

Annual Report Update on Student Learning Outcomes  
2007-2008

Dear Colleague:

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide an institutional framework of that which is required for defining expected student learning outcomes. This is done by assessing learning, analyzing the assessment results, and using those results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcome requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@accjc.org.

**From the ACCJC 2002 Standards**

**Standard I B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.**

**Standard II. Student Learning Programs and Services**

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.**

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## 2007-08 Institutional Annual Report Update on Student Learning Outcomes Palomar College

### Foreword

In 2003, in an effort to comply with accreditation requirements and legislative imperatives, Palomar College's faculty and educational administrators elected to form a Learning Outcomes Council (LOC) and Coordinating Committee (later reformulated as a Steering Committee) dedicated to the understanding and eventual implementation of Student Learning Outcomes (SLOs). These planners acknowledged that SLOs must be designed by the faculty and that the entire endeavor, while certainly and necessarily including representatives of all campus groups, must be faculty driven and must express authentic and sound educational principles. In these now almost four years, the Learning Outcomes Council has undergone transformation although the essential structure has remained the same: a council with a core planning committee. Membership has remained large. At any given time, the Council has two dozen or more members, two-thirds of whom are faculty, with the other third including the college's president, two vice-presidents, director of institutional research, two deans, and representatives of the administration, classified staff, and student body.

In the current governance structure, the Learning Outcomes Council faculty co-chair reports weekly to the faculty senate, which in turn reports bi-monthly to the college's main governance council. The Learning Outcomes Council's core planning committee, now called the "Steering Committee," includes a member who concentrates on outcomes at the course level and participates in Curriculum Committee meetings, a member who concentrates on outcomes at the program level and participates in Institutional Review Committee meetings, and a member who concentrates on outcomes at the institutional level and stewards our Campus Success Projects.

In drafting the college's 2007 "Annual Report Update on Student Learning Outcomes" in Spring 2007, members of the Steering Committee, Learning Outcomes Council, and the Curriculum Committee recognized that the college should ground its Outcomes activity and accounting in the curriculum process. The curriculum process has authority and permanence and is the purview of faculty. In Fall 2007, the Curriculum Committee and the Faculty Senate approved a pilot program that includes in the curriculum course review process questions on learning outcomes, assessment of those outcomes, and analysis of the assessments. These new questions ask faculty who teach a given course to review and revise the course objectives. On the basis of the course objectives, faculty are then asked to identify two to six overarching student learning outcomes for each course--that is, the knowledge, skills, abilities, or attitudes students will demonstrate as a result of successful completion of the course. In addition, faculty members who teach the course will review and revise the methods of assessment and briefly describe how students demonstrate their learning of the overarching learning outcomes by means of these methods of assessment (qualitative and/or quantitative, measurable and/or observable). The review questions focus on the process that faculty use to analyze the results of their assessments, to identify possibilities for improvement, and to state the resources they will need to achieve improvement. Importantly, these extra components do not

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appear on the official Course Outlines of Record (COR) but instead on the publicly available CurricUNET reports that accompany the Outlines. The LOC and Curriculum Committee are also in the process of instituting a curriculum program development and review process via CurricUNET that includes the articulation and assessment of SLOs for both academic and Career/Technical programs. This revised process replicates program approval requirements from the CCC System Office as well as complies with the California Education Code and recent Title 5 changes. Adoption of this revised curriculum program development and review process is anticipated this Spring semester with implementation in Fall 2008. The specific components required for a 2-year or 5-year curriculum program review will be identified in Fall 2008, with the expectation of a pilot process followed by an evaluation and feedback before full adoption and implementation. Thus student learning outcomes for both courses and programs will be explicit and easily accessed.

Lastly, with the revision of the Institutional Review and Planning process in 2007-08, the planning document includes questions regarding SLOs and assessments used to measure student learning. These documents are being reviewed by the Instructional Planning Council and the SLOs are being compiled for review by the LOC.

In summary, we have focused our efforts in 2007-08 further defining our structure and processes for identifying, assessing, and analyzing student learning outcomes at the course, program, and institutional level. The structures and processes we have implemented and/or are piloting continue to move us forward to systematically collect such data both quantitatively and qualitatively.

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**Part I: Student Learning Outcomes for General Education**

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>1. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for general education?		X	% of Courses <u>  0  </u>	List the general education courses for which identification of expected student learning outcomes is complete.
<p>Palomar is operating by the general education learning outcomes identified in Standard II, 3.a,b,c of the 2002 Accreditation Standards. These major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences, are reflected in the requirements for completing an associate degree at Palomar. The official Course Outlines of Record include the general education competencies of written communication and critical analysis/logical thinking. A sub-group of the Curriculum Committee is researching options for addressing the general education competency of computer literacy. In addition, Library faculty have identified learning outcomes for information competency. In addition, in Fall 2008, the LOC intends to invite faculty to begin the process of defining SLOs for each of the five areas of general education competencies.</p> <p>As a result of discussions in the Learning Outcomes Council, in Fall 2005 Palomar launched its "Campus Explorations" college-wide teaching and learning initiative. In this initiative, faculty explore and enhance the general education competencies of students through designated classes and weekly seminars. In 2005-06, the theme was "Ethics," in 2006-07, the theme was "Work and Poverty," in 2007-08, the theme was "Technology," and in 2008-09, the theme will be "The Environment and Sustainable Living: Global Crises and Solutions." As this initiative continues, we will identify ways to gather data on the benefits of these learning opportunities. Also, we will continue to explore integrating other general education competencies into the classroom and into other college-wide learning experiences including an honors program and service learning opportunities.</p>					
<b>2. Mapping of Programmatic Student Learning Outcomes to Courses</b>	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		X	% of Courses <u>  0  </u>	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.
<p>We embrace the opportunity to integrate general education competencies into curriculum as well as into the student learning experience in instructional support services and student services. Through the curriculum process we have defined the general education student learning outcomes for associate degrees and transfer as described in Section 6: Graduation and Transfer Information of the college catalog (<a href="http://www.palomar.edu/catalog">www.palomar.edu/catalog</a>). As we continue our process of studying student learning outcomes and assessment, we will further examine how we map general education student learning outcomes to all courses and experiences.</p>					

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<b>3. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		X	% of Courses <u>  0  </u>	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
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The official Course Outlines of Record identify the general multiple methods of assessment that faculty have determined to be appropriate for assessing student learning outcomes in each general education course. The Course Outlines of Record for each course can be found on CurricUNET at [www.palomar.edu/CurricUNET](http://www.palomar.edu/CurricUNET).

<b>4. Assessing Student Learning Outcomes</b>	Has the college assessed student learning outcomes for all courses in general education?		X	% of Courses <u>  0  </u>	List the general education courses for which assessment of expected student learning outcomes is complete.
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While we recognize that faculty continuously assess student learning of course objectives using varied and appropriate assessment methodologies, the college has not assessed student learning outcomes for all courses in general education. However, as described in the foreword, the anticipated adoption by the Curriculum Committee and the Faculty Senate to ground course and program learning outcomes in the curriculum process will provide the systematic venue for this process to begin.

<b>5. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for all courses in general education?		X	% of Courses <u>  0  </u>	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
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Analysis varies from discipline to discipline. The course review and program review process, described in the foreword, will generate data that can be used to measure student learning in general education courses.

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		<u>Yes</u>	<u>No</u>	<u>Percentage (%) of all Courses/Programs</u>	<u>Courses/Programs</u>
<b>6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?		<u>X</u>	<u>% of Courses 5</u>	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
<p>Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Educational and Facilities Master Plan 2022, made possible by the passing of a \$694 million general bond measure in November 2006. The planning and designing of new instructional facilities and the renovation of existing buildings is providing the opportunity for faculty and staff to actively participate to ensure that the classrooms, labs, and other instructional areas positively support teaching and student learning. Two new instructional facilities are scheduled to begin construction in 2009, with three additional facilities following close behind and in various stages of design and approval. In addition, the adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the teaching and learning environment for faculty and students.</p> <p>Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the "front door," students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Teaching and Learning Center (TLC) by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.</p>					

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**2007-2008 Institutional Annual Report Update on Student Learning Outcomes**

**Part II: Student Learning Outcomes for Courses**

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
<b>7. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for all courses?		X	% of Courses <u>45</u>	List the courses for which identification of expected student learning outcomes is complete.	List the disciplines for which identification of expected student learning outcomes is complete.
<p>In order to make more systematic the articulation and assessment of student learning outcomes and analysis of the assessment results, it is anticipated that the Faculty Senate will approve the recommendation from the Learning Outcomes Council and the Curriculum Committee to adopt the program that was piloted in Fall 2007. The adoption of this program as the official process for identifying, assessing, and analyzing student learning outcomes in new course development and course review will move Palomar College towards a systematic process for collecting this information.</p>						

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<b>8. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		X	% of Courses <u>45</u>	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.
<p>The official COR identifies the general multiple methods of assessment that faculty have determined to be appropriate for assessing student learning outcomes in each course. The assessment methodologies are identified on the official Course Outline of Record for each course, which can be found on CurricUNET at <a href="http://www.palomar.edu/CurricUNET">www.palomar.edu/CurricUNET</a>. It is anticipated that as the process identified in #7 above that assessment methodologies for courses will become further defined.</p> <p>As the process to gather data has continued at Palomar College, the Instructional Planning Council added the following questions to the 2007-08 Institutional Review and Planning document:</p> <p><i>“Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.”</i> and <i>“Describe a learning outcome that is observable yet difficult to measure.”</i></p> <p>A summary of the responses is currently being compiled and will be posted on the college’s secure SharePoint website.</p>						

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<b>9. Assessing Student Learning Outcomes</b>	Has the college assessed student learning outcomes for all courses?		X	% of Courses <u>5</u>	List the courses for which assessment of student learning outcomes is complete.	List the disciplines in which assessment of student learning outcomes is complete for all of its courses.
While we recognize that faculty continuously assess student learning of course objectives using varied and appropriate assessment methodologies, the college has not assessed student learning outcomes for all courses. However, as described in the foreword, the anticipated adoption by the Curriculum Committee and the Faculty Senate to ground course and program learning outcomes in the curriculum process will provide the systematic venue for this process to begin.						
<b>10. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for the student learning outcomes for all courses?		X	% of Courses <u>10</u>	List the courses for which analyzing assessment results for student learning outcomes is complete.	List the disciplines in which analyzing assessment results for student learning outcomes is complete.
Analysis varies from discipline to discipline. The course review and program review process, described in the foreword, will generate data that can be used to measure student learning in all courses.						

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**Part II: Student Learning Outcomes for Courses**

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
<b>11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		X	% of Courses <u>  5  </u>	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.	N/A
<p>Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Educational and Facilities Master Plan 2022, made possible by the passing of a \$694 million general bond measure in November 2006. The planning and designing of new instructional facilities and the renovation of existing buildings is providing the opportunity for faculty and staff to actively participate to ensure that the classrooms, labs, and other instructional areas positively support teaching and student learning. Two new instructional facilities are scheduled to begin construction in 2009, with three additional facilities following close behind and in various stages of design and approval. In addition, the adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the teaching and learning environment for faculty and students.</p> <p>Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the “front door,” students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Teaching and Learning Center (TLC) by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.</p>						

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**Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees**

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
<b>12. Defining Expected Student Learning Outcomes</b>	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?		X	% of Programs <u>  0  </u>  **Definition and clarification on this question is requested.	List the certificate and degree programs for which identification of expected student learning outcomes is complete.
<p>As described in the foreword, the systematic and electronic process by which program learning outcomes are defined is pending adoption by the Curriculum Committee and the Faculty Senate this Spring 2008 semester. The existing process provides the opportunity, but does not require, academic and career/technical programs to identify program objectives/outcomes leading to a degree or certificate and are stated in the college catalog. As courses are revised or new courses are developed, the program outcomes for the degree or certificate are also updated. With regard to academic programs or disciplines that are in the general education category, the outcomes of these programs are subject to the scrutiny of Title 5 requirements and are aligned for articulation to four-year institutions. The current examples of program learning outcomes for certificates and degrees can be found in the 2007-08 catalog at <a href="http://www.palomar.edu/catalog">www.palomar.edu/catalog</a>.</p>					
<b>13. Mapping Programmatic Student Learning Outcomes to Courses</b>	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		X	% of Programs <u>  0  </u>  **Definition and clarification on this question is requested.	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.
<p>We are interpreting "mapping" to mean sequential curriculum, which is to say that the knowledge, skills, and abilities students learn in one course define the foundation, the prerequisites, for the next course. Using this definition, the mapping of program student learning outcomes varies from department to department depending upon their curriculum. As we stated above, in the Institutional Review and Planning process, a number of departments identified program learning outcomes. Examples of this data can be found in the catalog (<a href="http://www.palomar.edu/catalog">www.palomar.edu/catalog</a>), in CurricUNET (<a href="http://www.palomar.edu/CurricUNET">www.palomar.edu/CurricUNET</a>) and in Course Outlines of Record Prerequisite Validations.</p>					

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<b>14. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?		X	% of Programs <u>  0  </u>  **Definition and clarification on this question is requested.	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.
<p>In some programs and disciplines, the assessment methodologies developed for capstone courses serve as summative assessments of student learning outcomes. Such programs include Nursing Education, Dental Assisting, Emergency Medical Education, Basic Police Academy, and Fire Technology. In addition, the curriculum development process requires a Course Outline of Record that identifies and validates prerequisites for sequential curriculum as well as general multiple methods of assessment that faculty can use for determining student learning outcomes.</p>					

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**Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees**

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
<b>15. Assessing Student Learning Outcomes</b>	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?		X	% of Programs <u>  0  </u>	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.
<p>While we recognize that faculty continuously assess student learning of course objectives using varied and appropriate assessment methodologies, the college has not assessed student learning outcomes for all courses required to complete the certificate and degree programs. However, as described in the foreword, the anticipated adoption by the Curriculum Committee and the Faculty Senate to ground course and program learning outcomes in the curriculum process will provide the systematic venue for this process to begin. Currently, the college is collecting information from departments and disciplines regarding their engagement of the learning outcomes cycle and their discussions of curriculum, assessment, and changes to curriculum using the updated course review process described in the foreword.</p>					
<b>16. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?		X	% of Programs	List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.
<p>Analysis varies from discipline to discipline. In addition, analysis of several cohort studies tracking student success in English, Mathematics, Reading, and English as a Second Language has driven our discussions and plans to address “front door” issues, under-prepared students, and students who could benefit from an Honors Program. Currently, we are planning the creation of Teaching and Learning Centers that integrate instructional support services on the Escondido and San Marcos Campuses. We believe this center and its integrated services will have a long-term positive effect on student learning.</p>					

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<b>17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?		X	% of Programs <u>  0  </u>	List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
<p>Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Educational and Facilities Master Plan 2022, made possible by the passing of a \$694 million general bond measure in November 2006. The planning and designing of new instructional facilities and the renovation of existing buildings is providing the opportunity for faculty and staff to actively participate to ensure that the classrooms, labs, and other instructional areas positively support teaching and student learning. Two new instructional facilities are scheduled to begin construction in 2009, with three additional facilities following close behind and in various stages of design and approval. In addition, the adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the teaching and learning environment for faculty and students.</p> <p>Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the “front door,” students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Teaching and Learning Center (TLC) by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.</p>					

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**Part IV: Student Learning Outcomes for Instructional Support and Student Support Services**

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>18. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.) ?		X	% of Instructional Support Courses or other experiences <u>* 15</u>	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete.
	Has the college defined expected student learning outcomes for student support services?		X	% of Student Support Services Courses or other experiences <u>* 40</u>	List the student support services courses or other experiences for which identification of expected student learning outcomes is complete.
<p>Faculty and staff in instructional support departments are at various stages of defining student learning outcomes. Library faculty have defined the information competency learning outcomes expected of students upon completion of a library orientation session. The Tutoring Center has identified initial learning outcomes and measurement of those outcomes for students who utilize the college's tutoring program and services and has continued to track the success of students who complete tutoring sessions in conjunction with particular courses.</p> <p>Departments that provide student support services are at various stages of defining student learning outcomes. Departments that have completed initial student learning outcomes for their support services include Counseling, the Transfer Center, the Career Center, EOP&amp;S, CalWORKs and the Assessment Office.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>19. Mapping of Programmatic Student Learning Outcomes to Courses</b>	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		X	% of Instructional Support Courses or other experiences <u>* 0</u>	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.
	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e., co-curricular, service learning, etc.)?		X	% of Student Support Services Courses or other experiences <u>* 40</u>	List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.
<p>We have not yet mapped instructional support student learning outcomes to courses and other experiences.</p> <p>The departments/services in Counseling, the Transfer Center, the Career Center, EOP&amp;S, CalWORKs and the Assessment Office have completed some initial mapping to the general education life-long learner competencies.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>20. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?		X	% of Instructional Support Courses or other experiences <u>* 0</u>	List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?		X	% of Student Support Services Courses or other experiences <u>* 40</u>	List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
<p>Library, tutoring, and supplemental instruction faculty develop and approve instructional support courses using the curriculum process. The Course Outlines of Record include appropriate general assessment methodologies.</p> <p>Counseling Services, the Transfer Center, the Career Center, EOP&amp;S, CalWORKs and the Assessment Office have identified initial methods of assessment for the expected learning outcomes.</p>					

\*While identification and assessments of student learning outcomes are being conducted in each course, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We are continuing to develop and define appropriate procedures to systematically collect a broader array of data and evidence relevant to student learning outcomes and assessments at the course, program, and institutional level.

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>21. Assessing Student Learning Outcomes</b>	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		X	% of Courses or other experiences in Instructional Support <u>* 0</u>	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?		X	% of Courses or other experiences in Student Support Services <u>* 40</u>	List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.
<p>The college has not assessed student learning outcomes for all courses or other experiences in instructional support. We recognize that the faculty and the support staff in these areas are at various stages of this process. As they complete this work, we will collect documentation.</p> <p>The college has not assessed student learning outcomes for all courses or other experiences in student support services. The Tutoring Center has been tracking the success of students who complete tutoring sessions in conjunction with particular courses. We recognize that the faculty and the support staff in these areas are at various stages of this process. As they complete this work we will collect documentation.</p>					

\*While identification and assessments of student learning outcomes are being conducted in each course, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We are continuing to develop and define appropriate procedures to systematically collect a broader array of data and evidence relevant to student learning outcomes and assessments at the course, program, and institutional level.

**Part IV: Student Learning Outcomes for Instructional Support and Student Support Services**

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>22. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for all courses or other learning experiences in instructional support?		X	% of Courses or other learning experiences in instructional support? <u>* 0</u>	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
	Has the college analyzed assessment results for all courses or other learning experiences in student support services?		X	% of Courses or other learning experiences in student support services? <u>* 40</u>	List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete
<p>The college has not analyzed assessment results for all courses or other learning experiences in instructional support.</p> <p>Counseling Services has analyzed assessment results in a variety of ways and will be implementing the second annual "Early Acceptance Program" event in June 2008 with the fall 2008 registration of high school graduates.</p>					

\*While identification and assessments of student learning outcomes are being conducted in each course, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We are continuing to develop and define appropriate procedures to systematically collect a broader array of data and evidence relevant to student learning outcomes and assessments at the course, program, and institutional level.

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<b>23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?		X	% of Courses or other learning experiences in Instructional Support? <u>* 0</u>	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?		X	% of Courses or other learning experiences in Student Support Services? <u>* 28</u>	List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented
As stated in our responses to Questions #6, #11, and #17, we believe implementation of the Educational and Facilities Master Plan 2022 and progress toward a Teaching and Learning Center (TLC) will enhance student learning outcomes in all areas of the college, including instructional support and student support services.					

\*While identification and assessments of student learning outcomes are being conducted in each course, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We are continuing to develop and define appropriate procedures to systematically collect a broader array of data and evidence relevant to student learning outcomes and assessments at the course, program, and institutional level.