



**2015 Annual Report
Final Submission**

04/01/2015

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:	Marti Snyder
3.	Phone number of person preparing report:	760-744-1150 x3759
4.	E-mail of person preparing report:	msnyder2@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/2014/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 2014: 25,453 25,941 Fall 2013: 25,639 Fall 2012: 25,453
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	23,629
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	5,836
9.	Number of courses offered via distance education:	Fall 2014: 372 Fall 2013: 355 Fall 2012: 327
10.	Number of programs which may be completed via distance education:	14

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 5,103 Fall 2013: 5,055 Fall 2012: 4,932
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

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 2014 semester:	70%									
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 border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</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, per year, what is it?	N/A	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
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
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									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,520									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,429									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	1,945									
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 2013-2014:	1,968									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
		American Indian Studies - Certificate of Achievement; Archeological Excavator -									

18b.	If yes, please identify them:	Certificate of Achievement; Archeological Surveyor & Laboratory Assistant - Certificate of Achievement; Astronomy - Certificate of Achievement; Biology — General Certificate of Achievement; CSU General Education Breadth - Certificate of Achievement; Economics - Certificate of Achievement; French - Certificate of Achievement; IGETC - Certificate of Achievement; Adult Basic Education Noncredit - Certificate of Completion English as a Second Language Noncredit - Certificate of Completion
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19a.	Number of career-technical education (CTE) certificates and degrees:	200
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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:	109
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19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
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19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	200
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20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:			
	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing	51.38	national	85 %	98 %
Dental Assisting	51.06	state	85 %	100 %
Emergency Medical Technician	51.09	national	80 %	75 %
Paramedic	51.09	national	90 %	94 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
Nursing	51.38	88.55 %	88.14 %	
Emergency Medical Technician	51.09	88.55 %	86.36 %	
Paramedic	51.09	88.55 %	100 %	
Dental Assisting	51.06	88.55 %	64 %	

	Please list any other institution set standards at your college:		
22.	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).		
	The institution-set standards are part of the metrics the college evaluates for institutional effectiveness. Annually, the college reviews the institutional effectiveness metrics as it works to update and establish the objectives in its strategic plan. The college has worked through its governance process to establish institution-set standards. A small work group initially reviews historical and other data. The work group recommends values for each standard. Then, the faculty senate reviews and refines the standards. Finally, the college's principal participatory governance body assesses and discusses the recommended standards.		

Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	1580
	b.	Number of college courses with ongoing assessment of learning outcomes	1462
		Auto-calculated field: percentage of total:	92.5
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	196
	b.	Number of college programs with ongoing assessment of learning outcomes	187
		Auto-calculated field: percentage of total:	95.4
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	23
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	23
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	www2.palomar.edu/slo	
28.	Number of courses identified as part of the general education (GE) program:	366	
	Percent of GE courses with ongoing assessment of GE		

29.	learning outcomes:	99%
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 <i>program Student Learning Outcomes</i> :	365
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).	67%
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> <div style="border: 1px solid black; padding: 5px;"> <p>Guided by the Learning Outcomes Council, the College has assessed five GE/ILOs, each with a common rubric. We have adapted rubrics from various institutions, including the Association of American Colleges & Universities; however, the rubrics are written resulting from our faculty discussion and analysis. For the assessment of Written Communication, faculty utilized the English Department's holistic rubric used for the final exam of ENG 50, one level below transfer. The use of a common rubric has resulted in robust discussions of curriculum, institutional goals, and assessment. The positive responses of faculty to the rubrics are numerous, perhaps most notably that faculty value access to a set of guidelines established by the experts in that area, e.g. Information Literacy or English, in order to facilitate the assessment of students' competence in those areas.</p> </div>	
<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.</p>		
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> <div style="border: 1px solid black; padding: 5px;"> <p>All courses map to program outcomes for program review. In addition, all course, program, and learning support activity outcomes must be aligned with at least one institutional learning outcome. Since we started assessing GE/ILOs, faculty are looking at how outcomes best align with the College's institutional learning outcomes. Additionally, 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. These work groups also support identification of SLOs and SLO assessment plans. In this way, faculty are able to examine all matters related to curriculum in one or two sessions as they plan their new courses. This process has been very successful in strengthening course outlines of record as well as learning outcome assessment plans.</p> </div>	
	<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>	

37.	<p>Through our Program Review Process, programs summarize assessment results for planning and budgeting. These reports are reviewed by the Division Deans and the Instructional Planning Council. Together they are charged with making decisions regarding budget distribution. The reports are also published on the College website for public review. Also, our GE assessment projects require faculty to share the common rubric with their students to clarify the purpose of the assessment and our institution's expectations for their learning. This has increased students' understanding of their learning goals as well as course, program, and institution goals for their learning and success. Discussions following SLO program and institutional assessments have resulted in some very creative and positive changes to curriculum and learning support activities. We have also made great strides in communicating course, program, and institutional SLOs to students through the publication on course syllabi, the catalog, a student SLO website, and presentations to the student government. We want our students to be aware of the course, program, and institutional learning goals we have established for them so that they can better participate in their learning.</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. The Office of Institutional Research and Planning processes the results of all GE/ILO assessments. The data are disaggregated for gender, age, ethnicity, and number of units completed. After the assessment, a workgroup examines the data and designs action plans based on student learning needs. Requests for resources to support assessment activities associated with GE/ILOs have been 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>In its second year of implementation now, the online Dashboard instructional module on using information accurately and ethically is considered to be very successful. These materials were funded and developed by the College through the Strategic Priority Planning Council's funding process in response to the assessment of Information Literacy. While we are still in initial phases of assessing its effectiveness, preliminary reports are quite positive; many faculty are reporting that they have had a significant reduction of student plagiarism in class assignments. The College is also supporting the development of supplemental mathematics resources after assessing Quantitative Literacy, another of our GE/ILOs. The Child Development Department has instituted several changes to the program curriculum as a result of SLO research and analysis. After SLO course result analysis, the Psychology Department now requires English 100 eligibility to take entry-level psychology coursework.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
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
		Palomar College has acquired two properties to establish a North Education Center and a South

41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	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 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.
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Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Palomar College has re-opened a site at Mt. Carmel High School, which was closed in summer 2012.
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;</p> <p>Palomar College Camp Pendleton Site;</p> <p>Police Academy and Fire Technology at: Public Safety Training Center;</p> <p>San Marcos Apprenticeship Programs at:</p> <p>San Diego Carpenters Training Center;</p> <p>San Diego, CA San Diego Electrical Training Center;</p> <p>San Diego, CA San Diego Sheet Metal Training Center;</p> <p>* Riverside and San Bernardino Joint Electrical Apprenticeship Training Center;</p> <p>Fallbrook, CA Fallbrook Site (for noncredit ESL certificate)</p> <p>* Site inadvertently not included in previous annual reports.</p>
43.	List all of the institutions 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.

