EXTERNAL EVALUATION REPORT

Palomar Community College District
San Marcos, California

A confidential report prepared for the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

**This report represents the findings of the External Evaluation Team that
visited Palomar College from March 2-5, 2015**

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March 2015

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Summary of the External Evaluation Report

Institution: Palomar Community College District

Dates of Visit: March 2-5, 2015

Team Chair: Dr. Tod A. Burnett, President, Saddleback College

A 13-member accreditation External Evaluation Team (Team) visited Palomar College (Palomar or College) from March 1-5, 2015 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards, providing recommendations for quality assurance and institutional effectiveness improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the College.

In preparation for the visit, Team members attended an all-day team training workshop on February 9, 2015 in Oakland conducted by the ACCJC. The Team was divided into four committees, one for each standard. Team members read the College's 2015 Self Evaluation Report of Educational Quality and Effectiveness (Self Evaluation Report), including recommendations from prior visiting Teams, and assessed the printed and online evidence provided by the College.

A pre-visit was conducted by the Team chair and Team assistant on February 6, 2015. Prior to the visit, Team members completed written evaluations of the Self Evaluation Report and began identifying areas for further investigation. On the two days before the formal beginning of the visit, the Team members spent the time reviewing and discussing their views of the written materials provided by the College including the Self Evaluation Report, other materials submitted to the ACCJC since its last comprehensive visit, and other evidence provided by the College.

During the visit, the Team met with over 300 students, faculty, staff, administrators/managers, trustees, and members of the community. The Team met with members of the Board, Superintendent/President, and various administrators/managers. In addition, Team members visited the satellite campuses at Escondido and Camp Pendleton: the two off-site locations that offer 50 percent or more of a program or degree. The Team also attended two well-attended open meetings to allow for comment from any member of the campus community.

The College was well prepared and ready for the Team's visit. The Self Evaluation Report was thorough and well organized, and the Team reached similar conclusions as noted in the report. College personnel were very accommodating to the Team and readily available for interviews and follow-up conversations. The College was open and candid with the Team and provided all evidence requested. Comments by all College constituencies revealed a shared sense of pride about the quality of the instruction and services provided by the College to the students and community.

Major Findings of the 2015 External Evaluation Team

Commendations

The External Evaluation Team identified several noteworthy accomplishments and makes the following commendations.

Commendation 1

The Team commends the College for developing and sustaining faculty-driven student learning outcome discussions and processes that are broadly based and widely used to inform the College's program review and planning. (II.A.1.a)

Commendation 2

The Team commends the College for creating an institutional culture that supports active student engagement and leadership through the Student Interclub Council, diverse student programs (e.g. Pride Center and Veteran's Resource Center), and comprehensive student activities. (II.B.3.d)

Commendation 3

The Team commends the College for creating an innovative library web page that provides 24/7 accesses to educational resources for all students, faculty, and staff. (II.C.1.a)

Commendation 4

The Team commends the College for dedicating significant resources to the professional development program for full and part time faculty and classified staff. (III.A.5.a)

Commendation 5

The Team commends the College for its commitment to the community and effectiveness in building community support as evident in the passage of Proposition M. (III.B, IV.B.6)

Commendation 6

The Team commends the College for its effective use of Proposition M bond funds to construct new and renovate existing facilities and infrastructure that support a robust learning environment for students. (III.B)

Recommendations

In order to meet the standards and improve institutional effectiveness, the External Evaluation Team makes the following recommendations to the College.

Recommendation 1

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites. (II.C.1.c, III.C.1.a)

Recommendation 2

To meet the standards, the Team recommends the College create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups. (IV.A.1, IV.A.3)

Recommendation 3

To increase institutional effectiveness, the Team recommends the College develop and implement a comprehensive district wide enrollment management plan to ensure enhanced student access and success and maintain the fiscal viability and integrity of the institution by reducing its reliance on reserves to balance its annual budget. (III.D.1.b, IV.B.2.d)

Recommendation 4

To increase institutional effectiveness, the Team recommends the College develop a college wide process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes. (III.A.2)

Recommendation 5

To increase institutional effectiveness, the Team recommends the College create program review plans for Human Resource Services and Finance and Administrative Services that include the same level of detailed narrative and analyses as other College division programs. Additionally, the Team recommends that the College include Program Review Plans for all other College service areas as part of the program review process. (I.B.3)

Recommendation 6

To increase institutional effectiveness, the Team recommends the College utilize institution-set standards and other student achievement data to develop program-level standards for all College programs. (I.B.3, U.S.D.E 602.17(f))

Recommendation 7

To increase institutional effectiveness, the Team recommends the College take steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution. (II.A.6)

Recommendation 8

To increase institutional effectiveness, the Team recommends the College curriculum committee stipulate the discipline preparation appropriate to courses in the College's curriculum within course outlines of record. (II.A.2.b, III.A.1.a)

Introduction

Palomar Community College District is a single-college district with one educational center and four other sites where instruction is offered. The majority of these sites are merely classroom space in a local high school or other facility. The Camp Pendleton location is the only large site that exists in addition to the main campus and the Escondido Educational Center. The main campus is situated on 200 acres located in San Marcos California, about 30 miles from the City of San Diego.

As is the case with many community colleges, Palomar College (Palomar or College) has been an important provider of higher education and training to its service area. On January 15, 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District established a junior college in the North San Diego County. Five individuals were appointed by the San Diego County Superintendent of Schools to be the members of the first Board of Trustees for Palomar. The Board hired a president, a director, a dean of students and nine faculty members. By September 1946 with 100 students the College began its operations.

Palomar is a public, two-year community college. The College campus in San Marcos, the Escondido Educational Center, and the other instructional sites provide educational services to the 2,555 square miles of the College's service area. The four small locations used for instruction are in Fallbrook, Mt. Carmel, Pauma Valley, and Camp Pendleton. The Escondido Center is located on eight acres owned by the district, and the proposed North Education Center in Fallbrook will be located on a newly acquired 82 acre property. The Team determined that it was necessary to visit the Escondido and Camp Pendleton locations to assess educational support services and instructional facilities used to provide coursework in those areas.

Palomar is organized into five instructional divisions: 1) Arts, Media, Business, and Computer Science; 2) Career, Technical, and Extended Education; 3) Languages and Literature; 4) Mathematics and the Natural and Health Sciences; and 5) Social and Behavioral Sciences. The College offers more than 300 credit degree and certificate programs within those five divisions. The College also provides noncredit courses.

In the November 2006 General Election, voters approved a $694 million educational facilities improvement bond. The College is leveraging the bond funds with state capital construction program funds and plans to complete nearly $1 billion in facility improvements.

Evaluation of Institutional Responses to 2009 Recommendations

Recommendation 1

Mission Statement. In order to comply with the standards, the College needs to modify its mission statement to identify its intended student population and its commitment to achieving student learning. Additionally, the mission statement should be used by the College as a central driving force in decisions made by the College (Standard 1A.1, I.A.4, IV.B.1.b).

In the responses to the 2009 visit it was indicated the mission was revised in spring of 2009 and would be reviewed on a three year cycle. The Strategic Planning Council approved the updated mission statement at its April 16, 2013 meeting indicating that faculty senate comments were also reviewed prior to approval. The Board plays an active role in the review of the mission statement every three years. In the College's latest revision of the mission, the Board's feedback resulted in broadening the mission to include "diversity" as a key value. At the Board's January, 14, 2014 meeting the agenda included BP1200 District Mission for a second reading. The agenda indicates that the SPC has approved the mission statement. The Board minutes of March 11, 2014 indicate they approved the 2016 Strategic Plan which includes the mission statement. The College mission statement is included in its strategic planning documents and is discussed as part of institutional decision making.

The College continues to meet the standards.

Recommendation 2

Integrated Planning, Evaluation, and Resource Allocation Decision Making. In order for the College to meet standards ensure a broad based, ongoing, systematic, and cyclical process that includes evaluation, planning, resource allocation, implementation, and re-evaluation, the Team recommends the following plan development, implementation, evaluation and improvement steps be taken:

1. *Develop a comprehensive and an integrated long range Strategic Plan including measurable goals that can be used to influence resource allocation decisions on an annual basis. The Strategic Plan should incorporate the priorities established in all of the College's major plans to include its:*

   a. *Technology Plan*
   b. *Facilities Master Plan*
   c. *Educational Master Plan including the addition of the planned expansion of facilities to the northern and southern areas of the College's service area*
   d. *Human Resources Staffing Plan*
      (I.A.4, I.B.2, I.B.3, 4, III.A.2, III.B.2.b, III.C.2, III.C.1.d).

Palomar implemented its 2022 Educational Master Plan as well as the Facilities, Technology, and Staffing Plans. The Educational Master Plan incorporates the priorities from its other long-

range plans as well as the 2016 three-year strategic Plan. The College also implemented its Integrated Planning, Evaluation, and Resource Allocation Decision-making Model (IPM) in 2010 to incorporate and link all of the strategic planning processes. Additionally, the College Resource Allocation Model (RAM) assured resources are tied to planning.

The College continues to meet the standards.

2. *Modify the budget development process in a manner that will place the College's strategic plan priorities at the center of its resource allocation decisions (III.D.1, 1.c).*

The Strategic Planning Council (SPC) is a cross-functional team that represents the various internal constituency groups on the campus. This council has the responsibility of collaborating on the various budget plans that are submitted from the divisions. The vice president of each division work with their teams to develop a budget for their specific areas. Once those budgets have been completed, the Budget Committee reviews, analyzes, and aggregates the data before forwarding the budget projections to the SPC for review and consideration. The SPC is chaired by the president of the College. After, the SPC reviews the budget projections; they are forwarded to the Board for final approval. (III.D.1.c)

The College continues to meet the standards.

3. *Develop mechanisms to regularly evaluate all of the College's planning and resource allocation processes as the basis for improvement (I.B.6, II.A.2.f, II.B.4, III.D.3, IV.A.5).*

Palomar developed mechanisms to evaluate the planning and resource allocation process the College implemented a formative and summative evaluation of the IPM and RAM on an annual based through the Strategic Planning Council. The College makes updates to the process based on this evaluation. The College annually conducts an evaluation of its planning councils. The Planning Councils Evaluation 2014 states the evaluation process involves, "a survey of the members of the Finance and Administrative Services, Human Resource Services, Instructional, Strategic, and Student Services Planning Councils, and provides data that can be used to make improvements to the councils and the governance process." Prior to 2012 this evaluation was conducted every other year (2008 and 2010).

The College continues to meet the standards.

4. *Develop an updated Technology Plan to address such major concerns as disaster recovery, data security and on-going equipment replacement (III.C, III.C.1.a,c,d, III.C.2, III.D)*

Palomar has demonstrated a widespread awareness of technology challenges and the need to meet them in a timely manner. The College has included technology access and its use in support of teaching, learning, communications, research, and operations within the planning and resource allocation processes. The review of evidence and comments from administration, faculty, and staff indicate that the College's Self Evaluation Report represents the present status of technology on the campus. (III.C)

Since the last accreditation visit, the College has worked systematically on institutional planning and resource allocations incorporating technology resources as a factor. In addition to inclusion in the main Educational Master Plan, additional planning documents, such as the Technology Plan 2016, outline services that support teaching and student learning with the ultimate goal of improving institutional effectiveness. Technology needs and support services are formulated through numerous committee or group deliberations; training opportunities are widespread and focused on emerging software requirements and distance learning considerations; and, infrastructure maintenance and upgrades are identified and addressed through a multi-year planning system. (III.C.1.a-d; III.C.2)

The College is fortunate to have two groups of talented specialists, one in the Information Services Department (IS) and the other is the Academic Technology Resource Center (ATRC). These groups provide technical support to meet the current demands and needs of students and staff, on-campus and at the outreach centers. This collaborative effort also encompasses student/staff orientation sessions, training workshops, distance learning considerations, and problem troubleshooting hardware systems. (III.C.1.a)

The College continues to meet the standards.

> 5. *Develop a comprehensive Human Resources Staffing Plan to address the College's stated interest in increasing the number of full-time faculty and to increase diversity among the workforce at the College (III.A).*

The College's staffing plan is reviewed and updated every year. The staffing plan takes into account other planning initiatives. Educational master plan, facilities plan, program reviews, and new funding sources (e.g. equity and/or student success and support) are incorporated into the staffing planning process. The vice president of human resource services facilitates the staffing plan. Once the plan is drafted, it is submitted to the human resource services planning council. All constituency groups are represented on the council, including students. While students are invited, getting consistent student representation has been difficult. Upon approval from the human resource services planning council, the staffing plan is then submitted to the Strategic Planning Council for review and approval. Instructional faculty positions are suggested by each instructional department. Department committees fill out a request form which includes specific data to substantiate the need for faculty positions. These requests are submitted to the Instructional Planning Council. The council prioritizes the faculty position requests, which is then sent to the College president. Classified positions are also determined by the program review process. They are prioritized by the appropriate planning council and sent to that area's vice president for consideration. All classified staff priorities are presented to the College president by the vice presidents.

The College continues to meet the standards.

Recommendation 3

Student Learning Outcomes. In order to meet the standards by 2012, the Team recommends that the College identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs and services. This process should also include the development of performance measures to assess and

improve institutional effectiveness of all programs and services. The College should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process. (II.A.1.a,c, II.A.2.a,h, II.B.4, II.C.2 III.A.1.c)

The 2010 follow-up team reviewed recommendation 3 in considerable detail, commenting on work done by full time and adjunct faculty in the developing of student learning outcomes at the course, program, student support, general education/institutional level, and course mapping to relate these outcomes as appropriate. The 2010 follow-up team further commented on the planning and development structures developed by the College, the use of professional development activities, and the procuring and deployment of TracDat as the tool to house data and make it accessible to the college community for analysis and action planning. The 2009 team concluded that the College had implemented recommendation 3.

Student learning outcomes are now a part of the evaluation process for all teaching, counseling, and library faculty members at the College. Evaluations include a component that directly assesses the faculty member's participation in development and assessment of SLOs. The evaluation process also includes a self-assessment, in which faculty are required to evaluate their progress in the SLO process. Currently, a revised self-evaluation form that connects the College's mission to student learning outcomes is pending negotiation. The revised self-evaluation form encourages faculty to reflect on their own work in their specific discipline, while concentrating on their contributions to the comprehensive teaching and learning environment of the College as a whole.

The 2015 team observed that the College has continued to refine and extend the work of student learning outcome assessment throughout the institution. Three faculty members share leadership responsibilities focused on student learning outcome assessment at all levels of the institution, including the assessment of student and administrative service outcomes. Every academic department includes an SLO facilitator to maintain focus on assessment efforts. The use of TracDat is widely accepted as a useful tool rather than a means of compliance. Data in TracDat is used to support resource requests through the College's program review process. Student learning outcome assessment at the College has a certain messiness to it. The College has made no attempt to require of every academic department or unit the expectation that all assessments look alike, and the result is that faculty and unit heads support assessment because they perceive it is meeting the needs of very different kinds of departments and improving the achievement of students pursing different goals in departments with different methodologies.

The College continues to meet the standards.

Recommendation 4

Program Review and Planning Processes. In order to meet standards and for the College to derive the benefits expected of comprehensive robust, broad-based and integrated program review and planning which are now to be further enhanced through use of Student Learning Outcomes, it is recommended that the institution substantially expand the number of departments participating in program review and development of Annual Implementation Plans. Compliance

with the spirit, intent and requirement that planning efforts be broad-based requires that the College:

1. *Significantly increase the number of departments and programs undergoing program review on an annual basis.*

2. *Improve the quality of analysis included in each department's program review. Use of data in support of conclusions is expected.*

3. *Establish goals that are measurable with stated desired outcomes listed and linked to the resource allocation process and student learning outcomes. (I.B.1,I.B.2, I.B.3, I.B.4,I.B.5, I.B.6, I.B.7)*

Palomar expanded its program review process to include all academic programs, instructional support units, and service areas. The College includes college-wide representatives on short range, mid-range, and long-range planning committees. The Program Review Plans include Student Learning Outcome information and discussions related to the SLO assessment.

The College continues to meet the standards.

Recommendation 5

Distance Education- Ensure Comparable Quality of Instruction. To meet standards, the Team recommends the College focus efforts on identifying processes to ensure the quality of instructional programs, especially the increasingly popular distance education courses, are consistent regardless of the location or delivery mode (II.A.1).

The 2010 follow-up team reviewed the efforts of the College to ensure the quality of the College's distance education offerings. The College's Faculty Senate took the lead in developing a coordinated response to ensure that courses proposed for online delivery were carefully reviewed for appropriateness and that faculty were properly trained to provide quality instruction to students. The 2010 follow-up team described in detail the work of the College's Academic Technology Committee (ATC) and Tenure Evaluation and Review Board (TERB) as both committees took steps to ensure that faculty teaching online were adequately trained and evaluated for their effectiveness in online instruction.

Since the time of the 2010 follow-up team visit, the College further developed the Palomar Online Education Training (POET) program to continue the work of preparing faculty to teach online. While POET training is nominally elective, discussions with several department chairs indicate that chairs strongly encourage faculty to take advantage of the training, and that there is close scrutiny by department chairs of faculty teaching online. As discussed in Standard III.A, the College also has an unusually robust faculty development program, and ongoing institutional attention to the quality of the distance education program is embedded in the College. The College has sustained and deepened the quality of its response to recommendation 5 from 2009.

The College continues to meet the standards.

Recommendation 6

Board of Trustees Policies. To comply with the Standards, the Team recommends the Board of Trustees review, enforce and when necessary prepare policies to set direction on the following areas:

1. *Prepare a policy to addresses significant changes in programs or elimination of programs (II.A.6).*

The 2010 follow-up team determined that recommendation 6 had been met. Board Policy 4021 *Discontinuance of Career-Technical Programs* defines the process for program discontinuance. Administrative Procedure 4021 includes the procedure for both academic and CTE programs, including a planned "phase out" and/or course substitution for students currently enrolled in a program. The Team determined that this recommendation continues to be resolved.

The College continues to meet the standards.

2. *Publish the updated policy on Academic Freedom BP 4030 approved in May 2006 (II.A.7).*

The College's policy on Academic Freedom was adopted in June 2009 and revised in 2013.

The College continues to meet the standards.

3. *Prepare a Board Policy or enforce existing requirements to protect due process rights of employees, and to protect administrators from retaliation and harassing comments when being evaluated (III.A.3, 3.a, 3.b, III.A.4, 4.a, 4.c, Commission Policy on Diversity).*

Board Policy 3050 Institutional Code of Ethics was revised and adopted by the Board in April 2011 and remains in effect with training provided to new and existing employees. The College remains committed to upholding the code of ethics for all employees throughout daily operations and regular evaluation cycles. The Faculty, the Confidential and Supervisory Team (CAST), and the Administrative Association have an individual code of ethics. BP 3050 affirms a universal code in the interest of inclusivity and unity. New employees receive the diversity-related information at the time of appointment, including BP 3430 Prohibition of Harassment, BP 3050 Institutional Code of Ethics, BP 3420 Equal Employment Opportunity, and other College information on procedures for complaints on discrimination or harassment." (III.A.3, III.A.3.a, III.A.4.c)

The Board amended Board Policy 7150 – Employee Evaluations in February, 2010. The policy prohibits the use of discriminatory, harassing, and unprofessional comments in the employee evaluation process. In addition, the policy dictates that regular training opportunities on sensitivity to equity and diversity are provided to all faculty and staff. (III.A.4.d)

Professional development training on the prevention of harassment and sensitivity of equity and diversity issues is provided through an online program developed by Keenan Safe Colleges. The

training modules are available to all faculty and staff, and are mandated for administrators every two years. Additionally, faculty and staff who participate in the safe colleges online program or through the Southern California Employees Relations Training Consortium are eligible for professional growth and professional development credit. (III.A.4)

The College continues to meet the standards.

> 4. *Comply with existing policies related to: a. Professional development and new member orientation (IV.B.11).*

The College has fully addressed this issue by developing a comprehensive orientation for new Board members and by continuing to encourage all Board members to participate in CCLC and ACCT trainings and conferences. Professional development is an on-going Board activity with monthly workshops conducted by various administrators and faculty to help the Board understand everything from the budget to how the College is implementing the Student Success and Support Program (SSSP) requirements.

The College continues to meet the standards.

> 5. *Reassess the appropriateness of BP 7100 and consider enhancing the policy entitled "Commitment to Diversity" as the current policy has been insufficient in ensuring the College complies with the Commission's Policy on Diversity.*

The newly revised BP 7100 articulates the Board's recognition that greater diversity in the College's staff and faculty is vital to creating and sustaining an academic environment that values diversity and contributes to the student success. As well, Goal 4 of Strategic Plan 2016 specifically requires the College to review and revise hiring practices to increase diversity. These two actions have sufficiently addressed this recommendation.

The College continues to meet the standards.

Recommendation 7

Improve Human Resources Practices. In order for the College to comply with the Standards and improve practices in the area of Human Resources, the Team recommends:

> 1. *Instructional and non-instructional faculty and all others directly responsible for student progress in achieving stated SLOs need to have an evaluation component included in performance evaluations regarding each faculty member's effectiveness in producing SLOs (III.A.1.c).*

> 2. *Ensure that all employee groups prepare, be trained in and adhere to a Code of Ethics (III.A.1.d).*

3. *Develop a comprehensive staffing plan in concert with the efforts of the 75/25 Task Force to provide appropriate consideration for support services necessary and link the plan to the budget development activities (III.A.2).*

4. *Eliminate multiple personnel files that exist for administrators. Only one personnel file should exist for any employee and that file should be housed in the Human Resources Department thereby providing security of personnel documents and affording access to the file by employees. (III.A.3.b).*

5. *Establish and monitor a follow up system to ensure all employees are evaluated annually or less frequently when agreed to by employment agreements as was noted by the 2003 Team in Recommendation #4 (III.A.3.a).*

In April 2009, the Board approved Board Policy 3050 – Institutional Code of Ethics. In April 2011, the Board revised the policy, which remains in effect. The policy provides ethics training to new and existing employees. Additionally, faculty, confidential and supervisory, and administration associations each has an individual code of ethics. (III.A.1.d)

The staffing plan is updated on an annual basis to determine on-going staffing needs. Data is gleaned from the College's Master Plan 2022, program reviews, and other planning resources. Through the program review process, all departments are asked to review staffing needs and to submit requests for all replacement and new positions which are designated as a priority through the review process. (III.A.2)

The 75/25 Task Force has developed criteria for determining full time faculty staffing levels. However, because of the state budget restrictions, full time faculty staffing discussions were halted. The college has meet or exceeded the full time faculty obligation number (FON) as determined by the California Community College's Chancellor's Office. (III.A.2)

In 2008, the faculty senate terminated the practice of petitioning individual evaluations of performance of senior administrators from faculty members. In 2011, the faculty senate approved the plan to relocate all administrative evaluation documents, generated by the faculty senate, to the Human Resources Services storage. (III.A.3.b)

The College continues to meet the standards.

Recommendation 8

Conduct additional training to prevent Harassment, Discrimination and Disparaging comments against employees. To meet standards the Team recommends that the College engage in the following activities:

1. *Develop a policy to discourage the use of discriminatory, harassing and unprofessional comments when participating in any evaluation process (III.A.4).*

The Board amended Board Policy 7150 – *Employee Evaluations* in February, 2010. The policy prohibits the use of discriminatory, harassing, and unprofessional comments in the employee

evaluation process. In addition, the policy dictates that regular training opportunities on sensitivity to equity and diversity are provided to all faculty and staff.

> 2. *Obtain professional training on prevention of harassment and sensitivity to issues of equity and diversity (III.A.4).*

Professional development training on the prevention of harassment and sensitivity of equity and diversity issues is provided through an online program developed by Keenan Safe Colleges. The training modules are available to all faculty and staff, and are mandated for administrators every two years. Additionally, faculty and staff who participate in the Safe Colleges online program or through the Southern California Employees Relations Training Consortium are eligible for professional growth and professional development credit.

> 3. *Adopt a Resolution to reaffirm its commitment to programs, practices, and services that support the diverse employees and students of the College (III.4.a).*

On November 8, 2011 the Board approved a "Resolution in Commitment to Diversity."

The College continues to meet the standards.

Recommendation 9

Protect Electronic Data. In order improve and protect the wide range of data that is vulnerable to loss, the Team recommends the following improvements be made as soon as possible:

> 1. *Develop a comprehensive disaster recovery and business continuity plan and allocate sufficient resources to provide redundancy of key technology system to ensure uninterrupted availability of critical services and to protect the College from catastrophic loss of data (III.C.1.a, III.C.2).*
>
> 2. *Develop a comprehensive technology security program including policies, planning and internal controls to ensure the security of critical data and uninterrupted availability of critical services. (III.C.1.a, III.C.2).*

The College continues to meet the standards (See Recommendation 10).

Recommendation 10

Prepare a Comprehensive Technology Master Plan that is integrated with other College plans In order to meet the Standards, the Team recommends that the College update its technology master plan and ensure that it is integrated with College-wide planning efforts and based on systematic assessment of the effective use of technology resources to assure that technology systems and support are designed to meet the needs of learning, teaching, College-wide communications, research and operational systems (III.C.1.a,c,d, III.C.2).

The Team noted that although the Self Evaluation Report indicated that student learning outcomes are essential elements of program reviews, institutional planning, and resource allocations, it is difficult to ascertain specific linkages of learning outcomes and assessments with technological needs and resources (III.C.1.a).

There is also an absence of a formalized continuous evaluation structure to assess the effectiveness of technology services as part of an overall institutional planning and evaluation cycle. Without formal and precise institutional assessments concerning the efficacy of technology, the college will continue to rely on information from program review reports and committee discussions (III.C.2).

Since the last accreditation visit, Palomar has worked systematically on improving institutional planning and resource allocations. Incorporating technology resources was a major factor. In addition to inclusion in the main Educational Master Plan, individual planning documents, such as the Technology Plan 2016 outline infrastructure and services that support teaching with student learning the ultimate goal of improving institutional effectiveness. (III.C.1a-1d; III.C.2)

The Team found that the College has a Disaster Recovery Plan for its technology infrastructure and has been implemented as stated in that plan. The Disaster Plan is in effect and was visually validated by a Team member – the backup site is in place and ready for operation if needed. This addresses the recommendation made by the previous team. In addition, the Team has verified that the College has implemented SSL/TLS-based communications for access services such as Blackboard, and eServices to address secure access to Internet accessible services. (III.C.1.a)

The College continues to meet the standards.

Recommendation 11

Long-Term Health Fund Liability. In order to meet the Standards, the Team recommends the College identify and plan for the funding of the future retiree health benefits (III.D.1.b, III.D.1.c).

In accordance with Governmental Accounting Standards Board (GASB) No.45, the College is funding its Other Post Employment Benefit (OPEB) obligation through its Annual Required Contribution (ARC). The College uses an Actuary to determine its funding obligation. The AY2014 Annual Financial Report has been audited by Christy White and Associates. The OPEB is discussion in both the Management's Discussion and Analysis, and Notes To Financial Statements. The auditors have rendered an unqualified opinion on the financial statements of the College.

The College continues to meet the standards.

Eligibility Requirements

1. Authority

The Team confirmed that Palomar is a two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Palomar Community College District. The College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges. This authority is noted on the first page of the College catalog and on the Accreditation website. The most recent accreditation reaffirmation occurred in 2011.

2. Mission

The Team confirmed that the College mission statement, consisting of the vision, mission, and values, was last revised in 2013 and adopted by the Board in January 2014.

Our Vision

Learning for Success.

Our Mission

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

Our Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of:

- Excellence in teaching, learning, and service
- Integrity as the foundation for all we do
- Access to our programs and services
- Equity and the fair treatment of all in our policies and procedures
- Diversity in learning environments, philosophies, cultures, beliefs, and people
- Inclusiveness of individual and collective viewpoints in collegial decision-making processes

- Mutual respect and trust through transparency, civility, and open communications
- Creativity and innovation in engaging students, faculty, staff, and administrators
- Physical presence and participation in the community

The mission statement is reviewed with each updated strategic plan to reflect the commitment of the College to meet the educational needs of the students and community. All College constituencies are given an opportunity to participate in developing the mission statement. The mission statement is published in the College catalog, the Strategic Plan, the Master Plan, the schedule of courses (class schedule), and on the College website. All courses and programs fulfill at least one of the three primary overarching areas of Palomar's mission of GE/transfer-readiness education, career/technical education, and basic skills development.

3. Governing Board

The Team confirmed that a five-member Board governs the Palomar Community College District. The community-elected trustees represent the entire College and are elected for four-year staggered terms. The Board also seats an elected student trustee as a non-voting member. The function of the Board is to establish policies, assure fiscal stability, and monitor institutional performance and educational quality consistent with the mission and goals of the College. The Board adheres to its conflict of interest policy, and Board members have no personal financial interests of any kind in the College. The Board provides final approval for all courses and certificate and degree programs. These approvals include the recognition of the methods of delivery for instruction through face-to-face, distance education, or a hybrid format.

4. Chief Executive Officer

The Team confirmed that the Superintendent/President was appointed by the Board in December 2004. The appointment was the culmination of a hiring process conducted in accordance with Board Policy 2431 Superintendent/President Selection. The Superintendent/President's chief responsibilities are to interpret Board policy, ensure compliance with all relevant laws and regulations, effectively lead fiscal management, and ensure long-range planning, achievement of goals, and institutional integrity.

5. Administrative Capacity

The Team confirmed that the College has a sufficient number of administrators to effectively manage the College's programs and services. All administrators are selected using appropriate State Chancellor's Office guidelines and College policies and have the education and experience to perform their assigned duties. The College employs 19 academic administrators and 12 classified administrators.

6. Operational Status

The Team confirmed that approximately 26,000 students are currently enrolled in the Palomar Community College District at the San Marcos campus, the Escondido Education Center, and sites on Camp Pendleton, at Fallbrook and Mt. Carmel High Schools, and Pauma. These

students take a variety of courses and programs offered through face-to-face, distance education, or in a hybrid format that lead to associate degrees, certificates of achievement, and/or transfer to four-year institutions.

7. Degrees

The Team confirmed that the College offers a wide variety of associate degrees and certificates of achievement in both academic and career/technical disciplines. Associate degree programs and certificate and career programs are clearly identified in the College catalog.

8. Educational Programs

The Team confirmed that the degree and certificate programs offered at the College are aligned with its mission of GE/transfer-readiness education, career/technical education, and basic skills development and meet the California Education Code of Regulations, Title 5 curriculum requirements. The College offers 162 associate degrees (including AS, AA, AS-T, AA-T degrees) and 155 certificates of achievement and proficiency. All course outlines of record and degrees have been carefully reviewed through the College Curriculum Committee's review and approval process, and student learning outcomes have been developed and assessed for active courses and programs. All curriculum, including courses with a designation to be offered through face-to-face or distance education modes, undergo approval by the Board.

9. Academic Credit

The Team confirmed that the Curriculum Committee and Faculty Senate hold primary responsibility for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. All College credit courses are in compliance with Title 5 regulations. The official course outline of record for each approved credit course identifies the academic credit to be awarded and is the same for each course regardless of the method of delivery.

10. Student Learning and Achievement

The Team confirmed that the College has defined and identified student learning and achievement outcomes at the course, program, and institutional level. These outcomes are the same regardless of the method of instructional delivery. The Student Learning Outcomes Council's website includes a list of all course, program, and general education/institutional learning outcomes (GE/ILOs). Specific GE/ILOs are assessed across the institution annually, and a report of the assessment is presented on the Council's website.

All courses, programs, and support services are engaged in student learning outcome assessment cycles or service area outcome assessment cycles. Results of these assessments, including plans for improvements, are maintained in the College's outcomes database. Institutional and program level student achievement data are readily accessible on the College's website through links to the state chancellor's office accountability report, the College fact book, and the gainful employment regulation information. Program achievement data, including course success rates for distance

education courses, are included in all instructional program review and planning documents. Annually, the College assesses progress on meeting the accountability metrics and institutionally set standards (per ACCJC definitions). Additionally, the College conducts follow-up surveys of students of career and technical education programs and their employers.

11. General Education

The Team confirmed that the College catalog lists the general education (GE) requirements for the associate degree. The GE curriculum includes courses in the subject areas of language and rationality, natural sciences, humanities, social and behavioral sciences, and lifelong learning and self-development. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The College identifies GE outcomes and assesses them on a regular basis.

12. Academic Freedom

The Team confirmed that faculty and students are free to examine and test knowledge appropriate to the academic discipline or major area of study. Board Policy 4030 Academic Freedom, adopted in June of 2009 and revised in June of 2013, encourages freedom of expression and the free flow and exchange of information and ideas. The College seeks to protect academic freedom and supports free and unfettered scholarly inquiry as set forth in the ACCJC Standards and the California Code of Regulations, Title 5, Section § 51023. These policies are applicable to all methods of instructional delivery and ensure that the same rights of academic freedom are afforded to face-to-face and to distance education classes.

13. Faculty

The Team confirmed that the College has approximately 266 full-time and 860 part-time faculty. All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty. The College is currently in the process of hiring 13 additional full-time instructors for 2015-16. The names, degrees, and years of employment of full-time faculty are listed in the College catalog. Faculty responsibilities include development and review of curriculum and assessment of learning and are defined in the contractual agreement, *Palomar Faculty Federation, CFT/AFT and the Palomar Community College District, FY13-14*.

14. Student Services

The Team confirmed that the College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Student support programs meet the needs of the College's diverse student population, supporting student learning and development within the context of the institutional mission. The College provides services in the following areas:

- Admissions and Records
- Articulation
- Bookstore
- Campus Police

- Child Development Center
- Counseling
- Disability Resource Center
- ESL Tutoring
- EOPS
- Financial Aid and Scholarships
- Inter-Collegiate Athletics
- International Student Services
- Learning Communities
- Math Learning Center
- Open Access Computer Labs

- STEM Center
- Student Affairs
- Student Employment
- Student Health and Mental Services
- Teaching & Learning Centers
- The Pride Center
- Transfer and Career Center
- Tutoring Services
- Veterans Affairs
- Reading and Writing Center

15. Admissions

The Team confirmed that the College's admission policies are consistent with its Mission Statement and conform to California state law and College policies. The qualifications for admission are clearly stated in the College catalog and are available on the College's website.

16. Information and Learning Resources

The Team confirmed that the College provides access to information and learning resources and services electronically and in print to all students through information services, the Academic Technology Resource Center (ATRC), and the library. The College's technology infrastructure provides stable and reliable access to wireless and on-campus computer needs. The ATRC provides HelpDesk services Monday-Saturday, utilizing a "ticketing" process to expedite response to student needs. The Library's approach of "libraries without walls" offers extensive support and access to students to e-books and periodicals, videos, online databases, and online reference services through "Ask Us Now."

17. Financial Resources

The Team confirmed that the majority of the College's funding comes from property taxes and state apportionment generated by FTES. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains five percent reserve levels for contingencies and for expansion. The College maintains conservative financial management policies and practices that ensure continued fiscal stability. The College is committed to following its Resource Allocation Model (RAM) and Integrated Planning Model (IPM) to improve institutional effectiveness.

18. Financial Accountability

The Team confirmed that the College annually undergoes an external financial audit as required by law and maintains an internal auditor position. The Board reviews and accepts the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm. The College audit is available online. The College has received an unqualified audit for the past six years.

19. Institutional Planning and Evaluation

The Team confirmed that the College implements an ongoing integrated planning, evaluation, and resource allocation decision-making cycle. The Integrated Planning Model (IPM) joins together long-, mid-, and short-range planning and evaluation. The Resource Allocation Model (RAM) allows for planning to influence the distribution of resources. A three-year Strategic Plan is developed as a result of a comprehensive evaluation that includes internal and external scans, review of long-and short-range planning, and discussion of student learning outcomes and achievement. The Strategic Plan includes institutional goals and objectives that identify plans for improving structures and processes, student achievement of educational goals, and student learning. An annual action plan is developed to monitor progress toward the goals. Through the RAM, Strategic Plan Priority Funds (SPPF) are allocated to implement the goals and objectives of the strategic plan.

The Strategic Planning Council conducts an annual evaluation of progress on the strategic plan's objectives. The evaluation includes a review of institutional effectiveness metrics. As a result of the evaluation, the strategic plan is updated and revised every three years. By way of the operational short-range program review and planning (PRP) process, departments identify goals for improvement and document the progress they have made toward reaching them. Department goals are linked to the College's strategic planning goals.

As described in the College's response to the Eligibility Requirement "Learning and Achievement," Palomar makes public how well and in what ways it is accomplishing its purpose. The strategic plan and reports of institutional effectiveness are posted on the College's website, as are links to the state's accountability report and to the College's fact book, program review and planning documents, and gainful employment information. The Learning Outcomes Council maintains a website and posts all learning outcomes, reports of the assessment of GE/ILOs, and links to other accountability metrics. The College's outcomes database stores the results of learning assessments at the course, program, and institutional levels.

20. Integrity in Communication with the Public

The Team confirmed that regularly updated information about Palomar is available to the public through the College website, the annually published College catalog, and the class schedule published each semester. General information is provided in the online and print College catalog, including the official institution name, address, phone numbers, and website address; the College's mission statement; course, program, and degree offerings; academic calendar and program length; the academic freedom statement; available student financial aid; and available learning resources. The names and credentials of faculty and administrators and the members of the Board are listed in the College catalog. Additionally, the catalog states requirements for admission, degrees, certificates, graduation, and transfer, and information on fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refunds of fees are located in the College catalog. The semester schedule of classes contains the College's address, names of the members of the Board, calendar information, general information, policy information, and the semester's class listings.

21. Integrity in Relations with the Accrediting Commission

The Team confirmed that the Board receives monthly reports on the accreditation activities of the College. The Board adheres to all Eligibility Requirements, Accreditation Standards, and commission policies. The College agrees to disclose any information required by the Commission to carry out its responsibilities. The College submits all required ACCJC reports in a timely manner.

Standard I

Institutional Mission and Effectiveness

A. Mission

General Observations

The Standard I.A. section of Palomar's Self Evaluation Report contained narrative and evidence for each accreditation standard.

Mission Statement:

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

The College's mission statement defines its broad educational purposes of being a comprehensive community college and providing an engaging teaching and learning environment. The mission statement also lists specifics for student pursuits. The College defines its student population as those with diverse origins, experiences, needs, abilities, and goals. The mission statement also indicates the College's commitment to helping its students to achieve learning outcomes.

Findings and Evidence

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population. The College's mission statement defines its broad educational purposes of providing an engaging teaching and learning environment and being a comprehensive community college. The statement also lists specifics for student pursuits. The College defines its student population as those with diverse origins, experiences, needs, abilities, and goals. The mission statement also indicates Palomar's commitment to helping its students to achieve learning outcomes. Of all courses reviewed, the College has student learning outcomes and reviews their effectiveness in each program's program review. A comprehensive program review is performed every three years with an update made for the two intermediary years. The program reviews are then used to drive the budget and college planning.

In interviews with various 13 full-time faculty, the faculty indicated they knew how the planning process worked through the program reviews and that there was significant participation by both full-time and adjunct faculty in the process. (I.A1)

The mission statement is highly visible in the College's catalog, schedule of classes, web site, programs reviews, and minutes of several committee/council meetings. The revised mission statement was approved by the Board on January 14, 2014.

Palomar has no formalized practice that dictates where and when the mission statement is published outside of the website, catalog, and schedule. Palomar includes its Mission Statement where it would create interaction and value. (I.A.2)

In the responses to the 2009 Team visit it was indicated that the mission was revised in spring of 2009 and would be reviewed on a three year cycle. On the three year cycle, the mission statement should have been reviewed by spring of 2012. The Strategic Planning Council approved the mission statement at its April 16, 2013 meeting indicating that faculty senate comments were also reviewed prior to approval. At the Board's January, 14, 2014 meeting the agenda included BP1200 District Mission for second reading. The agenda indicates that the SPC has approved the mission statement. The Board minutes of March 11, 2014 indicate they approved the 2016 Strategic Plan which includes the mission statement.

Palomar also reviews its mission statement and assures alignment during the program review plan process. Programs create their own mission in alignment with the College mission. (I.A.3)

The response to the 2009 accreditation visit states that the College's mission is central to institutional planning and decision making. The 2013 Strategic Plan year three action plan, Educational and Facilities Master Plan, Strategic Plan, and Technology Plan related to the institution's mission.

The mission statement is being considered by the planning committees/councils and is considered by the departments during their program review.

The Camp Pendleton site has its own mission statement which is included in a Memorandum of Understanding with the facility. "Palomar College will offer the following programs: the Military Academic Programs (MASP) for military members needing basic skills development, and we offer AA degrees in Administration of Justice/Law Enforcement, Administration of Justice/Homeland Security, General Business, Business Management, General Studies/emphasis in Arts and Humanities, General Studies/emphasis in Science and Mathematics, and General Studies/emphasis in Social Behavioral Sciences." All classes in the majors are offered at least once every three years and are offered even if the class has low enrolment. This agreement fits within the College's mission statement. The Camp Pendleton site does participate in the College's planning process by completing program reviews. (I.A.4)

Conclusions

Program reviews are department/unit driven and an integral driver to Palomar and it keeping in line with its mission. The faculty and the office of Institutional Research and Planning work to ensure Palomar will continue with its mission.

The College meets the standard.

B. Improving Institutional Effectiveness

General Observations

Palomar demonstrates a conscious effort to produce and support student learning as evidenced in Program Review Plans (PRP) and the inclusion of Student Learning Outcomes assessments in the plans. The program review templates appear to incorporate data and information necessary to assess student learning and also request necessary resources.

Findings and Evidence

Dialog about continuous improvement of student learning and institutional processes are evidenced at Palomar through discussions at Faculty Senate meetings, Strategic Planning Council, Board of Trustee meetings, and other committees. Evidence from meeting minutes indicated discussions took place from February to August 2008. The College's PRPs include student achievement and student learning outcome data that is analyzed and discussed by deans, faculty, and, when appropriate students and classified staff. Discussions in the College councils and specifically the Strategic Planning Council include self-reflective dialog through formative and summative discussions about institutional processes such as program reviews, resource allocations, and strategic planning.

Palomar includes an actionable improvement plan, as listed below, to communicate the nature and significance of dialog from meetings to its members. This issue was identified through the accreditation survey with results specifically related to classified staff and feedback from deans in the program review process. Palomar currently communicates information from the Strategic Planning Council and other meetings through e-mail, posting of agenda's and minutes, and the availability of plans and data on the college website. The College plans to implement better mechanisms for communication through direct dialog with key constituency members during council and department/division meetings. The issues in the improvement plan are also an objective in the current Strategic Plan. (I.B.1)

Actionable Improvement Plan: The planning councils 1) will better communicate to members of the College the nature and significance of the dialogue that occurs at their meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. The planning councils also 2) will provide members more opportunity to participate in their processes—and especially in the evaluation/planning cycles. (I.B.1, I.B.4)

Palomar shows evidence of an educational master plan that was updated in 2010 for 2022. It includes institutional goals and objective that are linked to the College's 2016 three-year strategic plan. A draft document is included that evaluates the year one goals and objectives. The College is currently implementing year two of the strategic plan. The Strategic Planning Council is in the process of evaluating mid-year progress for the current year goals and objectives. The objectives are established in measurable terms and are evaluated at both the program review level and at the planning council level for the 2016 plan. The faculty, classified staff, and administrators understand and discuss the goals as part of a process to work toward their achievement. The members of the Strategic Planning Council discuss data and updates at

bi-monthly meetings and work through their respective planning councils and divisions toward the achievement of the goals. (I.B.2)

Palomar documents evidence of goal attainment and includes resource allocation in its systematic cycle of planning. The College also included evidence of formative and summative discussions about improvement along with a SWOT (strengths, weaknesses, opportunities, and threats) analysis in the Strategic Planning Council. The College's systematic cycle of integrated planning, resource allocation, implementation and re-evaluation takes place in program review, planning councils, and through the update of the master planning documents Palomar produces and analyzes qualitative and quantitative student achievement data that was presented to the board and other planning bodies on campus. Palomar utilizes five years of discipline specific student achievement data in PRPs as the basis for integrated planning, implementation, resource, and re-evaluation.

Palomar follows an Integrated Planning Model (IPM) which includes their three levels of planning, program reviews, 2016 Strategic Plan, and Educational Master Plan. The IPM includes a specific, written cycle which includes a mid-year check-in and yearly evaluation. Resource allocation requests for staffing and budget allocation originate in program review plans on a yearly basis.

Funding of objectives from the 2016 Strategic Plan originate from Strategic Planning Priority Funds (SPPF) that are made up of one-half of one percent of the general fund. If the strategic plan priorities do not utilize all of these funds, program review plan resource allocation requests are next in line for funding. Palomar is to be applauded for involving foundation funding as part of the resource allocation options for campus needs.

The College includes a robust PRP model for instructional and student services programs. The PRP for Human Resource Services and Finance and Administrative Services is produced in a more general narrative format with all sub-programs included in the same plan. The programs for Institutional Research, Planning, and Grants and Communications, Marketing, and Public Affairs do not currently create a PRP.

Palomar implemented a thorough process in 2014 to establish three Institution-set standards based on ten years of data and involvement with faculty and approval through the Strategic Planning Council. The standards are evaluated yearly and modified as necessary. Two additional Institution-set standards will be considered in 2015. Each standard was reasonable and evaluated for the year. Discussions related to the standards took place at a Board workshop as well as at a Faculty Senate meeting. The College has established program-level standards in career technical education programs based on core indicator rates negotiated with the state chancellor's office. The College plans to develop standards in all college programs in 2015.

Palomar includes qualitative and quantitative data for PRPs, three-year strategic plan, and evaluation of all planning processes. The College would better understand the unique student populations at the Escondido and Camp Pendleton sites if it produced student achievement data for a comparison of students at the San Marcos campus.

Palomar's Resource Allocation Model (RAM) allocates and prioritizes resources from PRPs at the division and instructional planning council level. Instructional staffing requests are scored and prioritized at the Instructional Planning Council utilizing four factors and scoring sheets to establish a prioritized list. The Student Services Planning Council handles resource requests from its divisions in an identical fashion. (I.B.3)

The Palomar planning process is broad-based, including members of college constituencies in PRPs, 2016 Strategic Plan, and through the educational master plan process. As noted in I.B.2, Palomar has an actionable improvement plan to better communicate the dialog and outcomes of the planning process to members of councils and all campus constituencies. The planning process allocates necessary budget resources through implementation of their RAM. Several documents such as the Strategic Plan Priority Funding FY2013-14 included evidence of a resource allocation process that funded requests. Palomar also includes evidence that it utilizes external funding to support evidence-based needs on campus such as basic skills, science technology, engineering, and math programs. Additionally, the accreditation survey and other data from the strategic plan indicated the need for additional staff development training in technology. In order to meet this need and meet the strategic plan objective, the College is conducting focus groups to determine gaps in training. The Human Resource Services Planning Council received Strategic Plan Priority Funds (SPPF) to help fill the gap in training.

The Self Evaluation Report includes evidence that the planning process leads to improvement in institutional effectiveness. One example included updates to the program review model, institution-set standards, and programs to improve basic skills based on programs and achievement. The PRP model will include a future change to include a three-year cycle with yearly progress report as a result of a yearly evaluation of the planning process. (I.B.4)

Palomar documents assessment results for student learning and student achievement through program review documents, presentation to councils, and updates to the Board. The College indicates in an institutional effectiveness report to the Board that they use student headcount, demographics, staff demographics, enrollments, distribution of course offerings, progress, achievement, institution-set standards, course success rate, student success scorecard, and student equity data to assess and monitor institutional effectiveness. (I.B.5)

Palomar's plans indicate the College systematically reviews and modifies all parts of its planning process cycles, plans, and resources. The evidence is documented in meeting minutes and evaluation summary documents. Evidence is shown for formative and summative evaluation in a summary format. Palomar indicates the Strategic Planning Council reviews a variety of data sources and the evaluation of goals. Improvements in basic skills project initiatives and instructional programs were provided as evidence in narrative form with some imbedded data.

During the month of April, the Strategic Planning Council reviews institutional effectiveness data such as the student success scorecard, student equity plan data, and institution-set standards. Breakout groups at Strategic Planning Council meetings examine data and work to evaluate the strategic plan and recommend improvements for the College and planning processes in general. Improvements that have materialized out of the workgroup sessions include the PRP change to a

three year cycle and the new practice of prioritizing program review resource allocation at the divisional council level. (I.B.6, I.B.7)

Palomar assesses its evaluation mechanisms at the planning council level with coordinated discussion at the Strategic Planning Council. The College reviews the effectiveness of mechanisms such as the Basic skills tracker, and the Learning Communities Student Survey. Through the Office of Institutional Research, Planning, and Grants, the College utilizes the BSI-HSI Activity Evaluation Report to evaluate the improvement of instructional programs, student support services, library, and other learning support services. Through these mechanisms, the College evaluates the Math Pathways, the Summer Early Acceptance Programs, and tutoring centers. (I.B.6, I.B.7)

Conclusions

Palomar demonstrates a commitment to institutional effectiveness through its support of student learning in PRPs and evaluations of the 2016 Strategic Plan in the Strategic Planning Council. They have an integrated planning model that ties all of their planning processes together in a continuous cycle of evaluation and re-evaluation. The College utilizes student achievement data at all levels of planning along with student learning outcomes to assess student learning.

The College meets the standard.

Recommendations

To increase institutional effectiveness, the Team recommends the College create program review plans for Human Resource Services and Finance and Administrative Services that include the same level of detailed narrative and analyses as other College division programs. Additionally, the Team recommends that the College include Program Review Plans for all other College service areas as part of the program review process. (I.B.3)

To increase institutional effectiveness, the Team recommends the College utilize institution-set standards and other student achievement data to develop program-level standards for all College programs. (I.B.3, U.S.D.E 602.17(f))

Standard II
Student Learning Programs and Services

A. Instructional Programs

General Observations

Palomar is a comprehensive community college, offering pre-collegiate basic skills, general education, career technical education, apprenticeship, and contract and community education courses with the goals of preparing students for college level work, career entry through certificates and degrees, job skill development for incumbent workers, transfer to four-year colleges, and lifelong learning.

In reviewing the Self Evaluation Report and upon arrival for the site visit, the Team found an institution that had made significant progress in addressing the 2009 recommendations concerning the College's planning and resource allocation processes, student learning outcomes (SLOs), and the College was able to ensure comparable quality instruction for courses offered through Distance Education (DE). Of particular note is the emergence of a broadly based dialog about student learning.

For the purpose of program review and learning outcomes assessment, programs are defined as sequences of courses leading to degrees and certificates for employment or transfer. Programs are assessed using standardized program review processes designed to ensure currency, improve teaching and learning strategies, and achieve stated program learning outcomes. All instructional programs offered are consistent with Palomar's mission, appropriate to higher education, and culminate in student attainment of identified student learning outcomes.

The College offers instruction in San Marcos and at the satellite campus in Escondido in lecture, lab, learning lab, and hybrid formats. The Camp Pendleton location offers a more limited selection of courses but students attending that location could complete several degrees within a three-year time frame. The instruction provided at the other off-site locations is more limited but does include some lab and noncredit courses.

A pair of College committees supports DE. The first is the Faculty Senate Academic Technology Committee. This committee collaborates with the Curriculum Committee on distance learning courses, discusses pedagogical issues related to online courses and changes in technology, discusses issues of training for DE faculty, and participates in formulating and implementing administrative policy related to the use of technology. The second is the Academic Technology Resource Center (ATRC) staffed by a manager and coordinator who are responsible for coordinating and planning for DE classes. This collaboration allows the institution to continually respond to faculty and student needs as they relate to technology effectiveness, delivery, training, and awareness of pedagogical trends.

Student success and retention data are disaggregated by face-to-face and distance education methodologies, and the difference in success in distance education students is reported to be

approximately less than 10 percent; lower than for face-to-face students as reported by the IR&P group.

A faculty led professional development group has been formed around DE and created an innovative approach to teaching best practices called POET. The POET group has trained approximately 80 faculty members in best practices and pedagogy for use in distance delivered courses.

There is evidence that technology is available to support all students regardless of location of classes. The tutoring model used at both the San Marcos and Escondido sites is decentralized, with tutoring available free of charge to all Palomar students who seek help or are referred by an instructor. This decentralized model has allowed some gaps in tutoring coverage to occur specifically in providing support to the online student population, which currently has no online options for tutoring.

Palomar does provide a Teaching and Learning Center (TLC) at each campus. The original TLC was piloted at the Escondido site. As stated on the TLC website:

> "The mission of the Palomar College Teaching and Learning Centers is to promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, supplemental instruction workshops, embedded tutoring, and/or tutoring. In addition, we strive to create a pleasant working space where students and faculty can come together and exchange ideas and promote a deeper level of student and faculty engagement."

The College has a strong core of general education offerings and requires of all students wishing to obtain a degree or certificate or to transfer to a university at least 18 units of study within a specific field. The curriculum process is thoughtful and clearly designed to ensure that students will be well prepared for further study in a major or to enter the workforce with the necessary training.

Findings and Evidence

The Team found that the institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. Palomar offers classes at 32 off-campus sites and locations including high schools, community sites, and sites for specialized training such as the Public Safety Training Center. The College has one satellite campus, Palomar College—Escondido. Courses offered at the Escondido campus include computer science/information technology, business education, applied arts and social sciences, language arts, and math and sciences. Degrees and certificates can be earned in their entirety at this campus. Committees and procedures that take responsibility for the integrity of the college's curricular offerings ensure the quality of instructional programs at all sites. Students also have access to a full complement of student services at the Escondido campus as are provided on the main campus, including child care

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during scheduled days and hours. Other services are provided periodically during the semester, i.e. Veteran's Services. (II.A)

The Team found that the institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. The College offers day and evening classes at the San Marcos campus and at several other locations in the College's service area. The College offers a robust complement of online courses. The College uses course outlines of record, SLO assessment processes, and systematic faculty evaluations to ensure that the quality of instructional programs is maintained. (II.A.1) The College offers a wide range of transfer and CTE programs, supported by both noncredit and basic skills course offerings. The College conducts a variety of surveys, including Instructional, Student Service, and Distance Education instruments, and uses this data to stay informed on the changing needs of students. To support student readiness, SLOs, and Service Area Outcomes (SAO), research is being used across instructional programs and services to provide data for the disciplines and departments. In addition, learning support programs such as the counseling, library, and teaching/learning centers, also conduct SAO research. Student learning outcome and service area outcomes are aggregated within the College's TracDat installation. (II.A.1)

Survey results are available to staff on the College's intranet website. The Office of Institutional Research and Planning collects data through a variety of methods which it develops into briefs to inform the College of student learning needs.

In order to assess new students' educational preparedness, the College uses the Compass/ESL assessment tool to measure incoming students for preparedness in English, English as a Second Language (ESL), math, and reading. Survey results are available to staff on the College's intranet website. The Office of Institutional Research and Planning collects data through a variety of methods which it develops into briefs to inform the College of student learning needs. (II.A.1.a)

The College offers both credit and noncredit courses at multiple sites within its service area and a range of distance education courses. Through interviews and review of documents, the Team found that the College ensures that delivery of instruction supports the objectives and content of its courses. The College utilizes a variety of delivery systems and modes of instruction to meet its objectives and deliver course content. Day, evening, and weekend offerings include credit and noncredit instructional programs and are delivered via lecture, lab, and DE. (II.A.1.b)

The College is committed to ensuring that all educational modes of teaching meet its standards. For example, the College provides professional development training for online instructors via its Palomar Online Education and Training (POET) program to disseminate best practices in distance education pedagogy. The POET program provides both initial and ongoing training for faculty who teach online. (II.A.1.b)

Based on a review of the faculty union contracts and on interviews with faculty and division deans, the Team established that regular and thorough faculty review procedures ensure high-quality face-to-face instruction. Members of the College's Tenure and Evaluations Review Board (TERB) indicate that it has become increasingly common to designate areas for needed

improvement for probationary faculty in order to ensure that no deficiencies exist by the time a faculty member is granted tenure. The Online Evaluation Kit contains the assessment tool for the review of instructors in online sections during faculty evaluations. (II.A.1.b)

All instructors of a particular course, regardless of the method of delivery, are required to follow the course outline of record, including both the instructional objectives (included in the course outline of record) and the stated SLOs (available on the College's assessment website). (II.A.1.b)

Through interviews and review of documentary evidence, the Team confirmed that all courses and programs have identified SLOs and that faculty regularly engage in assessment dialog and processes at the course, program, and institutional levels. Virtually all courses and programs (including certificates and degrees) also have ongoing student learning outcomes assessment plans. Every instructional department in the College includes a department SLO facilitator charged with leading department discussions regarding student learning outcome assessment. (II.A.1.c)

The College's Self Evaluation Report indicates "the College is aware that not all programs are using Student Learning Outcome Assessment Cycles (SLOAC) results to bring about improvements for students." The Team met with faculty representatives from two disciplines so identified, kinesiology and theater arts. In the case of kinesiology, the department had been engaged in outcomes assessment that the faculty wished to improve upon. The department was also required to significantly revise its curriculum in response to changes in state regulation regarding course repeatability. The department anticipates re-engaging course and program assessment using more authentic assessment methods. (II.A.1.c)

The Learning Outcomes Council facilitates college-wide discussion of the assessment of learning at the College. Assessment plans are developed and written by faculty for their disciplines. The College relies on faculty expertise to develop college-level curricula as well as SLO assessment plans, which are tied to the course curricula. (II.A.1.c)

All active SLOs are available to students and the College community for examination. All SLO assessment plans are housed in the College's TracDat database and on the College's publicly accessible assessment website. Faculty use TracDat to generate and update reports on current timelines for assessment, analysis, and action plans. The comprehensive assessment report generated through TracDat includes course and program SLOs, assessment plans, assessment results, and action plans. Faculty in the disciplines regularly discuss assessment results in department meetings and online in TracDat. Assessment results and action plans are included in program review reports. Each academic department has an SLO facilitator whose compensated responsibilities are to coordinate SLO planning, assessment, and actions plans for each department and to ensure that all SLO reporting has been entered into TracDat. (II.A.1.c)

Palomar offers a variety of programs to address the needs of its student population and that are consistent with its mission. The College maintains instructional integrity through work by its Curriculum Committee and Learning Outcomes Council with additional support by various subcommittees (e.g., prerequisite review, distance education review). Given the institution's understanding of its student population, it has developed programs to increase assessment,

placement, educational gain, and completion. The College is committed to ensuring that all educational modes of teaching meet its high standards. For example, the College provides training to all instructors teaching online through its POET program. (II.A.2)

As confirmed through interviews and the review of documentation, the College demonstrated that student assessment, adherence to the course outline of record, and faculty evaluation is occurring at all locations. (II.A.2)

Through interviews with the Curriculum Committee and the Learning Outcomes Council, additional faculty, and a review of documentation, the Team found that the College has established faculty-led procedures to approve, deliver, and evaluate courses and programs. To ensure collaboration, the Curriculum Committee and the Learning Outcomes Council each have a designated committee member from the other committee. The Faculty Senate has established faculty-led procedures to identify and review SLOs at the course, program, and institutional levels. Faculty members identify SLOs at the course and program level and then incorporate them and their assessments into program review. Evaluation of courses and programs is reflected in the program review process, which begins at the faculty level. (II.a.2.a)

For CTE programs, the College relies on advisory committees to assist faculty in identifying the competences and standards required by business and industry for their career-oriented and CTE courses, certificates, and programs. The Team confirmed this by review of sample CTE advisory board minutes. A review of other documents as well as interviews confirmed that departments are using SLO assessments to measure the effectiveness of learning at each level of a CTE program. The compiled and analyzed data is then shared with the advisory committees. (II.A.2.b)

Palomar has made significant improvements in the process for recruiting and hiring full-time faculty since the time of the previous comprehensive visit. Processes for the hiring of part-time faculty are less standardized and begin with the department chair stipulating the appropriate discipline preparation for new part-time faculty to teach courses. Palomar does not stipulate the discipline preparation necessary for the teaching of course in the College's course outlines of record. The College includes a number of interdisciplinary program in which the discipline preparation appropriate to teach the course is not clear. The hiring of faculty with the appropriate expertise would be more consistent were the curriculum committee to stipulate the discipline preparation appropriate to teaching courses in the College's course outlines. (II.A.2.b, III.A.1.a)

The Curriculum Committee is comprised of faculty representatives, vice president of instruction, all instructional deans, library faculty, articulation officer, and a student liaison from the Associated Student Government as a non-voting participant. The committee reviews and approves courses, including separate review and approval for DE courses, in compliance with Title 5 regulations, and assures that courses and programs are updated at least every five years (two years for CTE courses). The Curriculum Committee assesses curriculum quality while the Learning Outcomes Council ensures that SLOs align with approved curriculum. (II.A.2.c)

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Courses are offered in face-to-face, online, and hybrid modes. Faculty also participate in on-going professional development regarding student learning styles and other classroom pedagogy. Assessment of the effectiveness of teaching methodologies and student performance are ongoing through course and program learning outcomes assessment and program review. (II.A.2.d)

The College defines online sections as those with greater than 51 percent of instruction online, and hybrid as less than 50 percent. The difference in student success and completion between face-to-face and online sections has been less than 10 percent in recent years. Separate curriculum approval is required for distance education courses, where faculty address the rationale, state regulation and accreditation compliance, and the evaluation methods to assess student learning that will be achieved. A secure login is required for students to access courses they are enrolled in, and some faculty require proctored testing. (II.A.2.d)

The Team found that the College evaluates all courses and programs through a required cycle of curriculum and program review. The Team found that there is an institutionalized, systematic and ongoing link between the review and assessment of SLOs and identifying future needs and plans. This has been done relying on faculty expertise. (II.A.2.e)

The Team found that the College engages in ongoing, systematic evaluation of courses and programs through a three-year cycle of program review. The first year requires a comprehensive review and the two additional years are annual review updates for funding requests. The Learning Outcomes Council and department level SLO facilitators coordinate the assessment of course-level and program-level SLO's. As verified by reviewing program review documents, SLO data is used in this assessment process. The Team noted that the level of activity and engagement in SLO assessment seemed to be both genuine and consistent across all disciplines. (II.A.2.f)

The Learning Outcomes Council is in the process of developing a peer review process to systematically evaluate compiled data to ensure relevance, appropriateness, and quality of that data. The review process will systematically strive to improve those outcomes and make the results available to appropriate constituencies. (II.A.2.f)

The College does not use departmental course or program examinations. (II.A.2.g)

The Curriculum Committee ensures that units of credit awarded are consistent with state regulations that reflect generally accepted norms in higher education. The Curriculum Committee also ensures that the credits and grades awarded are based upon student attainment of the SLOs and other objectives. (II.A.2.h)

Review of documents as well as interviews indicate that the College awards degrees and certificates based on achievement of SLOs. (II.A.2.i)

Palomar requires all academic and vocational degree programs to include a component of general education based upon a clearly stated philosophy. Evidence of this can be found in the

College's catalog and website. The College relies on the expertise of the faculty within the disciplines to determine appropriateness and inclusion of each course in the general education curriculum. (II.A.3)

After extensive campus dialog, Palomar adopted the Liberal Education and America's Promise (LEAP) outcomes as a framework for general education and for alignment with the California State University. Included in the discussion has been the intentional linking of general education outcomes and institutional outcomes. Three Associate degree options (university studies, general studies, and specific Palomar majors) all call for general education requirements in language and rationality, natural sciences, humanities, social and behavioral sciences, and lifelong learning and self-development for a minimum total of 18 units. The College's catalog and website detail comprehensive general education outcomes in the major areas of knowledge of humanities, fine arts, natural sciences, and social sciences as required by the standard. Palomar uses course student learning outcomes to map courses to general education outcomes. (II.A.3.a)

Palomar's general education outcomes include required elements of lifelong learning skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge. Student skills and outcomes are measured at the course, program, and institutional level. Palomar has completed three cycles of general education assessments (one or two per semester) for critical and creative thinking and information literacy, oral communication and critical thinking, quantitative literacy, and written communication. Not all of the College's general education outcomes assessments are complete. The College is in the process of assessing general education outcomes related to intercultural knowledge and competence in spring 2015 and plans to continue with the pattern of general education outcomes assessments every semester. The College faculty are conducting authentic outcome assessments and using the results for institutional improvements. (II.A.3.b)

Beginning with Palomar's mission statement, the expectation for students to become "global citizens living responsibly" is established and further supported in a variety of ways across campus and the curriculum. Administration, faculty, and staff provided examples of meeting the standard. For instance, students from the police academy adopt a family of a fallen officer. Each year, the students present a generous check to the adopted family from money raised from carwashes and other activities. Another example from the Self Evaluation Report involves the development of a learning module for students, *Dashboard*, to increase student's awareness of ethical use of information. The College reports that course general education decisions initially occur within an individual department based on student learning outcomes, course objectives, and breadth of content with input from the articulation officer. The department chair, discipline content specialist, division dean, Curriculum Committee, Faculty Senate, and Board then approve the course. Evidence to confirm this process was found in the Self Evaluation Report and during discussions with Curriculum Committee members. (II.A.3.c)

Administrative Procedure 4100 and the catalog delineate degree patterns with the graduation requirements of at least 18 semester units in general education and at least 18 semester units in a major, confirming that degree programs include a focused area of study. (II.A.4)

Palomar students receiving vocational and occupational certificates and degrees demonstrate meeting the Standard for technical and professional competencies. Student licensure pass rates for CTE programs were strong, exceeding 95 percent with the exception of one section of the dental assistant exam, which was 86 percent. The state chancellor's office reported Palomar's aggregate core indictor information for 2013-14 technical, completion, persistence/transfer, employment, and nontraditional participation exceeded the state and district level indicators. The only exception was the core indicator for nontraditional completions was slightly below the state. Another indicator of meeting the standard is the College's state scorecard numbers for the six-year cohort for CTE, which showed a completion of 51.7 percent which is slightly lower than the California State average of 53.9 percent. (II.A.5)

Palomar conducts a survey of the CTE student completers and leavers every two years. Results from spring 2013 indicated that 92 percent of completers and 89 percent of leavers expressed satisfaction with their program. The mean satisfaction of students for the programs (2009, 2011, and 2013) were above 8.0 on a scale from 1-10. (II.A.5)

Palomar's Self Evaluation Report did not include employer survey information. According to a conversation with a researcher and administrator, employer surveys have yielded poor response rates. As a result, CTE departments rely heavily on advisory groups for employer feedback. Advisory meeting minutes are available online and include outcome discussions, licensure pass rates, and employment information. (II.A.5)

Palomar's catalog and website contain and clearly state information regarding educational courses, programs, degrees, certificates, proficiency award, and transfer policies. The catalog, which is reviewed annually, includes a statement of general purpose, content, prerequisites, and course requirements for each instructional area. The Self Evaluation Report outlines the process for ensuring the catalog information is accurate, culminating in review by the Curriculum Committee. Learning outcomes for programs and courses were not found in the catalog but are available on the College website which is updated annually according to administration. (II.A.6)

Department chairs and student learning outcome leads confirmed that faculty are provided copies of the official Course Outline of Record (COR) and student learning outcomes. As part of their evaluation process, the department chair notes that syllabi contain student outcomes and peer evaluators confirm faculty adhere to the COR. (II.A.6)

Course outlines of record at Palomar include course objectives; they do not include course student learning outcomes. The character of course objectives included in course outlines of record vary widely; some look like traditional discrete objectives while others look more like broader course student learning outcomes. Student learning outcomes are contained both in the College's TracDat system and on the College's assessment website located at http://www2.palomar.edu/slo/. A review of several syllabi, both those provided by the College to the Team in binders and those for online class sections, revealed that virtually all syllabi include both course objectives and student learning outcomes. However, in many cases, faculty have included only some of the course objectives or student learning outcomes, or edited and/or paraphrased the approved student learning outcomes. The result is that while all syllabi include SLOs, it is possible for students enrolling in different sections of the same course to have slightly

different SLOs communicated to them through the syllabus. The College reports that syllabi are submitted to department chairs who are responsible for ensuring consistency between the College's adopted SLOs and those included on course syllabi. This work appears to be completed inconsistently. (II.A.6)

The catalog and website include clearly written UC (IGETC), CSU (including AA-T and As-T), Transfer Admission Guarantee (TAG) programs, and independent/private/out-of-state institution information for students. Also, the College has a Course Identification Numbering System (C-ID) linked to Palomar courses to assure students that other California community colleges would accept a course. Students are encouraged to double check the ASSIST database and seek counseling assistance. When courses are being transferred from other institutions to the College, CORs, student learning outcomes, course descriptions, units, and prerequisites are reviewed for rigor and comparison to College's course according to the Self Evaluation Report and confirmed by the articulation officer. (II.A.6.a)

Board Policy 4021 *Discontinuance of Career-Technical Programs* defines the process as relying primarily on faculty to initiate program discontinuance and submit to Curriculum Committee for approval. Administrative Procedure 4021 includes the procedure for both academic and CTE programs, including a planned "phase out" and/or course substitution for students currently enrolled in a program. The last program to be discontinued was Medical Assisting in 2010 and a phase out plan was implemented to ensure student completers. Preparing a policy to address program elimination was a recommendation from the 2009 accreditation visit. The Team determined that this recommendation has been resolved. (II.A.6.b)

The Self Evaluation Report and administrators describe a collaborative process utilizing workgroups for reviewing class schedule, catalog, printed material, and website for accuracy and consistency. Information on student achievement can be found on the College homepage with a link to the state chancellor's office scorecard and on the Institutional Research and Planning webpage. Not found in the self-study or discussions with technology staff and administrators was a cyclical review of electronic publications. Palomar identified concerns about the inconsistency and lack of uniformity of the College's website. A website revamp taskforce was formed with the goal of creating student-focused webpages with improved navigation and consistent appearance. The College should accelerate preparation and launching of the new website and the College should develop cyclical process to review printed and electronic publications to ensure clear, accurate, and consistent information about its mission, programs and services. (II.A.6.c)

Publicly available in multiple places are documented College policies on academic freedom and student academic honesty. Specific policies applicable to faculty are Board Policy 4030 on academic freedom, adopted in June 2009 and revised in 2013, and Board Policy 4290 on academic honesty, adopted in 2009. Preparing an updated policy on academic freedom was a recommendation from the 2009 accreditation visit. The Team determined that this recommendation has been resolved. (II.A.7)

Student responsibilities are also publically available in the catalog, Section 4—student rights and responsibilities. Included in this section is information on policies related to academic

accommodations, academic integrity, college debt repayment, drugs and alcohol, parking and traffic, The Clery Act, sexual harassment, smoking, student behavior, student code of conduct, grading disputes, grievances, and student records. The Self Evaluation Report included information on academic honesty process guidelines. (II.7)

Board Policy 4030 on academic freedom addresses faculty responsibilities. Faculty interviewed responded favorably and agreed the College supported academic freedom. A Life Science faculty member provided an example of a faculty member in a peer evaluation distinguishing between personal conviction and professionally accepted views of the discipline when discussing evolution in the classroom. (II.A.7.a)

Board Policy 5500 *Standards of Conduct* is available online and in the catalog which clearly details students' responsibilities to avoid dishonesty (cheating, forgery, fabrication, etc.), disturbances of the peace, assault and battery, theft, disorderly conduct, and others. Students who disobey these rules of conduct may be disciplined by removal, suspension, or expulsion from the College. Additionally, as a result of its assessment of its institutional learning outcome for information literacy, the College developed an online learning module, dashboard, to reinforce honesty standards related to plagiarism and reference citing. (II.A.7.b)

The College provides accessible and clear notice of policies for specific codes of conduct in the catalog and on the website. The College's website indicates that there is a faculty handbook but that it is unavailable as a result of being revised; that revision should be completed and the handbook restored to availability to provide clear notification of policies and procedures related to faculty roles and responsibilities. The College does not seek to instill specific beliefs or worldviews but to encourage academic inquiry. (II.A.7.c)

The College does not offer curricula in foreign locations. (II.A.8)

Conclusions

However, further improvements may be necessary to increase student success and institutional effectiveness. The Team recommends that the college take steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution. The Team also recommends that the College curriculum committee stipulate the discipline preparation appropriate to courses in the College's curriculum within course outlines of record.

The Team encourages the College to continue integrating the development of DE professional development for its faculty through its POET program.

The Team commends the College for developing and sustaining faculty-driven student learning outcome discussions and processes that are broadly based and widely used to inform the College's program review and planning.

The College meets the standard.

Recommendations

To increase institutional effectiveness, the Team recommends the College take steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution. (II.A.6)

To increase institutional effectiveness, the Team recommends the College curriculum committee stipulate the discipline preparation appropriate to courses in the College's curriculum within course outlines of record. (II.A.2.b, III.A.1.a)

B. Student Support Services

General Observations

Palomar maintains a genuine commitment to the recruitment of a diverse segment of students from its service area. In addition, the College offers a broad spectrum of programs, services, student clubs, and activities through which students may connect with which create a supportive learning environment. Overall, the College maintains a supportive learning environment for students focusing on the entire student pathway through educational goal completion. Furthermore, the College systematically assesses their student support services programs and uses SLOs and service area outcomes in order to continuously improve programs and services. The College has in place venues for faculty, student, and staff input as a part of their program review and planning processes to enhance program services and effectiveness.

Findings and Evidence

Palomar demonstrates a commitment to delivering quality services to students throughout its service area. The College has a strong institutional research office; it has been able to develop a planning agenda for service delivery growth based on research and data identifying student demographics and needs. This planning is aligned with the mission and values of the institution and has allowed the College to place campus sites at strategic locations within its service delivery area. Campus sites, e.g. Escondido Center and Camp Pendleton, demonstrate a wide spectrum of student support services to ensure students have the support they need to progress in achieving their academic goals. One noteworthy exception is the lack of tutorial services at Camp Pendleton (see IIC recommendation). The College has a consistent program review process. Departments and services have a process through which they may request resources to assist them in continuously improving their student support services delivery model. In conversations with many constituencies on campus, the College demonstrates planning processes that consistently ensure program services and delivery regardless of location is in the spirit of the mission of the institution. (II.B.1; I.A.1)

Palomar provides a comprehensive catalog for its constituencies that is precise, accurate, and current. The catalog contains: general information; campus requirements; major policies affecting students; and locations or publications where other policies may be found (II.B.2).

Palomar also includes general information included in their semester course schedules in Spanish and provides a course schedule to all residents in their service area. This approach of mailing a course schedule to all households in their service area is an intentional marketing approach to ensure communities are aware of the courses available by semester. Included in the College's catalog is information on the students' right to know, The Clery Act—including information on the violence against women act, academic integrity, student grievance, family educational rights and privacy act, and student grievance policy and procedures. (II.B.2)

Palomar maintains a robust research and planning agenda to ensure they are identifying the demographics and learning support needs of its student population. Based on this research data, the College develops appropriate programs and services to serve a broad spectrum of students district wide. This service delivery model aligns with the mission of the College. The Office of Institutional Research and Planning also contributes to the College's effort to ensure the quality of support services by providing on-going data reports and studies that track student outcomes. Examples include the tracking of students in categorical programs, disproportionate impact studies, student transfer data, assessment test validation, and the development of surveys and data collection tools for SAOs. One population-specific study that illustrates the College's efforts to ensure the quality of services provided is the longitudinal athlete academic performance tracking study, which measures the success rates of all student athletes at the College. (II.B.3)

Palomar engages in strategic planning and resource allocation to ensure equitable services to all of its students at all campus sites (San Marcos, Escondido and Camp Pendleton). Palomar also ensures the appropriate level of services for its smaller site locations (Fallbrook, Mt. Carmel and Pauma). Palomar ensures that most core student support services can be accessed either online or through telephone. In terms of resource allocation for student services, the student support services programs are responsible for ensuring the appropriate planning through dialogue and completion of annual program reviews consistent with the strategic planning of the overall district. The College ensures student support service areas program review plans (PRPs) are reviewed and discussed annually at the department level, vice president of student services cabinet meetings, and then again at the Student Services Planning Council. Data and information provided by the PRP processes informs student support service areas in the development of strategies and activities for quality improvement and priorities for staffing and resource allocations. As part of the College's outreach and enrollment services, College staff visit local high schools, attend community outreach events, mail out class schedules to all households in their service delivery areas, send out electronic messages to prospective students, provide admissions workshops, and provide tours of the San Marcos campus. Prospective students who are unable to meet with a College staff member in person are provided with access to enrollment and registration information on-line via the campus website or by telephone. (II.B.3.a)

While the College is engaged in strategic planning and resource allocation, recent changes to its academic calendar have resulted in an unanticipated decline in the number of students served and the College has failed to meet its FTES target. The College is aware of this shortfall and the need to establish enrollment management on a more stable foundation. (II.B.3.b)

Palomar maintains a strong institutional culture that supports and encourages student personal and civic responsibility through engagement of student clubs, activities and government. As a part of the College's strategic planning process, the College commits to ensuring student representation on governance committees across campus. In addition, the student affairs team has taken a strong leadership role in establishing student learning programs and services aligned with its purposes, its character, and its student population. This approach has made students feel included in the overall planning and continuous quality improvement of programs and services on campus. Student activities and clubs are coordinated through the work of the College's student interclub council; the College has developed a broad spectrum of clubs and activities for students to get involved with the campus culture. As of January 2015, Palomar College has twenty-nine clubs for students to connect with. Some of the clubs include: MECHA; veteran's; Intervarsity Christian Fellowship; Hillel (Jewish); LGBTQA; gender and women's studies; Native American Student Association; Encuentro's United; and Muslim Student Association. The inclusiveness of these clubs and activities through the Office of Student Affairs helps to contribute to an institutional culture that truly values students. The College is to be commended for the work being done relative to this standard. (II.B.3.b.)

Palomar maintains a comprehensive counseling department that designs, implements and evaluates a full spectrum of counseling and advising services to support student development. All students have access to counseling-related courses that are designed to promote college success, study skills development, overcoming test anxiety, career and life planning, and the exploration of self-identity. Students can also access on-going counseling services to review their academic standing and progress toward goal completion, update their individual education plans, receive transfer or career guidance, and discuss personal issues that may be creating obstacles to their success. (II.B.3.c)

While all counselors are trained to assist students with personal issues, students who are struggling with significant issues also have access to mental health counseling. The mental health counseling staff are licensed mental health clinicians who can provide triage services to students who may be showing signs of severe depression or anxiety, are expressing thoughts of suicide, or are in need of or currently receiving long-term therapy from an outside source. The College's mental health staff also works in concert with the general counseling unit, student health center, student affairs office, and Palomar police department to respond to mental health crises on campus. (II.B.3.c)

The counseling department led by administration, faculty, staff, and students is fully integrated in the College's district wide strategic planning. Counseling instruction and counseling services submit annual program review plans which outline areas for improvement based on data review and submit requests for resources. The counseling department engages in consistent evaluation of effectiveness of services and makes enhancements to their service delivery to students accordingly. (I.B.6, II.B.3.d.)

Palomar provides a comprehensive set of services with the goal of creating an environment that encourages all students to function effectively, enabling all students to participate in College planning. Services include orientations, on-campus transportation, special parking, priority registration, counseling, testing, and supportive instruction in English, mathematics,

speech/language, reading, and adapted physical education. An adapted computer instruction program provides instruction for those with specific disabilities. Interpreters for the deaf, real-time captioning, readers, note-taking assistance, testing accommodations, mobility assistance, and access to alternative media are also offered. Equipment, including power wheelchairs, computers, tape recorders, and other specialized equipment, is part of the support services offered to students with disabilities. Furthermore, the College provides an environment that encourages students to take a leadership role through the development of student clubs and activities. A committed team of student affairs professionals that maintain a strong rapport with students influences this culture. The College plans, designs, and implements programs and services and encourages student engagement thereby demonstrating a strong commitment to diversity throughout the district. (II.B.3.d)

The Office of Institutional Research and Planning (IR&P) at the College monitors the regular evaluation of placement instruments to assure their accuracy and currency. Consequential validity studies have been conducted for English, ESL, mathematics, and reading placement. IR&P meets with faculty members to discuss this data and, when necessary, leads faculty in the analysis of cut scores. In addition, the College has participated with ACT in providing data to keep COMPASS on the state Chancellor's office's list of approved instruments. In addition, automated multiple measures are applied. Non-highly correlated multiple measures used include "student self-proclaimed high school GPAs," which are collected on the application for admission, and a reading score that is at "college level." These multiple measures are automatically applied to the raw score on COMPASS before a placement level recommendation is made for English or mathematics curriculum. (II.B.3.e)

Palomar follows the Federal Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5, and Board policies and procedures by maintaining student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained (II.B.3.f.). In compliance with FERPA and pursuant to California Administrative Code (CAC), Title 5, §54606, and subsequent sections, the College publishes and follows established policies and procedures regarding the release of student records. The College publishes the student rights/privacy of student records policy in the catalog, in the class schedule under "General Information," and on the College website (II.B). Federal Title IV Financial Aid regulations require the College to maintain financial aid records for a minimum of five years. The financial aid office adheres to FERPA regulations. (II.B.3.f)

Print copies of student records are maintained in secure areas of the San Marcos campus and at the Escondido Center. At both locations access is limited to employees of Enrollment Services, who are required to wear staff photo identification. Access to computer records is limited by programmed security levels in PeopleSoft SA/HR. Student records and financial aid utilize a document imaging system with varying access levels of security, and other departments on campus are considering implementing the system. (II.B.3.f.)

Student services at Palomar engages in a comprehensive set of evaluations used to analyze quantitative and qualitative data on student retention, persistence, course completions, educational goals, transfer rates, use of services, and appropriateness of services. The staff in

IR&P works closely to develop a research agenda for student services-related research requirements. Student services departments routinely access research data from IR&P and produce their own data through Student Learning Outcome Assessment Cycles (SLOACs), Service Area Outcome Assessment Cycles (SAOACs), and surveys. The data is used to inform services, analyze staffing requests, and the development of new initiatives. These elements are reported annually through the Program Review and Planning (PRP) processes (I.A). PRPs are developed for individual department purposes and are discussed in division meetings, student services cabinet meetings, and the Student Services Planning Council (SSPC), and summarized at the Strategic Planning Council (SPC). At each step in the governance structure the accomplishments, planning agenda, and resource allocations requests are brought forward and discussed in advance of resource allocation planning. Resource planning and prioritization begin at the department level based on the evidence presented in the PRPs and proceed through the College's strategic planning processes. (II.B.4)

The College has adopted a systematic and comprehensive approach to evaluating Student Services, students' achievement of learning outcomes, and units' achievement of service area outcomes. At the global level, the College participates in the Community College Survey of Student Engagement (CCSSE) approximately every four years, and IR&P annually produces data on student course success, basic skills completion, term-to-term persistence, degree completion, and transfer rates. This set of survey information provides baseline information about the college's students and is a strong starting point for department research through SAOs and various surveys. As an example, in the 2013-14 counseling department PRP, there was an in-depth review of student enrollment patterns and Pass rate data. The department reported that pass rates have improved from 59.2 percent to 69.9 percent over the last six years. (II.B.4)

Conclusions

The Team commends the College for creating an institutional culture that supports active student engagement and leadership through the Student Interclub Council, diverse student programs (e.g. Pride Center and Veteran's Resource Center), and comprehensive student activities.

To ensure a comprehensive enrollment management strategy by which continuous quality improvement may occur, the enrollment management work group, developed through the Instructional Planning Council (IPC) formulate a formal district wide enrollment management plan. This plan will specifically outline comprehensive enrollment goals, targets, and strategies for future enrollments by the College. Institutional knowledge of the goals will allow broad based conversations on course offerings and the continued development of programs and services to meet the needs of students. This plan will address declining enrollments due to external environmental factors including the economy, new student enrollments from feeder high schools, and student enrollments at other service area postsecondary institutions. The development of a formal plan will ensure broad institutional knowledge by which faculty; staff, students and administrators will have clear knowledge of the goals of the College in terms of course offerings and the continued development and programs and services to meet the needs of students and the overall community.

The College meets the standard.

C. Library and Learning Support Services

General Observations

The College provides library and learning support services at the San Marcos and Escondido campuses. In addition, online library resources are made available at four additional sites: Camp Pendleton, Fallbrook, Mt. Carmel, and Pauma. The library collection is expansive and consists of over 144,500 items (books, periodicals, videos, media titles, online databases, etc.), and is serviced with sufficient staff. The hours of operation at San Marcos and Escondido are generally 64 and 56 hours per week, respectively. The College is in the process of planning a new library on the San Marcos campus and library facilities will be incorporated in the north and south centers as they are designed.

The College defines and identifies its learning support services as tutoring services, teaching and learning centers, and the Academic Technology Resource Center. Tutoring services are available in several forms at the San Marcos campus and through a teaching and learning center at the Escondido campus. Tutoring subjects are broad in scope and include English, writing, ESL, Spanish, mathematics, grammar, and STEM. Coordinators, supervisors, or director level positions oversee tutoring centers.

The College operates two teaching and learning centers, one each at San Marcos and Escondido. In addition to providing tutoring, these multi-functional spaces allow students the capacity to study, interact with other students and faculty (including counselors), or attend workshops. The teaching and learning center at Escondido was created first and, due to its success, became the model from which the second teaching and learning center at San Marcos was based upon. Initial work on the teaching and learning centers was supported by a Title V grant which has been fully institutionalized.

The Academic Technology Resource Center at San Marcos promotes teaching and learning with cutting-edge technology by providing a supportive environment for students, faculty, and staff. A computer lab for student use is included as well as the following services: document scanning, equipment checkout, graphics creation, streaming media, and website creation.

The library participates in the program review and planning process and utilizes that process to further develop its collection and curriculum. The program review and planning process also provides the means through which the College analyzes its service area outcomes and student learning outcomes. In order to provide a link and to stay abreast of the needs of instructional faculty and students, librarians serve on the College's Curriculum Committee. With the planned construction of a new library at San Marcos, it will be critical for library staff to continually assess the needs of students and staff and how those needs can be effectively delivered in a new facility.

A tutoring workgroup established in 2011 has largely influenced tutoring services. The goals of the tutoring workgroup were to centralize staff and procedures; screen and train tutors in a consistent manner; improve outreach to faculty; and hire more full-time employees. This workgroup was eventually absorbed by the Faculty Senate and turned into a standing committee.

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Through the efforts of the workgroup and now committee, tutoring services now has established criteria for hiring tutors and even offers a certification program to train tutor applicants.

Online tutoring is not available. This has significant impact on distance education students who have no other outlet available. Moreover, tutoring services are not provided at the Camp Pendleton or other off-site locations, enhancing the need for online tutoring options. While the College has identified the absence of online tutoring for distance education students in an actionable improvement plan, it should also be cognizant of the needs of the students physically present at its four other sites when implementing its corrective action.

Findings and Evidence

Board Policy 4040 and Administrative Procedure 4040 provide the basis for the library's "General Resource Selection Policy" which cites relevance to curriculum and instruction as the guiding principle in its material section process. In support of this principle, library staff work with instructional faculty on the curriculum committee, participate in the College's program review and planning process, and utilize that process to analyze service area outcomes and student learning outcomes. The library has a highly efficient and organized website that allows online access from any location and the ability to facilitate the delivery of physical materials between sites. (II.C.1)

Learning support services are primarily provided at the San Marcos and Escondido campuses. The services at these two locations include ample tutoring support, with multiple tutoring locations at the San Marcos campus and a Teaching and Learning Center at the Escondido campus. Moreover, both these locations, as well as the Camp Pendleton site, have sufficient access to computer labs. Tutoring support is not available online, creating a service gap for students at the remote sites, particularly Camp Pendleton, as well as Distance Education students. (II.C.1)

The College employs seven full time librarians, each specializing in a specific discipline. In addition, each librarian is assigned to support particular instructional and/or administrative departments with one librarian assigned to the Escondido center. Under the auspices of the General Resource Materials Selection Policy, the librarians work collaboratively with instructional faculty to evaluate and select additions and to cull the Library's extensive collection. (II.C.1.a)

Learning support services are available in all forms at the San Marcos and Escondido campuses. These services include tutoring, computer labs (including ADA compliant stations), state-of-the-art technology, and free WIFI access. Students have reserve access to copies of required course textbooks as a result of contributions from faculty and support from the College's foundation. These learning support services, notably tutoring, are not all fully available at the Camp Pendleton site. (II.C.1.a)

Palomar's library provides orientation services through a self-paced tutorial that informs students how to use information in an accurate and ethical manner. This orientation is presented in a dashboard format, available online, and was designed in consultation with student groups.

Palomar's library also offers reference services, library instruction, and an academic research lab; all these services enable students to develop and enhance their skills in information competency. The success of these services was captured in a student survey in which 80 percent of students noted an improvement in their ability to utilize library services. Of note, the Palomar library works in collaboration with instructional faculty to create "Course LibGuides" which provide students various course-specific resources. The Course LibGuides create a single resource access point for students and are demonstrative of the collaboration between instructional faculty and library staff. (II.C.1.b)

While physical libraries exist at the San Marcos and Escondido sites, the library's primary research tools and content are accessible through its website 24 hours per day for any student or staff. In addition, the library is equipped with ADA compliant content, has a website in compliance with section 508 Accessibility Standards, and has physical resources (computer stations, closed captioned media, and evacuation equipment) available for individuals with disabilities. The library also offers a robust inter-library loan program whereby students can request resources and have them delivered to either the San Marcos or Escondido location. (II.C.1.c)

The library at San Marcos is open to the public 64 hours per week and the Escondido library is open 56 hours per week. Library staff reviews usage patterns of the library to evaluate and adjust, if necessary, the service hours and staffing levels. Further, the library strives to provide an open and welcoming environment and has shown a commitment to diversity. One way this commitment manifests itself is through a monthly rotation of displays, often partnered with other departments on campus, celebrating various cultures or bringing awareness to important events. Examples of these displays include Native American Heritage Month, Hispanic Art, Black History Month, and AIDS awareness. (II.C.1.c)

While tutoring and other learning support systems are available at multiple locations at the San Marcos campus and through the teaching and learning center at Escondido, these services are lacking or nonexistent at Camp Pendleton. Specifically, no tutoring services are available to students at the Camp Pendleton location. This unequal access to tutoring is further heightened due to Palomar not offering online tutoring to students taking distance education courses. Although an actionable improvement plan specific to online tutoring for distance education students was identified in Palomar's Self Evaluation Report, interviews with Palomar staff raise concerns as to the progress made on implementing this needed service. The College's April 2014 substantive change report indicates that 30 percent of the College's students do not have an on-campus presence. The interviews with Palomar staff specific to online tutoring further indicated that little dialogue had taken place at the tutoring committee level. Data on distance education students and the courses they take still needed to be gathered, and the information technology department on campus had not yet been looped into the conversation. These factors all contribute to considerable uncertainty that Palomar will be able to meet its fall 2015 implementation deadline articulated in its actionable improvement plan. (II.C.1.c)

The library and other learning support services rely upon Palomar police services, maintenance services, and technology services for security, general maintenance, cleaning, and repair of the

building and equipment. Suitable and sufficient security measures are taken to ensure the integrity of data, systems, and equipment. (II.C.1.d)

The Palomar library enters into service agreements and participates in consortia in order to enhance services, maximize resources, and leverage buying power. The assessments of these agreements are completed annually through the program review and planning process. As evidence of this review, recently the program review and planning process decided to enter into an agreement with Online Computer Library Center to utilize its library platform called WorldShare Management Services. Moreover, consortia contracts are reviewed annually and renewal is based upon analytics as well as feedback from instructors and students. (II.C.1.e)

Tutoring services tracks usage through student logins detailing the reason for the visit and the length of stay. Periodic surveys, usually at the end of a semester, are given to students who utilize the teaching and learning centers; these surveys seek input and recommendations on ways to improve services. This information is then shared with staff and tutors, prompting dialogue on methods to improve. (II.C.2)

Conclusions

Palomar library services support institutional programs and promote student learning outcomes by providing continual access to resources to students, faculty, and staff. Further, the library provides extensive training onsite as well as materials online in order to acclimate and familiarize students with their services. Overall, the library assesses its services, collection, and student learning outcomes and is engaged in a process of continual improvement.

The library faculty at Palomar are dedicated, passionate, and knowledgeable in their field. This level of commitment to the institution and the students was obvious during the interview process. The library is to be commended for exceeding the standard by having a website that utilized student input in designing and naming of certain features and that is more than sufficient in quantity, currency, depth, and variety. Particularly impressive on the library's website is the creation of "LibGuides" for dozens of courses. These LibGuides provide course-specific resources and materials for students and are the direct result of a collaborative relationship between library faculty and instructional faculty.

The Team commends the College for creating an innovative library web page that provides 24/7 accesses to educational resources for all students, faculty, and staff.

Tutoring and other learning support services at the San Marcos and Escondido campuses are comprehensive and broad. However, the total lack of tutoring at Camp Pendleton creates a significant gap in service level. Just as troubling is the complete absence of tutoring available to distance education students who attend Palomar and should be afforded an equitable level of support services. Despite an actionable improvement plan in its Self Evaluation Report, leadership staff at Palomar does not appear to be responding to this service divide with expediency or urgency.

The College does not meet the standard.

Recommendations

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites. (II.C.1.c, III.C.1.a)

Standard III – Resources

A. Human Resources

General Observations

Palomar provides board policies and administrative procedures, performance evaluation tools, employment contracts, equivalency documents, and other evidence in order to demonstrate the College has addressed the previous recommendations and meets the standard. Palomar adheres to the Board's policies and procedures on staff recruitment, ethical conduct, prohibiting harassment, respecting diversity and equity, and other human resource requirements. These policies and procedures are posted on the College website and are easy to access.

Staffing is a component of the integrated planning process. The staffing plan is reviewed and updated every year; more often if a major change in staffing must be addressed. The staffing plan takes into account other planning initiatives. Educational master plan, facilities plan, program reviews, and new funding sources (e.g. equity and/or student success and support) are incorporated into the staffing planning process. The vice president of human resources facilitates the staffing plan. Once the plan is drafted, it is submitted to the human resources planning council. All constituency groups are represented on the council, except for students. While students are invited, getting consistent student representation has been difficult. Upon approval from the human resources planning council, the staffing plan is then submitted to the Strategic Planning Council for review and approval. Instructional faculty positions are suggested by each instructional department. Department committees fill out a request form which includes specific data to substantiate the need for faculty positions. These requests are submitted to the Instructional Planning Council. The council prioritizes the faculty position requests, which is then sent to the College president. Classified positions are also determined by the program review process. They are prioritized by the appropriate planning council and sent to that area's vice president for consideration. All classified staff priorities are presented to the College president by the vice presidents.

The process of recruitment and hiring of faculty and staff is described as follows. Departments/units are responsible for creating hiring committees for their recruitments. Department chairs, or their designees, chair hiring committees which are comprised of departmental faculty and at least one faculty member from outside the discipline. Human resources train hiring committee members for equal employment opportunities compliance and to ensure that all hiring practices are consistent throughout the college. Part-time faculty recruitment and hiring is done through each instructional department. These hiring practices for part-time faculty vary by department. A new administrative procedure is currently being reviewed and discussed by the faculty senate and administration to standardize part-time faculty hiring practices that mirror full-time faculty hiring procedures. (III.A.1.a)

The College's commitment to equity and diversity are evident in its hiring procedures. This includes a robust outreach effort, periodic evaluation of the diversity of the college's employees, strategic planning goals, and the adoption of fair and equitable administration of relevant

governing board policies and procedures. Further, the Board has made diversity a board goal. Human resources have responded to this goal by developing a robust outreach effort to target a diverse faculty workforce. These efforts include: recruiting efforts at local high schools for teachers who meet minimum qualifications and recruiting efforts for qualified part-time faculty from local industry.

All employees are regularly evaluated according to an established process that is well defined and well documented. The human resources department monitors the evaluation process. The evaluation tool for non-teaching and teaching faculty has incorporated Student Learning Outcomes into the evaluation process. Employee effectiveness is supported by an extensive professional development program for all employees.

The College's integrated planning, evaluation, and resource allocation decision-making model include a six year staffing plan which incorporates annual updates to address changes in staffing needs. The College states that despite the harsh economic climate, the institution has been able to work with current staffing levels and has maintained or exceeded the full-time faculty obligation number (FON) as dictated by the state chancellor's office. Staffing data for faculty, classified, and administrative personnel provided by the College illustrates declining staffing levels over the last five years. The College is currently offering a Supplemental Retirement Program (SRP). While the final number of retirees was not known at the time of the evaluation site visit, it is expected that many staff and faculty will be retiring at the end of the academic year.

Findings and Evidence

In October 2013, the College's Office of Institutional Research and Planning conducted an accreditation survey to illicit information regarding the perception of progress toward meeting institutional goals. The survey was sent to 1,609 employees, of which 500 questionnaires were completed.

Respondents were asked about the link between institutional planning and staffing decisions. A third of the respondents had no opinion, while 56 percent agreed or strongly agreed with the statement that institutional planning provides the basis for staff decisions. Regarding equity and diversity, 79 percent of the respondents agreed that the College's policies and practices demonstrate appropriate concern for equity and diversity issues. In addition, respondents were asked if the professional development activities offered meet the needs of staff. 76.2 percent of the respondents indicated that the professional development activities meet their needs. (III.A.2)

Board Policy 3050 *Institutional Code of Ethics* was revised and adopted by the Board in April 2011 and remains in effect with training provided to new and existing employees. The College remains committed to upholding the code of ethics for all employees throughout daily operations and regular evaluation cycles. The faculty, Confidential and Supervisory Team (CAST), and Administrative Association each has an individual code of ethics. BP 3050 affirms a universal code in the interest of inclusivity and unity. New employees receive the diversity-related information at the time of appointment, including BP 3430 *Prohibition of Harassment*, BP 3050

Institutional Code of Ethics, BP 3420 *Equal Employment Opportunity*, and other College information on procedures for complaints on discrimination or harassment. (III.A.1.d.)

All employees are evaluated according to a schedule, and the process is tracked by human resources to ensure compliance and timely completion. According to faculty contracts, evaluations for non-tenured faculty are conducted annually, and evaluations for part time faculty are conducted every three years after the first year and tenured faculty are evaluated every three years. Peer review is a large component of the evaluation process for all faculty, which also includes a self-assessment and classroom observations. Furthermore, student learning outcomes development and assessment is also part of the evaluation process. Classified staff are evaluated annually. Administrators and confidential employees are also evaluated annually. (III.A.1.b, III.A.1.c)

Academic department assistants are classified staff who perform a variety of complex administrative support functions for their assigned instructional department. Many of the duties they perform are at the direction or behalf of the academic faculty, including the department chair, of the department. According to the College approved job description, academic department assistants may exercise functional and procedural supervision over short-term, volunteer, or student staff. Because these are classified positions, academic department assistants are evaluated by their respective division deans, with input from department faculty. Interviews with academic department assistants and administrators revealed that while the academic deans do sign the evaluation forms for these employees, most of the evaluation document is completed by department chairs and not the deans. (III.A.2)

Hiring committees are comprised of representatives according to procedures. Members of hiring committees are trained for their service on the committee, ensuring that equal opportunities in hiring and fair hiring practices are respected. Personnel files are carefully maintained and secure, ensuring that only one personnel file exists for each employee and a process has been established to allow employees access to their own file. (III.A.3, III.A.3.a, III.A.3.b)

Palomar has approved Board policies that provide standards of ethical conduct for college staff. In addition, board policies exist for non-discrimination, equal employment opportunities, commitment to diversity, and fair practices in recruitment and hiring. College programs exist to demonstrate support and celebrate diversity from different perspectives. (III.A.4, III.A.4.a)

Students who attend Palomar are predominantly white (43 percent in 2013), which is slightly lower than the service area itself (52 percent). Hispanic students make up 38.3 percent of the College's student population, which closely mirrors the service area at 32.8 percent of the population. Full time faculty are 77 percent white and 13 percent Hispanic. Longitudinal data indicates that this disparity is rather consistent. To remediate this issue, the Board has made diversity a goal. The staffing plan is now being revised and diversity recruitment efforts are being written into the plan to increase diversity in all staffing areas. (III.A.4, III.A.4.a, III.A.4.b)

Professional development for faculty and staff is offered through the college's professional development program. Per the guide to faculty professional development, the program is dedicated to providing a variety of resources to the college's teaching and non-teaching faculty

to support their scholarship efforts within their discipline. The program provides self-designed inquiry as well as pre-planned course content. While the professional development program was primarily designed for faculty, many classified staff participate in the trainings as part of their individualized professional growth plans. The professional development office is staffed by a coordinator (a tenured faculty member who receives sixty percent release time) and one full-time clerical staff member. The office conducts annual professional development assessments to determine professional development needs and to improve program offerings. (III.A.5.a, III.A.5.b)

Conclusions

Palomar has greatly improved its human resources processes and procedures. The human resources department functions effectively and completes a program review every two years and it has identified administrative unit outcomes that are connected to the College mission and goals. (I.A.1, I.B.1, III.A, III.A.1, II.A.1.b, III.A.1.c, III.A.6, III.D.1.b)

The College and the faculty senate have recently engaged in dialog to review and update the full-time faculty hiring process and establish a uniform part time faculty process that would be incorporated throughout the instructional disciplines. In order to ensure that the College has consistent hiring practices, the Team suggests that the College establish uniform hiring practices for full and part time faculty. (III.A.4).

The Board has developed a goal to increase diversity at the College. The equal employment opportunities sub-committee (under the Human Resources Planning Council) has discussed developing and deploying a cultural climate survey in order to assess diversity issues on campus. In order to improve diversity, the Team suggests that the College continue to develop evaluation processes to assess diversity issues and to implement a diversity plan. (III.A.4)

The Team commends the College for dedicating significant resources to the professional development program for full and part time faculty and classified staff. (III.A.5.a)

The College meets the standard.

Recommendations

To increase institutional effectiveness, the Team recommends the College develop a college wide process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes. (III.A.2)

See Recommendation 8.

B. Physical Resources

General Observations

The College is located on 200 acres in San Marcos. This main hub supports four external sites in addition to its Escondido center. There are 28 permanent buildings and 25 modular buildings. The San Marcos site has a square foot capacity of 761,930. Given the assigned square footage based on the College's 2015 Self Evaluation Report, the College has significant capacity to expand its service accommodations to its student population in several areas of the campus. The facilities master plan indicates approximately 444,164 assigned square feet for future building projects will be added to the benefit of its students and faculty constituencies.

The College's San Marcos campus, Escondido Center, and Camp Pendleton site have the appearance of being maintained and secured by the College's facilities and public safety departments (BP 3500, BP 3502, and BP 3505). New construction of the baseball field and child development center is an indicator of the College's commitment to providing a co-curricular learning environment as well as a family supportive environment; both of which are important to an academic institution serving adult learners. These building plans are guided by the facilities master plan. (III.B.1a)

According to the facilities master plan, the College has used bond monies, Proposition M–$694 million, to build several new buildings and refurbish others. The baseball field, child development center, planetarium, and multi-disciplinary instructional building are among those projects. One building in particular, the planetarium, is described as the "jewel of the campus". Weekly public shows are provided to surrounding K-6 school districts and other members of the community. In addition, the College has plans to build a new library in a new location and to repurpose the current space to the benefit of the students by creating a new student hub. (III.B.1.b; 2.a)

The College has implemented a preventative maintenance program. The outline of the document is available on the facilities office website. This document indicates a systematic process of maintaining the infrastructure of the campus. To achieve institutional effectiveness by this standard the college implemented an integrated planning, evaluation, and resource allocation decision-making model (IPM). According to the Self Evaluation Report this model is designed to create a perpetual review process that addresses short-term, mid-term, and long-term planning. The College indicated in the Self Evaluation Report that the IPM is designed to be a three year recurring cycle that integrates the educational master plan, facilities plan, staffing plan, and technology plan. (III.B.2.b)

Further, the College adopted a Resource Allocation Model to distribute the funds between the priorities that are identified by the annual action plan. The College has developed a process called strategic plan priority funding (SPPF) to perform priority funding. The SPPF is directly tied to the College's strategic planning process. The current strategic plan covers years 2013-2016. (III.B.2.b)

Findings and Evidence

The Board policies (BP 6520, BP 6600, and BP 6700) provide guidance for the president and chief business officer to develop procedures to address the safety, security, and maintenance of the campus environment. As documented in the College's facilities' website, as a part of its

ongoing safety program, the College has developed a preventative maintenance program to provide a safe and accommodating learning environment. Site visits to both Escondido and Camp Pendleton provide visual corroboration to the commitment the College has made to ensure facilities are safe and functional for the staff, faculty, and students (III.B.1). The facilities master plan is comprehensive in its design; includes short-term, mid-term, and long-term maintenance and capital outlay plans. The strategic plan and budget projections fully integrate the leveraging of the bond resources to further build out the San Marcos and off site locations. (III.B)

The Team commends the College for its commitment to the community and effectiveness in building community support as evident in the passage of Proposition M. (III.B)

The Team commends the College for its effective use of Proposition M bond funds to construct new and renovate existing facilities and infrastructure that support a robust learning environment for students. (III.B)

The College meets the standard.

Recommendations

None.

C. Technology Resources

General Observations

Palomar has demonstrated a widespread awareness of technology challenges and the need to meet them in a timely manner. The institution has included technology access and its use in support of teaching, learning, communications, research, and operations within the planning and resource allocation processes. The review of evidence and comments from administration, faculty, and staff indicate that the Self Evaluation Report accurately represents the present status of technology on the campus.

Since the last accreditation visit, Palomar has worked systematically on institutional planning and resource allocations incorporating technology resources as a factor. In addition to inclusion in the main educational master plan, additional planning documents, such as the Technology Plan 2016, outline services that support teaching and student learning with the ultimate goal of improving institutional effectiveness. Technology needs and support services are formulated through numerous committee or group deliberations; training opportunities are widespread and focused on emerging software requirements and distance learning considerations; and, infrastructure maintenance and upgrades are identified and addressed through a multi-year planning system.

The College is fortunate to have two groups of talented specialists, one in the information services department and the other is the academic technology resource center. These groups provide technological support to meet the current demands and needs of students and staff, on-

campus and at the outreach centers. This collaborative effort also encompasses student/staff orientation sessions, training workshops, distance learning considerations, and problem troubleshooting hardware systems.

With funding from the 2006 bond measure, major upgrades in technology infrastructure have been accomplished. As with most California community colleges, existing budgetary constraints have presented challenges to maintaining state-of-art equipment and software upgrades for student and staff usage. In addition, the Team has verified that the College has implemented SSL/TLS-based communications for access services such as Blackboard, and eServices.

The Team noted that although the Self Evaluation Report indicated that student learning outcomes are essential elements of program reviews, institutional planning, and resource allocations, it is difficult to ascertain specific linkages of learning outcomes and assessments with technological needs and resource disbursements.

There is also an absence of a formalized continuous evaluation structure to assess the effectiveness of technology services as part of an overall institutional planning and evaluation cycle. Without formal and precise institutional assessments concerning the efficacy of technology, the college will continue to rely on information from program review reports and committee discussions.

Findings and Evidence

Since the last accreditation visit, Palomar has worked systematically on improving institutional planning and resource allocations. Incorporating technology resources was a major factor including the educational master plan and individual planning documents such as the Technology Plan 2016 and Technology Plan 2013. In addition, online infrastructure and other services that support teaching with student learning the ultimate goal of improving institutional effectiveness address the concerns raised in recommendations 2 and 10 from the 2009 visit. (III.C)

Based on the evidence provided, including the Technology Plan 2016, Palomar has committed to provide a full range of technology resources in support of its instructional programs, student services, and administrative operations. This college wide commitment is especially apparent from numerous interviews with management, staff, and faculty members themselves. Clearly, this effective operational technology continues to be a major and distinctive characteristic at Palomar. Some of the technology infrastructure has been implemented by funding from the Proposition M bond monies. (III.C.1.a-d, III.C.2)

The Team found that the institution provides quality training in the use of information technology for students and staff. In addition staff in the Information Services department has received training in needed technologies including PeopleSoft, Cisco, and Microsoft and updated training on security systems and practices. This is evidenced by the training provided to staff for Apple and Dell computer systems. (III.C.1.a, III.C.1.b)

The Team found that the College has a disaster recovery plan for its technology infrastructure and has been implemented as stated in that plan. The disaster plan is in effect and was validated

by a Team member – the backup site is in place and ready for operation if needed. This addresses the recommendation made by the previous team. In addition, the Team has verified that the College has implemented SSL/TLS-based communications for access services such as Blackboard and eServices to address secure access to internet accessible services. (III.C.1.a-c)

Technology needs and support services are formulated through numerous committees like the Academic Technology Committee and Facilities Review Committee and program review process. Student input to the technology needs of the campus are submitted via the student technology advisory committee, which has a sitting member on the technology planning committee. (III.C.1.c, III.C.2)

Even though the Proposition M bond provides funds for professional development and training, these opportunities are not as developed and or as widespread when compared to the amount of technology being implemented at the college. The College's program and services have access to current, appropriate technology (hardware and software) that allows them to effectively achieve the mission of the College. The future planning needs for technology are addressed through the technology master plan, which is integrated into the college-wide planning processes. Immediate technology repairs or replacements are addressed through the help desk system. The district utilizes strategies to make sure its technology is maintained and as up to date as is feasible for the San Marcos and Escondido sites. (III.C.1.a-d, III.C.2)

Off campus locations need to address a more robust planning and systematic enhancement of appropriate technology (hardware and software) that allows them to effectively achieve the mission of the College. (III.C.1.a-c)

The College implemented a distance education program for training faculty called POET. During interviews with staff and faculty, it was explained to the Team that the distance education courses have shown a significant retention rate improvement as documented in an IR&P survey. The College is currently considering using the NorthStar Digital Literacy Project to assess student technological literacy competency. (III.C.1.a)

Also as noted in standard two, there is a lack of systemic support for online tutoring to assist both distance education students and traditional students. (III.C.1.a)

Conclusions

The College's program and services have access to current, appropriate technology (hardware and software) that allows them to effectively achieve the mission of the College. The future planning needs for technology are addressed through the Technology Master Plan, which is integrated into the college-wide planning processes. Immediate technology repairs or replacements are addressed through the help desk system. The College utilizes strategies to make sure its technology is maintained and as up to date as is feasible for the San Marcos and Escondido sites.

Although the College has a strong faculty led support for distance education as evidenced by the POET program, the lack of an established online tutoring to support the student population

utilizing that modality of instruction is additional evidence of lack of campus wide institutional planning.

The College does not meet the standard.

Recommendations

See Recommendation 1.

D. Financial Resources

General Observations

The budget process is directly connected to the mission of the College as evidenced by BP 6200. The College engages in fiscal planning at several levels. The finance and administrative services department facilitates the budget development using the budget committee as the body that has oversight. As disclosed in the minutes of the budget committee, it is a cross-functional team consisting of the vice presidents from instruction and student services, finance and administrative services, and human resource services.

The development of the budget starts at the division level. Each division has a planning council that develops a divisional budget. These divisional budgets are rolled up into the institutional budget. The College's unrestricted general revenue as of AY2014 is $102 million. The unrestricted general revenue is currently being projected to increase to $104.5 million by the end of AY2015. Further, the College is projecting a $3.1 million deficit spend in AY2015. In meetings with the enrollment management and finance personnel concerning the fiscal budgeting processes and the connection to the full time equivalent student (FTES) it was stated that the enrollment projections are used as reference data to support scheduling; the Budget Committee (BC) only reviews the FTES data as one point. Interviews disclosed that the enrollment management committee compiles the FTES enrollment projections for use by the budget committee and strategic planning council; however the same enrollment data is not being used as a primary source to develop the budget projections. There appears to be a disconnection in the use of the FTES projections between enrollment management and budgeting.

The minutes of the BC indicate that full time equivalent student projections begin the discussion concerning the expenditures needed for the academic year. Also, the College follows a budget development timetable that allows for participatory input from the various divisions. The budget committee is chaired by the vice president of finance and administrative services. In addition the vice president is the authorized signature on contracts.

According to the Self Evaluation Report, "The Finance and Administrative Services Planning Council reviews and updates the budget plan annually and brings the updates to the Strategic Planning Council (SPC) for discussion and input."

The Self Evaluation Report indicates that the College is out of compliance with its federal student loan default rate exceeding 30 percent. The vice president of student services is aware of the compliance issue and has implemented a plan to reduce the percentage. Over a four year period the default rate has dropped from approximately 33 percent to 31 percent and is currently being projected to be below 30 percent by the end of AY2015. In a meeting with the financial aid department, the Team discussed the potential impact of not achieving the less than 30 percent default rate having an effect on the federal loan and Federal Pell Grant eligibility of the College and thus disenfranchising approximately 8,000 students from resources to pay for college. The Self Evaluation Report indicates that the College has implemented a plan in collaboration with the state chancellor's office in an effort return to compliance.

Further, based on the FTES enrollment projections the college has decided to use four academic sessions (summer, fall, spring, summer) in an effort to balance a single academic year's budget. The enrollment data supports these observations.

In addition, the College has a productivity rate of 438 for 2013-2014. It appears that the productivity rate and budget projection use a 35 student per class factor. The College has been losing enrollments /FTES in the southern part of the district. A South Center is planned in the Rancho Bernardo community to better serve and recruit this student population. Also, the fill rate of courses decreased from 87.4 percent in 2012-2013 to 82.5 percent in 2013-2014 to 81.9 percent in 2014-2015 (unofficial data), indicating a downward enrollment trend. The average course has 24 students. The College began reserving $500,000 to be used for the opening of its South Center with appropriate staffing and operational services.

Evidence and Findings

The Board Policy 6200 explicitly provides direction for the college to align its fiscal planning with the mission of the institution. The SPC and BC collaborate on the fiscal needs of the College during their meetings. The independent auditors over the past six years have expressed an unqualified opinion on the financial statements of the College. Based on the student achievement data (e.g. questions 14 and 15) provided in the ACCJC annual reports, it appears the institution is effectively using its resources to support the successful achievement of the goals and standards that it has set for student success. (III.D.1.a)

Using a Resource Allocation Model (RAM) developed by the institution the BC implements the budget development process with the goal of achieving a balanced budget between baseline budget operational needs derived from using a targeted FTES projection and available resources derived from the funded FTES projection. This comparison is forwarded to the Board for approval. If the baseline budget does not equal to the available resources, the budget goes through an adjustment process until the two figures are equal. (III.D.1.a.b, 4)

The College performs program reviews in order to determine the academic fiscal needs of the institution. The Instructional Program Council (IPC) uses a Program Review and Planning (PRP) tool to prioritize and align each of the financial requests with the goals of the strategic plan. As a part of the PRP tool the institution assigns an account string, which has components of a FOAPAL (fund, organization, account, program, activity, location) code, to track the

expenditure impact on the college budget. In addition, the PRP includes a prioritization code as a part of the decision making process. (III.D.1.a.b.c, III.D.4)

The College does have formal meetings scheduled to discuss the implications of the budget and financial needs of the college. Minutes taken at the budget committee meetings are posted on the college's website for public review. In these committees the long-term and short-term financial concerns are discussed. To address the long-term and short-term implications, the College has developed an FTES projection model that covers four academic sessions (summer, fall, spring, summer). This model allows the college to take advantage of maximizing the apportionment available for the growth cap established by the State (III.D.1.c). This model places the college in a position of borrowing from the future needs of the institution on a perpetual basis. Although, this model is being used, the college has been in a constant deficit spending. In addition, both the BC and SPC are cross-functional teams consisting of the vice presidents from instruction, student services, finance and administrative services, and human resource services, in addition to union, faculty, student, and staff presidents or representatives. (III.D.1.a.b, III.D.2.c, III.D.4)

The College currently maintains a five percent reserve of fiscal resources as mandated by Board policy. This reserve balance is noted in the multi-year budget projection. The College recognizes the need to address the long-term liability implications of increase OPEB costs. To address future benefits obligations, the Board authorized the creation of an irrevocable trust with the Community College League of California. The Self Evaluation Report noted that in 2014, $3.6 million was transferred in to the trust. In addition, an actuarial report is completed every other year to continually determine the fiscal resources needed to address the long-term liability. (III.D.1.c, III.D.3.c-d)

The BC has developed a budget preparation guidelines and timetable manual that is to be used to compile the budget during each cycle. The College adopted enrollment management guidelines developed by the Instructional Learning Council in 2011. FTES data derived from the College's schedule of classes are used as one data point in the development of the budget projections. (III.D.3.b, III.D.1.d)

Multi-year budgets are developed by the vice president of finance and administrative services. The multi-year budget presentation includes two past, current year, and consecutive future year. The College has developed a Strategic Planning Priority Funding (SPPF) tool that allows for the institution to address strategic plan priorities through a systematic process. The College budget is compiled using the PeopleSoft software. (III.D.2.a, III.D.3.h)

The independent auditor's reports indicate that the auditors did not express any findings concerning the internal control system. Further, the auditors have rendered an unqualified opinion on the financial statements which indicates that there are no findings for the College to address. The College employs a full time internal auditor that reports to the vice president of finance and administrative Services. (III.D.2.a.b.d.e, III.D.3.c-d, III.D.3.h)

The College was successful in securing a $649 million bond, Proposition M. The management of the bond is under the oversight of the Independent Citizens' Oversight Committee (ICOC). The ICOC publishes an annual report each year. The report discusses the use of the bond funds,

the facilities in planning, the buildings constructed, and the balance remaining, and other College relevant topics. The CCFS-311Q (Quarterly Financial Status Report) ending 2014 does not show any other loan debt obligations. (III.D.2.e, III.D.3.e)

The majority, approximately 90%, of the College revenue is from state apportionment. Although, the overall unrestricted general revenue is budgeted to increase to $104.5 million by the end of AY2015, the College is also projecting a $3.1 million deficit spend. The projected 2015 reserve balance is $8.1 million. (III.D.3.a, III.D.3.d)

Interviews with members of the financial aid department indicated that the College is working in collaboration with the state chancellor's office to address the potential impact of not achieving the federal student loan less than 30 percent compliance default rate. The significance of remaining out of compliance for two years jeopardizes the College's ability to award Federal Pell Grants. Losing this eligibility could potentially affect approximately 8,000 students. (III.D.3.f)

The vice president for finance and administrative services has delegated authority by the Board to sign contracts. The contract bids are governed by Board Policy 6340. (III.D.3.g)

Conclusions

The SPC is a cross-functional team that represents the various internal constituency groups on the campus. This council has the responsibility of collaborating on the various budget plans that are submitted from the divisions. The vice president of each division works with their teams to develop a budget for their specific areas. Once those budgets have been completed, the budget committee reviews, analyzes, and aggregates the data before forwarding the budget projections to the SPC for review and consideration. The SPC performs a formative evaluation of the overall process annually. Further, the College has implemented a survey to assess the strategic planning process every three years. (III.D.3.h)

In accordance with Governmental Accounting Standards Board (GASB) No.45, the College is funding its Other Post Employment Benefit (OPEB) obligation by disbursing its Annual Required Contribution (ARC). The College uses an actuary to determine its funding obligation. The AY2014 Annual Financial Report has been audited by Christy White and Associates. The OPEB is discussed in both the management's discussion and analysis, and notes to financial statements. (III.D.3.c)

The Self Evaluation Report indicates that 90% of the College revenue is generated by the state apportionment. The apportionment is distributed to the College based on its funded FTES that is generated. The Self Evaluation Report indicates that the FTES projections are not derived by the finance department; this disconnect between the FTES revenues needed to meet the operational budget has shown a continual deficit over the past several years including the AY2014 and the projected year AY2015. To address this perpetual deficit, the College has adopted a practice of borrowing FTES from the summer sessions in order to maintain a large college distribution funding position. This shows that the model of deriving the FTES in the enrollment department outside of finance department; without it being directly integrated with the development of the operational budget has been ineffective and is unsustainable. Given that the financial statements

show continual deficits, the College has an opportunity to understand that this disconnect and thus, ineffectiveness has affected its ability to service its students efficiently in the short-term and has the potential to continually degrade its effectiveness in serving its student population in the long-term. By not integrating the FTES projections as a leading component of the fiscal budgeting process and thus, driving operational expenditures, it is highly probable that the institution's effectiveness has been marginalized. (III.D.1.b, III.D.3.a.d)
The College meets the standards.

Recommendations

To increase institutional effectiveness, the Team recommends the College develop and implement a comprehensive district wide enrollment management plan to ensure enhanced student access and success and maintain the fiscal viability and integrity of the institution by reducing its reliance on reserves to balance its annual budget. (III.D.1.b, IV.B.2.d)

Standard IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Observations

Palomar has developed a system to identify institutional values, set and achieve goals, learn and improve. The College's 2016 Strategic Plan is used to inform College decision making. It includes the vision, mission, and values, and five goals with between three and six measurable objectives related to each goal.

The College's four planning councils—Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council—forward their plans and actions on the goals and objectives to the Strategic Planning Council, chaired by the College president. The work of the Strategic Planning Council is submitted to the Board.

Findings and Evidence

Palomar has developed a continuous system designed to include staff, faculty, administrators, and students in improving the practices, programs, and services in which they are involved.

Palomar has governance structures, processes, and practices. The four primary governance councils, Finance and Administrative Services Planning, Human Resource Services Planning, Instructional Planning, and Student Services Planning Councils all report to the Strategic Planning Council as the "principal participatory governance body". There are designated seats for all constituent groups on all of the councils including faculty, classified staff, confidential and supervisory employees, administrators, students, and administrators. The intent is that the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Despite the effort to create a structure to integrate planning throughout the College it appears that many constituent groups are unaware of what other groups are doing and how their planning interacts with the plans of other areas.

As the College states in its Self Evaluation Report, many members of the College community are satisfied with the opportunities to participate in improvement of the institution however the Accreditation Employee Survey 2013 and the Planning Councils Evaluation 2014 both indicate that only 59 per cent of employees believe that the participatory governance process is effective in improving the College's practices and only 57 percent believed the Strategic Planning Council operated effectively. Survey results also report that half of respondents were concerned about the amount of time required to participate in participatory governance.

The survey data show that only 50.4 percent of employees know how to introduce issues into the participatory governance process. While over 83 percent of full-time faculty and over 88 percent of Confidential and Supervisory (CAST) /Administrators participate in participatory governance, only 32.2 percent of classified staff are involved in the participatory governance process.

Some constituent groups are fully invested in the participatory governance councils, committees, subcommittees, work groups, and task forces. However, interviews with all the College constituent groups confirmed that there are serious concerns about the ability of staff to participate in effective discussion, planning, and implementation of institution-wide improvement. The College has an actionable improvement plan to address deficiencies in Standards IV.A.1. and IV.A.3. The plan addresses improving communicating discussions, issues, and outcomes of the participatory governance process and encouraging involvement in participatory governance.

Employees described a lack of communication regarding participatory governance processes and outcomes including minutes without enough details to enable employees who did not attend meetings to fully understand what was discussed. In interviews with College employees the lack of involvement was attributed to a combination of workload making participation onerous and lack of support by supervisors. Some employees expressed they were either blocked from participation by their supervisor/administrators or penalized for participation. (IV.A.1, IV.A.3)

Palomar has thorough and detailed written policies and procedures for faculty, staff, administrators, and students to participate in decision-making.

The Associated Student Government has designated seats on all councils and many committees. Student leaders described their success with using the process to have Palomar designated a smoke-free campus. They were able to take this initiative through the planning process to the Board decision. (IV.A.2)

The faculty and administrators have substantive and clearly defined roles in institutional governance. Students and staff also have mechanisms to provide input into decision-making. The College governance and administrative structure handbook describes the membership, role, and products of each council and committee.

Representatives from all College constituent groups were present at the March 3, 2015 strategic planning council meeting which was chaired by the Palomar president. The agenda included a mid-year update of progress towards the specific goal and objectives in the Strategic Plan 2016 action plan year two.

Interviews with members of other planning councils also verify that employees with the appropriate areas of expertise have substantive roles in the corresponding planning councils. (IV.A.2.a)

BP 2510 codifies that the Board should "rely primarily on the advice and judgment of the Faculty Senate on academic and professional matters." Additionally BP 4020 addresses the faculty's authority in program curriculum and course development and BP 4022 addresses

curricular matters. Board meeting minutes and interviews with trustees confirm that they rely on faculty expertise on academic matters. (IV.A.2.b)

The College uses a program review and planning (PRP) process to assess effectiveness of instruction and student services. The PRP documents ensure there is a link between student learning outcomes or service area outcomes and planning.

The Instructional Planning Council (IPC), Learning Outcomes Council, and Faculty Senate review the PRPs for academic programs. Information from the PRP process is used to create plans at the department, division, and College levels.

Similar processes are used for non-academic programs with service area outcomes informing the program review and planning which are then forwarded to the appropriate planning council. Comprehensive program reviews are completed every three years and annual reviews are completed in other years. PRPs are the method for programs and departments to request supplies and equipment and positions identified as necessary for program improvement.

The planning councils forward ranked requests on to the budget committee, which makes recommendations to the Strategic Planning Council for action. (IV.A.2.b)

Palomar has a link for accreditation on the College web site on its home page. All documents related to accreditation posted including the current Self Evaluation Report, the 2009 Self Study Report, all annual, mid-term, and progress reports, and ACCJC action letters.

The College programs requiring other accreditation include the names of the accrediting agencies on the program home pages. Community members and students have access to this information without having to log in to the Palomar web site. (IV.A.4)

Palomar uses annual formative evaluations of progress towards the goals their strategic plan goals and a summative evaluation at the end of the three-year cycle. A review of progress towards the goals and objectives from the strategic plan included in the year two annual plan was presented at the March 3, 2015 Strategic Planning Council (SPC). In addition to reviewing the progress to date the SPC acknowledged that they would soon be beginning planning for the next three-year strategic plan.

In addition to this assessment of progress toward goals and objectives, members of the Strategic Planning Council, Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council complete an annual self-evaluation to assess the effectiveness of their operations. The results of these evaluations are discussed and strategies to improve are developed. The results of these discussions are included in planning councils' minutes, which are available on each council's web page. (IV.A.5)

Conclusions

The College does not meet the standards.

Recommendations

To meet the standards, the Team recommends the College create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups. (IV.A.1, IV.A.3)

B. Board and Administrative Organization

General Observations

Palomar is led by a five member governing board that is elected at-large from the local community and one appointed student trustee. The Board approves the mission of the College in addition to policies that set the fiscal, ethical and legal standards for the College. The current president has been at Palomar since December 2004 but will be retiring in June 2015, along with several key leaders including the vice president of instruction, vice president of human resources and two deans. The Board has begun the process to identify a search firm to replace the president, although the new president will most likely not be in place until January 2016. The president has been delegated the necessary power and authority to effectively lead the College and to create an administrative team.

Findings and Evidence

The Board has established policies designed to assure the quality, integrity, and effectiveness of student learning programs at Palomar, and it reviews those policies on a three-year cycle. All policies and procedures are available on the website. The Board conducts a self-evaluation on an annual basis as part of its institutional effectiveness and review cycle, and through this process, it establishes new Board goals or reaffirms existing goals. Through interviews, Board members were consistent in their philosophy that the Board goals are complimentary to Palomar's strategic goals, with an emphasis on student success being a common theme. Similarly, the Board plays an active role in the review of the mission statement every three years, and in the most recent revision, the Board's primary contribution was their interest in honing the definition of "diversity" to help move Palomar towards a more diverse faculty that reflects the diversity of the staff and students.

Board policies exist for the selection and annual evaluation of the president. In addition to establishing Board goals each year, the Board also establishes goals and expectations for the president as part of his evaluation process. Interviews with each of the Board members and with the president confirmed the evaluation process utilized is rigorous and designed to provide constructive feedback. (IV.B.1)

The Board is a policy-making body whose authority is delineated in BP 2410 *Policy Making Authority and Administrative Procedures*. The Board has also approved policies pertaining to ethics and standards of practice, conflict of interest, and political activity. Interviews with Board members and Palomar administrators confirmed that the Board routinely reaches consensus on most issues that come before it, but there have been one or two rare instances where the Board

has not voted unanimously. The Board views part of its role as advocacy on behalf of the community that Palomar serves; avenues for advocacy include Board member attendance at Community College League of California (CCLC) and Association of Community College Trustees (ACCT) conferences and legislative advocacy days, in addition to the Board president's involvement with the San Diego and Imperial County Community College Association (SDICCCA). (IV.B.1.a)

The quality and integrity of student learning programs and services are monitored by the Board through their annual governing board/institutional effectiveness and review cycle and by the College through its integrated planning model. While the Board relies primarily upon the faculty regarding curriculum and academic matters, the Board has, on occasion, sent courses back for further review and requested additional information before voting to approve or discontinue courses or programs. Where the Board used to approve curriculum only once per year and mostly on the consent agenda, it now reviews and approves curriculum every two months to facilitate state approval in time for catalog deadlines. The Board conducts one business meeting each month, with properly-noticed "workshops" also scheduled each month to allow for deeper discussions of important topics like program review, curriculum, revision of the mission statement and accreditation. Through these workshops, the Board is able to convey its expectations according to its established policies, and annual review processes afford the Board an opportunity for feedback to ensure the continuous quality improvement of Palomar. The Board holds the president accountable to the standards they set, and interviews with various administrators indicate that he holds his staff accountable for the goals he sets for his administration. Interviews with Board members confirmed an understanding of the connection between program review and resource allocation, although at least one Board member characterized the program review process as "over-integrated." (IV.B.1.b.)

Financial integrity is a significant responsibility of the Board. The current reserve is about 8 percent, which is slightly above the state chancellor's office mandated 5 percent. Three years ago, the College's reserve was $22 million dollars. Interviews with Board members reveal that the Board would like to return to a higher reserve, even as high as 10 percent or $10 million dollars. According to the president, vice president of finance and administrative services, and Board, the reduction in the reserve was a conscious decision to operate the College through the fiscal downturn to avoid staff lay-offs. When asked about the Board's plan to stop relying on the reserves now that they are near the mandated minimum, the uniform response was that better enrollment management to maximize revenue was the plan, although no official "Enrollment Management Plan" exists that specifically articulates this strategy. The Board has been informed through standard updates at their monthly meetings that enrollments are lagging, but there is great confidence in the College's ability to address the soft enrollments with better scheduling. Two annual audits are conducted each year to confirm the fiscal integrity of Palomar. (IV.B.1.c.)

All Board policies and procedures are reviewed on a three-year cycle by the Palomar policies and procedures committee, which is a governance committee that includes one Board member. Once reviewed by the Policies and Procedures Committee, all policies and procedures are sent to SPC for review and feedback prior to consideration by the full Board. (IV.B.1.d, IV.B.1.e)

Board orientation and development begins when an individual declares candidacy for the Board. Once elected, a thorough orientation to Palomar, its administration, faculty, staff, and students is

provided, in addition to trainings offered by CCLC and ACCT. Through the monthly Board workshops with topics that are both Board-selected and suggested by the president, the Board has many opportunities to develop a deeper understanding of the needs of Palomar. Equally important is the Board's active participation in the annual governing board/institutional effectiveness and review cycle. According to at least one Board member, this review cycle helped the Board to hone their goals down from lofty, over-arching goals to more succinct, manageable goals. For example, in the past, while the Board articulated a general desire to enhance student success, the need to understand what the student success and support programs implementation entailed forced the Board to transform its goals from the general to the specific. (IV.B.1.f)

The Board's self-evaluation to assess its own performance is an example of striving for continuous quality improvement. Through interviews with Board members, the consensus is that the process has improved over the past five years after much discussion about what they are trying to measure, whether the assessment is appropriately focused on what they value and, most recently, whether accreditation should remain part of their on-going goals even when Palomar is not in the midst of writing a self evaluation report. As with other matters that require additional information and training from the Palomar senior director of institutional research and other staff, a great deal of discussion related to their self-evaluation and planning occurs during one of the Board's monthly workshops. (IV.B.1.g.)

BP 2715 *Code of Ethics/Standard of Practice* articulates the Board's code of ethics as well as expectations for Board conduct. A process for addressing alleged violations of the policy exist, although interviews revealed no recent memory of any ethics violations. (IV.B.1.h.)

As confirmed through interviews, the Board is thoroughly informed about accreditation. One Board member participated in drafting Standard IV.B of the report, while all Board members were given drafts as the self-evaluation took shape over the past two years. In addition to some Board workshops on various topics related to accreditation, the vice president of instruction, who is also the accreditation liaison officer, has provided monthly updates on Palomar's accreditation status and progress for the past few years. (IV.B.1.i.)

The Board policies outline the selection and evaluation of the president. The selection of a president requires a national search with a broad, representative constituent committee. Governing Board policy outlines the evaluation of the president, which is conducted on an annual basis and which includes discussion of accomplishments and identification of goals for the coming year. All evaluations are conducted in closed session and according to the Brown Act. While the Board delegates authority to the president to oversee the operations of Palomar, it also retains its responsibility for assuring academic and fiscal integrity through required reports on institutional effectiveness. (IV.B.1.j.)

The Board has delineated the authority to the president to interpret and administer all policies approved by the Board. The president is responsible for determining an administrative structure that is appropriate to a "large" California community college and for continually evaluating its effectiveness in conducting the business of the College. The current administrative structure includes four assistant superintendent/vice presidents: finance and administrative services; human resource services; instructional services; and student services. Each assistant superintendent/vice president is responsible for the effective operation of his/her respective

division, which includes a planning council in each respective area. These divisional planning councils are responsible for conducting program review and planning and using the outcome of that analysis as the basis for resource requests. The president meets with the four assistant superintendents/vice presidents each week, in addition to the other individuals who report directly to the president, including the senior director of institutional research and planning, director of communication, marketing, and public affairs, and director of the foundation. Per Board policy, and confirmed through interviews, all individuals who report directly to the president are evaluated on an annual basis. (IV.B.2, IV.B.2.a.)

The president oversees an effective, collegial process that promotes and values institutional effectiveness and integrated planning. The president chairs the SPC, which includes membership from the four divisional councils, in addition to faculty and staff. Although the president chairs SPC, this council advises the president on a wide range of topics including the implementation of the integrated planning model, issues related to administrative practices and procedures, resource allocations, and is the body that reviews and revises the mission statement as well as monitors and implements the three-year strategic plan. Data analysis is a central task of SPC, and oftentimes, the meetings are facilitated by the senior director of institutional research and planning which allows the president to participate in the discussion, but at no point does the president vote on any items. According to the president, he welcomes broad participation and encourages all members to voice their opinions; he does not believe that his dual role as SPC chair and the person to whom SPC makes recommendations hampers the discussion or negatively influences the decisions ultimately reached and forwarded to him for approval. The president has never over-turned an SPC recommendation. While the inclusiveness of the membership was touted as a strength of SPC, some participants indicated through interviews that SPC tends to be a bit too bureaucratic, that some meetings seem highly scripted with pre-determined outcomes, and that greater communication of SPC decisions is needed to fully close the loop on its role relative to institutional effectiveness and resource allocation. In summary, the president has established an effective system for educational planning, program review and resource allocation, and he has created an administrative and governance structure that welcomes feedback and includes a significant amount of research as the basis for evaluation of institutional effectiveness. (IV.B.2.b.)

The Board delegates authority to the president to ensure that all appropriate Board policies are updated on a regular basis and that administrative procedures and practices reflect the intent and spirit of the respective policies. The president is primarily responsible for ensuring the College's compliance with all government statutes and regulations, and he chairs the policies and procedures committee to ensure that compliance and appropriate updates are made to Board policy when necessary. The president is also responsible for ensuring that all policies and procedures are aligned with the College's mission. The president is charged with updating the community about the College's status and ensuring that policy changes and other pertinent information is communicated appropriately. The College relies upon policy updates from the CCLC, and the president has primary responsibility for taking any updates through the policies and procedures committee and to the Board. The president also participates in the San Diego Imperial County Community College Association (SDICCA) to remain current in state and regional statute and regulatory updates. (IV.B.2.c.)

The president has been delegated appropriate authority to effectively control the College's budget and expenditures. He relies heavily upon his vice president of finance and administrative services to build the budget and to provide monthly written reports to the Board about the fiscal health of the College. In 2013, the Board requested quarterly presentations on the budget from the president and vice president of finance and administrative services to help them better understand the budget. The president ensures that all financial items that must be reviewed by the Board, such as student fees, applications for grants and receipt of funds, and approval of the annual College budget are presented to the Board in a timely manner. Per the Board policy, the President ensures that an audit of the College is conducted each year in accordance with Title 5 regulations and general obligation 39 requirements. With the passage of facilities bond Proposition M, the president has formed an Independent Citizens' Oversight Committee to provide quarterly feedback on the Bond program.

As noted above in Standard IV.B.1.c, the College's reserves were $22.8 million three years ago, but now hover at $7.3 million due to the Board and the College's decision not to lay-off staff or faculty when the economic downturn occurred three years ago. The president noted in his interview with Team members that using the reserves was a "specific strategy" to get the college through the recession. The president also acknowledged the need to end the deficit spending that has depleted the reserves, and he and the Board members interviewed all noted that better enrollment management was the key to stopping the need for deficit spending. Several other administrators echoed the need for greater enrollment management, especially when questioned about the College's current productivity factor which is currently around 465. The impending exodus of key administrative leadership is of concern especially given what the individuals interviewed called a significant challenge in terms of shifting the culture of the College away from simply rolling over the schedule each year to really evaluating how to meet student demand in the most efficient way possible. While there was acknowledgment of a looming problem, there was no concomitant recognition of the steps that might be needed to address this problem in order for the president to continue to fully meet this portion of Standard IV. (IV.B.2.d.)

Finally, the president is actively engaged in the Palomar community. Interviews confirmed that he serves on a number of educational and community service organizations and that he is able to effectively represent the College and to communicate the College's mission through this involvement. In addition to serving the local area, the president also serves on statewide committees, including the chief executive board for the California Community Colleges, and has been very involved in community college athletics. The president's team includes a public information officer who ensures that the College is featured in local media outlets. To more effectively meet this portion of Standard IVB, the president and his leadership team might consider assessing the level of satisfaction with the communication of decisions made and issues discussed in College committees such as SPC, especially those related to financial and hiring issues, and that they identify remedies to the reported gaps in communication. (IV.B.2.e.)

Conclusions

The College does not meet the standard.

Recommendations

See Recommendation 3

Checklist for Evaluating Compliance with
Federal Regulations and Commission Policies

(in addition to what is specifically evaluated within the language of Accreditation Standards)

NOTE: This checklist will become part of the External Evaluation Team report. It is also an appendix in the team training materials.

The Team should place a check mark next to each item when it has been evaluated. For each category, the Team should also complete the conclusion check-off and insert appropriate narrative to alert any concerns or noncompliance areas.

Public Notification of an Evaluation Visit and Third Party Comment

✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

✓ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Standards and Performance with Respect to Student Achievement

✓ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

✓ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

See Recommendation 6.

Credits, Program Length, and Tuition

- ✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

- ✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- ✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

- ✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

- ✓ The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion Check-Off (mark one):

- ✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

- _____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

- _____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Transfer Policies

- ✓ Transfer policies are appropriately disclosed to students and to the public.
- ✓ Policies contain information about the criteria the institution uses to accept credits for transfer.
- ✓ The institution complies with the Commission *Policy on Transfer of Credit.*

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion Check-Off (mark one):

- ✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Distance Education and Correspondence Education

✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

✓ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education.*

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion Check-Off (mark one):

✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Student Complaints

- ✓ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- ✓ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- ✓ The Team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

- ✓ The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- ✓ The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion Check-Off (mark one):

- ✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

- _____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

- _____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Institutional Disclosure and Advertising and Recruitment Materials

- ✓ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

- ✓ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

- ✓ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1))(vii); 668.6.

Conclusion Check-Off (mark one):

- ✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

- _____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

- _____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.

Title IV Compliance

✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

✓ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion Check-Off:

✓ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The Team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The Team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: None.