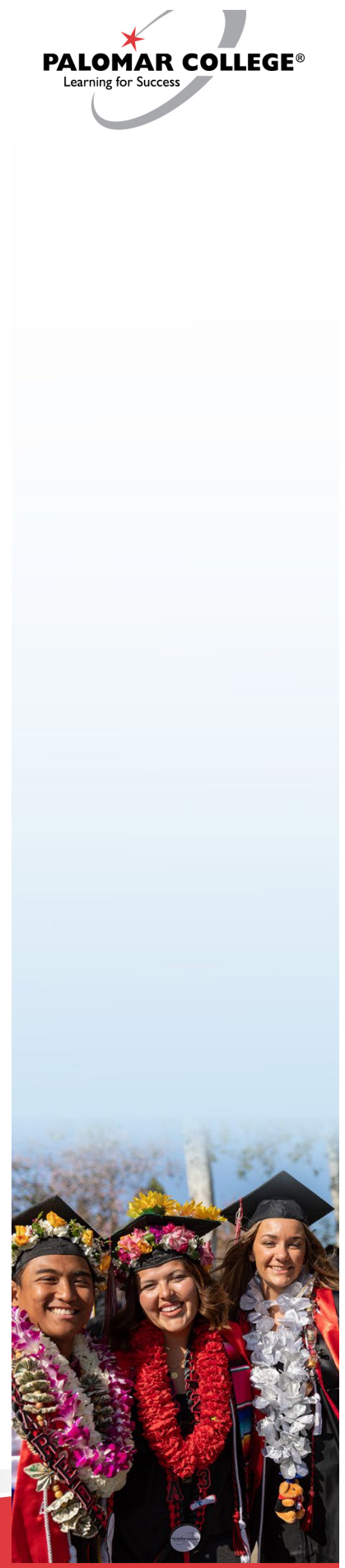
Campus Engagement

There is nothing better than going to a doubleheader athletics event. In early January, Palomar Comet fans were able to enjoy both the men's and women's basketball teams play on the same evening. While cheering on our student athletes, I learned that our athletics department is streaming the games, which makes attending the games while traveling a great option.

I was able to attend the Palomar College LEaD Academy held at our Rancho Bernardo Education Center. The Academy is designed as a 2-day training for emerging leaders from across our college and includes ongoing purposeful development for those already in a leadership position. Specifically, the curriculum focuses on leadership theories, models and competencies with an emphasis on leading within the California Community College system. It was great to connect with our future and current leaders.



Palomar College employees in attendance at the LEaD academy held at the Rancho Bernardo Education Center.



I am grateful to the Professional Development Committee for their unrelenting commitment and diligent work that went into the development of our Flex Week workshop schedule. I was able to attend the *Undocu Advocate* and the *Race, Power, and Policy: Our Collective Imaginations for Educational Equity* workshops. Both provided engaging and thoughtful approaches to the success of all of our students and the importance of engaging our entire institution in student equity and achievement.

Community Engagement

In mid-January, I attended the Executive Board Retreat for the National Community College Hispanic Council (NCCHC). Being with leaders throughout the nation is always an opportunity to learn, gain new insights on institutional challenges, and to identify what ideas might benefit Palomar College. As a Hispanic Serving Institution (HSI) with over 52% of our students identifying as Latino/a, it is incredibly important to continue to connect with colleagues and bring new approaches to leading our HSI.

On January 24 and January 25, I attended the Community College League of California (CCLC) Effective Trusteeship Workshop in Sacramento with Trustee Roberto Rodriguez. The workshop focused on fiscal responsibilities, student support, governance and accreditation. The CCLC welcomed the California Community College Trustees (CCCT) Board on the evening of January 25. The CCCT Board consists of 21 members elected statewide by the 73 district governing boards and a student-member elected by the student trustees. It was a proud moment for Trustee Dr. Judy Patacsil and me to see Palomar College Trustee Roberto Rodriguez sworn in as one of the newest members of the CCCT Board. The CCCT Board takes positions on and formulates education policy issues that come before the California Community Colleges Board of Governors, the state legislature, and other relevant state-level boards and commissions. This policy board provides input to the CCLC Board to advance the mission and effectively serve the member colleges.



The Executive Board of the National Community College Hispanic Council (NCCHC)



Palomar College Trustee Dr. Judy Patacsil, Palomar College Trustee Roberto Rodriguez, and Superintendent/President Dr. Star Rivera-Lacey.

Immediately following the Effective Trusteeship Workshop, we joined Trustee Dr. Judy Patacsil, and Public Information Officer Julie Lanthier Bandy, as well as San Diego and Imperial Counties Community College Association (SDICCA) leaders, trustees and student trustees at the CCLC Legislative Conference. The Legislative Conference is designed to share best practices in advocacy to engage our state legislators on the most important issues facing our students and institutions. During the conference, Trustee Rodriguez participated



as a panelist with other members of SDICCCA. The panel discussion was designed to guide participants in advocating for policymakers and how community college representatives, faculty, staff, students, and supporters can effectively communicate their priorities and concerns to lawmakers. On January 27, we met with our state legislators and shared our focus on student success and reiterated the fiscal needs of community colleges in our region.



OFFICE OF INSTRUCTION

During the month of January, the Office of Instruction has been working to review enrollment data and adjust class offerings to meet student needs throughout the district. In addition to supporting the work around Strategic Enrollment Management (SEM), Instruction has been working with Institutional Research, Planning, and Grants (IRPG) to develop the new comprehensive Program Review and Planning (PRP) documents and timeline based on recommendations from the Instructional PRP Committee and Education, Equity and Student Success Council (EESSC). IRPG is currently working on putting together all of the data dashboards that faculty will utilize to complete assessments of their programs. Training will be offered to faculty in mid-February. The Office of Instruction has also been supporting the implementation of the new version of Nuventive that will be utilized for outcome assessment at the course, program, and institutional levels. A special thank you to Associate Professors Shelbi Hathaway and April Cunningham for leading this work, as well as our Accreditation Coordinator Marti Snyder, and all of the individuals in the Instruction Office, Curriculum, Information Services, and Academic Technology Resource Center (ATRC) that have put in many hours around this project.

The SEM Project team attended the Midpoint Convening in San Jose on January 15 and 16, which provided them with a great opportunity to share their progress on the project, network with other teams, and receive feedback from other colleges. During the convening, members of the team attended sessions related to Leadership for Data-Informed Scheduling, Advancing Equity through Strategic Enrollment Management, Scheduling Innovation through Cross Functional Collaboration, and Student-Centered Outreach and Communication. The convening also provided an opportunity for the team to complete a communication audit related to the program, develop a communication strategy, and a timeline by which to share the deliverables and receive campuswide feedback. The team looks forward to sharing their work throughout the spring semester.

Languages and Literature Division

Palomar College Campus Police Officer Monika Forest taught a women's self-defense class for nine members of the Division and the Library/Learning Resource Center staff. She shared techniques for handling situations and improving safety.

The English as a Second Language (ESL) department continues to build relationships in the community, including a potential partnership with Dr. Bronner's to provide vocational ESL training. ESL tutoring services are extending their hours to provide evening support during the spring semester. The ESL offices at all Education Centers, ESL Tutoring Center, ESL computer lab, ESL advisor offices, ESL part-time faculty office, and all full-time faculty offices have been provided with Know your Rights red cards that they can distribute to students. Classroom visits have been coordinated with campus police and the Cariño Dream Village to promote Know Your Rights training for students at all locations.

Arts, Media, and Business Administration Division

During the weekend of January 18-19, the National Association of Teachers of Singing (NATS) held their regional conference and auditions at Grand Canyon University in Phoenix, Arizona. Three Palomar College vocal students and two of the Palomar College voice faculty



had the pleasure of participating. Sherrie Sales (student of Professor Matt Fallesen) earned third place in her category (non-traditional adult classical) and Katherine Lawrence (student of Professor Katina Mitchell) earned second place in her category (lower college classical). Nicole Milling (student of Professor Katina Mitchell) placed in the top five, so she is eligible to submit a video for the national round auditions, as is Katherine. Unfortunately, there is no national round for Sherrie's category. Finally, Matt Fallesen presented a video lecture on "Personal Finance for Musicians."

Dual Enrollment

On February 6, there will be a campus forum to review the Dual Enrollment Strategic Plan. This will be a great opportunity for the campus community to provide input into the plan. This year, Dual Enrollment will be adding five new College and Career Access Pathways (CCAP) agreements. These include agreements with Ramona Unified School District and four charter schools. Dual Enrollment will also be renewing four CCAP agreements with current partners. We look forward to the continued growth of this program to support students throughout our region.

STUDENT SERVICES

Palomar Promise Program

The Palomar Promise team implemented multiple targeted efforts to help increase spring registration. A series of phone campaigns were conducted to connect with Promise students who had not yet registered for spring classes, and those who did not have a spring education plan. These calls served as check-ins to remind students about Promise deadlines, offer support, and assess their needs. Students contacted during the phone and email campaigns were encouraged to schedule counseling appointments to receive personalized support in selecting classes that aligned with their academic goals. Several dedicated help sessions (virtually and in-person) were also offered to provide hands-on guidance and support with the registration process, ensuring Promise students completed their spring class enrollment efficiently.

As of January 21, a total of 2,270 Promise Year 1 and Year 2 students have maintained their eligibility from fall to spring; representing 80% program persistence from fall to spring for our Year 1 cohort and 85% program persistence from fall to spring for our Year 2 cohort.

Student Recruitment

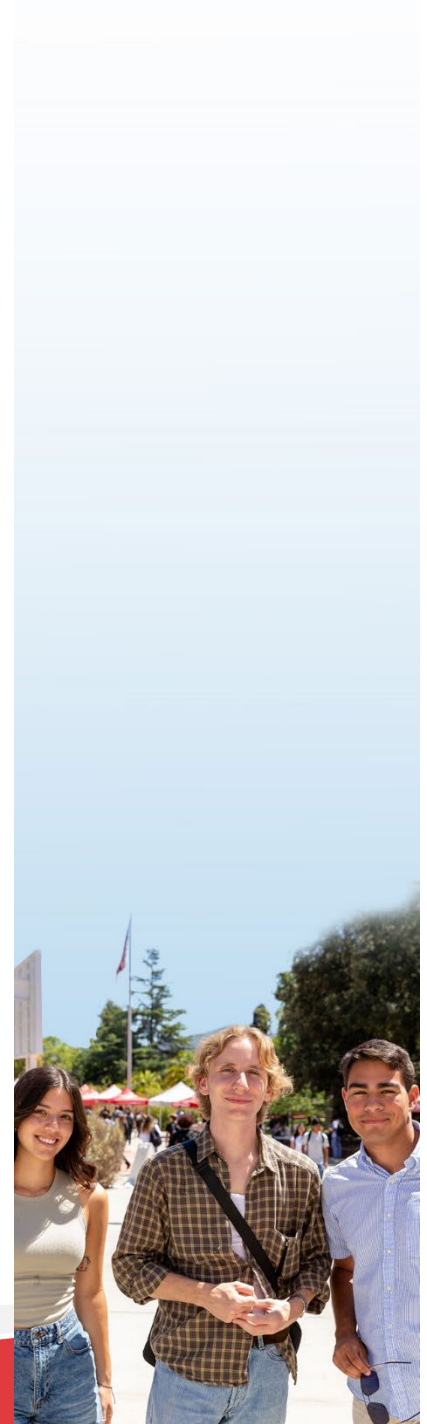
The Office of Student Recruitment conducted tours for over 1,000 students in the first half of the academic year, with presentations and other events impacting over 5,000 prospective students. In December, high school applications grew by 47%. There were 34 scheduled recruitment activities for January, and requests for the spring are up significantly.

The annual Palomar College High School Counselor Conference will be held on the San Marcos Campus on Friday, March 14.

Student Services Communications Systems & Technology

On January 8, the Sexual Assault/Harassment prevention Title IX annual training for all Palomar College students was launched. Stakeholders specific to the implementation of the course auditor function within Highpoint were identified and the timeline was initiated for this project.

Manager Dr. Joseph Allen attended the Association of California Community College Administrators Mentee Program meeting in Sacramento. During flex week, a "Student Services: What, Where, When!" session was held. The session featured an overview of the



Division and online resources available to assist Palomar employees needing to direct students to the ideal department or source of information.



Student Life & Leadership, Associated Student Government (ASG) and Inter-Club Council (ICC)

Comet Welcome Days were held on January 27 and 28 in the Student Union Quad. This resource fair is a way to welcome students back to campus, spread awareness, and increase visibility of the programs and departments that are on campus and available to serve our students. Some of the campus partners that signed up included TRIO SSS, the Anita & Stan Maag Food and Nutrition Center, Associated Student Government, Library, Counseling, Wellness and Fitness Center, and more.

Club Rush will be held on February 3 and 4 in the Student Union Quad. Clubs are already reinstating for the spring semester and will use Club Rush as a recruitment and student engagement opportunity. A significant number of clubs are planning to join. The first ICC meeting was held on January 31.

ASG attended planning meetings throughout the winter intersession with the Dean of Student Life and Leadership Dr. Amrik Johal and Supervisor for Student Life and Leadership Fabiola Hernandez to prepare for the Spring 2025 semester. Plans include Comet Hours and events, travel, the spring semester retreat, and shared governance committees. The first ASG meeting was held on January 31.

Basic Needs & Anita & Stan Maag Food and Nutrition Center

Between December 13 and January 17, the Food and Nutrition Center proudly welcomed 21 new registrants, expanding its reach to 108 households, representing a total of 261 individuals with essential food and nutrition assistance. During this period, we distributed 2,037 pounds of fresh produce and grocery items, directly addressing food insecurity among our students and their families.

Through strengthened partnerships with the North County Food Bank and CalFresh, the Palomar College Basic Needs team continues to enhance its capacity to provide comprehensive support. These collaborations enable us to connect students with additional resources, empowering them to focus on their education without the burden of food insecurity.

FINANCE AND ADMINISTRATION

Fiscal Services

The Governor released his January budget for the 2025/26 fiscal year that begins on July 1, 2025. The Chancellor's Office provides a [succinct analysis of the state budget](#) and its impact on community colleges.

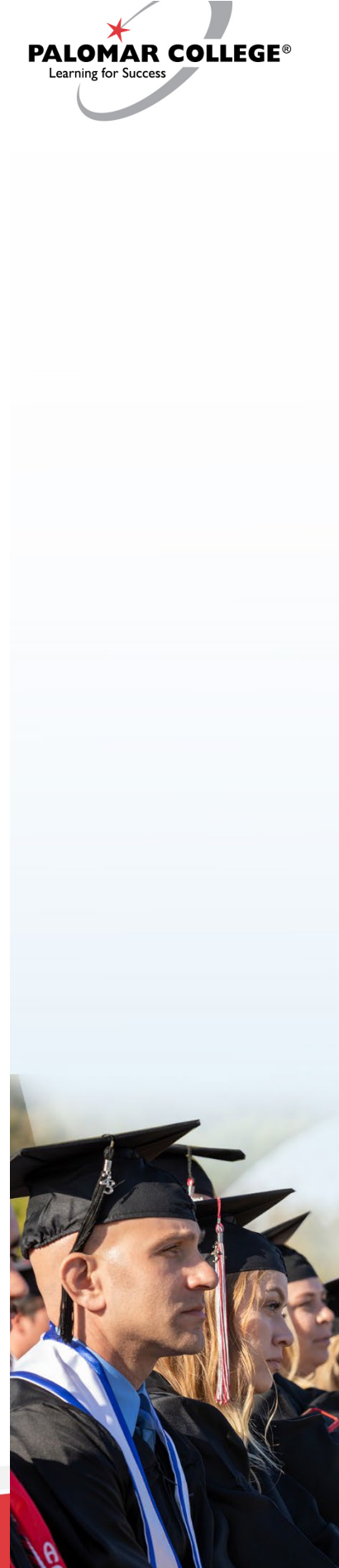
Facilities Department

Facilities Operations

Facilities contracted with Utility Cost Management (UCM) to identify savings opportunities with our utility providers. Changes were implemented to our accounts which are expected to reduce Palomar's ongoing utility costs. During our first quarter, we've saved over \$27,000 on our utility bills.

Construction & Facilities Planning

Construction on the 40,000-square-foot 2-story building at the Fallbrook Education Center is underway. Site mobilization is complete. Site demo and utility mark out for the new



building is complete. Domestic water, firewater and natural gas utilities have been rerouted and have been tied back into the existing systems. Stormwater is 95% complete and sewer system utility rerouting is in progress and should be done by the end of this week. Work on the new power and data utilities started the week of January 20.

Facilities Maintenance

The roof was replaced at the Student Health Center at the San Marcos campus. Duct work in the T Building is underway. The subfloor was replaced in classroom DA-2 and crawl space ventilation was installed in the DA Building. The HVAC and roof replacement project in the AA/ST building is progressing on schedule. The installation of a new room in the cafeteria is in progress. There will be minimal interruptions to food services, and it will remain open during the project.

Environmental Health & Safety

During the month of January, OSHA Construction 10 and Rodent/Pest Control training was provided to the facilities maintenance staff. The emergency evacuation plans and practice fire drills in 29 of 38 buildings across all 4 campuses are complete. This equates to a 79% completion rate. Evacuation drill training and implementation for Building M and O was completed last month.

Custodial Services

The detailing of classrooms at the Escondido Education Center is complete. Similar work is continuing at other district locations. At the San Marcos campus, carpets in the high-traffic areas of the LRC have been shampooed, a carpet cleaning project was completed at the Early Childhood Education Lab School (ECELS), and the Boehm Gallery's hard floor has been scrubbed and sealed.

Information Services (IS)

During the month of January, Information Services employees remained busy working on various operational and technical support tasks, as well as on numerous technology projects, initiatives, and tasks. Highlights in each area include the following:

Systems and Programming Team

The systems and programming team have been working with student services on the rollout of Title IX training for students. The team has also been applying patches and upgrades to Campus Solutions, submitting MIS reports to the Chancellor's Office, and has been working with payroll on applying tax updates.

Help Desk

The help desk continues to provide first-level support via phone calls and walk-ins. They have also been busy onboarding new employees and assisting with getting things ready for the spring semester.

Network and Data Center (NADC) Team

The NADC team upgraded the district Cisco VoIP phone system over the winter break to the latest version. With this upgrade, we fixed the voicemail system that sends new voicemail recordings to the users' email inbox. We have been working with facilities on the new construction at the Fallbrook Education Center and preparing new firewalls for the San Marcos campus and Fallbrook Education Center.

Technical Services and Audio-Visual (AV) Team

The technical services team has been busy getting student labs ready for the spring semester and assisting faculty and staff as needed.



HUMAN RESOURCE SERVICES (HRS)

Human Resources is excited to support the onboarding of new employees as we start the spring semester. The district has many key recruitments that we are confident will be filled over the course of the next few months, including the Vice President of Finance and Administrative Services, Director of Information Services, and the Director, Financial Aid, Veterans, and Scholarship Services.

Members of the Human Resources team will be attending the Los Angeles Career Connect Job Fair (formally known as the California Community Colleges Registry Job Fair) on January 25. Our goal in attending job fair events such as this one is to recruit highly qualified candidates to Palomar College.

Negotiations

Negotiations with the Palomar Faculty Federation (PFF) are ongoing and productive. We are making progress in reviewing and updating the handbooks for the Administrative Association (AA) and the Confidential and Supervisory Team (CAST). In addition, Human Resources is working with AA representatives to develop an evaluation tool that seeks input from faculty and staff.

Benefits

The benefits team is actively planning for the spring 2025 part-time faculty benefit open enrollment, which begins on February 11 and ends on March 3. The employee contributions for spring 2025 benefits begin on the March 2025 payroll.

The benefits team continues to support employees who were with Scripps Health providers as Anthem and Scripps could not reach an agreement prior to the January 1 deadline. Employees continue to have the same benefit plan structure. However, to seek care in-network, they need to contact Anthem to either switch to another in-network provider (ex: UCSD, Sharp, Palomar Health, etc.) or seek approval for continuation of care under Scripps Health.

Recruitment figures as of January 16, 2025

35 permanent recruitments in progress

- 9 – Admin/CAST
- 3 – Certificated/ECE Lab School
- 21 – Classified
- 2 – Faculty

54 part-time faculty recruitments in progress

19 additional part-time faculty postings have closed, and departments are still hiring from those application pools.

DEIAA OFFICE

The DEIAA Office welcomes Alan Santistevan as our Tribal Liaison. He is excited to continue his work supporting community college students and to rebuild relationships with our local Tribal Nations.



Community Engagement

The legacy of Dr. Martin Luther King Jr. was honored by the Palomar community who participated in the 43rd annual MLK Parade in San Diego on January 19. Palomar College participated in the parade alongside our North County Higher Education Alliance (NCHEA) partners MiraCosta College and CSU San Marcos. The parade had participation from various high schools, community colleges, universities and youth organizations.



Palomar College employees at the Martin Luther King Jr. Parade in San Diego

The North San Diego County National Association for the Advancement of Colored People (NAACP) hosted their annual Dr. King Community Prayer Breakfast on Martin Luther King Jr. Day. This event brought together community members, from organizational leaders to elected officials, to honor the principles Dr. King advocated for. The Palomar College Foundation sponsored a table at the event.

INSTITUTIONAL RESEARCH, PLANNING & GRANTS (IRPG)

Accreditation

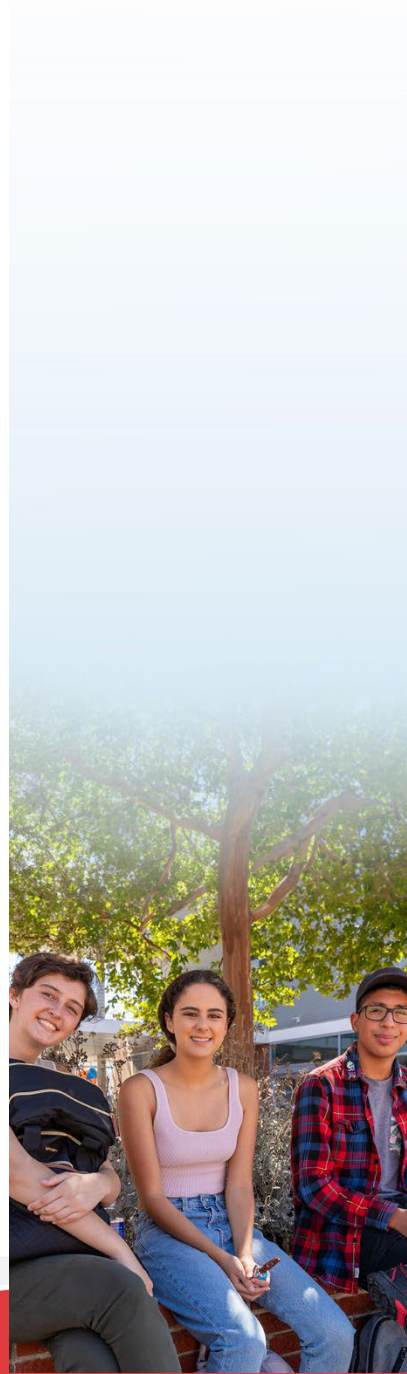
Work to complete the Palomar College midterm report is continuing. The college is piloting its upgraded student learning outcomes database, which enables faculty to review disaggregated assessment results and develop plans to address areas for improvement. Instructional Services is inviting several disciplines to participate in the spring pilot and provide summary reflections. This feedback will inform the midterm report required section on Student Learning Outcomes Assessment. The full report is slated for completion by the end of the spring term, with updates and revisions planned over the summer. In Fall 2025, the report will move through governance groups for review and recommendations.

Integrated Planning

On January 14, the California Community College Board of Governors approved our application to transition the Rancho Bernardo Education Center to full center status. While the site is recognized as an Education Center by the college's accrediting commission, this state-level approval makes it eligible for additional state-based funding upon reaching 1,000 FTES. This milestone enhances our ability to expand access, resources, and services to better meet the needs of the community.

Institutional Research

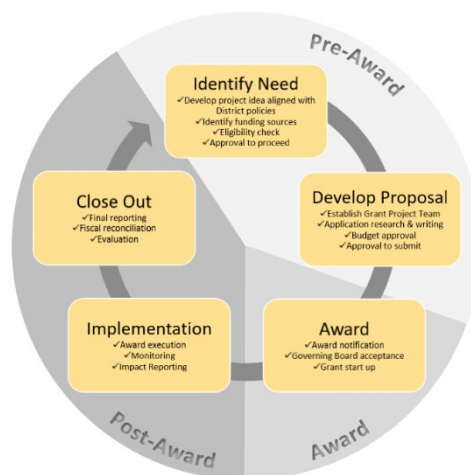
The Institutional Research, Planning, and Grants (IRP&G) team is launching the new year with an ambitious spring research agenda. With more than 60 projects scheduled during the spring term, the team is sharing the results of the Spring 2024 Community College Survey of Student Engagement, completing the winter Integrated Postsecondary Educational Data System (IPEDS) reporting, and updating the Program Review and Planning (PRP) data. Additionally, IRP&G is finalizing data for the Regional Dual Enrollment Data project. This initiative supports the California Community College Chancellor's Office Vision 2030 goal to expand dual enrollment opportunities for all high school students. Through the San Diego-Imperial Counties Regional Consortium, the region's community colleges annually provide aggregated course-level dual enrollment data, contributing to a publicly accessible dashboard.



This resource helps highlight dual enrollment trends across the region and supports the expansion of equitable, high-quality early college programs.

Grants

The Institutional Research, Planning, and Grants (IRP&G) team continues to support the efforts of Palomar College to pursue and manage grants. The team recently published the Grant Handbook, a detailed guide to help college personnel identify, apply for, and manage grant funding opportunities. The handbook offers guidance on all aspects of the grant lifecycle, ensuring that college processes are clear and consistently followed. The process is outlined in the diagram.



Palomar College Grant Life Cycle Diagram

Work has also begun on the annual application to the U.S. Department of Education to confirm the eligibility of Palomar College for funding under Title III, Part F, or Title V. This process verifies that the College meets the program-specific requirements as a Hispanic-Serving Institution (HSI), ensuring eligibility to apply for federal funding designated for HSIs.

PUBLIC AFFAIRS OFFICE

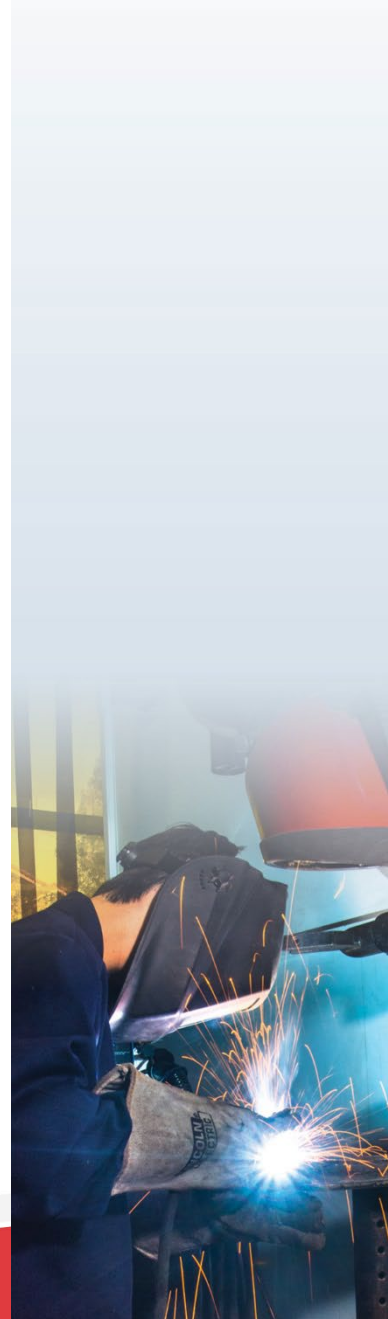
Marketing/Advertising/Promotion

The Palomar Makes It Possible digital advertising strategy inclusive of academic area advertising as well as brand-related enrollment-focused ads designed to support spring 2025 enrollment goals launched on November 4 and continued through January. This integrated digital advertising strategy generates qualified traffic to the associated landing pages and the palomar.edu website. In December, the campaign generated over 488,000 impressions while remaining cost efficient.

In addition, to the digital strategy, the spring 2025 enrollment marketing campaign also includes direct mail delivery to 155,000 households within the district, community-centered digital and print advertising, our digital billboard, transit ads, and web streaming ads that feature Palomar College alumni and radio personality Jesse Lozano. The webstreaming campaign includes Over-the-Top (OTT) video advertising. The OTT ads are targeted to platforms and programming that align with our student demographics. A billboard on Highway 78 launched on January 13.

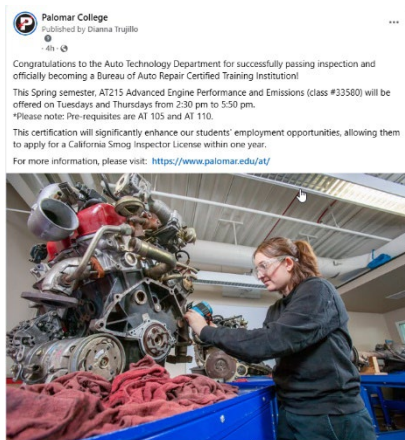
The Palomar.edu website experienced a decrease in users in January compared to the previous January, although the average engagement time was up 20%. Social media remains the 4th ranked source of all traffic generated to the Palomar.edu website. Facebook, TikTok, LinkedIn, and X generated the majority of the social media traffic to Palomar.edu. The other overall top channels of traffic to the website are direct traffic, organic search, and referral traffic.

Throughout January our social media posts centered on increasing awareness of spring 2025 registration, zero textbook cost courses, kudos to athletic teams, and campus activities.





Sample Social Media Post in January



Sample Social Media Post in January

A year-over-year performance comparison of our social media platforms shows steady growth for all channels. The growth in both Facebook and X followers compared to last January was flat. Followers on LinkedIn grew 6% compared to January 2024. Instagram is continuing to show a significant increase at 12%. Followers on our TikTok channel grew 25% compared to the previous January.

Community and Media Relations

PIO Julie Lanthier Bandy attended the San Marcos Chamber Executive Committee and Board of Directors meetings. The Public Affairs Office has already started to work with student reporters to provide information and schedule interviews for their stories.

The Public Affairs Office, in collaboration with colleagues in athletics, the foundation, facilities and information services, designed and hosted the grand opening event for the softball stadium. Community Liaison and Policy Aide Alyssa Formolo from County Supervisor Jim Desmond's office presented a certificate of recognition at the ceremony, as did San Marcos City Councilmember Danielle LeBlang. A media alert was issued to our media partners in advance of the grand opening and a post-event [press release](#) was also distributed. It was utilized by several of our local media outlets.



Community Liaison and Policy Aide Alyssa Formolo from County Supervisor Jim Desmond's office and Palomar College VP of Student Services Nick Mata at the grand opening of the softball stadium.

A press release regarding the selection of [the Palomar College Police Academy](#) to run a pilot program that will give greater emphasis to physical and mental fitness in training the state's future law enforcement officers was written and distributed on January 6. This story garnered the attention of local media outlets. This press release and that regarding the softball stadium grand opening are available on the [Palomar News website](#). Palomar College received 171 media mentions in the first three weeks of January. This equates to a publicity market value of nearly \$156,000 for the District.

Internal/External Communications and Public Affairs

PIO Lanthier Bandy attended the monthly meetings of the San Diego Imperial Counties Community College Association (SDICCCA) and the Government Relations Liaisons meeting hosted by the Community College League of California (CCLC). She also issued



invitations to all Palomar College state legislators to join the SDICCCA delegation for a briefing during the CCLC Legislative Conference at the end of January. This campaign was successful, and the delegation will be meeting with a majority of legislators from the region. Similarly, congressional member offices were contacted for appointments during the Association of Community College Trustees (ACCT) conference in February. The conference and appointments will be attended by Palomar College Governing Board members, Dr. Star Rivera-Lacey, and PIO Lanthier Bandy.

The Creative Services team has contributed to the design of the signage package for the Fallbrook Education Center. This is in addition to collateral items for the softball stadium opening, upcoming events, the promotional needs of the performing arts department and continued design work for the softball team locker room and outfield signage.

FOUNDATION

Palomar College Community Showcase

Wednesday, March 5, 2025, at the California Center for the Arts in Escondido. For more information, visit the [Community Showcase webpage](#).

Fundraising Activities

Scholarship Program

The Foundation is pleased to share several exciting updates regarding recent scholarship funding. In partnership with the Jewish Community Foundation, we obtained over \$49,000 in scholarships dedicated to supporting Rising Scholars (formerly incarcerated students) and students pursuing careers in the trades. Funding of \$8,500 was secured from the Rancho Santa Fe Foundation to support the Leota Peters Scholarship, designed to support first responders. The Theodore Kilman Scholarship received \$3,000 for continuation and to contribute toward building the corpus to endow the scholarship in perpetuity.

Additionally, the Foundation is proud to announce that in the spring semester we will award over \$32,000 in scholarships to students in our first responder programs.

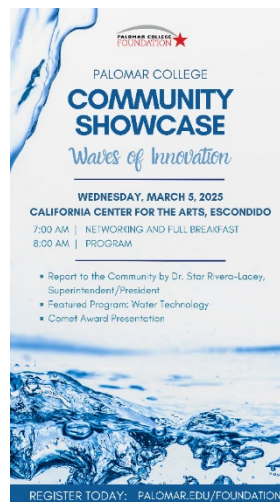
Grant Program

The Foundation is proud to announce the receipt of three significant grants at the close of December 2024. The San Diego County Board of Supervisors – District 5 awarded \$46,000 through the Neighborhood Reinvestment Program to fund the purchase of a cargo van for the Maag Food & Nutrition Center, as well as \$5,000 through the Community Enhancement Program to support Performing Arts outreach for middle and high school students. Furthermore, the Christensen Foundation provided a \$30,000 grant to support the Rising Scholars Program and the Foundation's Emergency Grant Program, doubling their largest previous contribution and underscoring the strength of our partnership.

The Foundation has submitted the semi-annual report for the San Diego District Attorney Community Grant, which was awarded in July 2024 for \$50,000 to support the Rising Scholars Program.

Donor Meetings

The Foundation was pleased to extend a warm welcome and provide a campus tour to Carol Gendel, President of the San Marcos Community Foundation. The SM Community



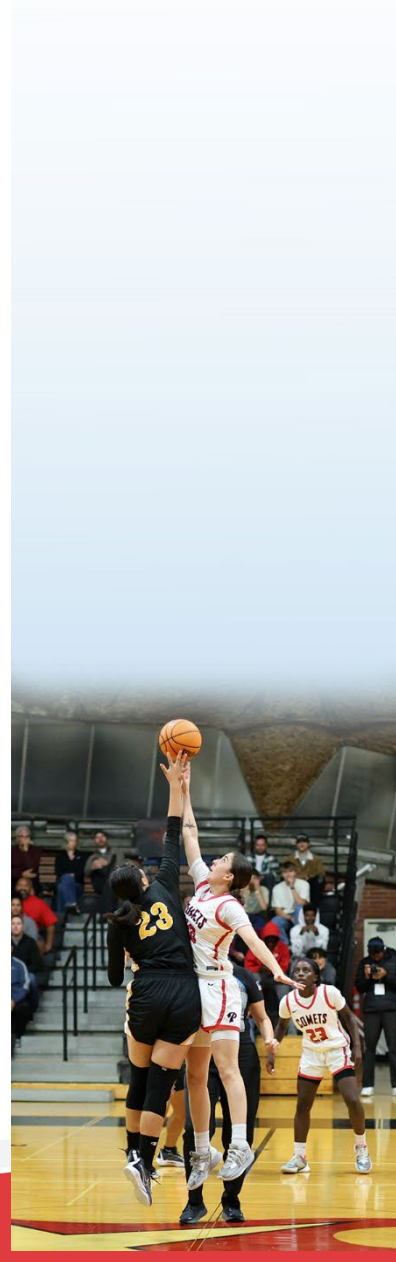
Foundation recently funded our request to support the revitalization of the radio system in the police academy program.

Foundation Board of Directors

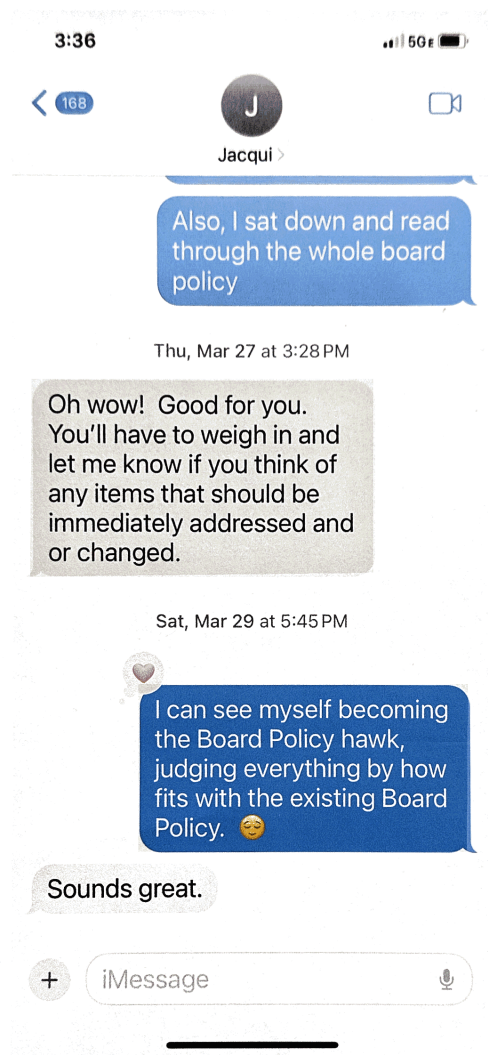
The annual meeting of the Palomar College Foundation Board of Directors occurred on December 16. At this meeting, four new members were voted onto the board. In addition, the passing of the gavel from the 2024 and 2025 Chair of the Board, Will Rivera, to the 2025 and 2026 Chair, Richard Marks, occurred.

Community Engagement

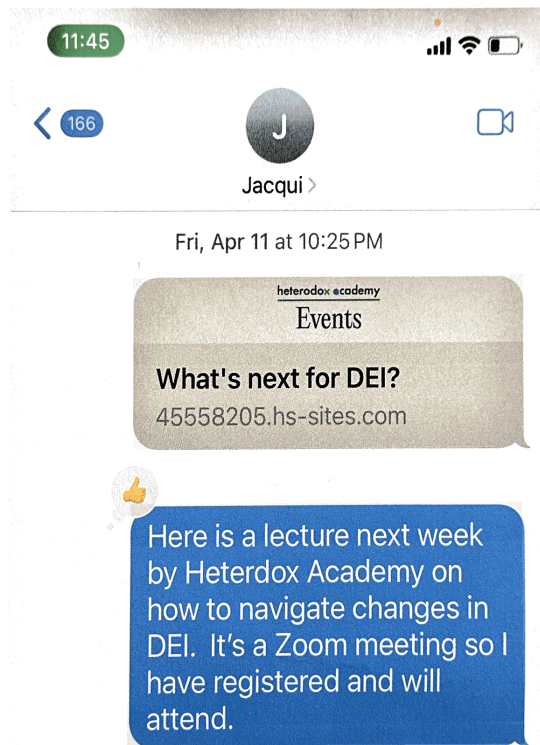
Palomar College was represented at the MLK parade on Sunday, January 19 as well as the NAACP Prayer Breakfast on Monday, January 20.



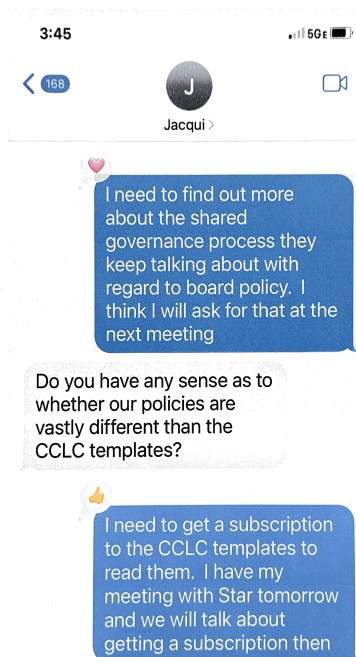
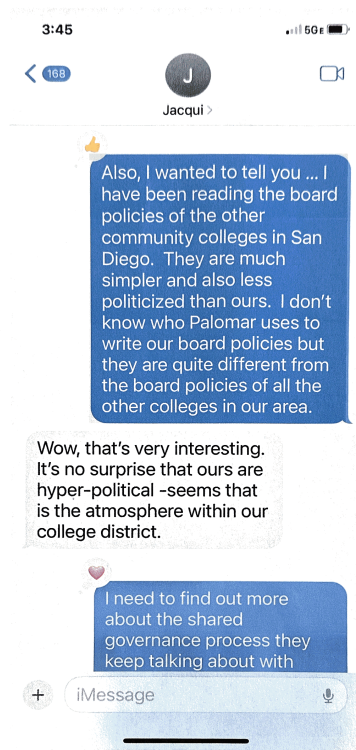
**Text Messages Exchanged Between President Kaiser and Trustee Hamilton-Bleakley
on March 27, 2025 and March 29, 2025**



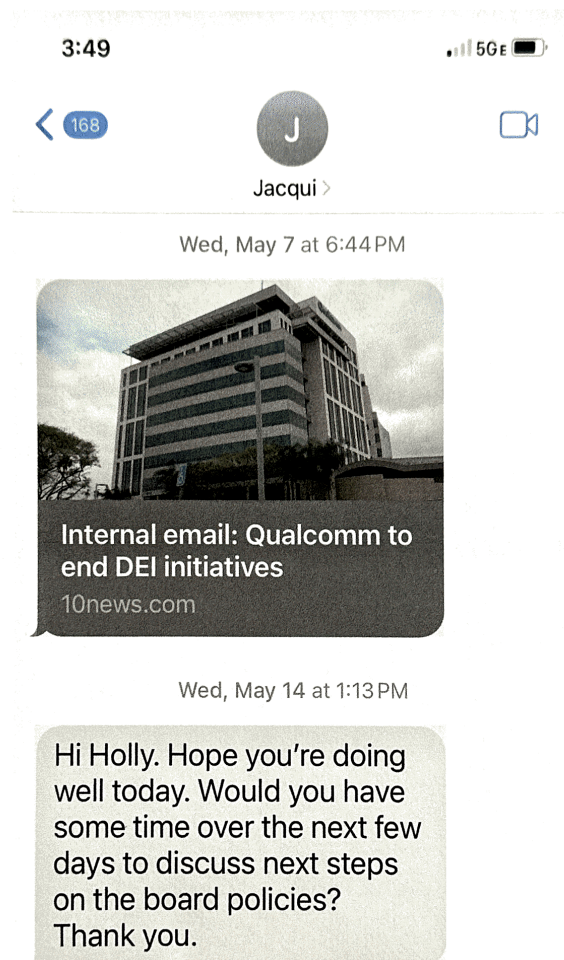
**Text Messages Exchanged Between President Kaiser and Trustee Hamilton-Bleakley
on April 11, 2025**



**Text Messages Exchanged Between President Kaiser and Trustee Hamilton-Bleakley
on May 7, 2025**



**Text Messages Exchanged Between President Kaiser and Trustee Hamilton-Bleakley
on May 7, 2025 and May 14, 2025**



**Text Messages Exchanged Between President Kaiser and Trustee Acosta
on March 26, 2025**

