

2014 Annual Report
Final Submission
04/11/2014

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Berta Cuaron
3.	Phone number of person preparing report:	760-744-1150 Ext. 2246
4.	E-mail of person preparing report:	bcuaron@palomar.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.palomar.edu/catalog/2013/introwelcome.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.palomar.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2013: 25,639 Fall 2012: 25,435 Fall 2011: 26,789
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	23,198
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	5,792
9.	Number of courses offered via distance education:	Fall 2013: 355 Fall 2012: 327 Fall 2011: 333
10.	Number of programs offered via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 5,055 Fall 2012: 4,932 Fall 2011: 4,418

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	71%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td><td>0</td></tr> <tr> <td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>1100</td></tr> <tr> <td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>1200</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1100	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	1200
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	1200									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,908									
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,170									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	1,402									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,745									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	2,060									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									

18b.	If yes, please identify them:	<p>Credit Certificates of Achievement:</p> <p>American Indian Studies Certificate of Achievement</p> <p>Archeological Excavator Certificate of Achievement</p> <p>Archeological Surveyor & Laboratory Assistant Certificate of Achievement</p> <p>Astronomy Certificate of Achievement</p> <p>Biology—General Certificate of Achievement</p> <p>Economics Certificate of Achievement</p> <p>CSU General Education Breadth Certificate of Achievement</p> <p>French Certificate of Achievement</p> <p>IGETC Certificate of Achievement</p> <p>Noncredit Certificates:</p> <p>Adult Basic Education Noncredit Certificate of Completion</p> <p>English as a Second Language Noncredit Certificate of Completion</p>																														
19a.	Number of career-technical education (CTE) certificates and degrees:	212																														
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	105																														
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4																														
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																														
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Dental Assisting</td> <td>51.06</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> <tr> <td>Dental Assisting</td> <td>51.06</td> <td>state</td> <td>80 %</td> <td>100 %</td> </tr> <tr> <td>Dental Assisting</td> <td>51.06</td> <td>state</td> <td>80 %</td> <td>81 %</td> </tr> <tr> <td>Nursing</td> <td>51.38</td> <td>national</td> <td>85 %</td> <td>100 %</td> </tr> <tr> <td>Emergency Medical Education (Paramedic Training)</td> <td>51.09</td> <td>national</td> <td>0 %</td> <td>98 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Dental Assisting	51.06	state	80 %	100 %	Dental Assisting	51.06	state	80 %	100 %	Dental Assisting	51.06	state	80 %	81 %	Nursing	51.38	national	85 %	100 %	Emergency Medical Education (Paramedic Training)	51.09	national	0 %	98 %
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	Dental Assisting	51.06	86.40%	86.67 %
	Nursing	51.38	86.40%	90.14 %
	EME (Paramedic Training)	51.09	86.40%	84.85 %

22.	Please list any other institution set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	Transfer	Percentage of students showing intent to transfer who transfer within six years after entry.	40%

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	We are just now developing procedures that will guide us in establishing institution-set standards for programs and student achievement.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1534
	b. Number of college courses with ongoing assessment of learning outcomes	1370
	Auto-calculated field: percentage of total:	89.3
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	211
	b. Number of college programs with ongoing assessment of learning outcomes	189
	Auto-calculated field: percentage of total:	89.6

26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 44
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 43
	Auto-calculated field: percentage of total: 97.7	
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www2.palomar.edu/slo/programs.html
28.	Number of courses identified as part of the GE program:	365
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	93%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	336
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	69%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	50%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>We use a course-embedded approach to assess our GE/ILOs, adapted from the Association of American Colleges and Universities' LEAP framework. We have assessed Information Literacy, Oral Communication, and Critical Thinking. Quantitative Literacy is being assessed now and Written Communication in the fall. Faculty from various disciplines create a common rubric. The Office of institutional Research and Planning (R&P) generates lists of randomly selected class sections from course SLOs mapped to the GE/ILO. Faculty norm and adjust the rubric as needed in training sessions. They are sent a scantron of the class roster; after assessing, they return it to R&P for analysis. The faculty discuss their experiences in an online survey and focus group. R&P reports include data on gender, ethnicity, units completed, and age. A group of faculty and administrators then meet to discuss results and design plans of action. Reports are reviewed through shared governance, the ASG, the College website, and the Board of Governors. The rich dialog and faculty experiences have resulted in significant, successful support for student learning.</p>	
Each of the following narrative responses is limited to 250 words. As you develop your		

responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>All course and program SLO assessment planning relates program SLOs to courses, maps course SLOs to program goals, and maps course and program SLOs to our GE/ILOs. We have instituted some changes to our program review and curriculum review processes to better align course and program curricula to institutional goals. For example, the Comprehensive Program Review process, required of all programs, asks disciplines and departments to explain how their program’s mission aligns to the College’s mission. Also, curriculum work groups, convened by the division deans, review and provide feedback to faculty originators of all new course outlines of record about course content, alignment of course objectives to course goals, and articulation matters as they relate to the course. Additionally, we have discovered through ILO assessment the need for faculty to clarify whether they are truly assessing those outcomes as part of the course curriculum. We more broadly publicize the outcome rubrics for faculty as they complete the mapping process. Through program review, curriculum review, and SLO assessment review, several programs have redesigned the program coursework to better reflect the program’s and institution’s student learning goals.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The College website is a vital access point for the students and the public. From the College’s homepage, visitors can quickly view active course and program SLOs, program review reports over a 6-year period, the Gainful Employment Program Index, and the College’s fact book. The Program Review process includes SLO assessment result summaries and broad dialog as faculty consider an array of data to reflect on program successes and needs. New this year, the Department SLO Facilitators ensure currency of SLO assessment plans to align with the College’s assessment guidelines. They ensure complete entry of data in the SLO database. An SLO newsletter keeps assessment relevant by reporting on goals, activities, and program updates and innovations in teaching and learning. GE assessment projects require faculty to share the common rubric with their students so they can understand the assessment goals. This also promotes students’ understanding of their own learning goals as well as institutional learning goals. Discussions following SLO program and institutional assessments have resulted in creative and positive changes to curriculum and learning support systems.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>All SLO assessment plans, results, reflections, and action plans are developed and written by full-time and part-time faculty. These plans are housed in the College’s outcomes database. Faculty generate comprehensive program review reports that are then submitted in the Program Review documents. The Instructional Planning Council evaluates all Program Review Reports to assign resource requests. Course and program assessment plans and results are discussed at department and division meetings. Before assessing an institutional learning outcome, a faculty group develops a common rubric that is then reviewed by the participating</p>

	<p>faculty in the GE/ILO assessment. After the assessment, a workgroup examines the data and designs action plans based on student learning needs. Requests for resources such as the development of the student learning module on information literacy were supported by the Strategic Planning Council's priority funding.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>After review of the GE/ILO assessment results for information literacy, we observed that our students do not use information ethically at our benchmark level. The Dashboard, an online student learning module, was created by Library faculty and Phi Theta Kappa students. Covering materials that range from avoiding plagiarism, summarizing and paraphrasing, and proper use of MLA and APA citations, the innovative Dashboard lessons will be placed inside Blackboard in the fall and can report individual student achievement rates and lesson completion directly to the faculty. Faculty across disciplines can assign the lessons as needed. Both faculty and students have praised the lessons for helping students with their writing assignments. We have also had several notable curricular revisions as a result of SLO assessment. For example, the Reading Department completely reorganized its coursework after completing the most recent cycle of assessment. The Business Administration Department has decided to reorganize entire programs because of their assessment results. Finally, the results from the GE assessment cycles have produced some very rich dialog about complex topics such as critical thinking.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: n/a 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Palomar College has acquired two properties to establish a North Education Center and a South Education Center within its geographic District boundaries. The North Education Center has received center status approval from CPEC, and data for the south Education Center is being gathered for submission of the letter of intent for

		<p>center status. The college has been in contact with ACCJC personnel with respect to the substantive change process and timeline. As the planning for these two new Centers progresses, the College will prepare and submit substantive change proposals at the appropriate time prior to the opening of each Center.</p> <p>Palomar College very recently submitted a Substantive Change Proposal for DE to receive approval for certificates and degrees that can potentially be completed 50% or more by distance education.</p>
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Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	none
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	<p>Palomar College Escondido Center Palomar College Camp Pendleton Site Police Academy and Fire Technology at: Public Safety Training Center, San Marcos Apprenticeship Programs at: San Diego Carpenters Training Center, San Diego, CA San Diego Electrical Training Center, San Diego, CA San Diego Sheet Metal Training Center, San Diego, CA Fallbrook Site (for noncredit ESL certificate)</p>
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.