

**2015 INSTITUTIONAL SELF EVALUATION OF
EDUCATIONAL QUALITY & INSTITUTIONAL EFFECTIVENESS
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**



Submitted by

Palomar College
1140 W. Mission Road
San Marcos, CA 92069
www.palomar.edu

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 2015

Palomar Community College District

Governing Board

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Certification of the 2015 Institutional Self Evaluation

Date: December 18, 2014

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

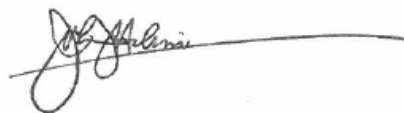
From: Palomar Community College District
1140 W. Mission Road
San Marcos CA, 92069

This 2015 Institutional Self Evaluation is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the 2015 Institutional Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation accurately reflects the nature and substance of this institution.

Signatures:

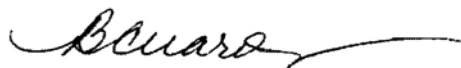
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Palomar College
**2015 Institutional Self Evaluation of Educational Quality &
Institutional Effectiveness
in Support of Reaffirmation of Accreditation**

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Introduction

History of Palomar College

The history of Palomar College is rich in tradition and educational achievements. On January 15, 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted 714 to 417 in favor of establishing a “junior college” in the North San Diego County area. Under state law, the San Diego County Superintendent of Schools appointed five persons as members of the first Governing Board of the new college. The Governing Board hired the first College Superintendent/President, Dr. Daniel C. McNaughton, in 1946; he was supported by a director, a dean of students, and nine faculty members. Located on the Vista High School campus, Palomar College opened its classroom doors on September 23, 1946, with exactly 100 students enrolled in classes in science, mathematics, music, art, social sciences, commerce, English, physical education, and foreign languages.

Today, Palomar College is a public, two-year community college in North San Diego County with its San Marcos campus located approximately 30 miles north of San Diego at 1140 West Mission Road, San Marcos, CA 92069. The 200 acre campus, the education center in Escondido, and four sites serve a district covering 2,555 square miles. The Escondido Center, which was completely renovated in 2013, is located on eight acres owned by the District. The four education sites are located on Camp Pendleton and in Fallbrook, San Diego (community of Rancho Peñasquitos), and Pauma Valley. Palomar College constitutes a single-college district, and is the largest community college in San Diego County.

Palomar College borders seven other community college districts: South Orange County, Mt. San Jacinto, Desert, Imperial Valley, Grossmont-Cuyamaca, San Diego, and Mira Costa. However, only Mt. San Jacinto, Grossmont-Cuyamaca, San Diego, and Mira Costa have significant service overlap with the Palomar Community College District. The others adjoin the most lightly-populated areas of the District, and their campuses are distant from any of Palomar’s permanent facilities.

Palomar College has five academic 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. In addition, the Counseling Division resides within Student Services. Student Services also encompasses the Transfer Center, Career Center, Health Center, Disability Resource Center, Veterans Services, and other programs that help students achieve their educational goals.

In November 2006, voters in the District approved an educational facilities improvement measure (Proposition M), which provides the majority of funding for the College’s \$1 billion construction and remodel plan. The first major step in the implementation of this plan was the completion of the Natural Sciences Building in Fall 2007. Over the course of the past few years, the College has added seven facilities funded by Proposition M, including Health Sciences, Multidisciplinary, Industrial Technology Center, Palomar Planetarium, Performing Arts Complex, Teaching & Learning Center, and Humanities. In addition to the San Marcos campus, the District purchased 82 acres in Fallbrook in 2007 and a 27 acre site in Rancho Bernardo in 2012, which houses a 110,000-square-foot building

and a three-story parking structure. These properties are identified as the future locations of the North and South Education Centers respectively.

This is an exciting time for students, faculty, staff, and administration at Palomar College. The vision in *Master Plan 2022* is being realized as the planning, design, and construction of several instructional and support facilities move forward. *Master Plan 2022* is transitioning Palomar College into its next generation as an outstanding institution in higher education, committed to the learning success of its students and responsive to the changing needs of its diverse community.

Demographic Information

Population and Socioeconomic Information for Palomar Community College District

The College uses information collected about its service area to inform the types of programs and support services it offers students. The area served by Palomar College continues to grow. As shown in Table #1, the District expects to realize a 6% population growth from the 2008 estimate to the 2015 projection and an additional 14.6% increase from 2015-30. Additionally, the median household income (adjusted for inflation) will rise about 5% by 2015 and an additional 21% by 2030.

Table #1—Population, Housing, & Median Household Income for Palomar Community College District

Population, Housing, & Median Household Income for Palomar Community College District							
		2015	2030	Change from 2008 to 2015 Projection		Change from 2008 to 2030 Projection	
	2008	Projection	Projection	Number	Percent	Number	Percent
Population	754,633	800,229	910,450	45,596	6.0%	155,817	20.6%
Housing Units	259,772	272,262	305,077	12,490	4.8%	45,305	17.4%
% - Single Family	69.4%	69.6%	70.6%				
% - Multi-Family	24.7%	25.1%	24.8%				
% - Mobile Homes	5.8%	5.3%	4.7%				
Average House Hold Size	2.98	3.01	3.01	0.03	1.0%	0.03	1.0%
Median Income	\$58,965	\$61,965	\$74,651	\$3,000	5.1%	\$15,686	26.6%
Source: San Diego Association of Governments Profile Warehouse							

Service Area Population Demographics

Over time, the demographics of the College's service area have changed. Table #2 shows that Hispanics make up a greater percentage of the service area's population. Palomar's increasing Hispanic student enrollment reflects this shift in service area demographics.

Table #2—District Population Demographics by Race/Ethnicity

District Population Demographics by Race/Ethnicity				
Race/Ethnicity	2000		2013	
	N	%	N	%
American Indian	5,289	0.8%	5,354	0.7%
Asian	40,034	6.1%	75,639	9.8%
Black, Non-Hispanic	15,678	2.4%	15,016	1.9%
Hispanic	167,034	25.4%	250,262	32.5%
White, Non-Hispanic	410,447	62.5%	400,817	52.0%
Other	18,533	2.8%	23,423	3.0%
Total	657,015	100.0%	770,511	100.0%
Source: San Diego Association of Governments Profile Warehouse with 2000 census and 2013 estimate based on U.S. 2010 census				

As shown in Table #3, the level of education within the District varies as well. While about 28% of the population have earned a bachelor's degree or higher, the education level within the District varies by geographical area. For example, approximately 44% of the residents in the southern portion of the District have a bachelor's degree or higher, whereas 22% of the residents in the central or northern portion of the District have earned such a degree.

Table #3—Educational Attainment of Those Aged 25+ by Palomar College Planning Area

Educational Attainment of Those Aged 25+ by Palomar College Planning Area				
	North	Central	South	Total District
% BA+	21.6	22.7	44.8	28.9
% AA	9.0	10.6	7.6	9.3
% Some College	25.1	24.6	23.8	24.5
% HS Grad	27.2	22.4	16.9	21.9
% Less than HS	17.1	19.7	6.9	15.4
% Age 25+	23.7	47.1	29.2	100.0
# 25+	140,882	279,901	173,471	594,254
Source: U.S. Census Bureau, 2007-2011 American Community Survey				

Service Area Labor Market Information

Economic Modeling Specialists International (EMSI) provides Palomar College with labor market data for San Diego County. EMSI projects that San Diego County will add approximately 241,000 new jobs in the next ten years. This represents a 13% growth in the number of jobs in the County. In addition to the new jobs, turnover will result in the need for 427,575 replacements, for a total of 668,575 openings in the next ten years. Two-thirds (65.5%) of the projected annual job openings require only on-the-job training, while 7.2% require a postsecondary certificate, 3.7% require an associate's degree, and 23.6% require a bachelor's degree or higher.

Of the occupations that require on-the-job training, the top 25 occupations in terms of number of job openings per year in San Diego County are found in Table #4. The occupations listed in blue are the ones for which Palomar College offers related awards. The table also displays the median hourly earnings and annualized earnings figures based on full-time employment.

Table #4— Top-25 Occupations Requiring On-The-Job Training

The Top-25 Such Occupations in Terms of Most Openings Are as Follows:		Annual Openings	Median Hourly Earnings	52 Wks @ 40 Hrs Per Wk
SOC	Occupation Description			
(1) 41-2031	Retail Salespersons	2,114	\$11.27	\$23.4K
(2) 35-3031	Waiters and Waitresses	1,868	\$8.89	\$18.5K
(3) 41-2011	Cashiers	1,860	\$9.42	\$19.6K
(4) 35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	1,475	\$9.14	\$19.0K
(5) 43-9061	Office Clerks, General	1,127	\$14.18	\$29.5K
(6) 37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,011	\$11.43	\$23.8K
(7) 37-2012	Maids and Housekeeping Cleaners	999	\$10.12	\$21.0K
(8) 39-9011	Childcare Workers	903	\$8.91	\$18.5K
(9) 43-4051	Customer Service Representatives	889	\$17.04	\$35.4K
(10) 53-7062	Laborers and Freight, Stock, and Material Movers, Hand	820	\$12.22	\$25.4K
(11) 11-9141	Property, Real Estate, and Community Association Managers	663	\$17.75	\$36.9K
(12) 11-9199	Managers, All Other	633	\$25.54	\$53.1K
(13) 43-5081	Stock Clerks and Order Fillers	615	\$10.64	\$22.1K
(14) 41-1011	First-Line Supervisors of Retail Sales Workers	596	\$15.69	\$32.6K
(15) 43-1011	First-Line Supervisors of Office and Administrative Support Workers	591	\$24.86	\$51.7K
(16) 35-2021	Food Preparation Workers	575	\$9.56	\$19.9K
(17) 37-3011	Landscaping and Groundskeeping Workers	541	\$11.44	\$23.8K
(18) 43-4171	Receptionists and Information Clerks	507	\$13.85	\$28.8K
(19) 35-2014	Cooks, Restaurant	507	\$11.39	\$23.7K
(20) 35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	495	\$9.19	\$19.1K
(21) 43-3031	Bookkeeping, Accounting, and Auditing Clerks	483	\$18.49	\$38.5K
(22) 41-3099	Sales Representatives, Services, All Other	427	\$25.92	\$53.9K
(23) 39-9021	Personal Care Aides	421	\$10.39	\$21.6K
(24) 33-9032	Security Guards	415	\$11.83	\$24.6K
(25) 49-9071	Maintenance and Repair Workers, General	408	\$16.46	\$34.2K

Source: Economic Modeling Specialists Inc (EMSI)::Complete Employment - 2013.1 Final Release

Note: **Highlighted occupations** are ones for which Palomar offers awards in CIP code(s) that feed into that SOC code.

Occupations requiring a postsecondary certificate are listed by the number of job openings per year in San Diego County in Table #5. Palomar offers programs related to the occupations listed in blue. The occupation with by far the most annual openings is Real Estate Sales Agent.

Table #5— Top 25 Occupations Requiring a Postsecondary Certificate

The Top-25 Such Occupations in Terms of Most Openings Are as Follows:		Annual Openings	Median Hourly Earnings	52 Wks @ 40 Hrs Per Wk
SOC	Occupation Description			
(1) 41-9022 Real Estate Sales Agents		1,903	\$13.95	\$29.0K
(2) 31-1012	Nursing Aides, Orderlies, and Attendants	388	\$12.29	\$25.6K
(3) 39-5012	Hairdressers, Hairstylists, and Cosmetologists	359	\$11.02	\$22.9K
(4) 29-2061	Licensed Practical and Licensed Vocational Nurses	266	\$23.30	\$48.5K
(5) 49-3023 Automotive Service Technicians and Mechanics		230	\$17.16	\$35.7K
(6) 49-2022	Telecom Equipment Installers and Repairers, Except Line Installers	134	\$25.46	\$53.0K
(7) 31-9011	Massage Therapists	123	\$14.29	\$29.7K
(8) 39-5092	Manicurists and Pedicurists	120	\$8.83	\$18.4K
(9) 31-9091 Dental Assistants		116	\$17.53	\$36.5K
(10) 51-4121 Welders, Cutters, Solderers, and Brazers		104	\$19.63	\$40.8K
(11) 39-9031	Fitness Trainers and Aerobics Instructors	101	\$17.94	\$37.3K
(12) 33-2011	Firefighters	100	\$30.44	\$63.3K
(13) 49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers		88	\$22.59	\$47.0K
(14) 29-2041 Emergency Medical Technicians and Paramedics		76	\$12.63	\$26.3K
(15) 43-6012	Legal Secretaries	67	\$21.73	\$45.2K
(16) 25-4031 Library Technicians		64	\$17.60	\$36.6K
(17) 29-2071	Medical Records and Health Information Technicians	61	\$17.71	\$36.8K
(18) 49-2011 Computer, Automated Teller, and Office Machine Repairers		57	\$16.58	\$34.5K
(19) 49-3031 Bus and Truck Mechanics and Diesel Engine Specialists		50	\$21.84	\$45.4K
(20) 29-2799	Health Technologists and Technicians, All Other	44	\$22.40	\$46.6K
(21) 39-5094	Skincare Specialists	39	\$13.85	\$28.8K
(22) 39-5011	Barbers	35	\$12.42	\$25.8K
(23) 49-3011	Aircraft Mechanics and Service Technicians	34	\$26.21	\$54.5K
(24) 31-9094	Medical Transcriptionists	34	\$16.59	\$34.5K
(25) 49-2094 Electrical & Electronics Repairers, Commercial & Industrial Equipment		29	\$25.15	\$52.3K

Source: Economic Modeling Specialists Inc (EMSI)::Complete Employment - 2013.1 Final Release

Note: **Highlighted occupations** are ones for which Palomar offers awards in CIP code(s) that feed into that SOC code.

Table #6 shows openings for occupations that require an associate's degree. Palomar College provides awards that relate to the top five occupations in terms of annual job openings in San Diego County. The table shows significantly higher earnings for these occupations compared to those requiring a certificate.

Table #6—Top 25 Occupations Requiring an Associate's Degree

The Top-25 Such Occupations in Terms of Most Openings Are as Follows:		Annual Openings	Median Hourly Earnings	52 Wks @ 40 Hrs Per Wk
SOC	Occupation Description			
(1) 29-1111 Registered Nurses		780	\$40.01	\$83.2K
(2) 15-1159 Computer Support Specialists		279	\$23.41	\$48.7K
(3) 25-2011 Preschool Teachers, Except Special Education		168	\$14.30	\$29.7K
(4) 13-2021 Appraisers and Assessors of Real Estate		152	\$19.28	\$40.1K
(5) 23-2011 Paralegals and Legal Assistants		122	\$29.09	\$60.5K
(6) 19-4099 Life, Physical, and Social Science Technicians, All Other		88	\$25.53	\$53.1K
(7) 17-3023 Electrical and Electronics Engineering Technicians		81	\$28.11	\$58.5K
(8) 29-2037 Radiologic Technologists and Technicians		73	\$31.88	\$66.3K
(9) 29-2012 Medical and Clinical Laboratory Technicians		57	\$18.57	\$38.6K
(10) 29-2021 Dental Hygienists		55	\$43.56	\$90.6K
(11) 19-4031 Chemical Technicians		52	\$24.39	\$50.7K
(12) 19-4091 Environmental Science and Protection Technicians, Including Health		46	\$21.70	\$45.1K
(13) 29-2056 Veterinary Technologists and Technicians		45	\$17.26	\$35.9K
(14) 17-3029 Engineering Technicians, Except Drafters, All Other		42	\$31.33	\$65.2K
(15) 29-1126 Respiratory Therapists		40	\$30.13	\$62.7K
(16) 29-2032 Diagnostic Medical Sonographers		30	\$40.77	\$84.8K
(17) 17-3022 Civil Engineering Technicians		27	\$27.72	\$57.7K
(18) 17-3011 Architectural and Civil Drafters		27	\$25.10	\$52.2K
(19) 31-2021 Physical Therapist Assistants		24	\$23.96	\$49.8K
(20) 17-3026 Industrial Engineering Technicians		24	\$23.59	\$49.1K
(21) 49-9062 Medical Equipment Repairers		24	\$23.56	\$49.0K
(22) 17-3013 Mechanical Drafters		19	\$24.88	\$51.8K
(23) 53-2021 Air Traffic Controllers		17	\$64.04	\$133.2K
(24) 17-3024 Electro-Mechanical Technicians		17	\$26.69	\$55.5K
(25) 17-3027 Mechanical Engineering Technicians		16	\$22.03	\$45.8K

Source: Economic Modeling Specialists Inc (EMSI)::Complete Employment - 2013.1 Final Release

Note: **Highlighted occupations** are ones for which Palomar offers awards in CIP code(s) that feed into that SOC code.

Table #7 shows openings for occupations that require a bachelor's degree. Palomar College provides awards that relate to 15 of the top 25 occupations in terms of annual job openings in San Diego County. These tables show that each step up the education ladder is associated with increased earnings.

Table #7—Top 25 Occupations Requiring a Bachelor's Degree

The Top-25 Such Occupations in Terms of Most Openings Are as Follows:		Annual Openings	Median Hourly Earnings	52 Wks @ 40 Hrs Per Wk
SOC	Occupation Description			
(1) 13-2052	Personal Financial Advisors	1,019	\$30.01	\$62.4K
(2) 41-3031	Securities, Commodities, and Financial Services Sales Agents	877	\$23.98	\$49.9K
(3) 13-1111	Management Analysts	583	\$31.86	\$66.3K
(4) 25-1099	Postsecondary Teachers	559	\$34.77	\$72.3K
(5) 13-2011	Accountants and Auditors	536	\$30.73	\$63.9K
(6) 11-1021	General and Operations Managers	470	\$52.20	\$108.6K
(7) 13-1161	Market Research Analysts and Marketing Specialists	400	\$29.23	\$60.8K
(8) 25-3999	Teachers and Instructors, All Other	393	\$20.09	\$41.8K
(9) 23-1011	Lawyers	359	\$49.45	\$102.9K
(10) 11-3031	Financial Managers	330	\$44.49	\$92.5K
(11) 25-2021	Elementary School Teachers, Except Special Education	280	\$31.47	\$65.5K
(12) 25-2031	Secondary School Teachers, Except Special & Career/Technical Ed	257	\$32.49	\$67.6K
(13) 15-1132	Software Developers, Applications	237	\$44.45	\$92.5K
(14) 11-2022	Sales Managers	224	\$43.83	\$91.2K
(15) 27-1024	Graphic Designers	224	\$19.61	\$40.8K
(16) 15-1133	Software Developers, Systems Software	213	\$47.32	\$98.4K
(17) 19-1042	Medical Scientists, Except Epidemiologists	199	\$37.29	\$77.6K
(18) 15-1121	Computer Systems Analysts	197	\$37.00	\$77.0K
(19) 41-4011	Sales Reps, Wholesale and Manufacturing, Tech & Scientific Products	188	\$33.70	\$70.1K
(20) 39-9032	Recreation Workers	185	\$11.23	\$23.4K
(21) 27-3091	Interpreters and Translators	180	\$21.19	\$44.1K
(22) 11-1011	Chief Executives	173	\$60.33	\$125.5K
(23) 27-3043	Writers and Authors	172	\$17.22	\$35.8K
(24) 13-2051	Financial Analysts	169	\$35.04	\$72.9K
(25) 11-2021	Marketing Managers	164	\$48.81	\$101.5K

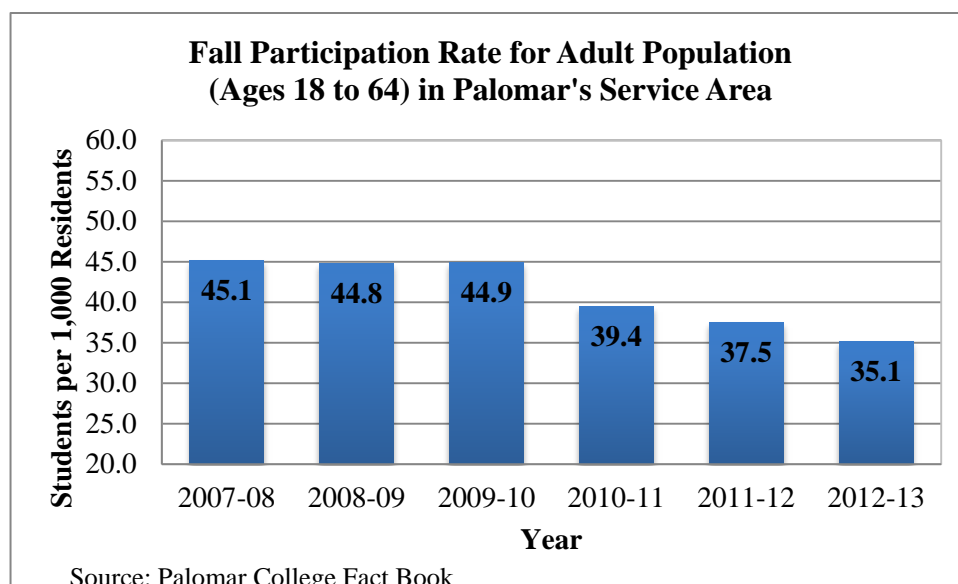
Source: Economic Modeling Specialists Inc (EMSI)::Complete Employment - 2013.1 Final Release
Note: **Highlighted occupations** are ones for which Palomar offers awards in CIP code(s) that feed into that SOC code.

Student Characteristics

Participation Rate

The fall participation rate in Figure #1 shows the number of students in the fall terms per one thousand residents in the service area. For this analysis, the College has considered only those in the service area ages 18 to 64. Palomar College's fall participation rate had consistently been about 45% students per 1,000 residents, but dropped off beginning in 2010. The drop occurred as a result of California's economic crisis and its impact on the College's budget. The College scaled back course offerings and access to Palomar was affected.

Figure #1—Fall Participation Rate for Adult Population in Palomar's Service Area



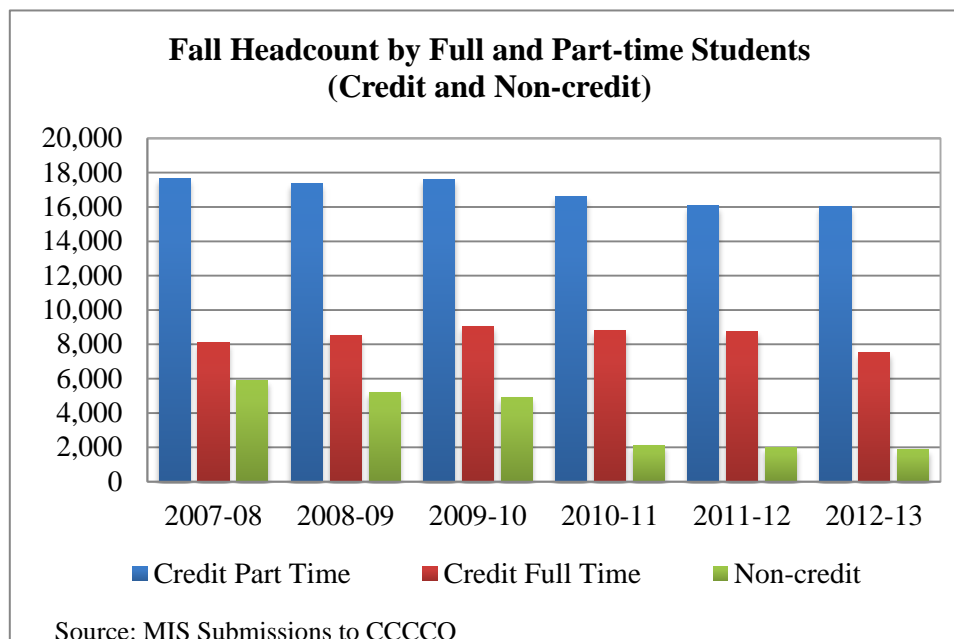
Student Demographics

As part of its integrated planning process, the College routinely reviews student enrollment and demographic information through internal scans. The College uses this data in the *Integrated Planning Model (IPM)* through internal scans. A comprehensive set of demographic data considered by the College is at www.palomar.edu/irp/StdtDemosOutcomesandAccountability.html. A presentation of the College's latest internal scan completed as part of the development of *Strategic Plan 2016* is at www.palomar.edu/strategicplanning/Updates%200514/2013%20Internal%20Scan.pdf. Highlights of this demographic data with corresponding analysis are presented on the following pages.

Student Headcount

The student headcount shown in Figure #2 covers six years of fall term student enrollment. Beginning in Fall 2010, the enrollment figures began to decrease, with a significant decrease in noncredit enrollments. This data reflects the state's budgetary crisis, which impacted the College's budget. The College scaled back older adult noncredit offerings. Decreases in credit student headcount were not as significant during this period as the College continued to focus on its mission of providing transfer, career-technical, and basic skills education.

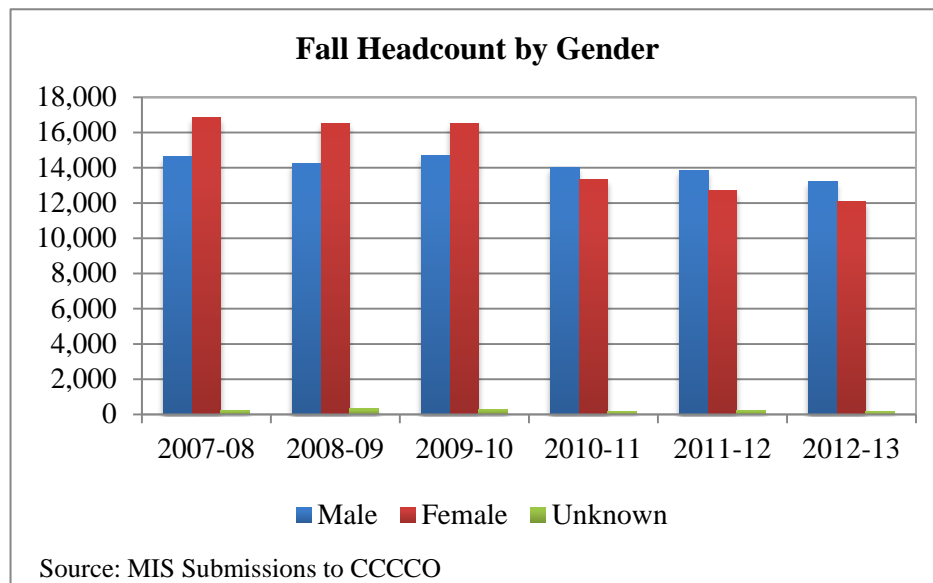
Figure #2—Fall Headcount by Full and Part-Time Students



Gender

Figure #3 provides the distribution of student enrollment by gender. Over time the number of females enrolled at the College has decreased. This corresponds to the decrease in the noncredit older adult offerings. Historically, more women than men enrolled in these classes.

Figure #3—Fall Headcount by Gender



Age

Table #8 provides the distribution of students by age category for the past six years. Beginning in 2010-11, 60-63% of the College's student body was under 25.

Table #8—Fall Headcount by Age Group

Fall Headcount by Age Group							
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
17 & Under	Count	1,331	1,253	987	864	761	624
	Percent	4.2%	4.0%	3.1%	3.1%	2.8%	2.5%
18-20	Count	9,649	10,128	10,379	9,612	9,305	8,991
	Percent	30.4%	32.6%	32.9%	34.9%	34.7%	35.3%
21-24	Count	6,409	6,200	6,364	6,259	6,485	6,323
	Percent	20.2%	19.9%	20.2%	22.7%	24.2%	24.8%
25-29	Count	3,494	3,443	3,593	3,381	3,491	3,239
	Percent	11.0%	11.1%	11.4%	12.3%	13.0%	12.7%
30-34	Count	1,751	1,677	1,806	1,778	1,749	1,732
	Percent	5.5%	5.4%	5.7%	6.5%	6.5%	6.8%
35-39	Count	1,480	1,315	1,323	1,225	1,130	1,079
	Percent	4.7%	4.2%	4.2%	4.4%	4.2%	4.2%
40-44	Count	1,250	1,193	1,137	1,040	949	940
	Percent	3.9%	3.8%	3.6%	3.8%	3.5%	3.7%
45-54	Count	2,439	2,317	2,291	1,980	1,700	1,478
	Percent	7.7%	7.5%	7.3%	7.2%	6.3%	5.8%
55-64	Count	1,533	1,621	1,677	953	839	719
	Percent	4.8%	5.2%	5.3%	3.5%	3.1%	2.8%
65 & Over	Count	2,348	1,909	1,938	427	371	325
	Percent	7.4%	6.1%	6.1%	1.6%	1.4%	1.3%
Unknown	Count	35	36	24	15	9	3
	Percent	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
Total	Count	31,719	31,092	31,519	27,534	26,789	25,453
	Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: MIS Submissions to the CCCCO

Race/Ethnicity

The race/ethnicity composition of the student body has changed over time. As shown in Table #9, the percentage of the student body who are Hispanic has grown from 27.3% in 2007-08 to 38.2% in 2012-13. This growth reflects the change in adult population served by the District. As a Hispanic Serving Institution (HSI), the College has sought and secured grants to support and increase the success of its traditionally underrepresented students.

Table #9—Fall Headcount by Race/Ethnicity

Fall Headcount by Race/Ethnicity							
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Asian/Pac Isl	Count	1,898	2,019	1,683	1,443	1,368	1,316
	Percent	6.0%	6.5%	5.3%	5.2%	5.1%	5.2%
Black, Non-Hispanic	Count	1,041	1,027	912	822	814	783
	Percent	3.3%	3.3%	2.9%	3.0%	3.0%	3.1%
Filipino	Count	999	963	804	721	715	680
	Percent	3.1%	3.1%	2.6%	2.6%	2.7%	2.7%
Hispanic	Count	8,669	8,657	9,783	9,475	9,648	9,728
	Percent	27.3%	27.8%	31.0%	34.4%	36.0%	38.2%
Native American	Count	381	341	221	188	183	184
	Percent	1.2%	1.1%	0.7%	0.7%	0.7%	0.7%
White, Non-Hispanic	Count	15,835	15,457	15,444	12,910	12,120	10,913
	Percent	49.9%	49.7%	49.0%	46.9%	45.2%	42.9%
Multi Ethnic	Count	0	0	857	910	991	1,032
	Percent	0.0%	0.0%	2.7%	3.3%	3.7%	4.1%
Unknown/Declined	Count	2,896	2,628	1,815	1,065	950	817
	Percent	9.1%	8.5%	5.8%	3.9%	3.5%	3.2%
Total	Count	31,719	31,092	31,519	27,534	26,789	25,453
	Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Source: MIS Submissions to the CCCCCO							

Enrollment in District and Out of District

In 2007-08, approximately three-quarters of the enrollments at Palomar came from ZIP Codes within the District boundaries. However, as with some of the other student characteristics, this percentage changed in 2010-11 when the College scaled back noncredit older adult offerings. As shown in Table #10, the change in course offerings influenced the distribution.

Table #10—ZIP Codes of Students Attending Palomar College in the Fall

Zip Codes of Students Attending Palomar College in the Fall							
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Outside	Number	7,704	7,307	7,504	7,235	7,406	7,223
Service Area	Percent	24.3%	23.5%	23.8%	26.3%	27.6%	28.4%
Within	Number	24,015	23,785	24,015	20,299	19,383	18,230
Service Area	Percent	75.7%	76.5%	76.2%	73.7%	72.4%	71.6%
Total	Number	31,719	31,092	31,519	27,534	26,789	25,453
	Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: MIS Submissions to the CCCCO

First Time Freshman By Feeder High School

The number of feeder high schools and high schools served by Palomar is somewhat unique to the California Community College system. Whereas most community colleges serve one to two feeder high school districts, Palomar serves at least eight districts and more than 25 high schools. The College tracks the number of entering freshman as a means of evaluating its outreach and monitoring growth or decline of this group. Students aged 19 and under generate the most FTES for the College.

Over time, the entering freshman cohort has declined. This corresponds to a decline in the number of high school graduates and young adults residing within the District as well as decreased course offerings. The College has recognized this decline and is implementing strategies to coordinate and strengthen its outreach to ensure that high school graduates are welcomed to the College. Table #11 shows the decline in the entering freshman cohort from 2007-08 to 2012-13.

Table #11—High School District of Origin for 1st Time Freshman

High School District or Origin for 1st Time Freshman						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Escondido Union High	14.1%	14.2%	14.3%	13.9%	14.1%	13.7%
Fallbrook Union High	4.7%	3.7%	3.2%	3.6%	3.1%	3.3%
Julian Union High	0.4%	0.5%	0.5%	0.4%	0.4%	0.2%
Poway Unified	8.1%	8.1%	7.4%	7.7%	7.1%	6.3%
Ramona City Unified	2.9%	2.5%	2.8%	2.5%	2.4%	2.5%
San Marcos Unified	7.3%	8.5%	6.7%	6.9%	7.9%	7.2%
Valley Ctr - Pauma Unified	2.7%	2.8%	2.8%	2.7%	2.5%	2.1%
Vista Unified	9.3%	10.0%	9.2%	7.0%	7.4%	7.4%
Other HS District	50.5%	49.6%	53.1%	55.3%	55.1%	57.3%
Total 1st-Time Freshmen	4,683	5,149	5,322	4,772	4,198	3,971
Source: Palomar College Office of Institutional Research and Planning						

Student Placement and Preparation

Understanding the preparedness of students to enroll in college-level courses is an important factor when planning for the College and addressing the needs of students. Figures #4 and #5 show that the majority of the College's students who take the placement exam place below college level in English or math. The preparedness as well as achievement rates of the College's underprepared students are significant challenges. The College is addressing these challenges through the Strategic Plan, Student Success and Support Program Plan, and *Student Equity Plan*.

Figure #4—Fall English Placements

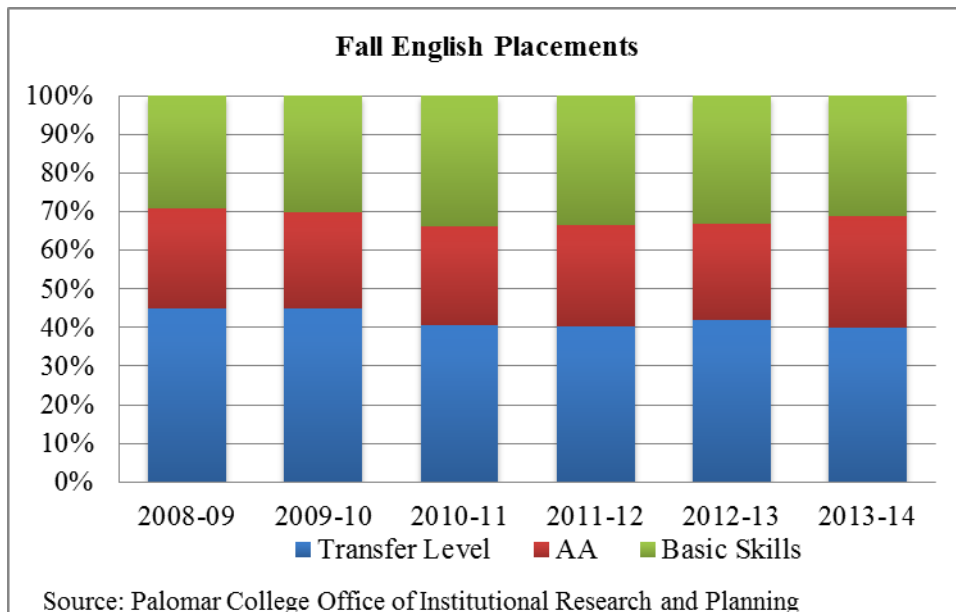
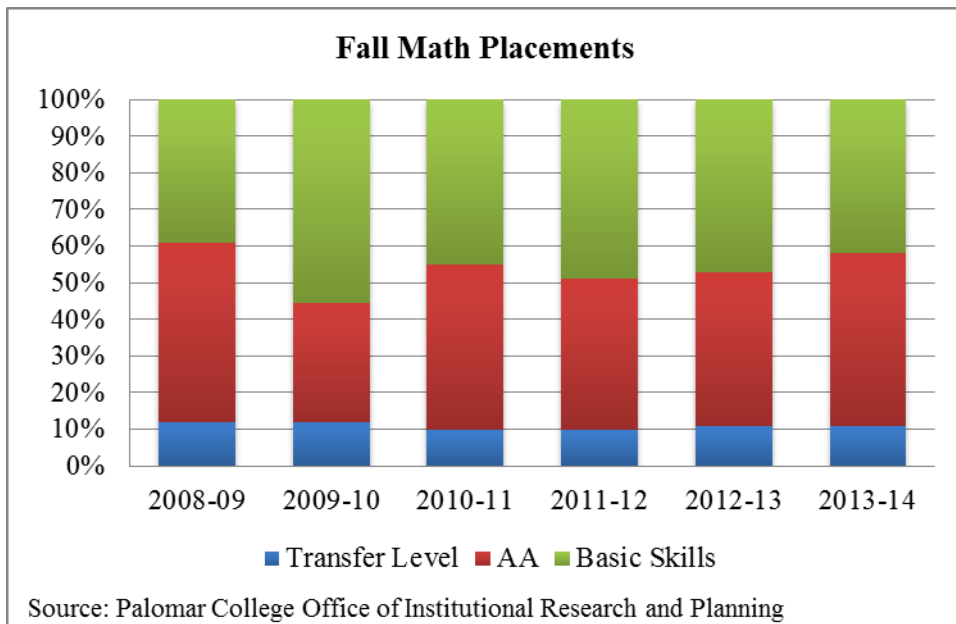


Figure #5—Fall Math Placements



Student Progress and Achievement

Course Success Rates

Once students enroll in courses at the College, Palomar monitors their progress in several ways. First, as part of Program Review and Planning, faculty and administrators evaluate and assess course success rates. They can examine course success rates by various factors. For example, Figure #6 below shows the College course success rates for curriculum level. Review of the figure shows that the success rates of students in basic skills and AA level courses trails behind the success rates of transfer level courses.

Figure #6—Course Success Rates by Level

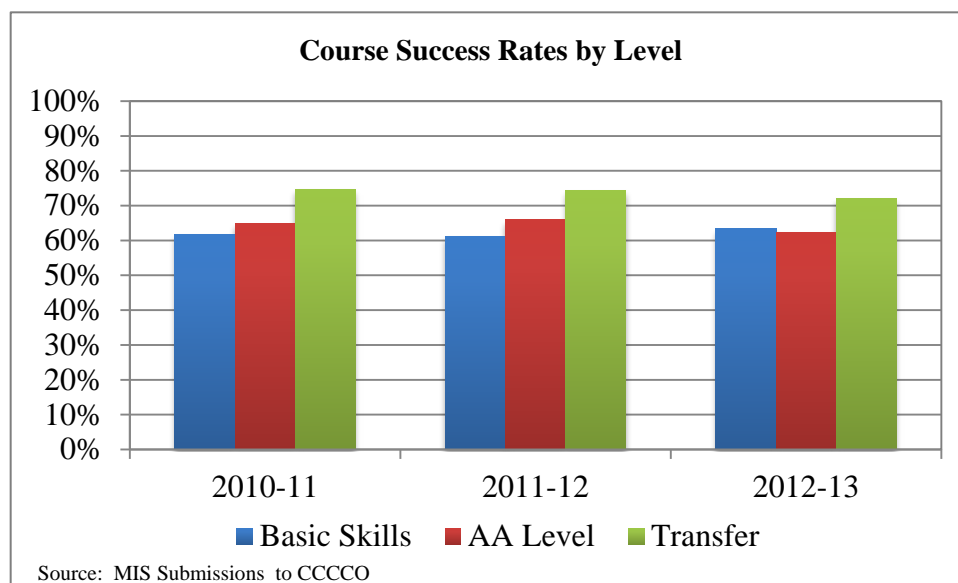


Table #12 shows course success and retention rates for distance education courses and their corresponding on-campus counterparts. While there is a difference between students' success rates in distance education courses and similar on-campus courses, the difference is not significant. The driver of the difference is the number of "W" or Withdraw grades. Distance education courses experience a higher percentage of withdrawals. For additional examination of college course success rates by student subgroup such as gender, age, race, first generation status, or other institutional variables such as location, appears at www.palomar.edu/irp/StdtDemosOutcomesandAccountability.html.

Table #12—Success and Retention Rate for Online Courses and Like Face-to-Face Courses

Success and Retention Rate for Online Courses and Like Face-to-Face Courses										
AcaYr	Online					Like Face-to-Face				
	Enroll	Pass	Retain	% Pass	% Retain	Enroll	Pass	Retain	% Pass	% Retain
2012-13	11,591	7,580	10,022	65.4%	86.5%	39,420	26,789	36,561	68.0%	92.7%
2011-12	10,913	7,568	10,000	69.3%	91.6%	38,588	27,027	36,565	70.0%	95.0%
2010-11	12,070	8,107	10,997	67.2%	91.1%	39,316	27,373	37,224	69.6%	94.7%
2009-10	11,626	7,631	10,426	65.6%	89.7%	38,288	26,115	35,947	68.2%	93.9%
2008-09	10,898	6,958	9,703	63.8%	89.0%	34,462	23,587	32,454	68.4%	94.2%
2007-08	10,763	6,618	9,536	61.5%	88.6%	34,015	22,864	31,616	67.2%	92.9%
Total	67,861	44,462	60,684	65.5%	89.4%	224,089	153,755	210,367	68.6%	93.9%

Source: Palomar College Office of Institutional Research and Planning

Basic Skills Progress and Completion

The College monitors and evaluates how well students move through basic skills course sequences. Two sources of information are used to perform this analysis. It uses the California Community College Scorecard and the California Community College Basic Skills Tracker. It examines student performance overall and student performance broken down by gender, age, race, socioeconomic status, veteran status, and disability status. Table #13 shows overall student performance in basic skills completion over time. Specifically, the table shows the percentage of students who completed a basic skills course sequence within six years of entry (Basic Skills Scorecard metric).

As revealed in the table, students struggle to complete math and to some extent English basic skills coursework. A more detailed analysis conducted by the College indicates that African American and students with disabilities are affected disproportionately and do not complete basic skills course work at the same rate as other groups. The College's *Student Equity Plan* includes strategies to address completion of basic skills coursework for these groups. The College's *Strategic Plan 2016* and Student Success and Support Program Plan include strategies to increase the basic skills completion rate for all students.

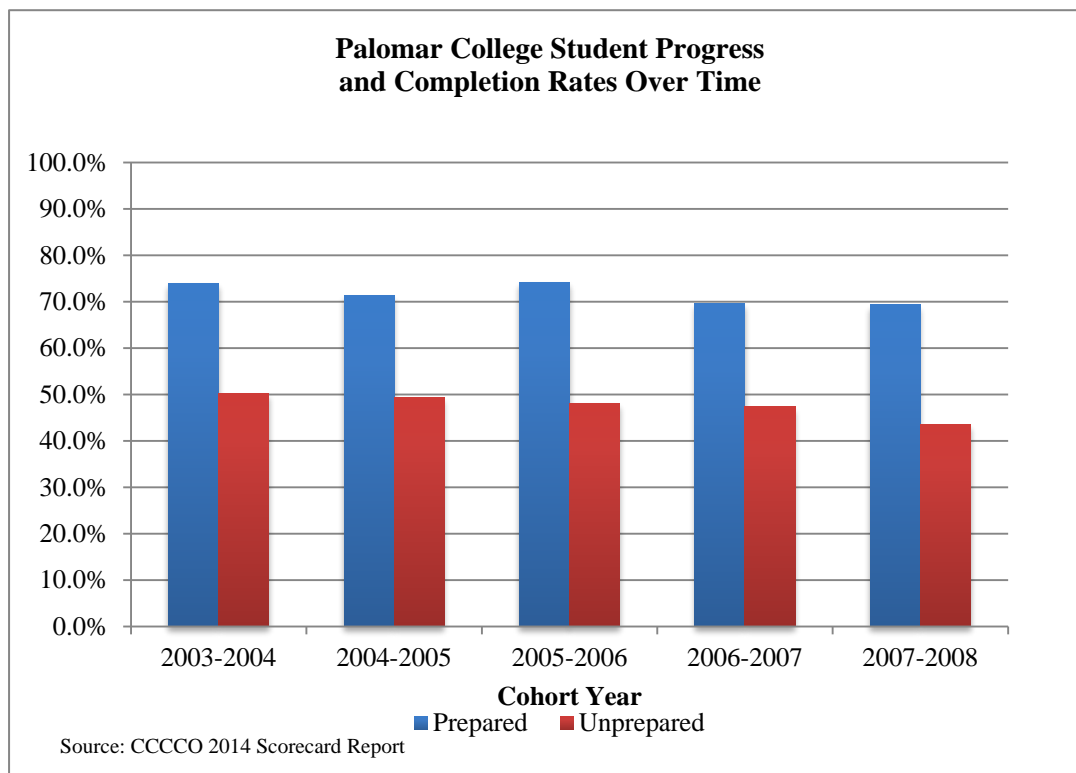
Table #13—Palomar College 2014 Scorecard Basic Skills Completion English and Math

Palomar College 2014 Scorecard Basic Skills Completion English and Math					
Palomar Remedial English	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Cohort Size	2,272	2,147	2,352	2,113	2,274
Cohort Rate	41.5%	42.1%	42.3%	41.7%	41.7%
Female	44.1%	43.2%	44.1%	45.6%	43.1%
Male	38.9%	41.0%	40.3%	38.1%	40.3%
< 20 years old	44.8%	45.6%	46.3%	45.0%	45.4%
20 to 24 years old	36.7%	39.6%	36.1%	35.5%	37.1%
25 to 39 years old	34.9%	28.8%	29.8%	33.8%	30.8%
40+ years old	30.8%	29.5%	37.1%	33.3%	25.0%
African American	30.8%	33.9%	36.1%	28.2%	28.3%
American Indian/Alaskan Native	20.0%	23.1%	22.6%	18.5%	33.3%
Asian	39.4%	53.0%	57.7%	66.0%	60.5%
Filipino	49.5%	58.2%	53.7%	46.8%	56.3%
Hispanic	33.7%	35.0%	33.5%	35.7%	35.7%
Pacific Islander	26.5%	21.4%	24.2%	48.6%	26.9%
White	47.7%	46.5%	46.9%	45.9%	46.3%
Palomar Remedial Math	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Cohort Size	2,681	2,611	2,684	2,725	3,152
Cohort Rate	31.5%	32.4%	33.1%	32.6%	31.8%
Female	34.1%	33.8%	33.8%	35.3%	33.6%
Male	28.3%	30.8%	32.3%	29.5%	29.7%
< 20 years old	32.9%	33.3%	35.1%	31.7%	33.1%
20 to 24 years old	29.9%	32.2%	33.0%	35.0%	28.3%
25 to 39 years old	30.2%	29.9%	27.8%	32.6%	30.1%
40+ years old	28.6%	31.8%	29.2%	31.5%	33.1%
African American	19.6%	23.4%	22.6%	18.2%	21.4%
American Indian/Alaskan Native	29.3%	17.1%	12.1%	26.8%	22.9%
Asian	34.9%	44.2%	42.6%	41.8%	34.6%
Filipino	41.1%	45.1%	45.5%	38.1%	37.8%
Hispanic	25.9%	27.1%	28.9%	26.6%	28.0%
Pacific Islander	8.3%	34.6%	27.3%	31.4%	18.9%
White	34.6%	35.8%	35.6%	36.4%	35.8%
Source: CCCC 2014 Scorecard Report					

Progress and Completion

Tracking students over time to completion of studies is critical to the evaluation of the institution's effectiveness. As part of the planning process, the College annually examines completion information, such as the California Community College Scorecard Progress and Achievement Rate (SPAR), transfer velocity rates, and counts of degrees and certificates. Figure #7 shows Palomar College's SPAR (percentage of students who earn a degree, certificate, transfer, or become transfer-prepared within six years of entry) for students who enter the College prepared and students who enter the College unprepared. The decrease in the SPAR over the past two years is a result of a drop in transfers. As a result of the state's budgetary problems, CSUs and UCs accepted fewer transfers.

Figure #7—Palomar College Student Progress and Completion Rates Over Time



Student Follow-up and Wages

In addition to tracking student progress through Palomar, the College conducts follow-up studies with career technical students, examines wage gains of graduates, and evaluates performance at four-year institutions. As reported in the College's most recent follow-up study of completers and leavers, three-quarters of the completers were working either full-time or part-time. The average annual salary of respondents working full-time was about \$54,000. As shown in the Table #14, in 2013, 81% of completers and 65% of leavers indicated that the skills they developed at Palomar were "Directly Related" or "Somewhat Related" to those used on the job. Finally, both completers and leavers reported that they were quite satisfied with their experiences at Palomar.

Table #14—Relation between Skills Developed at Palomar to those Used on the Job

Relation between Skills Developed at Palomar to those Used on the Job					
Year	Relation between Skills Developed at Palomar	Completer		Leaver	
		Count	Percent	Count	Percent
2009	Not At All Related	29	13%	96	39%
	Somewhat Related	48	21%	55	22%
	Directly Related	148	66%	96	39%
	Total	225	100%	247	100%
2011	Not At All Related	35	17%	88	35%
	Somewhat Related	50	24%	75	30%
	Directly Related	122	59%	88	35%
	Total	207	100%	251	100%
2013	Not At All Related	44	19%	78	35%
	Somewhat Related	51	22%	69	31%
	Directly Related	137	59%	77	34%
	Total	232	100%	224	100%
Source: Palomar College Office of Institutional Research and Planning					

Institution-Set Standards

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in the Annual Report to the Commission. In 2013-14, the College reviewed and updated these metrics. Per the 2014 ACCJC annual report requirements, the College has established standards for the following metrics: course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four year institutions, and transfer rates, as shown in Table #15. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state.

A working group of faculty, administrators, and researchers met to review and discuss the data. The group established recommended standards and shared these standards with the Faculty Senate. The Senate made minor revisions, and the standards were moved forward to the Strategic Planning Council, the College's principal participatory governance and planning body, for review and discussion. For CTE programs such as nursing, dental assisting, and Emergency Medical Education, the College also has established standards for licensure pass rates and job placement.

The College annually examines performance on the metrics. If necessary, standards are adjusted using the same review and collaborative process that was followed to initially establish them. For example, the Faculty Senate increased the institution's standard for course success rates from 69% to 70% after discussing the state average and performance of students over time. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives reviews and discusses the standards as part of its Annual Institutional Effectiveness and Review Cycle. A more complete description of the College's *Integrated Planning Model (IPM)* and how institutional effectiveness is examined annually as part of the evaluation of the model appears in Standard I.B.

Table #15—Palomar College Institution-Set Standards

Palomar College Institution-Set Standards			
Institution-Set Standard	Standard	Actual 2014	Met
Course Success Rate	70%	71%	✓
Count of Degrees	1,100	1,170	✓
Count of Certificates	1,745	2,060	✓
Transfer Rate	40%	41%	✓
Source: Palomar College Office of Institutional Research and Planning			

Palomar College Staff

The number of employees at Palomar College has decreased since the 2007-08 year as illustrated in Table #16. The number of employees has declined each year as the institution implemented a modified hiring freeze as a result of the budget situation.

Table #16—Employee Classification

Employee Classification						
Employment Classification	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Full-time Faculty	289	288	283	273	262	260
Part-time Faculty	926	883	861	848	813	827
Classified Staff	456	456	447	439	384	366
Educational Administrator	23	25	23	22	19	19
Classified Administrator	11	14	12	12	13	12
Total	1,705	1,666	1,626	1,594	1,491	1,484
Source: MIS Submissions to the CCCCCO						

As shown in Table #17, the diversity of the employees at Palomar College has remained consistent over time. One of the significant objectives in the College's *Strategic Plan 2016* and a goal of the Board of Trustees is to evaluate the hiring processes to improve the diversity of faculty hires over time.

Table #17—2012-13 Employee Demographics

2012-13 Employee Demographics											
	Asian/Pac Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Head count
Administrators	6%	3%	0%	20%	6%	66%	0%	0%	51%	49%	35
Faculty (Full-Time)	6%	2%	0%	13%	2%	77%	1%	0%	50%	50%	260
Faculty (Part-Time)	4%	2%	2%	12%	1%	77%	2%	0%	46%	54%	827
Classified/CAST	5%	3%	2%	26%	1%	60%	2%	1%	61%	39%	429
Source: Palomar College Human Resource Services											

Summary

Palomar College actively monitors, evaluates, and reflects upon the community it serves, its students, and its staff. This information informs and guides the College's integrated planning.

Organization of the Self Evaluation Process

Since completing the last comprehensive Institutional Self Study report in 2009, Palomar College has submitted to the Commission two follow-up reports, a midterm report, a Substantive Change Proposal on Distance Education, a status report on SLOAC implementation, and annual reports. Throughout this period of time, the College has maintained its Accreditation Steering Committee and stable membership on the Accreditation Leadership Team (ALT), a group that includes the Accreditation Liaison Officer; tri-chairs of the steering committee representing administration, faculty, and classified staff; the Senior Director of Institutional Research and Planning; and one to two staff members. The work and products of the steering committee and the leadership team are always overseen by the College's Superintendent/President. Given this consistency, the College found preparing for this current self evaluation more a continuation of existing processes than the beginning of a new project.

In organizing this research and writing process, the ALT recognized the value of joining College members expert in a given area with College members interested in learning about that area and about the Institutional Self Evaluation process itself. With this design in mind, in Fall 2012 the Accreditation Steering Committee, led by the ALT, began setting up the research and writing teams by identifying the experts and drawing volunteers. Each of the eleven teams (a team for each Standard) would be co-chaired by an administrator and a faculty member. In Spring 2013, the Accreditation Liaison Officer and the Faculty Senate President sent out global calls for participants in the Institutional Self Evaluation. These calls drew seventy-five to eighty participants in addition to the experts who had already stepped forward.

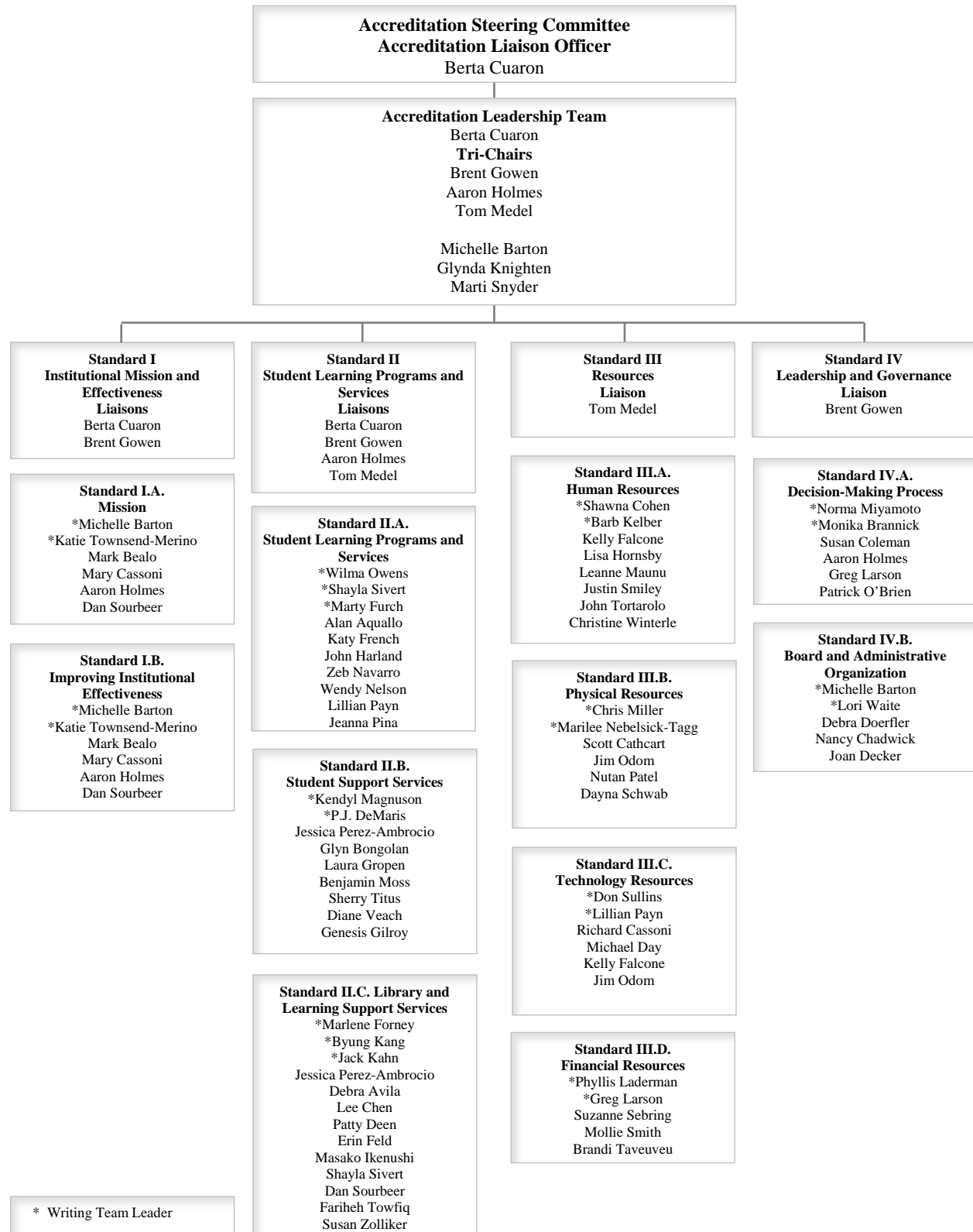
As the writing teams formed, the ALT developed materials for an August 2013 orientation meeting. At this orientation, attended by all participants in the process, the ALT discussed the Standards, the nature of Institutional Self Evaluation, the requirements of evidence, and timelines for the process. Essentially, across Fall 2013 and Spring 2014 each research and writing team would produce three drafts of its Standard report, with the ALT providing commentary and response after each draft. In Summer 2014 the ALT would assemble and edit the reports, coming back to the writing teams with questions and requests for more information as necessary. Each writing team could organize its approach to research and writing as members saw appropriate, but all writing teams would necessarily follow the *Guide to Evaluating Institutions*. Moreover, all writing teams must keep in mind that evidence is the currency of Accreditation. After these remarks and a question-and-answer session, the researchers and writers—the participants—met with their individual groups and began the work.

In keeping with the plan, the writing teams submitted drafts in October 2013, December 2013, and March 2014. These drafts were informed by the results of the "Accreditation Employee Survey 2013" conducted in Fall 2013 by the Office of Institutional Research and Planning. In the weeks following submission, the team leaders met with the ALT to discuss the substance and status of each report. Throughout this period, the ALO kept the Governing Board, the College Superintendent/President, and the Strategic Planning Council (SPC) apprised of the project, as did the Faculty Senate President with the Faculty Senate. Also throughout this period and throughout Summer 2014, the ALT met weekly or more frequently as necessary.

On August 4 and 5, 2014, the ALT led participants' review of all eleven Standard reports. In the weeks following these sessions, the ALT met again with the writing team leaders to address questions, concerns, and further work necessary. The reports corresponding to Standards III and IV went to SPC for First Reading at the September 2 meeting and for Second Reading and approval at the October 7 meeting; the reports corresponding to Standards I and II went to SPC for First Reading at the September 16 meeting and for Second Reading and approval at the October 21 meeting. SPC reviewed drafts of the Actionable Improvement Plans at the September 30 meeting and approved final drafts at the October 21 meeting.

On October 28, 2014, the Assistant Superintendent/Vice President for Instruction/ALO conducted an Accreditation workshop for the Governing Board. The Trustees provided valuable response to the Institutional Self Evaluation, and especially to the Actionable Improvement Plans. Throughout November 2014, the ALT made final additions and edits to the report. The Governing Board approved the final draft of the report on December 9, 2014.

Organization of the Self Evaluation





ACCREDITATION STEERING COMMITTEE

Governance Structure

Request Submitted by: Berta Cuaron, Superintendent/Vice President for Instruction		Date: November 20, 2012	
Name of Committee: Accreditation Steering Committee			
<input type="checkbox"/> Council	<input checked="" type="checkbox"/> Committee	<input type="checkbox"/> Subcommittee	<input type="checkbox"/> Task Force
Action Requested:		<input type="checkbox"/> Add	<input type="checkbox"/> Delete
		<input checked="" type="checkbox"/> Change	
Role and Products: The Accreditation Steering Committee: <ul style="list-style-type: none"> provides the overall planning, guidance, response, and preparation for the <i>Institutional Self-Evaluation</i>, <i>Midterm Report</i>, and other report requirements from ACCJC/WASC; is responsible for coordinating and organizing information, data, and resources in preparation for accreditation-related reports and site visits; makes recommendations on any issues related to accreditation throughout the six-year cycle; maintains currency with accreditation standards and procedures, including attending accreditation workshops; and communicates and distributes information related to accreditation standards and procedures to the College community. Reporting Relationship: Strategic Planning Council			
Meeting Schedule: 2nd Thursday from 2:00 – 3:00 p.m. as needed; more frequently during preparation of the <i>Institutional Self Evaluation</i> and other report requirements			
Chair: Superintendent/Vice President for Instruction (Accreditation Liaison Officer) Tri-Chairs for Institutional Self Evaluation: <ul style="list-style-type: none"> Faculty Member appointed by Faculty Senate Non-faculty member appointed by CCE/AFT Non-faculty member appointed by CAST or Administrative Association. (Tri-Chairs are/may be in addition to the Members/Designees.) Recorder: Administrative Technician - Accreditation			
Members/Designees: Faculty Senate President Director, Institutional Research and Planning Faculty Co-Chair, Curriculum Committee Faculty Co-Chair, Learning Outcomes Council Instructional Planning Council representative Finance & Administrative Services Planning Council representative Human Resource Services Planning Council representative Student Services Planning Council representative One Faculty Senate representative (appointed by Faculty Senate) One Administrative Association representative (appointed by Administrative Association) One CCE/AFT representative (appointed by CCE/AFT) One CAST representative (appointed by CAST) One PFF representative (appointed by PFF) One ASG representative (appointed by ASG)			
Reviewed by Strategic Planning Council Approved by SPC 0/17/06 Revision approved by SPC 11/21/06 Approved by SPC – 12/4/12			

Timeline of the Self Evaluation

DATE	TASK	Responsible Group
Fall 2013		
August 14	<i>Institutional Self Evaluation 2015</i> Orientation for Standards Writing Teams	Accreditation Leadership Team (ALT)
September 13	Draft of Employee Survey questions due to Institutional Research and Planning (IR&P)	Standards Writing Teams
September 23	Final Employee Survey questions due to IR&P	Standards Writing Teams
October 9-25	Employee Survey available online to all College employees	IR&P
Oct.-Nov.	Drafts #1 due to Accreditation Leadership Team	Standards Writing Teams
Nov.-Dec.	Drafts #1 feedback provided to Standards Writing Teams	ALT
Spring 2014		
January 13	Employee Survey responses distributed to Writing Teams	IR&P
January	Review Drafts #2 and provide feedback of all Standards with Writing Team Leads	ALT
February 28	Drafts #3 due to Accreditation Leadership Team	Standards Writing Teams
March 28	Review Drafts #3 and provide feedback to Standards Writing Teams	ALT
April 25	Drafts #4 due to Accreditation Leadership Team	Standards Writing Teams
Summer 2014		
May, June, July	Preparation of <i>Institutional Self Evaluation 2015 DRAFT</i>	ALT
August 4-5	Comprehensive Review of <i>Institutional Self Evaluation 2015 DRAFT</i>	Standards Teams/ALT
Fall 2014		
September 2	First Reading—Standards I & II	Strategic Planning Council
September 16	First Reading—Standards III & IV	Strategic Planning Council
October 15	College Forum on <i>Institutional Self Evaluation 2015</i>	President Deegan
October 7	Second Reading and Approval—Standards I & II	Strategic Planning Council
October 21	Second Reading and Approval—Standards III & IV	Strategic Planning Council
October 28	First Reading/Workshop on <i>Institutional Self Evaluation 2015</i>	Governing Board
December 9	Second Reading/Approval of <i>Institutional Self Evaluation 2015</i>	Governing Board
December 10	Final Edits— <i>Institutional Self Evaluation 2015</i>	ALT
December 18	Submit <i>Institutional Self Evaluation 2015</i> to ACCJC	ALT
Spring 2015		
Jan.-Feb.	Prepare logistics for Institutional Evaluation Team Visit	ALT
February-TBA	College Forum for Institutional Evaluation Team Visit	President Deegan
March 2-5	ACCJC Institutional Self Evaluation Team Visit	The College
April	Draft of External Evaluation Report sent to College CEO for correction of errors of fact	President Deegan
Summer 2015		
June	ACCJC Action on Accreditation	ACCJC
July	ACCJC sends Action Letter to College	ACCJC

Organization of Palomar College

Overview of Palomar College Governance Structure

Planning Councils

Strategic Planning Council

The Strategic Planning Council (SPC), representing all constituent groups of Palomar College, implements the Strategic Plan, develops or revises governance policies, and communicates with the respective groups. The strategic planning process guides College priorities and resource allocations.

Recommendations made by the Strategic Planning Council reflect the values and support the Mission of the College and are in the best interest of improving student access, success, and completion and of serving the community.

The Strategic Planning Council, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. Responsibilities of SPC include

- reviewing actions, recommendations, and requests of planning groups and task forces; amending and guiding the planning processes;
- recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments;
- developing, implementing, evaluating continuously and revising, if necessary, the College's plans and initiatives, both long-term and short-term; and
- communicating with individual constituencies.

A three-year planning cycle is used to implement the Strategic Plan. An Annual Action Plan outlines the objectives, steps, tasks, and actions to be accomplished during the upcoming year.

The four Planning Councils listed below have constituent representation on and report to the Strategic Planning Council.

Finance and Administrative Services Planning Council

The Finance and Administrative Services Planning Council (FASPC) annually reviews proposed budgets for all Finance and Administrative Services departments, ensuring alignment with the Vision, Mission, Values, and goals of the College's existing Strategic Plan.

Responsibilities of FASPC include

- reviewing the division's operational processes and procedures to provide appropriate levels of service and compliance with state-mandated requirements and recommending corrective action, if necessary;
- developing, reviewing, and revising operational plans for all departments within Finance and Administrative Services for use in determining adequate staffing and resources to provide quality customer service to students, faculty, and staff;
- reviewing progress on Annual Action Plans for submission to the Strategic Planning Council; and
- communicating action and discussion items of Council meetings to appropriate constituency groups.

Committees reporting to FASPC are the Bookstore, Facilities Review, Food Service, and Safety and Security Committees.

Human Resource Services Planning Council

The Human Resource Services Planning Council (HRSPC) is responsible for the development of the strategic plans of Human Resource Services. These responsibilities include

- providing appropriate support services to Palomar College in the area of human resource services;
- providing appropriate levels of support and resources for levels of services required;
- developing effective and efficient policies and procedures in Human Resource Services necessary to meet the needs of the College;
- providing guidance, direction, and oversight activities such as employee hiring, and staff diversity efforts;
- Development and coordination of staff training programs; and
- ADA compliance.

Committees reporting to HRSPC include the Benefits, Classified Professional Growth, Equal Employment Opportunity Advisory, Staff Development and Training, and Team Life Committees.

Instructional Planning Council

The Instructional Planning Council (IPC) is responsible for the development and facilitation of academic planning and implementation of procedures of these structures. The specific responsibilities include

- developing, implementing, evaluating, and revising College plans and initiatives relevant to Instruction, both short- and long-term;
- developing, reviewing, updating, and implementing the Program Review and Planning (PRP) process for Instruction, including the form and data elements to be used;
- reviewing, summarizing, and providing feedback on PRPs and making funding recommendations;
- summarizing and recommending global priorities for Instruction as a result of PRP reviews, including budget allocations, equipment, technology, facilities, and other resources essential to support instruction and the success of students;
- developing and updating the Staffing Plan for Instruction utilizing PRP and data provided by Human Resource Services;
- implementing goals and objectives of the Annual Action Plan as assigned by SPC;
- making recommendations on matters relevant to Instruction or to the College at the request of SPC; and
- convening the IPC subcommittee to (1) review and update the process (qualitative and quantitative elements and instruments) and timeline for full-time faculty position requests and (2) annually develop and recommend a prioritized list of full-time faculty positions, and forwarding the recommendation to SPC as information.

Student Services Planning Council

The Student Services Planning Council (SSPC) is responsible for the development of the strategic plans for Student Services. These responsibilities include

- developing, implementing, evaluating, and revising Student Services plans and initiatives, both short- and long-term;
- developing, reviewing, and updating the process (qualitative and quantitative elements and instrument) and establishing the timeline for the two-year Institutional Program Review and Planning (IRP&P) cycle for Student Services;
- reviewing and summarizing Institutional Research & Planning (IR&P) documents and utilizing them to develop and guide recommendations for priorities for Student Services, including budget, staffing needs, equipment, technology, facilities, and other resources essential to support Student Services and the success of students;
- utilizing the College's Strategic Plan and the Annual Action Plan to guide and outline its goals, tasks, and actions to be accomplished in the academic year;
- making recommendations relevant to any matters or issues that impact Student Services and/or by request from SPC;
- providing guidance, direction, and oversight to reporting committees; and
- convening a subcommittee to review and update the process (qualitative and quantitative elements and instrument) and timeline for requesting full-time positions and to prioritize each

year's list of full-time positions for discussion and endorsement by SSPC, forwarding the recommendation to SPC as information.

Committees reporting to SSPC include the Academic Review, Campus Police, Financial Aid Appeals, Matriculation and Transfer, Registration, and Scholarship Committees.

Budget Committee

The Budget Committee (BC) recommends the process for development of the guidelines for the preparation of the unrestricted and designated budgets. Responsibilities include

- recommending budgeting parameters that align the College's priorities to budgets and institutional planning;
- reviewing revenue projections for the upcoming fiscal year based upon estimated and reported FTES;
- reviewing and recommending to SPC reallocation and reductions of expenditures in times of fiscal instability;
- reviewing budgets developed at the unit level and submitted through the appropriate planning council and making recommendations as necessary; and
- communicating information related to budgeting to appropriate constituent groups.

Policies and Procedures Committee

The Policies and Procedures Committee is responsible for reviewing and recommending approval of proposed changes and updates to Governing Board policies and administrative procedures. The specific responsibilities include

- proposing changes and updates to policies and procedures based on periodic legal updates from the Community College League of California (CCLC);
- proposing changes recommended by appropriate planning councils and/or committees;
- submitting proposed changes and updates to the Strategic Planning Council;
- overseeing a three-year review cycle of all Governing Board policies and administrative procedures; and
- assigning chapter review of policies and procedures to the appropriate office of primary responsibility.

Faculty Senate

Faculty Senate

The Faculty Senate is the primary legislative and executive body representing the faculty on all Academic and Professional Matters, which include

- curriculum, including establishing prerequisites and placing courses within disciplines;
- degree and certificate requirements;
- grading policies;
- educational program development;
- standards or policies regarding student preparation and success;
- governance structures, as related to faculty roles;
- faculty roles and involvement in accreditation processes, including self evaluation and annual reports;
- policies for faculty professional development activities;
- processes for program review;
- processes for institutional planning and budget development;
- faculty hiring policy, faculty hiring criteria, and faculty hiring procedures; and
- other academic matters as mutually agreed upon between the Governing Board and the Faculty Senate.

The Curriculum Committee and the Learning Outcomes Council (described below) report to the Faculty Senate.

Curriculum Committee

The Curriculum Committee is the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, and strategic- and long-range planning. The Curriculum Committee coordinates, evaluates, and reviews the College curricula to encourage innovation and excellence in instruction. The Committee's responsibilities include

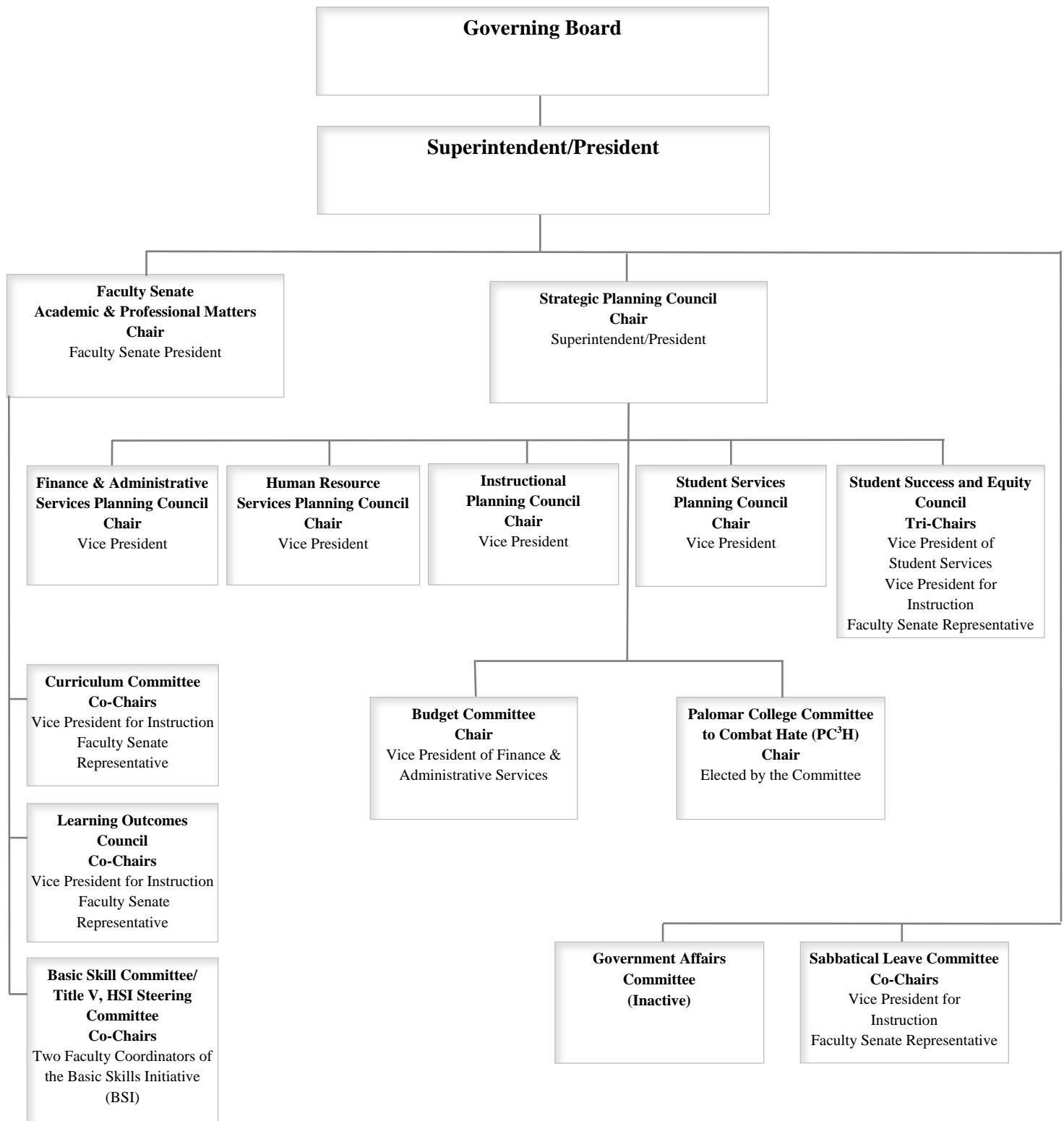
- identifying goals for the academic year;
- approving new instructional, associate degree, certificate, and noncredit programs;
- approving new courses for inclusion in the College catalog;
- approving changes to existing programs and courses;
- approving deactivation of courses and programs from the College catalog;
- establishing procedures for, and conducting a periodic review of, programs and courses;
- recommending college-wide academic performance standards;
- monitoring Course Outlines of Record routine reviews; and
- establishing standing and/or ad hoc committees as needed.

Learning Outcomes Council

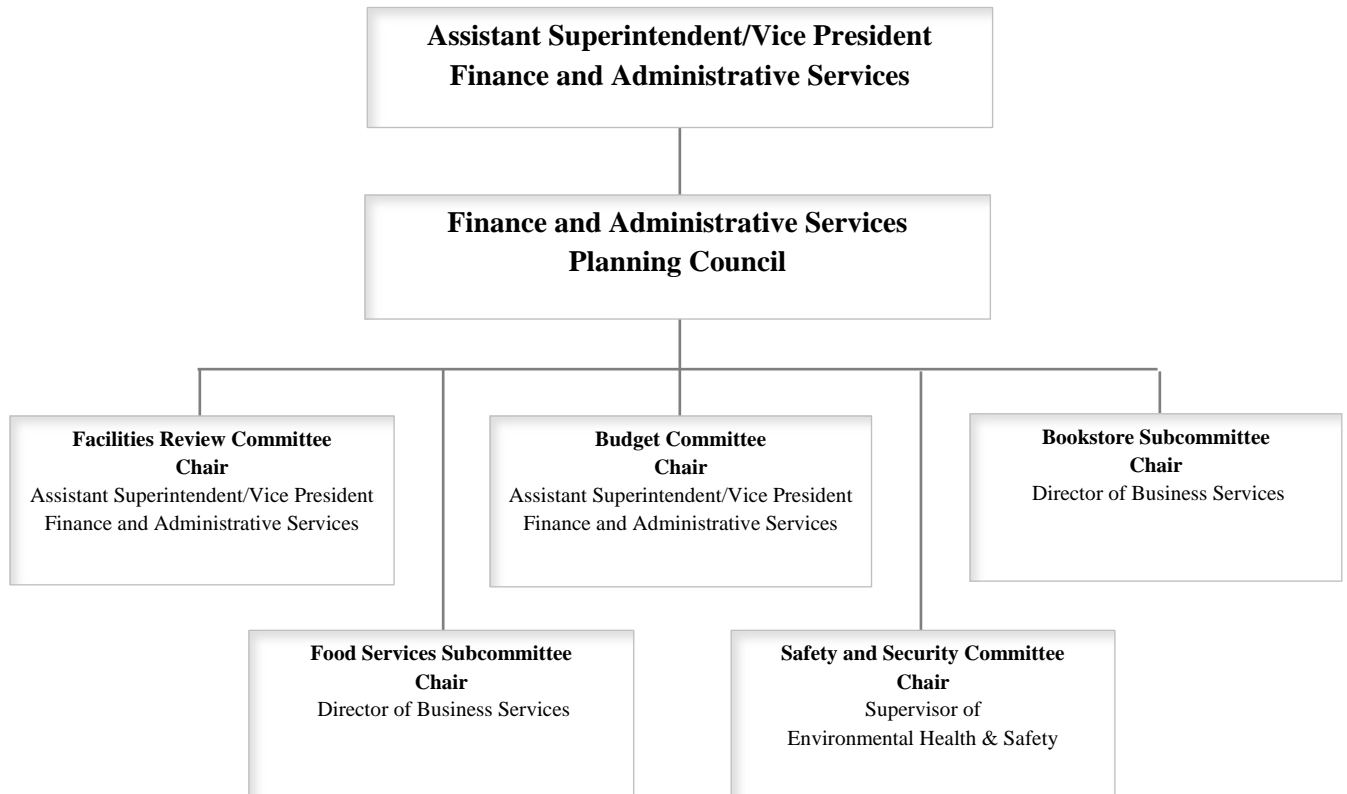
The Learning Outcomes Council facilitates the development of a college-wide discussion of the assessment of learning at Palomar College and supports departments and work areas as they develop specific approaches to Student Learning Outcome Assessment Cycles (SLOACs). The Council's role and function is refined and modified as the institutional initiative for the assessment of learning develops. The Council has the responsibility for performing the following duties, as well as identifying additional projects that will enhance and improve student learning and success:

- creating ongoing dialogue and encourage engagement of faculty and staff in the assessment of student learning;
- identifying systems for assessing learning outcomes developed at the course, program, and general education/institutional level;
- providing support and training for the development and assessment of learning outcomes;
- providing support and training for the collection, analysis, and distribution of assessment data;
- supporting plans and strategies for improvement in student learning based on evidence and feedback;
- engaging in ongoing review and revision of the institutional processes for assessment based on evidence and feedback;
- providing input and review of accreditation reports; and
- providing input to the Program Review and Planning processes.

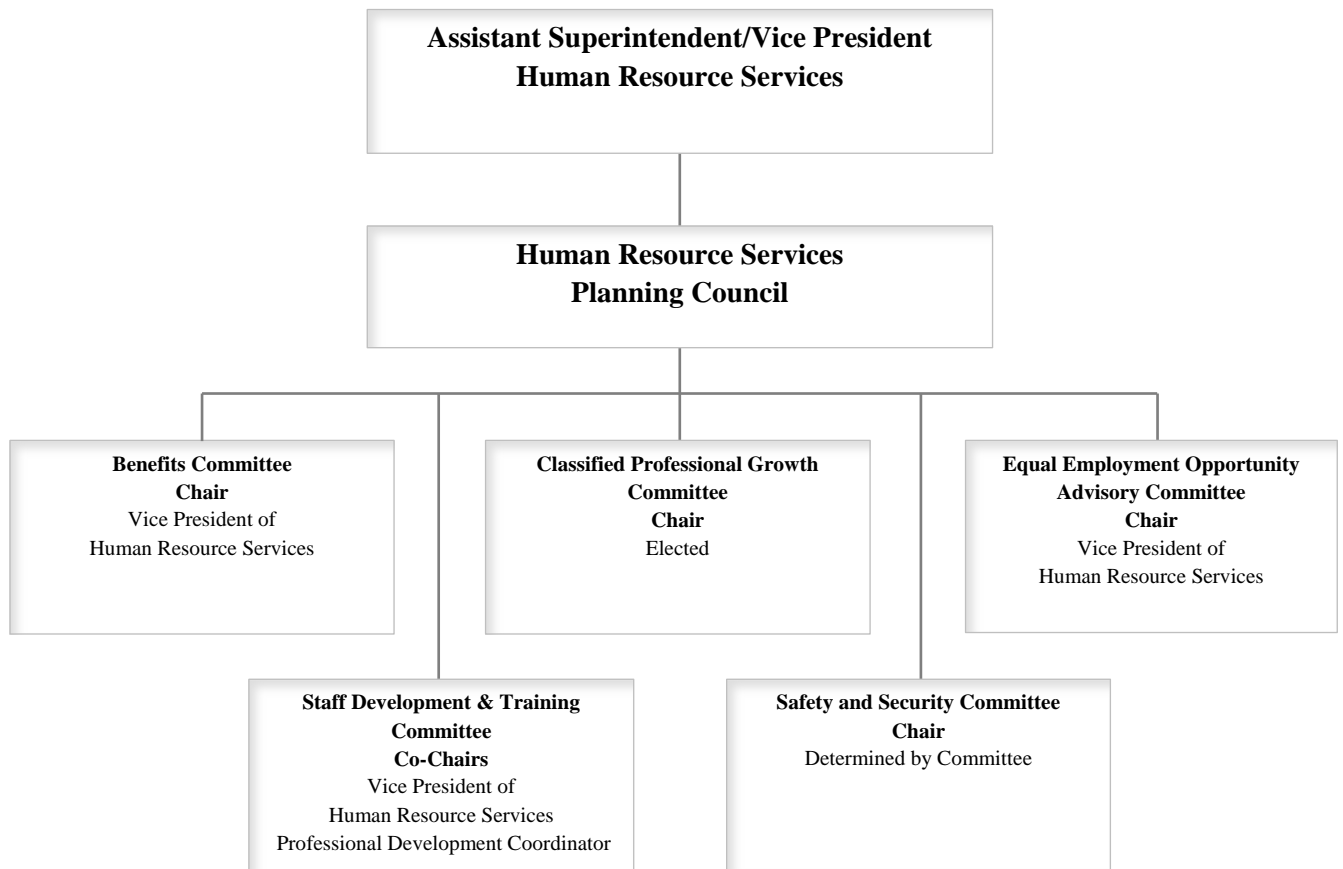
Palomar College Governance Structures



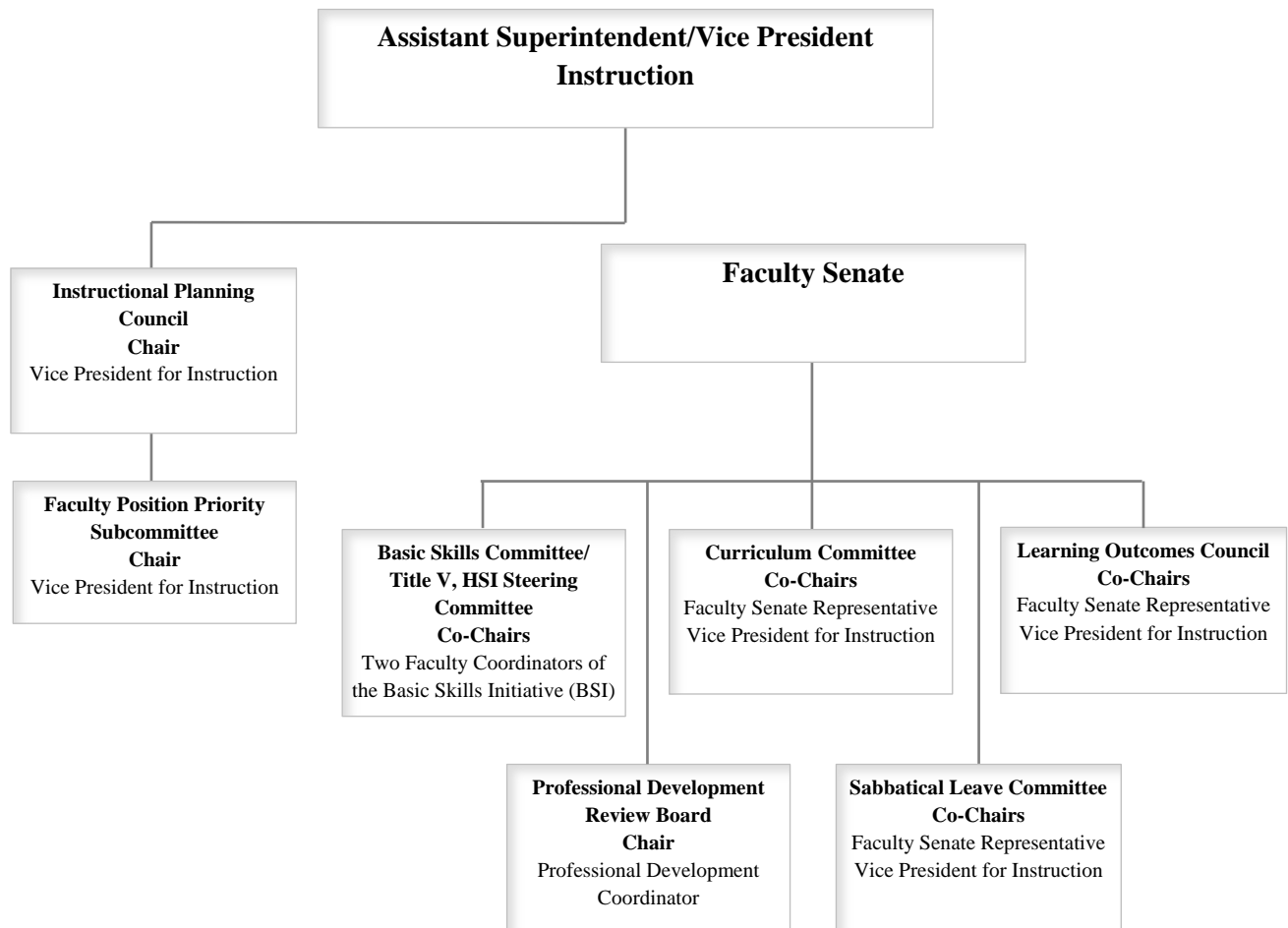
Finance and Administrative Services Governance Structure



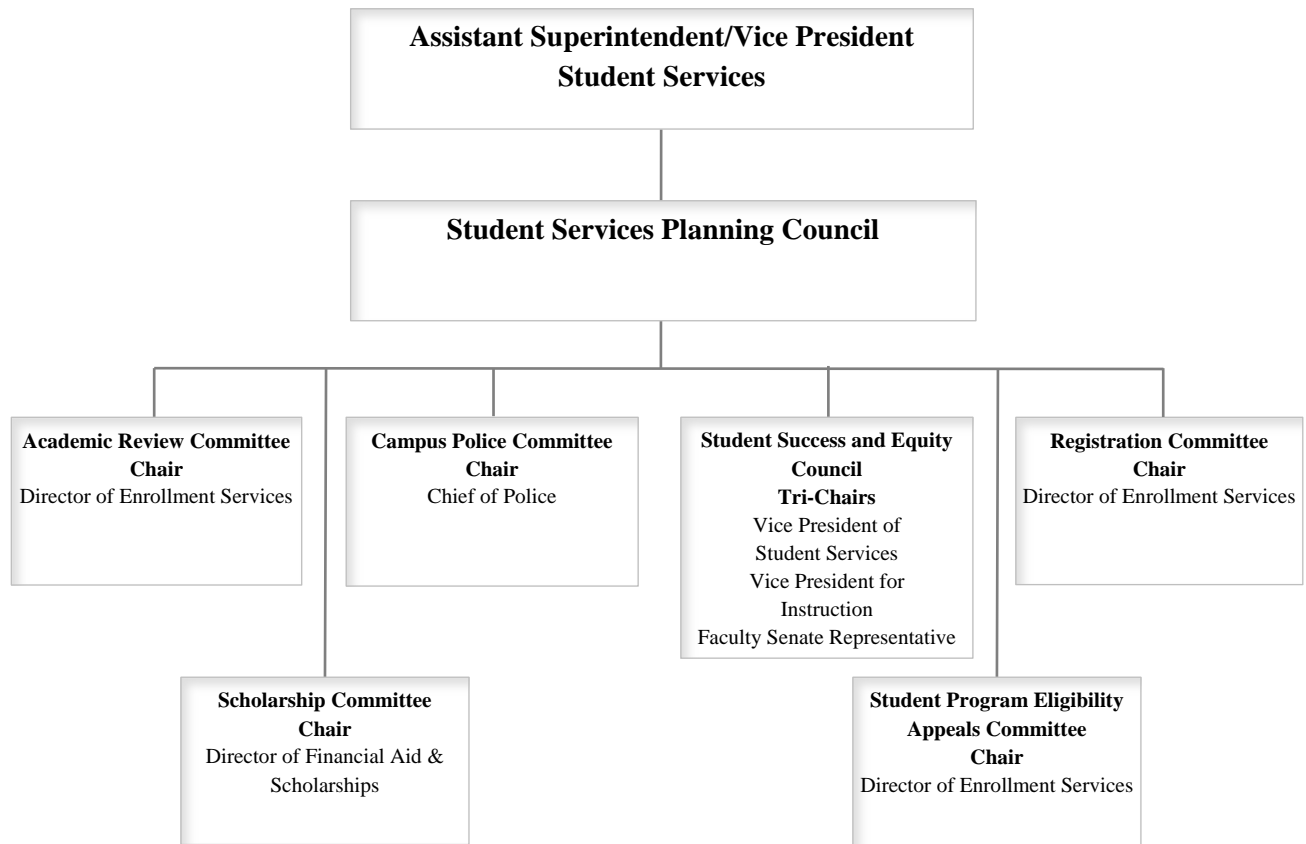
Human Resource Services Governance Structure



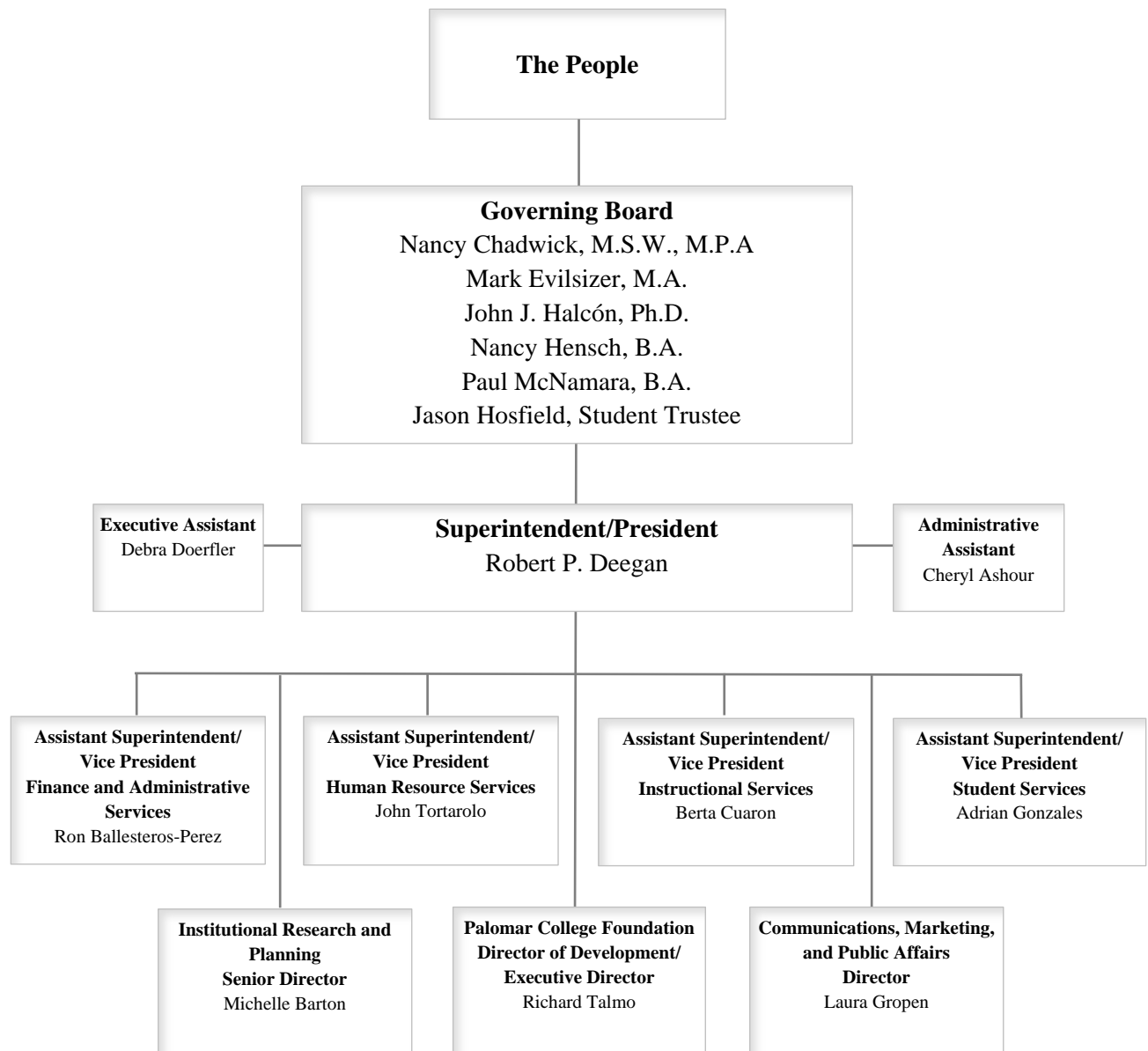
Instructional Services Governance Structure



Student Services Governance Structure

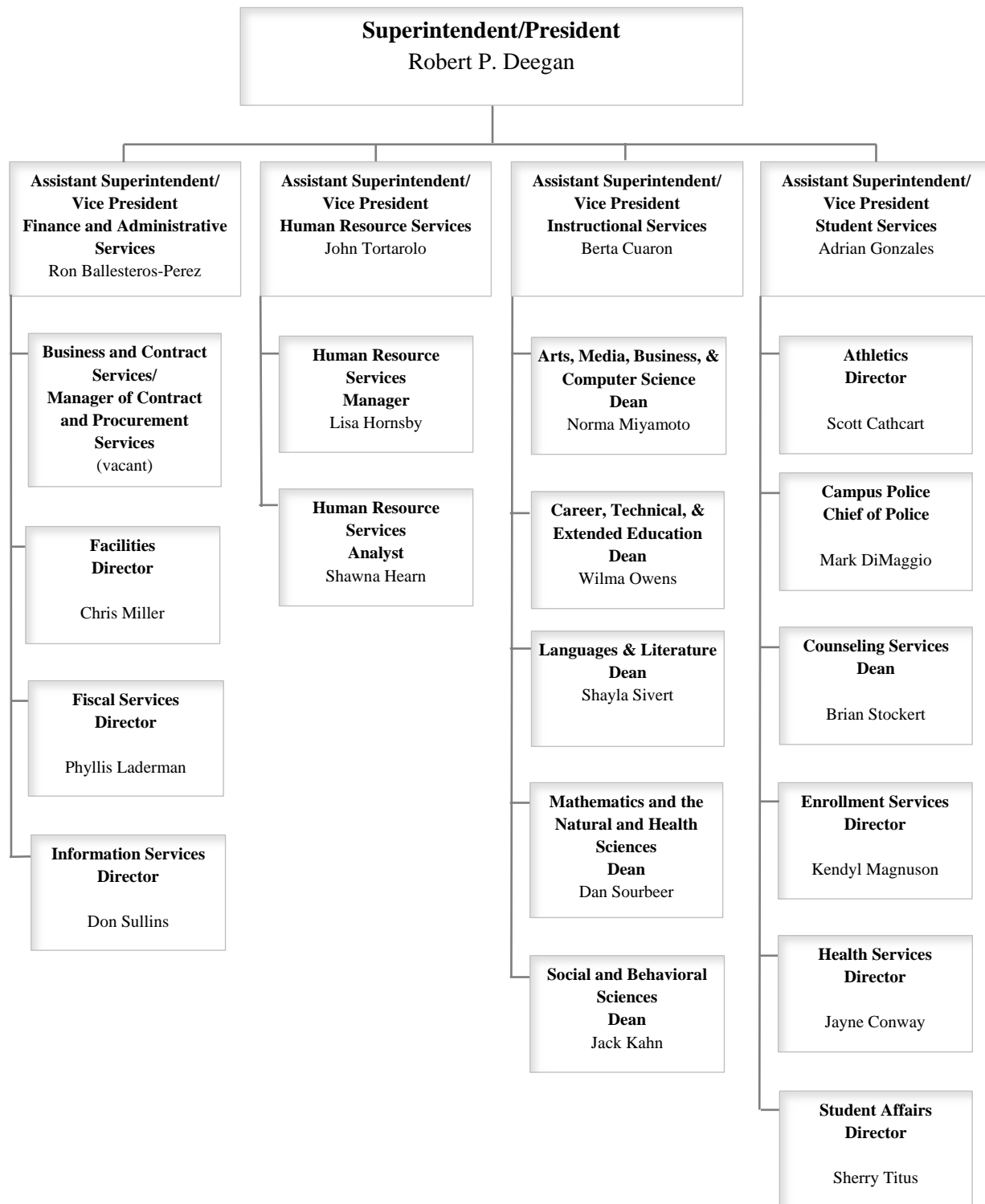


Palomar College Organization Charts

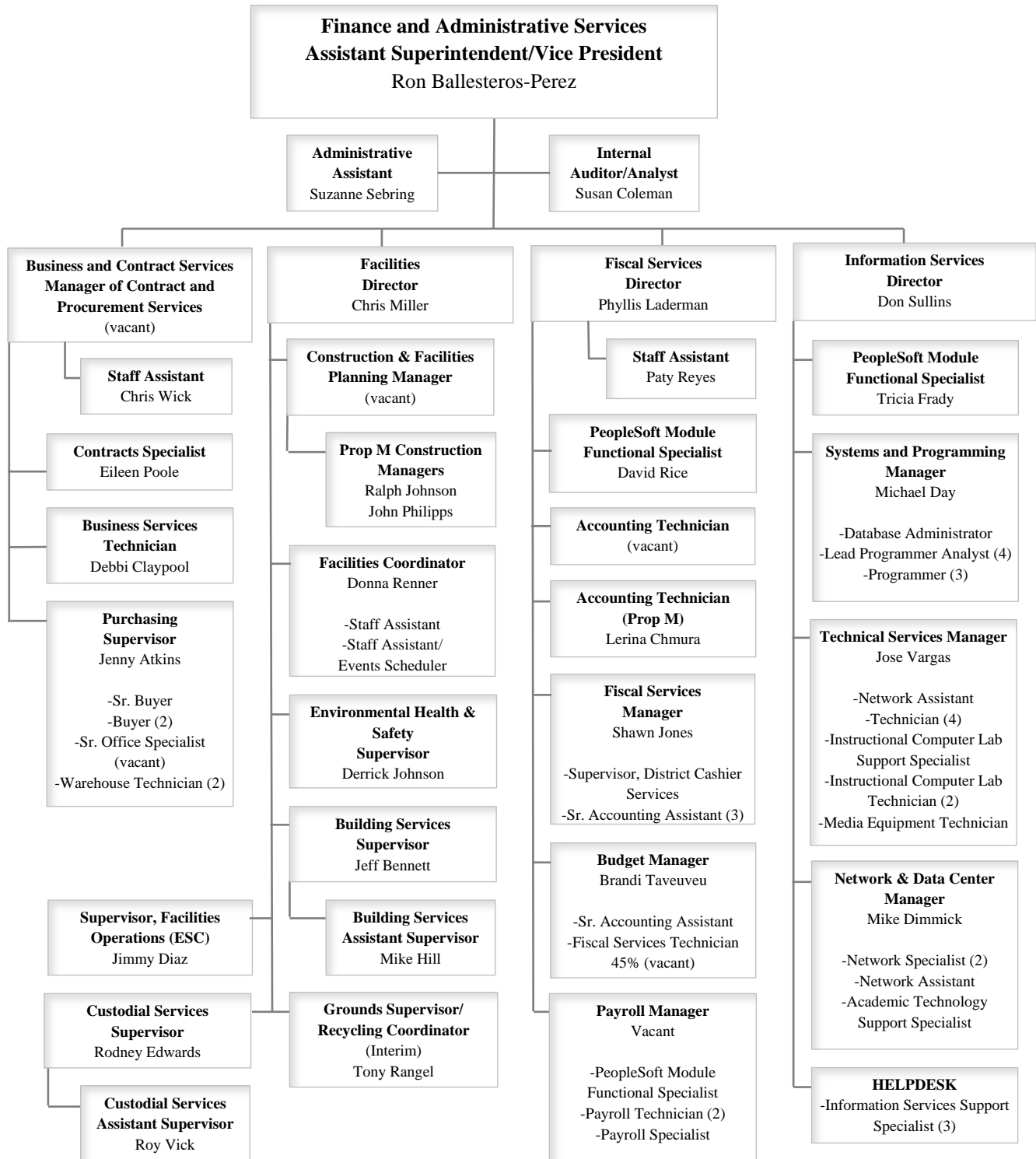


Palomar College Organization Chart

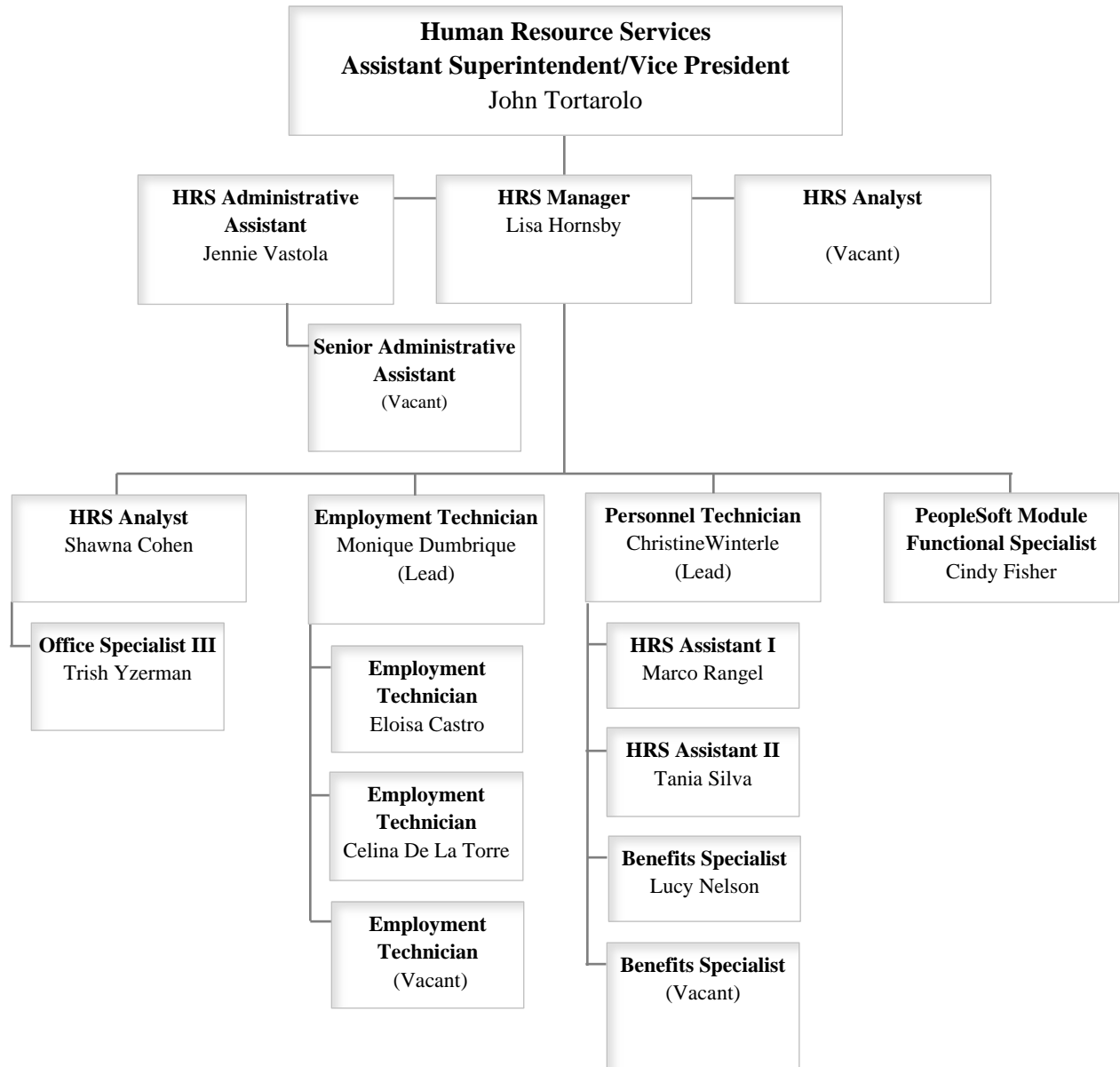
Assistant Superintendents/Vice Presidents and Divisions



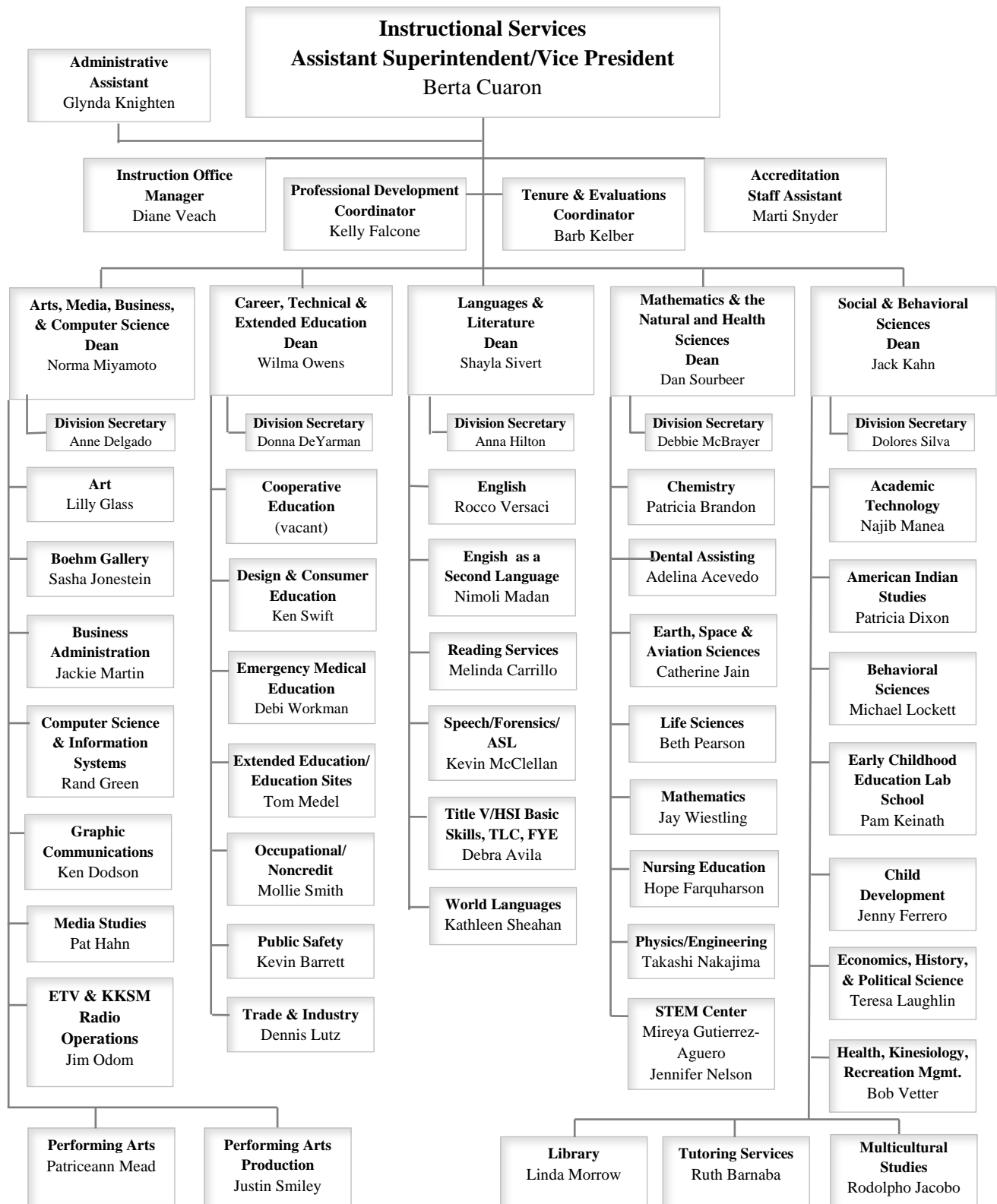
Finance and Administrative Services Organization Chart



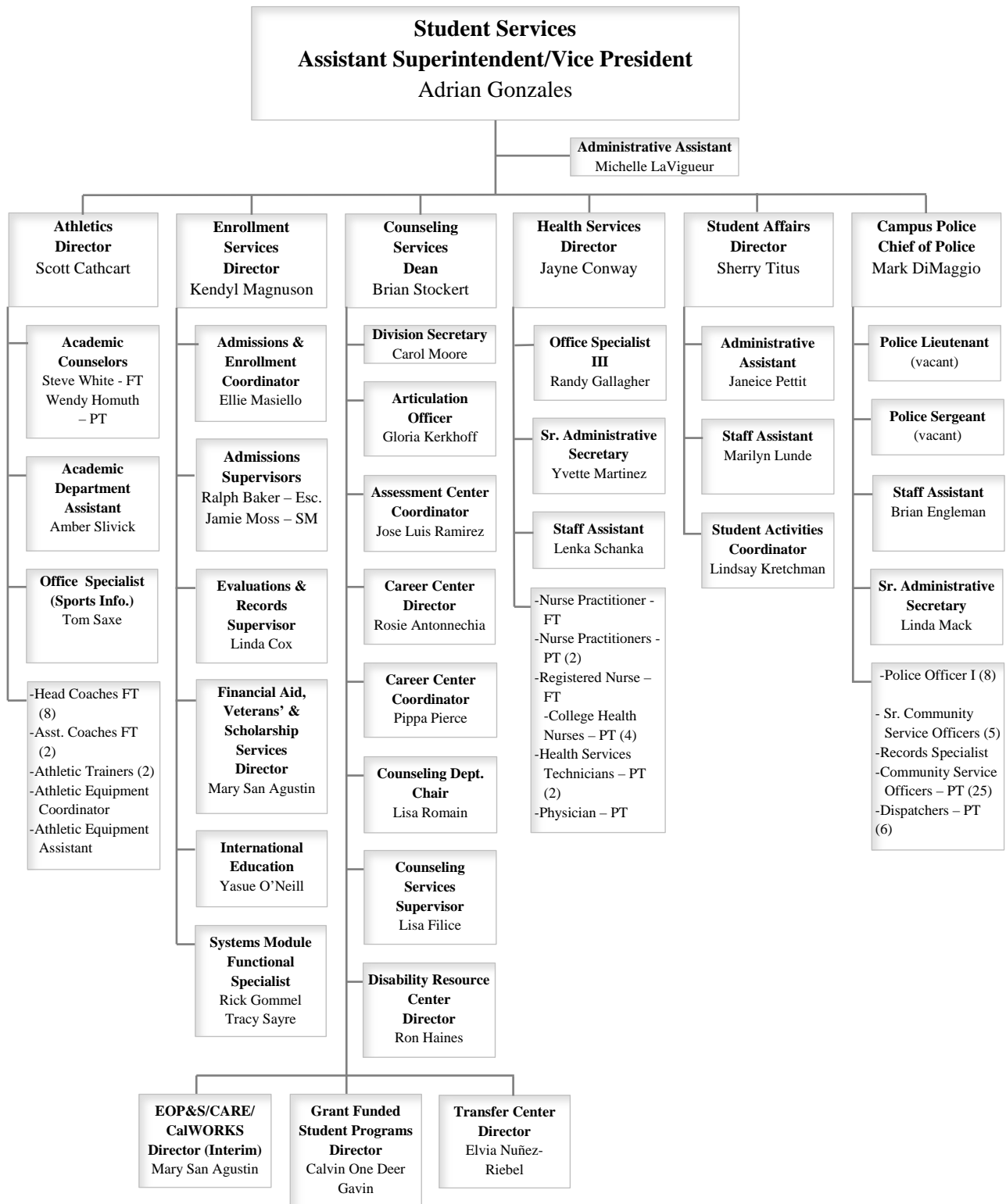
Human Resource Services Organization Chart



Instructional Services Organization Chart



Student Services Organization Chart



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

Palomar College 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. Palomar 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 Mission Statement, consisting of the Palomar College Vision, Mission, and Values, was last revised in 2013 and adopted by the College's Governing 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

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 Superintendent/President, Mr. Robert P. Deegan, was appointed by the Governing Board in December 2004. Mr. Deegan's appointment was the culmination of a hiring process conducted in accordance with Board Policy (BP) 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

Palomar 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

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

Palomar 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 degree and certificate programs offered at Palomar 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 Governing Board.

9. Academic Credit

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 Palomar 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 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 Palomar Outcomes Database. Institutional and program level student achievement data are readily accessible on the College's website through links to the 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 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

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

Palomar College has 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 twelve 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

Palomar 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 | • Inter-Collegiate Athletics |
| • Articulation | • International Student Services |
| • Bookstore | • Learning Communities |
| • Campus Police | • Math Learning Center |
| • Child Development Center | • Open Access Computer Labs |
| • Counseling | • STEM Center |
| • Disability Resource Center | • Student Affairs |
| • ESL Tutoring | • Student Employment |
| • Extended Opportunity Programs and Services | • Student Health and Mental Services |
| • Financial Aid and Scholarships | • Teaching & Learning Centers |
| | • The Pride Center |
| | • Transfer and Career Center |

- Tutoring Services
- Veterans Affairs
- Reading and Writing Center

15. Admissions

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

Palomar 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 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 5% reserve levels for contingencies and for expansion. The College maintains conservative financial management policies and practices that ensure continued fiscal stability. Palomar is committed to following its *Resource Allocation Model (RAM)* and *Integrated Planning Model (IPM)* to improve institutional effectiveness.

18. Financial Accountability

Palomar College annually undergoes an external financial audit as required by law and maintains an internal auditor position. The Governing 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 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 *Resource Allocation Model*, 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 Palomar Outcomes Database stores the results of learning assessments at the course, program, and institutional levels.

20. Integrity in Communication with the Public

Regularly updated information about Palomar College is available to the public through the Palomar 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 Governing 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 Governing Board, calendar information, general information, policy information, and the semester's class listings.

21. Integrity in Relations with the Accrediting Commission

The Governing Board receives monthly reports on the accreditation activities of the College. The Board adheres to all eligibility requirements, accreditation standards, and policies of the Commission. 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.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

Palomar College's Mission Statement is reviewed and updated on a regular basis with its three-year Strategic Plan cycle. The Governing Board receives recommended updates to the College's Mission from the Strategic Planning Council as a result of this work. All courses and programs offered, regardless of method of delivery, are within the scope of the College's Mission of General Education/Transfer-readiness, Career/Technical Education, and Basic Skills development and preparation. Through the curriculum development and review process, all courses and programs are reviewed for their appropriateness to the College's Mission and are identified as fulfilling at least one of the areas of academic focus. All courses and programs are reviewed and approved by the Curriculum Committee, the Faculty Senate, the Governing Board, and the California Community College Chancellor's Office.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

All courses and programs offered by Palomar College are developed, implemented, and controlled by the institution and reviewed through a rigorous process facilitated by the Curriculum Committee. Each Course Outline of Record (COR) includes the required components as defined by Title 5, Section §55002. Courses to be delivered through a distance education modality are reviewed separately by a subcommittee to ensure the same level of academic standards, quality and rigor, and compliance with the required components established by the Curriculum Committee. Student learning outcome assessment plans are developed at the time curriculum is proposed and are maintained in the College's TracDat system. Academic courses and programs are reviewed at a minimum every five years and career/technical courses and programs are reviewed every two years. Curriculum approved by the Curriculum Committee is sent to the Faculty Senate for approval, followed by approval by the Palomar College Governing Board and the California Community College Chancellor's Office.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

The College has an established structure, process, and timeline for the on-going support of student learning outcomes and assessments at the course, program, and General Education/Institutional level. The student learning outcomes and assessments structure is a faculty-driven process. The College demonstrated in its "College Status Report on Student Learning Outcomes Implementation" that it had achieved the "proficiency level" criteria defined by ACCJC. Student learning outcomes and assessments are the same for all courses and programs, regardless of the method of instructional delivery. The College has remained committed to authentic assessments throughout the

implementation and on-going refinement of the student learning outcomes and assessment process. The Learning Outcomes Council's website includes a list of all course, program, and General Education/Institutional Learning Outcomes (GE/ILOs). Results of these assessments, including plans for improvements, are maintained in the Palomar Outcomes Database, TracDat. Student Learning Outcomes and Assessments are central in the Program Review and Planning cycle.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

The College's student learning outcomes and assessment process continues to be supported by the Learning Outcomes Council established through the shared governance structure. The Council's leadership is chaired by two faculty member coordinators on assigned time and by the Assistant Superintendent/Vice President for Instruction. The Council meets bi-weekly and has responsibility for guiding the learning outcomes and assessment process by establishing goals, timelines, communication, and training. Administrative support to the Council, coordinators, faculty, and staff is provided by a full-time staff position in the Accreditation Office. TracDat was purchased and adopted as the database system to support all learning outcomes data. Part-time faculty are compensated for participation in the development and assessment of learning outcomes. The College remains committed to supporting authentic assessments as determined by discipline faculty. Summaries of outcomes assessment activities are included in the Program Review and Planning documents.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.

The College submits an Annual Report to the Commission and includes updates relevant to all new courses and programs added to the curriculum, including those that may be delivered through distance education. In March 2014, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the report in May 2014 with no further follow-up requested.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

In March 2014, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the College's *Substantive Change Proposal—Distance Education* in May 2014 with no further follow-up requested.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course is the same person who participated every time in and completes the course and is awarded academic credit.

The College has in place a registration process for students enrolled in Distance Education classes. Registration and financial aid processes for all students have gradually migrated to web-based access.

Student authentication is achieved through the issuance of a user-name and password to each student. Stringent password reset procedures are in place, including verification of username and date of birth and correct response to a security question. The Blackboard Learning Management System requires a secure login each time a student accesses the system to do coursework activities.

Policy on Institutional Compliance with Title IV

During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Palomar College complies with the requirements of Title IV Federal Financial Assistance of the Higher Education Act. Students are informed of institutional, state, and federal requirements that include student eligibility for all programs. Students are directed to read and understand the policies, procedures, and guidelines posted on the Palomar College Financial Aid webpage. This information is updated annually to remain in compliance with federal regulatory requirements and consumer information. Students are also directed to informational videos through FATV. The Financial Aid Policy and Procedures manual is also updated annually.

Compliance includes the administration of Federal Direct Student loans to eligible financial aid applicants. The College is going into its second academic year of having a default rate of 30%. For FY2010, the Default 3 Year Cohort Rate was 33.1% (235 students in repayment with 78 defaulted), and for FY2011 the anticipated 3 Year Cohort Rate will be 31.4% (264 students in repayment with 83 defaulted). The College complied with the U.S. Department of Education requirement and submitted a Default Prevention Plan and will be updating its Plan to address the FY2011 rate. The College will continue to educate students about the responsibilities of student loan borrowing and the risk of defaulting.

Palomar College continues to work in partnership with the California Community College Chancellor's Office Financial Assistance Department with a consultant on default management. It is also working with a third party vendor (i.e., I3 Group) to contact students in repayment of 30 days or more. (Note: This effort is in addition to working with the U.S. Department of Education loan servicers.)

The College is an approved U.S. Department of Education Experiment 6: Direct Loan Program—limiting unsubsidized loan amount (over borrowing). The College is committed to its participation in this program in an effort to minimize loan debt burden for its students.

Policy of Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

Palomar College provides clear and accurate information to students and the public in all College publications and on the website. The College utilizes the College catalog and the schedule of classes as primary outreach tools available in print and electronic formats. The Communications, Marketing, and Public Affairs Office consults with College offices to ensure that content, style, and format are reviewed for accuracy. These publications are focused on providing accurate and current information on academic programs and support services.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Palomar College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff.

Information regarding accreditation status is provided in the catalog, in the schedule of classes, and on the website as required by the Commission. Additionally, the College posts information regarding accrediting bodies for specific programs. These programs include Nursing Education, Emergency Medical Education, Dental Assisting, Police Academy, and Fire Academy.

In the section of the College catalog describing career opportunities, clear and accurate information is provided on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Palomar College lists occupational programs in the College catalog with licensure information and/or any unique requirements where applicable. Nursing and Dental Assisting information includes state certification requirements and accreditation information. Gainful employment information is also included for occupational programs.

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

Palomar College conforms to the commonly accepted minimum program length of 60 semester credit hours (units).

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Palomar conforms to the commonly accepted academic expectations for determining a credit hour and has no exceptions. A unit of academic credit is defined in Board Policy/Administrative Procedure 4020 Program, Curriculum, and Course Development and can be found on page 307 of the College catalog.

Programs in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.

Palomar has no direct assessment programs.

Policy on Institutional Integrity and Ethics

An accredited institution will uphold and protect the integrity of its practices.

Palomar protects the integrity of its practices through the Mission Statement, Governing Board policies, and compliance with Education Code.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation or reaffirmation of accreditation, provides the Commission with information that is readily available.

Palomar College complies with all Commission reporting requirements.

The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services, and tuition and fees. The institution reports accurately to the public its accreditation status.

Palomar publishes information related to its Mission Statement, educational programs, student services, accreditation status, and tuition and fees via the College catalog, the schedule of courses, and on the website.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due process protection. These policies are reviewed regularly, posted on the Palomar College website, and are widely available to the institution and to the public.

The Palomar College Governing Board Policies Chapters 2 and 7 address aspects of integrity in hiring and preventing conflict of interest. Human Resource Services has written hiring guidelines for all classes of employees and ensures that the guidelines are consistently followed. The College also requires executive administrators and the Governing Board to annually submit a conflict of interest statement. The Academic Senate has adopted an academic honesty statement that is published on the College website.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support, and administrative functions and services.

Palomar College promotes an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College provides accurate and clear information through the College catalog, schedule of classes, the website, and other published sources. Under the direction of the Communications, Marketing, and Public Affairs Office, College information is reviewed for accuracy and clarity before it is published.

The institution provides information about its accreditation status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations.

Palomar College's accreditation status is posted on the College website and included in print publications such as the catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College catalog in both print and electronic versions.

The institution established and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

Palomar College makes widely available the Student Rights, Responsibilities, and Academic Standards through the College catalog, schedule of courses, and website to all students, staff, and faculty.

The Standards of Conduct Policy (BP/AP 5500) outlines the procedures for discipline.

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Standards, and Commission policies.

Palomar College holds accreditation activities, including site visits, as highly important. The College provides assistance in advance as well as support while the team is at the College.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Palomar College has no contractual relationships with non-regional accredited organizations.

Palomar College is a single college district.

Responses to 2009 ACCJC Site Team Recommendations

The College has sustained its work on the team recommendations made during the March 2009 site visit. The Commission required that the College address Recommendations # 2 (Integrated Planning, Evaluation, and Resource Allocation Decision Making), #3 (Student Learning Outcomes), #5 (Distance Education - Ensure Comparable Quality of Instruction), and #6 (Board of Trustees Policies) with a Follow-up Report in March 2010. In June 2010, the Commission determined that the College had fulfilled Recommendations #3, #5, and #6 and requested that full implementation of Recommendation #2 be demonstrated in a subsequent Follow-Up Report.

The Commission also requested that the College address the remaining Recommendations #1 (Mission Statement), #4 (Program Review and Planning Processes), #7 (Human Resources Practices), #8 (Training to Prevent Harassment, Discrimination and Disparaging Comments), #9 (Protect Electronic Data), #10 (Comprehensive Technology Plan, and #11 (Long Term Health Fund Liability) in a March 2011 Follow-up Report. In June 2011, the Commission acknowledged that the College had satisfied the remaining recommendations and the College's accreditation status was reaffirmed.

The following summarizes the College's continued fulfillment of these 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 (I.A.1, I.A.4, IV.B.1.b).

The College's Mission Statement was revised in Spring 2009 to identify its intended student population and the College's commitment to achieving student learning. The Mission Statement is reviewed at a minimum every three years as a component of the College's development of the three-year Strategic Plan. The Mission Statement is also reviewed and approved by the Governing Board as part of this three-year strategic planning cycle. The Mission Statement remains central to the College's overall planning cycles of the Educational and Facilities Master Plan, the Strategic Plan, the Technology Plan, the Staffing Plan, and the Program Review and Planning process.

Recommendation #2—Integrated Planning, Evaluation, and Resource Allocation Decision-Making/Improvement Plans #s 3, 6, 7

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. (I.A.4; I.B.2; I.B.3, .4; III.A.2; III.B.2.b; III.D.2; III.C.1.d)

Recommendation #2.1

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 areas**
- D. Human Resources Staffing Plan**

The College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* implemented in 2010-11 provides the structure and processes for Sustained Continuous Quality Improvement through effective planning, evaluation, and resource allocation decisions. The IPM integrates short-range, mid-range and long-term planning to maximize resources to facilitate student access, retention, and success. The cycles of the Educational Master Plan, Facilities Plan, Staffing Plan, and Technology Plan are integrated and ensure on-going influence of the three-year planning cycle of the Strategic Plan and the Program Review and Planning process. The College's adoption of the *Resource Allocation Model (RAM)* in 2010-11 ensures that funding—Strategic Plan Priority Funding (SPPF)—is set aside to address College priorities identified in the Strategic Plan goals and objectives and in the Annual Action Plan.

The College adopted the three-year Strategic Plan 2016 in 2013-2014 and is now in the second year of implementation. Objectives are assigned to the appropriate governance group(s) or individual division areas for the development of steps and activities necessary to achieve the objectives. Proposals for SPPF necessary to implement the defined activities are submitted by the assigned groups to the Strategic Planning Council for consideration and award. Remaining SPPF dollars are allocated to the Planning Councils for Program Review and Planning priorities. The *IPM* and *RAM* are grounded in the College's planning, evaluation, and resource allocation decision-making structure and operational procedures. Annual evaluations completed by members of all Planning Councils provide feedback on the structure and process and influence on-going refinement and improvement.

Recommendation #2.2

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).

As indicated in 2.1, the College's adoption of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* ensures that funding has been designated in the annual adopted budget to address Strategic Plan priorities. The Strategic Planning Council facilitates this process by assigning individuals or groups the responsibility of addressing each objective by defining steps/activities to be implemented with measurable outcomes. These individuals or groups can then submit a proposal for SPPF and utilize

the funding to support the steps/activities to achieve the objective. SPC allocates SPPF each fall semester, and funding is available for implementation for up to 18 months to complete the activities. A progress report on the status of each objective is provided to SPC each semester. The *IPM* and *RAM* are the foundation for the College's planning, evaluation, and resource allocation decision-making and facilitate funding for the Strategic Plan priorities.

Recommendation #2.3

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)

On-going evaluation of the College's *IPM* and *RAM* process is a critical component of the College's integrated planning and resource allocation model.

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* and the *Resource Allocation Model*. Annually, the Strategic Planning Council (SPC) completes a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluations are informed by comprehensive review. Outlines of these methods follow.

Formative Evaluation

SPC examines the following types of information as part of its formative evaluation:

1. Progress reports on the current year's "Action Plan" and other plans identified in the *IPM*;
2. Progress reports from Planning Councils on their Program Review and Planning (PRP) processes and planning priorities;
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures;
4. Analysis of resources allocated to fulfill the College's master and strategic planning priorities and the Planning Councils' priorities drawn from PRPs; and
5. Description of the processes used by SPC to implement the *IPM* and the *RAM*.

The formative evaluation answers the following questions:

1. Did the College make expected progress on its planning priorities (i.e., the Strategic Plan's goals and objectives)?
2. Did the College apply the appropriate resources to its planning priorities?
3. Which elements of the planning and resource allocation processes worked well?
4. Which elements of the planning and resource allocation processes need to be refined?

As a result of the formative evaluation, SPC

1. Updates the College-wide priorities (i.e., as expressed in goals and objectives identified in its Strategic Plan) and establishes the Strategic Plan Objectives and Action Plans for the following year, and
2. Refines or adjusts the processes used to implement the *IPM* and the *RAM* to ensure that the resource allocation process supports the College's planning priorities.

Summative Evaluation

SPC examines the following types of information as part of its summative evaluation:

1. SPC's evaluation of the completion of the objectives in the College's Strategic Plan;
2. Planning Councils' self evaluations of their PRP processes;
3. SPC's evaluation of the College's performance relative to Institutional Effectiveness Measures;
4. SPC's evaluation of the resources allocated to planning; and
5. SPC's evaluation of the effectiveness of the planning and resource allocation processes.

The summative evaluation answers the following questions:

1. Did the College complete the objectives identified in its three-year Strategic Plan?
2. Is the College making expected progress on fulfilling its long-range plans?
3. Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

As a result of the summative evaluation, SPC

1. Makes a determination as to the effectiveness of the College's planning, evaluation, and resource allocation processes;
2. Modifies the *IPM* and the *RAM*, if necessary; and
3. Uses the results of the evaluation, especially its assessment of progress on Institutional Effectiveness Measures, as input into the next Strategic Planning cycle.

Recommendation #2.4

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

The College's *Technology Plan 2016* is on a six-year cycle and is an integral document for the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)*. The Finance and Administrative Services Planning Council reviews and updates the plan annually, bringing the updates to the Strategic Planning Council (SPC) for discussion and input. Planning data is gathered from the Program Review and Planning documents and input is received from the

governance structure councils and committees. During the State's fiscal crisis from 2008 to 2013, regular funding for technology needs was a challenge for the College. However, in 2012-13 and 2013-14, the College committed a percentage of funding available from local redevelopment dollars, utilized funds from the State's Instructional Equipment and Library Materials allocations, and received a large donation from the College's Foundation to address needs identified in the Technology Plan. The Technology Plan was updated and presented to SPC in April 2014.

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 (IIA.1.a, c; II.A.2.a, h; II.B.4; II.C.2; III.A.1.c).

The College submitted the “College Status Report on Student Learning Outcomes Implementation” to the Commission in March 2012. This report demonstrated that the College had effectively continued its work through structure, process, timeline, and college-wide commitment.

The Learning Outcomes Council (LOC) and three Student Learning Outcome Assessment Cycle (SLOAC) Coordinators lead learning outcome activities. The LOC meets bi-weekly with responsibilities to (1) establish annual goals, (2) review and update processes, (3) provide training, and (4) communicate activities to support and facilitate the work of faculty and staff on student learning and service area outcomes.

Learning outcomes and assessments have been defined for courses and programs and are on a three-year assessment cycle, or more frequently if faculty or a department chooses. A process for authentic assessment of General Education/Institutional learning outcomes is in place and ensures assessment across academic disciplines and dialogue among all faculty. Learning outcomes are included on all class syllabi, and the LOC website provides public access to learning outcomes.

TracDat is the College's data management system for SLOACs. Reports for faculty, staff, and the College can be generated as needed for planning and reporting.

Learning outcomes are a component of the College's Program Review and Planning (PRP) and resource allocation processes. Academic programs and instructional support service areas are on a three-year program review cycle with annual “check-ins” or progress reports. The divisions of Student Services and Human Resource Services are also on a three-year cycle, while Finance and Administrative Services maintains a two-year cycle of Program Review and Planning. Resource allocations are provided for PRP priorities from Strategic Plan Priority Funding (SPPF), local redevelopment funds, the Palomar College Foundation, and Federal Perkins grants. The College's foundation for student learning outcomes work is sound, and is at the Sustained Continuous Quality Improvement level.

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 [takes the following steps]. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6,

Program Review and Planning (PRP) is the College's short-range planning process at the department/unit level and is integrated with the College's long-range and mid-range planning cycles. The four Planning Councils of Finance and Administrative Services, Human Resource Services, Instruction, and Student Services, and have the responsibility for defining, implementing, and evaluating the program review and planning process for their respective areas. These councils have memberships representative of college-wide constituencies to ensure opportunity for participation and input in the PRP process. Student learning outcomes and service area outcomes are an integral component of PRP. Each Council defines the PRP cycle based on the operations and needs to support students and the College. The Instructional Planning Council recently revised the cycle from a two-year process to three years. This better aligns with the three-year cycle of the College's Strategic Plan. Student Services and Human Resource Services are also on a three-year cycle, while Finance and Administrative Services has maintained a two-year process.

All academic programs, instructional support units, and service areas participate in the PRP process. Each process includes analysis and reflection of learning outcomes or service area data, as well as other data gathered by departments or provided by the Office of Institutional Research and Planning. The PRP process includes a direct link with the Strategic Plan goals and objectives, and resource allocations are made either from the Planning Councils or the Strategic Plan Priority Funding (SPPF) to support achievement of PRP goals, objectives, and strategies. The Planning Councils gather feedback and review the PRP process annually to continuously improve the effectiveness of student learning and success. The College's Program Review and Planning structure ensures college-wide opportunity for participation and input for improvement of academic programs and all essential support and operational services necessary to assist students.

Recommendation #5—Distance Education – Ensure Comparable Quality of Education

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.

The College's policies, procedures, and structures established to address this recommendation continue to ensure comparable and quality instruction for courses offered through Distance Education (DE). These structures include (1) validating of the preparedness of faculty to teach online; (2) ensuring regular, effective communication between online students and faculty; and (3) improving the evaluation of online classes and instruction. In the "Site Team Exit Report" of April 2010, the Commission's Evaluation Team described Palomar College's approach to ensuring the quality of Distance Education courses as "a comprehensive holistic view toward [. . .] distance education development and delivery." The Evaluation Team added that this approach "is noteworthy

and should be considered as a model program for other colleges to use when developing or assessing their own distance education programs.” The College has continued to improve this holistic approach to DE in every aspect.

As of Fall 2014, 76 faculty have completed the Palomar Online Education Training (POET) series, facilitated by the Academic Technology Coordinator, a full-time faculty member with assigned time. The Curriculum Committee and the Subcommittee for Distance Education continue to evaluate and monitor all courses coming through the process requesting DE as a method of delivery. Each course is reviewed separately to ensure that all required components of regular, effective communication activities are clearly defined and appropriate for the curriculum.

The College continues to use EvaluationKit to conduct student evaluations of online courses. When students log into the College’s Blackboard Learning Management System during a two-week period of evaluation, a “pop-up” appears to remind students to complete the evaluation of their online course. The student participation rate of 50% has been steady for the past few years, and the Tenure and Evaluation Coordinator continues to work with faculty who teach online courses to determine strategies to improve the participation rate.

In April 2014, the College submitted to the Commission the *Substantive Change Proposal—Distance Education* to update its inventory of programs that have 50% or more of required courses available through distance education. The proposal reflects the College’s continued holistic approach to the Distance Education program from curriculum development and review, faculty preparation, instructional delivery, and support services being comparable to its traditional instructional program and services. The Commission approved the *Substantive Change Proposal—Distance Education* in May 2014. As a result of this proposal, the College has a goal in 2014-15 to develop an overall Distance Education Plan that ensures on-going review of all elements essential to ensure student access, success, and support in Distance Education classes.

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:

The College’s Governing Board fulfilled this Recommendation by reviewing, reassessing, and strengthening as necessary the pertinent policies.

Prepare a policy to address significant changes in programs or eliminations of programs (II.A.6);

In June 2009, the Board of Trustees adopted three policies that address significant changes in or elimination of programs. They are

1. Board Policy 4020 Program, Curriculum, and Course Development;
2. Board Policy 4021 Discontinuance of Career/Technical Programs; and
3. Board Policy 4022 Curricular Matters.

Each of these policies has a corresponding Administrative Procedure (AP): AP 4020, AP 4021, and AP 4022. These procedures emphasize that the Governing Board relies primarily on the Faculty Senate, through the Curriculum Committee, for developing processes for and oversight of curricular matters. AP 4021 also guarantees that when programs are eliminated or program requirements are significantly changed, the College will ensure courses are scheduled in a rotation that enables students to complete certificate or degree requirements in a timely manner with a minimum of disruption.

In 2012-13, the Policies and Procedures Committee established a three-year review cycle of all Board Policies and Administrative Procedures. This is an addition to ongoing reviews of proposed changes, additions, and deletions brought forward by committee members throughout the year.

Publish the updated policy on Academic Freedom BP 4030 approved in May 2006 [updated 6/2013] (II.A.7);

Board Policy 4030 Academic Freedom is published on the Governing Board's website under "Board Policies and Procedures/District Policies/Chapter 4 – Instructional Services," on the Faculty Senate website via the link to the Governing Board website, in the College catalog, and in the class schedule.

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*);

The College strengthened the existing Board Policy (BP) 7150 Employee Evaluations and the Governing Board adopted it on February 16, 2010. The policy explicitly deters evaluators from using discriminatory, harassing, and/or unprofessional comments when contributing to an evaluation process. The policy stresses that "All evaluations shall be conducted in accordance with the College's policies and procedures on nondiscrimination." The Governing Board and the College remain committed to protecting due process rights for all employees and to ensuring an evaluation process that is free of discriminatory, harassing, or unprofessional comments. Additionally, BP 7150 provides employees with the opportunity to review the content of their evaluations and to provide written comments in response to information included.

Comply with existing policies related to: a. Professional development and new member orientation (IV.B.1.f);

The Governing Board engages in an annual institutional effectiveness and review process. As part of this process, the Board identifies areas for additional study, growth, and follow-up. In addition, the Board participates in professional development activities offered by the Community College League of California which include, but are not limited to, a new Trustee orientation and an effective Trustee leadership program. Historically, all new Trustees have participated in a local orientation. This process has included engagement in a series of planned activities that orient the Trustees to the College and what it means to be an effective Trustee. In 2014, the College formally articulated this new member orientation and included information on accreditation standards.

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;

Board Policy 7100 Commitment to Diversity is at the center of the College’s approach to advancing diversity among the College community and was enhanced and adopted by the Governing Board at the meeting of November 8, 2011. The approach of the Governing Board and the College has focused on areas that improve employee awareness and sensitivity, increase the recruitment and retention of diverse employees, expand and provide regular professional development and training opportunities, and strengthen College policies and practices.

Strategic Plan 2016 Goal #4 Objective 4.2 reads “Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the college’s ability to attract and recruit diverse candidates for employment.” In addition, a Governing Board goal for 2014-15 is to receive and review a plan that describes how the College will increase the diversity of faculty. Development of this plan will engage the Faculty Senate and the College in a collaborative goal.

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:

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).

All full-time teaching and non-teaching faculty and all part-time faculty have a criteria in the negotiated evaluation instrument relevant to student learning outcomes. The evaluation criteria for full-time teaching faculty reads, “The professor establishes the appropriate learning outcomes for each course and consistently assesses for student learning of those outcomes.” The criteria for non-teaching counseling or librarian faculty reads, “The counselor/librarian participates appropriately in the development and assessment of student learning and/or service area outcomes, as determined by the department.”

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

Board Policy (BP) 3050 Institutional Code of Ethics was revised and adopted by the Governing 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 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.

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).

The College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes a six-year cycle Staffing Plan implemented in Fall 2010. The purpose of this plan is to identify current and future staffing levels and to recommend future staffing priorities to support the College's Mission. *Staffing Plan 2016* was endorsed by the Strategic Planning Council (SPC) at the March 16, 2011, meeting and continues to be an integral document of the College's overall planning structure.

The annual updates of *Staffing Plan 2016* consider new data supplied by the college's *Master Plan 2022*, Program Review and Planning (PRP) processes, and other planning processes. In the PRP process, departments are asked to carefully review organizational staffing needs and to submit requests for all vacant and new positions that are deemed necessary. Each Planning Council prioritizes positions requested in PRPs based on agreed upon criteria.

Vacant staff positions are not automatically filled but are part of a weekly discussion between the Superintendent/President and the Assistant Superintendents/Vice Presidents. The priority list of each Planning Council is reviewed in these discussions, along with other vacancies that have occurred due to retirement, resignation, or lateral transfer within the College. Decisions are made each week on staffing positions to be filled to ensure that College-wide operational and support service areas can meet the needs of students.

In the annual budget development process, the College's *Resource Allocation Model (RAM)* ensures that all currently filled contract positions are funded. In addition, the budget includes an established funding level to ensure that vacant positions can be addressed throughout the year. This budget allocation varies, depending on the College's fiscal outlook.

The Staffing Plan process is also looking forward and identifying the staffing levels that will be needed to open the South Education Center in the community of Rancho Bernardo and the North Education Center in Fallbrook. The annual update of the Staffing Plan was completed and presented to SPC in Spring 2014.

The 75/25 Workgroup developed a philosophy and criteria on full-time faculty levels. However, the State fiscal crisis that occurred from 2008-09 to 2012-13 prevented any full discussion and implementation of the recommendation. The College has continued to meet or exceed the Faculty Obligation Number (FON) provided by the Chancellor's Office by two to three faculty positions each year, as long as the fiscal climate allows. The College remains committed to hiring full-time faculty based on the recommended priority list from the Instructional Planning Council Subcommittee. The College will hire twelve (12) full-time faculty for Fall 2015, and recruitments are in progress.

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).

As stated in the College's *Midterm Report 2012*, the Faculty Senate ceased the practice of soliciting from faculty members their individual evaluations of the performance of senior administrators in 2008. In February 2011, the Faculty Senate approved the plan to relocate all administrative evaluation documents generated by the Faculty Senate to the Human Resource Services storage area. This action was completed in April 2011.

Recommendation #8—Training to Prevent Harassment, Discrimination and Disparaging Comments

To meet the Standards the team recommends that the College engage in the following activities:

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

Board Policy 7150 Employee Evaluations deters the use of discriminatory, harassing, and unprofessional comments in the evaluation process. This policy was amended and strengthened by the Governing Board in an updated policy in February 2010. Regular training opportunities on sensitivity to equity and diversity are provided to employees through Human Resource Services and through the Professional Development program. The Governing Board's November 2011 Resolution in Commitment to Diversity remains evident through the annual goals and through the College's three-year *Strategic Plan 2016* goals and objectives.

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

The College continues to provide professional development training on the prevention of harassment and sensitivity to issues of equity and diversity. These training opportunities are facilitated through an online program provided by Keenan *SafeColleges* website. The modules are available to all Palomar employees and include the topics of Conflict Management, Diversity Awareness, SafeZone Training, and Prohibition of Harassment. The mandatory every-two-year training for supervisory personnel on the prevention of sexual harassment (AB 1825) is also provided through the *SafeCollege* site.

In addition, the College's process for investigation of complaints of discrimination and harassment has been formalized.

Faculty and classified staff who participate in the *SafeCollege* web-based training or the Southern California Employee Relations Training Consortium are eligible for credit in Professional Growth and Professional Development programs. Interactive training sessions on employee relations issues are provided by Liebert Cassidy Whitmore for administrators, managers, supervisors, and confidential employees.

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

The College fulfilled this Recommendation with the “Resolution in Commitment to Diversity,” approved by the Governing Board at the November 8, 2011, meeting. The College’s Strategic Plan Goal #4 “Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement” demonstrates the on-going sensitivity to and focus on diversity. In addition, a 2014-15 goal of the Governing Board is to receive and review a plan on how the College will continue to add diversity to the faculty. One example of the College’s commitment and focus on diversity issues was the opening of the Pride Center in Spring 2011 to support the gay, lesbian, bi-sexual, and trans-sexual student community at Palomar College and the identification of “safe zones” at the San Marcos campus and the Escondido Center.

**Recommendation #9—Protect Electronic Data
(See Recommendation #10—Comprehensive Technology Plan.)**

**Recommendation #10—Comprehensive Technology Plan
(Includes Recommendation #9—Protect Electronic Data.)**

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 College’s *Technology Plan 2016* is fully integrated with the long-range, mid-range, and short-range planning cycles and ensures that technology systems are funded to support College-wide instructional and operational needs. Annual updates ensure review and consideration of short-range planning and allocation of technology resources to support learning, teaching, college-wide communications, research, and operational systems. This information is provided through the Program Review and Planning process completed college-wide by academic departments and all support and service areas. The Strategic Plan and the annual goals and objectives also provide opportunity for discussion, planning, and prioritization for addressing technology resource needs through the Strategic Plan Priority Funding (SPPF) process.

The *Technology Master Plan 2016* includes data security procedures. A written operational disaster recovery plan was developed in January 2010 and is available on the Information Services’ website.

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).

The Post-Retirement Benefits Fund (Fund 69) exists to receive amounts set aside for medical and dental insurance premiums to be paid on behalf of employees who retire from the College and are eligible under provisions of the benefit plan. Currently, the balance in the fund (\$14 million) is short of the \$84.2 million that has been identified as the fund’s total liability by the actuary completing a study in 2012.

To meet the Commission's Standards, maintain the confidence of rating agencies, and follow the advice of actuarial studies, the Governing Board approved the following action at the May 14, 2014, meeting:

1. That for 2013-14 and 2014-15 the College transfer \$5,226 per active employee into Fund 69 with the understanding that this transfer will not bring the ending fund balance in the General Unrestricted Fund (Fund 11) below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover both the current year liability and the past years' liability for active employees.
2. That for 2013-14 and 2014-15 the College transfer \$3,997 per active employee (approximately \$2.7 million) into the irrevocable trust fund set up by the Community College League of California with the understanding that this transfer will not bring the ending fund balance in Fund 11 below 5% of the budgeted revenue. According to the latest actuarial study, this amount would cover the liability for current retirees.

Actionable Improvement Plans

1. 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).
2. The Assistant Superintendent/Vice President of Human Resource Services will gather input and recommendations from the Faculty Senate, Human Resource Services Planning Council, and other constituent groups to develop and implement a plan beginning FY2014-15 to improve the diversity of faculty, staff, and administrators to support the student community and to respond to legislative expectations (III.A.4.b).
3. The Assistant Superintendent/Vice President of Finance and Administrative Services will gather input and recommendations from the Strategic Planning Council and the Budget Committee to develop a fiscal plan beginning FY2015-16 that aligns projected revenues with expenditures while allowing for the contingencies created by staffing needs and legislative mandates (III.D.1.b).
4. The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website, that these documents will be posted in a timely manner, and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact (IV.A.1, IV.A.3).

5. The College will research options and develop and implement a plan by Fall 2015 that provides students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services (II.C.1.c).

Preface to the Self Evaluation

The editors include this preface in order to point to several specific features of the College's reports in response to the Commission's Standards.

In an attempt to avoid redundancies, the writers begin the three-part organization of "Descriptive Summary," "Self Evaluation," and "Actionable Improvement Plans" at various levels across the report but at a consistent level within each report. For instance, in the Standard I.A. report, the three-part organization begins at the Arabic numeral level: I.A.1., I.A.2., and so on. However, in the Standard III.D. report, the three-part organization begins at the lower-case letter level: III.D.1.a., III.D.2.a., and so on.

A list of evidence appears at the end of each Standard report, such as at the end of I.A., II.B., and III.C. The in-text parenthetical citations documenting evidence refer to a Standard and, following a slash, a number—the order in which this specific item of evidence is used as support. This item then retains that name throughout the reports. So, for instance, the evidentiary name of Palomar College's Mission Statement is "I.A./1," and it keeps this name throughout the document, even when the Mission Statement is referred to in, say, the Standard IV.A. report.

While these Standards reports are in dialogue with each other throughout the "Institutional Self Evaluation," cross-referencing appears only on occasion. For instance, while descriptions of Student Learning Outcome Assessment Cycles occur in many of the reports, rarely will a cross-reference point the reader to the report on Standard II.A. But cross-references do appear when the connection isn't as direct. For instance, the IV.B. report in discussing the College's internal auditor position refers the reader to corresponding material in the III.D. report.

The names of plans and processes are capitalized when they refer to the College's specific designs, as in "Program Review and Planning" and "Policies and Procedures."

A list of acronyms appears in the appendix.

Each Standard report foregrounds evaluation/planning cycles and the groups that have primary responsibility to motivate and monitor these cycles. Each report also describes how the College refines these many cycles and the coordination among them.

Standard I. Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Palomar College's Mission Statement expresses the philosophy, purposes, ethics, and practices of the institution. This Mission Statement focuses the College's efforts on creating conditions by which students and the institution thrive.

Palomar College's Mission Statement consists of three elements: the Vision, Mission, and Values ([I.A/1](#)).

The Vision "Learning for Success" projects the College's commitment to advancing student learning and student achievement.

The Mission defines the College's educational purposes, intended student population, and concentration on student learning:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive 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 promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission:

- Excellence in teaching, learning, and service;
- Integrity as the foundation of all we do;
- Access to our programs and services;
- Equity and fair treatment of all in our daily interactions;
- Diversity in learning environments, philosophies, cultures, beliefs, and people;
- Inclusiveness of individual and collective viewpoints;
- Mutual respect and trust through transparency, civility, and open communications;
- Creativity and innovation in engaging students, faculty, staff, and administrators; and
- Physical presence and participation in the community.

Palomar's Mission Statement—its Vision, Mission, and Values—expresses the College's commitment to engaging, supporting, and encouraging students from a diversity of backgrounds and experiences, at various levels of readiness, and with a wide range of future endeavors.

Appropriate to a California community college, the Mission focuses on students preparing to transfer to four-year institutions, students developing a foundation in general education, students seeking the fundamental skills they need for success in school and life, and students preparing for the workplace and careers.

The Mission focuses also on students pursuing aesthetic and cultural enrichment and lifelong education as the College believes that these pursuits can expand knowledge, skills, and abilities and make more meaningful both individual lives and collective life.

The results of the "Accreditation Employee Survey 2013" demonstrate that a significant majority of respondents (93.1%) either "Agreed" or "Strongly Agreed" with the statement that "As a whole, the Vision, Mission, and Values [of Palomar College] reflect a commitment to student learning and student achievement" ([L.A/2](#)).

I.A.1.

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Palomar College ensures that its instructional programs, student services programs, and learning resource programs are aligned with its Mission Statement. The first two goals of the College's current Strategic Plan focus on student learning, support, and success.

- Goal 1 Student Learning: Support excellence in teaching and academic programs and services to improve student learning.
- Goal 2 Student Support and Success: Implement effective pathways that support student access, progress, and completion ([I.A/3-5](#)).

The College's degree and certificate programs give students general education/transfer-readiness education, career/technical education, and basic skills development. The College offers 162 associate degrees (including AS, AA, AS-T, and AA-T degrees) and 155 certificates of achievement and proficiency ([I.A/6](#)). The instructional program also includes many noncredit community development and personal enrichment classes. The College maintains articulation and transfer agreements with the California State University and the University of California systems and with private four-year institutions ([I.A/7](#)).

The College provides a comprehensive and accessible set of support services to all students. These services include Admissions and Records; Orientation and Assessment; Counseling, Advising, and Educational Planning; Transfer and Career Information; Financial Aid; Health Services; and services for special populations ([I.A/8](#)).

The learning resource programs supply wide-ranging tutoring services, including the Math, Writing, and Reading Centers; the Students Taking Academic Responsibility (STAR) Tutoring Center, which provides students tutoring in social and behavioral sciences, languages, business/accounting, and basic skills (English and math); the STEM Center, with tutoring in science, technology, engineering, and mathematics; the Teaching & Learning Center (TLC) in Escondido, with tutoring in math, English, Spanish, and ESL; and the Teaching & Learning Center, on the San Marcos campus, with tutoring for students enrolled in Learning Community classes covering a variety of disciplines ([I.A/9](#)). These tutoring services are now being coordinated and refined by the Tutoring Committee, which reports to the Faculty Senate.

The College's educational programs meet the labor market's needs. Current labor market data for the San Diego/Carlsbad/San Marcos Metropolitan Statistical Area suggest that the occupations requiring an associate or bachelor's degree with the most demand for employees and the most projected growth include healthcare; computer software development; business marketing, accounting, and commerce; and the science, technology, engineering, and mathematics (STEM) fields. Career, Technical, and Extended Education (CTE) programs use labor market data supplied by Economic Modeling Specialists, Inc. (EMSI), Launchboard, and the U.S. government to determine local job demand. CTE programs relate service- and work-based

learning, technical skill applications, current business practice, and learning beyond the classroom walls to specific industry demands ([I.A/10](#)).

The College offers students a variety of co-curricular opportunities for engagement, such as the Phi Theta Kappa Honor Society, the Associated Student Government, and the many clubs that send representatives to the Interclub Council.

Self Evaluation

The College meets the Standard.

Governance groups, such as the Strategic Planning Council, the divisional planning councils, the Faculty Senate, and the Curriculum Committee, engage in ongoing discussion[s] to ensure that the College's student learning programs and services align with its purposes, character, and student population as named in the Mission Statement.

The College identifies this student population and its educational requirements through internal and external scans ([I.A/11](#), [I.A/12](#)). The internal scans examine student demographics, needs, learning, progress, and achievement. The external scans examine the current and future student demographics, needs, employment and career opportunities, and civil responsibilities. The internal and external scans ensure that the education, services, and events the College provides its students, its projected students, and its community are appropriate to its location, resources, and role.

Throughout the College, groups collect and analyze ample information in order to ensure that the College is establishing appropriate student learning programs and services. This information includes data that appear in the California Community Colleges Student Success Scorecard, the Basic Skills Progress Tracker, institutional Program Review and Planning data, and internal and external environmental scans ([I.A/13](#), [I.A/14](#)).

For example, the College's Latino population is growing and representing a larger percentage of the student body. In 2009, Latino student represented 32% of the student body. By Fall 2013, Latino students represented 40%. Increasingly, these Latino students are first generation students coming from families with little or no college experience or attendance. And, in general, this Latino population has a higher percentage of students in need of basic skills instruction and strong support and guidance. To address these students' needs, as well as all students' needs, the College has formed the Student Success and Support Program Task Force, the Basic Skills Committee/Title V HSI Steering Committee (with both a Faculty Resource Center Coordinator and a First-Year Experience Coordinator), and the Tutoring Committee. The *Student Equity Plan* involves three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways) ([I.A/15-26](#)).

The College is committed to guiding and supporting all students. Primary goals of *Strategic Plan 2016* are to improve student access, progress, learning, and achievement and to strengthen educational, business, and community partnerships to increase students' learning experiences and public connectedness ([I.A/3](#)).

A series of statements in the “Accreditation Employee Survey 2013” were designed to measure whether the College’s employees find that its student learning programs and services are aligned with its purpose, character, and student population ([I.A/2](#)). Ninety percent of the respondents state that the College’s programs and services support the varied goals of the students regardless of their age or level of education. Eighty-five percent of the respondents state that the College’s programs and services are designed to support all of Palomar’s intended students.

Employees were encouraged to add open-ended comments. In its Mission the College pledges to support and encourage students who are pursuing aesthetic and cultural enrichment and lifelong education, but California legislative mandates have forced the College to reduce offerings in these areas. Consequently, the most frequent concerns expressed by those commenting were (1) the reduction in courses related to serving an often older community of life-long learners and (2) the impact of California’s new repeatability regulations on the ability to serve the community in the arts, technology, and kinesiology.

Actionable Improvement Plans

None.

I.A.2.

The mission statement is approved by the governing board and published.

Descriptive Summary

In January 2014 the Palomar College Governing Board approved the revised Mission Statement corresponding with *Strategic Plan 2016* ([I.A/3](#)). (The College's naming convention is to use the last year of a given evaluation/planning cycle in its title.)

Much dialogue occurs among College constituency groups before the Mission Statement is forwarded to the Board for review and approval. The Board receives a report summarizing this dialogue as part of a workshop on strategic planning. Then the Board examines the proposed Mission Statement with respect to the Trustees' analysis of pertinent information and accreditation standards and recommends changes as necessary.

The Mission Statement is published in a number of prominent places, such as the College's home page, the Governing Board's Policies and Procedures web page, the Strategic Planning website, the College catalog, the schedule of classes, and the Commencement brochure. Moreover, the Mission Statement's Values form the core of the College's Institutional Code of Ethics ([I.A/28-32](#), [I.A/3](#)).

Self Evaluation

The College meets the Standard.

The current Mission Statement has been approved by the Governing Board and is published widely. In addition to the settings named above, the Mission Statement also appears in the College's Program Review and Planning documents ([I.A/33](#), [I.A/34](#)). All College units and departments use these documents to complete these evaluation/planning cycles.

Actionable Improvement Plans

None.

I.A.3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

At the beginning of each three-year strategic planning cycle and in conjunction with formulating the new Strategic Plan, Palomar College evaluates and modifies the Mission Statement (Vision, Mission, and Values) as necessary to meet the changing needs of students and to ensure that the College is aligning its programs and services with its purposes, character, and student population.

Members of the Strategic Planning Council (SPC), the College's principal participatory governance group, begin this work by reviewing the definition and function of a mission statement ([I.A/35](#)). Members also review accreditation standards and any external legislation or mandates that may influence the College's mission. Through a facilitated discussion, members address three questions:

- Is the existing Mission Statement still relevant? Does the Mission Statement accurately describe the College's student body and intentions?
- Are there matters the College should add to or delete from the Mission Statement?
- Does the Mission Statement address accreditation standards?

Then a writing team drawn primarily from members of SPC prepares an updated draft of the Mission Statement. This draft is circulated among constituent groups either through survey or email for response and evaluation. Based on this feedback, SPC makes changes and arrives at the version it approves. As described in Standard 1.A.2., the Mission Statement then is reviewed and discussed by the Governing Board. The Board's response and evaluation is taken back to and addressed by SPC. The Board approves the Mission Statement when it approves the Strategic Plan ([I.A/36](#), [I.A/37](#)).

Self Evaluation

The College meets the Standard.

The widespread discussion and evaluation of the Mission Statement by members of the College ensure that it accurately reflects Palomar College's purpose and intended student population.

The current Mission Statement was approved by the Strategic Planning Council on April 16, 2013 ([I.A/38](#)). SPC discussed and crafted the document across seven meetings throughout Spring 2013 and with the support of a writing team. During this period, the President of the Faculty Senate distributed the Mission Statement in draft form to all full-time and part-time faculty members, drawing response and evaluation.

Actionable Improvement Plans

None.

I.A.4.

The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The Mission Statement is the impetus for Palomar College's planning and decision-making. This Mission Statement guides the Strategic Planning Council (SPC) as it develops the goals and objectives of the new Strategic Plan at the beginning of each three-year strategic planning cycle. Each fall semester, the SPC orientation session opens with the Council's review of the Mission Statement's themes. Each spring semester, SPC considers the Mission Statement before determining the Action Plan for the upcoming year ([I.A/37](#)).

The Mission Statement is central to the Program Review and Planning processes of departments and units and thus in the planning and decision-making of the planning councils.

The Faculty Senate and the Tenure and Evaluations Review Board refer to the Mission Statement when reviewing and revising faculty evaluation forms. The Policy and Procedures Committee uses the Mission Statement to drive its review and revision of Governing Board Policies and Administrative Procedures.

Self Evaluation

The College meets the Standard.

The Mission Statement guides the College as it engages in the evaluation/planning cycles by which it determines and pursues its goals and objectives ([I.A/3](#), [I.A/37](#)).

Actionable Improvement Plans

None.

Evidence for I.A.

<u>Number</u>	<u>Name</u>
I.A/1	Mission Statement
I.A/2	Accreditation Employee Survey 2013
I.A/3	Strategic Plan 2016
I.A/4	Email: Greg Larson to Faculty 4/8/13
I.A/5	Email: Greg Larson to SPC 8/15/13
I.A/6	College catalog - Credit Courses and Programs
I.A/7	College catalog - Transfer Information
I.A/8	Student Services Website
I.A/9	Tutoring Services Website
I.A/10	Career, Technical, and Extended Education Website
I.A/11	Internal Scan
I.A/12	External Scan
I.A/13	Basic Skills Cohort Progress Tracker
I.A/14	Student Success Scorecard
I.A/15	SPC minutes April 29, 2014
I.A/16	Requests for Members
I.A/17	Workgroup Membership Lists
I.A/18	Student Equity Plan Workgroup Agendas and Minutes
I.A/19	Student Success and Support Program Plan Agendas and Minutes
I.A/20	Governance Structure Group Requests
I.A/21	Student Equity Plan - Final Reports and Presentations
I.A/22	Student Equity Plan Presentations 5.29.14 and 6.26.14
I.A/23	Student Success and Support Program Plan - Final Reports
I.A/24	Student Success and Support Presentations
I.A/25	Student Success and Support Program Plan Approval
I.A/26	Student Equity Plan Approval

<u>Number</u>	<u>Name</u>
<u>I.A/27</u>	Palomar College Website
<u>I.A/28</u>	Board Policy 1200 District Mission
<u>I.A/29</u>	Palomar College Class Schedule
<u>I.A/30</u>	Commencement Brochures 2010-2014
<u>I.A/31</u>	Board Policy 3050 Institutional Code of Ethics
<u>I.A/32</u>	College catalog - General Information p.11
<u>I.A/33</u>	Program Review and Planning Documents
<u>I.A/34</u>	Minutes SPC reviewed mission statement p.2
<u>I.A/35</u>	Governing Board Minutes approval of mission statement p. 16
<u>I.A/36</u>	Governing Board Minutes approval of strategic plan p. 12
<u>I.A/37</u>	Strategic Planning Council minutes April 16, 2013 p. 1
<u>I.A/38</u>	Strategic Plan 2013 year 3 Action Plan

I.B. Improving Institutional Effectiveness

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

In order to fulfill its Mission, the College performs cycles of evaluation, planning, implementation, and re-evaluation (referred to throughout this report as “evaluation/planning cycles”). The success of these cycles depends on members of the College sustaining productive dialogue. This dialogue is organized by the College's governance structure, a structure that is based on planning councils. The planning councils motivate and monitor the evaluation/planning cycles of all the College's programs.

The College formulates the relationship among these many and varied cycles in the *Institutional Planning, Evaluation, and Resource Allocation Decision-Making Model*. At the core of this comprehensive model is the *Resource Allocation Model*. These cycles include the long-range Master Plan, the mid-range Strategic Plan, and the short-range Program Review and Planning processes.

The College reports the results of its cycles to its members. It continuously refines these cycles in an effort to improve the learning and achievement of students and the effectiveness of the institution.

Palomar College is at the level of Sustained Continuous Quality Improvement for Planning as defined by Commission.

I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The evaluation/planning cycles Palomar College employs in fulfilling its Mission are of various kinds and durations ([I.B/1](#)). These cycles range from the efforts of individual professors to improve their students' performances to a college-wide educational master plan reaching into the next decade. What all these cycles have in common is a concentration on improving student learning, student achievement, and institutional effectiveness.

The success of these cycles depends on the sustained productive dialogue among the individuals and groups conducting them.

Dialogue

The College maintains intentional dialogue about improving student learning and institutional processes.

This dialogue occurs across the College and at all levels, from the global level of the Strategic Planning Council, where dialogue coalesces, to area levels, like the Title V HSI/Basic Skills Committee, to the local level of academic disciplines and non-academic units ([I.B/2-10](#)). This dialogue, and the contemplation and conscious improvement that follow from it, proceeds horizontally, for instance among members of contiguous committees, and vertically, as when the priorities identified by a department's program review are discussed at a meeting of the planning council it reports to. This dialogue is also documented at all levels, such as in the minutes of Governing Board and Faculty Senate meetings, as well as in the records of disciplines and units meeting to discuss Student Learning Outcome and Service Area Outcome Cycles.

Governance Structure

This dialogue is organized by the College's governance structure ([I.B/11](#)). This governance structure is based on planning councils—and on members' relationships within and across planning councils.

The College's planning council structure focuses collegial and self-reflective dialogue about student learning, student achievement, and institutional effectiveness.

This planning council structure is defined by the Strategic Planning Council (SPC), by the four divisional planning councils that report to it, and by the Faculty Senate, which reports at SPC meetings. This structure is comprehensive and inclusive. It includes not only these five councils and the Senate, but also the Learning Outcomes Council (LOC) and numerous committees, departments, disciplines, units, and even individual members of the College. Ultimately, all committees, departments, disciplines, and units report to a planning council and/or to the Senate.

Occasionally a college-wide project requires a planning council or the Senate to assemble a workgroup or a taskforce, as when the Strategic Planning Council formed the Student Success and Support Program (3SP) Task Force to develop the 3SP Plan submitted to the Chancellor's Office of California Community Colleges in October 2014 ([I.A/16](#), [I.A/23](#)).

The Strategic Planning Council, as the principal participatory governance body of the College, creates the processes for recommending College policies, procedures, and governance structures and is responsible for the development of the Strategic Plan, which is a three-year cycle of institutional evaluation, planning, implementation, and re-evaluation ([I.B/1](#), [I.A/3](#)). SPC is chaired by the College Superintendent/President. The four Assistant Superintendents/Vice Presidents, each representing one of the four divisional planning councils, are also seated. Faculty membership on SPC is appointed from the Faculty Senate and Palomar Faculty Federation; staff membership by the Council of Classified Employees; and student membership by the Associated Student Government (ASG) ([I.B/12](#)). Administration membership is defined by SPC's structure or made by executive appointment. This inclusiveness promotes collegial dialogue across the College.

Whereas the purview of SPC is the entire College, the purview of each planning council is the disciplines, departments, and units it represents. The four divisional planning councils reporting to SPC are the Finance and Administrative Services Planning Council (FASPC), the Human Resource Services Planning Council (HRSPC), the Instructional Planning Council (IPC), and the Student Services Planning Council (SSPC) ([I.B/11](#)). Each planning council makes distinct contributions to the College's evaluation/planning processes in achieving the goals of improving student learning, student achievement, and institutional effectiveness. Each council

- develops, evaluates, and revises college-wide plans that are relevant to its responsibilities (for instance, as HRSPC does with the Staffing Plan) ([I.B/13](#));
- develops, motivates, monitors, and responds to the Program Review and Planning (PRP) processes conducted by each of the College's departments, disciplines, units, and programs ([I.A/33](#));
- implements the processes and resources necessary to achieve the goals and objectives of the Annual Action Plan, the primary vehicle for realizing the Strategic Plan ([I.B/14](#));
- provides information, perspective, and recommendations for the College's Educational Master Plan and Strategic Plan ([I.B/15](#), [I.B/9](#)); and
- forms and guides task forces and work groups concentrating on specific projects ([I.A16-20](#)).

To ensure dialogue among the planning councils, each council has membership from the participatory governance groups. Importantly, personnel from Institutional Research and Planning (IR&P) participate as members of SPC, IPC, and SSPC and provide support for FASPC and HRSPC ([I.B/11](#)). IR&P staff help councils, committees, departments, and disciplines formulate questions about and are immediately responsive to inquiries related to the evidence and evaluation of student learning, student achievement, and institutional effectiveness. The planning councils are responsible for distributing the results of dialogue across campus constituencies and among the other councils.

The Faculty Senate is primarily responsible for academic and professional matters, as per Governing Board Policy 2510 Participation in Local Decision Making ([I.B/16](#)). Councils, committees, and boards report to and advise the Senate, including the Curriculum Committee, the Learning Outcomes Council, and the Tenure and Evaluations Review Board ([I.B/11](#)).

Self Evaluation

The College meets the Standard.

The College adheres to cycles intended to improve student learning, student achievement, and institutional effectiveness. The dialogue that realizes these cycles has brought about continuous improvement—for instance, the development of the Basic Skills Committee/Title V, Hispanic Serving Institution (HSI) Steering Committee, which, among other responsibilities, researches and develops learning venues to meet the needs of basic skills, Hispanic, and low-income students ([I.A/20](#), [I.B/17](#)).

Also, this dialogue about improving student learning, student achievement, and institutional processes has directly led to the integration of all plans with the Mission of the College and to the refinement of these plans. It has also led to the development of a mechanism to request funding to support such work ([I.B/18](#)).

The ongoing, collegial, and self-reflective nature of dialogue on campus about student learning has led to a collective understanding of the meaning of evidence and research. For example, ongoing General Education/Institutional Learning Outcome Assessment (GE/ILO) has resulted in products such as *Dashboard*, a student guide to using information accurately and ethically ([I.B/19](#)).

In October 2013, the Office of Institutional Research and Planning conducted the “Accreditation Employee Survey 2013” ([I.B/20](#)). The results of this survey revealed that members recognize ongoing dialogue about student learning and assessment and institutional effectiveness exists throughout the College. However, the results also revealed that the College must better delineate classified staff’s understanding of and role in student assessment. Also, a college-wide discussion about part-time faculty’s participation in PRP processes needs to take place.

Moreover, according to IR&P’s analysis of the results of this Accreditation survey, the planning councils need to better communicate to their members the nature and significance of the dialogue that occurs at meetings, especially dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. At present, this communication occurs primarily through cross-council memberships and through councils posting the minutes of their meetings and publishing announcements, but it is insufficient. IR&P pointed out that “Assessment of survey results suggests that the College should examine how to more effectively communicate the timelines, processes, and outcomes of its evaluation/planning cycles.”

Constituent groups play a significant role in communication. Constituent groups are asked to seek input on the planning processes and communicate the outcomes of such processes. But the College believes this responsibility should be shared by the planning councils and committees themselves. Using the Accreditation Survey results to guide improvement, the Strategic Planning

Council will identify strategies to improve the availability and communication of information regarding the College's evaluation/planning cycles and outcomes.

Some activities are already underway in this area. For example, all planning councils are revising and standardizing their websites so that visitors can easily access information.

Actionable Improvement Plans

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.2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Through the cycles motivated and carried by the dialogue described in the report on Standard I.B.1., the College sets goals at both the institutional level and the program/unit level in accordance with the College's Mission Statement.

A brief description follows of the major cycles in which goals are central. Longer discussion appears in the Standard I.B.3. report.

Strategic Planning

Palomar's Strategic Planning is the method by which the College establishes institutional goals and objectives in pursuit of better student learning, student achievement, and institutional effectiveness. Strategic Planning is the primary function of the Strategic Planning Council (SPC). As a product of this strategic planning, SPC develops the Strategic Plan ([I.A/3](#)). SPC's development of this plan is informed by streams of information:

- internal and external scans provided by the Office of Institutional Research and Planning ([I.A/11](#), [I.A/12](#)),
- priorities of other college-wide plans, such as the Educational and Facilities *Master Plan* 2022, the Staffing Plan, and the Technology Plan ([I.B/13](#), [I.B/21-23](#)),
- Institutional Effectiveness metrics including California Community Colleges Student Success Scorecard metrics ([I.B/24](#), [I.B/25](#)), and
- goals that emerge from the Program Review and Planning processes conducted by each of the College's disciplines, departments, and units under the management of the planning councils ([I.A/33](#)). Representatives of the divisional planning councils bring these priorities to SPC.

Annual Action Plan

Once SPC develops the Strategic Plan, it creates an annual Action Plan ([I.B/26](#)). In the context of the College's Mission, the Action Plan identifies the goals and objectives the College will concentrate on in that particular year and names the group responsible for coordinating and completing the work, the steps this group will take, a timeline for completion, and objective measurable outcomes. SPC monitors progress on the Action Plan's goals and objectives throughout the year.

SPC crafts specific, clear, engaging, innovative, and measurable Strategic Planning goals and objectives. Through the *Institutional Planning, Evaluation, and Resource Decision-Making*

Model (IPM) and *Resource Allocation Model (RAM)*, projects are funded that directly lead to meeting the College's priorities ([I.B/1](#), [I.B/27](#)). For example, on the basis of the *Strategic Plan 2016* Action Plan Year One and with Strategic Plan Priority Funding (SPPF) the College is funding programs in (1) General Education/Institutional Learning Outcome Assessment, (2) Student Support and Success, and (3) Staff Technology Training ([I.B/26](#), [I.B/18](#)).

Each completed Action Plan (that is, Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes ([I.B/28-30](#)). SPC annually reviews progress on the Strategic Plan's objectives along with measures of institutional effectiveness. As a result of this review, SPC updates the objectives in the Strategic Plan.

Self Evaluation

The College meets the Standard.

Working in the context of its Mission Statement and through the evaluation/planning cycles, the College concentrates on achieving its goals and objectives. The College is committed (1) to establishing goals to increase student learning, student achievement, and institutional effectiveness and (2) to monitoring groups' and individuals' progress on this work, which leads to the completion of these goals. The *IPM* funds resource requests specifically designed to increase student learning and student achievement and to improve institutional processes ([I.B/1](#)).

Actionable Improvement Plans

None.

I.B.3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Planning Cycles

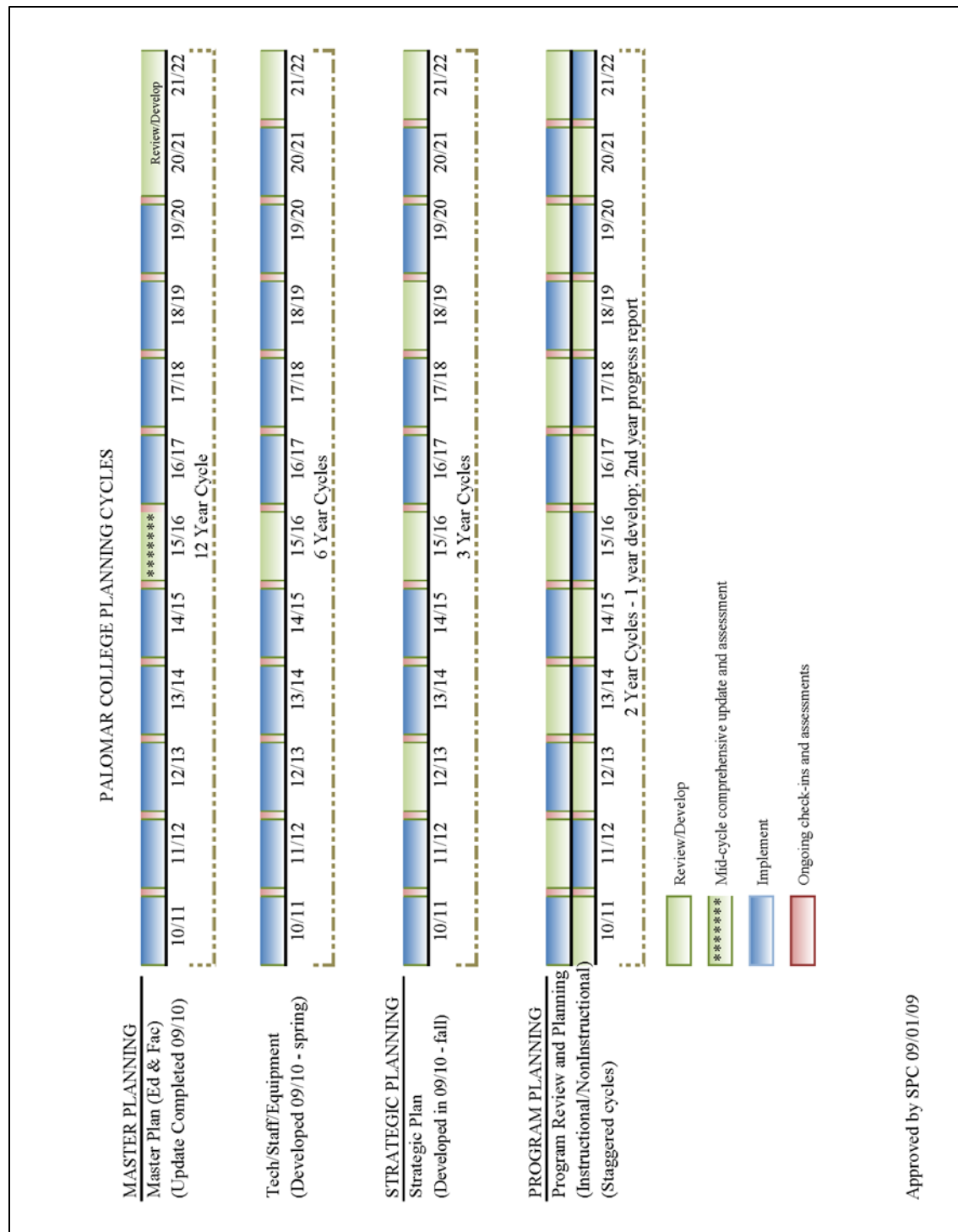
The College systematizes its evaluation, planning, implementation, and re-evaluation cycles in a comprehensive planning model: the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* ([I.B/1](#)). (See Figure #8—*IPM*.)

In 2009, the Strategic Planning Council (SPC) established the *IPM*, which was fully implemented with the adoption of the FY2010-11 budget. The *IPM* provides an ongoing, systematic, and cyclical process that integrates evaluation, planning, resource allocation, implementation, and re-evaluation toward achieving its goals. The *IPM* also provides for the coordination and concurrence of the College's long-, medium-, and short-range plans and for dialogue among the planners.

Figure #8—Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)



Figure #9—Palomar College Planning Cycles



Long-range Planning

The College has four long-range plans. The primary long-range plan is the Educational Master Plan, which drives the development of the Facilities Plan, the Staffing Plan, and the Technology Plan. The Educational Master Plan and the Facilities Master Plan are fully integrated and together comprise *Master Plan 2022* (as the College's naming convention for planning documents is to use the last year of the planning cycle in the title) ([I.B/21](#)). The Master Plan is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. The Technology and Staffing Plans are reviewed and evaluated informally each year. The Technology Plan is updated formally every third year, and the Staffing Plan is updated annually. Both are recast every six years. This alignment enables the College to incorporate changes into the Educational Master Plan as the environment and conditions require.

Medium-range Planning

The Strategic Plan is a medium-range plan on a three-year cycle of review, evaluation, and reformulation. The Strategic Plan expresses the College's Mission, Vision, and Values, and establishes the goals and measurable objectives that the College uses to influence its resource allocation decisions. Also, the Strategic Plan focuses on the College's institutional effectiveness and ongoing improvement.

At present, the College is implementing *Strategic Plan 2016* ([I.A/3](#)). As discussed in the Standard I.B.2. report, SPC develops and implements an Annual Action Plan to help guide and monitor the implementation of the Strategic Plan. At the time of this Self Evaluation report, the College is preparing *Strategic Plan 2016* Action Plan Year Two 2014-15. This Action Plan identifies the College's goals and annual objectives along with the individuals and groups assigned to coordinate the work necessary to complete them. The articulation of each objective includes a brief work plan, a timeline for completion, and the measures that assigned individuals and groups will use to determine whether the objective has been completed. The individuals and groups assigned responsibility to work on an objective identify and request resources necessary to complete their project.

The Strategic Plan is based upon College members' reviews and analyses of evidence and data. The Office of Institutional Research and Planning (IR&P) conducts external and internal scans every three years as part of the development of the Strategic Plan ([I.A/11](#), [I.A/12](#)). These scans inform the development of the planning process through the reporting and evaluation of a broad range of data that includes a review of institutional set standards (as per the Commission's definition) and the metrics contained in the California Community Colleges Student Success Scorecard ([I.B/25](#)). IR&P presents the information to SPC, identifying "takeaways" to summarize the scans and to allow the Council to evaluate the critical findings ([I.B/31](#)).

Guided by the scans, SPC completes an evaluation of the College's strengths, weaknesses, opportunities, and threats ([I.B/32](#)). The outcome of the review predicts the Strategic Plan—the set of suggested goals and objectives that will guide the College over the course of the next three years. For example, in its review of Palomar's specific Student Success Scorecard, SPC noted that underprepared students did not complete their studies at the same rate as prepared students. Further, SPC judged the Remedial Completion rates of the College's underprepared students as

needing improvement. As a result of this analysis, SPC established an objective in *Strategic Plan 2016* to “Increase the percentage of students beginning remediation in their first year at the college and completing their remediation within three years” ([I.A/3](#)). Groups involved in reaching this goal include the department chairs of the English, English as a Second Language, mathematics, and reading departments; the Basic Skills Committee; and the Science, Technology, Engineering, and Mathematics (STEM) Workgroup ([I.B/26](#)).

Short-range Planning

All academic departments and non-academic units within the four divisional planning councils use Program Review and Planning (PRP) processes for short-range planning ([I.A/33](#)). PRP processes further lead to the coordination and coherence of the College’s institutional system of evaluation, planning, implementation, and re-evaluation.

The three-year PRP cycles begin with an analysis of program specific information, student achievement data, and the results of the assessment of student learning and/or service area outcomes. Programs (1) evaluate themselves through the analysis of this quantitative data and additional qualitative factors. They (2) reflect on their specific mission and performance, (3) set goals, and (4) establish plans for improvement that are tied to the College’s Mission Statement and to the Strategic Plan’s Goals and Objectives, and (5) identify necessary resources in support of student learning outcomes and service area outcomes. These processes yield a broad-based understanding of the College’s goals and an adoption of a shared vision. During Year One of the cycle, programs complete a comprehensive review and assessment of performance and establish their plans for improvement. During Years Two and Three, programs update their assessments, report on progress made on their goals, and make any necessary modifications to their plans.

PRP processes for academic programs have increased departmental discussions about and focused attention on the goal of improving student learning and assessment results. For example, faculty in Reading Services examined student success in the Reading 30 and Reading 50 courses and determined they could achieve the established learning outcomes of improving student performance and completion through enhanced learning materials, software to assist in tracking student progress, and increased tutoring hours available in the Reading Center. Faculty in Psychology, after reviewing success data disaggregated by preparedness, implemented a prerequisite in order to improve student success. And math faculty, after reviewing data about student progression to Math 60, developed curriculum to support student success in statistics courses ([I.B/33-35](#)).

Institutional Effectiveness

In addition to using evidence and data at the beginning of a planning cycle, the College annually monitors and tracks measures of Institutional Effectiveness in order to achieve progress and to realize the influence of its planning processes on student learning and achievement ([I.B/24](#)). SPC and the College place significant emphasis on the State’s Student Success Scorecard ([I.B/25](#)). The Scorecard provides a transparent and publicly available set of metrics that charts the College’s success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. Each year, SPC reviews and discusses the Scorecard as part of its formative evaluation of the Strategic Plan and Annual

Plan processes ([I.B/15](#)). In addition, the Governing Board has incorporated a discussion and review of the Scorecard and other measures of institutional effectiveness as part of its annual institutional effectiveness and review cycle ([I.B/24](#)). Moreover, the Student Equity Plan Workgroup uses Scorecard data to measure disproportionate impact across student populations.

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in the Annual Report to the Commission ([I.B/36](#)). In 2013-14, the College reviewed and updated these metrics ([I.B/37](#)). The College has established standards for course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four-year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average.

A working group of faculty, administrators, and researchers met to review and discuss the data. The group established recommended standards and shared these standards with the Faculty Senate. The Senate made minor revisions, and the standards were moved forward to the Strategic Planning Council for review.

The College annually examines performance on the metrics. If necessary, standards are adjusted using the same review and collaborative process that was followed to initially establish them. As an example, the Faculty Senate increased the institution's standard for course success rates from 69% to 70% after discussing the state average and performance of students over time ([I.B/38](#)). The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board receives, reviews, and discusses the standards as part of its Annual Institutional Effectiveness and Review Cycle ([I.B/24](#)).

Office of Institutional Research and Planning

In addition to its role in helping the College collect and analyze qualitative and quantitative data, the Office of Institutional Research and Planning (IR&P) produces abundant data, evidence, and reports used by programs in evaluating their effectiveness and planning for improvement ([I.B/24](#)). Each year, the office produces and publishes a College Fact Book that contains information on the College's community and on College participation rates, student demographics and outcomes, program efficiency and effectiveness, and staff demographics ([I.B/39](#)). IR&P also prepares reports in response to specific requests from faculty and administrators. IR&P assists in the preparation of grant proposals and in the evaluation of grants and institutional efforts focused on basic skills and STEM instruction. IR&P regularly conducts student surveys and interviews and provides the results to the College. Every three to four years IR&P conducts the *Community College Survey of Student Engagement* and assists the Career, Technical, and Extended Education programs as they survey and conduct follow-up interviews with their students and employers.

Self Evaluation

The College meets the Standard.

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* improves institutional effectiveness and with the College's *Resource Allocation Model (RAM)* at its center ensures the College maximizes its resources in support of student learning and service area outcomes ([I.B/1](#), [I.B/27](#)). (The *RAM* is described in the next section, I.B.4.) By means of the *IPM* and *RAM*, the College has established Strategic Plan Priority Funding (SPPF) ([I.B/18](#)). From this fund, SPC allocates resources to support college-wide priorities as identified in the Master Plan and in the Strategic Plan, such as implementing Student Learning Outcome and Service Area Outcome Assessment Cycles at the course, program, and institutional levels.

The Strategic Planning Council monitors the implementation of the *IPM* and the *RAM*. SPC discusses the *IPM* and *RAM* as part of standing agenda item at each meeting, and reviews progress on the current Action Plan. Each completed Action Plan (i.e., Year One, Year Two, and Year Three) is used as part of SPC's formative and summative evaluations of the College's planning and resource allocation processes ([I.A/3](#), [I.B/28-30](#)). (The specific approach SPC employs to evaluate the *IPM* and *RAM* is described in the report on Standard I.B.6. In addition, the approaches utilized by the planning councils to evaluate and improve their Program Review and Planning processes are described in the Standard I.B.7. report)

The College is performing at the Sustained Continuous Quality Improvement level on the Commission's "Rubric for Evaluating Institutional Effectiveness—Part II: Planning." The *IPM* and *RAM* have been in effect since 2009. All plans are up-to-date and reviewed or reformulated as per their designated cycle. SPC engages in an annual implementation process, the Action Plan, to carry out the goals and objectives identified in the College's Strategic Plan ([I.B/26](#)).

The College recognizes that thorough Program Review and Planning processes are crucial to the success of its system. All program and units across the College engage in ongoing, operational PRP processes. The College is consistently refining these processes. Formative and summative evaluations are in place to ensure that the College's planning processes are reviewed and adjusted as necessary. Ongoing quantitative and qualitative data and analyses include a review of institution-set standards, and the information they provide guides the development, implementation, and review of plans.

Actionable Improvement Plans

None.

I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Constituent Group Participation

As described in Standard I.B.3., the *Integrated, Planning Evaluation, and Resource Allocation Decision-Making Model (IPM)* outlines a broad-based process that offers opportunities for participation, dialogue, and influence in evaluation/planning cycles by appropriate constituencies ([I.B/1](#)). The Strategic Planning Council (SPC) and the divisional planning council—the Finance and Administrative Services Planning Council (FASPC), the Human Resource Services Planning Council (HRSPC), the Instructional Services Planning Council (IPC), and the Student Services Planning Council (SSPC)—are participatory governance entities with representatives of every constituent group defined in the College’s governance structure ([I.B/11](#)). Each constituent group is responsible for recruiting and choosing its own representatives to serve on the councils.

While councils are representative and diverse in composition, they require additional participation, input, and guidance from the greater campus community. The Program Review and Planning (PRP) processes, for example, provide for broad involvement of employees within each program or unit ([I.A/33](#)). The annual Action Plans required by SPC to monitor implementation of the Strategic Plan likewise require an assortment of individuals to work on institutional goals and objectives. SPC also seeks direct input and guidance via methods that include, but are not limited to, departmental interviews, surveys, and focus groups for the purpose of developing and implementing plans, such as the Educational Master Plan and the Staffing and Technology Plans. For example, every department is interviewed and provides input into the development and updating of the long-range Educational Master Plan, and SPC recently sought significant involvement of College members (in the form of discussion sessions) over several months to update the College’s Mission Statement included in *Strategic Plan 2016* ([I.A/3](#)).

Resource Allocation Model

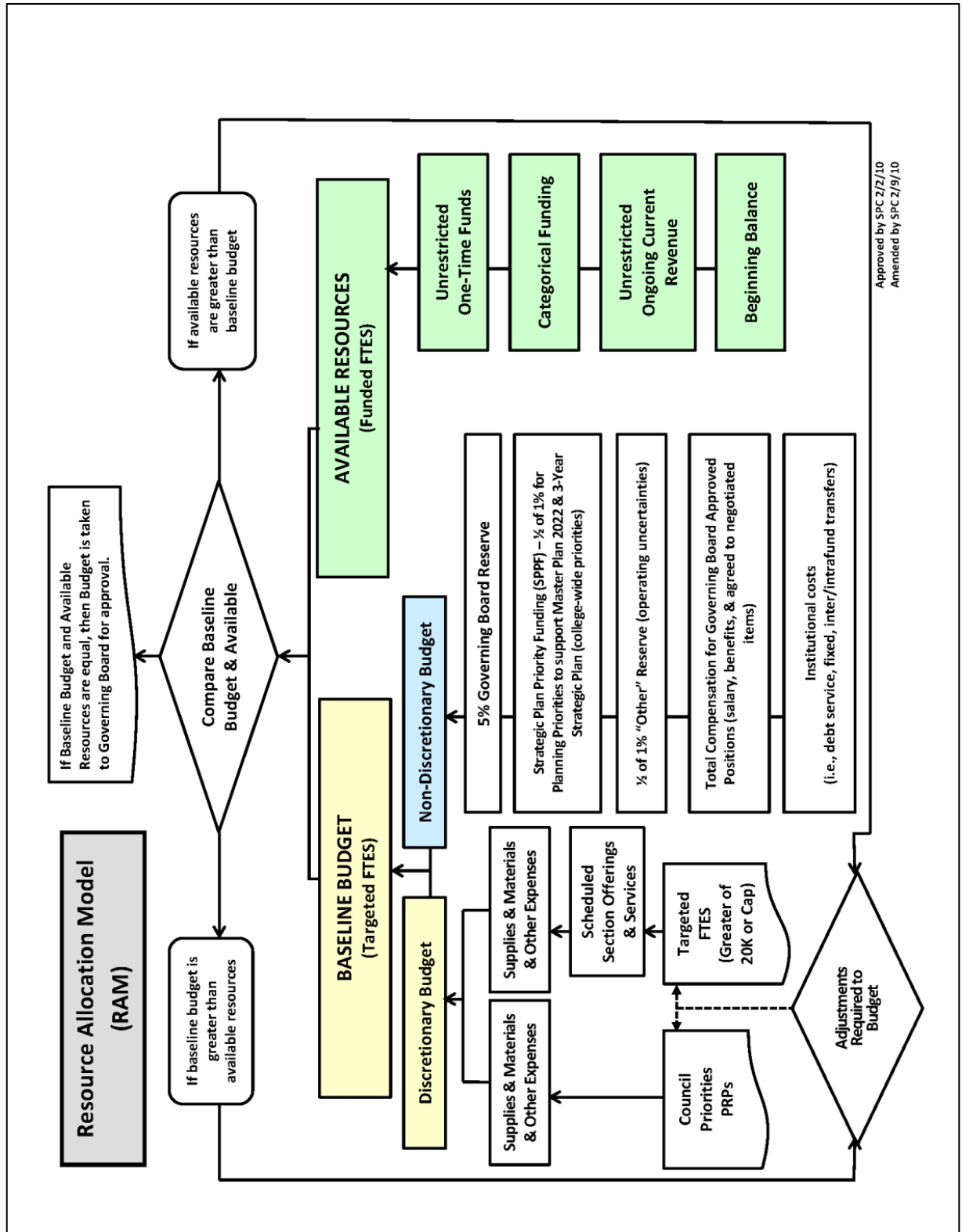
The *Resource Allocation Model (RAM)* at the core of the *IPM* guarantees that College planning drives resource allocation decision-making. The *RAM* is the College’s on-going, transparent, and inclusive process to arrive at an annual balanced operating budget that links available resource allocation and budget requirements to planning and reviews ([I.B/27](#)). The *RAM* designates discretionary funding to support planning council priorities developed from Program Review and Planning processes. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support college-wide priorities ([I.B/18](#)). SPC allocated \$1.1 million in SPPF to support *Strategic Plan 2013* and continues to allocate SPPF to support *Strategic Plan 2016*. In Year One of *Strategic Plan 2016*, SPC allocated approximately \$200,000 in SPPF. The planning councils fund priorities developed from Program Review and Planning (PRP) processes from the discretionary budget. For example, the Instructional Planning Council (IPC) has allocated \$1,424,018 in 2013-14 to address priorities derived from the Instructional PRP process. Also, the

College institutionalized positions that were originally grant-funded in order to support students' basic skills needs ([I.B/40](#)).

To make certain that the *IPM* and the *RAM* drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the College's budget development activities ([I.B/41](#)). The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations—modifying plans, processes, and allocations as necessary.

The majority of the College's funding comes from property taxes and state apportionment generated by Full Time Equivalent Student (FTES) values. Additional funding is obtained from federal, state, and private sources. All funds coming to the College are carefully tracked and documented. The College maintains a 5% reserve level for contingencies and for expansion.

Figure #10—Resource Allocation Model (RAM)



External Funding and Institutional Effectiveness

Through past planning processes and the current *IPM* and *RAM*, the College has identified areas of resource needs beyond the capacity of the budget. In response, the College has pursued and secured several federal and state grants to help address student learning and success. The College has a history of securing Perkins Grants to support a number of the College's Career-Technical Programs. Recognizing the need to improve support for the basic skills needs of its student population, the College secured a \$2.5 million Title V Hispanic Serving Institution (HSI) Department of Education (DOE) grant. College members then targeted the Science, Technology, Engineering, and Mathematics (STEM) disciplines, securing a Cooperative \$3.75 million Title V HSI Grant and an individual \$4.35 million Title III HSI STEM Grant ([I.B/42](#)).

These HSI grants support in a variety of ways the recruitment and retention of students transferring to universities. The College started a Summer Bridge program to support incoming Basic Skills students. These grants permitted the construction of the Teaching & Learning Center at the Escondido Center, construction of the STEM Center on the San Marcos campus, and remodeling of the Math Learning Center on the San Marcos campus. They have funded development of new curricula and strategies to improve students' basic skills and college-level completion rates. For example, the Title III grant is supporting the implementation of accelerated math sequences that include a program that moves STEM students from Intermediate Algebra to Calculus in one year. The College has also secured cooperative grants from the National Institutes of Health (NIH) and the National Science Foundation (NSF) to fund instructional innovation, student success strategies, and student internships in the STEM-related disciplines. To provide additional support in the area of Student Services, the College has successfully received several federally funded TRIO, Gear Up, and Upward Bound grants designed to strengthen the preparation of incoming students, as well as support the College's low-income and diverse student population ([I.B/42](#)).

This external funding has benefitted students. For example, the STEM Center logged 17,573 visits and the Math Learning Center logged 34,876 visits in 2012-13 by students seeking a place to study and to receive tutoring, supplemental instruction, and other support services ([I.B/43](#), [I.B/44](#)). Courses receiving supplemental instruction (SI) have seen improvement in measures of success. The College has grown its Summer Bridge program from 20 students in 2010 to 160 students in 2013 ([I.B/45](#), [I.B/46](#)). A change in the instructional pedagogy in Math 15 (pre-algebra) has improved retention and persistence, and the number of Math 15 courses employing this pedagogy has grown from two sections to fourteen sections in just one year ([I.B/47](#)).

The Palomar College Foundation provides resources to the College to support its plans and improve institutional effectiveness. For example, in 2013-14 the Foundation gave \$100,000 to the Instructional Planning Council to allocate funds for equipment needs identified through the PRP process. In addition, the Foundation has traditionally allocated resources to support academic student groups such as the College's forensics team, and it is responsible for awarding student grants and implementing a book loan program ([I.B/48](#)).

Self Evaluation

The College meets the Standard.

The *IPM* and *RAM* have been in place (with refinements) since 2009-10. Although the College always seeks improvement in this area, the cyclic evaluation/planning processes are inclusive and representative. All members of the College have an opportunity to participate, and plans are developed with input from constituent groups, programs, and disciplines. Planning is tied to resource allocation, and areas needing improvement are identified and addressed via SPPF, discretionary, and/or external funding. The College has been particularly aggressive and successful in the pursuit of outside funding to support instruction and student services.

The “Accreditation Employee Survey 2013” revealed that most respondents participated in planning and efforts to improve student learning ([I.B/49](#)). Overall, more than half (58.5%) of the respondents agreed with a statement indicating that they had been involved in program review and planning in their area. Respondents also assessed the link between planning and resource allocation. 69.6% reported that the College’s planning processes linked resource allocations and planning priorities either as well as possible or moderately well. This number suggests that College members recognize that the College integrates planning and budgeting.

The College wants to improve in the area of communicating the activities and actions of the Planning Councils, including the role of the Faculty Senate. In particular, the College wants to ensure that members have adequate time, and are more effectively sought out, to participate in the discussions regarding the development of planning processes.

Actionable Improvement Plans

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.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Student Success Scorecard and Basic Skills Tracker

Palomar College collects, analyzes, and communicates matters of quality assurance throughout the institution and to the public. Institutionally, the College utilizes the results of the California Community Colleges Student Success Scorecard and the Basic Skills Cohort tracker, which tracks students through their basic skills course sequences to assess and evaluate student progress and outcomes ([I.B/25](#), [I.A/13](#)).

As described in the report on Standard I.B.3., the Scorecard provides institutions with an annual set of student outcomes metrics. These metrics address the College's success in remedial instruction, job training, retention of students, and graduation and completion rates. The data are reported by gender, age, and ethnicity. In addition, the Scorecard presents student learning outcomes data for both prepared and unprepared student cohorts. Upon receipt of the Scorecard data, the College reviews and discusses the data and its implications. This dialogue takes place at the institutional level through the Strategic Planning Council and Faculty Senate ([I.B/15](#)).

The Governing Board devotes an annual workshop to reviewing accountability and other measures of institutional effectiveness ([I.B/25](#)). During this workshop, the Board reviews the data, poses questions, and learns about approaches the College is taking to improve student learning and achievement. Dialogue about the Scorecard also takes place at department and unit levels. Various departments and programs on campus review the Scorecard's metrics. For example, the mathematics, English, and ESL departments discuss and analyze the Scorecard's Remedial Completion and data from the Basic Skills Cohort Tracker. Evaluation of student performance in remedial or basic skills courses has led to several innovations in how courses are delivered and support provided to students. In 2011, the ESL Department developed a plan to seal "leakage points" in the "pipeline" from ESL 101 to college-level English. The solution was to create LEAPStart, a year-long accelerated Learning Community—a program that began in Fall 2012. The program has just finished its second year and has a 52% success rate for its 2012-14 ESL 101 cohort, double that of the 2011-13 cohort ([I.B/50](#)).

The Office of Institutional Research and Planning (IR&P) accesses the underlying student level data used by the Chancellor's Office to generate the Palomar College Scorecard. As a result, the College conducts additional analyses to help understand and interpret the findings. For example, IR&P has examined unit completion at the College for students included in the Progress and Achievement Rate cohorts ([I.B/51](#)). In earlier versions of the accountability system, the College found that approximately 100 students earned a degree, certificate, or transferred within six months after the six-year tracking time-frame. The College has used the Scorecard metrics to help evaluate programs. In addition, the College examined the Progress and Achievement Rates of students who took courses at the Camp Pendleton site as well as students enrolled in STEM programs ([I.B/52](#)).

The Student Success Scorecard is presented in an easy-to-read format on the Chancellor's Office website. On the front page of the Palomar website, the College posts a link that allows the public to navigate directly to its Scorecard data. The reports and presentations provided to SPC and the Governing Board are posted on the Strategic Planning website. Other reports using Scorecard data are provided to departments and programs upon request.

Institution-set Standards

In 2012-13, the College established a set of minimum acceptable institutional performance standards for a number of metrics and reported those standards in the Annual Report to the Commission ([I.B/36](#)). In 2013-14, the College reviewed and updated these metrics ([I.B/37](#)). The College has established standards for the following metrics: course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four year institutions, and transfer rates. To establish the standards, the College examined up to ten years of trend data for each metric. The College also examined the impact of external variables on the metrics and compared its performance over time to that of similar colleges or the state average. For example, the College examined its overall course success rate to the course success rates of the state. The institution-set standards are included as part of the annual institutional effectiveness review and discussion. In addition, the Governing Board reviews and discusses the standards as part of their Annual Institutional Effectiveness and Review Cycle ([I.B/25](#)).

Program Level Data/Student Learning Outcomes

The Learning Outcomes Council (LOC) makes available institutional-level assessments and analyses through the Learning Outcomes website ([I.B/53](#)). The LOC is the governance body charged with monitoring the implementation of Student Learning Outcome Assessment Cycles (SLOACs). The LOC's website provides students with a listing of all Student Learning Outcomes at the course, program, and institutional levels. The LOC posts the annual report describing the assessment of General Education/Institutional Learning Outcomes (GE/ILOs) on its website along with the rubrics faculty have created for the assessment of each GE/ILO.

As described in the Standard I.B.3. report, each department/discipline's PRP process begins with assessments of program-related data and Student Learning Outcomes (SLOs) ([I.B/54-57](#)). The results of these assessments drive program planning and ultimately resource allocation. Program Review and Planning documents are also publically available for review ([I.A/33](#)). The College maintains a Gainful Employment Program Index website, and IR&P maintains its own website with links to Institutional Planning and data, completed Program Review and Planning documents, an annual College Fact Book, and results of the *Community College Survey of Student Engagement* ([I.B/58](#), [I.B/39](#), [I.B/59](#)). IR&P also provides tailored analysis and assessment to members of the campus community upon request. For example, IR&P performs cohort tracking studies of specific student groups such as athletes, has developed an annual Basic Skills Activity report that examines student outcomes based upon the use of specific support programs, and has created a detailed tutoring report that breaks down course success rates by amount and type of tutoring received ([I.B/60](#), [I.B/61](#)).

Self Evaluation

The College meets the Standard.

The College makes available and communicates the results of assessments on student learning and achievement to appropriate constituencies. The College strives to work closely with its education and business partners. The Superintendent/President meets with the Superintendents of the K-12 districts and provides them with assessment and placement information of their students. Career, Technical, and Education programs work with advisory committees and provide them with information regarding the success of students enrolled in their programs ([I.B/62](#), [I.B/25](#)).

Assessment and matters of quality assurance are presented to all planning councils; College committees, such as the Basic Skills/Title V, HSI Steering Committee, Faculty Senate, Chairs and Directors; department meetings, and workshops. The results of assessments are used throughout the College's evaluation/planning cycles to inform the development of plans, monitor progress, and evaluate impact.

Actionable Improvement Plans

None.

I.B.6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* ([I.B/1](#), [I.B/27](#)). Annually, the Strategic Planning Council (SPC) completes (1) a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes (2) a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success ([I.B/28-30](#)). Both types of evaluation are informed by comprehensive review. Outlines of these methods follow.

Formative Evaluation

SPC examines the following types of information as part of its formative evaluation:

- Progress reports on the current year's Action Plan and other plans identified in the *IPM*;
- Progress reports from Planning Councils on their Program Review and Planning (PRP) processes and planning priorities;
- SPC's evaluation of the College's performance relative to Institutional Effectiveness measures;
- Analysis of resources allocated to fulfill the College's master and strategic planning priorities and the planning councils' priorities drawn from their PRPs; and
- Description of the processes used by SPC to implement the *IPM* and the *RAM*.

The formative evaluation answers the following questions:

- Did the College make expected progress on its planning priorities (i.e., the Strategic Plan's goals and objectives)?
- Which elements of the planning and resource allocation processes worked well?
- Which elements of the planning and resource allocation processes need to be refined?

As a result of the formative evaluation, SPC

- Updates the college-wide priorities (that is, as expressed in goals and objectives identified in its Strategic Plan) and establishes the Strategic Plan Objectives and Action Plans for the following year, and
- Refines or adjusts the processes used to implement the *IPM* and the *RAM* to ensure that the resource allocation process supports the College's planning priorities.

Summative Evaluation

SPC examines the following types of information as part of its summative evaluation:

- SPC's evaluation of the completion of the objectives in the College's Strategic Plan and Planning Councils' self evaluations of their PRP processes;
- SPC's evaluation of the College's performance relative to Institutional Effectiveness measures;
- SPC's evaluation of the resources allocated to planning; and
- SPC's evaluation of the effectiveness of the planning and resource allocation processes.

The summative evaluation answers these questions:

- Did the College complete the objectives identified in its three-year Strategic Plan?
- Is the College making expected progress on fulfilling its long-range plans?
- Did implementation of the *IPM* and the *RAM* lead to improved institutional effectiveness, student learning, and student success?

As a result of the summative evaluation, SPC

- Makes a determination as to the effectiveness of the College's planning, evaluation, and resource allocation processes;
- Modifies the *IPM* and the *RAM*, if necessary; and
- Uses the results of the evaluation, especially its assessment of progress on Institutional Effectiveness measures, as input into the next Strategic Planning cycle.

Self Evaluation

The College meets the Standard.

The College has institutionalized a comprehensive and integrated planning process that is linked to resource allocation. SPC annually evaluates progress on College plans and the planning process.

The planning councils evaluate the Program Review and Planning processes of disciplines, departments, and units in their area of purview. Changes to processes, plans, and materials are made as a result of the evaluation. For example, annually in the area of instruction, the Instructional Planning Council improves the PRP processes for instructional programs to better focus program planning on student learning, rather than simply on resource requests ([I.B/57](#)). The 2013-14 iteration aligned all requests for resources with either the Mission Statement of the College or the Strategic Plan. Further, each discipline developed its own mission statement aligned with the College's. Finally, each discipline completed an analysis of its own strengths, weaknesses, opportunities, and challenges. The planning process has led to numerous improvements of student learning ([I.B/63](#), [I.B/61](#), [I.B/50](#), [I.B/46](#), [I.B/47](#)).

The process for allocating SPPF has been refined and improved over the years based on feedback from SPC's formative and summative evaluations. Initiatives included in the College's Strategic Plan are supported through Strategic Planning Priority Funding ([I.B/18](#)). SPC's evaluation of the College's most recently completed Strategic Plan, *Strategic Plan 2013*, indicated that 20 out of 30 objectives were completed ([I.B/64](#)). A total of \$1.1 million was allocated to support the objectives. Improvements and changes that came as a result of the institutional planning process include but were not limited to:

- Online modules developed to address the results of the College's Institutional Learning Outcomes Assessment of Information Literacy.
- Implementation of Palomar Outcomes Database Squads to support Student Learning Outcomes Assessment.
- Strategies to increase student persistence, success, and outcomes through the development of a first year experience for ESL, expansion of the College's Summer Bridge Program, revision of curriculum in Reading, accelerated math sequences, and support of embedded classroom tutors.
- Transition of Human Resource Services selection processes from paper-based to online.
- Implementation of software modules to improve efficiency of fiscal services.

The College adheres to the principle and practices of evaluation/planning cycles. As the College continues to refine and coordinate these many local and global cycles, it seeks also to enhance correspondence among them.

Actionable Improvement Plans

None.

I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

As a result of refining its evaluation/planning cycles, the College has realized many improvements to its instructional programs, student services, library, and learning support services, all of which are described in detail in the Standards reports that follow. Advances include the

- Basic Skills program,
- STEM program,
- Teaching & Learning Centers,
- First Year Experience program,
- Information Literacy module (*Dashboard*),
- Student Equity Plan,
- Student Success and Support Programs,
- Summer Bridge program,
- Library's WorldShare Management System, and
- Coordination of Tutoring Services.

In particular, the College's focus on improving students' basic skills is beginning to result in changes and improvements in outcomes. For example, the success rates in Basic Skills courses have increased over the past three years from 61% to 63%. Students enrolled in the Math Jam Summer Bridge program are improving their placements and completing their initial math courses at higher rates.

In addition, in 2014 the College awarded students more degrees and certificates than in any previous year.

Self Evaluation

The College meets the Standard.

Palomar assesses the effectiveness of its evaluation mechanisms through reviewing their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Actionable Improvement Plans

None.

Evidence for I.B.

<u>Number</u>	<u>Name</u>
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>I.B/2</u>	Faculty Senate Minutes February 24, 2014 - Page 8
<u>I.B/3</u>	Title V Hispanic Serving Institution Committee Minutes
<u>I.B/4</u>	Governing Board Minutes May 27, 2014 - Page 3
<u>I.B/5</u>	Faculty Senate Minutes April 14, 2014 - Page 5
<u>I.B/6</u>	Faculty Senate Minutes September 8, 2014
<u>I.B/7</u>	Strategic Planning Council Minutes October 7, 2014
<u>I.B/8</u>	Strategic Planning Council Minutes April, 29, 2014
<u>I.B/9</u>	Strategic Planning Council Minutes May 26, 2014
<u>I.B/10</u>	Instructional Planning Council Minutes August 27, 2014
<u>I.B/11</u>	Governance Structure Handbook
<u>I.A/16</u>	Student Success and Support Program Task Force Request
<u>I.A/23</u>	Student Success and Support Plan Final Reports
<u>I.A/3</u>	Strategic Plan 2016
<u>I.B/12</u>	Strategic Planning Council Membership
<u>I.B/13</u>	Staffing Plan 2016
<u>I.A/33</u>	Program Review and Planning Documents
<u>I.B/14</u>	Annual Report Summaries
<u>I.B/15</u>	Strategic Planning Council Minutes April 15, 2014
<u>I.A/16</u>	Student success and support program (3SP) Task Force (TF) Request
<u>I.A/17</u>	Workgroup membership lists
<u>I.A/18</u>	Student Equity Plan Workgroup Agendas and Minutes
<u>I.A/19</u>	Student Success and Support Plan Agendas and Minutes
<u>I.A/20</u>	Governance Structure Group Requests
<u>I.B/16</u>	BP 2510 titled Participation in Local Decision Making
<u>I.B/17</u>	Learning Outcomes Council Minutes October 12, 2006

<u>Number</u>	<u>Name</u>
<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations
<u>I.B/19</u>	Dashboard
<u>I.B/20</u>	Accreditation Employee Survey 2013
<u>I.A/11</u>	Internal Scan
<u>I.A/12</u>	External Scan
<u>I.B/21</u>	Educational Master Plan 2022
<u>I.B/22</u>	Facilities Master Plan 2022
<u>I.B/23</u>	Technology Plan 2016
<u>I.B/24</u>	Institutional Effectiveness Report - Governing Board Workshop May 6, 2014
<u>I.B/25</u>	Student Success Scorecard Presentation to Governing Board
<u>I.B/26</u>	Strategic Plan 2016 Action Plan - Year One
<u>I.B/27</u>	Resource Allocation Model
<u>I.B/28</u>	Formative Evaluation of College's Planning and Resource Allocation Process Part 1
<u>I.B/29</u>	Formative Evaluation of College's Planning and Resource Allocation Process Part 2
<u>I.B/30</u>	Summative Evaluation of College's Planning and Resource Allocation Process
<u>I.B/31</u>	Takeaways From Internal and External Scans
<u>I.B/32</u>	SWOT Analysis
<u>I.B/33</u>	Reading PRP 2013-14
<u>I.B/34</u>	Psychology PRP 2013-14
<u>I.B/35</u>	Math PRP 2013-14
<u>I.B/36</u>	2013 Annual Report to ACCJC
<u>I.B/37</u>	2014 Annual Report to ACCJC
<u>I.B/38</u>	Faculty Senate Minutes March 24, 2014 - Page 2
<u>I.B/39</u>	Palomar College Fact Book
<u>I.B/40</u>	Institutionalized Grant-Funded Positions
<u>I.B/41</u>	Annual Planning , Resource Allocation, and Evaluation Timeline
<u>I.B/42</u>	Schedule of Expenditures of Federal Grant Awards
<u>I.B/43</u>	STEM Visitor Statistics

<u>Number</u>	<u>Name</u>
<u>I.B/44</u>	Math Learning Center Visitor Statistics
<u>I.B/45</u>	Summer Bridge Growth Statistics 2010
<u>I.B/46</u>	Summer Bridge Growth Statistics 2013
<u>I.B/47</u>	Math 15 persistent and retention statistics
<u>I.B/48</u>	Palomar College Foundation
<u>I.B/49</u>	Accreditation Employee Survey 2013 - Page 22
<u>I.A/13</u>	Basic Skills Cohort Tracker
<u>I.B/50</u>	LEAPStart 2nd Year Success Rates
<u>I.B/51</u>	Student Progress and Achievement Rates
<u>I.B/52</u>	Camp Pendleton and STEM Achievement Rates
<u>I.B/53</u>	Student Learning Outcome Resources
<u>I.B/54</u>	PRP Degrees and Certificates
<u>I.B/55</u>	PRP Success and Retention (Large Excel workbook [82MB], may take time to open)
<u>I.B/56</u>	PRP WSCH and FTE
<u>I.B/57</u>	PRP Links to SLO Data
<u>I.B/58</u>	Gainful Employment Index
<u>I.B/59</u>	Community College Survey of Student Engagement
<u>I.B/60</u>	Athletics Tracking Study
<u>I.B/61</u>	Tutoring Report (Large Excel workbook [224MB], may take time to open)
<u>I.B/62</u>	Industry Advisory Committee Minutes
<u>I.B/63</u>	FYE Summary Report
<u>I.B/64</u>	Strategic Plan 2013 Year 3 Update

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

In support of its Vision, Mission, and Values, and in the interest of institutional effectiveness, the College provides students with comprehensive, high-quality instructional programs that promote their educational goals. With these programs the College not only motivates and supports students' academic and professional lives, but also enhances their personal lives and recognition of their responsibilities to their communities, their society, and their world.

The College employs cycles of evaluation, planning, implementation, and re-evaluation in order to bring about improvements in student learning, student achievement, and institutional effectiveness. These cycles include Program Review and Planning processes conducted by every department and discipline; Student Learning Outcome Assessment Cycles at the course, program, and general education/institutional level; comprehensive curriculum development and review processes; and Service Area Outcome Assessment Cycles. These cycles are advanced by groups including the Curriculum Committee, the Learning Outcomes Council, the Instructional Planning Council, the Faculty Senate, and the Governing Board.

Academic courses and programs are reviewed and approved at least every five years by the Curriculum Committee, while Career, Technical, and Extended Education courses and programs are reviewed every two years.

The College maintains transfer-agreements with the University of California and California State University systems. The Career, Technical, and Extended Education Programs work closely with industry advisory groups. The College uses well-defined processes for collecting the information it publishes in catalogs and schedules.

II.A.1.

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 College delivers high-quality instructional programs that fulfill the primary academic strands of its Mission: students' transfer-readiness, general education, basic skills, and career and technical training. The College also offers classes that promote students' aesthetic and cultural enrichment and lifelong education. These programs culminate in defined student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions.

Palomar's core institutional commitments are to maintain the integrity of the College's Vision, Mission, and Values. Faculty, staff, and administrators dedicate themselves to student success and student learning. Members make a strong commitment to continuing to build an institutional culture and framework with student learning and achievement at its center that will sustain the College into the future. The College relies on the expertise of its faculty to write and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline, the transfer institutions, and the workforce and economic community ([I.A/1](#)). Through the curriculum development, review, and approval process, each instructional program is evaluated and identifies how it fulfills a strand of the College's Mission.

In addition to coursework, Palomar College is committed to offering a vast array of learning experiences for students so that their learning is rich and comprehensive ([II.A/1-11](#)). From Cinema Night to weekly concerts to Political Economy Days, the campus culture is vibrant with activities to engage students and expand their learning opportunities beyond their coursework.

II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Research

The College relies on a variety of kinds of research and analysis to determine the programs its students need, to place them correctly in these programs, and then to monitor their progress advancing through these programs.

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. When new students apply to the College, they are referred to the Assessment Center or to the ESL Department, when appropriate, for assessment and course placement. This assessment process is used for placement into appropriate classes to support student preparation and success. Moreover, when students enroll, the College collects data on their career interests and goals.

The Office of Institutional Research and Planning (IR&P) collects various data regarding student readiness and student success. For example, data concerning the numbers of students placing into below transferrable levels of English, math, reading, and ESL are used for short-term and long-term planning, including the development of each semester's schedule of classes and support programs such as Summer Bridge and tutoring. Student retention and transfer statistics inform faculty and administrators preparing and reviewing the Program Review and Planning (PRP) reports to acknowledge successes and to support change and innovation. These reports are readily available for the college community and public to review ([I.B/39](#)). Every four years, IR&P conducts the *Community College Survey of Student Engagement* ([I.B/59](#)).

Several procedures are in place to support appropriate student preparedness. Course prerequisites, corequisites, and advisories are included in all Course Outlines of Record, which are reviewed by the Curriculum Committee as part of the course approval process in CurricUNET, the College's curriculum management system. The Curriculum Committee maintains a Prerequisites Subcommittee that scrutinizes all prerequisites and co-requisites ([II.A/12](#), [II.A/13](#)). Faculty complete content review worksheets as part of this process to ensure that the outcomes of the prerequisite/co-requisite course are essential to students' success in the "target" course. The Course Outlines of Records are approved by the Faculty Senate and the Governing Board. The College's Disability Resource Center (DRC) is structured to assess students who may benefit from the variety of support services the center offers, with a fulltime Learning Disability specialist in DRC to assess students for learning disabilities ([II.A/14](#)). The Counseling Department's Early Acceptance Program (EAP) is designed to increase success in planning for a student's first semester at the College. Staff members and counselors assess, advise, and provide a college orientation to graduating high school students during spring

semesters. Many high school students are tested at their school site. The EAP also offers course and program counseling and registration assistance ([II.A/15](#)).

Across instructional programs and services, Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) research is providing the departments and disciplines with rich data to support student readiness. Faculty conduct ongoing assessments of Student Learning Outcomes at the course, program, and general education levels. Faculty report results of assessment cycles and subsequent actions to bring about improvement in TracDat, the College's repository for information resulting from Student Learning Outcome Assessment Cycles (SLOACs). In addition, instructional support programs such as the Library, the Teaching/Learning Centers, and Counseling also conduct Service Area Outcomes research, also collected in TracDat.

Several departments conduct internal research as part of their Program Review and Planning processes. They are looking at student progress through a program or through a sequence of coursework. For example, the ESL Department assesses all students completing ESL 55, the last course in the General ESL program, in order to test students for readiness for the ESL academic writing courses. This assessment is one of the course SLOs and thus informs the department appropriately about course and program success. Every semester, the English Department conducts holistic assessments of students completing English 50, one course below English 100—the English course required of students completing degrees and preparing to transfer. Mathematics has created several research projects to monitor student success within the department ([I.A/33](#)).

Program Review and Planning

The Program Review and Planning (PRP) process creates a forum for dialogue within departments, disciplines, and instructional services for essential matters related to learning and teaching. Along with data that are disseminated by IR&P, faculty and staff also use SLOAC and Service Area Outcome Assessment Cycle (SAOAC) results to create action plans appropriate to their area. The comprehensive Program Review and Planning document includes a summary of program data, collected from IR&P reports, and learning outcomes assessment reports, compiled from data faculty have entered into TracDat. Together with input from the division deans, faculty update and change elements of their programs, ranging from curriculum to class schedule planning and resource requests, based on these summaries. In the area of Instruction, these Program Review and Planning documents are submitted to the Instructional Planning Council for review and decisions on resource allocation. ([II.A/16](#)).

The College uses information from IR&P and SLOACs that is central to PRP processes to create programs that address students' needs. For example, the Teaching/Learning Centers (TLC) in Escondido and San Marcos have designed supplemental learning opportunities for all students who want extra help with their coursework. The professional staff at the TLCs offer regular workshops on study topics such as writing, note-taking, and overcoming test anxiety. The newly opened TLC in San Marcos houses the First-Year Experience program, Summer Bridge, Learning Communities, Former Foster Youth Services, Village Mentoring, and a faculty resource center ([II.A/17-22](#)). Included in the learning community concept is the LEAPStart ESL program to accelerate students through a sequence of courses, and an accelerated algebra program organized and offered by the Mathematics Department ([II.A/19](#), [II.A/23](#)).

Student Learning Outcomes and Achievement Data

As an element of the College's Program Review and Planning processes, departments and disciplines examine research collected and disseminated by the Office of Institutional Research and Planning. IR&P provides a broad spectrum of disaggregated data to inform programs in response to student needs and program planning. These data include student placement test scores; course and program completion rates; transfer rates; and ethnicity, gender, and age demographics. In addition, research on student pass rates in several different areas is available for analysis. These areas include day, evening, and distance education courses; curriculum type, for example Basic Skills, GE Transfer; and Education Center/Site. This rich data prompts conversations that lead to curriculum, program planning, and scheduling revisions in order to improve student successes and better address student needs ([I.A/33](#)).

The Program Review and Planning processes include a component that requires the examination of SLO assessment data. This step requires faculty to summarize SLO assessment results at both course and program levels. The ensuing discussions have provided robust conversations within departments and disciplines regarding curriculum, analysis of teaching and learning, successes, challenges, and ultimately strategies to support program success and sustainability. Faculty are using both quantitative and qualitative data to measure and reflect on student success and student challenges ([I.A/33](#)).

For example, in reviewing program and SLOAC data, faculty in the English as a Second Language Department developed the LEAPStart program named above. At many levels of ESL, there is a significant drop-off between the number of ESL students who take one level of ESL and within the next three years attempt the next level. LEAPStart addresses this drop-off by helping students persist into the next semester. Students in the program attend class four times a week together, taking part in important educational and motivational workshops, and learning college success skills that will aid them both in LEAPStart and throughout their college careers. Instructors in the program see increased attendance, enthusiasm, and engagement from students. Being part of a special cohort where going to and being successful in college is an important priority has provided impetus for LEAPStart students to come to school, go to tutoring, and be college students.

In another example, in reviewing program and SLOAC data, faculty in the Dental Assisting program added two prerequisites in Fall 2013 to help address student retention rates. Initial outcomes of the implementation of these prerequisites indicate that student retention has been improved.

The College is fully engaged in authentic assessment of the GE/Institutional Learning Outcomes. As of Fall 2014, the College has assessed five core competencies: Critical Thinking, Information Literacy, Writing, Oral Communication, and Quantitative Reasoning. The Learning Outcomes Council (LOC) is refining a timeline and methods of assessment for remaining GE/Institutional learning outcomes. The Faculty Senate is regularly consulted for feedback and recommendations on these assessment projects. Each summer, a workgroup of faculty and administrators meet to examine the results of the assessment. Discussions about the implications of the data have led to action plans, including improving the process for assessment as well as curriculum and

instructional support for students. An annual report of the assessment data, the discussions, and the implications are disseminated to the College and posted on the LOC website ([II.A/24-26](#)).

Discussion of the assessment results has provided the College with key information about student achievement. For example, in an assessment of an SLO related to Information Literacy, students did not perform well on the category of using information ethically. As a result of this finding, faculty from the Learning Outcomes Council, the Faculty Senate, the Library, English, and Reading, along with help from Phi Theta Kappa students, developed and wrote a student learning module, *Dashboard: A Student Guide to Using Information Ethically and Accurately* ([I.B/19](#)). This project was approved and funded by the College's Strategic Plan Priority Funding process ([I.B/18](#)). Faculty can assign this learning module to their students as a required or voluntary element in their classes. For Fall 2014, *Dashboard* will be available in Blackboard for all classes so that student progress and completion of the lessons can be recorded and noted.

Self Evaluation

The College meets the Standard.

The College employs a variety of kinds of research and analysis to determine the academic and career technical education programs its students need, to place them correctly in these programs, and then to monitor their progress advancing through these programs. These determinations are made in the context of evaluation/planning cycles.

Governance groups, such as the Strategic Planning Council, the divisional planning councils, the Faculty Senate, and the Curriculum Committee, engage in ongoing discussion to ensure that the College's student learning programs and services align with its purposes, character, and student population as named in its Mission Statement.

This kind of dialogue and analysis also occurs at the Instructional Planning Council and at Instructions' Chairs and Directors meetings, where participants discuss subjects such as planning, curriculum, schedule development, and Program Review and Planning processes.

As a result of PRP and SLOAC processes and data analysis, the College has made many improvements to programs, courses, and services for students. For example, the Math department has developed and implemented new curricula related to the STEM grants in which students are showing improved success rates. Courses include a redesigned Math 15, Math 47/54 (Algebra for Statistics), and Math 2N1 (Math 50 and 60 combined with a lab), and AMG (Accelerated Math Gateway—Math 60 through Math 130 in two semesters). In another example, after reviewing student achievement and SLOAC data, the Reading Department revised its curriculum for Reading 50 and created an additional course to address the gap of student success from Reading 50 to Reading 110. Reading implemented new curriculum in Fall 2013 and Fall 2014. Additionally, Psychology has implemented the prerequisite of "Eligibility for English 100" for its Psychology 100 course ([II.A/27-29](#)).

Actionable Improvement Plans

None.

II.A.1.b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Palomar College utilizes an array of delivery systems and modes of instruction to meet the objectives of course, program, and general education curricula and the current and future needs of its students. In addition to face-to-face classes and online classes, the College offers learning communities, service learning opportunities, collaborative learning, co-curricular programs (such as the *Bravura* literature and arts magazine, the Telescope newspaper, Political Economy Days, and California Indian Days, supplemental videos (provided by PCTV, Library media databases, and Academic Technology Resource Center databases), and Teaching & Learning Center programs to support the diverse learning styles of the students.

Delivery Supports the Objectives and Contents of the Courses

The College employs a comprehensive curriculum review process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. Through the Course Outline of Record (COR) curriculum development and review process, the “methods of instruction” and “methods of assessment” components provide opportunities for faculty to identify all promising teaching methodologies, class organization, and assessment methods that will support the course objectives and content, support diverse learning styles of students, and facilitate faculty freedom and flexibility in planning the class syllabus. The COR identifies many means of delivery, and faculty then decide how best to deliver the course ([II.A/30](#)).

Such delivery systems and modes are specified in the COR, which results from a thorough and rigorous approval process overseen by the Curriculum Committee and the Faculty Senate. Academic division workgroups of the Curriculum Committee, convened by the deans, meet with the faculty originator to review new CORs and all elements, including methods of instruction. This process has produced rigorous dialogue about course content and course relevance within a program. The review process includes the department chair and/or discipline expert, the articulation officer, the dean, and the Curriculum Committee. The Faculty Senate makes final approval before forwarding all curriculum to the Governing Board and the Chancellor’s Office. By means of increased attention to and scrutiny of CORs, the College has accomplished a thorough review of the curriculum. This thoroughness benefits all stakeholders—including students, policy makers, and taxpayers—by increasing public confidence in the College’s processes and attention to quality ([II.A/30](#)).

The Curriculum Committee charges a subcommittee with reviewing and approving course proposals for online instruction. In addition, the Curriculum Committee has refined the definition of instructor-student and student-student interaction in distance education ([II.A/31](#), [II.A/32](#)).

The College ensures that regular and effective communication takes place in distance education courses and is comparable in quality and frequency to that of face-to-face courses. This is

accomplished by means of the Curriculum Committee's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses" ([II.A/32](#)).

The College provides a range of Professional Development opportunities on pedagogy, delivery methods and modes of instruction, and use of media. The College's Professional Development (PD) program provides abundant opportunities for faculty to discuss, share, learn, and implement new methods of delivery and instruction ([II.A/33](#), [II.A/34](#)). For example, On Course Workshops have been offered by PD since 2011. The On Course program features methods to support student retention and persistence—for example, how to use "learner-centered strategies" in classes to empower students to become active, responsible, and successful learners. Palomar has offered four separate PD sessions of the On Course I and II workshops, multi-day events. Approximately 126 faculty members from 29 disciplines have attended the On Course workshops, where they have engaged in cross-disciplinary conversations about effective modes of instruction ([II.A/35-37](#)). The sessions have been funded by the Strategic Planning Council, Perkins Funds, and Basic Skills categorical state funding. Additionally, Palomar faculty mentors in On Course curricula have led workshops for College faculty.

To support and promote successful online teaching practices, the Academic Technology Committee (ATC) developed the Palomar Online Education and Training (POET) program, an ongoing PD activity that trains and certifies faculty for readiness in teaching distance education classes ([II.A/38](#)). Faculty who determine that their preparation and/or delivery methods for online teaching need to be strengthened can participate in this professional development. POET is not compulsory, but several departments strongly encourage faculty assigned to online classes to take the training. POET has been well-received by participating faculty. ATC has also developed the Palomar Online Teaching Site Award, "The Best of the Best." Faculty can showcase their exemplary use of the Internet as a teaching tool for review by the committee. This emphasis on excellence in online teaching has resulted in a gallery of best practices ([II.A/39](#)).

Methods Evaluated for Effectiveness in Meeting Student Needs

One way the College examines the effectiveness of teaching and delivery methods is through the evaluation of faculty. Faculty undergo a peer evaluation process overseen by the Tenure and Evaluations Review Board (TERB). Faculty in the tenure process ("probationary" faculty) undergo a peer observation and evaluation over the first four years after hiring. The faculty member must be recommended for tenure by the tenure review committee assigned to the faculty member. The Governing Board grants tenure upon the recommendation of the Superintendent/President. Tenured faculty are observed and evaluated every three years. The evaluation process includes a peer class observation, a peer report, and student evaluations. In these evaluations students answer questions specifically about the effectiveness of the faculty member's methods of helping them learn. These documents are reviewed with the faculty member after the end of the semester and then forwarded to the department chair and finally to TERB ([II.A/40](#)).

The TERB continues to customize faculty evaluation forms for different programs and delivery methods, such as online instruction, ESL, and Counseling, in order to get relevant, useful, and accurate feedback from students. In addition, special evaluation forms and procedures have recently been developed for programs where direct observation is precluded by confidentiality,

such as in disabilities testing conducted by the Disability Resource Center, and patient counseling sessions conducted in Behavioral Sciences' Alcohol and Other Drug Studies program. These new forms and procedures were implemented in Fall 2013. New questions have been added to all faculty evaluations, including one which addresses whether instructors make course materials available in a timely manner. This question was created in collaboration with Associated Student Government (ASG) and is especially relevant for online courses ([II.A/41](#)).

The TERB has established special policies and protocols that make instructor-student communication a focus of the evaluation of faculty teaching distance education classes. A large component of the evaluation focuses on whether teaching faculty make effective use of a variety of teaching methods and account for diverse learning styles. The TERB continues to strive to improve the participation rates of student evaluations for online courses. The TERB encourages online faculty to instruct students to participate in course evaluations and offers ideas for motivating students to do so.

Dialogue about Delivery Systems and Modes of Instruction

Dialogue about delivery systems and modes of instruction occur in many venues. As described immediately above, this dialogue is an important part of the curriculum approval process as well as every faculty member's regular evaluation. It arises also in discipline and department meetings, Chairs and Directors meetings, Professional Development Advisory Board meetings, in meetings of the Curriculum Committee, the Faculty Senate, the Instructional Planning Council, the Strategic Planning Council, and the Governing Board.

This dialogue is informed by qualitative and quantitative data compiled and analyzed by all members involved in such meetings. Often this data is provided by the Office of Institutional Research and Planning (IR&P). IR&P compiles student achievement data for face-to-face and distance education courses and publishes comparative statistics based on such data ([I.B/39](#), [I.A/33](#)). This data is of vital importance to the dialogue that is essential to the College's Program Review and Planning (PRP) process. In a comprehensive PRP, departments and disciplines must review and discuss student achievement data as part of the process. The data released by IR&P to the College have resulted in rich information for programs as they examine student needs and redesign courses and programs when appropriate.

Faculty summarize and discuss Student Learning Outcome assessment results as part of the comprehensive program review process. After examining the data from IR&P and the SLO assessment results, faculty discuss how to enhance the already-successful program elements, as well as address program challenges. Some departments have a day-long professional development meeting to discuss curriculum, teaching and learning, and assessment. These conversations are a vital link in successful program review and program advancement for Palomar's students ([I.A/33](#)).

Delivery Systems and Modes of Instruction Effectiveness in Facilitating Student Learning

The College provides students with a breadth and depth of courses in many delivery systems and modes of instruction. As the number and variety of systems and modes increase, the College adjusts its curriculum evaluation processes. Comprehensive course and program level SLO data

(housed in TracDat), together with student achievement results published by IR&P, are utilized by academic departments in dialogues about course- and program-level improvements. These data allow departments to compare the same courses with different modes of delivery and thereby make informed, evidence-based decisions as to whether any adjustments need to be made. In some cases, faculty have decided that a distance education alternative will not be appropriate for the course and have thus changed that option. Some departments have discovered that their SLO assessment process needed refining in order to account for various teaching styles and methodologies. In the Nursing Department, examination of program data, including student evaluations and SLO assessment results, indicates that students need more time in the skills lab ([II.A/42](#)).

The ATC oversees student surveys designed to provide the College with feedback regarding the quality and effectiveness of distance education. The Distance Education Satisfaction Survey was recently administered to students ([II.A/43](#)). This survey distilled the 17 questions most relevant to polling students on satisfaction with distance education from a 63-question Gizmo survey developed by the Chancellor's Office. Faculty can evaluate their readiness to teach online as well as their delivery methods via the Palomar Course Validation Checklist. The College has benefitted greatly from the research and writing that yielded the *Substantive Change Proposal—Distance Education* ([II.A/44](#)).

Self Evaluation

The College meets the Standard.

The College provides students with a variety of delivery systems and modes of instruction. In conjunction with face-to-face and distance education classes, the College offers Learning Communities, Service Learning, and co-curricular experiences. Through the detailed curriculum process, the evaluation of faculty, and the dialogue based on research and analysis—including data generated in PRP processes and by the Gainful Employment Program—the College ensures that methods of delivery and instruction fulfill the curriculum and promote student achievement.

For example, Library Technology now offers Library Technology 125 as part of a Learning Community. Child Development added a “preparation” course to its program for all students majoring in the discipline and added a component of “service learning” to its curriculum. These curricular changes are the result of analyzing assessment results and wanting to improve student preparation for the classroom and field ([II.A/45](#)).

Actionable Improvement Plans

None.

II.A.1.c.

The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

All of the College's academic courses and programs are engaged in Student Learning Outcome Assessment Cycles (SLOACs). All courses and programs (including certificates and degrees) have identified student learning outcomes and assessment plans. This is a faculty-driven process, led by the Learning Outcomes Council (LOC). The LOC facilitates the college-wide discussion of the assessment of learning at the College and supports departments and disciplines as they develop their specific approaches to SLOACs.

Assessment plans are developed and written by faculty for their disciplines. Faculty rely on their expertise to develop college-level curricula as well as SLO assessment plans, which are tied to the course curricula and documented in the official Course Outlines of Record (CORs). Faculty utilize their expert knowledge to select and employ a wide variety of assessment methods, including both direct and indirect assessments, in order to ensure reliability. Faculty teams organize the assessments, analyze the data, and make appropriate plans for action and follow-up where needed. All active SLOs are available to students and the College community for examination ([II.A/26](#)).

All SLO assessment plans are housed in the College's outcomes database, TracDat. Faculty use TracDat to generate and update reports on current timelines for assessments, analyses, and action plans. The Comprehensive Assessment Report, generated through TracDat, summarizes course and program SLOs, assessment plans, assessment results, and action plans ([II.A/46](#)). Faculty in the disciplines regularly discuss assessment results in department meetings and online in the SLO database, TracDat. Each academic department has an SLO facilitator whose responsibilities are to coordinate SLO planning, assessment, and actions plans for each discipline in the department ([II.A/47](#)). The Department SLO facilitators ensure that all SLO reporting has been entered into the TracDat database.

Table #18—Course and Program SLO Assessments

	Total Number of Active	With Ongoing Assessment Plans	With Reported Assessment Results
Courses	1574	1461 (93%)	1168 (74%)
Programs*	196	187 (95%)	142 (72%)

**Includes 17 University Studies AA degrees that are in various stages of being transitioned to the new TMC. Appropriate assessments will then be re-established with each new degree.*

Effective Evaluation and Planning

The Learning Outcomes Council Coordinators provide SLO facilitators with a checklist of effective guidelines for self evaluation of their program's status per accreditation standards ([II.A/48](#)).

The comprehensive Program Review and Planning (PRP) processes require faculty to reflect on student achievement data and course and program assessment results in order to lay a foundation for establishing goals, planning, and decision-making. The PRP form is reviewed by the division dean and members of the Instructional Planning Council. SLOAC data necessary for the PRP report and assessment results are linked to PRP action plans and funding requests. For example, the Mathematics Department has responded to student success and retention data as well as SLO assessment data by creating several innovative projects for improving student learning. Students can now take advantage of accelerated, redesigned curriculum and learning communities for Math 15 and "Math Jam," a Summer Bridge program for specially-targeted students. Based on student achievement data related to the transition from English 10 to English 50, the English Department offers an opportunity for students to complete both courses in a single semester and has created a Summer Bridge program as well ([II.A/49-51](#)).

GE/ILOs.

The LOC is also examining ways to specifically assess General Education and other degree programs. The College is committed to conducting authentic assessment. Palomar has adopted the outcomes from the LEAP initiative, advanced by the Association of American Colleges and Universities (AAC&U). The assessment process has used faculty-developed assessment tools adapted from the AAC&U VALUE rubrics ([II.A/52](#), [II.A/53](#)). Course sections are randomly selected for participation based on the course SLO mapping to the particular GE/ILO that faculty have established as part of the SLO assessment plan. The faculty participating in the GE/ILO assessment "norm" the rubric during orientations prior to assessing their students. Faculty members use their own assignments for the assessment. Student assessment results are submitted via a Scantron to the Office of Institutional Research and Planning, which then compiles the data for review and analysis.

This research has provided valuable conversations among faculty, staff, and administrators regarding the skills, knowledge, and attitudes instilled in students by their learning experiences at Palomar College. The GE/ILO assessment project is led by the Learning Outcomes Council, and the Faculty Senate is involved in decision-making processes.

The following are three examples of the valuable conversations stemming from the assessment of GE/ILOs:

- In Spring 2012, the College assessed Information Literacy and Critical and Creative Thinking. During the summer, a workgroup met to examine the results compiled by the Office of Institutional Research and Planning. The Information Literacy assessment showed the students scoring low in the sub-competency of using information ethically. As a result, the Strategic Planning Council supported funding for the creation of a learning module, *Dashboard*, that guides students in finding and using information

accurately and ethically. Self-paced lessons include how to locate information for research, how to identify reliable information, and how to avoid plagiarism. All students and faculty have access to the lessons; faculty may assign this module to students for outside learning or include as part of a class grade ([I.B/19](#)).

- In Spring 2013, after much discussion on Critical and Creative Thinking, a faculty workgroup rewrote the rubric for the assessment of Critical Thinking. Faculty also assessed Oral Communication that semester. A workgroup of faculty and administrators met in June 2013 to examine the results for these two competencies. The recommendations that were taken to the LOC have resulted in the design of specific professional development activities in the areas of teaching critical thinking as well as oral communication in Spring 2013. The group also recommended examining other ways of assessing critical thinking. The LOC will explore ways to make all of the GE/ILO assessment rubrics available to faculty and students for dialogue and better understanding of these core competencies.
- In Spring 2014 the College assessed Quantitative Literacy, and in Fall 2014, Written Communication. Two workgroups of faculty from various disciplines have met numerous times to develop the rubrics. The meetings resulted in excellent dialogue about what these two learning outcomes mean across the curriculum. To increase the reliability of the results, the number of class sections will increase from 20 to 40 for each competency ([II.A/54](#)).

Table #19—History of GE/ILO Assessment at Palomar College

History of GE/ILO Assessment at Palomar College			
Outcome	Semester/# of Students Assessed	Results Summary*	Action Taken
Critical & Creative Thinking	Spring 2012 476 students	<ul style="list-style-type: none"> • Strongest in identifying and understanding the problem and issues • Weakest in analyzing points of view, strategizing possible solutions, and drawing conclusion and predicting outcomes 	<ul style="list-style-type: none"> • Created interdisciplinary work group to discuss rubric and assessment results • Reassessed critical thinking
Information Literacy	Spring 2012 458 students	<ul style="list-style-type: none"> • Strongest in defining, accessing, and evaluating information • Weakest in using information ethically 	<ul style="list-style-type: none"> • Created a workgroup to explore how to assist students in using information ethically • Developed <i>Dashboard</i>
Oral Communication	Spring 2013 453 students	<ul style="list-style-type: none"> • At “proficient” or above in oral communication • Improved oral communication skills as they completed classes at Palomar College • Identified differences based on age 	<ul style="list-style-type: none"> • Made all ILO rubrics available to faculty • Developed a professional development workshop on teaching oral communication in a non-speech discipline
Critical Thinking	Spring 2013 423 students	<ul style="list-style-type: none"> • Scored at “proficient” or better on all five competencies • Identified differences/no differences in results based on age, gender, and ethnicity 	<ul style="list-style-type: none"> • Developed two professional development workshops on teaching critical thinking • Explored other ways to assess critical thinking
Quantitative Literacy	Spring 2014 874 students	<ul style="list-style-type: none"> • Scored at “proficient” or better on all five competencies • Identified differences/no differences in results based on age, gender, and ethnicity 	<ul style="list-style-type: none"> • Created a workgroup to explore how to help students with basic areas of quantitative literacy • Plan to develop modules to provide links to resources on quantitative literacy

*For detailed information, see Table in evidence links.

College-wide Dialogue about Student Learning Outcomes

In response to the need for increased college-wide dialogue about learning outcomes, Palomar has linked several websites to the College's home page with information for students, faculty, and administrators. The student SLO website, just one click from the College's home page, lists up-to-date course, program, and GE learning outcomes. The site also includes FAQs and descriptions of the SLO assessment process. The Program Review link takes viewers to an archive of Program Review and Planning documents, the Gainful Employment Program Index, and the College Fact Book. This easily-accessed information provides the College community with information about how programs assess SLOs in order to support students both academically and professionally. The links provide access to outcome assessment results, graduation rates, course retention and success rates for students, and transfer rates for each program ([II.A/26](#)). The faculty SLOAC resource page provides comprehensive information about SLO development, assessment, Program Review and Planning documents and examples, and instructions on using the outcomes database ([I.B/53](#)).

Self Evaluation

The College meets the Standard.

The College is refining its SLOACs at the course, program, and GE/ILO levels through evaluation/planning cycles and continues to evaluate the effectiveness of its SLOAC structure to support faculty members in their SLOAC work. Currently at the Proficiency level as defined by the Commission's rubric, the College is working toward the level of Sustained Continuous Quality Improvement:

1. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
2. Dialogue about student learning is ongoing, pervasive, and robust.
3. Evaluation of student learning outcome processes is ongoing.
4. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
5. Student learning improvement is a visible priority in all practices and structures across the College.
6. Learning outcomes are specifically linked to program reviews.

Moreover, through dialogue and assessments, the College is aware that not all programs are using SLOAC results to bring about improvements for students.

The College provides much information on SLOACs to its members and to its community.

Actionable Improvement Plans

None.

II.A.2.

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, or contract education programs.

As described in the report on II.A.1., the College assures the quality and improvement of all instructional courses and programs it offers primarily by means of curriculum development, review, and approval processes; industry advisory committee recommendations; Program Review and Planning (PRP) processes; and Student Learning Outcome Assessment Cycles (SLOACs).

Palomar College's Mission is to offer credit and noncredit developmental courses, pre-collegiate courses (courses numbering 50 and below) and programs (English as a Second Language), and collegiate courses (including Career Technical). Currently, the institution is not offering study abroad or short-term training courses or programs. Contract training is offered when requests from companies can be self-supporting. Because of limited resources and demand, many continuing and community education courses were suspended in 2012. The College is in the process of reevaluating this area and is cautiously optimistic that as the demand improves, the program can be revived.

All credit and noncredit courses offered at the College undergo the same curriculum development process. A flowchart describing this process is available in CurricUNET—the program used to develop and house curriculum ([II.A/30](#)). Courses are also reviewed and updated using this process. The College's curriculum process is compliant with Title 5 and the California Community College's Chancellor's Office *Program and Course Approval Handbook*. The Faculty Senate is responsible for curriculum and has developed procedures to ensure quality at every step in the process.

Ongoing scrutiny of courses and programs is also built into the Program Review and Planning process. Faculty review specific elements of courses and programs—program mission, curriculum and schedule planning, performance elements, and learning outcome assessments—to ensure continued program relevance and to align resources appropriately to program planning ([I.A/33](#)). Moreover, priorities that surface from the individual discipline and department PRPs enter into the dialogue at IPC, and then often into the dialogue of SPC as it develops Annual Plans to facilitate the Strategic Plan. The College's well-defined course and program curriculum development, review, and approval process ensures quality and currency to meet the needs of its student community.

II.A.2.a.

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Governing Board Policy and Administrative Policy (BP and AP) 4020 Program, Curriculum, and Course Development and Administrative establish the institutional procedures for the design, delivery, and evaluation of courses and programs offered at Palomar ([II.A/55](#), [II.A/56](#)). As this policy and procedure state, designing, delivering, and evaluating courses and programs are Academic and Professional matters as defined by Assembly Bill 1725. This is the core of the Faculty Senate's responsibilities ([II.A/57](#)). The Faculty Senate approves the work of the Curriculum Committee, which is the preeminent body for the development and recommendation of curricular policy including philosophy, processes, goals, and strategic and long-range planning. The Curriculum Committee coordinates, evaluates, and reviews the College's curricula to encourage innovation and excellence in instruction and to promote student learning and achievement. The curriculum process ensures that faculty are the originators of all curriculum proposals, with the review process engaging faculty, department chairs, articulation officers, and academic division deans. The College employs the CurricUNET system for curriculum development and approval processes.

For a number of years the Curriculum Committee and the Learning Outcomes Council (LOC) worked in separate venues towards the common goals of improved curriculum and documented learning outcomes and assessment cycles. During the last two years, however, there has been a more purposeful collaboration. To promote dialogue, each committee has a designated faculty representative from the other committee. In Spring 2014 the Curriculum Committee developed a process to ensure that SLOs are determined at the time a new course is proposed. This process was implemented in Fall 2014.

Faculty regularly update and assess SLOs, and based on assessment results they update curriculum, methods of delivery, and resource requests. The SLOs are available for public viewing on the LOC's website ([II.A/26](#)).

Courses in Palomar's inventory are reviewed at least every five years. Career, Technical, and Extended Education (CTE) courses and programs are reviewed and updated on a two-year cycle to keep abreast of industry changes and/or to incorporate recommendations from Industry Advisory Committees.

Programs, certificates, and degrees are evaluated and updated as courses are revised or replaced to ensure the program requires the core classes necessary for employment needs or transfer.

Self Evaluation

The College meets the Standard.

The College has established procedures for assuring the quality and improvement of all instructional courses and programs that include designing, identifying learning outcomes for, approving, administering, delivering, and evaluating those courses. As the discipline experts, faculty play the central role in implementing these processes.

Actionable Improvement Plans

None.

II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Through the Curriculum Committee, the Palomar College Governing Board relies on the expertise of faculty in all curricular matters ([II.A/58](#), [II.A/31](#)). This purview includes the establishment of competencies and outcomes for courses and programs.

The relationship between SLOs and competency levels for degrees, certificates, programs, and courses is interdependent and cyclical. Through the curriculum process, faculty determine the content needed to provide students with specific knowledge, skills, competencies, and/or abilities. Learning outcomes and assessment cycles are developed and implemented to provide the feedback faculty need to improve student success.

In supporting students who are pursuing career and technical training, Palomar provides core courses, sequenced to culminate in the knowledge, skills, and abilities necessary for gainful employment in a chosen career. The certificate of achievement award focuses on the minimum skills required for employment while the degree program includes advanced/capstone workforce preparation and the General Education core curriculum.

Each Career, Technical (Vocational), and Extended Education (CTE) program establishes and maintains an Industry Advisory Committee to provide the professional and technical input needed to keep programs aligned with industry standards. Annual advisory committee meetings provide information about changes and developments in the industry, technology, and projected workforce needs ([I.B/62](#)). Industry members also make suggestions that improve occupational curricula and program requirements. These industry members foster closer cooperation, understanding, and communication between the College and the business community.

The institution has taken extra steps to provide information to students about learning outcomes for courses and programs. In “A Student Guide to Learning Outcomes,” students are given a concise definition of SLOs, a set of commonly asked questions with answers regarding SLOs, and can find General Education Institutional Learning Outcomes (GEILOs) and SLOs for each course ([II.A/26](#)). Additionally, learning outcomes are standard, required components of each course syllabus.

The College’s Learning Outcomes Council provides a continual, faculty-led process for training, resources, oversight, development, and assessment of SLOs. Course- and program-level SLOs are on a three-year cycle of assessment. The large membership, including representatives of all constituent groups but primarily faculty, is chaired by three faculty coordinators and the Superintendent/Vice President for Instruction. Additionally, each department has an appointed facilitator who is responsible for leading and coordinating the SLOAC process within the department ([II.A/47](#)).

Self Evaluation

The College meets the Standard.

The College depends on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The College regularly assesses student progress toward achieving those outcomes.

Actionable Improvement Plans

None.

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The College currently offers three types of Associate degrees. Students may earn an Associate in Arts (AA) or an Associate in Science (AS) degree in University Studies, General Studies, or in a major field or a career or technical discipline. Palomar also offers Associate Degrees for Transfer to the California State University system. These include Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T). To earn a degree, students must satisfactorily complete at least 60 units of college work, including at least 18 units of general education and 18 units in a major field. The certificate and degrees offered align with the College's Mission Statement.

The Course Outline of Record (COR) guides the breadth, depth, and rigor of instruction. Sequencing of courses is determined through the establishment of prerequisites, co-requisites, and recommended preparation and advisories ([II.A/31](#)). Faculty members' adherence to the CORs guarantees that all programs provide students with quality courses of the appropriate shape and scope in the context of their learning. Course objectives are written using Bloom's Taxonomy to promote the development of student learning from levels of knowledge to application to synthesis and analysis. Certificate and degree programs are aligned with transfer institutions' preparation for the major and general education lower division requirements or industry standards and expectations. Course sequencing for a program proceeds from introductory and survey courses to advanced and specialized study. Faculty remain current through Professional Development, sabbaticals, department meetings, and professional workshops and conferences.

Faculty expertise is the foundation of all curricular decisions, and quality control is an inherent component of the College's well-defined course and program development, review, and approval phases. As courses and programs are pre-launched in CurricUNET, a workgroup consisting of discipline faculty, division representatives of the Curriculum Committee, the Articulation Officer, and the appropriate division dean convenes to review all components of the proposal. If the workgroup identifies any deficiencies as to appropriate breadth, depth, rigor, sequencing, the course or program goes back to the originator for rewriting. When the deficiencies are rectified, the course or program is then launched for further scrutiny by the department chair, the Articulation Officer, and the division dean. When those approvals are received, the course or program is then placed on the Curriculum Committee agenda ([II.A/59](#)). The Curriculum Committee uses a first and second reading approval process that provides opportunity for further review and input from committee members and faculty at-large. The final steps in the process are Faculty Senate (which ratifies the work of the Curriculum Committee) and Governing Board approval. Only then are courses and programs submitted to the California Community Colleges Chancellor's Office for approval.

All disciplines and departments conduct regular and cyclical Program Review and Planning processes by which faculty analyze specific quantitative and qualitative indicators. These components include a review of curriculum, a summary of student learning outcome activities, and analysis of retention and student success data ([I.A/33](#)). By analyzing this data, faculty are

able to review specific results (retention, student success) and implement strategies designed to improve the quality of instruction and the quality of the outcomes. Career Technical disciplines have an added layer of quality control through their Industry Advisory Committees. These committees assist faculty by reviewing curriculum for alignment with industry workforce standards. Minutes of these minutes can be found on file in the office of the Dean of Career, Technical, and Extended Education ([I.B/62](#)).

Self Evaluation

The College meets the Standard.

Program development is based on major fields of study as defined by four-year institutions or the workforce. Programs are developed based on identifying the learning outcomes necessary for students to move from one course level to the next, culminating in capstone courses that bring together all learning outcomes.

The College's well-defined course approval process provides even greater scrutiny to ensure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all courses and programs. This process includes not only a workgroup's examination of all course proposals but also ongoing training of the Curriculum Committee members in the principles of well-integrated Course Outlines of Record in which course objectives are emphasized through content-related activities in critical thinking and writing and reading assignments ([II.A/59](#)).

Academic courses and programs are reviewed and updated every five years while CTE courses and programs are on a two-year curriculum review cycle.

Actionable Improvement Plans

None.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

As described in the report on Standard II.A.1.b., the College evaluates student access, retention, and success in determining the delivery modes and teaching methodologies that address students' diverse needs and learning styles.

Teaching and assessment methodologies are selected and overseen by faculty. In the Course Outline of Record (COR), approved multiple methods of instruction and assessment are identified and encouraged. Through ongoing conversations and training, faculty continually evaluate the relationship between teaching methodologies and student learning and achievement. This is especially evident in the Program Review and Planning processes, where faculty review student achievement data by delivery mode ([I.A/33](#)). This data is then used to inform decisions about curriculum changes, expected learning outcomes, and course scheduling ([II.A/25](#)).

The College offers faculty an extensive Professional Development (PD) program ([II.A/60](#)). Annually, each full time faculty member is compensated for 72 professional development hours. Part time faculty are compensated commensurate with the number of hours taught per semester. These hours may be used to design a program that meets the specific needs of the faculty member. A separate program, Palomar Online Education Training (POET), has been developed to assist faculty in improving online teaching skills and enhancing online content ([II.A/38](#)).

The PD program and grant opportunities with STEM, Basic Skills, and Title V have encouraged faculty innovation and exploration of teaching strategies to improve student learning. Examples of these methodologies include learning communities, accelerated and blended curriculum, the “flipped” classroom, embedded tutors, On Course collaborative learning approaches, and service learning.

The Tenure and Evaluations Review Board conducts regular evaluations of all faculty members that assess the instructor's performance in addressing the diverse needs and learning styles of students ([II.A/40](#), [II.A/41](#)). Student evaluations provide feedback on delivery modes and methods to promote active learning and participation in the traditional and online environments.

Self Evaluation

The College meets the Standard.

Faculty employ delivery modes and teaching methodologies that reflect the diverse needs and learning styles of students. The College supports the development and use of innovative strategies in the classroom through its Strategic Planning Priority Funding process, its participation in grant opportunities, and its extensive Professional Development program.

The College provides students a tool to assess their readiness for online coursework and training videos on Blackboard. The College is in the process of adopting a systematic approach to assessment and training.

Actionable Improvement Plans

None.

II.A.2.e.

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Palomar College employs a variety of methods to evaluate the effectiveness, relevancy, appropriateness, and results of its courses and programs. For program and course effectiveness, faculty use data provided by the Office of Institutional Research and Planning (IR&P) in the three-year cycle of the Program Review and Planning process. The same process is used regardless of course or program type and provides faculty an opportunity to review the program's mission, curriculum, SLOs and assessment data, scheduling needs, goals, and strategies for improvement. This data also enables faculty to analyze student achievement by age, sex, day/evening attendance, completion rates, and face-to-face versus distance education delivery ([I.A/33](#)).

Academic courses and programs are reviewed and approved every five years by the Curriculum Committee, while Career, Technical, and Extended Education (CTE) courses and programs are reviewed every two years. To evaluate program relevancy, a variety of methods and types of data are available to faculty. These may include articulation and transfer requirements, labor market information, and student assessment results. The latter is crucial for determining scheduling needs for developmental or pre-collegiate courses and programs. CTE programs and courses also solicit input from industry experts to validate the relevancy and currency of their courses and programs. Advisory committees meet at least once each academic year to review curriculum and to make recommendations that better align the curriculum with current industry standards ([II.A/61](#)).

Some CTE programs are evaluated by external agencies and must reaffirm their accreditation with these agencies cyclically. Those programs and their accrediting bodies are

- Nursing: the California Board of Registered Nursing and the Accreditation Commission for Education in Nursing, formally known as the National League of Nursing Accrediting Commission
- Dental Assisting: Commission on Dental Accreditation and the Dental Board of California
- Paramedics: Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

The Fire Academy, the Police Academy, and Alcohol and Other Drug Studies (AODS) align their curriculum with standards set by other certifying bodies. The Police Officer's Standards of Training is a state agency that certifies training for the Police Academy, the State Fire Marshall's Office sets standards for the Fire Academy, and California Association of Alcohol and Drug Educators sets standards for AODS.

Faculty determine the learning outcomes for courses and programs through the curriculum process and through a process coordinated by the LOC ([I.B/36](#)).

Faculty and staff have continual dialogue regarding learning outcomes for specific courses and programs. The learning outcomes for courses and programs are on a three-year assessment cycle. Additionally, the College, led by its Learning Outcomes Council, has identified the GE competencies students are expected to demonstrate when completing a degree. Courses and programs across the curriculum are mapped to these specific General Education/Institutional Learning Outcomes (GE/ILOs) ([II.A/25](#)).

Self Evaluation

The College meets the Standard.

The College evaluates all courses and programs through ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The Curriculum Committee reviews and approves academic courses and programs on a five-year cycle and Career, Technical, and Extended Education courses and programs on a two-year cycle. The College's three-year PRP process facilitates a systematic review of course and program relevance, appropriateness, currency, and future needs and plans. The PRP process for CTE programs requires an analysis of Labor Market data to verify program needs and employment opportunities. Course- and program-level student learning outcomes are on a three-year cycle of assessment. This data provides faculty with on-going feedback on student learning and triggers discussions on how curriculum may be revised or enhanced to improve student learning of principal knowledge, skills, and competencies.

Actionable Improvement Plans

None.

II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for course, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The College engages in well-established, ongoing and integrated planning as defined by its *Integrated Planning Model (IPM)*, *Resource Allocation Model (RAM)*, Program Review and Planning (PRP) processes, and Student Learning Outcome Assessment Cycles. These evaluation/planning cycles are monitored by the Strategic Planning Council, the four divisional planning councils (Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council), and the Learning Outcomes Council ([I.B/11](#), [I.B/1](#), [I.B/27](#), [I.A/33](#)).

These planning models incorporate systematic evaluation of programs and services by requiring all departments, disciplines, and divisions to evaluate their program on a yearly basis for improvement in achieving stated Student Learning Outcomes and for identifying needs. The College's budgeting of resources follows planning based on the *IPM*, where needs and resources are identified through divisional evaluation of PRPs with respect to the College's Strategic Plan.

The College's PRP processes use institutional data and evidence provided by the Office of Institutional Research and Planning ([I.A/33](#)). The data is presented on the PRP forms given to the College's divisions, departments, and disciplines, which are evaluated and incorporated into each department's planning and resource requests. The PRP process is currently in its second year of its planning cycle. The second and third years of PRP processes focus on progress made on goals and any significant changes in achievement data, new developments or concerns, and the impact of resources received on support program goals. Departments reflect on how PRP allocations from Year One impacted progress in achieving objectives and goals, link to planning, and how the resources spent are clearly articulated in Year Two planning ([II.A/62](#)). With academic departments and disciplines, the Instructional Planning Council plays an important role in the PRP process through its review and allocation of PRP requests, including providing feedback to departments and drafting the PRP template ([II.A/63](#)).

Self Evaluation

The College meets the Standard.

Evaluation and planning processes are ongoing, systematic, and cyclic. By these processes the College assures the currency and achievement of stated student learning outcomes for courses, certificates, programs, and degrees. Palomar consistently strives to improve these outcomes and to report the results to the appropriate constituencies.

Actionable Improvement Plans

None.

II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The College does not use departmental course or program examinations.

Self Evaluation

Not applicable.

Actionable Improvement Plans

None.

II.A.2.h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The College awards credit based on a student's successful completion of a course. The official Course Outline of Record clearly delineates the credit to be awarded for each course. Faculty identify student learning outcomes and assessment plans for a new course at the time it is proposed in the curriculum review and approval process. Students are informed of the learning outcomes of a course in the class syllabus. The instructor of record for each teaching assignment is responsible for issuing a course grade and its associated credit based upon a variety of assessment methods that measure student achievement. The course Student Learning Outcomes are associated with the Course Outline of Record, both of which state methods of assessment that are used for assessing achievement and for grading and awarding credit ([II.A/30](#)).

The Curriculum Committee and the Faculty Senate hold primary responsibility for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for each course is based on the Carnegie unit, with one semester of credit awarded for one lecture hour of instruction plus two hours of outside student classroom work per week. A laboratory course requires three academic hours per week for one semester unit of credit. The College follows this generally accepted practice in degree-granting institutions of higher education throughout its course curriculum development, review, and approval process ([II.A/64](#)).

Self Evaluation

The College meets the Standard.

Credit is awarded based upon student achievement, and the College adheres to the accepted norm defined by the Carnegie unit in assigning and awarding college credit for each approved course.

Actionable Improvement Plans

None.

II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcome.

Descriptive Summary

The College awards Associate degrees and certificates of achievement or proficiency based on a student's successful completion of the approved required courses ([II.A/65](#)). The official Course Outline of Record clearly delineates the units of credit to be awarded for each course ([II.A/66](#)). Faculty use identified student learning outcomes and other objectives to develop assessment methods appropriate to the courses within a program. Course level learning outcomes are mapped to program level learning outcomes. Faculty monitor achievement of program student learning outcomes through the Program Review and Planning process. Departments and disciplines evaluate programs and their respective courses through continuous program review to ensure that established program standards are met and maintained. Learning outcomes may be assessed through a series of courses or through a capstone course. In some academic programs such as dance, music, or theatre, student achievement of program learning outcomes may be assessed through a performance rather than through a specific course or sequence of courses.

The curriculum development, review, and approval process ensures on-going dialogue among the faculty in the discipline to determine the courses necessary to complete a certificate or degree. The required courses for a degree or certificate represent the knowledge, skills, abilities, and competencies necessary to satisfy the core curriculum required for an emphasis in a major field of study or for gainful employment into the selected workforce career path ([II.A/67](#)). The College's SLOAC structure facilitates the process by which faculty identify the learning outcomes and assessment measures of student achievement at both the course and program level.

Self Evaluation

The College meets the Standard.

The degrees and certificates awarded acknowledge successful student completion of the required courses. Student achievement is measured through a variety of assessments established and administered by faculty for both courses and programs. The College's SLOAC structure facilitates the process by which faculty identify and measure student achievement of program learning outcomes.

Actionable Improvement Plans

None.

II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.*
- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

Board Policy (BP) and Administrative Procedure (AP) 4025 Philosophy and Criteria for Associate Degree and General Education signifies the College's commitment to leading students through patterns of learning experiences designed to develop certain capabilities, sensibilities, and insights ([II.A/68](#), [II.A/69](#)). The College catalog also describes that the General Education (GE) Program promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives.

Palomar College clearly states its Vision, Mission, Values, and educational philosophy, which provide the basis for all of its academic offerings ([I.A/1](#)). The philosophy underlying the formation of the general education offerings include a belief in the value of the individual and in the individual's potential for intellectual, ethical, personal, and social growth. As such, the College's GE offerings encompass a breadth of courses in the four major areas of study. The College clearly communicates its general education philosophy in the catalog as approved in the Board policies. This philosophy is realized in curriculum course development; in alignment with CSU, IGETC, and AA and AS patterns; and in the processes to which the College commits itself. Moreover, the College has adopted the Liberal Education and America's Promise (LEAP) framework for General Education/Institutional Learning Outcome Assessment Cycles ([II.A/70](#)).

All AA and AS degree requirements for academic and career/technical programs include a GE component of a minimum of 18-30 units. The development of a course and its inclusion as a GE course begins with discussion within an individual department or discipline, which is the level at

which student learning outcomes are assessed and analyzed as well. The decision about whether a course will be included as GE is based on an examination of the student learning outcomes for the course, on course objectives, and on the breadth of content. Each course originator must complete the relevant paperwork regarding GE within CurricUNET, which assures a consistent process in the development of CORs and of the courses themselves. Faculty originators may choose which GE area the course satisfies; the Articulation Officer discusses with the originators whether the course will meet the desired GE or other requirement and recommends any necessary changes so that the course meets the guidelines; and the originator makes the changes to the course ([II.A/71](#)). The course continues through the review and approval process, which includes the department chair, discipline content specialist (if applicable), the division dean, the Curriculum Committee, the Faculty Senate, and the Governing Board.

In accordance with BP/AP 4025, the College has a well-defined General Education program that promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives ([II.A/68](#), [II.A/69](#)). The College has adopted the LEAP framework as its GE/ILO with a number of additional outcomes ([II.A/70](#)). As a result of the general education experience, students demonstrate

- knowledge of human cultures and the physical and natural world (study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts);
- intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, artistic perception, quantitative literacy, information literacy, digital literacy, teamwork and problem solving;
- personal and social responsibility, including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning; and
- integrative learning, including synthesis and advanced accomplishment across general and specialized studies ([II.A/72](#)).

Palomar College shows student attainment of comprehensive SLOs through its GE/ILO course level development and assessment cycles. The process includes the mapping of all courses to the specific GE/ILOs, such as those for oral and written communication or critical thinking.

Student skills and capabilities are measured at the course, program, and college level in a number of ways. Course level SLOs establish a consistent focus of content emphasis across all class sections offered. The College has completed the GE assessment of Critical Thinking and Information Literacy, Critical Thinking and Oral Communication, and Quantitative Literacy and will have completed the assessment of Written Communication by the end of Fall 2014.

College members have engaged in considerable discussion at the LOC and within individual departments to address concerns about ethics and effective citizenship. Assessment of the GE/ILO involving Information Literacy, for example, contained a component of "using information ethically." LOC was awarded Strategic Plan Priority Funding (SPPF) funds to develop a learning module for students, *Dashboard*, to address the issues that were seen involving a lack of awareness regarding ethical use of information. Individual instructors are able to make use of this module, which has been posted online ([I.B/18](#), [I.B/19](#)). Courses that address issues regarding ethics and effective citizenship are mapped to the relevant GE/ILOs ([II.A/73](#)).

The Curriculum Committee includes a subcommittee that reviews courses submitted to fulfill the Multicultural Requirement for the AA and AS Degree ([II.A/31](#), [II.A/74](#)). These courses provide students with the knowledge, skills, and abilities relevant to the GE outcomes of global interdependence and diversity and cultural awareness and sensitivity. Four additional College AA degree requirements are Written Communication, Oral Communication, Quantitative Literacy, and Critical Thinking.

Students interested in more hands-on, experiential opportunities can sign up for Service Learning, which helps students develop social responsibility and civic knowledge and engagement skills. Service Learning is a component of many classes. The College supports Service Learning with 20% release time for a faculty coordinator ([II.A/75](#)). Additionally, Palomar College has numerous active student clubs, as well as an active Associated Student Government with seats on shared governance councils and committees ([II.A/76](#), [II.A/1](#)). Students have opportunities for community engagement and involvement through a number of programs, including the Police Academy, Fire Academy, Emergency Medical Education, Fashion, Nutrition, Sociology, and Child Development.

Self Evaluation

The College meets the Standard.

The College's comprehensive curriculum provides students with many learning opportunities to develop and nurture their knowledge, skills, and abilities relevant to the GE/ILOs. The College assesses students' general education knowledge, skills, and abilities through curricular review, GE/ILO assessment cycles, analysis of students' progress and success, and workplace and industry reports.

The College had adopted and is committed to its philosophy on general education. Its rigorous curriculum development, review, and approval process ensures that its GE-approved courses support its philosophy and learning outcomes.

Actionable Improvement Plans

None.

II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Palomar College offers a variety of Associate of Arts and Associate of Science degree programs and Certificates of Achievement ([I.A/6](#)). As described in Board Policy (BP) and Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates, all programs comply with Title 5, § 55806 regulations by requiring a minimum of 18 units that focus on an Area of Inquiry ([II.A/77](#), [II.A/78](#)). Students must complete at least 18 units and up to 30 units in the selected program and maintain a grade point average of 2.0 in order to successfully complete graduation requirements. Students must also complete the College's well-defined General Education Requirements.

Self Evaluation

The College meets the Standard.

All degree programs and Certificates of Achievement require students to focus their study in an Area of Inquiry. Academic degree programs are evaluated every five years, and CTE programs are reviewed every two years to ensure their curriculum alignment with four-year institutions and/or relevance to and currency with workforce standards.

Actionable Improvement Plans

None.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The Carl D. Perkins Career Technical Education (CTE) Act requires colleges to report student performance information to the state. This data is compiled as Core Indicators of performance for students enrolled in CTE programs. Indicator 4 is Employment. This indicator is the percentage of CTE program leavers and completers who did not transfer to a two- or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, Unemployment Insurance covered employment, the federal government, or the military. For cohort year 2013-14, Palomar's performance rate for this Core Indicator is 81.77. This data is evidence that our students are obtaining high wages in in demand jobs ([II.A/79](#)).

Students earning a vocational or occupational certificate or degree program must complete a minimum of 18 units in a focused field of study. The core required courses for CTE are developed from labor market information that specifies essential competencies and from direct feedback by advisory committees from the workforce. CTE programs are reviewed every two years to ensure that the certificate and degree programs align with industry trends.

Periodically, Palomar conducts studies to follow-up on CTE students who earn a certificate or degree. The studies are intended to provide faculty and administrators information about students' attitudes regarding their CTE program and how their educational programs relate to their career preparedness and employment. The latest study was conducted in Spring 2013. Respondents expressed satisfaction with the programs they were in, and the majority (92% of completers and 89% of leavers) stated that they appreciated and value their learning experiences at Palomar ([II.A/80](#)).

Some occupations require license or certification to validate that graduates have met specific competencies and requirements. Overall, students in those programs at Palomar have performed exceptionally well. Results for the 2013 cohort of students by program are shown in Table #20.

Table # 20—2013 Nursing, Paramedics, and RDA Cohort Success Rates

Program	License Required	Issued By	Palomar Results
Nursing	RN (Registered Nursing) License	CA Board of Registered Nursing	Fall 12 Class 96% Spring 13 Class 96%
Paramedics	State License with National Certification	National Registry of Emergency Medical Technicians (NREMT)	100%
Registered Dental Assistant	Registered Dental Assistant	Dental Board of California	2013 statistics not available yet. 2012 Written exam 95% pass 2012 Practical exam 95% pass 2012 Law and Ethics exam 86% pass

Self Evaluation

The College meets the Standard.

Students who complete vocational and occupational certificates and degrees have demonstrated technical and professional competencies that meet employment standards and are prepared for external licensure and certification.

The College's development, review, and approval process requires a thorough analysis of regional labor market data when establishing a CTE certificate and degree program. In addition, the PRP process requires annual review of current labor market data to ensure relevance to workforce trends and employment opportunities.

Actionable Improvement Plans

None.

II.A.6.

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Through its catalog, website, and other materials, the College assures that students and prospective students receive current, accurate, replete information on educational courses and programs and transfer policies. The catalog information for each certificate and degree clearly identifies purpose, content and course requirements, and expected learning outcomes. Class syllabi distributed or posted by each faculty member during the first week of class identify the learning outcomes associated with the approved Course Outline of Record.

Board Policies

The pertinent Board Policies (BPs) and Administrative Procedures (APs) are BP and AP 4100 Graduation Requirements for Degrees and Certificates; BP and AP 4050 Articulation; and BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education ([II.A/77](#), [II.A/78](#), [II.A/81](#), [II.A/82](#), [II.A/68](#), [II.A/69](#)).

Catalog

The College catalog clearly delineates accurate information about its education courses and prerequisites and transfer policies. Instructional Services seeks feedback from disciplines and departments as well as non-instructional areas of the College for each year's catalog development and catalog accuracy ([II.A/83](#)). Each area is assigned to a person or group with the expertise needed to develop and proofread. The proofed version is then sent to the appropriate instructional or student services contact. The presentation of information to be included in the catalog is made at the Curriculum Committee ([II.A/84](#)). When necessary, the College posts addendums to the catalog.

Course Outline of Record, Class Syllabus, and Student Learning Outcomes

Departments provide faculty with the Course Outline of Record for the courses they are assigned to teach. Faculty are required to submit a copy of their course syllabi to the department to keep on file. As part of the faculty evaluation process, department chairs note whether the faculty member has a syllabus that contains the appropriate SLOs. Furthermore, course and program SLOs by discipline are listed on the College website page with links to the current and previous years' catalogs ([II.A/26](#)). Faculty are required to distribute course syllabi to their students within the first two class meetings ([II.A/85](#)). The Learning Outcomes Council website provides a link to a comprehensive list of course and program level student learning outcomes.

Gainful Employment Updates

The College posts Gainful Employment information on its website for its vocational programs. This website provides information on each program's projected length of completion, approximate cost to complete the program, and labor market opportunities.

II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College makes available to students clearly stated transfer-of-credit policies in order to facilitate their matriculation. In accepting transfer credits from other institutions to fulfill degree requirements, the College ensures that the learning outcomes of the transferred courses are comparable to the learning outcomes of its own courses. The College develops articulation agreements appropriate to its Mission to further students' educational opportunities and academic success.

Transfer-of-Credit from Palomar College to Other Institutions

The process for addressing transfer of coursework is as follows: Faculty propose a course through CurricUNET and indicate on the General Education screen in CurricUNET whether they are proposing the course as CSU or CSU/UC transferrable. They list examples of similar or equivalent courses on the General Education screen as a means of validating a course as transferable. The Articulation Officer is charged with using the CSU and UC guidelines in the "Articulation Handbook" to determine what to submit for review ([II.A/86](#)).

The determination of whether a Palomar course is UC transferable is made by the UC system. The process takes place each October (second review) and June (first review) when the Articulation Officer submits new courses for approval on the Transfer Course Agreement (TCA).

CSU transferability is determined by the Articulation Officer (AO) using the guidelines established by the CSU to determine if the Palomar course meets the criteria for a CSU transferable course and baccalaureate-level course.

A course's transfer status is communicated to students by the College's numbering system ([II.A/87](#)).

It is the AO's responsibility to look for possible articulations as new courses are proposed in the curriculum cycle; the AO works with faculty and uses ASSIST ([II.A/88](#)). Often a CSU or UC Articulation Officer will contact individual community colleges' AOs asking to review Course Outlines of Records for courses that the CSU or UC faculty have expressed an interest in. Private institutions or out-of-state articulations are typically initiated by the transfer institutions by contacting the AO. Receiving institutions, decide where or how the College's courses will be used.

Transfer-of-Credit from Other Institutions to Palomar College

Palomar accepts and uses only United States transfer course work from regionally accredited institutions ([II.A/89](#)). The Evaluations Office staff read course descriptions and Course Outlines of Record for rigor, content, unit value, prerequisites, and how a course is used at the originating institution. The evaluators may consult with the Articulation Officer (AO) when necessary to make a decision. If the AO is not able to make an evaluation, the AO consults faculty in the discipline or the department offering the course being considered as equivalent. Details of acceptance of other coursework are found in Section 5 of the College catalog ([II.A/90](#)).

Acceptance of Advanced Placement, International Baccalaureate, and College Level Examination Program test results for general education purposes is determined by system-wide CSU and UC policy ([II.A/91-93](#)). Course equivalencies for exams are determined by the AO in conjunction with appropriate faculty. Charts for external exams and how the College accepts and uses them are in the catalog and on the Articulation website ([II.A/92](#)).

The College's articulation agreements with other community colleges are made by the AO in conjunction with faculty and are posted on the Articulation Website.

Self Evaluation

The College meets the Standard.

The College's Articulation Officer is pro-active in working with faculty in the curriculum development process to identify new courses and their transferability to four-year institutions. CSU and UC curriculum timelines are strictly adhered to so that courses are submitted in a timely manner for review, revision, and approval for the following academic year. This ensures that students are given the most current articulated course options to fulfill their lower-division GE requirements as well as core requirements for their field of emphasis.

Palomar has a clear process to accept course credit from other accredited institutions that meet the requirements described above.

Actionable Improvement Plans

None.

II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The College's Board Policy 4021 Discontinuance of Career-Technical Programs, requires a recommendation from the Faculty Senate to discontinue a career/technical program. The Administrative Procedure 4021 Discontinuance of Career-Technical Programs was recommended by the Curriculum Committee and adopted by the Faculty Senate in May 2007. The procedure defines the steps to be taken and is applicable to both career/technical and academic programs. The procedure requires a justification for discontinuing a program and must include a "phase out" plan to ensure that students currently enrolled in the program are given access to complete the required courses or substitute courses to fulfill certificate and degree requirements in a timely manner ([II.A/94-96](#)). Faculty in the department that is discontinuing the program have the authority to review and approve any course substitutions necessary for program completion ([II.A/97](#)).

Self Evaluation

The College meets the Standard.

The College's policy and procedures on program elimination ensure that enrolled students will be afforded access to required courses or substitute courses to complete their certificate and degree goals in a timely manner.

Actionable Improvement Plans

None.

II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Regularly the College reviews its class schedule and catalog and reformats the website upon print publication. A workgroup with members from Instructional Services, Student Services, and the Communications, Marketing, and Public Affairs Office collaborates to develop and produce an accurate catalog. Faculty, department chairs, deans, and other appropriate staff review their respective academic program areas for accuracy of content in the draft catalog. The Communications, Marketing, and Public Affairs Office coordinates and reviews printed materials that promote the College, its academic programs, support services, and college-sponsored events and activities. The Public Information Officer (PIO) is responsible for content and approval of ads, content, and covers and makes recommendations to the Superintendent/President. The Assistant Superintendent/Vice President for Instruction and the Assistant Superintendent/Vice President of Student Services review and approve cover photographs, and the VPI provides much of the content. Official College news releases are developed by the PIO, the official public spokesperson for the College.

The Assistant Superintendents/Vice Presidents are responsible for the accuracy of the catalog and schedule content in the print and online versions. The PIO is responsible for the accuracy of the content in all other publications in the print and online versions. The PIO's Service Area Outcome, assessed in 2014, is the regular review and evaluation of the process. The PIO oversees an informal viewing of the catalog and schedule by a variety of student groups such as ASG, ICOC, and LGBTQ. The catalog and class schedules are reviewed by the Registration Committee, Instructional Services, and the Class Schedule Committee ([II.A/98](#)). Annual production timelines for the development of the College catalog and class schedules are set with Instructional and Student Services ([II.A/99](#)).

Maintenance and accuracy of the College's website and its content is a collaborative effort among the Communications Office, Academic Technology, Instructional Services, and Student Services. A task force was convened in Fall 2014 to refresh the College's website ([II.A/100](#)).

Evidence to the public of student achievement is provided through Accountability Reporting for the Community Colleges and the Chancellor's Office Scorecard, which is linked on the College homepage ([II.A/101](#), [I.A/27](#)). The Program Review and Planning documents also include student achievement data and are available to the public on the Institutional Research and Planning website ([I.A/33](#)).

The Palomar Policies and Procedures Committee reviews College policies and procedures every three years or more frequently if changes are necessary due to regulations, accreditation, recommendations from the Community College League of California, or College changes. The

membership of this committee includes representatives of all the College's constituent groups. Charged with reviewing and revising as necessary the documents that govern all of the activities of the institution, this committee has developed a collegial and circumspect process. Recommendations coming from this task force are reviewed by the constituent groups and by the planning councils and must be approved by the Strategic Planning Council before being advanced to the Governing Board. If needed, the Policies and Procedures are returned to the committee for further research and revision ([II.A/102](#)).

Self Evaluation

The College meets the Standard.

The Superintendent/Vice President for Instruction, the Superintendent/Vice President of Student Services, and the Communications Office ensure that the College represents itself clearly, accurately, and consistently to current and prospective students, members of the College, and the public.

The development and production of the College's catalog ensures regular and appropriate review of content accuracy by faculty, department chairs, deans, and all other staff in department areas of responsibility.

The Policies and Procedures Committee monitors the regular review of Governing Board Policies and Administrative Procedures through the shared governance process. Staff in the Superintendent/President's office are responsible for posting and maintaining all current Governing Board Policies and Administrative Procedures as approved by the Governing Board.

Actionable Improvement Plans

None.

II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

The institutional commitment to the free pursuit of learning is documented in many places, including the Palomar Community College District Governing Board Policies and Procedures, the catalog, class schedules, documents of the Office of Student Affairs, and the Faculty Senate Constitution. These documents are available and easily accessed via the College's website. The pertinent Governing Board Policies (BPs) are BP 4030 Academic Freedom and BP 4290 Academic Integrity ([II.A/103](#), [II.A/104](#)). In addition, students' academic integrity is described in the College catalog in the section "Students Rights and Responsibilities" ([II.A/105](#)). "Academic Honesty Process Guidelines" are provided on the College's website ([II.A/106](#)).

II.A.7.a.

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Palomar College has a number of policies that address matters regarding academic freedom, codes of ethics, and academic honesty, including Governing Board Policies 4030 Academic Freedom and 4290 Academic Honesty ([II.A/103](#), [II.A/104](#)).

Also student evaluations of faculty address whether the instructor encourages participation, discussion, and questions; encourages critical and independent thinking; and goes beyond the textbook content to provide current relevance ([II.A/40](#)).

Self Evaluation

The College meets the Standard.

The College's Governing Board Policies 4030 Academic Freedom and 4020 Program, Curriculum, and Course Development ensure the academic integrity of the teaching and learning process, academic freedom and responsibility, student academic honesty, and commitment to the free pursuit and dissemination of knowledge.

Actionable Improvement Plans

None.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Palomar College's policies address academic honesty for students. These Governing Board policies are Board Policies 5530 Students Rights and Grievances, 5000 Student Responsibility, and 5500 Standards of Conduct ([II.A/107-109](#)). "Academic Integrity" is described in the College catalog in the section on "Student Rights and Responsibilities" ([II.A/105](#)). "Academic Honesty Process Guidelines" appear on the College's website ([II.A/104](#)). The consequences for a student who is charged with dishonesty are named in "Academic Honesty Process Guidelines." The College provides a grievance process that allows for due process for both students and faculty/staff when a student makes a claim that his/her rights have been violated ([II.A/107](#)). A separate process is in place for filing discrimination and sexual harassment complaints.

Self Evaluation

The College meets the Standard.

The College has in place mechanisms for informing students of and enforcing its policies on academic honesty. Faculty members are encouraged to identify the College's academic honesty policies and consequences for dishonesty in their class syllabi.

Actionable Improvement Plans

None.

II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As noted earlier, Palomar College has policies in place with respect to a code of ethics and academic honesty. The College's educational philosophy is clearly stated within its Board Policy. There is also a policy on academic honesty and the open exchange of ideas, while protecting academic freedom ([II.A/103-106](#)).

The College does not seek to instill specific beliefs or world views.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

None.

Evidence for II.A.

<u>Number</u>	<u>Name</u>
I.A/1	Palomar College Vision, Mission, Values, and Educational Philosophy
II.A/1	Associated Student Government
II.A/2	Athletics
II.A/3	Boehm Gallery
II.A/4	Career Center
II.A/5	Media and Communication Days
II.A/6	Performing Arts
II.A/7	Political Economy Days
II.A/8	Teaching Learning Centers
II.A/9	The Telescope
II.A/10	Transfer Center
II.A/11	Weekly Concert Hour
I.B/39	Palomar College Fact Book
I.B/59	Community College Survey of Student Engagement
II.A/12	Matriculation Policies
II.A/13	Enrollment Restrictions
II.A/14	Disability Resource Center
II.A/15	Early Acceptance Program
I.A/33	Program Review and Planning Documents
II.A/16	IPC PRP Resources Allocations FY2013-14
II.A/17	First-Year Experience program
II.A/18	Summer Bridge
II.A/19	Learning Communities Spring 2014
II.A/20	Former Foster Youth Services
II.A/21	Village Mentoring Program
II.A/22	TLC Faculty Resource Center

<u>Number</u>	<u>Name</u>
<u>II.A/23</u>	ESL LEAPStart
<u>II.A/24</u>	GE/ILO Rubrics
<u>II.A/25</u>	Learning Outcomes Council
<u>II.A/26</u>	Student Learning Outcomes
<u>I.B/19</u>	Dashboard
<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations
<u>II.A/27</u>	Redesigned Math Courses Improve Student Success
<u>II.A/28</u>	Revised Curriculum for Reading courses
<u>II.A/29</u>	Psychology 100 Prerequisite - Page 4
<u>II.A/30</u>	Course Outline of Record Review Process
<u>II.A/31</u>	Approval of Curriculum
<u>II.A/32</u>	Distance Education Policy on Faculty-Student Interaction
<u>II.A/33</u>	Professional Development Manual
<u>II.A/34</u>	Professional Development Workshops
<u>II.A/35</u>	On Course - Active Learning
<u>II.A/36</u>	On Course workshop information
<u>II.A/37</u>	Palomar Course Validation Checklist
<u>II.A/38</u>	POET Online Training Course
<u>II.A/39</u>	Academic Technology Committee's Online Teaching Site Showcase
<u>II.A/40</u>	TERB Forms
<u>II.A/41</u>	TERB Evaluation Forms for Online Classes
<u>I.B/39</u>	Palomar College Fact Book
<u>II.A/42</u>	Nursing SLO Student Evaluations and SLO Assessment Results
<u>II.A/43</u>	Distance Education Satisfaction Survey
<u>II.A/44</u>	Substantive Change Proposal - Distance Education
<u>II.A/45</u>	Curriculum Additions
<u>II.A/46</u>	Comprehensive Assessment Plan from TracDat
<u>II.A/47</u>	PFF Contract Article 12 - SLOAC Facilitator

<u>Number</u>	<u>Name</u>
<u>II.A/48</u>	Effective Guidelines for Self-Evaluation Checklist
<u>II.A/49</u>	Jump-to-Statistics
<u>II.A/50</u>	Algebra 2-N-1
<u>II.A/51</u>	Math Success Workshop
<u>II.A/52</u>	AAC&U LEAP Essential Learning Outcomes
<u>II.A/53</u>	AAC&U VALUE rubrics
<u>II.A/54</u>	GE/ILO Assessment Chart
<u>I.B/53</u>	Student Learning Outcome Resources
<u>I.A/33</u>	Program Review and Planning Documents
<u>II.A/55</u>	BP 4020 titled Program, Curriculum, and Course Development
<u>II.A/56</u>	AP 4020 titled Program and Curriculum Development
<u>II.A/57</u>	Faculty Senate Constitution
<u>II.A/58</u>	BP 4022 titled Curricular Matters
<u>I.B/62</u>	Industry Advisory Committee Minutes
<u>II.A/59</u>	Curriculum Approval Evidence Packet
<u>II.A/60</u>	Professional Development
<u>II.A/61</u>	Sample minutes of curriculum alignment with industry workforce standards
<u>I.B/36</u>	2013 Annual Report to ACCJC
<u>I.B/11</u>	Governance Structure Handbook
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>I.B/27</u>	Resource Allocation Model
<u>II.A/62</u>	Guidelines for evaluating Year-2 PRPs
<u>II.A/63</u>	Instructional Planning Council Minutes
<u>II.A/64</u>	Hours Required Per Unit Grid
<u>II.A/65</u>	Guidelines for Certificates of Achievement and Certificates of Proficiency
<u>II.A/66</u>	CurricUNET - Course Outlines of Record
<u>II.A/67</u>	Guidelines for Certificates of Achievement and Certificates of Proficiency - Page 2
<u>II.A/68</u>	BP 4025 titled Philosophy and Criteria for Associate Degree and General Education

<u>Number</u>	<u>Name</u>
<u>II.A/69</u>	AP 4025 titled Philosophy and Criteria for Associate Degree and General Education
<u>I.A/1</u>	Palomar College Vision, Mission, Values, and Educational Philosophy
<u>II.A/70</u>	LEAP framework for GE/ILOs
<u>II.A/71</u>	GE/Institutional Outcome -> LOC-> Curriculum Committee -> Faculty Senate
<u>II.A/72</u>	Palomar College GE/ILOs
<u>II.A/73</u>	Mapping of Student Learning Outcomes
<u>II.A/74</u>	Curriculum - Multi-Cultural Requirement
<u>II.A/75</u>	Service Learning
<u>II.A/76</u>	Palomar College Student Clubs
<u>I.A/6</u>	Palomar College Catalog 2014-15 - Credit Courses and Programs
<u>II.A/77</u>	BP 4100 titled Graduation Requirements for Degrees and Certificates
<u>II.A/78</u>	AP 4100 titled Graduation Requirements for Degrees and Certificates
<u>II.A/79</u>	Perkins Core Indicator Reports
<u>II.A/80</u>	Survey of Completers and Leavers
<u>II.A/81</u>	BP 4050 titled Articulation
<u>II.A/82</u>	AP 4050 titled Articulation
<u>II.A/83</u>	Accuracy of Catalog information (Disciplines and Departments)
<u>II.A/84</u>	Curriculum Committee Minutes February 20, 2013
<u>II.A/85</u>	AP 4233 titled Course Content and Grading System
<u>II.A/86</u>	California Articulation Policies and Procedures Handbook - Page 56
<u>II.A/87</u>	Palomar College Catalog 2013-14 - Course Numbers
<u>II.A/88</u>	ASSIST
<u>II.A/89</u>	Palomar College Catalog 2014-15 - Transfer Credits from Other Sources
<u>II.A/90</u>	Palomar College Catalog 2013-14 - Academic Regulations and Standards
<u>II.A/91</u>	CSU Memo Regarding External Testing
<u>II.A/92</u>	Articulation
<u>II.A/93</u>	California Articulation Policies and Procedures Handbook
<u>II.A/94</u>	BP 4021 titled Discontinuance of Career-Technical Program

<u>Number</u>	<u>Name</u>
<u>II.A/95</u>	AP 4021 titled Discontinuance of Career-Technical Programs
<u>II.A/96</u>	Discontinuance of Career-Technical Programs Chart
<u>II.A/97</u>	Policy on Course Substitution for Courses No Longer Offered
<u>II.A/98</u>	Class Schedule Production Contact List
<u>II.A/99</u>	Intersession & Summer 2014 Class Schedule Production Timeline Draft
<u>II.A/100</u>	Website Revamp Taskforce Creation
<u>II.A/101</u>	ARCC Report Palomar
<u>I.A/27</u>	Palomar College Homepage
<u>II.A/102</u>	Policies and Procedures Committee Structure
<u>II.A/103</u>	BP 4030 titled Academic Freedom
<u>II.A/104</u>	BP 4290 titled Academic Honesty
<u>II.A/105</u>	Students Rights and Responsibilities
<u>II.A/106</u>	Academic Honesty Process Guidelines
<u>II.A/107</u>	BP 5530 titled Students Rights and Grievances
<u>II.A/108</u>	BP 5000 titled Student Responsibility
<u>II.A/109</u>	BP 5500 titled Standards of Conduct

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

In fulfilling its Mission, Palomar College provides comprehensive Student Support Services to recruit, admit, and support a diverse population of students. Student Services designs and delivers these programs to support student learning, student achievement, and institutional effectiveness.

With programs in outreach and admissions; in counseling, matriculation, and transfer; and in campus life, Student Services establishes clear pathways for students' access, progress, learning, and success—not only in their college careers but also in their personal lives and in the professional lives they are preparing for.

Student Services programs at Palomar College commit to continuous improvement, assuring that services are consistently relevant and effective. All Student Services programs complete Program Review and Planning (PRP) processes, producing annual reports that are reviewed, responded to, and acted upon by the Student Services Planning Council (SSPC). From these reports, which include the programs' analyses of Student Learning Outcome Assessment Cycles (SLOACs) and/or Service Area Outcome Assessment Cycles (SAOACs), SSPC derives the priorities it contributes to the dialogue of the Strategic Planning Council, bringing Student Services into discussions of college-wide planning.

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The *Student Equity Plan* and Student Success and Support Program (3SP) Plan are concentrating on students' connections, pathways, learning, and success. These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals." Importantly, these projects also tie Student Services planning to resource allocation.

These projects also draw Student Services into even closer dialogue and collaboration with Instructional Services to improve students' basic skills, to ensure they derive the benefits of a general education, to prepare to transfer to universities, and to demonstrate knowledge and skills that will earn them gainful employment in the workforce.

II.B.1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Palomar College's Student Services delivers comprehensive programs and services that support students from college entry to exit. These programs and services contribute directly to the College fulfilling its Mission of "provid[ing] an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and "support[ing] and encourag[ing] students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education." ([I.A/1](#)).

Accessibility of Student Support Services

Palomar College offers all students equitable access to student support services regardless of location or means of delivery. Beginning with its outreach and enrollment services, the College provides accurate and timely information to prospective students in person, in print media, and via the internet. As part of the College's outreach and enrollment services, College staff visit local high schools, attend community outreach events, 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/1](#)).

Enrolled students are informed about how to access student support services during their initial in-person orientation and then again on a regular basis through the printed schedule of classes, the College catalog, the College website, campus workshops, and through general information e-mails that are sent out periodically ([II.B/2](#), [I.A/29](#), [II.B/3](#), [I.A/27](#), [II.B/4](#)). Students who are unable to attend an in-person orientation are provided access to an on-line orientation that is accessible via the internet ([II.B/2](#), [II.B/5](#)).

All students also have equitable access to assessment testing; orientation services; academic, personal, and career counseling services; financial aid and scholarships; student mental health services; transfer preparation services; career development services; student government; student clubs and activities; student health services; and college athletics. All students are also equally informed of the availability of and eligibility criteria for categorical service programs including EOP&S, CARE, CalWORKs, DSPS, Veterans Services, and TRIO ([II.B/6-8](#), [II.A/14](#), [II.B/9](#), [II.B/10](#)).

As there are more than 21,000 students (86.6%) enrolled at the San Marcos campus and over 1,200 (5.1%) enrolled at the Escondido Education Center, the majority of in-person services are provided in San Marcos and Escondido. However, to ensure students equitable access, the College provides some in-person services at its educational sites in Camp Pendleton, Fallbrook, Mt. Carmel, and Pauma, and all services are accessible via telephone and the internet.

Table # 21—Student Support Services Offered by Location

Support Service	San Marcos	Escondido	Camp Pendleton	Fallbrook, Mt. Carmel, and Pauma	Online/Phone
Admissions	✓	✓	✓	✓	✓
Assessment	✓	✓	✓		✓
Registration	✓	✓	✓	✓	✓
Orientation	✓	✓	✓		✓
Counseling	✓	✓	✓		✓
Mental Health Services	✓	✓			✓
Financial Aid & Scholarships	✓	✓			✓
Transfer Preparation	✓				✓
Career Development	✓				✓
Student Government	✓	✓			✓
Student Clubs & Activities	✓	✓			✓
Student Health	✓	✓			✓
Athletics	✓				✓
EOP&S, CARE, CalWORKs	✓	✓			✓
DSPS	✓	✓	✓	✓	✓
Veterans Services	✓		✓		✓
TRIO	✓				✓

Quality of Student Support Services

Regardless of location or means of delivery, the College assures the effectiveness of these programs and services through regular evaluation/planning cycles, input from faculty, staff, and students, and other appropriate measures.

Annually each student support service area completes the Program Review and Planning (PRP) process, which includes a department level analysis of services offered and the adequacy of staffing, a review of accomplishments, and an identification of projected resource needs ([I.A/33](#)). The PRP process also includes an analysis of the Student Learning Outcome Assessment Cycles (SLOACs) and/or the Service Area Outcome Assessment Cycles (SAOACs). Student Services utilizes TracDat, the College's outcomes data, to store SLOACs and SAOACs planning, assessment results, and follow-up.

All student support service area PRPs are reviewed and discussed annually at the department level, at the Vice President of Student Services Cabinet meetings, and then again at the Student Services Planning Council (SSPC) ([II.B/11](#)). With the knowledge provided by the PRP processes, student support service areas develop strategies and activities for quality improvement and priorities for staffing and resource allocations. An example of the use of PRPs to improve the quality of services is demonstrated by the focused effort to improve the number of students who effectively utilize the priority registration process.

As part of their 2013 PRP, Enrollment Services discovered that only 30% of students utilized their assigned priority registration date on their initial day of registration. Given the legislative changes occurring in relation to the Student Success Act (SB 1456), Enrollment Services staff felt it was important to better educate students about the importance of priority registration in relation to completing their academic goals in a timely manner. Staff developed a communication strategy for the general student population and reorganized the advising and registration process for the cohort of student athletes. Utilizing the SAO process, they discovered that the intervention resulted in an increase in priority registration usage from 25% to 56.7% among student athletes. This success and proposed plans for continued improvement are recorded in the 2014 PRPs for both the Athletic Department and Enrollment Services ([II.B/12](#)).

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 other data collection tools for SAOs. One area-specific study that illustrates the College's efforts to ensure the quality of services provided is the Athlete Academic Performance Tracking Study, which measures the success rates of all student athletes ([I.B/60](#)).

Self Evaluation

The College meets the Standard.

The College provides students equitable access to support services regardless of location or means of delivery by providing a comprehensive set of programs and services that are available in person, over the telephone, or via the internet. These programs and services begin with outreach and recruitment services and continue through the completion of the student's self-defined goals. The majority of in-person services are provided on the San Marcos campus due to the vast majority of students being enrolled in San Marcos; however, many services are provided at the Escondido Center and at the various educational sites of Palomar College. Additionally, all services are accessible via telephone and through the internet via the College website.

The College ensures the quality of student support services through annual evaluation cycles that require all departments to complete a Program Review and Planning document ([I.A/33](#)). All PRPs are discussed at the department level, at the Assistant Superintendent/Vice President of Student Services Cabinet level, and at the Student Services Planning Council. PRPs include SAOs and SLOs as appropriate, and data analysis is used to guide decision making ([II.B/11](#)). The Office of Institutional Research and Planning supports these efforts by providing on-going reports and studies.

Actionable Improvement Plans

None.

Standard II.B.2.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General information*
- b. Requirements*
- c. Major Policies Affecting Students*
- d. Locations or Publications Where Other Policies May Be Found*

Descriptive Summary

a. General Information

The Palomar College catalog contains the official name, addresses, telephone numbers, and website of the College ([II.B/3](#)). The catalog includes the Mission Statement, description of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement, and information on availability of student financial aid. It also includes information about learning resources, admissions and residency policies, registration procedures, policies that impact students, the names and degrees of administrators and faculty, and the names of the Governing Board members. Divisions and departments annually review their respective areas of the catalog for accuracy and currency, and deans provide a larger cross-component review. Suggestions and issues raised informally by students are also forwarded to those responsible for the areas referenced. The Counseling and Articulation Services along with Instructional Services review the catalog annually, focusing closely on Title 5 regulations and changes by the Chancellor's Office, the College's Curriculum Committee, and Student Services that directly affect students. The catalog is available for purchase at the College bookstore and online in PDF or a mobile device-compatible format. Braille versions of the catalog are available upon request. To assist the visually impaired, the catalog has been converted to an accessible format. Previous catalogs are available online for the 2006-07 academic year to the current year ([II.B/13](#)).

b. Requirements

The catalog describes the admission and enrollment processes and requirements for students pursuing the various degree and certificate programs available at Palomar College. The catalog indicates which programs offer a Certificate of Proficiency, Certificate of Achievement, AA/AS, AA-T/AS-T degrees, and which programs are transferable to four-year institutions. Following the list of programs offered, the catalog describes each program individually, noting the program's core requirements and subsequent required courses. The information presented in the catalog is also available on the Palomar College website.

c. Major Policies Affecting Students

Major policies and procedures affecting students are listed and described in the Palomar College catalog in the chapter titled “Student Rights and Responsibilities” ([II.A/105](#)). These include the policies on Academic Integrity, Drugs and Alcohol, Sexual Harassment, Student Grievance, Student Code of Conduct, Family Educational Rights and Privacy, Residency, and Course repetition.

The catalog provides contact information for all students and staff who believe they have been subjected to any type of harassment or discrimination. Complaints are filed by notifying the College's Assistant Superintendent/Vice President of Human Resource Services. The catalog also provides information about Palomar's refund policies. (This information is also provided on the Palomar website.)

d. Locations or Publications Where Other Policies May Be Found

All academic policies, procedures, and information regarding courses, degrees and certificates, and requirements are found in the College catalog. Students have access to policies and procedures in additional publications, such as the class schedule, College website, and on the Governing Board's website under “Board Policies and Administrative Procedures” ([I.A/29](#), [II.B/3](#), [I.A/27](#), [II.B/14](#)).

Students and the public can also access catalogs and Board Policies through the College Library.

Self Evaluation

The College meets the Standard.

The College provides an annual catalog that is precise, accurate, and current. The catalog includes general information about the College, graduation and transfer requirements, and major policies affecting students. The catalog is updated on an annual basis, and mid-year addendums are published when needed. The College provides students with access to the catalog through the bookstore, and it is available for free on-line via the College website and in the Library.

Currently a workgroup is reviewing the College's student grievance and complaint procedures ([II.B/15](#)). The College's student grievance procedures are effective. The College is determining whether the student complaint procedures are also effective. The workgroup is updating Administrative Procedure 5530 Student Rights and Grievances and will take its recommendations to the Policies and Procedures Committee ([II.B/16](#)).

Actionable Improvement Plans

None.

Standard II.B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Palomar College researches and identifies the learning support needs of its students in many ways. The College regularly conducts the *Community College Survey of Student Engagement* and discusses the results with members of Student Services ([I.B/59](#)). With the support of data provided by the Office of Institutional Research and Planning, Student Services members participate in the College's evaluation/planning cycles, such as Program Review and Planning processes, the Strategic Plan, and the annual Action Plans ([I.A/33](#), [I.A/3](#), [I.B/26](#)). The College uses information derived from these activities to provide the programs and services necessary to its students' success,

At present Student Services programs are advancing ambitious projects that manifest the College's Vision of "Learning for Success." The *Student Equity Plan* and Student Success and Support Program (3SP) Plan are concentrating on students' connections, pathways, learning, and success ([I.A/21](#), [I.A/23](#)). These projects focus on Goal #1 of the College's Strategic Plan: "Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals" ([I.A/3](#)). Importantly, these projects also tie Student Services planning to resource allocation.

Student Success and Support Program (3SP)

Through the shared governance process, in 2013 *Strategic Plan 2016* Action Plan - Year One of *Strategic Plan 2016* led to the establishment of a Student Success and Support Program (3SP) Task Force, which was formally approved by the Strategic Planning Council ([I.A/16](#), [I.A/20](#), [II.B/17](#)). The 3SP Task Force was chaired jointly by the Assistant Superintendent/Vice President for Instruction, the Assistant Superintendent/Vice President of Student Services, and the Faculty Senate President. Work groups were established to address the primary requirements of the 3SP Plan. These groups included (1) outreach and marketing, (2) assessment, (3) orientation, (4) counseling and advising, (5) follow-up services for at-risk students, and (6) pertinent policies and procedures. Each workgroup established meeting schedules and was tasked with developing services and activities that would contribute to student success and be included in the 3SP Plan ([I.A/17](#), [I.A/19](#)).

The 3SP Task Force membership included faculty, staff, and administrators representing all areas of the College: two non-instructional faculty members, two instructional faculty members, one faculty union representative, one classified union representative, one administrative association representative, one confidential and supervisory team representative, one student representative, the dean of counseling, one instructional dean representative, and the Senior Director of Institutional Research and Planning ([I.A/20](#)).

The workgroups, which included more than 70 faculty, staff, and students, met throughout the 2013-14 academic year with final recommendations for 3SP services and activities coming at the end of April 2014. A summary of emerging strategies was presented to SPC, the Faculty Senate, and the Governing Board in May 2014 ([I.B/9](#), [II.B/18](#), [II.B/19](#)). The final recommendations were

developed into a formal 3SP Plan during the Summer 2014, and were advanced through the shared governance process at the start of the Fall 2014 term. The final 3SP Plan was endorsed by the Faculty Senate and the Strategic Planning Council in October 2014 and was subsequently submitted to the Chancellor's Office ([I.A/25](#), [I.A/23](#)).

Student Equity Plan

The *Student Equity Plan* aligns with the 3SP Plan.

In Spring 2014, the Assistant Superintendent/Vice President of Student Services gave *Student Equity Plan* presentations outlining the state requirements to shared governance groups and campus committees, including the Strategic Planning Council, Student Services Planning Council, Instructional Planning Council, the Faculty Senate, the Basic Skills Committee, the 3SP Task Force, and at the Chairs and Directors group ([I.A/22](#)). This presentation also outlined a plan of action to ensure completion of the *Student Equity Plan*.

The *Student Equity Plan* involves three themes: (1) student access, (2) basic skills, and (3) completion (including student achievement and career pathways).

The Student Equity workgroup was convened in Summer 2014 to review student equity data and develop services and strategies to address areas of disproportionate impact ([I.A/16](#), [I.A/17](#), [I.A/20](#), [I.A/18](#)). The final recommendations of the workgroup were developed into a formal *Student Equity Plan* and brought through the shared governance process in Fall 2014 ([I.A/22](#)). The final *Student Equity Plan* was submitted to the Chancellor's Office in November 2014 ([I.A/21](#)).

The College will also be exploring how the work of the Student Equity Committee, the Matriculation and Transfer Committee, and, if needed, the Basic Skills Committee, can be better integrated and coordinated to maximize efforts and minimize duplication of activities ([I.A/25](#)).

Self Evaluation

The College meets the Standard.

The College regularly utilizes research and analysis to guide discussions regarding the type and effectiveness of services provided to students. Along with utilizing the College's annual Program Review and Planning (PRP) process, the College participates in the *Community College Survey on Student Engagement*, has utilized Chancellor's Office Scorecard data to discuss student outcomes, and has utilized data to develop the College's 3SP Plan and *Student Equity Plan* ([I.A/33](#), [I.B/59](#), [I.B/25](#)). The College's Office of Institutional Research and Planning also provides regular reports to departments regarding student success and assists departments in completing their Student Learning Outcome and Service Area Outcome Assessment Cycles (SLOACs and SAOACs).

Actionable Improvement Plans

None.

Standard II.B.3.a.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Assuring equitable access to all students, Palomar College offers comprehensive student support programs, services, and classes to help all students succeed. Appropriate, comprehensive, and reliable services are provided to all students regardless of service location or delivery method. With more than 21,000 students (86.6%) attending classes on the San Marcos campus and more than 1,200 student (5/1%) attending classes at the Escondido Center, the majority of in-person student support offerings are located at the main campus in San Marcos and at the Escondido Center. To ensure equitable access to all students, Palomar College also offers many of its services over the telephone and on-line via the College website ([II.B/1](#)).

Comprehensive and Reliable

Palomar College offers a comprehensive set of services that are designed to support students from entry through completion of their self-defined goals. These services include consistent support in the areas of admissions and records, assessment, orientation, counseling and advising, education and career planning, financial aid and scholarships, student mental health, transfer preparation, degree evaluations, student government, clubs and activities, student health services, intercollegiate athletics, and categorical support programs.

Student Support Services are available on a regular basis throughout the year, are offered during both day and early evening hours, and can be accessed in-person, over the telephone, and on-line. Services are regularly evaluated through an annual Program Review and Planning process that includes the evaluation of SAOs and SLOs as appropriate to ensure that the services are meeting the needs of students ([I.A/33](#)).

Information Services provides support to each service area by ensuring that staff members have the appropriate tools and security access necessary to reliably maintain student records, access and review student transcripts, assist students with registration activity, and effectively communicate with students via e-mail.

Accessibility of Student Support Services

Palomar College offers all students equitable access to student support services regardless of location or means of delivery. Beginning with its outreach and enrollment services, Palomar College provides accurate and timely information to prospective students both in person, in print media, and via the internet. As part of the College's outreach and enrollment services, College staff visit local high schools, attend community outreach events, 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/1](#)).

Enrolled students are informed about how to access student support services during their initial in-person orientation and then again on a regular basis through the printed schedule of classes, the College catalog, the College website, campus workshops, and through general information e-mails that are sent out periodically ([II.B/2](#), [I.A/29](#), [II.B/3](#), [I.A/27](#), [II.B/4](#)). Students who are unable to attend an in-person orientation are provided access to an on-line orientation that is accessible via the internet ([II.B/5](#)).

All students also have equitable access to assessment testing; orientation services; academic, personal, and career counseling services; financial aid and scholarships; student mental health services; transfer preparation services; career development services; student government; student clubs and activities; student health services; and college athletics. All students are also equally informed of the availability of and eligibility criteria for categorical service programs including EOPS, CARE, CalWORKs, DSPS, Veterans Services, and TRIO ([II.B/7](#), [II.B/8](#), [II.A/14](#), [II.B/9](#), [II.B/10](#)).

As there are over 21,000 students (86.6%) enrolled at the San Marcos campus and over 1,200 (5.1%) enrolled at the Escondido Center, the majority of in-person services are provided in San Marcos and Escondido. However, to ensure equitable access the College provides many telephone and on-line services and some in-person services at its educational sites in Fallbrook, Mt. Carmel, Camp Pendleton, and Pauma.

Table # 21—Student Support Services Offered by Location

Support Service	San Marcos	Escondido	Camp Pendleton	Fallbrook, Mt. Carmel, and Pauma	Online/Phone
Admissions	✓	✓	✓	✓	✓
Assessment	✓	✓	✓		✓
Registration	✓	✓	✓	✓	✓
Orientation	✓	✓	✓		✓
Counseling	✓	✓	✓		✓
Mental Health Services	✓	✓			✓
Financial Aid & Scholarships	✓	✓			✓
Transfer Preparation	✓				✓
Career Development	✓				✓
Student Government	✓	✓			✓
Student Clubs & Activities	✓	✓			✓
Student Health	✓	✓			✓
Athletics	✓				✓
EOP&S, CARE, CalWORKs	✓	✓			✓
DSPS	✓	✓	✓	✓	✓
Veterans Services	✓		✓		✓
TRIO	✓				✓

Self-Evaluation

The College meets this Standard.

Palomar College offers comprehensive student services that are appropriate, comprehensive, reliable, and accessible to all students. Services are designed to assist students to meet their goals and succeed academically. Services are comprehensive in that they assist students from entry to exit and include admissions and records, counseling, financial aid, student health, career development and transfer preparation, and extra-curricular activities.

To ensure the quality and appropriateness of services, all programs are evaluated on a regular basis through the College's Program Review and Planning process ([I.A/33](#)). Student services faculty and staff also receive assistance from the College's Office of Institutional Research and Planning to develop specific reports and from Learning Outcomes Council Coordinators to complete the Student Learning Outcome and Service Area Outcome Assessment Cycles (SLOACs and SAOACs).

The College ensures equitable access to all services by providing services throughout the College. While the majority of services are provided at the locations with the largest student populations (the San Marcos campus and Escondido Center), services are also provided on Camp Pendleton, Mt. Carmel, Pauma, and Fallbrook. All services are also available via telephone or on-line via the campus website.

Actionable Improvement Plans

None.

II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

Descriptive Summary

Palomar College provides all students with an environment that encourages personal and civic responsibility and promotes the intellectual, aesthetic, and personal development of all of its students through a comprehensive set of curricular offerings, programs and services, and extra-curricular activities.

Curricular Offerings

Palomar College offers many academic courses that assist students to develop a sense of personal and civic responsibility as well as contribute to students' intellectual, aesthetic, and personal development. Examples of these courses include counseling courses, cooperative education (work experience), intercollegiate athletics, performing arts, journalism, speech, and glass blowing ([I.A/6](#)). The College also has a multicultural studies course graduation requirement for the associate degree ([II.B/20](#)). The goal of this requirement is to promote intercultural understanding and communication in the local, national, and global contexts.

Programs and Services

The College also provides many programs and services that encourage the development of personal and civic responsibility and contribute to their intellectual, aesthetic, and personal growth. Examples of these programs and services include the Student Code of Conduct, the Teaching & Learning Center, tutorial services, the STEM Center, the Disability Resource Center (DRC), the DRC Adaptive Computer Lab, the Pride Center, the Veterans Center, the First Year Experience Program, the Summer Bridge Program, the Arboretum, and the Planetarium ([II.B/21-26](#), [II.A/8](#), [I.A/9](#), [II.A/17](#), [II.A/18](#), [II.A/14](#), [II.B/9](#)).

Extra-Curricular Activities

The College provides several extra-curricular activities that also encourage personal and civic responsibility and contribute to students' intellectual, aesthetic, and personal development. Examples include student government, cheerleading, student clubs, student newspaper, service learning, performing arts, speech and debate team, Political Economy Days, and guest speakers, as shown in Table #22 ([II.A/1](#), [II.B/27-29](#), [II.A/9](#), [II.A/75](#), [II.A/7](#)).

Table # 22—Palomar College Extra-Curricular Activities

	Personal/Civic Responsibility	Intellectual Development	Aesthetic Development	Personal Development
Curricular Offerings				
Counseling Courses	✓	✓		✓
Work Experience	✓	✓	✓	✓
Athletics	✓	✓		✓
Performing Arts	✓	✓	✓	✓
Journalism/Student Newspaper	✓	✓	✓	✓
Speech/Debate	✓	✓		✓
Art	✓	✓	✓	✓
Programs and Services				
Student code of Conduct	✓	✓		✓
Teaching & Learning Center	✓	✓		✓
Tutoring Services	✓	✓		✓
STEM Center	✓	✓		✓
Disability Resource Center	✓	✓		✓
DRC Adaptive Computer Lab	✓	✓		✓
The Pride Center	✓	✓		✓
Veterans Center	✓	✓		✓
First Year Experience Program	✓	✓		✓
Summer Bridge	✓	✓		✓
Arboretum	✓	✓	✓	✓
Planetarium	✓	✓	✓	✓
Extra-Curricular Offerings				
Student Government	✓	✓		✓
Cheerleading	✓	✓	✓	✓
Student Clubs	✓	✓	✓	✓
Service Learning	✓	✓	✓	✓
Student Newspaper	✓	✓	✓	✓
Speech/Debate	✓	✓	✓	✓
Political Economy Days	✓	✓		✓
Guest Speakers	✓	✓	✓	✓

Self Evaluation

The College meets the Standard.

Palomar College provides all students with an environment that encourages personal and civic responsibility and promotes the intellectual, aesthetic, and personal development of all students through a comprehensive set of curricular offerings, programs and services, and extra-curricular activities.

The College offers courses in areas of counseling, work experience, athletics, performing arts, journalism, speech, and art that contribute to meeting the Standard. Students who complete these courses learn to engage in the community while also developing their individual skills and self-identity.

Through the identified programs and services students can engage faculty and staff and take responsibility for their own learning through accessing learning labs, cohort based learning experiences, and service centers. All programs and services are available to all students, and the College regularly evaluates these programs and services to ensure that they are appropriate and reliable ([IA/33](#)).

The College provides all students with opportunities to participate in extra-curricular activities that include student leadership, service learning, and community engagement. All of these opportunities contribute to a vibrant and engaging set of programs and services that encourages personal and civic responsibility and promotes the intellectual, aesthetic, and personal development of all students.

Actionable Improvement Plans

None.

II.B.3.c.

The institution designs, maintains, and evaluates counseling /or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

A Comprehensive Design

Palomar College has created a comprehensive level of counseling services and counseling-related academic courses that are designed to assist students with their academic, personal, and career needs. Counseling services staff are committed to providing students with a supportive environment that is professional, respectful, and committed to diversity. Beginning at the early stages of entry to the College, counseling staff provide incoming students with academic planning services that includes orientation information about academic programs and available majors, financial aid resources, the development of individualized student education plans, and information and referral to other support services and programs available at the college ([II.B/30](#)).

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 ([II.B/31](#)). 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.

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, the Student Health Center, the Student Affairs Office, and the Palomar Police Department to respond to mental health crises on campus ([II.B/32](#)).

In an effort to assist students proactively, the College has an established Early Alert program to provide early interventions for students who may be having difficulty in class ([II.B/33](#)). Early in each semester, faculty are asked to notify Counseling Services about students who may be struggling academically. Counseling staff will reach out to the identified students to notify them about available resources to assist them to be successful, such as counseling and tutorial services and the Teaching & Learning Center.

All students are able to access in-person general counseling services on the San Marcos campus, at the Escondido Center, and at the Camp Pendleton site. Services are offered year-round throughout the day and in the early evening. Students who are unable to visit these sites can access services over the telephone, on-line through Skype-based appointments, or via e-mail. The College also offers counseling services through a variety of categorical programs that are

both state and federally funded, such DRC, EOP&S, CARE, CalWORKs, Veterans, TRIO, and the HSI-STEM grant ([II.B/6-10](#), [II.B/34](#), [I.B/42](#)).

Maintaining Quality Counseling Services

The College utilizes the annual Program Review and Planning (PRP) process as the primary mechanism to evaluate, review, and adjust counseling courses and services to meet the needs of students ([I.A/33](#)). The PRP process utilizes Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs) to collect data and measure the success of intervention strategies. The College also collects data through student satisfaction surveys and holds regular college-wide counselor meetings and periodic counselor retreats to discuss service delivery issues and changing regulations, provide training, and strengthen or design new services based on emerging trends ([I.B/59](#)). As appropriate, the College utilizes campus-wide workgroups to discuss and address counseling-related issues. A recent example is the development of the Student Success and Support Program (3SP) Plan.

In Spring of 2014, the College established a 3SP Task Force charged with discussing and developing the 3SP plan to be submitted to the Chancellor's Office. The task force created a counseling and advising workgroup responsible for reviewing counseling services and making recommendations for future service delivery. A significant discussion that emerged was to strengthen the relationship between counselors and instructional faculty advisors and to increase the amount of contact between students and advisors. The outcome of this discussion is reflected in both the 3SP Plan and the *Student Equity Plan* that were submitted to the Chancellor's Office in Fall of 2014 ([I.A/21](#), [I.A/23](#)).

On-going Professional Development

The College is committed to ensuring that all students receive high quality, professional counseling services. To this end, the College supports on-going professional development of counseling faculty through regular department and district-wide meetings and trainings, faculty plenary activities, counselor retreats, and self-designed activities ([II.B/35](#)). Counselors also have the opportunity to learn about specific topics by attending regional, statewide, or national training opportunities, such as the counselor conferences sponsored by the University of California and California State University systems.

The College is also committed to working closely with regional partners to ensure quality counseling services. Through the North County Higher Education Alliance (NCHEA), the College creates opportunities for dialogue, information sharing, and faculty interaction among the three higher education institutions in North San Diego County (CSU San Marcos, MiraCosta College, and Palomar College) ([II.B/36](#)). The College is also an active participant in the San Diego/Imperial County Community College Association Faculty Internship program whereby current graduate students serve as interns in the community college setting and gain valuable training and experience prior to entering their careers ([II.B/37](#)). Several Palomar interns have subsequently been hired as adjunct and contract (full-time) counseling faculty as a result of this program.

Self Evaluation

The College meets the Standard.

Palomar College has created a comprehensive level of counseling services and counseling-related academic courses that are designed to assist students with their academic, personal, and career needs. Counseling services are offered to all students through the Counseling Center and to eligible students through specific categorical programs such as EOP&S, CARE, DSPS, and TRIO.

All counseling services assist students with academic, personal, and career planning, and counseling services staff are committed to providing students with a supportive environment that is professional, respectful, and committed to diversity. The College also provides access to mental health counseling services that are provided by licensed mental health clinicians who can provide triage services and referrals.

The College ensures the quality of its counseling services by regularly evaluating these services through its annual Program Review and Planning processes and through Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs) ([LA/33](#)). Individual faculty and staff are evaluated as required by their bargaining unit contract to ensure that the quality of services remains at a high level. Faculty and staff have regular department and college-wide meetings to ensure that current information is being passed along to students. Faculty and staff also have access to on-going training and professional development activities that contribute to the overall goals of the counseling services areas.

Actionable Improvement Plans

None.

II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

As described in Standards I.A., I.B., and III.A., the College engages in a wide range of programs, practices, and services that support and enhance students' understanding of and sensitivity to diversity. Institutionally, the College embraces and encourages the value of diversity through Board Policies, including, but not limited to Board Policies 3410 Nondiscrimination, 3420 Equal Employment Opportunity, 3430 Prohibition of Harassment, 3900 Speech: Time, Place, & Manner, and 7100 Commitment to Diversity ([II.B/38-42](#)). To ensure there is appropriate and adequate attention paid to these important matters, the College provides diversity-related trainings to employees on a regular basis, including requiring all supervisory and administrative staff to take a two-hour sexual harassment prevention training every two years ([II.B/43](#)). The Professional Development (PD) program offers faculty and staff Safe Zone Training sessions and a wide variety of workshops to enhance and promote the appreciation of diversity ([II.B/44](#), [II.B/45](#)).

To earn an Associate degree, students must complete a multicultural course requirement to promote intercultural understanding and communication. This graduation requirement can be met through a variety of courses offered in disciplines such as American Indians Studies, child development, counseling, music, and sociology. Students also have a variety of opportunities to engage in programs, events, and activities designed to enhance their appreciation of diversity ([II.B/46](#)). The Office of Student Affairs (OSA) is a center for students who want a complete college experience. The diversity of student clubs helps cultivate students' interests, develop ethics and leadership, and promote students' success on their educational paths outside of college. Clubs include Active Minds, Anime Club, Encuentros United, Intervarsity Christian Fellowship, Jewish Student Union, LGBTQ, MECHA, Muslim Student Union, Native American Student Alliance, Phi Theta Kappa, The Jordan, and Veteran Students Organization ([II.A/76](#)). In addition, there are numerous clubs based on academic interests. Individual clubs have meetings where issues are discussed and solutions are generated. The OSA is inclusive and facilitates the needs of all students in the non-instructional setting.

College offices like CalWORKS, Campus Police, Counseling Services, Extended Opportunity Programs and Services (EOP&S), Gear Up, Health Services, International Student Office, the TRIO programs, and Veterans Services provide specialized services to attract and retain a robust and diverse student population. The Disability Resource Center 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 the regular college curriculum. 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.

In partnership between Instructional Services and Student Services, the College was granted its first Hispanic Serving Institution (HSI) grant in 2007, shortly after being designated a HSI in 2006 ([II.B/47](#), [I.B/42](#)). The grant provided the opportunity to develop various academic and student services with the underlying goal of encouraging students to value diversity, forge strong connections with the College, set educational goals, have access to financial aid—and to implement academic interventions and strengthen teaching methodology. The College also was granted a Title V/HSI STEM grant, a collaborative effort between Palomar College and CSU San Marcos ([II.B/34](#)). The goal of this grant is to increase participation of low-income and underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) programs, improve student persistence, strengthen STEM curriculum, and promote students' seamless transfer to CSU San Marcos. The STEM Center on the San Marcos campus has been a successful development from the grant and has become a highly-utilized service, operating at capacity. Daily at this center, additional services include tutoring, peer mentoring, supplemental instruction, independent study, STEM reference materials, and laptop checkout services to program participants ([II.B/23](#)).

Self-Evaluation

The College meets the Standard.

Palomar College comprehensively ensures that the institution maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Board Policies are in place to ensure that faculty, staff, and students are all made aware of the College's commitment to enhance and protect a vibrant and diverse campus culture ([II.B/38-42](#)). The College enacts these policies through its strong and diverse student service programs, integrated grant programs, and conducive curriculum. One example of the College's commitment to diversity was the formation of the Palomar College Committee to Combat Hate (PC³H) ([II.B/48](#)). Members of the PC³H committee are faculty, administrators, staff, and students who are committed to promoting respect for and sensitivity to all students and staff, including those who identify as lesbian, gay, bisexual, transgender, or queer.

Palomar College identifies and evaluates the learning support needs of students through various means of data collection, including student surveys, course-level SLOACs, and program-level SAOACs.

Actionable Improvement Plans

None.

II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Palomar College regularly evaluates admission and placement instruments, processes, and practices to minimize cultural and other biases. The application process is primarily completed online, with a paper version of the application available for those who may need it. The application collects data based on the California Community Colleges System Office's Management Information System (MIS) data elements and is in compliance with California Title 5 reporting requirements. Admission to Palomar College is open to all students who apply without reference to race, ethnicity, religion, or linguistic bias as a determining factor in the admissions process. The information gathered through the admission application assists the College in assessing institutional effectiveness across all races, gender, levels of education, educational goals, and socioeconomic backgrounds.

Assessment is strongly encouraged and mandatory for students matriculating in English and mathematics courses. Assessment utilizes multiple means of assessment, including transcript evaluations, test scores from other institutions, counselor determinations, and local administration of the ACT's approved computerized assessment instrument, COMPASS ([II.B/49](#)). The College has participated with ACT in providing data to keep COMPASS on the Chancellor'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.

The Office of Institutional Research and Planning (IR&P) 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 ([II.B/50](#)). IR&P meets with faculty members to discuss this data and, when necessary, leads faculty in the analysis of cut scores.

Self Evaluation

The College meets the Standard.

Palomar College regularly validates placement instruments and cut scores. All data elements on the application for admission match the California Community Colleges System Office Management Information System reporting requirements.

Actionable Improvement Plans

None.

II.B.3.f.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Palomar College follows Federal Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5, and Governing 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/51](#), [II.B/52](#)). 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/53](#)). 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.

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/54](#)).

Self-Evaluation

The College meets the Standard.

Palomar College maintains student records permanently, securely, and confidentially, with provision to secure backup of all files, regardless of the form in which those files are maintained. This practice is in compliance with FERPA, California Education Code, Title 5, §54606, and subsequent sections, and Governing Board policies ([II.B/51](#), [II.B/52](#)).

Actionable Improvement Plans

None.

II.B.4.

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Services at Palomar College engages in a rich, diverse, and comprehensive set of evaluations used to analyze matters such as student retention, persistence, course completions, educational goals, transfer rates, use of services, and appropriateness of services. The staff in the Office of Institutional Research and Planning (IR&P) has a clear understanding of 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/33](#)). 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) ([II.B/11](#)). 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 filter up the governance chain.

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 ([I.B/59](#), [II.B/55](#)). This set of survey information provides baseline information about Palomar College 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% to 69.9% over the last six years ([II.B/56](#)).

Results from the "Accreditation Employee Survey 2013" indicate that the majority of respondents throughout the College believed that Student Support Services contributes to student success ([II.B/57](#)). A total of 87.4% of respondents indicated that the departments in focus for this study (Counseling, Health Center, Veteran's Services, Financial Aid and Scholarships, and Orientation) contributed to student success "Moderately" or a "Great Deal." This appraisal is further supported by the number of students the respondents refer to one or more of these services. Survey results show that 86.7% of the respondents had referred at least one student to one of these services each semester and that 30.9% of the respondents had referred 25 or more students each semester.

Results of surveys are one of the tools used to measure effectiveness of services. Within the governance structure are a number of standing committees, each of which discusses student success and ways to enhance effectiveness. As an example, the Registration Committee annually reviews the priority registration system and recently implemented an enhanced system in compliance with new Student Success and Support Programs, Title 5, and state Education Code regulations ([II.B/58](#)). The final output is a new Administrative Procedure (AP) 5055 Enrollment Priorities, detailing the new priority system ([II.B/59](#)). Because of the inclusive and regular discussions that occurred around priority registration, a new initiative that is geared to informing students about the new Priority Registration system and to increase the participation rate of students in registering for classes on their initial day of priority registration was funded through the Strategic Planning Priority Funding process ([I.B/18](#), [II.B/12](#)). This initiative demonstrates that the governance structure and the communication that occurs during the process leads to a comprehensive evaluation of processes, a strong implementation plan, and follow-up assessment.

Self-Evaluation

The College meets the Standard.

Student Services programs at Palomar College continue to focus on improvement and operate effectively within the College's established governance structure to identify needs, formulate planning agendas, acquire resources, implement plans effectively, and evaluate outcomes. Student Services programs are at the Proficiency phase of SLOACs and SAOACs as demonstrated by these cycles' roles in PRP processes, resource allocation, and assessment activities throughout the division.

Actionable Improvement Plans

None.

Evidence for II.B.

<u>Number</u>	<u>Name</u>
I.A/1	Palomar College Vision, Mission, Values, and Educational Philosophy
II.B/1	Enrollment Services Website
II.B/2	Orientation
I.A/29	Palomar College Class Schedule, Spring 2015
II.B/3	Palomar College Catalog 2014-15
I.A/27	Palomar College Homepage
II.B/4	General Information Emails
II.B/5	Online Orientation
II.B/6	Extended Opportunity Programs and Services
II.B/7	Cooperative Agencies Resources for Education
II.B/8	CalWORKs
II.A/14	Disability Resource Center
II.B/9	Veterans Services
II.B/10	Trio SSS
I.A/33	Program Review and Planning Documents
II.B/11	Student Services Planning Council Minutes - PRPs
II.B/12	PRP Evidence of Only 30% Enrollment
I.B/60	Athlete Academic Performance Tracking Study
II.B/13	College Catalogs - All Years
II.A/105	Students Rights and Responsibilities
II.B/14	Governing Board Policies and Procedures
II.B/15	Grievance/Complaint Procedures Workgroup
II.B/16	AP 5530 titled Students Rights and Grievances
I.B/59	Community College Survey of Student Engagement
I.A/3	Strategic Plan 2016
I.B/26	Strategic Plan 2016 Action Plan - Year One

<u>Number</u>	<u>Name</u>
<u>I.A/21</u>	Student Equity Plan Final Reports and Presentations
<u>I.A/23</u>	Student Success and Support Plan Final Reports
<u>I.A/16</u>	Student success and support program (3SP) Task Force (TF) Request
<u>I.A/20</u>	Governance Structure Group Requests
<u>II.B/17</u>	Strategic Planning Council Minutes January 21, 2014
<u>I.A/17</u>	Workgroup Membership Lists
<u>I.A/19</u>	Student Success and Support Plan Agendas and Minutes
<u>I.B/9</u>	Strategic Planning Council Minutes May 26, 2014
<u>II.B/18</u>	Faculty Senate Minutes May 12, 2014
<u>II.B/19</u>	Governing Board Minutes May 13, 2014 - Page 2
<u>I.A/25</u>	Strategic Planning Council Minutes October 10, 2014
<u>I.A/22</u>	Student Equity Plan Presentations 5.29.14 and 6.26.14
<u>I.A/18</u>	Student Equity Plan Workgroup Agendas and Minutes
<u>I.A/26</u>	Strategic Planning Council Minutes October 21, 2014
<u>I.A/25</u>	Strategic Planning Council Minutes October 10, 2014
<u>I.B/25</u>	Student Success Scorecard Presentation to Governing Board
<u>I.A/6</u>	Palomar College Catalog 2014-15 - Credit Courses and Programs
<u>II.B/20</u>	Multicultural Course Requirement
<u>II.B/21</u>	Student Code of Conduct
<u>II.A/8</u>	Teaching Learning Center
<u>II.B/22</u>	STAR Center
<u>I.A/9</u>	Tutorial Services
<u>II.B/23</u>	STEM Center
<u>II.B/24</u>	Pride Center
<u>II.A/17</u>	First-Year Experience Program
<u>II.A/18</u>	Summer Bridge
<u>II.B/25</u>	Arboretum
<u>II.B/26</u>	Planetarium

<u>Number</u>	<u>Name</u>
<u>II.A/1</u>	Associated Student Government
<u>II.B/27</u>	Intercollegiate Athletics
<u>II.B/28</u>	Inter-Club Council
<u>II.A/9</u>	The Telescope
<u>II.A/75</u>	Service Learning
<u>II.B/29</u>	Speech and Debate
<u>II.A/7</u>	Political Economy Days
<u>II.B/30</u>	Counseling Services
<u>II.B/31</u>	Counseling Courses
<u>II.B/32</u>	Behavioral Health and Campus Wellness
<u>II.B/33</u>	Early Alert program
<u>II.B/34</u>	STEM
<u>I.B/42</u>	Schedule of Expenditures of Federal Grant Awards
<u>I.B/59</u>	Community College Survey of Student Engagement
<u>II.B/35</u>	Professional Development for Counselors
<u>II.B/36</u>	North County Higher Education Alliance
<u>II.B/37</u>	San Diego/Imperial County Community College Association
<u>II.B/38</u>	BP 3410 titled Nondiscrimination
<u>II.B/39</u>	BP 3420 titled Equal Employment Opportunity
<u>II.B/40</u>	BP 3430 titled Prohibition of Harassment
<u>II.B/41</u>	BP 3900 titled Speech: Time, Place, & Manner
<u>II.B/42</u>	BP 7100 titled Commitment to Diversity
<u>II.B/43</u>	Sexual Harassment Prevention Training
<u>II.B/44</u>	Safe Zone Training sessions
<u>II.B/45</u>	Diversity - Professional Development Opportunities
<u>II.B/46</u>	Diversity Events Calendar
<u>II.A/76</u>	Palomar College Student Clubs
<u>II.B/47</u>	Basic Skills Initiative and Hispanic Serving Institutions Grant

<u>Number</u>	<u>Name</u>
<u>II.B/48</u>	Palomar College Committee to Combat Hate
<u>II.B/49</u>	Assessment Center
<u>II.B/50</u>	Consequential Validity Studies - English, ESL, Math, Reading Placement
<u>II.B/51</u>	BP 5040 titled Student Records and Directory Information
<u>II.B/52</u>	AP 5040 titled Student Records, Directory Information, and Privacy
<u>II.B/53</u>	Palomar College Catalog 2014-15 - Students' Rights and Privacy of Student Records
<u>II.B/54</u>	Student Services Planning Council Minutes February 12, 2014
<u>II.B/55</u>	IR&P Surveys
<u>II.B/56</u>	Counseling Department PRP 2013-14
<u>II.B/57</u>	Accreditation Employee Survey 2013 - Page 27
<u>II.B/58</u>	Minutes Reflecting Priority Registration Discussion
<u>II.B/59</u>	AP 5055 titled Enrollment Priorities
<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Palomar College supports teaching, learning, and student achievement with extensive Library and Learning Support Services. The Library's collection of more than 117,000 titles includes books, periodicals, videos, CDs, DVDs, and audiocassettes. Patrons have access to a variety of reference material in different formats, including microfilm, Internet databases, and printed material. Learning Support Services consist of Tutoring Services, the Teaching & Learning Centers, and the Academic Technology Resource Center.

Library and Learning Support Services engage students and prepare them to use these facilities effectively and efficiently. Recently, the Library, the largest among colleges in North San Diego County, enhanced its accessibility to students, faculty, staff, and administration through the adoption of WorldShare Management Services. Learning Support Services are distributed across many centers on the San Marcos campus and at the Escondido Center. Through various means, including cycles of evaluation, planning, implementation, and re-evaluation, the Library and Learning Support Services seek continual improvement.

II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate education offerings, regardless of location or means of delivery.

Library

The Palomar College Library, the largest community college library in North San Diego County, collaborates with all instructional programs to teach students to find, evaluate, and use information effectively and efficiently ([II.C/1](#)). The Library collects, organizes, and maintains information in the primary formats to support the intellectual growth of students and the professional needs of faculty. In addition, the Library enhances the aesthetic and cultural enrichment of all members of the College, celebrating diversity in many ways. Aligned with the College's Mission, the Library's own mission focuses on five interrelated themes that define its commitment to excellence in education: empowerment, learning, evaluation, discovery, and growth ([II.C/2](#)).

The Library is accessible to all members of the College and to constituents in the community. In an effort to be inviting, the Library has undertaken a number of initiatives, such as the project "Mitigating Library Anxiety" and designating itself a "Safe Zone" on campus ([II.C/3-5](#)). Also the Library has invited community members for a panel discussion about the challenges facing veterans and active-duty military.

Seeking to continually become more effective, the Library assesses its services by a number of means. Through Program Review and Planning (PRP) processes, the Library develops its material collection, online resources, and curriculum ([II.C/6](#)). PRP processes also are the means by which the Library analyzes its Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs). In preparing its annual report to the College's Governing Board, the Library reviews its achievements and its plans ([II.C/7](#), [II.C/8](#)). Librarians serve on the Curriculum Committee in order to stay apprised of the needs of instructional faculty and students.

Palomar College is in the process of planning a new main Library on the San Marcos campus and two branch libraries in the northern and southern parts of the District service area. Located in the center of campus, the new main Library—a four-story building with the first and fourth floors dedicated to the Library's functions and offices—will be a beacon on the San Marcos campus. This project will be the culmination of Library and Learning Support Services planning that began with the development of the College's *Master Plan 2022* ([II.C/9-11](#)).

Tutoring Services

Tutoring Services is one of the key learning support services for students at Palomar College. Because the College has a large and diverse student population with diverse needs, tutoring resources are offered in a number of locations, in multiple formats, and by a variety of kinds of tutors on the San Marcos campus and at the Escondido Center. The overall mission of the Tutoring Services centers is to promote the educational and general development of students and

to provide a positive environment for the functioning and professional development of tutors and staff. All Palomar College students are eligible to receive tutoring at no cost.

Table # 23—Palomar College Tutoring Services

Palomar College Tutoring Services		
Center Name	Services	Campus
Teaching & Learning Center	English/Writing, ESL, Spanish and Math	Escondido
ESL (English as a Second Language) Tutoring Center	Grammar/Writing/Speech, etc.	San Marcos
Math Learning Center	Math	San Marcos
Reading Center	Reading/Vocabulary	San Marcos
Science, Technology, Engineering, Mathematics (STEM) Center	Math/Sciences	San Marcos
S.T.A.R. (Students Taking Academic Responsibility) Tutoring Center	Multiple Subjects	San Marcos
Writing Center	English/Writing assignments for any Palomar College course	San Marcos

Palomar has established and supports seven discipline-specific tutoring centers: Reading, Writing, Math, ESL, World Languages, STEM, and Business Administration. In 2009, the Math, Writing, and Reading centers expanded their offerings through funds from the Basic Skills Initiative and Hispanic Serving Institution Title V Grant ([I.B/42](#)). The ESL Tutoring Center was the next to develop, providing support to credit and noncredit students. The STEM Center opened in 2012 and was made possible by Title III HSI STEM Grant funds. The Business Administration Department also provides students tutoring and supplemental instruction.

In addition to the tutoring offered in these discipline-specific centers, Palomar offers tutoring in a variety of subjects in centers on the San Marcos campus and at the Escondido Center. Students Taking Academic Responsibility (STAR) Tutoring Center, the College's original support service center, provides primarily 30-minute walk-in sessions in the academic areas of social and behavioral sciences, languages, business/accounting, and basic skills (English and math). Additionally, the STEM Center supports students with tutoring needs in science, technology, engineering, and mathematics. These centers also provide computers for their students' use. Palomar is currently exploring the use of CCC-Confer as a mechanism for providing online tutoring services to all students ([I.A/9](#)).

Each tutoring center has its own supervisor, coordinator, or director who oversees the staff in that specific center. These leaders work directly with respective deans in their division, as do the faculty in charge of discipline-specific centers. The STAR Center reports to the Dean of Social and Behavioral Sciences and the STEM Center to the Dean of Math, and the Natural and Health Sciences, while all other centers report to the Dean of Languages and Literature.

Each tutoring area has a unique staff to meet its needs. This includes tutors who are hired as classified staff, short-term employees, or student employees who may also be Federal Work-Study students. In addition, some areas have tutorial specialists and/or instructional support

assistants who help with setting up facilities and scheduling, administrative assistants for administrative support, and specific counseling support of the center ([II.C/12](#)). Faculty and staff attend local and state-wide tutoring conferences to remain current in best tutoring practices. Faculty coordinators provide discipline-specific training to tutors to ensure their subject area depth and competency.

All centers have a reception area where students sign in for tracking purposes. The centers provide space to conduct individual and group tutoring sessions and/or studying and space for test proctoring ([II.C/13](#)). Research conducted by the College's Office of Institutional Research and Planning shows that students' use of tutoring on-campus has increased dramatically over the past decade and that the overall effect for these students is also positive ([II.C/14](#)).

Starting in 2011, a Tutoring workgroup was formed to bring together the leaders of these various centers and their respective deans to encourage dialogue and systemic planning. In Fall 2013, the group became a committee under the Faculty Senate. The current goals of this committee include (1) centralizing support staff and procedures (data measurement, Service Area Outcomes, etc.), (2) establishing a system-wide process for vetting tutors, (3) improving outreach to faculty, and (4) hiring more full-time employees. The Tutoring Committee has begun a process of integration across the centers and is assisting in the exploration of new and innovative ways to provide access (such as by online tutoring) and to examine a broad assessment of Tutoring's service area outcomes ([II.C/15](#)).

There are several mechanisms employed to ensure the reliability of tutoring services. For example, tutors hired to work for the different tutoring centers must meet certain criteria. Student tutors must have passed the specific course(s) for which they are tutoring with a "B" grade or better and be recommended by a Palomar faculty member.

Palomar College also offers a College Reading and Learning Association Tutor Certification Program designed to train all tutor applicants in the basics of tutoring. This training is administered by the Director of the Mathematics Learning Center and by the Coordinator of the STAR Tutoring Center. Tutors also receive discipline training from the academic department for which they tutor and center training from the staff at their given centers.

Tutor trainees who successfully complete the College Reading and Learning Association (CRLA) Certification Program have the pedagogical foundation and relevant experience using approved methods and materials to be able to work with Palomar College students. Tutor trainees have the opportunity to observe and be observed by experienced tutors. All the centers provide orientations for tutors. The general process for tutor vetting is being explored by the Tutoring Committee to ensure consistency across the centers given the differences of tutors in different centers (student peers vs. professional tutors). In addition, the STAR Center has a Tutor Guide that offers tutor training tips and suggestions ([II.C/12](#)).

Teaching and Learning Centers

The Teaching & Learning Centers (TLC) provide comprehensive support services for students. These multi-functional spaces offer students places to study, meet with other students or instructors, speak to a counselor, and/or attend workshops. The Teaching & Learning Center at the Escondido Center provides tutoring in math, English, Spanish, and ESL, while the newest facility, the Teaching & Learning Center San Marcos, houses a range of services, including embedded tutoring, counseling, and workshops. Like TLC Escondido, TLC San Marcos serves all Palomar students, with San Marcos placing special focus on students in five programs: Summer Bridge, First-Year Experience, Learning Communities, Village Mentoring, and Former Foster Youth ([II.A/17-21](#)).

Academic Technology Resource Center

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center (ATRC). The purpose of the ATRC is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff. The Academic Technology Department includes a manager and six support staff that assist the faculty and students enrolled in classes, including distance education classes. The ATRC provides trainings, classroom technology (audio/visual) supported by Information Systems, and professional development. The ATRC also offers services such as digitizing media, captioning, graphic creation, and website creation.

The ATRC supplies faculty with Blackboard support. The Blackboard environment is used by faculty teaching face-to-face and Distance Education classes. ATRC provides 144 academic instruction computers for students. It also provides specialized hardware and software, including course-specific industry and publisher applications and online applications.

II.C.1.a.

Relying on appropriate expertise or faculty, including librarians and other learning support services professionals, the institution selects and maintains education equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Selecting and Managing Education Materials and Equipment – Library

Library faculty are responsible for selecting and managing educational materials and other learning resources in the Library. Meeting the learning needs of students and enhancing student achievement of identified learning outcomes are the guiding principles followed by faculty in the selection process. Several practices support this process: the General Resource Materials Selection Policy, curriculum review, and outreach to specific disciplines and departments.

The General Resource Materials Selection Policy was developed per Administrative Procedure 4040 Library and Other Instructional Support Services, the Library Mission Statement, and professional guidelines for community college libraries ([II.C/17](#), [II.C/2](#), [II.C/18](#)). The Policy guides the acquisition of general materials, the acceptance of donations, the housing of Rare Book items, the subscriptions to serials, and the process of reconsideration of Library materials ([II.C/19](#)). This policy is a living document regularly reviewed by the Library staff to meet the changing needs of students and the evolving nature of information publishing, which increasingly requires technology platforms for access/delivery.

Following this policy, Library faculty proactively consult a variety of sources to assist in the evaluation of titles, including discussions with faculty in other departments, colleagues at other institutions, Palomar Library staff, and professional publications, such as *Choice*, *Library Journal*, *Booklist*, and *Publishers' Weekly*. Library collection management includes an emphasis on diversity in order to serve different groups of the student population and their needs. As an example, the Library instituted a Spanish language collection and a Native American Indian collection to bring together materials of special interest to particular groups of students. In another example, the policy states that media items in the collection must have “closed captioned” availability in order to accommodate students and staff who have special needs.

In addition to the collection management process described above, another review of Library resources takes place through curriculum review when a faculty member proposes a new course or makes a change to a course in CurricUNET, the College’s curriculum management system. The Library Department chair must review the adequacy of Library materials for all courses and programs. This process takes place weekly through CurricUNET. A Library faculty member serves on the Curriculum Committee, reviews all courses and programs, and serves as a liaison for any Library related issues. Items are added with each new semester to meet curriculum needs and update research tools. Materials are inventoried annually, and redundant, irrelevant, or damaged materials are removed.

All full-time Library faculty actively participate in resource development and outreach for designated subject areas. They serve as “subject specialists” in areas of study at Palomar College. The increasing variety and complexity of resources in all subject areas require that more Librarians, with a diversity of knowledge, skills and College connections, systematically participate in resource development. As with shared responsibilities for reference and instruction, collaboration with other faculty helps ensure the ongoing relevance of and access to the Library’s resources and services for students and faculty. Librarians strive to communicate with Palomar faculty and solicit their expertise in choosing items that will enhance their curricula ([II.C/20](#)).

Library Materials

The Library’s collection consists of more than 144,500 items (117,600 titles) including print and electronic books, periodicals, and media titles. Electronic book acquisition was increased significantly over the past four years. At present, the Library owns more than 16,000 ebooks from vendors such as EBSCO, Gale/Cengage Learning, and Palgrave Connect. The Library subscribes to 69 full-text online databases consisting of periodical articles, reference books, and videos, including streaming videos, covering most disciplines taught at the College. It also maintains subscriptions to 615 unique periodical titles ([II.C/7](#), [II.C/8](#)).

A reserve collection makes available both instructor-provided resources and select course textbooks. Reserve materials are offered for limited circulation and housed as “closed stacks,” which require that students specifically request them. The Library has 993 Reserve items at the San Marcos and Escondido Center Libraries. Students use these materials, especially the textbooks, heavily. The majority of these textbooks are funded by a successful Palomar College Foundation grant ([I.B/48](#)). The circulation statistics show that the instructor reserve materials circulated 25,012 times in academic year 2013-14 ([II.C/21](#)).

The Library provides access to its resources and information about its services through a Library website that is regularly updated ([II.C/22](#)). The website directs users to the Library’s catalog, databases, research guides, and information about services, policies, and staff. All materials and services conform to the Library’s Mission Statement ([II.C/2](#)).

In Spring 2014 the Library adopted the Online Computer Library Center’s WorldShare Management Services (WMS). WMS is now the primary technology resource for facilitating access to Library materials, allowing users to borrow materials from the Library’s collection, to access articles in its subscription databases, and to check worldwide to locate books, articles, and other materials through one search interface. This product is a more user-responsive tool than the previous Sirsi Integrated Library System, with additional functionality to track acquisitions and support multiple locations. The Library functions as a “library without walls,” making available numerous online resources that support students and provide access both on- and off-campus at all Palomar College sites. Library faculty and staff strive to provide students with the information they seek for course and research needs and the skills and tools necessary to effectively identify, access, and utilize these resources while at a Palomar campus or at a distance.

Library Equipment

On the San Marcos campus, the Library houses 34 Internet-access computers for student use in the Library Academic Research Lab. The Lab has a workstation for disabled students, that is equipped with the Kurzweil software attached to a scanner. In addition, 45 laptops are available for scheduled Library instruction and workshops. The Escondido Center Library houses 23 Internet-access computers, including one with disability related software, and 14 laptops for Library instruction and workshops.

Tutoring Services Equipment and Materials

Each tutoring center has equipment and materials to meet students' needs and to achieve the Mission of the College. Each center has computer work stations and the ability to print and scan documents. Most have ADA-compliant stations available. Depending on the center's needs, supplementary materials and technologies are also available. These technologies include, but are not limited to, specialized discipline-specific software, calculators, Kindles, interactive whiteboards, ESL readers, touch screen monitors, textbooks, and reference books to assist tutors with academic content. All centers have access to free WIFI.

Self Evaluation

The College meets the Standard.

Library

The Library uses the Program Review and Planning cycle to plan the development of its material collection, online resources, and services and to continually evaluate their effectiveness ([II.C/6](#)). For academic year 2013-14, the Library identified the need for additional electronic resources to support Distance Education students. The Library requested and received funding to purchase e-books and streaming media.

The Library assesses its holdings for adequacy in supporting the College's educational programs and enhancing student success through several means. The General Resource Materials Selection Policy is continually updated by Library faculty to address curricula needs ([II.C/19](#)). Service Area Outcomes surveys are conducted annually, and Student Learning Outcomes surveys are conducted regularly. These survey results are listed in the Library Annual Report and are made available in the College's Outcomes Database ([II.C/7](#), [II.C/8](#)). The Library acquires materials for curriculum support and for community patrons in a variety of formats. It also uses different approaches to facilitate access to key resources as needed for its various populations.

A more formal assessment of the Library collection took place in 2013 through the established Service Area Outcomes, which included an outcome to evaluate Library holdings such as print, media, and electronic resources. The results of the Library's first assessment of the "Library's Service Area Outcome (SAO) for Resources & Access" far exceeded the goal, which was that 80% would report receiving the resources necessary to satisfy their information needs in the service period, and the comments received from students related to the questions asked in the survey evidence that the Library provides valuable resources and is valued by the College's students ([II.C/23](#)).

The Library will accelerate active weeding of the print collection as it prepares to move into the new Library on the San Marcos campus in 2017.

Also, in 2010 *Technology Plan 2016* proposed and approved details of Library technology resources ([I.B/23](#)).

Tutoring

The tutoring centers involve faculty expertise in the selection and maintenance of materials in several ways. Many of the centers are housed in specific disciplines and therefore are guided by the department chairs and deans of those disciplines—for example, Math, Reading, ESL, World Languages, and STEM. Requests for materials and equipment come through the Program Review and Planning process, which allows Tutoring Services to examine the needs across disciplines and service areas to determine the most efficient use of funding toward meeting the overall goals of the institution ([II.C/6](#)). Faculty can contact the centers individually to make requests that can be evaluated by center directors, deans, and the Assistant Superintendent/Vice President for Instruction. Tutoring Services is at an early stage of determining how to measure the degree to which faculty are satisfied with the various materials in the centers and their role in contributing to the process of material acquisition. Tutoring Services will address this matter through the Tutoring Committee in academic year 2014-15.

Actionable Improvement Plans

None.

II.C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

In support of its mission, the Palomar College Library collaborates with faculty from various academic departments to assess and improve students' information literacy skills: the “capability to access, evaluate, and use information in fulfillment of coursework and independent study” ([II.C/2](#)). On the basis of the GE/ILO assessment the College conducted in Spring 2012, the Library faculty worked with a college-wide workgroup to develop and implement *Dashboard: A Student Guide to Finding and Using Information*, a self-paced tutorial that teaches students how to use information accurately and ethically to support their course assignments. Students, particularly the Phi Theta Kappa club, participated in developing and naming the tool as well as marketing it to other students ([II.C/24](#), [I.B/19](#)).

The Library offers Reference Services, Library Instruction, and an Academic Research Lab to meet the students’ needs and to develop and promote skills in information competency. The Library provides course-related Library instruction sessions. In most sessions, course instructors and their students visit the Library to learn how to find, evaluate, and use Library resources and other information sources to complete course assignments. Some instructors schedule a Library session to help students become acquainted with and feel comfortable using the Library. Librarians customize each session to meet the specific needs of the instructor and students ([II.C/25](#)).

The Library uses many tools to directly provide information literacy assistance to students. They include print handouts, blogs, a social media presence, interactive online activities, passive online tutorials, and information web pages. The most recent addition to Library instruction technology has been Course LibGuides—a content management system the Librarians use to curate knowledge and share information by creating online guides on topics, subjects, and courses. A complete list of LibGuides is available on the Library website ([II.C/26](#)).

Through the Program Review and Planning process, the Librarians requested a number of software products, such as EasyBib and LibGuides, to enhance Library instruction and information competency ([II.C/6](#)). The Library also received special funding through the Strategic Plan Priority Funding (SPPF) to further develop *Dashboard* modules ([I.B/18](#), [I.B/19](#)). Additional modules will focus on helping students develop effective strategies to find and evaluate information. The Library created a set of Information Literacy student learning outcomes (SLOs), which promote the integration of Information Literacy across the curriculum ([II.C/27](#)).

The Library has created an Instruction Request form to help faculty more easily request instruction for their students. Faculty complete a questionnaire to provide information about their course objectives for Information Literacy, any specific assignment, and other pertinent details. The request page includes a link to the current instruction calendars for the San Marcos campus

and the Escondido Center so that Instructors can check availability prior to requesting a specific instruction time ([II.C/28](#)).

The Library also offers a course to help students develop information competency skills. Library Technology 125 Information Literacy is a one-unit online course. This course has also been offered within Learning Communities in combination with English, counseling, and psychology courses ([II.C/29](#)). The Library continues to use outreach strategies to inform the College about the availability of Information Literacy instruction. These efforts include participation in plenary events, Professional Development workshops, and the Events Calendar.

The Library faculty and staff have been leaders in the College's efforts to provide Distance Education students with learning opportunities to develop information competency skills. The "Ask Us Now" Chat Reference service Question Point resource is used to assist students with research. This service is available to onsite and offsite students. Through the *Research Help* page on the Library's website, on-site and off-site learners receive supplemental instruction in Information Literacy ([II.C/30](#)). The *Research Help* link is available on the Library homepage ([II.C/22](#)). There are plans to expand the pilot Information Literacy tutorial *Dashboard: A Student Guide to Finding and Using Information* to encompass all the areas of need underscored by the results of the General Education/Institutional Learning Outcomes (GE/ILO) survey ([II.C/31](#)).

Palomar College Librarians also created two videos that are available on the *Research Help* webpage. These online tools help support the needs of learners for supplemental instruction in Information Literacy while off-site. In creating the videos, faculty included closed captioning in order to meet the needs of special populations, such as students needing accommodation and second language learners.

Self Evaluation

The College meets the Standard.

Library

In Spring 2012, the Library completed a comprehensive assessment of its course-related instruction. Librarians used a multiple methods approach to assess the Library's service area outcome, "After visiting the Library as part of an assigned instruction session, 80% of the students will demonstrate an improvement in their familiarity with Library services and resources" ([II.C/32](#), [II.C/33](#)).

In Spring 2013, Librarians analyzed and discussed the assessment results at department meetings and through use of collaboration software. Eighty-four percent of students surveyed agreed that their ability to use Library resources and services improved after attending a Library instruction session. One hundred percent of course instructors surveyed felt the Library instruction session supported the goals and objectives of the course. The Library will continue to use assessment results such as these to improve instruction in students' Information Literacy.

Striving to improve students' information competency, Library faculty continue to introduce innovative techniques and new technology to engage students in research and Information Literacy skills.

Students can access *Dashboard* independently via the Library's website ([I.B/19](#), [II.C/22](#)). It is also available to all faculty for integration into their Blackboard courses.

Actionable Improvement Plans

None.

II.C.1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

During Library department meetings, the faculty and staff review usage patterns and develop service hours and staffing patterns to provide maximum service for all locations. The Library also uses the Program Review and Planning cycle to request resources and staff to provide quality services for existing and future Library locations ([II.C/6](#)).

All Library information resources are accessible 24/7 through the Library website ([II.C/22](#)). The site is available to any user with Internet access. Some subscription services require a Palomar College ID and password in order to access the information. The Library maintains an open-access website that provides ADA compliant content, access at all times to primary research tools and content, and complete information about Library services, policies, and contacts.

The Library on the San Marcos campus houses the Library, Academic Resource Lab, Tutoring Center, Disability Resources Center, Academic Technology Resource Lab, and two classrooms. The Escondido Center Library provides Library materials and open-access student computers. The Library Instruction and Reference Services are provided in both places with certified Librarians and Library staff. The San Marcos and Escondido Center Libraries make available computers, copiers, scanners, assistive/adaptive equipment, and software.

The Library's hours are based on the times classes are held to best support students. The San Marcos campus Library is open 64 hours each week. These hours are modified in the summer and during holiday breaks and intersessions ([II.C/34](#)).

A Librarian is on duty at both sites to provide reference and research assistance. In addition, a minimum of two library technicians and/or student assistants at San Marcos and one at the Escondido Center staff the public desks during open hours to assist with other needs.

The Libraries at the San Marcos campus, the Escondido Center, and the four additional sites are equally supported by online resources. The Library's online resources, interlibrary loan service, and participation in SDICCCLRC Media Consortium and North County Higher Education Alliance (NCHEA) reciprocal borrowing privileges are available to enrolled students, faculty, and staff ([II.C/35](#)).

All print materials are available from any location via a routing system. Users may request and pick up materials from the San Marcos and Escondido Center Libraries. Library faculty and staff transport requested materials when traveling between the San Marcos campus and the Escondido Center.

Library instruction is available at both locations. Faculty may schedule their classes for in-library instruction or request that a Librarian come to their classrooms ([II.C/28](#)).

The Library provides a number of resources for students with disabilities and consults regularly with faculty and staff of the Disability Resource Center (DRC) to assist in the selection of resources, to learn about new accommodations, and to evaluate accessibility for disabled students. DRC staff and students indicate that the Library meets most needs and expectations. Some of these services include one Internet *DSPS* workstation with a document scanner and software for deaf or visually-impaired users (JAWS) at the San Marcos campus and Escondido Center; a book scanner/text enlarger viewing machine on the San Marcos campus; closed-captioned audiovisual titles; and an “Evac-Chair” for evacuating persons with limited mobility.

All official Library web pages are coded to comply with Section 508 Accessibility standards ([II.C/36](#)). When possible, the Library purchases closed-captioned DVDs and has an ongoing program to retroactively closed-caption existing titles in the collection as funds become available. In 2011-12, approximately 130 VHS and DVD titles were retroactively closed-captioned or replaced with a captioned version in a project funded by grants obtained by the Disability Resource Center ([II.C/7](#), [II.C/8](#)).

The Library provides technology for Distance Education (DE) in terms of access to services and open computer labs. The Library recently analyzed the results of the “2012 Library Instruction Service Area Outcome Report” to best understand how students and faculty access information and if current modalities were best meeting current needs ([II.C/33](#)). The result of that analysis assisted the Library faculty and staff in making the decision to migrate from the Sirsi Integrated Library System to OCLC (Online Computer Library Center) WorldShare Management Services (WMS). One of the major benefits of WMS is a user-friendly interface that makes resources identifiable and e-resources accessible from a single access point, reducing the number of menus needed to navigate toward wanted resources. This makes online research smoother for all instruction and particularly for DE students.

The San Marcos and Escondido Center Libraries are available to all students and provide access to computer workstations (PC and MAC), workstations with ADA accommodations, laptops, video/DVD players, a microfilm reader/printer, scanners, headphones, Sorenson Video Relay Services, a Braille machine, and copy machines.

Another way the Library provides access is by creating a setting that celebrates diversity, especially through Library displays, such as “Native American Heritage Month,” “Hispanic Art,” and “Black History Month” ([II.C/37](#)). One of the highlights of the Library’s displays was the AIDS Memorial Quilt. In February 2013, the Library partnered with the Palomar College Pride Center and the Health Services Center to host the AIDS Memorial Quilt display in the San Marcos Library. The entire Palomar College community was involved in this week-long event ([II.B/24](#), [II.C/38](#)).

Tutoring Services

Students have much access to tutoring services at Palomar College. The tutoring centers' hours are based on the times most students are on the San Marcos campus and at the Escondido Center. Each tutoring center has its own hours of operation spanning between 7:30 a.m. and 9:15 p.m., with the majority of centers being open between 9:00 a.m. and 5:00 p.m., Monday through Thursday, with shorter hours on Friday. Friday hours are available at the TLC on both campuses from 8:00 a.m. - 4:00 p.m., ESL from 9:00 a.m. - 6:00 p.m., Reading from 8:00 a.m. - 3:45 p.m., STEM from 7:30 a.m. - 3:30 p.m., and MATH from 8:00 a.m. - 2:00 p.m. The STAR, ESL, and Math centers are open on Saturdays from 9:00 a.m. - 12:00 p.m. on the San Marcos campus. Summer Hours also tend to be shorter in most centers. Tutoring Services is currently exploring online tutoring as an option to expand access to services ([II.C/12](#)).

In addition to these foundational services, Tutoring Services offers unique programs that reach out to diverse student interests and needs in order to increase access and retention. Embedded tutors in learning communities at the TLC San Marcos are one such offering. These learning communities are cohorts of students who attend the same classes. The classes are embedded with tutors who help the students stay engaged by attending the relevant content courses alongside the students, assisting faculty, and holding special sessions for the students, including one-on-one meetings.

The College has a STEM Scholars Program that offers more than 400 participants specialized guidance and assistance with the transfer process to CSU San Marcos (CSUSM) or another four-year university. STEM Scholars who are interested in transferring to CSUSM complete the Guaranteed Transfer Admission and Support Program Student Contract to receive the fee waiver and guaranteed admission into the student's STEM major at CSUSM. STEM students can take advantage of Supplemental Instruction (SI), an academic support model that uses peer-assisted study sessions to improve student retention and success. Out-of-class review sessions are led by SI leaders, who are students who have taken the class and have done well. SI leaders attend all class lectures, take notes, and serve as role models to those currently taking the respective courses ([II.C/13](#)).

Palomar does not currently offer tutoring online for Distance Education students and has identified this matter as an Actionable Improvement Plan.

Self Evaluation

The College partially meets the Standard.

Library

The Library provides students and faculty with adequate access to the Library regardless of their location or means of delivery.

The Library sets service hours and staffing patterns to provide maximum service for all locations. All Library information resources are accessible 24/7 through the Library website ([II.C/22](#)). On the San Marcos campus and at the Escondido Center, Librarians and Library technicians are available to provide assistance. All print materials are available from any location

via a routing system. The Library provides access to services and open computer labs for Distance Education. The Library has adopted the WorldShare Management Services which makes resources identifiable and e-resources accessible from a single access point.

The Library uses the Program Review and Planning (PRP) process to plan for optimal staffing for the Library ([II.C/6](#)). Throughout the PRP cycle, Librarians review the Library's Mission, Vision, and Goals as they relate to staffing and services ([II.C/2](#)). The Library includes staffing requests in the PRP documents.

Tutoring Services

While the College provides face-to-face and Distance Education (DE) students with an array of on-campus tutoring support options, it does not offer tutoring online. As the College reported in its *Substantive Change Proposal—Distance Education*, which the Commission approved in Spring 2014, 86 active degree programs and 75 active certificate programs have the potential for a student to complete 50% or more of the required courses through DE ([II.C/39](#)). In addition, students in face-to-face classes increasingly are using the internet to complete assignments and other coursework. The College recognizes that it needs to explore various options for making available online tutoring services to all students ([II.C/40](#)).

Actionable Improvement Plans

The College will research options and develop and implement a plan by Fall 2015 that provides students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services.

II.C.1.d.

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library

One of the themes of the Library's Mission Statement is to provide a "powerful learning environment in the library" ([II.C/2](#)). In addressing that theme, the faculty and staff strive to provide a safe and secure atmosphere in the building. In addition to general safety, the Library is also committed to ensuring the Library is welcoming and inclusive of the diverse student body.

The Library staff annually invite campus safety personnel to address best practices for responding to security issues in a Library setting ([II.C/41](#), [II.C/42](#)). An example of this training was the viewing of the "active shooter" video and subsequent discussion led by Campus Safety.

Building security in both the San Marcos and Escondido Center Libraries is maintained with key access. The Library staff is responsible for the physical quality and maintenance of the books and Library material. The Library's collections are secured with 3M brand security strips and 3M brand security gates on both the first and second floor access doors on the San Marcos campus. The Library in the Escondido Center also has a security gate.

More than 16,000 electronic book titles and major donations of books, music CDs, and DVDs have been added to the catalog over the past few years. The Library has established a proxy server with secure and restricted login and access to electronic resources: e-books, databases, and streaming media. Information Services maintains the proxy server and its configuration.

With the Library's move to the cloud-based architecture of WorldShare Management Services (WMS), the Library Systems Specialist is now responsible for maintaining the configuration of this new Library services platform. The Information Services (IS) department supports WMS by providing student and staff patron data used for circulation records. IS continues to maintain the Library computers, software, and Internet access. The Systems Librarian, along with the Library Systems Specialist, assists with managing and troubleshooting the WMS client and server software and database. They work closely with IS to ensure that proper software and equipment updates are done on a regular basis ([II.C/43](#)). IS troubleshoots Library desktop computers, applications, and other equipment and maintains a college-wide firewall to prevent viruses from infecting campus computers and networks.

Campus custodial services maintain the cleanliness of the San Marcos and Escondido Center Libraries.

The Library posts specific policies for appropriate behavior in its facilities on its General Use Policies and Procedures web page. In 2013 the Library faculty added a provision to ban electronic cigarettes ([II.C/44](#)).

Tutoring Services

All doors, including director/coordinator offices, study rooms, proctoring rooms, and staff rooms at the many tutoring centers have locks. Staff members are responsible for opening the main doors and turning on all lights. All equipment, supplies, and reserved textbooks are stored in locked cabinets. Textbooks in the STAR Center are fortified with a magnetic strip that triggers an alarm when removed from the Library. Any documents that have students' personal information are kept in locked offices. The majority of centers maintain alarm systems for additional security. The Math Center has a video camera surveillance system for added security during test proctoring. After normal hours of operation, Palomar College Facilities Department ensures that doors remain locked. Campus Police is charged with overall campus security.

In areas that proctor exams, exams are kept in locked cabinets when the office is closed. Students taking exams are observed via two one-way glass windows in the STAR Center, and tutoring staff regularly monitors test-takers by walking through the exam room.

Custodial Services maintains the cleanliness of the facilities. Instructional assistants and tutorial specialists regularly monitor and clean equipment as needed.

Self Evaluation

The College meets the Standard.

Library

The Library provides effective maintenance for Library facilities and equipment through Custodial Services and Information Services. The Library provides effective security for Library materials through security strips on the materials, security gates, and a proxy server for electronic material.

Tutoring Services

Tutoring Services provides effective maintenance and security through Custodial Services and Information Services.

Actionable Improvement Plans

None.

II.C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional program, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library

During the Program Review and Planning process, the Library evaluates existing partnerships and explores new collaborations in order to enhance services to the Palomar College community ([II.C/6](#)). The Library has service agreements and participates in consortia that enhance services, programs, and resources.

The Library recently contracted with Online Computer Library Center (OCLC) to subscribe to the WorldShare Management Services (WMS), a Library service platform. WMS offers a new approach to managing Library workflows cooperatively, including integrated acquisitions, cataloging, circulation, patron administration, resource sharing, and e-resource management. The WorldShare Management Services applications eliminate traditional operational silos and deliver new efficiencies in Library management, freeing Libraries from the restrictions of local hardware and software to provide more time to focus on serving users and communities ([II.C/45](#)). This system now provides the Library's public catalog and in-house Library management services. Library materials are accessible through the web-based WorldCat Local, the foundation for WMS, and thereby increase the visibility of all Library resources ([II.C/46](#)).

WMS's integrated display of print and electronic resources is ideally suited to contemporary students and the anticipated student base that operates Internet devices throughout the day. This new platform will better engage students in the research process and will complement the planned new Library facility. The Library will survey students in Library Technology classes in order to analyze the effectiveness of the new system.

The Library also contracts directly with commercial and non-profit vendors to host and/or provide annual access to their resources. These include EBSCOHost, ProQuest, Gale Cengage, JSTOR, ARTstor, Palgrave Connect, Alexander Street Press, and Baker & Taylor ([II.C/47](#)).

In addition, the Library participates in several consortia to expand and enhance services to its programs and resources:

- Community College Library Consortium (CCLC) is an electronic resource review group that negotiates subscriptions and purchases of online research databases for members at reduced prices ([II.C/48](#)).
- Community College Media Collection and Information Services is a joint purchasing and repository program for film, video, and DVD titles ([II.C/49](#)).

Other consortia provide a vehicle for communication and promote Library services:

- Council of Chief Librarians of the California Community Colleges (CCL) ([II.C/50](#)).
- North County Higher Education Alliance (NCHEA) ([II.B/36](#)).
- San Diego and Imperial Counties Community College Learning Resources Collaborative (SDICCCCLRC) ([II.B/37](#)).

Reference service/assistance is also made available to Palomar students through the Library's participation in "Ask Us Now," a consortia service of the San Diego and Imperial Counties Community College Learning Resources Cooperative. By using Question Point (QP), a subscription based online chat reference service, Library faculty are able to interact with students online in real-time. The Web-based chat tool enables seamless integration of chat, follow-up, and referral. Via QP, Librarians can provide students access to materials, assistance in research methods, and guidance for citations—all of which are essential tasks in developing Information Literacy skills. As a consortia resource, QP provides live, around-the-clock reference service, which is especially useful for Distance Education students.

To comply with vendor license agreements, the Library utilizes a proxy server (EZProxy) to restrict electronic resource access to only enrolled students or College personnel. EZProxy allows remote access authentication via user IDs and passwords. Upon authentication, users are granted access to databases and other purchased electronic resources, such as ebooks and streaming media.

While EZProxy is primarily used to allow remote access to licensed electronic content, it is also the means by which any user accessing resources from non-Library computers can view the information. Students using wireless devices (smart phones, tablets, and laptops) while in the Library must authenticate using the proxy server.

Tutoring Services

Tutoring Services has no contractual agreements.

Self Evaluation

The Library relies on collaborative agreements and partnerships to expand the scope of services for students and the range of materials available to students and faculty, such as through the WorldShare Management System and Question Point. The agreements maximize the Library's resources by providing materials at lower costs. During 2012-13, the College received more than 1,000 chat requests for Question Point. Statistics show that this was a 16% increase over the previous year's chat requests ([II.C/51](#), [II.C/7](#), [II.C/8](#)).

Actionable Improvement Plans

None.

II.C.2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

Descriptive Summary

Library

The Library utilizes a number of methods in order to continually evaluate its facilities, collections, programs, courses, and services to ensure support of student learning outcomes.

The Library uses the Program Review and Planning (PRP) process to plan and develop Service Area Outcomes to continually evaluate the effectiveness of its services in meeting identified student needs. The Library completes the instructional and non-instructional portions of the PRP documents as they relate to Library services, the Library, and Information Technology ([II.C/6](#)). The Program Review and Planning documents discuss the Library's Service Area Outcome Assessment Cycles (SAOACs) and the Library and Information Technology programs' Student Learning Outcome Assessment Cycles (SLOACs). They outline the achievements and indicate future plans. The PRP process is successful in assisting the Library to evaluate and enhance its services and is a valuable tool to evaluate Library and Information Technology curriculum.

The *Library Annual Report* summarizes the activities and services the Library faculty and staff completed during the academic year. It contains statistical data about physical materials, electronic resources, programs, and services. It also includes analysis of various surveys and usage reports. The Library uses the *Library Annual Report* to evaluate the adequacy of Library resources and services in meeting student needs. This evaluation process is the basis for determining planning department priorities for the next year ([II.C/7](#), [II.C/8](#)).

The Library continually evaluates its collections, programs, courses, and services by collaborating with faculty from various departments. Faculty may earn Professional Development hours by evaluating relevant sections of the Library's collection and making suggestions for purchases and deletions ([II.A/33](#)).

The Librarians meet three times per month to engage in dialogue and evaluate the collection and services. In their evaluation of the Library's collection and services, the Librarians consider the following information:

- Circulation statistics, including usage of materials, areas of high use, items to be considered for discard;
- Annual national and statewide Library surveys showing size of collection and staff, open hours, and availability of technology resources ([II.C/52](#), [II.C/53](#));

- Anecdotal information from faculty and students indicating whether the collection is meeting their needs, supporting the curriculum, and contributing to student learning outcomes ([II.C/54](#));
- Observations and informal surveys from the reference and periodical desks indicating the types of materials students are requesting and using;
- Database statistics showing details of use from both campus and remote computers, including specific titles receiving high and low use ([II.C/7](#), [II.C/8](#));
- Reports showing computer use in the San Marcos and Escondido Center Libraries ([II.C/7](#), [II.C/8](#));
- Formal student satisfaction surveys are conducted regularly. In 2014, the Library conducted the Palomar College Service Area Survey, which asked students to complete a short questionnaire about their satisfaction with Library services. ([II.C/55](#))
- In Spring 2013, the Library conducted a student/staff survey in order to assess the Resources/Access Service Area Outcome ([II.C/7](#), [II.C/8](#)).

The Nursing Department annually reviews the nursing section of the collection to help assure currency in this field. At the Escondido Center, faculty of the Emergency Medical Education department annually evaluate the relevant sections of that collection for adequacy and currency.

Tutoring Services

The primary way that students' tutoring needs are assessed is through (1) data collected through the Palomar Attendance Tracking (PAT) system, (2) yearly surveys, (3) feedback from individual tutors, and (4) reports generated through Institutional Research and Planning. In addition, some centers have developed specific Service Area Outcomes that include both general criteria, such as improving grades and retention, and discipline-specific criteria to define more explicitly student success ([II.C/12](#)). The assessment of tutoring services for the STEM Center and Teaching & Learning Centers (TLCs) are incorporated with discipline-specific outcomes.

Self Evaluation

The College meets the Standard.

Library

The Library collaborates with faculty and staff to determine user needs, to acquire appropriate resources, and to develop programs that address student learning outcomes. Library faculty and staff are involved with planning the new Library on the San Marcos campus and future facilities at the North and South Education Centers to provide students with state-of-the-art facilities.

The Library has adopted the Online Computer Library Center's WorldShare Management Services (WMS), which is now the primary technology resource for facilitating access to Library materials.

Library faculty collaborated with other members of the College to develop and implement *Dashboard: A Student Guide to Finding and Using Information* ([I.B/19](#)).

In Spring 2013, Librarians analyzed and discussed the results of the assessment of the Service Area Outcome, “After visiting the Library as part of an assigned instruction session, 80% of the students will demonstrate an improvement in their familiarity with Library services and resources.” Eighty-four percent of students surveyed agreed that their ability to use Library resources and services improved after attending a Library instruction session. One hundred percent of course instructors surveyed felt the Library instruction session supported the goals and objectives of the course. The Library will continue to use assessment results such as these to continually improve instruction in students’ Information Literacy ([II.C/32](#), [II.C/33](#)).

The most recent student satisfaction survey results show that more than 90% of students who responded to the survey were satisfied with Library services such as research assistance, computer availability, and textbook reserves both on the San Marcos campus and at the Escondido Center. Students also indicated that they want more updated computers and additional textbooks ([II.C/56](#)).

Tutoring Services

The overall effectiveness of tutoring was assessed by Institutional Research and Planning (IR&P) in 2013. Students who take advantage of this assistance enjoy success rates nearly 8% higher than those who do not (77.7% compared to 70.1%). There was also a positive correlation between the amount of time spent in one of the tutoring centers and success rates. Those students who ranked in the top one-third in regard to the amount of time spent in a center where tutoring was provided enjoyed pass rates more than 12% higher than those who did not access tutoring (82.2% compared to 70.1%). While the magnitude of these values varied slightly among centers and disciplines, the reality that utilization of tutoring centers improves success was uniform ([II.C/57](#)).

All of the tutoring centers use the Palomar Attendance Tracking system (PAT) to collect basic data about facility use. The STAR Center will be transitioning to PAT in Fall 2014. This system was developed to facilitate tracking of student positive attendance hours for FSC320 reporting. The PAT systems are used to record the time a student spends in a lab, tutoring, or study environment in order to satisfy the attendance requirements of a class. This data allows individual centers to track the number of students served for planning purposes. Tutors also provide individual feedback to center directors based on their observations of the tutoring process to help in planning.

IR&P generates reports to provide individual centers with data about specific discipline or skill needs. IR&P recently aggregated data to help the College determine the extent of usage of tutoring services. In the past three years, the percent of students who accessed tutoring in some form has increased from 7.6% to 12.5% of all Palomar students ([II.C/14](#)).

In addition to the data derived from the PAT system, the majority of the tutoring centers distribute surveys (quantitative and/or qualitative) to assist in the evaluation of the services, workshops, and seminars at each center. The goal is to be supportive of the student learning

outcomes identified by faculty and to continue to offer students what is needed for their success ([II.C/58-63](#)). The STAR and Writing Centers found in annual student surveys that students reported a desire for additional tutors and hours. It is hard to know whether students were knowledgeable of other centers when filling out these surveys or whether they were evaluating the individual centers on their own. Systematic data collection of access to the centers and the degree to which they are meeting student needs is an area being pursued by the Tutoring Committee ([II.C/12](#)).

Due to the increased use of tutoring on campus, tutoring centers continue to request additional staffing and resource requests through the Program Review and Planning process.

Actionable Improvement Plans

None.

Evidence for II.C.

<u>Number</u>	<u>Name</u>
II.C/1	American Library Directory 2014 - Page 254
II.C/2	Palomar College Library Mission Statement
II.C/3	Mitigating Library Anxiety
II.C/4	Library Anxiety DVD Availability
II.C/5	Safe Zones
II.C/6	Library Program Review and Planning
II.C/7	Library Annual Report 2012-13
II.C/8	Library Annual Report 2013-14
II.C/9	Master Plan 2022 - Page 284
II.C/10	Master Plan 2022 - Page 377
II.C/11	Master Plan 2022 - Page 212
I.B/42	Schedule of Expenditures of Federal Grant Awards
I.A/9	Tutoring Services
II.C/12	Tutoring Center Details
II.C/13	Tutoring Center Chart
II.C/14	Tutoring Usage 2007-13
II.C/15	Tutoring committee minutes
II.A/18	Summer Bridge
II.A/17	First-Year Experience Program
II.A/19	Learning Communities
II.A/21	Village Mentoring Program
II.A/20	Former Foster Youth Services
II.C/17	AP 4040 titled Library and Other Instructional Support Services
II.C/18	ASCCC Standards of Practice for CCC Library Faculty Programs - Page 4
II.C/19	General Resource Materials Selection Policy
II.C/20	Palomar College Library Resource Liaisons

<u>Number</u>	<u>Name</u>
<u>I.B/48</u>	Palomar College Foundation
<u>II.C/21</u>	Library Annual Report 2013-14 - Collection Maintenance
<u>II.C/22</u>	Palomar College Library
<u>II.C/23</u>	Resource/Access Service Area Outcome
<u>I.B/23</u>	Technology Plan 2016
<u>II.C/24</u>	2011-2012 General Education/Institutional Learning Outcomes
<u>I.B/19</u>	Dashboard
<u>II.C/25</u>	Instruction & Information Literacy
<u>II.C/26</u>	Course LibGuides
<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations
<u>II.C/27</u>	Library Information Literacy Student Learning Outcomes
<u>II.C/28</u>	Library Instruction Session Request Form
<u>II.C/29</u>	Library and Information Technology Courses
<u>II.C/30</u>	Research Help
<u>II.C/31</u>	2011-2012 General Education/Institutional Learning Outcomes - Page 11
<u>II.C/32</u>	Library Student Surveys
<u>II.C/33</u>	Library Instruction Service Area Outcome Report December 14, 2012 - Page 4
<u>II.C/34</u>	Library Hours
<u>II.C/35</u>	Interlibrary Loan Service
<u>II.C/36</u>	Compliance with Section 508 Accessibility Standards
<u>II.C/37</u>	Library Diversity Displays
<u>II.B/24</u>	Pride Center
<u>II.C/38</u>	Telescope Article on AIDS Memorial Quilt Display
<u>II.C/39</u>	Substantive Change Proposal - Distance Education - Page 6
<u>II.C/40</u>	Substantive Change Proposal - Distance Education - Page 8
<u>II.C/41</u>	Library Faculty Meeting Agenda
<u>II.C/42</u>	Library Department Materials
<u>II.C/43</u>	Library Systems Troubleshooting Chart

<u>Number</u>	<u>Name</u>
<u>II.C/44</u>	General Use Policies and Procedures
<u>II.C/45</u>	Next Space Newsletter
<u>II.C/46</u>	WorldShare
<u>II.C/47</u>	Online Research Databases
<u>II.C/48</u>	Community College Library Consortium
<u>II.C/49</u>	Community College Media Collection and Information Services
<u>II.C/50</u>	Council of Chief Librarians of the California Community Colleges
<u>II.B/36</u>	North County Higher Education Alliance
<u>II.B/37</u>	San Diego and Imperial Counties Community College Learning Resources Collaborative
<u>II.C/51</u>	Ask Us Now
<u>II.A/33</u>	Professional Development Manual
<u>II.C/52</u>	Academic Libraries Survey
<u>II.C/53</u>	Library and Learning Resources Survey
<u>II.C/54</u>	Olga Lowenkron Memorial Fund and Carolyn Funes Faculty Requested Fund Purchases
<u>II.C/55</u>	Palomar College Service Area Survey 2011
<u>II.C/56</u>	Student Satisfaction Survey
<u>II.C/57</u>	Tutoring Pass Rates Comparison 2007-13
<u>II.C/58</u>	ESL Impact
<u>II.C/59</u>	Math Impact
<u>II.C/60</u>	STAR Fall 13 Survey
<u>II.C/61</u>	STAR Impact
<u>II.C/62</u>	STEM Impact
<u>II.C/63</u>	TLC Impact

Standard III. Resources

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The College systematically plans for human resource needs and integrates this planning with other institutional planning. The Human Resource Services Planning Council and other councils and committees engage in regular dialogue to support institution-wide planning regarding

- Staffing,
- Employee benefits,
- Equal employment opportunity,
- Staff diversity,
- Professional development/professional growth, and
- Employee wellness.

The results of human resource-related planning are implemented with policies and procedures, collective bargaining, and constituent group dialogue. This implementation advocates and demonstrates integrity and equitable treatment of all employees and students and assures compliance with all relevant federal and state law. Included in these formal writings are

- Governing Board policies and procedures,
- Hiring procedures,
- Employee evaluation procedures and forms for systematic, regular evaluation,
- Americans with Disabilities Act procedures,
- Collective bargaining agreements,
- Employee handbooks,
- Employee benefit information,
- Complaint procedures,
- Equal employment opportunity guidelines, and
- Human resource advisory web content.

The College actively and publicly recruits regionally, statewide, and nationally to fill positions, requiring that all positions have well-defined responsibilities and authorities to support the needs of the College. The Faculty Hiring Procedure, developed by the Faculty Senate, assures that full-time faculty have the primary role in the selection process to ensure that new faculty bring the discipline expertise and teaching skills necessary to contribute to the College's Mission and to

support the success of the diverse student population. Similar procedures are in place for non-faculty selection in which faculty, staff, and administrators participate as appropriate.

The College demonstrates its commitment to equity and diversity in its hiring procedures, outreach efforts, periodic assessment of the diversity of the College's employees, strategic planning and Governing Board goals and objectives, and demonstration of fair and equitable administration of relevant Governing Board policies and procedures.

All employees are systematically and regularly evaluated in accordance with Governing Board policies and procedures and as defined by collective bargaining agreements or employee handbooks. Employee evaluations recognize the professional performance of the employee and identify areas of professional improvement. Evaluations for faculty and others responsible for student progress toward achieving stated student learning outcomes include a component addressing student learning outcomes, and/or an evaluation of employee effectiveness in performing projects and assignments that directly affect achieving these outcomes.

Employee effectiveness is supported by an extensive Professional Development program for all faculty and a similar Professional Growth program for all classified staff and administrators.

The College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes a six-year Staffing Plan. Developed by the planning councils, this Staffing Plan with annual updates ensures on-going assessment and budgeting consideration of human resource needs to support the College's Mission.

III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Guided by Governing Board policies and procedures and the contracts and handbooks for the various employee groups, Palomar College ensures that only those candidates with the appropriate education, training, and experience are selected for employment.

- All faculty and administrators hired by the College meet the minimum qualifications for their discipline/position as recommended by the Academic Senate for California Community Colleges and published by the California Community Colleges Chancellor's Office. Faculty may meet qualification requirements through equivalency, which is an academic and professional matter overseen by the Faculty Senate.
- The College has established minimum qualifications for all classified staff that clearly define the education, training, experience, knowledge, and skills essential for successful performance in the position.
- Vacant position job descriptions are reviewed prior to recruiting for the position to ensure that the position's functions still support the needs of the department and the College. Periodic classified study is conducted to assess job descriptions and compensation in relationship to other similar employees.

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Selection Policies and Procedures

The College has clear and precise policies and procedures for the establishment, recruitment, and selection of faculty, classified staff, and administrative positions ([III.A/1](#), [I.B/16](#), [II.B/38](#), [II.B/39](#), [III.A/2](#)). The College's Policies and Procedures Committee has recommended for adoption a comprehensive administrative procedure for recruitment and hiring through the College's shared governance process, clarifying and streamlining the similarly comprehensive recruiting and hiring procedures in the Governing Board Manual ([III.A/3](#), [III.A/4](#)). Hiring policies and procedures are posted on the Governing Board and Faculty Senate websites, and information about the selection process is also available to applicants through the College's online application portal ([III.A/1](#), [III.A/2](#), [III.A/5](#)). All selection policies and procedures comply with Title 5 of the California Code of Regulations, § 53000 et seq.

Human Resource Services (HRS) administers the College's selection process. This responsibility is carried out independently of College faculty, administration, and staff to ensure the process is fair, consistent, and legally compliant. HRS staff train selection committee members in the College's selection procedures, including confidentiality and relevant legal information prior to their participation ([III.A/6](#), [III.A/7](#)). HRS reviews all applications for minimum qualifications and screens applications and selection committee materials for compliance with applicable laws, statutes, and regulations, and applicable College policies and procedures ([III.A/8](#), [III.A/2](#), [III.A/3](#)). HRS maintains all selection procedure and applicant records for three years in case the legality and/or consistency of a recruitment is questioned or appealed, as required by Title 5, CCR, § 59020 et seq.

The Selection Process

Full-time faculty hiring procedures and criteria are an academic and professional matter and established by the College's Faculty Senate ([I.B/16](#), [III.A/2](#)). The criteria for the selection of faculty include necessary and preferred qualifications: academic preparation, curriculum development experience, professional development activity, scholarly activity, a philosophy of teaching, a student-centered pedagogy and strategies, the potential to contribute positively to the College's Mission ([III.A/9](#)). The interview process includes distribution of a class syllabus and a teaching demonstration. The College's faculty play a significant role in new faculty selection.

The membership of first-level faculty selection committees is comprised solely of full-time faculty. Second-level selection committees feature significant faculty membership plus academic administrators.

Part-time faculty are currently hired through a decentralized process in which departments review applications and interview applicants without prior approval of applications and recruitment materials by HRS. HRS staff ensure all new part-time faculty are qualified to teach (as described below under “Qualifications”) per the California Community Colleges Board of Governors regulations. In 2014, the College began a dialogue between the Faculty Senate and HRS about strengthening the part-time faculty hiring process to bolster the College’s diversity and quality of hires, as part-time faculty often become full-time faculty applicants. A detailed discussion of this concept appears in the report on Standard III.A.4.b. ([III.A/10-13](#)).

Classified staff selection committees screen applications and develop interview criteria to assess each applicant’s expertise in the occupational area. These committees are comprised of College staff, faculty, and administrators, with membership dependent on the type of position. Director-level and above administrator positions require selection committee membership comprised of most college constituent groups ([III.A/6](#), [III.A/3](#)).

All selection committees are encouraged to form their membership with respect to diversity to encourage a broad variety of perspectives in the selection process in accordance with the California Code of Regulations, Title 5, § 53024. All selection committees are required to include at least one member from an outside department to further ensure an array of viewpoints are considered ([III.A/2](#), [III.A/14](#)).

Selection committees for faculty and administrator positions include a non-voting District Compliance Officer (D.C.O.) as a required committee member. The D.C.O. is a Palomar College faculty member or administrator whose role is to ensure that the hiring process is conducted fairly and consistently for each candidate. D.C.O.s receive extensive training from HRS staff in equal employment opportunity history, laws, and regulations, as well as the College’s hiring procedures. D.C.O.s may halt the hiring process to prevent or reverse a potential breach of employment regulations ([III.A/2](#), [III.A/14](#), [III.A/15](#)).

Selection committee members are required to conduct reference checks on candidates before hire to verify answers given during the interview and statements made in application materials. Both listed references and individuals not listed on applications who have a prior work relationship with candidates may be contacted.

Qualifications

The College adheres to the minimum qualifications for full- and part-time faculty and educational administrators established by the Academic Senate for the California Community Colleges and published by the California Community Colleges Chancellor’s Office ([III.A/16](#)).

Reasonable, specific preferred qualifications that are higher than or outside of the required minimum qualifications may also be added to any position announcement following HRS review to ensure that such qualifications comply with Title 5, § 53006 and will not cause adverse impact to candidates of any background.

The College requires that all college-level coursework and academic degrees be attained from institutions accredited by U.S. Department of Education-recognized agencies. Coursework and degrees completed at institutions outside the United States must be evaluated by a recognized organization, and, if needed, translated by a recognized credentials evaluation organization ([III.A/17](#)). HRS verifies all candidates meet employment requirements prior to hire.

Faculty who do not meet the minimum qualifications established by the Academic Senate for California Community Colleges undergo the College's equivalency process, which is maintained by the Faculty Senate's Equivalency Committee in accordance with California Education Code § 87359. The Equivalency Committee reviews, approves, or denies equivalency requests through a process defined in the College's Administrative Procedure (AP) 4015 Minimum Qualifications and Equivalencies ([III.A/18-20](#)).

Minimum qualifications for position types (administrative, confidential and supervisory, and classified staff) are established during the position classification process and ratified by the College's Governing Board ([III.A/21](#)).

All positions require as a minimum qualification sensitivity to and understanding of the diverse backgrounds of students, faculty, and staff in a community college setting in compliance with Title 5, § 53022 of the California Code of Regulations and the College's Mission Statement ([I.A/1](#)).

Job Descriptions and Position Announcements

The College establishes job descriptions for each classified, supervisory, confidential, and administrator classification ([III.A/21](#)). HRS develops position announcements to advertise recruitments for all positions. Announcements for faculty positions serve as the job description for the position being filled. Announcements for other position types contain language from the established College job description for each classification. Job descriptions and position announcements reflect the College's Mission statement and goals, and accurately describe all essential and marginal functions and qualifications as required by the California Code of Regulations, Title 5, § 53022 ([III.A/9](#)).

HRS advertises each position in a wide variety of venues to attract a qualified, diverse pool of candidates. The College utilizes an on-line application system, PeopleAdmin, to post permanent vacancies and provide comprehensive application completion instructions to ensure broad access to the College's positions. Part-time faculty positions are posted on the College website. Advertising for faculty positions is in accordance with the College's Faculty Hiring Procedure. As required by the California Code of Regulations, Title 5, § 53021, the College advertises all faculty and educational administrator vacancies on the California Community Colleges Registry web site ([III.A/22](#), [III.A/5](#), [III.A/23](#), [III.A/2](#)).

Self Evaluation

The College meets the Standard.

The criteria and procedures for selection of personnel are clearly stated and comply with all regulatory requirements as well as the College's Vision, Mission, Values, and goals. The College

ensures that all employees are well-qualified for their positions in accordance with state-mandated and College-approved minimum qualifications. HRS' independent role in the selection process for permanent positions ensures that applicants are treated equitably and consistently, that all stages of the process comply with applicable legal regulations, and that each recruitment is confidential.

The success of the College's selection procedures is evident in that the majority of new hires are retained after probation and new full-time faculty reach tenure. Most employees continually receive satisfactory performance evaluations, evidencing that College personnel are well-qualified to perform their responsibilities. Further discussion of the evaluations process and results appears in the report on Standard III.A.1.b. ([III.A/24](#)).

The College consistently seeks ways to improve its selection practices. Ongoing collaboration through the College's shared governance process has led to the development of AP 7120 Recruitment and Hiring, which, once implemented, will codify the College's selection procedures for all permanent position types into a single document to clarify existing practices ([III.A/3](#)). The Faculty Senate and the College are currently engaging in a discussion on how to improve the full- and part-time faculty hiring processes to yield more qualified, diverse applicants and hires.

Actionable Improvement Plans

None.

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Palomar College has established evaluation policies and procedures that reflect the commitment articulated in its Mission Statement to provide a quality, rigorous teaching and learning environment supported by essential services ([I.A/1](#)).

The College assesses and modifies its processes to improve the effectiveness of its employees in supporting student learning and success. Human Resource Services regularly evaluates its procedures and modifies them as needed to ensure that employee evaluations are systematic and timely ([III.A/25](#), [III.A/26](#)). For example, as part of the evaluation process the College now requires classified staff to identify personal goals that advance institutional goals. As part of their evaluation process, full-time faculty describe how their work supports the College's Mission ([III.A/27](#)).

All full- and part-time faculty are evaluated systematically using forms recommended by the Faculty Senate and agreed to by the Palomar Faculty Federation (PFF) and the College ([III.A/28-34](#), [II.A/40](#)). The faculty evaluation criteria include performance of teaching, counseling, or librarian responsibilities as well as participation in institutional responsibilities and other activities appropriate to expertise. Recommendations for improvement are addressed with an improvement plan and appropriate follow-up.

Classified bargaining unit employees are evaluated annually and systematically according to procedures and criteria agreed upon with the College. Improvement plans are developed with follow-up to address any performance concerns ([III.A/35](#)).

All administrative and confidential and supervisory personnel are evaluated annually and systematically utilizing procedures and criteria published in the unit handbook. Improvement plans are developed with follow-up to address any employee performance concerns ([III.A/36](#), [III.A/37](#)).

All employee evaluation policies and procedures are negotiated with the bargaining unit or representative body for each employee group: faculty, classified staff, employees in the Confidential and Supervisory Team (CAST), and administrators. These bodies maintain an active interest in the quality and design of the evaluation procedure and criteria. All groups value consistency and encourage formal, timely, and documented performance reviews ([III.A/31](#), [III.A/36-39](#), [II.A/40](#)). Performance criteria for each position are developed based on the specific responsibilities of the position and essential contributions to the department, division, and College services and operations in supporting the Mission.

The College maintains policies and procedures that ensure confidentiality and facilitate communication and support between employee and supervisor or peers ([III.A/34-38](#)). All employees have the opportunity to comment on their evaluations, whether they agree or disagree with the findings of their supervisor or evaluation committee. All original employee evaluations are maintained in the employee's personnel file and secured in Human Resource Services. All employees are encouraged to regard their individual evaluations as key opportunities to enter into cycles of performance assessment leading to action for improvement. ([III.A/34-42](#)).

Superintendent/President

The evaluation of the Superintendent/President is a systematic process defined by Administrative Procedure 2435. The Governing Board formally evaluates the College Superintendent/President annually ([III.A/43](#)). (A more detailed description of this evaluation appears in the report on Standard IV.B.)

Administrative Association (Executive Administrators, Senior Administrators, Classified Administrators and Educational Administrators) /Confidential and Supervisory Team (AA/CAST)

All administrative, supervisory, and confidential personnel are evaluated annually and systematically using procedures and criteria agreed to in the Meet and Confer process, as shown in Table #24. These evaluation procedures provide an assessment of employee performance and/or completion of goals for the evaluation period. This collaborative process encourages professional growth and communication between employee and supervisor. Improvement plans are developed when necessary to address performance areas of concern with timely follow-up ([III.A/41-47](#), [III.A/37](#)).

Table # 24—Classified and Administrator Performance Evaluation Status

Classified and Administrator Performance Evaluation Status		
Status	Count	Percent
Compliant	379	84.41%
Late	67	14.92%

Classified Staff

Classified employees are evaluated using a process and criteria mutually agreed upon by the College and the CCE/AFT ([III.A/48](#)). The classified staff evaluation process provides feedback on an employee's job performance, acknowledging both strengths of performance and areas for growth. New probationary classified staff receive two performance evaluations from their supervisor during their first year of employment; this process provides opportunity to communicate job expectations and provide feedback on performance during the probationary period. After the probationary period, classified staff are evaluated annually on their anniversary date. Improvement plans are developed when necessary to address performance areas of concern with timely follow-up ([III.A/44](#)).

Faculty

In recent years, Palomar College has refined its approach to faculty evaluation, focusing on probationary faculty formation and the central goal of improvement across faculty groups. College members' awareness of requirements relating to student learning outcomes has informed rich dialogue regarding revision of forms, policies, and procedures. This revised approach encourages cycles of peer review, self-evaluation, communication, and action, with the goal of improvement ([III.A/40](#), [III.A/44](#), [III.A/49](#)).

Faculty evaluations are conducted pursuant to Article 17 of the Collective Bargaining Agreement (CBA), which addresses the evaluation of all faculty: probationary, tenured, temporary, and part-time. Appendix L of the CBA covers the evaluation of Child Development Center Teachers. The policies and forms included in the CBA are the result of negotiations between the College and the Palomar Faculty Federation (PFF), following consultation with the Faculty Senate. The review and revision of Article 17 has been the subject of extensive dialogue and collaboration, and the revised Article 17 was successfully negotiated in July 2013. ([III.A/50](#), [III.A/51](#)).

Performance standards are established for faculty by the appropriate faculty groups: teaching faculty, counseling faculty, and Library faculty. Revisions of forms have resulted in changes in performance standards, and these standards are tied to the elements included in student evaluations of instructors, which have also been recently revised. Students were invited to participate in the development of the current student evaluation forms ([III.A/52](#)). Significant changes in performance standards for faculty include more specific attention to student learning and service area outcomes (SLOs and SAOs), as well as more specific requirements relating to the inclusion of SLOs on syllabi and the communication of course objectives and goals in course materials ([II.A/40](#)).

Governing Board policy establishes the Tenure and Evaluations Review Board (TERB), which consists of ten faculty members representing each instructional division, Student Services, the faculty-at-large, and the PFF. The Assistant Superintendent/Vice President for Instruction also serves as a voting member of the TERB and provides administrative support for faculty evaluations. The TERB is chaired by a tenured faculty member, the Tenure and Evaluations Coordinator, appointed by the Faculty Senate and affirmed by the Superintendent/President ([III.A/38](#)). The Coordinator reports directly to the Vice President for Instruction and oversees the development and implementation of evaluation policies and procedures, representing the TERB in regular consultation with the Faculty Senate and the PFF.

During the academic year, TERB meets bi-weekly to fulfill its responsibilities and holds special meetings to review specific evaluations and improvement plans. TERB maintains a database to track when faculty evaluations are due and ensure they are completed ([III.A/26](#)).

Probationary Faculty

Probationary faculty evaluation has been most directly affected by the revision of Article 17, as the four-year probationary review now focuses more on early awareness of problem areas and formative action to bring about improvement when necessary ([III.A/29](#)).

Tenure Evaluation Committees (TECs, specific to Probationary Faculty evaluation) are formed during the first fall semester of a faculty member's probationary status, and departments attempt to keep TEC membership consistent for all four years of probationary status. Three tenured faculty members (two from within the evaluatee's department and one from an outside department) and two administrators, generally the division dean and the appropriate Assistant Superintendent/Vice President, comprise the membership of all TECs for probationary faculty ([III.A/29](#), [III.A/50](#)).

The evaluation process for probationary faculty consists of several components, which are described in Article 17 of the CBA ([III.A/50](#)).

Tenured Faculty

Tenured faculty members are evaluated by their peers every three years after being granted tenure. Evaluation protocols are outlined in Article 17 of the CBA ([III.A/29](#), [III.A/53](#)).

Part-time Faculty

Part-time faculty members are evaluated by a full-time faculty member from the same department or from a closely-related discipline. Peer Review is essential to the maintenance of high standards and subject matter expertise in all instructional programs. The part-time faculty forms and protocols have undergone extensive revision in the past three years, and the College continues to refine evaluation processes to encourage improvement ([III.A/25](#), [III.A/30](#), [III.A/54](#)).

Self Evaluation

All employee groups are evaluated using a systematic approach at regular intervals to encourage improvement and provide regular feedback on employee performance. The evaluation process supports the College's Mission, Vision, and Values by emphasizing each employee's contribution to a supportive teaching and learning environment where student success is the primary goal.

The PeopleSoft Performance Review email notification to managers/supervisors has assisted HRS with tracking evaluation due dates and follow-up on employees with improvement plans. HRS continues to assess the effectiveness of its overall evaluation procedures and to collaborate with the appropriate bargaining unit or group to improve ([III.A/55](#), [III.A/56](#)).

In the "Accreditation Employee Survey 2013" 76% of the 472 respondents "agreed" or "strongly agreed" that the employee evaluation processes provides assessments of job performance and 72% "agreed" or "strongly agreed" that the process provides recommendations for improvement and growth ([III.A/57](#)).

Actionable Improvement Plans

None.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Student Learning Outcomes (SLOs) are a shared concern across employee groups, as each employee's performance is evaluated in relation to the College's Mission "to provide an engaging teaching and learning environment for students of diverse origins, experiences, abilities, and goals." Each employee is asked to share in the Mission and to be "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" ([I.A/1](#)).

All faculty teaching, counseling, and Librarian evaluation forms have been revised to include an element directly related to the faculty member's participation in the development and assessment of student learning outcomes. In addition, all full-time faculty members are required to complete a self evaluation form as an element of their individual evaluations. The TERB, following consultation with the Faculty Senate and Palomar Faculty Federation (PFF), has recommended a revised self evaluation form that focuses on the College's Mission and requires faculty members to reflect on their work in relation to their specific disciplines and SLOs, as well as in relation to their contributions to the broader teaching and learning environment (pending negotiation) ([III.A/27](#), [II.A/40](#)).

Supplemental instruction takes place in many areas outside the classroom, including tutoring services. Tutoring services have expanded dramatically with the establishment of the Teaching & Learning Centers and the STEM Center while other long-established student support services, such as the Reading, Writing, and Math Centers, continue to contribute to student success. All tutors, regardless of their specific assignment, complete a formalized, coordinated training program. In addition, tutors in the Math and STAR Centers on the San Marcos campus must have College Reading and Learning Association Level 1 certification. The San Marcos campus also employs classified staff tutors who are systemically and regularly evaluated by their supervisor. The College does not evaluate part-time, student tutors, but the students these tutors work with provide regular feedback on their learning experience ([III.A/58](#)).

Non-faculty personnel including administrators provide critical support to students directly or indirectly through the job functions they perform for the College, which assist the College in producing its stated Student Learning Outcomes (SLOs) and, for non-instructional areas, Service Area Outcomes. The personnel evaluation process ensures that all non-faculty personnel are evaluated and that performance is improved based on specific components of job performance directly related to each employee's duties and responsibilities. Through consistent qualitative evaluations and improvement of employees' work performance, the College supports student achievement of course, program, and GE/Institutional Learning Outcomes, and this process ensures continuous systematic improvement of the College's non-faculty personnel.

All support and service departments and units throughout the College's operations have identified Service Area Outcomes (SAOs) and assess them regularly. These outcomes help these areas determine their effectiveness in supporting instruction and ultimately student learning. Administrative staff members play a critical role in the production of Student Learning Outcomes, as they support, encourage, and implement the systematic review of programs and any consequent requests for resources or plans for improvement. Administrative staff evaluations involve considerations of the administrator's effectiveness in these significant functions ([III.A/47](#)).

Self Evaluation

The College meets the Standard.

With students' success as the primary focus, dozens of substantive changes have brought evaluation forms, policies, and protocols into alignment with the priorities outlined in Standard III.A. The College has refined the role of student learning outcomes in the evaluation of faculty and others directly responsible for student progress and is committed to supporting faculty purview of curriculum development and authentic assessment.

Actionable Improvement Plans

None.

III.A.1.d.

The institution upholds a written code of professional ethics for its personnel.

Descriptive Summary

Palomar College expects and upholds high standards of professional ethics for all employees and Governing Board Trustees. The College's Mission, Vision, and Values foster a supportive and positive teaching and learning environment created by a professional and ethical faculty, staff, and administration ([I.A/1](#)).

The institution has a written code of ethics in Board Policy (BP) 3050 Institutional Code of Ethics for all of its employees and Governing Board Trustees ([I.A/31](#)). BP 3050 states that

“The District is committed to the highest ethical standards in furtherance of our mission of education and public service:

Excellence in teaching, learning, and service;
Integrity as the foundation for all we do;
Access to our programs and services;
Equity and fair treatment of all in our daily interactions;
Diversity in learning environments, philosophies, cultures, beliefs, and people;
Inclusiveness of individual and collective viewpoints;
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.”

This policy is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements. Moreover, the Institutional Code of Ethics is reviewed regularly by the Policies and Procedures Committee.

The Governing Board, faculty, Confidential and Supervisory Team, and the Administrative Association each has an individual code of ethics that is posted on the College website. The classified employee group follows and supports the institutional code of ethics ([III.A/59-62](#)).

Self Evaluation

The College meets the Standard.

Governing Board Policy 3050 Institutional Code of Ethics states the commitment to professional, ethical behavior necessary to support the College's Mission and student success. The Institutional Code of Ethics is available on the College's website in the Governing Board Policies and Procedures as are the codes of ethics of specific employee groups.

All new employees receive and review the code of ethics during their orientation and with their hiring material documents. Each Tenure Review Committee reviews the code of ethics with new

full-time faculty. Administrative staff receive periodic training on the code of ethics, such as the Spring 2013 presentation by the College's legal counsel ([III.A/63](#)). Moreover, the Governing Board members review their code of ethics annually as part of their self-assessment process.

Actionable Improvement Plans

None.

III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The College has well-defined and effective planning procedures for identifying the number of qualified full-time faculty, staff, and administrators appropriately prepared and with the requisite experience needed to support the College's Mission and purposes.

The College's Program Review and Planning (PRP) processes ensure unit/department level input and requests for staff and administrative level needs. The College's number of permanent full-time faculty and of part-time faculty is driven primarily by the College's funded Full-Time Equivalent Students (FTES) to assure a sufficient number of qualified faculty to support the College's Mission and academic programs. A separate process facilitated by the Instructional Planning Council prioritizes these requests.

The Staffing Plan (SP) and the annual updates of hiring priorities for non-faculty positions are driven by PRP processes ([I.B/13](#), [III.A/64-66](#)). The College's administration organizes administrative and support staffing in consultation with the departments. The planning councils (Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council) develop the annual Staffing Plan priority updates, and the vice presidents utilize this information in the weekly assessment of staffing needs, vacancies, and resources available.

Since 2008, corresponding to the decline in the College's student FTES and headcount, employee headcount across all employment groups has decreased as illustrated in Table #25. In 2008, the College enacted a modified hiring freeze for permanent non-faculty positions in response to the statewide fiscal downturn. Vacant positions were evaluated on a case-by-case basis, only critical positions necessary to operations were filled, and employees assisted in completing the work of vacant positions. Close review of each vacant position and reorganization options have been on-going during the modified hiring freeze. Essential services were maintained throughout the freeze through the collective efforts and commitment of all employees. Although the State's fiscal recovery has been slow, the College continues to modify its hiring freeze to align with slow restoration of funded Full-Time Equivalent Students (FTES) and revenue. The College recognizes the stress created by its low staffing levels and continues to plan for improvement as it aligns continuous revenues with expenditures. *Strategic Plan 2016* Goal #4 addresses this need and is discussed in more detail in the report on Standard III.A.6. ([I.A/3](#)).

Table #25—Palomar College Employees and Student Headcount

Employee Classification	Fall 2013	Fall 2008
Administrators	31	39
Full-Time Faculty	266	288
Part-Time Faculty	861	883
Classified	413	456
Total Employee Headcount	1,571	1,666
Total Student Headcount	25,939	31,589

Source: Palomar College Office of Institutional Research and Planning

Despite this decline, the number of qualified full-time faculty has met or exceeded the full-time faculty obligation number each year ([I.B/13](#), [III.A/64-66](#), [I.A/3](#)).

Number of Full-Time Faculty

The College utilizes the state-established full-time faculty obligation (FON) issued by the California Community Colleges Chancellor's Office each fall semester to determine the number of new full-time faculty to be hired for the following academic year. The FON corresponds to the number of full-time equivalent students (FTES) enrolled at the College. Despite the fiscal uncertainties since 2008 and reduction in FTES revenues, the College demonstrated its commitment to provide a base number of full-time faculty to provide quality instruction and to fulfill the governance responsibilities of faculty ([I.B/13](#), [III.A/64-68](#), [I.A/3](#)).

Tenure-track faculty hiring priorities are determined by the Instructional Planning Council (IPC) Subcommittee each year. The Subcommittee reviews faculty hiring requests from disciplines and develops a list that it submits to the Superintendent/President as a recommendation. Each fall, the CCC Board of Governors determines the FON for each District, and the College determines the total number of full-time faculty positions to be hired for the following academic year from the priority list. Further discussion of the faculty hiring priorities process appears in the report on Standard III.A.6. ([III.A/79](#), [III.A/80](#), [III.A/72-76](#)).

Six-Year Staffing Planning

The six-year *Staffing Plan 2016* is one of the College's long-term plans, and identifies staffing needs for classified, supervisory, and administrative positions ([I.B/13](#)). The Human Resource Services Planning Council facilitates the Staffing Plan process, including the annual updates. Hiring priorities and the number of new full-time faculty being hired are included in the Staffing Plan for informational purposes.

Staffing Plan 2016 assumed at its inception that the College was operating at minimum staffing level due to the College's fiscal state and ongoing modified hiring freeze. In 2010-11, the first year of the plan, each of the College's departments identified minimum and optimum staffing levels for non-faculty positions for the six-year planning period. With the optimum number serving as a guideline for ideal staffing levels, departments used College-wide and other relevant

planning assumptions to develop these staffing projections. The plan is updated annually and comprehensively re-written every six years.

Annually, the College's planning councils corresponding to the four Assistant Superintendent/Vice Presidents' areas, and the departments reporting directly to the Superintendent/President (Superintendent/President Group (SPG Group)), develop a prioritized list of position needs based on requests submitted in department/unit PRPs. The annual Staffing Plan update merges this information and is presented to the Strategic Planning Council (SPC) each spring as information for discussion and an assessment of progress toward improving staffing levels ([I.B/13](#), [III.A/64-66](#)).

Contingency Staffing Needs

Critical and immediate staffing needs often arise throughout the year and must be filled outside of *Staffing Plan 2016*. Departments may request a new or vacant position to be filled by submitting a position request to their Dean and Assistant Superintendent/Vice President. These positions are submitted to Human Resource Services (HRS) and are reviewed for critical need and available budget by the executive administration ([III.A/71](#), [III.A/74](#)).

Self Evaluation current through above

The College meets the Standard.

Despite difficult fiscal years from 2008-12, full-time faculty staffing levels have been sufficient to provide the instruction necessary to support the success of students and to fulfill the many and various non-classroom responsibilities of full-time faculty.

Classified staff and administrators have been responsive to the demands of reduced staffing levels. The successful hiring of critical positions through contingency staffing allowed the College to endure the statewide fiscal crisis and to ensure that the essential services supported student learning while maintaining the College's fiscal stability. The Staffing Plan process continues to guide on-going planning and assessment of human resource needs.

Strategic Plan 2016 includes Objective 3.1, which requires that the College "[r]ebuild staffing levels to support priorities identified" in the Staffing Plan. The College has allocated significant monies in 2015. (A more complete discussion appears in the report on Standard III.A.6.)

Actionable Improvement Plans

None.

III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The Policies and Procedures Committee is a standing committee in the College governance structure. The committee has established a three-year review cycle for all policies and procedures, or more frequently as needed. This periodic review includes employment procedures.

Palomar College develops its personnel policies and procedures through shared governance committees. As per Board Policy (BP) 2200 Board Duties and Responsibilities and BP 2410 Policy Making Authority and Administrative Procedures, the Governing Board ultimately approves policy, and the Strategic Planning Council approves procedures ([III.A/72](#), [III.A/73](#)). (Procedures appear on the Governing Board's agenda as information items.) These policies and procedures are posted on the Governing Board's website and on the Human Resource Services' website to provide access to the College community and the general public.

The College has updated the majority of its *Governing Board Policies and Procedures* to incorporate revised and collective bargaining agreements, labor and case laws, the California Education Code, changes to Title 5 of the California Code of Regulations, and the needs of the institution ([III.A/72](#), [III.A/73](#), [II.B/14](#)). The College subscribes to the Community College League of California's Policy Update Service, which guides the reviews and revisions of laws and regulations.

Palomar College provides each new employee an orientation packet that includes a copy of the appropriate employee handbook or negotiated agreement and other pertinent information and Board policies. New employees are asked to sign an acknowledgement receipt of the documents, including the non-discrimination and harassment policy, and to indicate that they have read them ([III.A/75](#), [I.A/31](#)). With new collective bargaining agreements or employee handbooks, administrators and supervisors are briefed on the significant changes in the documents to ensure knowledge, awareness, and consistent implementation.

Self Evaluation

The College meets the Standard.

The College develops personnel policies and procedures through shared governance committees. The Policies and Procedures Committee regularly and systematically reviews personnel policies and procedures. The documents are available to the College community and to the general public. Such policies and procedures are equitably and consistently administered.

Actionable Improvement Plans

None.

III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The College engages and supports establishing and adhering to uniform employment policies and procedures through the collective efforts of shared governance, union negotiations, employee leadership councils, and active Governing Board engagement. Written policies include

- Governing Board Policies and Procedures ([II.B/14](#)),
- Faculty Hiring Procedure ([III.A/2](#)),
- Online Application Process ([III.A/5](#)),
- Human Resources Services website employee procedure information ([III.A/74](#)),
- Unlawful discrimination/sexual harassment complaint procedures ([II.B/14](#), [III.A/76](#), [III.A/77](#)),
- Online sexual harassment awareness and prevention training ([III.A/78](#)),
- Collective bargaining agreements ([III.A/38](#), [III.A/39](#)),
- Unrepresented employee handbooks ([III.A/36](#), [III.A/37](#)),
- Equal Employment Opportunity Plan ([III.A/79](#)),
- Shared governance participation ([III.A/4](#), [III.A/80](#)), and
- Periodic faculty/staff communication ([III.A/81-84](#)).

Self Evaluation

The College meets the Standard.

The College establishes its formal employment policies and procedures through the Policies and Procedures Committee, Strategic Planning Council, and the Governing Board and negotiates these policies and procedures with the appropriate bargaining units and Meet and Confer groups ([III.A/81](#), [III.A/85-88](#), [III.A/48](#), [III.A/39](#)).

As described in the report on Standard III.A.1., the hiring procedures for each employee group are well-defined, adhered to, and reviewed regularly to improve the process based on feedback from selection committees, employees, and public applicants. The Faculty Hiring Procedure engages all full-time faculty in a fair, equitable, and uniform process to recommend selection for new full-time faculty, an academic and professional matter at the College ([III.A/2](#), [III.A/89](#)). Hiring processes have specific Equal Employment Opportunity (EEO) compliance oversight ([III.A/15](#), [III.A/6](#), [III.A/14](#), [III.A/2](#), [III.A/3](#)). The College's Online Application System and the College's website provide the broadest possible equal access to all position applicants ([III.A/5](#)).

Plans for improvement based on employee evaluations are tracked by the supervisor with oversight provided by Human Resource Services. An appeal process has been developed to be used in those instances when an employee disagrees with his/her evaluation.

The College's EEO Advisory Committee monitors compliance with EEO policies and procedures through the review of hiring statistics and information and through oversight of College unlawful discrimination cases and trends ([III.A/90](#), [III.A/80](#)).

Actionable Improvement Plans

None.

III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Human Resource Services (HRS) classifies and maintains personnel records as required by Title 5 of the California Code of Regulations and other state and federal regulations and Governing Board Policy and Administrative Procedure ([III.A/91](#)). Personnel files of the College's employees are securely maintained and locked in the HRS office and retained according to document retention policies and standards. HRS makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his/her designated representative, the appropriate supervisor/administrator, and HRS staff. These practices ensure that HRS permits review of personnel files only by appropriate individuals ([III.A/92](#)). In most cases, these include the employee and her/his designated union or employee group representative, auditors who periodically and confidentially review the transcripts of faculty to ensure that the College employs only appropriately qualified faculty to teach, and HRS staff. Direct supervisors and administrators to which the employee reports can review performance related documentation only. Prior to transfer or promotion, potential supervisors to whom the employee may report can view the performance documentation for a finalist prior to a hiring decision.

All electronic employee data is secure and maintained in PeopleSoft and in Singularity, the College's electronic records management database. All data in PeopleSoft and Singularity are backed up and stored in accordance with the College's Disaster Recovery Plan ([III.A/93](#)). Information Services ensures all applications, including PeopleSoft, use strong password standards and user accounts are current. The College's network security system is based on Cisco's self-defending Network Architecture (more detail is in the report on Standard III.C.1.a.) and the HRS Systems Module Functional Specialist manages user accounts to ensure access to data is restricted to those who need it for a legitimate business purpose ([III.A/94](#)). All applicant data is stored on PeopleAdmin's secure Cloud server, and the web-based applicant portal is hosted on a secure internet connection.

Self Evaluation

The College meets the Standard.

The College's personnel record policies and procedures adhere to local, state, and federal laws. Practices are in place to guarantee the security and confidentiality of employment records. All employees can submit a written form to request access to their employment records or allow a designate to do so in accordance with the law. The College has begun implementation of a new electronic records management system, OnBase, to meet the continuing document storage needs of the College. OnBase provides a single location to store electronic employee files, making them instantly retrievable for HRS staff and ensuring the College continues to be in compliance with document retention standards and regulations.

Actionable Improvement Plans

None.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

The College's Mission Statement, which includes its Vision, Mission, and Values, expresses its focus on equity and diversity through three value statements:

- Equity and the fair treatment of all in our policies and procedures;
- Diversity in learning environments, philosophies, cultures, beliefs, and people; and
- Access to our programs and services.

The Governing Board has established Board Policies (BP) and Administrative Procedures (AP) that codify a commitment to providing a discrimination- and harassment-free educational and working environment that promotes diversity and embraces all, regardless of background. These policies and procedures include

- BP 3410 Nondiscrimination ([II.B/38](#)),
- BP 3420 Equal Employment Opportunity ([II.B/39](#)),
- BP 3430 and AP 3430 Prohibition of Harassment ([II.B/40](#), [III.A/95](#)),
- BP 7100 Commitment to Diversity ([II.B/42](#)), and
- BP 7120 Recruitment and Hiring ([III.A/1](#)).

As a result of the College's adherence to these policies and procedures, there have been no successful applicant challenges to the College's equity and diversity employment practices.

The College's *Strategic Plan 2016* Goal #4 specifically addresses the Mission Statement equity and diversity values: "Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement" ([I.A/3](#), [I.A/1](#)).

The College and the Faculty Senate are engaged in dialogue in academic year 2014-15 with two objectives addressing this goal: 1) Review and update the full-time Faculty Hiring Process, and 2) establish a uniform part-time Faculty Hiring Process ([III.A/10](#), [III.A/11](#)).

The College's Equal Employment Opportunity (EEO) Plan takes a systematic, practices-based approach to creating a culturally competent, diverse academic environment and workforce. The EEO Plan ensures compliance with the EEO regulations enumerated in Title 5, sections 53000 et seq. of the California Code of Regulations (CCR).

College events promote and support a celebration of diversity from many perspectives. The annual Unity in Diversity Event is a forum that explores local, regional, and global diversity and equity issues ([III.A/96](#), [III.A/97](#)). The PC³H Committee (Palomar College Committee to Combat Hate) promotes college-wide understanding of lesbian, gay, bisexual, and transgender issues ([II.B/48](#)). The Pride Center, established in Spring 2011, serves as a resource and safe place for LGBT students, supported by the administration, faculty, and staff ([II.B/24](#)). Student events and groups celebrate and support under-represented groups ([II.A/76](#), [II.B/46](#)). The Student Support and Success Program (3SP), Summer Bridge program, the Teaching & Learning Centers in

Escondido and San Marcos, the Science, Technology, Engineering, and Math (STEM) program, and other outreach programs are described in detail in the reports on Standards II.A., II.B., and II.C. These programs provide services to serve the College's diverse student population, including at-risk students requiring basic skills development; English as a Second Language students; under-represented populations; and Latino, African-American, and first-generation college students. In Fall 2014, the College developed a *Student Equity Plan* that identifies goals and strategies to increase the success of student groups whose achievement shows effects of disproportionate impact ([I.A/21](#)). A description of the plan appears in the Standard II.B. report.

III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The College engages in ongoing diversity and equity dialogue with its faculty and staff through the outreach provided by the following events, programs, and services ([II.B/46](#)):

- Unity in Diversity Events hosted by the EEO Advisory Committee,
- Employee Benefits Fair,
- Team Life Wellness Events and Programs,
- Comprehensive Employee Mental Health Services,
- Employee Assistance Program,
- LGBT SafeZone Training,
- Pride Center,
- American Indian Studies Department events,
- Black History Month,
- Cesar Chavez Day,
- Diversity Day hosted by the Associated Student Government,
- Library displays on specific cultures and diversity topics,
- Multicultural Studies Department events,
- Palomar College Committee to Combat Hate (PC³H) events,
- Performing Arts productions,
- Political Economy Days hosted by the Economics, History, and Political Science Department,
- Veterans' Day and other events hosted by the Veterans' Services area of the Financial Aid, Veterans', and Scholarship Services department,
- Women's History Month events, and
- Tarde de Familia.

A number of trainings and workshops on various diversity topics are provided to employees through the Professional Development program and the Keenan SafeColleges online training portal. Employees enrolled in the Professional Development and Professional Growth programs may earn program credit for taking these courses. The Professional Development website displays workshops and trainings that are currently available for credit ([III.A/98-100](#), [II.B/43](#)).

The Equal Employment Opportunity (EEO) Advisory Committee designs the annual Unity in Diversity event to bring faculty, staff, and students together in discussion of local, regional, and global diversity and equity issues that impact the College community. Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) SafeZone training heightens the awareness of all faculty and staff to the language, mores, and issues of the LGBTQ community in the larger College community ([III.A/12](#), [III.A/13](#), [III.A/101](#)).

The College's Pride Center enables faculty and staff to work directly with students who identify with LGBTQ issues. Hosted by PC³H, the Pride Center is dedicated to supporting LGBTQ students and employees. The Pride Center is one of only two such centers at community colleges in the United States. PC³H hosts a SafeZone training for College employees to learn how to become allies of LGBTQ students and provide safe places on campus for students to seek support. The training materials are available to all College employees through the Keenan SafeColleges web site. Additionally, a PC³H representative has a seat on the College's EEO Advisory Committee to share information and organize diversity programs between the two committees ([III.A/80](#)).

Through these ongoing college experiences, the faculty, staff, students, and administrators experience college and professional life through the perceptions and multicultural experience of many diverse communities and populations. These College members gain a heightened awareness of the social, cultural, ethnic, gender identification, and other perspectives of these populations. Many faculty and staff attend these events throughout each academic year. Departments periodically realign programs, presentations, dialogues, and events to reflect current important diversity issues ([III.A/13](#), [III.A/102-104](#), [III.A/80](#), [III.A/96](#), [II.B/48](#), [II.B/46](#)).

Sustaining activities, programs, and services are led by shared governance groups (EEO Advisory Committee, Human Resource Services Planning Council), administration, faculty, and staff, and the Governing Board, assuring employees full and open enjoyment of these rights without discrimination. The College expresses its active support in documents and structures such as

- Governing Board Goal #1 ([III.A/105](#)),
- *Strategic Plan 2016* Mission Statement ([I.A/3](#)),
- *Strategic Plan 2016* Goal #4 ([I.A/3](#)),
- Board Presentations ([III.A/11](#)),
- EEO Advisory Committee ([III.A/80](#), [III.A/90](#)),
- Governing Board Policies and Procedures, for investigation of unlawful practices ([II.B/40](#), [III.A/95](#)),
- College Unlawful Discrimination/Sexual Harassment Procedures ([II.B/14](#), [III.A/76](#), [III.A/106](#)),
- Equal Employment Opportunity Plan ([III.A/79](#)),
- Cultural Climate Survey ([III.A/107](#)), and
- 2013 Accreditation Survey ([I.B/20](#)).

Through assessments such as the Cultural Climate Survey and the "2013 Accreditation Survey", the College continually evaluates the effectiveness of these processes and their application in individual cases and need. Policies and procedures are annually reviewed for legal update by the Policies and Procedures Committee.

The College has actively led system-wide discussion of diversity and equity issues. The College was the driving force supporting the revision of Title 5, Section 53000 *et seq* to bring Title 5 into full compliance with state law and provide community colleges throughout the state with a meaningful, relevant equal employment opportunity model ([III.A/108](#), [III.A/109](#)). This body of

work codified the community colleges' responsibilities and diversity opportunities in several key areas:

- Procedures for filing discrimination complaints,
- Establishing training for members of selection committees that focuses on the educational benefits of workplace diversity and the elimination of bias in hiring decisions,
- Longitudinal analysis of the College's workforce and applicants and determination of whether applicants of protected groups are underrepresented, and
- Identification of measures to address underrepresentation ([III.A/110](#), [III.A/111](#)).

The Standard II.B.3.d. report references many of the programs above and related services in terms of how they support students.

Self Evaluation

The College meets the Standard.

The College engages in ongoing dialogue with faculty and staff regarding diversity and equity and offers a variety of resources, practices, and services to build and sustain engagement in these quality issues.

Engagement in diversity issues is fostered by a number of ongoing and periodic dialogues and programs in which faculty, staff, and students are encouraged to participate, such as Unity in Diversity events, Black History Month, and Cesar Chavez Day. The College has created and sustained specific policies and interventions that support the rights of its diverse college community of faculty, staff, and students, such as the College's Unlawful Discrimination/Sexual Harassment Procedures.

Actionable Improvement Plans

None.

III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The College annually reviews and publically reports its record in employment equity and diversity to the Governing Board and the College community ([III.A/11](#), [III.A/112-114](#)). The College reports and analyzes the gender, ethnic, and disability demographic trends of job applicants, interviewees, and hires over a three year period to the Chancellor's Office in compliance with Equal Employment Opportunity Plan Component 10—Analysis of Workforce and Pool ([III.A/115-117](#)).

The College's analysis of this data has supported improvement of employment processes that can support increased diversity. These improvements have included web-based advertising, an on-line application system, updated selection committee training and applicant workshops, integration of screening committee and equivalency committee processes, and the use of CODESP, a public human resources cooperative organization for the development of employee selection procedures ([III.A/9](#), [III.A/3](#), [III.A/5](#), [III.A/6](#), [III.A/115-117](#)).

Despite these improvements, over the past five years the College reduced hiring of faculty and staff due to the state-wide fiscal crisis and reduced FTES apportionment ([III.A/118](#)). While faculty and staff hiring has resumed, the College lost diverse faculty and staff to retirement during the difficult fiscal years. As a result, progress toward the employment of a more diverse faculty and staff representative of the community's population has been slow. Table #17 shows the current demographic makeup of staff.

Table #17—2012-13 Employee Demographics

2012-13 Employee Demographics											
	Asian/Pac Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Head count
Administrators	6%	3%	0%	20%	6%	66%	0%	0%	51%	49%	35
Faculty (Full-Time)	6%	2%	0%	13%	2%	77%	1%	0%	50%	50%	260
Faculty (Part-Time)	4%	2%	2%	12%	1%	77%	2%	0%	46%	54%	827
Classified/CAST	5%	3%	2%	26%	1%	60%	2%	1%	61%	39%	429

Source: Palomar College Human Resource Services

**Table #17 also appears in the Palomar College Staff section of the Introduction.*

Self Evaluation

The College meets the standard.

The Governing Board recognizes that employment diversity is a matter of concern and in its Board Goal #4 established an expectation that the College will develop a plan to address the diversity of its faculty. Subsequently, the College addressed the issue in *Strategic Plan 2016*

Goal #3: “Assess the effectiveness of the faculty and staff hiring processes, and identify recommendations to strengthen the College’s ability to attract and recruit diverse candidates for employment” ([III.A/105](#), [I.A/3](#)).

In addition to reporting in its Annual Fact Book, in May 2014 the College completed the Board task with a comprehensive presentation and materials and made specific recommendations to address *Strategic Plan 2016* Goal #4 ([III.A/111](#), [III.A/11](#), [I.A/3](#)). The College and the Faculty Senate have since engaged in dialogue to improve full-time and part-time faculty hiring processes to enhance the College’s ability to make significant progress toward its diversity goals.

The College has negotiated a Supplemental Employee Retirement Program (SERP) with its representative unions and discussed it with its Meet and Confer groups. The SERP provides the College with an additional opportunity to improve the College’s diversity of its faculty and staff with 2015, 2016, and 2017 hiring ([III.A/119](#)).

Actionable Improvement Plans

The Assistant Superintendent/Vice President of Human Resource Services will gather input and recommendations from the Faculty Senate, Human Resource Services Planning Council, and other constituent groups to develop and implement a plan beginning FY2014-15 to improve the diversity of faculty, staff, and administrators to support the student community and to respond to legislative expectations.

III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The College's Mission Statement includes the value of "[i]ntegrity as the foundation for all we do." The College demonstrates this value through:

- Published Codes of Ethics for the Governing Board and each employee constituent group ([I.A/31](#), [III.A/59-63](#)),
- Palomar College's Vision, Mission, and Values ([I.A/1](#)),
- Governing Board Goals ([III.A/105](#)),
- *Strategic Plan 2016, Strategic Plan 2013* ([I.A/3](#), III.A.120),
- Palomar College's shared governance structure ([I.B/11](#)),
- Governing Board Policies and Procedures ([II.B/14](#)),
- The Student Code of Conduct ([II.B/21](#)),
- Governing Board Resolutions ([III.A/121](#)),
- The College catalog ([II.B/3](#)),
- The Agreement between the College and the Palomar Faculty Federation (PFF) ([III.A/38](#)),
- The Agreement between the College and the Council of Classified Employees (CCE) ([III.A/39](#)),
- The Administrative Association Handbook ([III.A/36](#)), and
- The Confidential and Supervisory Team (CAST) Handbook ([III.A/37](#)).

These writings are publicly available via the College's website at the Governing Board webpages, Human Resource Services (HRS) web site, Student Services/Student Affairs webpages, the College's home page, various other College web pages, and, as required by law, are posted on an accessible, public board adjacent to the HRS office. The College's sexual harassment policy and complaint procedures are also posted on the HRS website ([II.B/38](#), [II.B/39](#), [II.B/40](#), [III.A/95](#), [I.A/3](#), [III.A/76](#)).

Ongoing discussion among the Governing Board, the administration, the constituent groups, the representative bargaining units, the unrepresented employee groups, and the Associated Student Government assure that the College shows honesty, commitment, cohesion, and coherence in the treatment of all faculty, staff, and students.

Self Evaluation

The College meets the Standard.

The College endorses and publicly supports integrity in all interactions with the all members of the College as evidenced by its many public documents and actions. It has in place policies and procedures that demonstrate its commitment to and integrity in the treatment of administrators, faculty, staff, and students.

Actionable Improvement Plans

None.

III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Under the coordination of the Palomar's Professional Development (PD) Office and Human Resource Services, the College provides a variety of workshops, trainings, and professional development opportunities to its faculty, staff, and administrators. The Governing Board's policy is that all employees are afforded opportunities and encouraged to participate in professional development/professional growth activities ([III.A/122](#)). There are many self-designed and pre-planned activities in addition to the Professional Development and Professional Growth programs offered to faculty, staff, and administrators. (Details are delineated in Article 10 of the applicable collective bargaining agreements.) ([II.A/60](#)). Offering creative and innovative professional development opportunities that engage faculty, staff, and administrators supports the College's Mission Statement and contributes to students' success, both inside and outside of the classroom—strengthening the College's commitment to helping students achieve the learning outcomes they need in order to contribute to society as responsible, global citizens.

Moreover, *Strategic Plan 2016* Goal #3 focuses on professional development opportunities. Goal #4, Objective 3 calls for “increase[ing] professional development opportunities to strengthen the technological knowledge and skills of faculty and staff.” Goal #3, Objective 4 calls for “implement[ing] professional development opportunities that support faculty innovation in teaching and learning through action-based research” ([I.A/3](#)).

The Professional Development Coordinator, a full-time faculty member with assigned time, facilitates and schedules numerous face-to-face and online PD opportunities for faculty. Staff and administrators are welcome to participate in these workshops. Some funding for attendance at conferences is made available through the College's Program Review and Planning processes, Perkins Grant monies, and the College's Foundation.

The College's commitment is demonstrated through the unique and extensive PD opportunities available to faculty, staff, and administrators.

III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Professional Development Program

The Professional Development Office is dedicated to providing a variety of resources for Palomar College's faculty to continue scholarship within their disciplines to become versatile and skillful teachers and Librarians and to meet the increasing demands of organizational and program innovation.

The Professional Development Program (PD) provides professional development opportunities for both full-time and part-time faculty. Palomar College's academic calendar includes six professional development days (72 hours) for full-time faculty. This is approved each year by the California Chancellor's Office and included in the Collective Bargaining Agreement. The College receives credit for the professional development hours that are completed and verified by faculty. The faculty fulfill and document their professional development obligation each academic year on their Professional Development contracts ([III.A/100](#), [II.A/60](#), [III.A/123](#), [III.A/124](#)).

Palomar College's Professional Development Coordinator is responsible for the coordination of Professional Development opportunities. His/her primary function is to oversee the contract and reporting procedures, develop programs to meet identified needs, and provide needed resources ([III.A/125](#)). The Professional Development Office provides a guidance manual to faculty, a workshop schedule for each new semester, and a weekly broadcast newsletter ([III.A/100](#), [II.A/34](#), [III.A/126](#)). The Professional Development Office is also in charge of the annual all-faculty plenary events. Although PD is primarily designed for faculty, all staff and administrators are invited and encouraged to attend the many activities offered through this program.

Palomar's faculty can fulfill their professional development obligation by participating in three types of activities: (1) Scheduled on-campus workshops, including Academic Technology seminars (2) Online, Media, and Arranged Workshops, and (3) Self-Designed Activities. The College encourages self-designed activities in addition to the many pre-planned activities ([III.A/100](#)).

Child Development Center Teachers are provided five professional development days. All Child Development Center Teachers develop and submit an individual Professional Development Plan consisting of activities outlined in the Child Development Permit Professional Growth Manual ([III.A/127](#)). All development plans are reviewed and approved by the Coordinator of the Child Development Center and/or the Child Development Department Liaison. In addition, all CHDEV Teachers must maintain their permit, which requires 105 hours of professional growth in a five-year renewal period ([III.A/51](#)).

Professional Growth Program

Palomar College offers professional growth opportunities to non-faculty employee groups. These professional growth opportunities support the College's Mission, Vision, and Values by increasing workplace efficiency and effectiveness ([I.A/1](#)). All classified administrators, supervisors, and staff are eligible to participate in the Classified Professional Growth Program. The Professional Growth Program is designed to provide incentive to permanent classified employees to enhance and/or update their performance through continuing education and participation in professional organizations and College governance committees. Employees interested in the program develop their Professional Growth Plan, which must be job-related or part of a specific career plan ([III.A/99](#)). Points are earned for attending conferences, seminars, workshops, and/or governance committee membership. Upon completion of a Professional Growth Plan, employees can receive an annual or a one-time lump sum stipend.

Human Resource Services sends notices regarding the Professional Growth Program via email to all eligible employees in time to enroll in the Professional Growth Program for the following semesters. HRS also ensures the Professional Growth Program information is readily available on its website ([III.A/99](#)).

Non- faculty employees can attend any of the workshops hosted by the Professional Development Office; these workshops are free of charge and are available during working hours. The Academic Technology Resource Center (ATRC) offers trainings in computer applications, individual trainings with staff and departments upon request, and on-demand online trainings. The College hosts an annual Classified Staff Development Day ([III.A/128](#)). Numerous workshops are offered in morning and afternoon sessions for all Classified Staff to attend and enhance their knowledge and skills free of cost.

This event is attended by more than 200 classified staff. Palomar also offers specialized training through appropriate departments to ensure that staff can perform their responsibilities with competence and to enhance their job knowledge and skills. The College offers online trainings through Keenan and Associates' "SafeColleges" ([III.A/98](#)).

State-mandated trainings are hosted through Keenan and Associates' "SafeColleges," and completion is monitored by HRS ([III.A/129](#)). Educational administrators participate in educational-related professional organizations, state-wide committees, and other professional organizations.

Self Evaluation

The College meets the Standard.

Through continued offerings and development of Professional Growth opportunities, the College is able to increase workplace efficiency and effectiveness in both service and instruction.

Actionable Improvement Plans

None.

III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Professional Development Office and Human Resource Services arranges workshops, trainings, and professional development offerings based on faculty and staff's expressed interests as defined in the Needs Assessment Survey. Based on the outcomes of the survey, offerings are expanded and revised as resources and interests grow to meet the changing needs of faculty and staff. The Professional Development Advisory Board reviews the annual Performance Evaluation of the Professional Development Coordinator and the annual Needs Assessment Survey results and guides the development of Palomar College's Professional Development program ([II.A/60](#), [III.A/130](#), [III.A/131](#)).

In support of the College's Mission Statement, the Strategic Plan focuses on Professional Development opportunities for faculty, staff, and administrators ([I.A/1](#), [I.A/3](#)). Objective 3.3 and 3.4 of *Strategic Plan 2016* address the need to increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff and to implement professional development opportunities that support faculty innovation in teaching and learning through action-based research. In support of these objectives, the Strategic Planning Council (SPC) allocated \$30,000 in Strategic Plan Priority Funding (SPPF) for the Staff Development Training Program ([III.A/132](#)). These funds will be used to offer technology training to Palomar's staff. With this recent allocation of funds, the Staff Development and Training Committee was re-constituted in Spring 2014. The Committee, which is co-chaired by the Vice President of Human Resources and the Faculty Professional Development Coordinator, will be conducting a Needs Assessment Survey in Spring 2015 to determine staff needs and ensure these needs are met.

Self Evaluation

The College meets the Standard.

Through systematic evaluation of professional development, the College meets the needs of its faculty, staff, and administrators. The recent allocation of SPPF funds makes possible more opportunities to offer training that meet the needs of faculty and staff.

Actionable Improvement Plans

None.

III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model*, adopted and implemented in Spring 2010, includes a six-year Staffing Plan with annual updates. (The report on Standard I.B. includes a detailed discussion of this model.)

The *Staffing Plan 2016* serves as the overarching planning mechanism for identifying planned staffing levels and non-faculty hiring prioritizations ([III.A/65](#)). (The report on Standard III.A.2. has further discussion.) The Staffing Plan incorporates the annual faculty hiring priorities recommended by the Instructional Planning Council to the Superintendent/ President. The Plan ensures that all staffing needs are developed with relevant planning assumptions, correspond with the goals and objectives in other institutional plans, and align with the College's stated Vision, Mission, and Values, which are included in the Strategic Plan ([I.A/3](#)). The College's *Integrated Planning Model (IPM)* ensures that the fulfillment of planning goals, including those stated in the *Staffing Plan 2016*, is tied directly to resource allocation through the *Resource Allocation Model (RAM)* ([I.B/1](#), [I.B/27](#)).

While the Staffing Plan covers a six-year planning period, key components of the Plan are updated annually to reflect the College's current needs and operating environment ([I.B/13](#), [III.A/64-66](#)). The College's departments/units identify staffing needs in their Program Review and Planning (PRP) processes ([I.A/33](#)). The Instructional Planning Council (IPC), through the Faculty Hiring Priority Subcommittee, utilizes a comprehensive, well-documented assessment to identify and prioritize new faculty position hiring to the Superintendent/President. The Planning Councils (Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council) and departments reporting directly to the Superintendent/President evaluate, prioritize, and recommend non-faculty staffing needs annually based upon PRP processes, retirements, resignations, and other staff attrition ([I.B/13](#), [III.A/64-66](#)). Based upon each council's consideration of the PRPs and the College's other plans, the Staffing Plan incorporates both faculty and non-faculty priorities into a single, comprehensive staffing plan. A component of the PRP processes is a review of the effectiveness of programs and resource allocation in meeting the College's Mission, Vision, Values, and goals ([I.A/1](#), [III.A/105](#)). PRPs are updated to reflect existing program effectiveness, new programs, and faculty/staff resource allocation.

Human Resource Services Planning Council oversees the HRS development of the Staffing Plan and the annual updates. After the end of the plan year, each council's progress toward acquiring new staff as the Staffing Plan recommends is reviewed. This review is incorporated in the following annual Staffing Plan update.

Faculty hiring is recruited as approved by the Superintendent/President, and the non-faculty staffing recommendations in the Staffing Plan are operationalized by the Superintendent/President and the Assistant Superintendents/Vice Presidents.

Self Evaluation

The College meets the Standard.

Between 2008-09 and 2013-14, the state fiscal crisis and resulting reduction in apportionment-based FTES funding limited the College to filling only new faculty positions and a limited number of staff positions as a modified hiring freeze was implemented in these years. The unprecedented five-year fiscal crisis has prevented the College from hiring as recommended by the Staffing Plan. Funding has begun to return from the state, and non-faculty hiring has resumed, albeit at a funding-constrained level. This issue has been discussed in shared governance councils and committees ([III.A/133](#), [III.A/134](#)). Dialogue through the College's shared governance process has resulted in the College adopting *Strategic Plan 2016* Goal #4: "to rebuild staffing levels to support priorities identified in Staffing Plan 2016" ([I.A/3](#)). The College continues dialogue on methods to achieve this goal and included \$870,450 Reserve for Staffing Priorities in the 2014-15 fiscal year budget ([III.A/135](#)).

Actionable Improvement Plans

None.

Evidence for III.A.

<u>Number</u>	<u>Name</u>
III.A/1	BP 7120 titled Recruitment and Hiring
I.B/16	BP 2510 titled Participation in Local Decision Making
II.B/38	BP 3410 titled Nondiscrimination
II.B/39	BP 3420 titled Equal Employment Opportunity
III.A/2	Faculty Hiring Procedures
III.A/3	AP 7120 titled Recruitment and Hiring
III.A/4	Policies and Procedures Committee Meeting Highlights March 7, 2014
III.A/5	Palomar College Employment Opportunities Portal
III.A/6	Selection Committee Training
III.A/7	Selection Committee Training for faculty
III.A/8	AP 7127 titled Employment of Applicants with Criminal Records
III.A/9	Sample Position Announcement
III.A/10	Faculty Hiring Procedures
III.A/11	Equal Employment Opportunity Governing Board Report May 13, 2014
III.A/12	Equal Employment Opportunity Advisory Committee Meeting Minutes February 6, 2014
III.A/13	Equal Employment Opportunity Advisory Committee Meeting Minutes May 1, 2014
III.A/14	Recruitment Information for the Committee Chair
III.A/15	District Compliance Officer Training Manual
III.A/16	Minimum Qualifications for faculty and Administrators in California Community Colleges
III.A/17	Palomar College Human Resources Services FAQs
III.A/18	Faculty Senate Committee Membership Fall 2014
III.A/19	Application for Equivalency
III.A/20	AP 4015 titled Minimum Qualifications and Equivalencies
III.A/21	Class Specifications
I.A/1	Palomar College Vision, Mission, Values, and Educational Philosophy
III.A/22	Advertising Resource List

<u>Number</u>	<u>Name</u>
<u>III.A/23</u>	Palomar College Part-Time Faculty Employment Opportunities
<u>III.A/24</u>	Full-Time Faculty Hires and Tenure
<u>III.A/25</u>	Palomar Faculty Federation Contract - Page 92
<u>III.A/26</u>	Screen Shot of Tracking Databases
<u>III.A/27</u>	Faculty Evaluation Form
<u>III.A/28</u>	PFF Contract - Page 97
<u>III.A/29</u>	PFF Contract - Page 100
<u>III.A/30</u>	PFF Contract - Page 148
<u>III.A/31</u>	TERB Calendar
<u>III.A/32</u>	Tenure and Evaluations Review Board
<u>II.A/40</u>	TERB Forms
<u>III.A/33</u>	Evaluation Guidelines
<u>III.A/34</u>	Self Evaluation Form (Pending Negotiations)
<u>III.A/35</u>	Council of Classified Employees Contract - Page 68
<u>III.A/36</u>	Administrative Association Handbook
<u>III.A/37</u>	Confidential and Supervisory Team Handbook
<u>III.A/38</u>	PFF Contract - Page 90
<u>III.A/39</u>	CCE Contract
<u>III.A/40</u>	PFF Contract - Page 88
<u>III.A/41</u>	PFF Contract - Page 95
<u>III.A/42</u>	PFF Contract - Page 102
<u>III.A/43</u>	AP 2435 titled Evaluation of the Superintendent/President
<u>III.A/44</u>	Template for Improvement Plan
<u>III.A/45</u>	Administrative Association/CAST Evaluation Instructions
<u>III.A/46</u>	Confidential and Supervisory Team Evaluation Form
<u>III.A/47</u>	Administrative Association Evaluation Form
<u>III.A/48</u>	Classified Evaluation Form
<u>III.A/49</u>	TERB Meeting Minutes

<u>Number</u>	<u>Name</u>
<u>III.A/50</u>	PFF Contract - Page 93
<u>III.A/51</u>	PFF Contract - Page 157
<u>III.A/52</u>	TERB Minutes 12.3.12 (revision of Student Evaluation forms)
<u>III.A/53</u>	PFF Contract - Page 149
<u>III.A/54</u>	TERB Minutes March 18, 2013
<u>III.A/55</u>	Performance Evaluation Memo May 16, 2013
<u>III.A/56</u>	Evaluation Tracking Report
<u>III.A/57</u>	Accreditation Employee Survey 2013 - Page 36
<u>III.A/58</u>	Tutor Evaluations
<u>I.A/31</u>	BP 3050 titled Institutional Code of Ethics
<u>III.A/59</u>	BP 2715 titled Code of Ethics/Standards of Practice
<u>III.A/60</u>	Constitution of the Faculty of Palomar College
<u>III.A/61</u>	Confidential And Supervisory Team Statement of Ethics
<u>III.A/62</u>	Administrative Association Statement of Ethics
<u>III.A/63</u>	Liebert Cassidy Presentation
<u>I.B/13</u>	Staffing Plan 2016
<u>III.A/64</u>	Staffing Plan 2016 Year 2 Update
<u>III.A/65</u>	Staffing Plan 2016 Year 3 Update
<u>III.A/66</u>	Staffing Plan 2016 Year 4 Update
<u>I.A/3</u>	Strategic Plan 2016
<u>III.A/67</u>	Palomar Historical Attrition Rates Based on Fall Staff Data
<u>III.A/68</u>	CCC Chancellor's Office Full-Time Faculty Obligation Compliance Reports
<u>III.A/69</u>	Instructional Planning Council Minutes April 23, 2014
<u>III.A/70</u>	IPC Faculty Hiring Priority 2015-16
<u>III.A/71</u>	Position Authorization Form
<u>III.A/72</u>	BP 2200 titled Board Duties and Responsibilities
<u>III.A/73</u>	BP 2410 titled Policy Making Authority and Administrative Procedures
<u>II.B/14</u>	Governing Board Policies and Procedures

<u>Number</u>	<u>Name</u>
<u>III.A/74</u>	Human Resource Services Employee Information Portal
<u>III.A/75</u>	Receipt of Acknowledgement
<u>III.A/76</u>	Human Resource Services Equity and Diversity
<u>III.A/77</u>	Office of Student Affairs Policies
<u>III.A/78</u>	A.B. 1825 Training Notification to Supervisors and Keenan SafeColleges Sexual Harassment: Policy and Prevention Course Description
<u>III.A/79</u>	Equal Employment Opportunity Plan
<u>III.A/80</u>	Equal Employment Opportunity Advisory Committee Meeting Agendas and Minutes
<u>III.A/81</u>	Strategic Planning Council Minutes
<u>III.A/82</u>	EEO Policies and Procedures
<u>III.A/83</u>	Employee Pay During Fire Closure May 22, 2014
<u>III.A/84</u>	Summer 2014 4/10 Schedule
<u>III.A/85</u>	Governance Structure Handbook - Page 44
<u>III.A/86</u>	Governance Structure Handbook - Page 21
<u>III.A/87</u>	Governing Board Minutes March 11, 2014 - Page 10
<u>III.A/88</u>	Governing Board Minutes June 11, 2013 - Page 14
<u>III.A/89</u>	Faculty Senate
<u>III.A/90</u>	Equal Employment Opportunity Advisory Committee Role
<u>III.A/91</u>	AP 7145 titled Personnel Files
<u>III.A/92</u>	Personnel File Review Request
<u>III.A/93</u>	District Disaster Recovery Plan
<u>III.A/94</u>	Interview for HR Systems Module Functional Specialist
<u>II.B/40</u>	BP 3430 titled Prohibition of Harassment
<u>III.A/95</u>	AP 3430 titled Prohibition of Harassment
<u>II.B/42</u>	BP 7100 titled Commitment to Diversity
<u>III.A/96</u>	Unity in Diversity
<u>III.A/97</u>	Unity in Diversity Speaker Bios
<u>II.B/48</u>	Palomar College Committee to Combat Hate
<u>II.B/24</u>	Pride Center

<u>Number</u>	<u>Name</u>
II.A/76	Palomar College Student Clubs
II.B/46	Diversity Events Calendar
I.A/21	Student Equity Plan Final Reports and Presentations
III.A/98	Palomar College PD Online and Arranged PD Workshops Booklet - Page 5
II.B/43	Sexual Harassment Prevention Training
III.A/99	Professional Growth
III.A/100	Professional Development Manual
II.A/34	Professional Development workshops
III.A/101	Safe Zone Training Manual
III.A/102	Palomar Online Events Calendar
III.A/103	Social and Behavioral Sciences Division Blog
III.A/104	Student Affairs
III.A/105	Governing Board Annual Goals 2014-15
III.A/106	Student Affairs Assault Complaint Form
III.A/107	Equal Employment Opportunity Advisory Committee Meeting Minutes October 2, 2014
I.B/20	Accreditation Employee Survey 2013
III.A/108	Equal Employment Opportunity Committee Meeting June 25, 2010
III.A/109	Revision of EEO Program Regulations September 23, 2013
III.A/110	Updated Model Equal Employment Opportunity Plan and Guidelines for CCC
III.A/111	Board of Governors Revisions to Title 5 Regulations: Equal Employment Opportunity
III.A/112	Fact Book 2012-13
III.A/113	Institutional Effectiveness Reports
III.A/114	Applicant Demographic Reports 2011-12 through 2013-14
III.A/115	Selection Committee Chair PeopleAdmin Training
III.A/116	CODESP website
III.A/117	Southern 30/Equal Employment, Diversity, and Equity Consortium
III.A/118	Adopted Budgets and Fiscal Services Reports
III.A/119	Governing Board Minutes September 9, 2014 - Page 17

<u>Number</u>	<u>Name</u>
<u>III.A/120</u>	Strategic Plan 2013 Year 1 Update
<u>I.B/11</u>	Governance Structure Handbook
<u>II.B/14</u>	Governing Board Policies and Procedures
<u>II.B/21</u>	Student Code of conduct
<u>III.A/121</u>	Sample Governing Board Resolutions
<u>II.B/3</u>	Palomar College Catalog 2014-15
<u>III.A/122</u>	BP 7160 titled Professional Development
<u>II.A/60</u>	Professional Development
<u>III.A/123</u>	PFF Contract - Page 49
<u>III.A/124</u>	CCE Contract - Page 90
<u>III.A/125</u>	PD Coordinator Duties and Responsibilities
<u>III.A/126</u>	Professional Development Opportunities
<u>III.A/127</u>	Child Development Permit Professional Growth Manual
<u>III.A/128</u>	Classified Staff Development Day
<u>III.A/129</u>	Keenan SafeColleges Course List October 30, 2014
<u>II.A/60</u>	Professional Development
<u>III.A/130</u>	Professional Development Advisory Board
<u>III.A/131</u>	PD Annual Needs Assessment surveys
<u>III.A/132</u>	Strategic Planning Council Minutes Exhibit B1 February 25, 2014
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>I.B/27</u>	Resource Allocation Model
<u>I.A/33</u>	Program Review and Planning documents
<u>III.A/133</u>	Instructional Planning Council Minutes November 13, 2013
<u>III.A/134</u>	Strategic Planning Council Minutes April 15, 2014
<u>III.A/135</u>	Adopted Budget 2014-15

III.B. Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

At Palomar College, planning for physical resources, including facilities, equipment, land, and other assets is integrated with institutional planning and supports student learning programs and services. Planning for major projects is guided by the College's *Master Plan 2022*. Both long- and short-range planning is guided by the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model* and *Strategic Plan 2016*. College facilities provide support for the maintenance of buildings and grounds and the planning, design, and construction of new buildings and renovations. The Facilities website provides information regarding processes for requesting maintenance support, as well as information regarding facilities planning, the Educational Master Plan of the College, and general support.

Palomar College has a strong commitment to providing safe and secure facilities and equipment for all members of the College and for visitors to the College. The buildings have been designed and constructed to serve the needs of the College community and are equipped with up-to-date equipment to enhance teaching and learning. The College maximizes, maintains, evaluates, and improves physical resources on campus and at off-site facilities to support the College's Mission and to provide quality services. The College engages in constant and consistent cycles of planning, implementation, and evaluation to maintain safe, comfortable, accessible classrooms, laboratories, student services facilities, and information technology hardware and software.

III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Palomar College serves North San Diego County at the 200-acre campus in San Marcos, at its eight-acre California Post-secondary Education Commission (CPEC) approved education center in Escondido, and at four sites in rented space throughout the District: Camp Pendleton, Fallbrook, Mount Carmel, and Pauma. On the San Marcos campus, student learning is facilitated in 28 permanent buildings, each specifically designed for the unique educational needs for the disciplines housed therein, and 25 modular buildings. Total gross square footage is 761,930. In addition, the San Marcos campus includes 20 parking lots, kinesiology/athletic facilities (including a shared-use Wellness Center), a theatre, and an arboretum. The facilities at the Escondido Center consist of three permanent buildings and three parking lots with gross square footage of 84,925 on eight acres of land in eastern Escondido ([III.B/1](#)). Palomar College is committed to providing a safe learning environment for all students regardless of location or mode of delivery. To guide instructional safety and maintenance, the College employs criteria and measures that are set forth in federal, state, and local laws and regulations. Board policies and procedures also guide campus safety, security and access, and emergency preparedness ([III.B/2-4](#)).

Safety

Palomar College supports the integrity and quality of its programs and services by providing and planning for safe and sufficient physical resources. The safety of the facilities is maintained by the Facilities Department and evaluated by a cadre of health, safety, and security teams and inspected by external regulatory agencies. The Facilities Department includes safety inspections as part of its Preventative Maintenance Program.

Palomar College evaluates the physical safety of its facilities through the following:

- Preventative Maintenance Inspections by the building services, custodial, and grounds departments ([III.B/5](#));
- Daily and weekly safety walks of buildings and grounds by the Director of Facilities, Building Services Supervisor, Grounds Supervisor, Custodial Supervisor, Facility and Safety Technician, and Supervisor of Environmental Health and Safety;
- Medical Injury Reports received by Health Services, Campus Police, and Human Resource Services. Forms are forwarded to the Environmental Health and Safety Department ([III.B/6](#));
- Health and safety concerns reported to the Facilities Office, Campus Police, and the Environmental Health and Safety Department by phone and email by staff, students, and visitors ([III.B/7](#));
- Annual inspections conducted by the College's liability insurance carrier ([III.B/8](#)); and

- College Safety and Security Committee activities, such as monthly reports, reviews, discussions, and recommendations of appropriate actions for identified safety concerns ([III.B/9](#)).

Sufficient Physical Resources

Palomar College engages in comprehensive facilities planning based on instructional and student support needs. The College, with the assistance of an Educational and Facilities Master Planner, developed *Master Plan 2022* ([III.B/10](#)). A fundamental element of the plan is that facilities are designed to support teaching and student learning and to enhance institutional effectiveness. Palomar's current and future success in obtaining state funding for capital projects is a result of these planning efforts.

Capacity load ratios calculated from the number of weekly student contact hours (WSCH) per assignable square footage are used to indicate whether the College has sufficient space. *Master Plan 2022* identifies the space needs through 2022. Construction of the required facilities will be funded through a combination of local and state funds.

The following charts summarize the capacity of net, existing, on-campus, and assigned square footage (SF) by instructional type at the San Marcos and Escondido locations.

Table #26—Assigned SF San Marcos

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
Classroom	87,945	113%
Laboratory	194,149	123%
Office	102,814	106%
Library	42,620	52%
AV/TV	1,651	7%

Table #27—Assigned SF Escondido

Type of Space	Assigned SF	Fall 2012* Capacity Load Ratios
Classroom	26,314	258%
Laboratory	11,203	102%
Office	6,958	311%
Library	4,789	190%
AV/TV	200	22%

Capacity load ratios of 100% indicate that space is adequate. Above 100% indicates excess space. Below 100% indicates a shortage of space. The capacity load ratios in the tables presented indicate that additional space is needed on the San Marcos campus and that space needs to be redistributed at the Escondido Center.

In November 2006, the College electorate passed Proposition M (Prop M), a General Obligation Bond providing the College the opportunity to begin implementation of *Master Plan 2022* ([III.B/11](#), [III.B/10](#)). The \$694 million bond will allow the College to build out the Master Plan per the following:

Construction projects that have been completed since 2008:

- Multi-Disciplinary Building,
- Health Sciences Building,
- Planetarium,
- Industrial Technology Center,
- Industrial Technology Center T Building,
- Escondido Center Re-imaging Project,
- Theatre/Performing Arts Complex,
- Teaching & Learning Center San Marcos,
- Teaching & Learning Center Escondido Center,
- Science, Technology, Engineering, and Mathematics Center,
- Humanities,
- Electrical infrastructure upgrade 12KV project, and
- San Marcos Fire Alarm Upgrade.

Projects in Progress:

- Child Development Center,
- Baseball Field,
- Library/Learning Resource Center,
- 1,600 space parking structure (Lot 12),
- South Education Center,
- Athletics/Kinesiology Complex, and
- Arboretum.

The College actively pursues state funding to build and update its facilities. Palomar has become competitive for state capital funds as a result of having a source of local funds generated from Prop M. The ability to contribute local funds increases eligibility for state funding.

Construction activity at the College will be constant over the next nine years. The following table summarizes the projects in order of their College-assigned priority per the College's Five Year Construction Plan ([III.B/12](#)), which is required to be updated and submitted to the California Community Colleges System Office annually.

Table #28—Building Projects

Project	Occupy Date	Square Footage
Humanities Building	2013/14	56,170 ASF
Child Development Center	2015-16	11,654 ASF
Baseball Field	2015-16	N/A
Library/Learning Resource Center	2016-17	74,840 ASF
Maintenance & Operations Building	2016-17	39,000 ASF
Parking Structure (Lot 12)	2017-18	1,600 spaces
South Education Center	2017-18	75,000 ASF
North Education Center	2018-19	100,000 ASF
Athletics/Kinesiology Complex	2020-21	56,000 ASF
Student Services One Stop Shop	2020-21	31,500 ASF

Buildings are designed to support student learning programs and services with student learning and the end-users' functional needs as the highest priority. Faculty and staff involvement is critical during the early stages of the design and development of all projects. The design teams meet with the users to identify the program needs and to develop schematic designs and construction documents. To ensure that the needs of students and programs are supported, the deans create building user committees to address issues raised by the faculty and staff. These groups most often include the chairs of each department that will occupy the building. Recent examples of this process are the planning of the Natural Sciences Building, Multi-Disciplinary Building, Planetarium, Industrial Technology Center, Industrial Technology Center T Building, Health Sciences Building, Humanities Building, Theater/Performing Arts Complex, and the Escondido Center Re-imaging Project. The institution involves all users groups and stakeholders when planning for its buildings, both short- and long-term.

One of the core values in Palomar's Mission Statement is for the College to provide a physical presence and participation in the community. The new construction projects have given Palomar a new "university feel" to both the San Marcos campus and the Escondido Center. The new buildings on the San Marcos campus are multi-story buildings, replacing the old "K-12 style" single story buildings designed in the 1950s and 1960s. Student gathering "social spaces" enhance the college experience for Palomar's commuter students. Not only do these new buildings give Palomar College a collegiate physical presence for the students, staff, and community, but they also provide improved safety and access. Unlike the old buildings they replace, the College's new buildings have state-of-the-art fire alarm and fire suppression

systems, accessibility features that meet or exceed Division of the State Architect standards, and InformaCast Emergency Broadcast Systems, which are now tested on a regular basis.

The development of the Humanities Building project serves as the most recent example of the Palomar College facilities planning process. To determine the needs of the programs and services, the College's architects met multiple times with user groups representing several different academic/support departments to document needs and shape a fundable proposal. The departments included English, World Languages, Reading, Speech, English as a Second Language, American Sign Language, and Journalism. The building plans were then shared with the Palomar College administration prior to submission to the Division of the State Architect for formal plan review and approval. The Governing Board approved the plans before they were advertised for public construction bids.

In addition to new construction and renovation projects, the Facilities Department engages in maintenance and operational projects on existing buildings. A work request system provides a mechanism for end-users to request necessary modifications to existing facilities. The Facilities Department responds in a timely manner to requests for repairs. Work requests for modifications and remodels are reviewed and prioritized annually and reported to the Facilities Review Committee along with the funding source ([III.B/13](#)). Facilities staff meet with the end users to evaluate needs and look at available spaces, with an emphasis on more efficient use of those spaces and integration of forward technology. All projects are taken on with scheduling and ways to decrease the secondary effects of modifications and remodeling as the top priorities. By doing this, the impact on the College's functionality is greatly reduced.

Several remodels/reconfigurations have been completed through the Work Request program:

- Math Tutoring Center remodel,
- Q-9 project, which converted classroom space into modern Video/Audio Editing booths,
- Student Services Center reconfiguration,
- Career Center reconfiguration, and
- A-1 Human Resources remodel.

Self Evaluation

The College meets the Standard.

The College's evaluation of classroom adequacy focuses on space, safety, and effectiveness as a learning environment. As the demand for instructional programs and services increases, Palomar is meeting it with the implementation of *Master Plan 2022* ([III.B/10](#)). The following projects have been completed:

- Multi-Disciplinary Building,
- Health Sciences Building,
- Teaching & Learning Center San Marcos,
- Teaching & Learning Center Escondido,
- Humanities Building,

- Planetarium,
- Industrial Technology Center T Building Remodel,
- Industrial Technology Center,
- Theater/Performing Arts Complex Remodel, and
- Escondido Reimaging.

Access for persons with disabilities is a prime concern for the College. Aging and inadequate buildings continue to require that extraordinary efforts be made by the Facilities Department to keep them functional for persons with disabilities. Therefore, the College requested that LPA, the College's architect, prepare an ADA access plan to be implemented in tandem with *Master Plan 2022* ([III.B/14](#)).

The renovation of the LL Building, currently serving as the Library, into a “one-stop” Student Services Center is expected to alleviate the current crowded conditions in the Student Services Center and will provide one centralized location for students to access services. The College submitted a Final Project Proposal (FPP) on July 1, 2008 ([III.B/15](#)). The College is in the process of resubmitting an FPP for this project.

Actionable Improvement Plans

None.

III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Palomar College is committed to assuring effective utilization and the continuing quality of physical resources necessary to support its programs and services. In *Strategic Plan 2016* Goal #5 focuses on ensuring that existing and future facilities and infrastructure support student learning, programs, and services ([I.A/3](#)). In planning, building, maintaining, and upgrading or replacing physical resources, the College strives to provide an aesthetically-pleasing setting that promotes student learning and student social life.

Palomar College plans, builds, upgrades, and replaces facilities in a manner that assures effective utilization through the strict adherence to state guidelines for space utilization. All capital construction projects rely on the end-users' input to develop the program that drives the design that will support their needs and provide the best learning environment for student success. Maintenance of existing buildings continues to be a challenge due to operating budget shortfalls.

Palomar College engages in comprehensive facilities planning based on instructional needs. With the passage of Prop M, the College has been implementing *Master Plan 2022* ([III.B/11](#), [III.B/10](#)). During the development of *Master Plan 2022*, the education plan was developed first and drove the facilities planning. As each new project begins, the design team meets regularly with the faculty and staff who will occupy the new building. The master plan program is verified or amended as instructional needs change. Based on the discussions, the building is designed to meet current and foreseeable needs and to be flexible enough to accommodate future curriculum changes. The most recent example of this process is the Humanities Building. The user group worked closely with the architect not only to design the floor plans, but also to make accommodations for the specialized furniture, audio/video equipment, and specialized instructional equipment in the Writing, World Languages, Reading, and American Sign Languages labs.

Student learning and student success have been enhanced by the recent addition to several facilities. New Teaching & Learning Centers have been constructed at the Escondido Center and on the San Marcos campus. These new facilities promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, supplemental instruction workshops, and tutoring/embedded tutoring. In addition, they create a pleasant working space where students and faculty can come together and exchange ideas and develop a deeper level of student and faculty engagement.

The new STEM Center, located in the Natural Sciences Building, was designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students. The STEM grant is a collaborative effort between Palomar College and CSU San Marcos to strengthen the STEM Transfer Pathway by achieving the following:

- Increasing student participation in STEM programs by providing outreach, counseling, and guidance;
- Improving students' persistence by enhancing their engagement in the STEM learning process;
- Strengthening STEM programs, curriculum, and equipment;
- Opening a STEM Center to provide a social and academic learning environment; and
- Creating a seamless transfer process between Palomar College and CSUSM.

(Teaching & Learning Centers and the STEM Center programs are discussed in the Standard II.A. report.)

In addition to Prop M funding, Facilities seeks other outside funding sources for HVAC and energy efficiency upgrades. New HVAC systems for the Escondido Center are now in the design phase. These new units will enhance student learning by providing an energy efficient, comfortable classroom environment. The Facilities Department was awarded state funding for the design and the installation of this project. The Facilities Department was also recently awarded Prop 39 funding for new energy-efficient lighting on the San Marcos campus (exterior lighting) and at Escondido Center (exterior and interior lighting.) This project will replace outdated lighting technology with new state-of-the-art LED lighting. Students will appreciate the brighter exterior lighting, which will also enhance nighttime safety as well.

Annually the College evaluates its effective use of existing facilities by analyzing the capacity load ratios. This evaluation is part of the Five Year Construction plan, which is approved by the Governing Board and submitted to the California Community College's Chancellor's Office ([III.B/12](#)). State guidelines for space allocation are used in the design of new facilities regardless of the source of funding. During the class scheduling process, Instructional Services reviews room usage, identifies "gaps" in room scheduling, and facilitates a link between course enrollment maximums and room capacity. The Five Year Construction Plan carefully identifies the capital construction projects as established by the *Facilities Master Plan* ([I.B/22](#)).

A challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online. Adjustments in staffing levels to address added square footage for cleaning, added maintenance requirements, and added systems, such as electronic HVAC and lighting controls, are needed. Despite this challenge, Palomar College has implemented several programs to ensure that the facilities are safe and support program and services requirements. The Capital Construction Program funded through Prop M and the California Community Colleges System Office Capital Outlay Program enables the College to replace aging and temporary facilities ([III.B/16](#)). The Scheduled Maintenance and Special Repairs Program provides the funding to maintain existing buildings ([III.B/17](#)). College annual funding allows the College's Environmental Health and Safety (EH&S) Program the ability to manage and provide services in hazardous waste management, safety, ADA accommodations/ergonomic assessments, Automated External Defibrillators (AED)

management, emergency preparedness, water quality (SWPPP), air quality (APCD) and environmental assessments ([III.B/18](#)). The Preventative Maintenance Program, a College-funded program, ensures that facilities are safe and meet program requirements. The program includes weekly inspections by facilities supervisors and input and requests from staff and faculty. The Facilities Department maintains a monthly preventative maintenance schedule. The Building Services, Grounds Services, and Custodial Services Departments conduct inspections of all of the College's buildings biannually. These inspections include examination of the mechanical, electrical, and lighting systems, fire/life safety systems, roofing and building envelope systems, interior wall/floor/ceiling conditions, and landscape and hardscape within the building vicinity ([III.B/5](#)).

If a department wants to request a facility change, including remodels, renovations, computer changes, or office reorganization, it completes a Facilities Work Request Form, which is then signed by the chair, the dean, and/or the appropriate Superintendent/Vice President. If the change represents a significant modification changing the space inventory, it must go to the Facilities Review Committee, a committee in the College's governance structure that includes student representation to ensure students' active participation in the design of the College and to provide a positive student learning experience. The Facilities Work Request Form is used for health/safety/security, building, maintenance, furniture/equipment move, or event preparation requests. If there is an urgent problem, a phone call or email will result in help within the day. Safety issues are dealt with immediately. To assist with the process, the Facilities Department maintains a website that lists "Frequently Asked Questions" along with links to various facility request forms ([III.B/19](#), [III.B/13](#)).

Self Evaluation

The College meets this Standard.

As a result of the passage of Proposition M, the College has undertaken an aggressive and comprehensive capital construction program that will assure effective utilization of all facilities, including new construction, renovations, and existing facilities. The College has made a commitment to continue to follow state space guidelines for state and locally funded projects.

A continual challenge for the Facilities Department is the current level of resources given the increased demands as a result of normal operational needs and construction programs being undertaken under *Master Plan 2022*. There may be an initial decrease in preventative maintenance needs when new buildings replace aging ones, but as additional space is added college-wide, more resources will be required to maintain the additional square footage. Essentially, the College will require additional maintenance funding and additional maintenance staffing to adequately clean and maintain the additional facilities that are planned and constructed. As stated, the major challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online.

Despite the shortage of resources, the Facilities Department strives to maintain, upgrade, or replace physical resources in a manner that assures effective utilization and the continuing quality necessary to support student learning and success. Relevant performance and satisfaction

data were collected in the “Finance and Administrative Services Survey Report 2013.” In general, Facilities personnel were regarded as responsive, and the College was viewed as clean and well-maintained ([III.B/19](#)).

Actionable Improvement Plans

None.

III.B.1.b.

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The College currently operates two locations, the San Marcos campus and the Escondido Center. The College offers classes at four rented sites but does not maintain the physical resources of those locations.

Palomar College assures its facilities provide a safe, secure, and healthful learning environment accessible to all through a variety of programs, procedures, and practices. Guiding the College is one of Palomar's core values: "providing access to our programs and services" ([IA/1](#)). A recent example of providing a healthy learning environment is the no-smoking policy on campus ([III.B/21](#)). The Environmental Health and Safety (EH&S) Office ensures that a systematic process is established for training College employees and that procedures are in place for performing workplace safety inspections. Training provides employees with the knowledge to perform assigned job functions safely, and workplace inspections are conducted in accordance with all applicable federal, state, and local agency regulations for air quality, operation, and inspection of safety/emergency devices and hazardous materials located through the campus ([III.B/22](#), [III.B/23](#)). All corrective actions are documented via electronic filing.

EH&S ensures that compliance with safety standards established by the California Occupational Safety and Health Act is adhered to by performing routine safety inspections. Building discrepancies and unsafe conditions identified during inspections are corrected, and all corrective actions are documented through the Building Services Preventative Maintenance Program ([III.B/5](#)).

Access to all facilities for persons with disabilities is critical to the Mission of Palomar College. Existing facilities were retrofitted to provide access as part of the College's ADA Accessible Path Project funded by Proposition M. Further upgrades are made when buildings are modified or when specific accommodations are requested ([III.B/24](#), [III.B/25](#)).

With the passage of Proposition M ([III.B/11](#)), Palomar College has embarked on an aggressive capital construction program that is transforming the entire physical plant and operations of the College, with the biggest changes occurring on the San Marcos campus. As part of this program, all new construction and renovations will be fully ADA compliant with the goal to exceed standards. As part of the design review procedure, the director of the Disability Resource Center is included in the planning process to assist staff in making the campus and its buildings as accessible as they can be—beyond what may be required through the Department of State Architecture accessibility plan check ([III.B/14](#)).

In 2010, the College commissioned new emergency backup electrical generator systems for Campus Police and Information Services. With the installation of these generators, the College's Information Technology services and Campus Police Building will run uninterrupted in the event

of a power outage. In the event of a power outage, these generators supply backup power for voice communications, voicemail, email, internet, Campus Police applications, PeopleSoft Student, Blackboard, and other online educational systems.

In 2012, the College hired a contractor to install a state-of-the-art fire alarm fiber optic network system for the entire San Marcos campus. This system replaced the overloaded existing copper wire fire alarm infrastructure. This new design permits any part of the system to be intercepted for adding new buildings without the loss of fire alarm protection for the rest of the College. The new system has the capability to support the future campus growth. Two command centers are installed: at Facilities and at Campus Police.

Palomar College offers evening classes in classrooms rented from Fallbrook Unified School District and Poway Unified School District. Classes are also offered at the Pauma Community Center and at the Marine Corps Base Camp Pendleton. To accommodate the schedules of active duty Marines, classes at Camp Pendleton are offered in an accelerated eight-week format. The off-campus sites offer both basic skills and general education classes. Science laboratory classes are offered only on the San Marcos campus and at the Escondido Center.

Because safety is a priority for the College, EH&S, Campus Police, Risk Management, Human Resource Services, and Health Services work together to monitor the effectiveness of the programs in place. Online safety resources can be found on the EH&S website. A recent example of EH&S working together with College Police is the addition of emergency “blue phone” call boxes in Parking Lots 3, 5, 9 and 12. Surveillance cameras were installed as part of the same project. Campus Police now has the ability to receive emergency calls from these locations and can monitor the areas from their dispatch room using the cameras ([III.B/26](#)).

Palomar College works closely with its property and liability insurance provider to identify areas of concern. Safety inspectors conduct annual inspections and identify areas of deficiencies. The college responds quickly to these recommendations, making the necessary repairs. The College works closely with the District’s Worker’s Compensation administrator to offer specialized training ([III.B/8](#)).

Palomar College instituted a number of safety initiatives including parking lot security cameras, panic buttons in specific offices, evacuation maps throughout the campus, and classroom phones that are equipped with an Emergency Broadcast System. Classrooms have emergency phones that are connected directly to Campus Police and allow for emergency messages to be broadcast to the classroom. All parking lots are lighted, and the campus maintains security lighting throughout the evening. The campus is closed between 11:00 p.m. and 6:00 a.m. to ensure night-time safety.

Palomar College’s accelerated capital construction activity presents additional challenges to a safe and healthful environment. The College works closely with the construction managers and general contractors to ensure safety on the worksites. This safety is accomplished by restricting staff and students from the construction site, limiting the effect of and contact with construction traffic, and scheduling high hazard activities at times when there will be least impact on students and faculty. Occasions that require blasting on the construction site have been limited to time periods when there is minimum student activity on campus. On construction projects where

Palomar carries the builder's risk insurance, the College's underwriter regularly sends construction safety inspectors to ensure the safety of the job site. The College's inspector of record and construction manager also provides reports of safety-related concerns to the College.

The Supervisor of Environmental Health and Safety currently chairs the College's Safety and Security Committee. The purpose of this committee is to identify and address all types of safety and security concerns on campus, including maintenance of equipment, the fire alarm system, broken or substandard furnishings, and issues that affect access. The Supervisor is also responsible for maintaining the Emergency Operations Plan, recently been updated. Under the guidance of the Supervisor, College staff receive Incident Command System training, along with other mandated emergency preparedness training ([III.B/9](#)).

The College's Campus Police Department assigns a Community Service Officer to Fallbrook to patrol and assist with security. Security on the Camp Pendleton is handled by the military police. In emergency situations, staff are trained to notify the appropriate authorities of the need for assistance. The College maintains its own police department for campus security on the San Marcos Campus and at the Escondido Center. Police officers provide a variety of services for students and staff. The College maintains its own 24-hour dispatch center and has direct lines of contact with the Escondido Police Department and San Diego County Sheriff's Department.

Self Evaluation

The College meets the Standard.

Palomar assures that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Information Services installed VoIP phones in every classroom and office on the San Marcos campus and at the Escondido Center. The phones have the ability to serve as a public address system with Inform-a-Cast software. Emergency phone towers were installed in parking lots 3, 5, 9, and 12 on the San Marcos campus for individuals to communicate with Campus Police in the event of an emergency. Video surveillance cameras have been installed in these areas. The College is in the discussion phase of having emergency phones installed at the Escondido Center.

Palomar's Emergency Operation Plan gives guidance to responders on how to respond to a wide range of emergency scenarios. Governing Board Policies 3505 Emergency Response Plan and 3515 Reporting of Crimes, and Administrative Procedures 3505 Emergency Response Plan and 3515 Reporting of Crimes ([III.B/4](#), [III.B/27-29](#)) require the College to establish and maintain an Emergency Response Plan. The Emergency Response Plan also needs to comply with the Jeanne Clery Act—also known as the “Crime Awareness and Campus Security Act.” This act requires colleges and universities across the United States to disclose information about crimes committed on and around their campuses. The Emergency Response Plan identifies the means by which the College will distribute information throughout the San Marcos campus and Escondido Center.

One or more of the following systems will be used for sending notifications in emergency situations:

- Palomar Alert via e-mail,
- InformaCast System,
- Palomar College home page,
- Bullhorns/loud speakers,
- Palomar College Facebook page,
- Electronic signage, and
- Emergency Broadcast System (EBS).

Emergency preparedness structures are in place; however, additional staff members need to be trained and drills need to be conducted more often so that staff members will know what to do in case of an emergency.

The Emergency Operations Preparedness work group is currently revising the Emergency Operation Plan. Completion and implementation is scheduled for the end of Fall 2014 ([III.B/30](#)).

The Environmental Health and Safety Department prides itself on providing good customer service. According to the “Finance and Administrative Services Survey Report 2013,” most of those who had used Environmental Health and Safety Services were satisfied ([III.B/20](#)).

Actionable Improvement Plans

None.

III.B.2.

To assure the feasibility and effectiveness of physical resources in support of institutional programs and service, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Palomar College uses a variety of methods for planning and evaluating facilities and equipment. These methods include capacity-to-load ratios and a review of the Facilities Master Plan through an annual update of the Five Year Construction Plan ([III.B/12](#)). Facility planning and assessment are ongoing processes. The Five Year Construction Plan supports *Master Plan 2022* generally and the Facilities Master Plan specifically to address the needs of the College. The five-year Scheduled Maintenance Plan is updated annually, as is the Space Inventory Report ([III.B/31](#), [III.B/1](#)). Space utilization is reviewed in conjunction with course scheduling throughout each academic year.

The College uses FUSION, a web-based application supported by the California Community Colleges Chancellor's Office, to store essential data regarding the College's facilities. This information includes space inventories, capital construction state-funded projects, and five-year scheduled maintenance and master plans. The system also allows for tracking the condition of facilities and the status of projects. It is also a collaborative tool in communicating the scheduled maintenance and capital construction needs to the Chancellor's Office.

Equipment is assessed on a regular basis through both institutional and departmental processes. The institution allocates resources to meet changing instructional and operational needs as evidenced in the Strategic Plan and Program Review and Planning processes as well as the four major Planning Council reviews. Each department develops program plans to correct deficiencies and recommends improvements for their programs. The Student Learning and Service Area Outcomes processes provide so cycles of assessment for improvement of equipment.

The work-order system is designed to provide frequent and specific assessment information to the Director of Facilities. A total of 390 work order requests were received in FY 2013-14 with 335 being resolved ([III.B/32](#)). Work order requests that were identified as lower priority were rolled over to the next fiscal year.

Self Evaluation

The College meets the Standard.

By a number of means, the College regularly evaluates its facilities and equipment and plans for improvement.

Each piece of equipment is replaced at the end of its useful life and sometimes beyond that point. The College also evaluates, plans, and makes decisions regarding replacement equipment based on energy efficiency. For example, HVAC units and light fixtures are sometimes replaced if

doing so decreases the total cost of ownership. Total cost of ownership will soon be added as a criterion in planning new projects.

Actionable Improvement Plans

None.

III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The College's *Integrated Planning, Evaluation, and Resource Allocation Model (IPM)* supports long-range, mid-range, and short-range planning. The *IPM* ensures that plans throughout the College are integrated and support institutional goals ([I.B/1](#)). At the top of the model is the College's Educational Master Plan. This plan establishes the long-range goals of the College, describes the programs the College plans to offer to meet the needs of the community, and drives all other College plans. For example, the Facilities Master Plan was developed and reflects the needs identified in the Education Master Plan. Together these two plans make up *Master Plan 2022* ([III.B/10](#)). *Master Plan 2022* is completed according to a twelve-year cycle with a six-year comprehensive update.

Both the development and the update of *Master Plan 2022* involve extensive internal and external environmental scans and interviews with every College program. As a result, the long-term needs, including facilities, are identified. The Facilities Master Plan provides a flexible framework to allow the College to adjust readily to changes in technologies, teaching methodologies, student needs, and resource fluctuations. Validation of *Master Plan 2022* occurs throughout the institutional planning process. The Facilities Review Committee evaluates the merit of facilities improvement requests. The results of this committee's evaluation are reviewed by the Finance and Administrative Services Planning Council and by the Strategic Planning Council ([III.B/33](#), [III.A/81](#)).

Master Plan 2022 establishes the planned configuration of the College to meet the needs of a growing population. Over the next eight to ten years, enrollment at Palomar College is expected to reach approximately 38,000 students. Without building additional sites, the College's current facilities will not be able to accommodate future growth. As a result, through *Master Plan 2022* the College has established a configuration that includes a comprehensive and renovated San Marcos campus, a renovated Escondido Center, and new Education Centers in the south and north areas of the District ([III.B/10](#)).

In 2007, the Palomar College Governing Board approved the purchase of approximately 83 acres located in the northeast portion of the College for the new northern center. The Board of Governors for the California Community College approved the site as an education center in 2008 ([III.B/34](#), [III.B/35](#)).

In 2010, the Governing Board approved the purchase of a 27-acre site in the southern portion of the District for the new southern center ([III.B/36](#)). The site includes an existing 110,000 square foot building and a parking structure. The College expects to open the South Education Center in 2017. The construction plans for this project have been completed and submitted to Division of the State Architect for plan review.

Self Evaluation

The College meets the Standard.

The College's *Integrated Planning Model (IPM)* incorporates education and facilities master planning. The Education Master Plan drives the long-range Facilities Master Plan. Both plans are incorporated into one document and drive other College plans such as the mid-range Strategic Plan. *Strategic Plan 2016* Goal #5 Infrastructure addresses mid-range facilities needs of the College ([I.A/3](#)).

Implementation of the aggressive capital construction plan funded by Proposition M provides much-needed instructional and office space in accordance with the Facilities Master Plan ([I.B/22](#)). The bond coupled with State funds will finance the building of new facilities and the purchase of the two new education centers. Funding for the maintenance of new space must be included in the annual budget development process. The College's Staffing Plan has identified the need for additional staff to clean and maintain the new and current space. In 2014, the College funded four new custodial positions; however, adequate staffing for the Facilities Department should remain a priority.

The following vacancies are listed in the 2014-15 Prioritized Positions for Facilities: Custodian I (four new positions were filled in October 2014), Masonry and Concrete Skilled Maintenance Mechanic, Building Controls Network Specialist, Skilled Maintenance Technician, Supervisor of Grounds Services, Assistant Maintenance Electrician, Auto Mechanic, Maintenance Locksmith, Maintenance Painter, and Facility and Safety Technician ([III.B/37](#)). The Facilities Department was authorized to fill the open Custodial positions, but the other positions remain pending due to lack of funding. Facilities positions are prioritized within the Finance and Administrative Services Division. Facilities is, in effect, competing with other departments within this division to fill its vacant positions.

Total cost of ownership for capital construction includes the hard construction costs and soft costs such as design fees, testing and inspection fees, and plan check fees. However, these costs do not include routine and scheduled maintenance and operation. The College will begin to address the total cost of ownership during the design phase of new projects beginning with the Library. During the architectural planning process, the College will begin requesting cost of ownership data from the architects ([III.B/38](#), [III.B/39](#)).

Actionable Improvement Plans

None.

III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As described in the report on Standard III.B.2.a., physical resource planning is integrated with institutional planning through the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* ([I.B/1](#)). Physical resource planning occurs at all levels of the planning process. At the top of the *IPM* is *Master Plan 2022*, which includes the long-range facilities plan. The Master Plan drives the development of the College's three-year Strategic Plan. Every three years, upon completion of a summative review and evaluation, the College develops a new Strategic Plan, which includes institutional improvement goals and objectives. Physical resource and equipment planning is reflected in these goals. For example, Goal #5 is "Facilities and Infrastructure addresses the facilities, technology, and emergency preparedness needs of the College" and is drawn from the Master Plan and results of Program Review and Planning (PRP) processes (I.A.3). PRP processes are short-range operational planning driven by the Strategic Plan. PRP processes involve an evaluation and assessment of the effectiveness of programs through the use of quantitative and qualitative data, including the assessment of Student Learning and Service Area outcomes ([I.A/33](#)). As a result of this evaluation, units identify program goals and the resources necessary to address them. The need for changes in facilities, equipment, and technology are addressed through these processes.

Staffing to adequately clean and maintain the square footage added as the College implements the Master Plan by building new instructional space continues to be an ongoing challenge. Like all departments, the Facilities Department follows the Staffing Plan used to prioritize staffing needs within the division and to connect them to the Strategic Plan ([I.B/13](#)). Although these positions are needed, they are not currently funded. One example of the staffing shortage is in the Custodial department. The square footage cleaned per day, per custodian on the San Marcos campus is 36,693. This is well below the lowest recommended national Association of Physical Plant Administrators guidelines for basic cleanliness.

Self-Evaluation

The College meets this Standard.

Physical resource planning engages all College constituencies and successfully ensures that physical resource planning is integrated with institutional planning through the *Integrated Planning Model*.

As discussed here and in the III.B.2.a. report, adequate staffing for the Facilities Department must remain a priority.

Actionable Improvement Plans

None.

Evidence for III.B.

<u>Number</u>	<u>Name</u>
III.B/1	Space Inventory
III.B/2	BP 3500 titled Campus Safety
III.B/3	BP 3502 titled Campus Security and Access
III.B/4	BP 3505 titled Emergency Response Plan
III.B/5	Preventative Maintenance Program
III.B/6	Medical Injury Report Forms
III.B/7	Facilities Service Log
III.B/8	SWACC Inspection Report
III.B/9	Safety and Security Committee
III.B/10	Educational Master Plan 2022 Update 2010
III.B/11	Proposition M
III.B/12	Five Year Construction Plan
III.B/13	Facilities Work Request Form
III.B/14	ADA Master Plan
III.B/15	LL Building Final Project Proposal
I.A/3	Strategic Plan 2016
I.B/22	Facilities Master Plan 2022
III.B/16	Capital Construction Program - Prop M
III.B/17	Scheduled Maintenance Projects
III.B/18	Hazardous Substance Program Projects
III.B/19	Facilities Office
III.B/20	Finance and Administrative Services Survey Report 2013
I.A/1	Palomar College Vision, Mission, Values, and Educational Philosophy
III.B/21	BP 3570 - Smoking and/or Other Tobacco Use
III.B/22	Environmental Health and Safety Training Program
III.B/23	Workplace Safety Inspections

<u>Number</u>	<u>Name</u>
<u>III.B/24</u>	Accommodations Request Form
<u>III.B/25</u>	ADA Architectural Barrier Removal Program
<u>III.B/26</u>	Environmental Health and Safety
<u>III.B/27</u>	BP 3515 titled Reporting of Crimes
<u>III.B/28</u>	AP 3505 titled Emergency Response Plan
<u>III.B/29</u>	AP 3515 titled Reporting of Crimes
<u>III.B/30</u>	Emergency Preparedness Working Group Minutes
<u>III.B/31</u>	Five-year Scheduled Maintenance Plan
<u>III.B/32</u>	Facilities Work Log
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>III.B/33</u>	Facilities Review Committee Minutes
<u>III.A/81</u>	Strategic Planning Council Minutes
<u>III.B/34</u>	Governing Board Minutes June 12, 2007 - Page 25
<u>III.B/35</u>	Board of Governors Approve Fallbrook Site as Educational Center 2008
<u>III.B/36</u>	Governing Board Minutes May 11, 2010 - Page 17
<u>III.B/37</u>	Finance and Administrative Services Planning Council Minutes - Prioritized Facilities Vacancies
<u>III.B/38</u>	Total Cost of Ownership
<u>III.B/39</u>	Design-Build Proposal Evaluation
<u>I.A/33</u>	Program Review and Planning Documents
<u>I.B/13</u>	Staffing Plan 2016

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

An institution with over 25,000 members, Palomar College requires and possesses the technology systems necessary to operate efficiently and successfully. The members of Palomar College—students, staff, administrators, faculty, Trustees—benefit from the College’s extensive technological resources. The College has structured facilities, hardware, software, professional support, and technology services to support student learning, student achievement, and institutional effectiveness. For example, the College makes computers and data projectors available to faculty and students in all classrooms. The College uses Oracle’s PeopleSoft application to administer student, human resource, and financial management systems. eServices organizes students’ schedules and instructors’ rosters. The CurricUNET application manages the College’s curriculum development and approval processes, and with TracDat software faculty and staff monitor Student Learning Outcome and Service Area Outcome Assessment Cycles. Every class in the schedule has a Blackboard Learning Management system “shell” that faculty and students can utilize. Students in distance education classes evaluate their instructors by means of EvaluationKIT.

These technology resources are maintained and managed by the Information Systems (IS) Department and by the Academic Technology Resource Center (ATRC). IS has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures. ATRC has primary responsibility for all areas of technology related to instruction. IS hosts the applications; ATRC uses them. Together the two departments coordinate through interdepartmental planning meetings of the IS/ATRC Workgroup and a universal ticketing system for projects with shared responsibility.

Technology planning involves many members of the College. The Technology Plan is reviewed and evaluated informally each year, updated formally every three years, and recast every six years. It is driven by the Master Plan, which is reviewed and evaluated informally each year, formally every six years, and recast every twelve years. By means of the three-year Program Review and Planning (PRP) processes conducted by every unit, department, and program, the College systematically evaluates its technology resources needs and uses the results to guide improvement. IS and the Technology Plan Workgroup review technology requests generated by these PRP processes to ensure the College plans for the necessary hardware, software, services, and resources to fulfill its Mission. Planning is also the purview of the large and active Academic Technology Committee, a Faculty Senate Committee that coordinates faculty interests in all areas of technology.

Technology planning also addresses concerns such as disaster recovery, data security, and on-going equipment replacement. This planning defines a resource allocation process that provides redundancy of key technology systems, ensuring uninterrupted availability of critical services and protecting the College from catastrophic loss of data.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. The College is developing means to assess students' digital literacy and to provide students necessary training.

III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Palomar College provides extensive technology support, products, and services to meet the needs of student learning programs and services, teaching, college-wide communications, research, and operational systems. These technology resources are maintained and managed by Information Systems (IS), which has primary responsibility for administrative systems, networking, communications, and college-wide infrastructures, and by the Academic Technology Resource Center (ATRC), which has primary responsibility for all areas of technology related to instruction.

To ensure that the College identifies its various types of technology needs, every unit, department, and program conducts Program Review and Planning (PRP) processes ([I.A/33](#)). By means of these processes, the College systematically evaluates its use of technology resources and uses the results to guide improvement. IS and the Technology Plan Workgroup review technology requests generated by these PRP processes to ensure the College has the necessary hardware, software, services, and resources to fulfill its Mission. Often, plans that are the result of PRP processes enter into the College's Technology Plan, which is on a six-year cycle, and is integrated with its Educational Master Plan, which is on a twelve-year cycle ([I.B/23](#), [I.B/21](#)).

Learning

The College devotes abundant technology resources to support student learning. Students typically review the requirements of academic programs by accessing the College's online catalog and select their classes, check grades, and apply for financial aid on the College's eServices site. The College provides a Blackboard "shell" for every class—both face-to-face and distance education. The Blackboard system hosts the College's diverse online offerings as well as supports the face-to-face classroom environments with a variety of activities posted by faculty. The Commission recently approved the College's *Substantive Change Proposal—Distance Education* (DE) ([II.A/44](#)). Here the College reports that 86 active degree programs and 75 active certificate programs have the potential for a student to complete 50% or more of the required courses through DE. Computer labs are accessible to students throughout the College. All students have email accounts. Soon students will be better able to monitor their academic progress online; in *Strategic Plan 2016* Goal #2 is directed toward developing and implementing online supplements to orientation, transfer credit evaluation, education planning, and degree audit ([I.A/3](#)).

Teaching

Palomar College's base for promoting teaching and learning with leading edge technology is the Academic Technology Resource Center. The purpose of the ATRC is to facilitate and enhance teaching and learning in a supportive environment for students, faculty, and staff. The Academic Technology Department includes a manager and six support staff that assist faculty and students

in all classes, including DE classes. The ATRC provides trainings, classroom tech (A/V) supported by Information Systems, and professional development. The ATRC also offers services such as digitizing media, captioning, graphic creation, and website creation. The ATRC supplies faculty with Blackboard support. The Blackboard environment is used by faculty teaching face-to-face classes and distance education classes ([III.C/1](#)).

Members of Palomar College benefit from a large and active Academic Technology Committee (ATC). This Faculty Senate committee coordinates faculty interests in all areas of academic technology and advises the Senate on relevant technology matters. The Committee

- discusses issues on technology access related to student equity,
- coordinates with faculty on technology governance committees,
- coordinates with the Curriculum Committee on distance learning courses,
- discusses pedagogical issues relating to on-line courses and changes in technology,
- discusses issues of training for on-line instructors,
- advocates for faculty concerns regarding technology,
- discusses academic and professional issues related to courses taught in non-traditional formats such as percentages of faculty and department loads, and
- discusses digital literacy ([III.C/2](#)).

Faculty employ technology resources in the design, development, and teaching of courses, such as with TracDat to collect and present Student Learning Outcome Assessment Cycle information, and with CurricUNET, the College's curriculum management system. Faculty rely on information collected by technical means, such as data provided by the Office of Institutional Research and Planning (IR&P), the needs assessment survey provided by the Professional Development (PD) Office, and the Gainful Employment Program Index provided by Career, Technical, and Extended Education ([III.A/131](#), [I.B/58](#)). The College has "smart" classrooms and computers/internet in all full-time faculty members' offices. Faculty use eServices to check enrollments, provide progress reports on students, monitor PD contracts, and post grades. Students in distance education classes evaluate their instructors by means of EvaluationKIT ([III.C/3](#)).

College-wide Communications

The College's network infrastructure, in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment, allows members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The College's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications. The phone system is set up to contact Campus Police with one button, and the Emergency Broadcast System allows for emergency messages to be broadcast to classrooms. Through its website, the College communicates with students, staff, faculty, administrators, and the public.

Research

The Office of Institutional Research and Planning (IR&P) employs technology resources in collecting, analyzing, and publishing data and research. The office has access to the College's databases and maintains its own secure, dedicated server to store and maintain data in a

repository. In addition, IR&P employs various database, analysis, and visualization software to organize, evaluate, and present data to the ATRC, the Academic Technology Committee, and the Technology Plan Workgroup, including information on the success of students in DE classes compared to students in face-to-face classes, on faculty members' satisfaction with academic technology, on focus groups discussing the development of the Technology Plan, and on other elements central to the College's *Substantive Change Proposal—Distance Education (DE)* ([II.A/44](#)).

Operational Systems

The College's technology infrastructure and operating systems needs are addressed by IS through the Finance and Administrative Services Division's PRP process ([III.C/4](#)). IS and the Technology Plan Workgroup review technology requests to ensure the College has the necessary hardware, software, services, and resources in place to support the needs of units and departments, and it informs the planning councils accordingly. Many of these needs were captured in *Technology Plan 2016* ([I.B/23](#)). Various groups of faculty, staff, administrators, and students contributed to the composition of this plan, which is in correspondence with the College's other plans.

Regulatory requirements and student enrollment needs are operational issues that are addressed by IS and the applicable user departments after discussions are held at Assistant Superintendents/Vice Presidents' meetings.

PeopleSoft supports the College's operational needs, including e-Services.

Self Evaluation

The College meets the Standard.

Technology support provided by the College meets the needs of learning, teaching, college-wide communications, and operational systems.

The ATRC and the Academic Technology Committee focus on learning, teaching, and research.

The College created the Technology Plan Workgroup to comment authoritatively on new software and hardware proposals and to keep the Technology Plan current and relevant.

Every five years IS uses surveys administered by Institutional Research and Planning to gather data from faculty and staff to evaluate the quality and effectiveness of its service, systems, technology infrastructure, and the College's PeopleSoft application. The results of the 2013 survey were generally positive, and for the most part the faculty and staff's 2013 evaluation of the IS Department showed an improvement over the 2008 survey in service area quality and effectiveness. For example, ratings were high for the Helpdesk, Technical Support services, and the VoIP phone system, and each aspect of the ratings improved from 2008 to 2013. Email and Internet access, rated very highly by respondents in 2008, were rated even higher in the 2013 survey ([III.C/5](#), [III.B/20](#)).

The 2013 survey ratings showed a decline in the effectiveness of the PeopleSoft application in all aspects of the system, with in-house training rated the lowest. To address this concern, a technology training position may be proposed through the staffing plan priority process.

Palomar consistently offers professional development and technology training opportunities to faculty, staff, and administration. Recognizing the need to improve this training, the College centered *Strategic Plan 2016* Goal #4 on such professional development/growth: “Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff” ([I.A/3](#)).

Actionable Improvement Plans

None.

III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology resources contribute significantly to the College's fulfillment of its Mission. The Information Services (IS) Department and the Academic Technology Resource Center (ATRC), in collaboration with the Technology Plan Workgroup and the four divisional planning councils, provide technology services, professional support, facilities, hardware, and software for the College. Advised by information and analysis provided through Program Review and Planning (PRP) processes, the College updates the Technology Plan to address institutional needs and to bring about institutional improvements ([I.A/33](#), [I.B/23](#)).

Technology Services and Professional Support

The IS Department within the Finance and Administrative Services Division is responsible for providing technology services to all divisions on the main campus and all off-campus centers and sites. IS manages the College's Data Center and provides system and user support for all hardware, software, and audiovisual equipment within the classrooms, student computer labs, offices, and conference rooms. Additionally, IS is responsible for operating and maintaining the College's network and telecommunications systems, administrative systems (student, financials, and human resources), and the audiovisual systems. IS is organized by the following areas, which provide service and often in collaboration with the ATRC:

- Helpdesk Services, which provides user support to students, faculty, staff, and community patrons for computer hardware/software, email, network services, Microsoft Office, and eServices, the College's self-service student and faculty application.
- Systems and Programming Services, which provides operational, technical, and programming support services for the College. IS maintains the administrative applications, which consist of the PeopleSoft systems and modules. These systems and modules are patched on a quarterly basis for security and reliability. ATRC maintains the Blackboard learning environment, which is patched with minimal downtime.
- Network and Data Center Services, which provides the telecommunications and hardware/software infrastructure required (1) to provide email, voicemail, and Internet, telephone, and wireless network services, and (2) to operate the College's administrative information and student learning systems.
- Technical Support Services, which provides support for desktop hardware/software and for peripheral computing and audiovisual equipment used in the classrooms and offices. Technical support services are also offered to students and faculty for access to the College distance education platform, Blackboard.

To support faculty and staff, ATRC provides PD workshops based on needs assessment ([III.A/131](#), [II.A/60](#)). In addition to workshops, ATRC also provides one-on-one support for both

faculty and staff on websites and online courses. IS functional specialists work in conjunction with departments to provide support for administrative information systems.

Facilities, Hardware, and Software

In 2006, the voters in the Palomar Community College District passed a large bond measure—Proposition M—to build new facilities on the San Marcos campus and renovate older buildings on campus and at the Escondido Center ([III.B/11](#)). In these almost nine years since the passage of Prop. M, the College has made steady, focused progress in the implementation of its *Facilities Master Plan 2022*, requiring technology resources to keep pace ([I.B/22](#)). Construction has required ongoing assessment of the technology needs that will support the current and future needs in the classroom. For example,

- IS staff enhanced its conduit, cable, and telecommunications infrastructure knowledge to ensure new buildings and remodels were designed and constructed with state-of-the-art technology to meet the needs of future students, faculty, and staff. IS developed a standard set of cable, infrastructure, and telecommunications products. At the April 2011 Governing Board meeting, the Trustees approved establishment of a College standard for telecommunications system products to ensure selected architects and electrical contractors comply with the College’s standards ([III.C/6](#));
- Facilities staff learned new systems in order to maintain the new buildings because each is constructed with new automated technologies that support and control the building’s heating, air conditioning, electrical, and door-locking functions; and
- During construction of the Humanities Building, IS staff learned new audiovisual systems, equipment, and technology in order to develop a standard set of AV system products to install in the classrooms, conference rooms, and student labs. Developed in Fall 2012, the standard AV product set has been installed in three new buildings (H, T, and TLC) on the San Marcos campus and in the remodeled Escondido Center, and has replaced outdated AV systems in the NS and C buildings.

The IS Department is responsible for installing and maintaining all information technology (IT) and audiovisual (AV) hardware and software in the College’s classrooms and instructional labs, including the study rooms and classroom in the Teaching & Learning Center and all ATRC labs on the first floor of the Library on the San Marcos Campus.

In order to ensure the effectiveness of the College’s systems and applications, the telecommunications infrastructure and the IT and AV hardware/software must be capable of operating at optimum performance. Software applications such as People Soft, CurricUNET, and TracDat are technological mainstays of the College’s operations. IS maintains the operational systems that consist of the PeopleSoft functions “Campus Solutions,” “Financial,” and “Human Capital Management” and corresponding modules, which are updated (“patched”) on a quarterly basis for security and reliability.

The College’s system for developing, reviewing, and approving curriculum is CurricUNET. The College’s repository for information necessary to Student Learning Outcome Assessment Cycles and Service Area Outcome Assessment Cycles is TracDat. The Learning Outcomes Council provides support for TracDat.

All departments within the College engage in Program Review and Planning (PRP) processes for evaluation, planning, implementation, and resource requests, including technology resources ([I.A/33](#)). IS and the Technology Plan Workgroup review PRP technology requests with respect to the Technology Plan to ensure the College has the necessary hardware, software, services, and resources in place to support departments' needs and inform the planning councils accordingly ([I.B/23](#)). The Technology Plan Workgroup evaluates the technology and categorizes it by type and timeframe.

To ensure the College properly maintains its existing technology and does not overcommit its resources, the Technology Plan includes a category for ongoing technology, maintenance, and replacement. The initiatives in this category have grown since the plan's inception in 2010, and now include the following additions:

- Implement new versions of network operating systems and applications, where appropriate, and maintain currency by applying software patches when released;
- Implement new versions of College standard operating systems, applications, and desktop productivity software, where appropriate, and maintain currency by applying software patches when available;
- Implement new functions and features in the College's Student and Administration Information Systems to improve eServices, streamline administrative tasks, and comply with federal and state regulations; and
- Maintain a five-year replacement cycle for the College's servers, computers, audiovisual equipment, network infrastructure, and data center assets ([III.C/7](#)).

Curricular Commitments for Distance Learning Programs and Courses

Palomar's commitment to supporting the use of technology for instructional delivery is evidenced by the College-funded staffing levels and operational resources provided through the Academic Technology Resource Center (ATRC), Information Services, and by the position of the Academic Technology Coordinator, a full-time faculty member with 80% assigned time. The Distance Education program is facilitated by the Blackboard Learning Management System. The extensive support for online learning at the College begins with the infrastructure provided through IS and extends into the ATRC (which oversees Blackboard), the Palomar College Television Department, and the Library. As noted in the previous section of this report, CurricUNET is the College's curriculum management system, and TracDat is its student learning and service area outcomes system.

Provisions for Reliability, Disaster Recovery, Privacy, and Security

IS is responsible for the College's technology infrastructure and administrative systems and for keeping this environment reliable and secure. The technology infrastructure includes the Data Center, network, telecommunications, administrative, and audiovisual systems, faculty and staff desktop hardware/software, and the student labs. *Technology Plan 2016* requires IS to maintain currency on the College's standard operating systems, applications, and desktop productivity software by installing patches and system updates when released by the College's key vendors—Microsoft, PeopleSoft, and Cisco—in order to provide quality technical services ([I.B/23](#)). The

College utilizes the Foundation for California Community Colleges Microsoft Campus and Adobe Creative Cloud Enterprise license agreements to obtain the Microsoft Office and Adobe products needed to provide a quality desktop computing environment for faculty, staff, and students and regularly installs the software patches and updates released by these vendors.

Network and telecommunication system upgrades are performed during semester breaks when resources are available. The College's network is comprised of several Local Area Networks (LANs) and Wireless Local Area Networks (WLAN) and a Wide Area Network (WAN). The WAN connects the San Marcos campus to the Escondido Center and three education sites (Camp Pendleton, Fallbrook, and Pauma), and the San Marcos campus LAN is comprised of 50-plus buildings connecting to a core infrastructure via air-blown fiber. The Escondido Center is the largest of Palomar's off-site facilities and consists of three separate buildings connected to the LAN.

The College's network infrastructure in conjunction with the Microsoft Exchange Email and EMC SourceOne application environment allows members of the College to communicate with each other via email 24-hours-a-day/7-days-a-week. The College's PeopleSoft Campus Solutions, eServices, and Blackboard systems also support 24/7 communications.

All of the College's information systems are based on redundant, load-balanced, clustered systems with uninterrupted power systems to allow controlled shutdowns and an emergency diesel generator for critical communication and emergency response systems. The scope of these information systems includes those supporting distance education systems (Blackboard), along with other support systems such as eServices, email, and VoIP.

College and departmental websites, network drives, Blackboard, and streaming media data are immediately replicated on-site and backed up offsite daily using EMCs' Avamar /Data Domain data recovery solution. Maintaining backups both onsite and offsite provides the College with a means to recover data from minor to catastrophic events such as explosion, fire, earthquake, etc. The College's Disaster Recovery Plan is located on the IS home page ([III.A/93](#)).

The WLAN provides open access to the Internet and secured access to the local Intranet. Access is available throughout the College. IS is responsible for full implementation and management of all network devices and traffic. The College network security system is based on Cisco's self-defending Network Architecture, and with supervisory approval Virtual Private Network connections are provided to staff from outside the firewall.

The SourceOne application enables the College to address its information governance requirements and to comply with the Federal Rules of Civil Procedure for retrieval of electronically stored information (ESI). SourceOne email storage is private and secure, but in order to meet California Public Records Act requests and court subpoenas for ESI, all emails that pass through the College's email system are archived and available for eDiscovery.

The College's telecommunications infrastructure consists of Cisco's Internet Protocol (VoIP) Unified Computing System (UCS) hardware and software. In order to maintain a secure and reliable system, version 9 of this high Quality of Services system was implemented in August 2013. Cisco's UCS/VoIP system integrates voicemail with email, allowing retrieval of all

messages from a single source, enables faculty and staff to retain their telephone number when changing physical locations, and provides improved customer queuing services. UCS is also integrated with the InformaCast mass notification system, and together they provide an emergency notification capability to all telephones located in classrooms and offices at the San Marcos campus and the Escondido Center. Additionally, emergency text messages and emails can be sent to students, faculty, and staff via the Blackboard Connect system regardless of whether they are on- or off-campus.

Additionally, College policy has implemented strong passwords for its PeopleSoft and eServices applications. This policy requires students, faculty, and staff to change passwords every six months with commercial best practices for passwords (mixed characters, minimum length, and inability to reuse passwords based on recent history).

For data in motion, the College has implemented SSL/TLS-based communications on campus as well as remote communications (that is, Blackboard, eServices, email over https for Exchange client, IMAPS, OWA over https). This is for all data that is not public, open information.

Self Evaluation

The College meets the Standard.

The College plans and provides the resources necessary for technology services, professional support, facilities, hardware, and software to enhance the operation and effectiveness of the institution. It has evaluation/planning processes in place to make decisions about technology services, facilities, hardware, and software. It makes provisions for reliability, disaster recover, privacy, and security. The College's technology resources accommodate its curricular commitments for distance learning programs and courses.

Actionable Improvement Plans

None.

III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Technology training for employees is provided by a number of units: Academic Technology, Information Services (IS), Fiscal Services, Instructional Services (including training in CurricUNET and the TracDat/Outcomes Database), the Professional Development office, and individual academic departments. Each department provides training necessary for specific operational systems and software applications, and each division has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative applications training.

Technology Training of Students

Many departments/disciplines provide individual, specialized, and general training as an orientation to their academic instructional support labs. For example, the Library offers courses in Library Technology and helps students navigate the World Management System index and the articles databases. The Business Department offers a wide variety of courses in Microsoft Office Suite and the internet. Programs like the Disability Resource Center help students use eServices. Graphic Communications teaches hands-on courses in the Adobe Creative Cloud Bundle and other industry standard applications. Similarly, Drafting, Fashion, Art, CSIS, and CSIT have strong computer components as every vocational industry is moving to digital information.

The Academic Technology Committee (ATC) is analyzing the technology training needs of students in the area of Digital Literacy in order to prepare students to perform successfully at the college level. The ATC reviewed many available products and found that the Northstar Assessment provides the most comprehensive evaluation of student readiness for face-to-face and online courses ([III.C/8](#)). The Northstar Digital Literacy Project identifies and assesses basic computer digital literacy standards and modules in eight main areas: Basic Computer Use, Internet, Windows Operating System, Mac OS, Email, Word Processing (Word), Social Media, and Excel. Northstar Digital Literacy Certificates are awarded to students who pass the assessment. Committee members have met with IS, PeopleSoft, and the Disability Resource Center staff to determine the best strategy for implementing Northstar at the College. Since Northstar integrates with PeopleSoft, the Academic Technology Committee has determined that an automatic data transfer can occur through an SOA Gateway so that assessment results are recorded on transcripts in order to identify remediation needs. Palomar College has three approved courses to teach basic literacy skills for those in need of remediation: Disability Resource (DR) 40, DR 43.1, and DR.43.2. The ATC is ready to move forward with a recommendation to motivate the college-wide discussion of assessing students' technological knowledge and skills.

The College provides Blackboard training to students in several ways: faculty may provide a Blackboard orientation to their class, some offer one-on-one training as needed, and Academic Technology Resource Center (ATRC) staff have developed online tutorials to help students

become familiar with Blackboard. Links to Blackboard video tutorials, the Blackboard Knowledgebase, and Frequently Asked Questions (FAQs) are available on the Palomar College Blackboard support web page ([III.C/9](#)). Additional trainings include

- the Library Help Desk,
- website tutorials,
- training sessions requested by an instructor and provided by staff, and
- training provided to students by instructors.

Technology Training of Personnel

The College uses faculty and staff surveys to assess the appropriateness and effectiveness of technology training and technical support.

The Professional Development Office formally assesses the technology training needs of faculty through the annual Professional Development Needs Assessment Survey ([III.A/131](#)). Faculty who participate in technology training respond positively to the training opportunities provided. The survey also provides a mechanism to determine future training needs. Multimedia in teaching, creating and developing websites, and Blackboard topics are highest in need. Informal assessment occurs when workshop presenters ask those in attendance to name training they want to receive in the future.

Technology training for faculty is primarily organized through the Professional Development office through online and face-to-face workshop sessions. Most of the technology training workshops are conducted by Academic Technology Resource Center staff and use hands-on approaches in which attendees use computers and other technologies to practice skills being taught. ATRC also offers individualized training.

Instructional Services offers workshops for faculty and support staff in the use of CurricUNET, the College's curriculum management system. A Learning Outcomes Council coordinator also provides training on TracDat. Fiscal Services provides training related to the budget development process, and departments provide training on the operation of specialized equipment in labs throughout the College.

The ATRC utilizes Blackboard for self-enrolled technology training. A wide variety of opportunities focused on how to effectively use technology in teaching is available each semester. Further, a number of self-paced, instructor-facilitated online workshops have been available on the Academic Technology Training website.

Palomar Online Education Training (POET) is a series of self-paced, open-exit and open-entry modules to prepare the faculty at Palomar College to deliver their courses online ([II.A/38](#)). The program was developed, tested, and evaluated by the Academic Technology Committee with approval by the Senate ([III.C/10](#)). It is administered by the Academic Technology Coordinator as a Professional Development activity. Sixty-one faculty have completed POET training and 132 are currently in training ([III.C/11](#)). The series has won the Annual Best of Palomar contest for Using Technology ([II.A/39](#))

Information technology training is provided for staff when new functionality is added to the PeopleSoft applications or by the software vendor when new applications are implemented. PeopleSoft training is provided to staff by the Functional Specialists, and IS provides training to staff when new versions of Microsoft products are installed.

Each division within the College has one or more Functional Specialist positions that are responsible for providing PeopleSoft, eServices, and other administrative application training to faculty and staff. When a new staff member is hired or an existing staff member moves to a new position, the Functional Specialist works with the employee's supervisor to determine the appropriate PeopleSoft system security level (permission lists, roles, etc.) and access rights to other applications based on the job responsibilities. Once determined, the supervisor submits the User Access form to the IS Helpdesk to establish the employee's system rights, and application training begins. The Functional Specialists receive PeopleSoft training from the Oracle Corporation, PeopleSoft certified consulting firms, or other institutions that have already implemented the module or new functionality.

Staff are also trained through

- Professional Development workshops ([II.A/34](#)),
- Professional Growth programs ([III.A/123](#), [III.A/99](#)), and
- Web-based tutorials (i.e., PeopleSoft) ([III.C/12](#), [III.C/13](#)).

The IS Department is responsible for training its staff on the Apple, Cisco, Dell, EMC, HP, Microsoft, Oracle, PeopleSoft, and VMware technologies needed to support the College's information technology systems. This training is provided through professional IT training agreements or by the technology vendor or certified systems integrator when new hardware/software is implemented.

Self Evaluation

The College meets the Standard.

The 2012-13 Professional Development (PD) Needs Assessment Survey included questions addressing satisfaction with the training that is offered. The majority of respondents (85.6%) indicated that PD offered the programs, resources, and workshops that met their needs. Most also rated the workshops as good (88%) ([III.A/131](#)). Annually the PD Office compiles a report in which this survey response is summarized and evaluated ([III.C/14](#)).

In Fall 2013, "Accreditation Employee Survey" was administered to faculty and staff with a total of 500 college employees completing the questionnaire ([III.C/15](#)). Respondents were asked about the technology and technology training the College provides for them to perform their jobs, and they generally agreed that the College provides the necessary technology and training. However, the perception that the College provides the necessary technology training varied by both employee class and division, with greater agreement coming from faculty and the Instructional Services Division. With almost 25% of the employees in the Human Resources and Finance and Administrative Services Divisions stating they were not getting the technology training they needed to do their jobs, this survey reconfirmed the need for technology training.

In response, the College is developing additional approaches to providing technology training. *Strategic Plan 2016* Goal #4 is “Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff” ([1.A/3](#)). The College has new technology training programs underway. The Strategic Planning Council allocated \$30,000 of Strategic Plan Priority Funding to support needs assessment and technology training ([1.B/18](#)). Training for the Teaching & Learning Center and the Humanities building “smart” classrooms were provided by the vendor in Summer 2014, as the new facilities opened their doors to classes and student support services.

Actionable Improvement Plans

None.

III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* includes *Technology Plan 2016*, which is on a six-year cycle ([I.B/1](#), [I.B/23](#)). The Finance and Administrative Services Planning Council (FASPC) reviews this plan annually and conducts a Year 3 Update—most recently in 2013—with a report and recommendations to the Strategic Planning Council for institutional priorities that should be addressed ([III.C/16](#)). The College uses this mid-cycle review to inform the development of the three year Strategic Plan.

Technology Planning

The Technology Plan is one of the College’s four long-range plans. It is integrated with the Educational Master Plan, the Facilities Master Plan, and the Staffing Plan ([I.B/21](#), [I.B/22](#), [I.B/13](#)). The Technology Plan also informs and is informed by the medium-range Strategic Plan and the short-range Program Review and Planning processes ([I.A/3](#), [I.A/33](#)).

The Technology Plan is the product of systematic assessment. The Plan has five major sections: Executive Summary, Background, Technology Systems and Services, Technology Planning Process, and Recommended Initiatives. This Plan addresses the infrastructure, hardware, software, and all other computer-based equipment necessary to support the College’s learning, teaching, communications, research, and administrative needs, including ongoing equipment replacement. (Non-computer-based equipment and printing needs are identified and addressed through departments/units’ Program Review and Planning processes.)

Technology Plan 2016 established a standing workgroup as a subgroup of the Finance and Administrative Services Planning Council ([I.B/23](#)). This Technology Plan Workgroup is responsible for evaluating technology needs; researching, assessing, and pilot-testing new technology proposals; determining related costs and cost-effective strategies; ensuring this Plan’s alignment with other long-range plans; and reporting findings and making recommendations.

This workgroup categorizes initiatives by type and by completion or implementation timeframes. The three levels of recommended initiatives optimize the College’s technology environment in support of effective programs and services to all users. A Tier 1 Initiative offers highly desirable benefits, can use existing resources, requires no additional funding, addresses a user-expressed need, or is a legal, safety, or security requirement. Tied to the Strategic Plan and departments/units’ Program Review and Planning processes, a Tier 1 Initiative has a completion or implementation timeframe of one to three years. The “Technology Plan Year-2 Update” lists many completed/implemented Tier 1 projects ([III.C/17](#)). For example, now all new buildings on the San Marcos campus and at the Escondido Center have full wireless coverage, and most of the older buildings on the San Marcos campus have at least one access point. Also, Information Services installed an EMC backup system in the College’s Data Center.

A Tier 2 Initiative is similar to a Tier 1 but requires additional funding, assessment, and planning. Tied to the Master Plans, a Tier 2 Initiative has a completion or implementation timeframe of four to six years. For example, Information Services has installed the WebEx application, which the Helpdesk uses to provide support for staff at the Escondido Center. The Academic Technology Resource Center now uses JoinMe, a screen-sharing application that facilitates meetings. A Tier 3 Initiative requires further study to determine its feasibility and cost benefit.

The Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the College's Data Center, network infrastructure, faculty/student lab computers, and classroom audio-visual equipment would be approximately \$3 million per year. Based on the Workgroup's recommendation, Objective 6.1 was included in *Strategic Plan 2013 –Action Plan Year Two 2011-2012* under Goal 6: "Integrate the funding of *Technology Plan 2016* into the College's annual budget development process" ([III.C/18](#), [I.B/23](#)). Although the College planned to begin funding yearly technology replacements in 2012-13, it could not due to projected fiscal deficits. In 2012-13 implementation began with a one-time provision of \$2 million and an ongoing budget of \$750,000 annually. When the State's and College's fiscal situations improve, more funds will be dedicated to this plan. One way the College is responding to this fiscal situation is by extending the life of equipment and versions of software without vendor support if replacement or upgrade is delayed. The College also uses Federal Perkins funding, State Instructional Equipment and Learning Materials funds, and Palomar College Foundation grants to augment its support of technology. For example, the College used a Foundation grant to purchase the site license of the "Read & Write GOLD" program for campus and home use for all students. Prop. M funds have also supported the initial technology needs in the construction of new facilities.

Management, Maintenance, and Operation of Technological Infrastructure and Equipment

The Information Systems (IS) Department is responsible for the management, maintenance, and operation of the College's technological infrastructure and equipment. IS is organized into four operational units: Helpdesk Services, Systems and Programming, Network and Data Center Services, and Technical Support Service. IS uses Remedy, an automated work order system, to measure user demand for services, to track project progress, and to ensure work requests are fulfilled on a timely basis. (A detailed description of these operational units appears in the report on III.C.1.a.)

Systems for Reliability and Emergency Backup

A detailed description of the College's systems for technology reliability and emergency backup appears in the report on III.C.1.a.

Self Evaluation

The College meets the Standard.

The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The College provides systems for reliability and emergency backup.

Actionable Improvement Plans

None.

III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Decision-making

The College uses Program Review and Planning (PRP) processes to assess its progress toward achieving its stated goals and making decisions regarding the improvement of institutional effectiveness in on-going and systematic cycles of evaluation, integrated planning, resource allocation, implementation, and re-evaluation ([I.A/33](#)). In the Instructional Services and Student Services Divisions, resource allocations are tied to planning, and the Planning Councils of these divisions use the PRP process to make decisions regarding the use and distribution of technology resources. The Councils determine how to allocate the available funds, and each PRP with a technology request is reviewed, prioritized against other PRP requests, and funded based upon how well it meets a strategic goal or objective. Information Systems (IS) is consulted to avoid duplicate funding to requests. The Finance and Administrative Services Division (FAS) uses the PRP process to identify measurable goals to influence resource allocation decisions for the division's departments on an annual basis in budget development. As a department within FAS, IS uses the PRP process for discretionary technology resource decisions. However, like the other departments within the FAS Division, its operating budget is driven by the use and needs of the entire College, with many fixed obligations, such as the ongoing maintenance and support of infrastructure, existing systems and technology, and software site licenses.

Reliability

As described in the report on III.C.1.c., the Technology Workgroup determined that the ongoing cost to fund the replacement of technology in the College's Data Center, network infrastructure, faculty/staff and student lab computers, and classroom audio-visual equipment would be approximately \$3 million per year, excluding the cost of software application license fees and printing services. Although the College's *Resource Allocation Model (RAM)* does not include a funding line for technology, a one-time provision of \$2 million for replacement of technology and AV system upgrades was made for FY2012-13 with an ongoing amount of \$750,000 established beginning FY2013-14 ([III.C/19](#)). An objective of *Strategic Plan 2016* is to develop a line item in the College budget for technology resources ([I.A/3](#)).

Policies and Procedures

IS has established a number of policies and procedures to help keep the technology infrastructure current, secure, and reliable, including

- PeopleSoft Password Requirements,
- Cross-functional Issues Resolution,
- Production Control,
- PeopleSoft Financial Patch Installation,

- PeopleSoft Security Changes,
- Username and Password Security.

Additionally, IS holds monthly meetings with the Instructional Services and Student Services Divisions' systems support team to ensure that PeopleSoft and other administrative applications are performing as expected and customization projects are on track, and to schedule the testing and installation of software patches/updates released for the PeopleSoft systems each quarter. The meetings include division management and functional specialists and IS management and programmers.

After ensuring that other College applications are not affected, IS routinely installs Microsoft and other vendor patches/updates shortly after release. Whenever funds are allocated, IS implements the computer replacement plans for faculty, staff, and student lab computers to keep the desktop computer infrastructure current and sustainable ([III.C/7](#)).

The approved data security procedures are included in *Technology Plan 2016* ([I.B/23](#)). In addition, Information Services completed a written operational Disaster Recovery Plan in January 2010 ([III.A/93](#)). This plan is available on Information Services' website. This disaster recovery plan successfully meets the College's external auditor's recommendation.

Improvements have been made to protecting the College's electronic data information. For example, stronger password requirements were implemented for access to all PeopleSoft administrative systems ([III.C/20](#)).

On-campus hosted applications, websites, departmental folders, and email are now backed up nightly to the EMC Avamar/Data Domain system located at the Escondido Center.

Effective Distribution and Use of Equipment for Distance Education Programs

Hardware and software for Distance Education (DE) instruction are carefully selected by the Academic Technology Resource Center (ATRC), Information Services (IS), and Academic Technology Committee (ATC). Blackboard and the internet are the primary means by which faculty deliver DE classes. Every Palomar College class section has a Blackboard course site. There is wide-ranging support for online learning at Palomar College. This support includes the infrastructure provided through IS and extends into the ATRC, Palomar College Television (PCTV), and the Library. All of these areas provide state-of-the-art technology, knowledgeable faculty and staff, and mechanisms to monitor the needs of the College's faculty and students and to make data-based decisions collaboratively.

Palomar College Television (PCTV) is another resource that provides support for distance education. In the past, PCTV's primary goal was to create TV courses, which were recorded class sessions that took place in the ETV studio. Today's video-based courses are professional learning tools with high-quality graphics and audio that are incorporated into Blackboard courses and other formats ([III.C/21](#)). Today's courses are typically produced in two 10-to-15-minute video modules per lecture, allowing the instructor more flexibility in the use of the video for enhancing student learning.

Self Evaluation

The College meets the Standard.

The College's distribution and utilization of technology resources effectively support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plans

None.

III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology Resources Evaluations and Planning

Palomar College uses a tri-level approach to technology planning that includes general long-term, intermediate- to short-term, and short-term technology planning. Through the College's strategic planning process, the general long-term planning efforts have resulted in the development of the Technology Plan ([I.B/23](#)).

Technology planning is integrated with institutional planning at several levels. The College's *Master Plan 2022*, along with its Technology Plan, has provided the core of long-range planning ([I.B/21](#)). Other planning processes, including Program Review and Planning (PRP) ([I.A/33](#)), allow the College to adjust its technology planning for both short-term and longer-term needs and available resources. The effective use of technology resources is assessed and modified based on evaluation, planning, and resource allocation procedures.

All academic and student services departments engage in PRP processes for planning, implementation, and resource requests, including technology. Technology purchases are submitted to the appropriate Planning Council for review, and it is the Planning Council's responsibility to prioritize and fund technology purchases.

Academic Technology's PRP evidences that the institution bases its technology decisions on the results of evaluation of program and service needs. For example, in Academic Technology's FY2012-13 PRP, a chart was provided that reflected the adoption rate of the Blackboard Learning System at the College to demonstrate the value of the system ([III.C/22](#)). In Spring 2012, 50% of the sections being offered by the College were using a Blackboard component, and 66% of the student headcount had logged into Blackboard. These high rates of usage validated the College's investment in the Blackboard Learning Management System.

Evaluations of Effectiveness of Meeting Technology Needs

Information Systems uses surveys of full-time faculty and staff administered by the Finance and Administrative Services Planning Council (FASPC) to evaluate the effectiveness of its technology purchases, programs, and service areas. A comparison of the results of the 2013 survey with the results of the 2008 survey shows that Information Services is improving in meeting the technology needs of faculty and staff, especially in the service areas, such as the department's responsive to changes in technology, email, and Internet access and the Helpdesk, Systems and Programming, and Technical Support service areas ([III.C/5](#), [III.B/20](#)).

Self Evaluation

The College meets the Standard.

The College bases its technology decisions on results of evaluations of program and service needs as determined by planning processes and surveys. Technology decisions involving facilities are also made on the basis of review and evaluation, leading to many improvements.

The College has invested in the infrastructure required to meet future technology-driven classroom needs, including “smart” and high-tech classrooms. It provides reliable wireless access on the San Marcos campus and at the Escondido Center. The College has also improved the functioning of its Blackboard Course Management System, providing increased reliability, speed, and 24/7 support for users.

Actionable Improvement Plans

None.

Evidence for III.C.

<u>Number</u>	<u>Name</u>
<u>I.A/33</u>	Program Review and Planning Documents
<u>I.B/23</u>	Technology Plan 2016
<u>I.B/21</u>	Educational Master Plan 2022
<u>II.A/44</u>	Substantive Change Proposal - Distance Education
<u>I.A/3</u>	Strategic Plan 2016
<u>III.C/1</u>	Academic Technology Resource Center
<u>III.C/2</u>	Academic Technology Committee
<u>III.A/131</u>	PD Annual Needs Assessment Survey
<u>I.B/58</u>	Gainful Employment Index
<u>III.C/3</u>	EvaluationKit
<u>III.C/4</u>	Finance & Administrative Services PRP
<u>III.C/5</u>	Finance and Administrative Services Survey - 2008
<u>III.B/20</u>	Finance and Administrative Services Survey - 2013
<u>II.A/60</u>	Professional Development
<u>III.B/11</u>	Proposition M
<u>I.B/22</u>	Facilities Master Plan 2022
<u>III.C/6</u>	Governing Board Minutes April 12, 2011 - Page 21
<u>III.C/7</u>	Computer Replacement Plan
<u>III.A/93</u>	Disaster Recovery Plan
<u>III.C/8</u>	Northstar Assessment
<u>III.C/9</u>	Blackboard Student Tutorials
<u>II.A/38</u>	POET Online Training Course
<u>III.C/10</u>	Evaluation of Training Software
<u>III.C/11</u>	POET Trained Faculty
<u>II.A/39</u>	Academic Technology Committee's Online Teaching Site Showcase
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<u>III.A/123</u>	PFF Contract - Page 49
<u>III.A/99</u>	Professional Growth
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<u>III.C/13</u>	Faculty eServices Tutorials
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<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>III.C/16</u>	Technology Plan Year 3 Update
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<u>III.C/19</u>	Fund 41/Redevelopment Agency Funds Recap
<u>III.C/20</u>	Information Services PeopleSoft Student/HR Password Requirement Procedure
<u>III.C/21</u>	Palomar College Television
<u>III.C/22</u>	Academic Technology PRP FY2012-13

III.D. Financial Resources

Financial resources are sufficient to support student learning and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Entering FY2014-15 Palomar College had a beginning fund balance of \$10.54 million with projected Unrestricted General Fund revenue of \$115.75 million. The College's base FTES is 18,802 with an expectation that it will generate at least 19,317 this year. The Unrestricted General Fund revenue is primarily composed of the College's state apportionment of \$81.46 million.

The College has maintained sufficient resources to support current academic programs and institutional improvement despite the State's significantly reduced funding to all community colleges as a consequence of the weak economy. Early in the economic crisis, the College took steps to prepare for reduced funding, including implementing a modified hiring freeze and cutting discretionary spending. These actions enabled the College to withstand the reductions in funding and maintain a 5% reserve as per its commitment. In addition, the College set aside funding for institutional improvements determined by strategic planning. Funding requests were required to be linked to a specific Strategic Plan goal to ensure that the funds were being used to develop, maintain, and enhance programs in support of the College's Mission. Overall, the College managed the financial crisis well. It continued to offer a breadth of classes that allowed students to progress through their academic programs and meet their education goals. It did not subject its employees to layoffs, pay cuts, furloughs, step and column freezes, or capped benefits. These achievements were possible because the College entered the economic crisis with a substantial fund balance. This balance, however, continues to decline.

The College has always managed its financial affairs with integrity and in a manner that ensures financial stability. Budgets, including budget assumptions, are vetted through the shared governance process, culminating with the Governing Board approving both the tentative and adopted budgets in accordance with the legislated time frames. Financial reports, with an actual to budget comparison, are brought to the Board on a quarterly basis and shared with the governance groups as well. Annual audits are performed by an outside CPA firm and include reviews of both the College's financial information and the College's internal controls. There have been no material findings in years. The results of the audit are presented to the Board by an employee of the audit firm. The auditors also perform a financial and performance audit of the College's bond program, and there has never been a finding on either of these reports. All of these reports and budgets are posted on the College's website for public viewing.

There is always a reasonable expectation of both short-term and long-term financial solvency because the College follows its own *Resource Allocation Model (RAM)* when preparing its budget. Budgeting in accordance with this model indicates any issues concerning solvency early enough to allow the College to take corrective measures. The College funds its retirement expenses on a pay-as-you-go basis while moving funds to an irrevocable trust to reduce its liability.

III.D.1.

The institution's mission and goals are the foundation for financial planning.

Standard III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The integration of institutional and financial planning begins with the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* at its core ([I.B/1](#), [I.B/27](#)). The *IPM* provides an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* establishes coordination and concurrence of the College's long-, medium-, and short-range plans. The Educational, Facilities, Staffing and Technology Plans are the College's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning is the short-range planning process. Currently the College is implementing *Strategic Plan 2016* ([I.A/3](#)).

By means of the *IPM* and the *RAM* the College has established Strategic Plan Priority Funding (SPPF) ([I.B/18](#)). Annually, the Strategic Planning Council (SPC) allocates resources to support college-wide priorities as identified in *Master Plan 2022* (long-range planning) and the Strategic Plan ([I.B/21](#)). The SPC is chaired by the College's Superintendent/President and has membership representing faculty, administration, staff, and the Associated Student Government. The SPC monitors implementation of the *IPM* and *RAM* throughout the year and reviews progress on the current Action Plan ([I.B/26](#)). Additionally, planning councils, departments, other groups, and individuals can apply for SPPF to accomplish goals and objectives set by the Strategic Plan. For example, on the basis of the *Strategic Plan 2016* Action Plan—Year One and with Strategic Plan Priority Funding the College is funding programs in (1) General Education/Institutional Learning Outcome Assessment, (2) Student Support and Success, and (3) Staff Technology Training ([I.B/18](#)).

Program Review and Planning (PRP) is the College's short-range planning ([I.A/33](#)). PRP processes are three-year cycles conducted across the College by all instructional departments and non-instructional units. These processes are monitored in an ongoing manner by each of the College's four divisional planning councils ([I.B/11](#), [I.B/8](#), [II.B/11](#), [III.D/1-3](#)). Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives funded through the PRP process are driven by and tied to institutional goals in the Strategic Plan.

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of student learning outcomes and service area outcomes and of *Strategic Plan 2016*. All departments/units contribute to the coordination and coherence of the College's institutional system of evaluation, planning, implementation, and re-evaluation.

Self Evaluation

The College meets the Standard.

The College has implemented a comprehensive process for integrating financial planning with institutional planning. By using the *IPM*, *RAM*, and *PRP*, resources are allocated to support college-wide priorities as identified in the College's Master Plan and Strategic Plan. This ensures that planning is done for the short-term, medium-term, and long-term. The College's shared governance process through the planning councils and SPC integrates annual planning and program reviews into the budget and planning process.

Actionable Improvement Plans

None.

III.D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The College develops a realistic annual budget based on projected revenues from the state, known fixed costs, and projected expenditures ([III.D/4](#), [III.D/5](#)). The Superintendent/Vice President of Finance and Administrative Services presents multi-year budget projections to the Budget Committee based on economic factors, political factors such as passage of relevant propositions, area demographics, and projected FTES. These elements are presented as budget assumptions ([III.D/6](#), [III.D/7](#)).

Budgets for grants are submitted by the College's various grant managers and are included in the adopted budget. Any subsequent grants are budgeted after they are approved by the Board.

The Strategic Planning Council and the Budget Committee review and discuss the budget outlook and assumptions as the budget development process begins each year. In accordance with the *RAM*, fixed costs are budgeted. In the past, departments developed their discretionary budgets for hourly support staff, supplies, printing, and other operational needs based on a review of a three-year worksheet comparing actual expenditures to budgeted amounts and could request additional funds with justification ([I.B/27](#), [III.D/4](#), [III.D/5](#), [III.D/8](#)). With the current decline in funding from the state, discretionary budgets have been cut, and the planning councils have been given the task of determining the allocation of discretionary funds within their divisions.

The Budget Committee reviews revenue estimates based upon the College's reported FTES and reviews proposed budgets developed through the planning councils. The Committee makes a variety of recommendations to SPC, including allocation and use of capital project funds, budget allocation to address recommendations in the actuarial study regarding retiree health benefits, and modifications to the *RAM* ([III.D/5](#), [III.D/9](#)).

Also in accordance with the *RAM*, a funding is allocated (1) to ensure the College generates its base and growth FTES through enrollment planning of a comprehensive schedule of classes for its student community, (2) to support the faculty, staff, and administrative resources essential to provide support services, and (3) to provide for the basic operational needs of the institution ([I.B/27](#), [III.D/5](#)).

Self Evaluation

The College meets the Standard.

The College supports its institutional planning by assessing realistically all revenues and expenditures.

During the State's financial crisis, it significantly reduced funding to all community colleges. Palomar managed the crisis well because it entered this period with a substantial fund balance. The College continued to offer the breadth of classes necessary for students to progress through their academic programs in order to meet their education goals. The College did not subject employees to layoffs, pay cuts, furloughs, step and column freezes, or capped benefits. The fund balance, however, continues to decline, and now the College is deficit spending.

Actionable Improvement Plans

The Assistant Superintendent/Vice President of Finance and Administrative Services will gather input and recommendations from the Strategic Planning Council and the Budget Committee to develop a fiscal plan beginning FY2015-16 that aligns projected revenues with expenditures while allowing for the contingencies created by staffing needs and legislative mandates.

III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Palomar has identified its long-range financial priorities through its Educational and Facilities Master Planning process ([I.B/21](#), [I.B/22](#)). As a result of this process, short-range financial plans are addressed and aligned with long-range planning. Several components of the long-range plans will be accomplished as a result of the passage of Proposition M in 2006 ([III.B/11](#)). One of the elements of the College's *Resource Allocation Model (RAM)*, is to ensure that the large college FTES is continually achieved. This goal influences how many classes the College offers and the marketing plans it implements to attract more students. Another long range plan the College is addressing is opening the South Center, which entails starting to set aside money to fund the opening until center status is achieved and more funds are allocated from the State. The maintenance of current and new buildings and the replacement of technology are continually addressed by utilizing state schedule maintenance allocations and other available funds in the capital project funds.

Financial reserves are maintained by the College in order to meet unexpected obligations and budget emergencies. Current reserves are maintained at a minimum 5% of the College operating budget ([III.D/4](#)). Designated projects are also constantly reviewed for their appropriateness and availability of resources to help balance the budget ([III.D/10](#)).

The College has addressed the long-term liability for health benefits for retirees. In FY 2004-05, the College had all departments budget for the costs of health benefits. Fund 69, the Post-Retirement Health Benefits Fund, has been established to meet long-term planning goals for funding present and future benefits obligations. In addition, the Governing Board authorized a transfer of \$3.6 million to an irrevocable trust fund with the Community College League of California ([III.D/4](#)). A new actuarial study is done every two years, with the most recent study completed in 2014 ([III.D/11](#), [III.A/118](#)).

Self Evaluation

The College meets the Standard.

The College considers both short-term and long-term priorities including identifying and preparing for liabilities and future obligations. The College has continued to balance its budgets and is committed to maintaining a 5% reserve ([III.D/12](#)). The long-term liability for health benefits for retirees is monitored and reviewed on an annual basis. The amount the College contributes to this Fund 69 is actuarially-driven and reviewed by the Budget Committee, which provides recommendations on implementation.

Actionable Improvement Plans

None.

III.D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

Descriptive Summary

In accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, college-wide priorities identified in the Strategic Plan and planning council priorities developed from Program Review and Planning (PRP) processes are at the center of the College's resource allocation decisions ([I.B/1](#), [I.B/27](#)). The Strategic Plan, Master Plans, and the PRPs influence the College's budget development and resource allocation processes ([I.A/3](#), [I.B/21](#), [I.A/33](#), [III.D/5](#)).

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support college-wide priorities and discretionary funds to support Planning Council priorities developed from Program Review and Planning processes ([I.B/18](#)).

To make certain that the *IPM* and the *RAM* drive the budget development process, the Strategic Planning Council adheres to the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which integrates annual planning activities with the College's budget development activities ([I.B/41](#)). The timeline institutes a sequence of activities to guarantee that planning and evaluation occur prior to budget development and resource allocations. Conceptually, the timeline is based on a "plan, do, review" approach: (1) plan a year in advance, (2) set budget priorities and implement them according to the *RAM*, and (3) conduct an evaluation of the previous year's allocations—modifying plans, processes, and allocations as necessary ([III.D/5](#)).

The College provides opportunities for all College constituents to give input into the yearly budget development process. This participation allows the College to clearly define and follow its guidelines and processes for financial planning and budgeting. A number of constituent groups such as the Budget Committee, the Planning Councils, and ultimately the Strategic Planning Council take part in the budget process ([I.B/11](#)). At the Budget Committee meetings, budget planning for the College as well as the process and protocol for campus funding priorities are discussed. The time frame for developing the budget is also approved by the Budget Committee, which is comprised of faculty, staff, students, and administrators. The discussions and decisions from each meeting are disseminated to each constituency group through oral or written reports at their respective meetings and by posting to the College website ([III.D/13](#)).

Once the Budget Committee approves the budgeting timeline, it is then distributed along with the budget methodology to all departments ([III.D/8](#)). The budget development document is also posted on the website ([III.D/14](#)). The Budget Committee meets every second and fourth Tuesday of the month during the fall and spring semesters. Minutes for the Budget Committee meetings are posted on Palomar's website ([III.D/13](#)).

After each unit's budget is developed, all budgets are reviewed by the Assistant Superintendent/Vice President of Finance and Administrative Services, submitted through the appropriate planning councils and the Strategic Planning Council, and ultimately approved by the Governing Board ([III.D/4](#)). Minutes for each committee are posted on the College's website ([III.D/15-17](#)).

Self Evaluation

The College meets the Standard.

All constituencies are represented on the College's planning councils and the Budget Committee and participate in financial planning. Financial information is readily available to all members of the College.

Actionable Improvement Plans

None.

III.D.2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a.

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

As required by the California Education Code, an annual audit by an outside Certified Public Accounting firm is performed for the College and the results presented to the Governing Board by a representative of the audit firm. The College maintains an unqualified opinion status, and since the year ending June 30, 2008, there has been only one reportable, although immaterial, finding, which regarded To Be Arranged Hours (TBA) ([III.A/118](#)). This finding was in the audit report ending June 30, 2011, and was immediately corrected in the College's PeopleSoft system. Since the last Institutional Self Evaluation the College has changed auditors, and the new auditors have had no findings over the last two years. This is for both the College records and the Performance and Financial audits for the College's Proposition 39 General Obligation Bond Program. The Proposition 39 audits are also presented by the auditors to the Governing Board and to the College's Independent Citizens' Oversight Committee (ICOC) ([III.D/18](#)).

A financial status of the College is presented to the Board on a quarterly basis, along with the State required 311Qs, which provide information about revenues and expenditures and how well the College is doing financially compared to the budget and the latest news from the State. All 311Qs, as well as the annual 311, are posted on the Fiscal Services website ([III.A/118](#)).

As stated in the report on III.D.1.d., in accordance with the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)*, college-wide priorities identified in the Strategic Plan and planning council priorities developed from the Program Review and Planning (PRP) processes are at the center of the College's resource allocation decisions ([I.B/1](#), [I.B/27](#), [I.B/41](#)). The Strategic Plan, Master Plans, and the PRPs are focused on student learning and influence the College's budget development and resource allocation processes ([I.A/3](#), [I.B/21](#), [I.A/33](#), [III.D/19](#)).

The core of the *IPM* depicts the annual resource allocation process. The *RAM* ensures that General Fund resource allocation decisions follow planning. The *RAM* designates non-discretionary Strategic Plan Priority Funding (SPPF) to support college-wide priorities and discretionary funds to support planning council priorities developed from Program Review and Planning processes ([I.B/18](#)).

Self Evaluation

The College meets the Standard.

The financial documents for the College have a high degree of credibility and accuracy. This is proven by the fact that the College consistently obtains an unqualified opinion audit and has had no material findings in six years. The audits for the College's bond program have never had a finding. The budget reflects appropriate allocation and use of financial resources to support student learning programs and services because it is driven by the *IPM* and the *RAM*.

Actionable Improvement Plans

None.

III.D.2.b.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Audit reports are presented to both the Governing Board and Independent Citizens' Oversight Committee as soon as the reports are available ([III.D/18](#)). Through this presentation, the Trustees and committee members are made aware of any findings and recommendations for corrections, and an update on the prior year findings are documented in the current audit report ([III.A/118](#)). The only reportable audit finding, although it was immaterial in nature, was immediately corrected after it was reported for June 30, 2011. Audit results, budgets, and updates on fiscal conditions are routinely shared through the shared governance process including the Budget Committee, Independent Citizens' Oversight Committee, the divisional planning councils, the Strategic Planning Council, and the Board of Trustees' Finance Committee. In addition, all 311Qs, 311s, budgets, and audit reports are posted on the Fiscal Services website in a timely manner.

Self Evaluation

The College meets the Standard.

The only reported finding in years was immediately corrected, and subsequent audits no longer carried the finding. When a finding occurs, the College's response is written in the audit report so that any actions can be communicated appropriately.

Actionable Improvement Plans

None.

III.D.2.c.

Appropriate financial information is provided throughout the institution, in a timely manner.

Descriptive Summary

Financial information is continually shared throughout the College in a timely manner. The Superintendent/President of Palomar College holds All-College Forums on a regular basis to share information on the status of the State budget as well as the College's budget. The Assistant Superintendent/Vice President of Finance and Administrative Services shares financial information with the Budget Committee, Finance Committee, Planning Councils, Cabinet meetings, Vice President meetings, the Strategic Planning Council, the Independent Citizens' Oversight Committee, and the Governing Board ([III.D/18](#)).

These communications take various forms, including reports from PeopleSoft, multiyear projections, cash flow analysis, state budget projections, apportionment reports, enrollment statistics, budget assumptions, 311Qs, 311s, Tentative and Adopted budget reports, and the audit report ([III.D/20](#), [III.A/118](#)). This information can include statistics such as the ending balances for the unrestricted fund for the last three years, which are \$10.8 million for FY2013-14, \$13.6 million for FY2012-13, and \$18.5 million for FY2011-12 ([III.D/4](#)). The College has also informed members that it has not had to do any short-term borrowing to meet cash flow needs, but as the fund balance continues to decline as a result of the state continuing to underfund community colleges, the College recognizes that it may have to borrow cash in the near future.

Fiscal Services also maintains a website that allows anyone to access the 311Qs, 311s, budgets, audits, and a recap of expenditures utilizing the funds from the Education Protection Account ([III.A/118](#)). Each department also has an individual who is trained in accessing information in the PeopleSoft financial system and run reports on an as-needed basis.

Self Evaluation

The College meets the Standard.

The College provides financial information throughout the institution in a timely manner via various means. Access to financial information in the PeopleSoft system is widely distributed throughout the College in all departments, and updates to budget information are communicated through the shared governance process. Also, all budgets, 311s, and audit reports are maintained on the Fiscal Services website after being approved in a public Governing Board meeting.

Actionable Improvement Plans

None.

III.D.2.d.

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

Every year the Proposition 39 General Obligation Bond expenditures are scrutinized by the external auditors, who not only prepare a Financial report, but also a Performance report that documents whether the proceeds have been used in an appropriate manner ([III.A/118](#)). The results of both audits are reported to the Governing Board and the Independent Citizens' Oversight Committee ([III.D/18](#)). The College has never had a reportable finding on either of these audits.

Currently the only other long-term debt instruments that the College has outstanding are two sets of Lease Revenue bonds. These proceeds have been fully expended in keeping with their original intended purpose. Fundraising is handled by the College's Foundation, which is not considered a component unit of the College and therefore is not reported on the College's financial statements nor included in its audit ([III.D/21](#)). An external auditor performs the audit of the Foundation's financial records on an annual basis, and a copy is provided to the College.

The Associated Student Government (ASG) is the only auxiliary activity where the College is actively involved in maintaining the financial records. The Office of Student Affairs reviews all requests for funds, and an accountant in Fiscal Services reviews and processes all expenditures. Revenues for the ASG are processed through the cashiering function in Fiscal Services. The external auditors include the ASG in their annual audit of the College's financial records and internal controls. The bookstore and food services are run by two separate outside vendors that the College meets with on a regular basis via a committee comprised of members of several constituency groups, and regular financial statements are provided by the vendors to the College.

All grants have to be approved by the Governing Board, and then grants are managed by various program managers in the College. Financial oversight is provided by the Budget Manager within Fiscal Services. The Budget Manager reviews all financial reports before they are certified by the Assistant Superintendent/Vice President of Finance and Administrative Services. An accountant in Fiscal Services does all of the drawdowns for Federal Grants.

Self Evaluation

The College meets the Standard.

All financial resources are utilized in a manner consistent with the intended purpose of the funding source. Proper internal controls are in place to prevent misuse of funds, evidenced by the fact that the College does not have any audit comments, including the Performance audit of the Proposition 39 bond fund.

Actionable Improvement Plans

None.

III.D.2.e.

The institution's internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Descriptive Summary

Every year the internal controls of the College are evaluated by the external auditors, and they have not had any reportable findings related to internal controls in years ([III.A/118](#)). The external auditors also complete a Performance audit of the Proposition 39 General Obligation Bond funds. This audit also looks at internal controls over expenditures of the bond funds. There has never been a comment or finding in this report. In addition, the PeopleSoft system has been configured to provide budget controls that cannot be overwritten. The College also has a full time internal auditor who periodically reviews processes at the College.

Self Evaluation

The College meets the Standard.

Annually external auditors review the College's compliance with proper internal controls, and periodically the College's internal auditor reviews these processes.

Actionable Improvement Plans

None.

III.D.3.

The institution has policies and procedures to ensure sound financial practice and financial stability.

III.D.3.a.

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Palomar College is committed to maintaining its on-going fiscal stability by complying with the California Community College System Office fiscal monitoring requirements and Title 5 regulations related to principles for sound fiscal management. The College consistently maintains at a minimum the 5% college-required reserve as defined by Governing Board Policy 6250 Budget Management ([III.D/22](#)). The FY2013-14 budget reflects this commitment to maintaining an adequate reserve. In addition, Palomar has an “Other Reserves” account in the General Fund that is used for emergencies and other unforeseen circumstances.

The College’s cash flow has been sufficient to cover all expenditures ([III.D/20](#)). The College has not had to borrow cash and has not had to delay any payments for salary or vendors. The College has not needed to utilize Tax Revenue Anticipation Notes (TRANs) because of its unrestricted fund balance. However, the TRANs program is available to the College if the need should arise. Palomar is fiscally independent and maintains its funds with the County of San Diego. Cash is closely monitored and reconciled by Fiscal Services’ staff.

Self Evaluation

The College meets the Standard.

The College’s FY2014-15 budget reflects the College’s commitment to maintain its on-going fiscal stability by meeting System Office fiscal monitoring requirements and Title 5 regulations related to principles of sound fiscal management. In addition, the cash flow is continually monitored to ensure it is sufficient to cover all expenditures.

Actionable Improvement Plans

None.

III.D.3.b.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

An annual financial audit is performed for the College by an outside Certified Public Accounting firm. The results of the audit are presented on an annual basis to the Governing Board by a representative of the firm. Written responses to audit findings are provided by Palomar and included in the audit report. The College has consistently maintained financial audits with unqualified opinions and no material audit findings. The auditors review financial aid programs, grants, and the Associated Student Government, as well as the College's financial records. The Foundation is audited by its own external auditors with a copy of the result given to the College. In addition to an outside auditing firm, Palomar has a full-time Internal Auditor position to ensure regular reviews of internal controls ([III.D/9](#)).

The College ensures appropriate allocation and use of financial resources to support student learning programs and services through the budget and planning process. This process starts at the unit/program level and proceeds through the Budget Committee and the planning councils to the Governing Board. Through the shared governance committees, the College systematically assesses the effective use of its financial resources and uses the results for improvement. By means of the Finance and Administrative Services Planning Council evaluation process, representatives of all constituent groups are provided the opportunity to evaluate the performance of the College and how it utilizes financial resources. In addition, the Assistant Superintendents/Vice Presidents meet regularly with the Superintendent/President to continue the process of assessing the College's financial standing and ensure sound fiscal management of all unrestricted, restricted, and auxiliary organizations ([I.B/1](#), [I.B/27](#), [III.D/23](#), [III.D/8](#)).

Palomar uses its financial resources from auxiliary activities, fundraising efforts, and grants in a manner consistent with its Mission and goals ([I.A/3](#)). Also, federal, state, and local grants are Governing Board approved. Reports on the status of funding and progress on projects are reviewed and submitted to the funding agency on a quarterly and annual basis. These reports ensure that project activities are being conducted as planned and that the funding is being spent in accordance with project guidelines. In addition, contractual obligations are encumbered and tracked within PeopleSoft Financials.

Most of the College's revenues received are electronically transferred directly into its bank account with the County of San Diego, which allows for quicker investment opportunities. Palomar invests its funds in accordance with the Governing Board approved investment policy developed by the Assistant Superintendent /Vice President of Finance and Administrative Services, with almost all of the funds currently being held by the County Treasurer ([III.D/24](#)). The County releases reports of the investments on a monthly basis. The cash being held by the investments is closely monitored and reconciled by Fiscal Services' staff. Investment reports are prepared for and approved by the Governing Board on a quarterly basis ([III.D/25-28](#)).

Self Evaluation

The College meets the Standard.

The College engages in appropriate fiscal practices to allocate sufficient financial resources to provide for the development, maintenance, and enhancement of its programs and services in support of student success. It also ensures its financial resources provide for both short-term and long-term financial solvency. The College's financial resources, such as the state general fund, categorical funds, auxiliary revenues, grant projects, and fundraising, are utilized with integrity in support of the Mission, values, and goals of the institution.

Actionable Improvement Plans

None.

III.D.3.c.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

The College currently finances retiree health and dental benefits on a pay-as-you-go basis. The College contributes 100% of the cost of current year premiums for eligible retirees, spouses/registered domestic partners, and eligible dependents, as applicable. The College also maintains a Post-Retirement Benefits Fund (Fund 69) to designate resources for retiree health costs ([III.D/5](#), [III.D/9](#)).

The College's annual OPEB cost is calculated based on the Annual Required Contribution of the employer (ARC). An amount is actuarially determined in accordance with the parameters of Governmental Accounting Standards Board (GASB) 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortize any unfunded actuarial liabilities over a period not to exceed 30 years. For FY2012-13 the ARC was \$6,359,619, which was funded at 88.8%. Even though the College has adopted the pay-as-you-go plan to finance benefits, in order to reduce the unfunded actuarial accrued liability, the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California.

All compensated absences and other employee-related obligations are booked in the general ledger when the obligations occur in order to ensure that sufficient resources are set aside to cover the liabilities. The College maintains a comprehensive risk management program and regularly reviews strategies to reduce risk. The College participates in multiple Joint Powers Agreement (JPA) entities providing insurance of various types, including employee health benefits, workers' compensation, liability, and property coverage ([III.A/118](#)).

Self Evaluation

The College meets the Standard.

All liabilities and future obligations are recognized when they occur to ensure that the College plans for and allocates appropriate resources for the payment of the liabilities and future obligations.

Actionable Improvement Plans

None.

III.D.3.d.

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

The College regularly retains an actuary to prepare an actuarial study every two years to identify the liabilities associated with its current retiree health programs ([III.D/11](#)). This actuarial study enables the College to manage the costs and liabilities associated with its retiree health benefits. It also conveys the financial implications of its retiree health benefits. In addition, the study ensures the College complies with GASB 12, 43, and 45 related to OPEB. Palomar has been setting aside funds in its Fund 69 (Post Retirement Benefits Fund) with the County of San Diego to assist in funding the unfunded liabilities associated with the OPEB costs. In addition, the Governing Board authorized a transfer of \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California ([III.D/29](#)).

Self Evaluation

The College meets the Standard.

The actuarial study is prepared every two years and is reviewed and presented to the Board of Trustees before being implemented by the College.

Actionable Improvement Plans

None.

III.D.3.e.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

An annual financial audit is performed for the College by an outside Certified Public Accounting firm that examines all debt obligations and related fiscal information as part of the annual audit process ([III.A/118](#)). The funding of liabilities and long-term debt service is included in the annual budget development process ([III.D/4](#)).

The College has two locally incurred debts. One series of bonds was used to remodel and expand the Student Union. These bonds will mature in April 2031. The source of revenue to pay off this debt is coming from the Student Union Fee Fund. The other series of bonds was for construction costs. These bonds will mature in October 2019 and are funded from the General Fund. These payments are considered institutional costs and are budgeted for every year ([III.D/4](#), [III.A/118](#)).

The other debt is the benefit health care plan (the Retiree Health Plan). The plan provides for health and dental benefits to eligible retirees, spouses/registered domestic partners, and eligible dependents. The College currently finances these benefits on a pay-as-you-go basis. Palomar maintains a post-retirement benefits fund to designate resources for retiree health costs. The College has set aside \$12,551,452 for future retiree health care costs in the Post-Retiree Benefits Fund. As part of the College's funding plan, the Governing Board approved transferring \$3.6 million (\$1.8 million in FY2011-12 and \$1.8 million in FY2012-13) to an irrevocable trust fund with the Community College League of California ([III.D/29](#)).

In addition, Proposition 39 General Obligation bonds are paid for by property taxes assessed by the County of San Diego. These bonds were voted for in November 2006 through Proposition M ([III.B/11](#)). Proceeds from the sale of these bonds are used to finance certain projects of the College and to pay all necessary legal, financial, engineering, and contingent costs.

Palomar remains committed to its fiscal stability and solvency. It continues to maintain a 5% reserve ([III.D/12](#)). Both short- and long-term debt obligations are included in the annual budget report to the Governing Board ([III.D/4](#)). Liabilities are liquidated by the General Fund for governmental activities, including lease revenue refunding bonds and net OPEB obligations. General obligation bond liabilities are liquidated through property tax collections, as administered by the County Controller's office through the Proposition M Bond Interest and Redemption Fund.

Self Evaluation

The College meets the Standard.

All locally incurred debt is assessed and resources are allocated for repayment on an annual basis.

Actionable Improvement Plans

None.

III.D.3.f.

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The United States Department of Education (USDE) cohort student loan default rate for the College for the past three years is as follows:

1. FY11-12 = 31.40% (projected)
2. FY10-11 = 33.11%
3. FY09-10 = 17.10%

The default rates are a three-year cohort rate. The next rate will be reported in 2015.

Federal regulations require institutions that exceed 30% to establish a college Student Loan Default Prevention Task Force to review and conduct an analysis of the defaulters and to develop and submit a Loan Default Prevention Plan. The FY2010-11 rate of 33.10% was a result of 78 defaults from the 235 in repayment status. For FY2011-12 the anticipated three-year cohort rate will be 31.4% (264 students in repayment with 83 defaulted). The College complied with the U.S. Department of Education requirement and in December 2014 submitted a Default Prevention Plan and will be updating its Plan to address the FY2011-12 rate. The College will continue to educate students about the responsibilities of student loan borrowing and the risk of defaulting ([III.D/30](#), [III.D/31](#)).

Self Evaluation

The College meets the Standard.

In compliance with federal requirements, the College has in place effective processes. These processes include hiring the I3Group (third party vendor) to contact students who are in repayment to remind them about paying the loans or other options to avoid going into default. The College is also part of the U.S. Department of Education Direct Loan Program—Limiting Unsubsidized Loan amounts for a specific group of students who are considered at-risk students. The College continues to work in partnership with the State Chancellor's Office Student Financial Assistance Program and their consultant to minimize future loan defaulters ([III.D/30-33](#)).

Actionable Improvement Plans

None.

III.D.3.g.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The Governing Board has adopted a centralized purchasing and contracting concept to competitively obtain the best combination of services, product quality, price, and delivery. Purchasing and Contract Services' goal is to accomplish this through cooperative partnerships with vendors. The College's contracting includes, but is not limited to, the purchase of supplies, materials, equipment, and services in accordance with Board Policy (BP) 6340 Bids and Contracts ([III.D/34](#)). In addition, contracts for personal services, such as professional experts, independent contractors, and consultants, are in accordance with Administrative Procedure (AP) 6370 Contracts Personal Services ([III.D/35](#)). Real property acquisition, lease, sale, use, or exchange of real property is in accordance with BP 6500 Management of Real Property ([III.D/36](#)). Contracts that require competitive bidding for the purchase of supplies, materials, equipment, and public works are in accordance with AP 6340 Bids and Contracts and AP 6345 Bids and Contracts Using UPCCAA ([III.D/37](#), [III.D/38](#)).

Under law, the Governing Board has the ultimate responsibility for all purchases and contracts of the College. The Vice President/Assistant Superintendent of Finance and Administrative Services has the delegated authority to contract for and purchase supplies, materials, equipment, and services for the College ([III.D/39](#)). Contractors and vendors are responsible for the satisfactory completion of a job; moreover, they may be legally obligated to compensate the hiring firm for failure to complete.

College purchasing and contracting operate in a highly regulated legal arena. Signature authority for purchase orders and contracts is established by the Governing Board and is consistently adhered to ([III.D/40](#)). Contracts and purchase orders without an authorized signature are invalid. The Education Code, Public Contract Code, Government Code, Business and Professions Code, and Labor Code govern the College's procurement activities.

Self Evaluation

The College meets the Standard.

The Assistant Superintendent/Vice President of Finance and Administrative Services ensures all contractual agreements meet institutional policies and comply with established contracting procedures.

Actionable Improvement Plans

None.

III.D.3.h.

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

The Assistant Superintendent/Vice President of Finance and Administrative Services is responsible for administering, supervising, and evaluating all financial and business services, activities, and programs. Evaluations of the current and proposed financial management processes also occur through discussions in the Budget Committee, various planning councils, and Program Review and Planning Processes. All constituent groups are represented on these committees and councils to provide opportunity for input and transparency. The Budget Committee discusses in great detail the budget development process. In addition, it reviews the multi-year analysis report on an annual and quarterly basis to ensure the 5% reserve and ending fund balance are unfailing. The Governing Board has established a Finance Committee (consisting of two Board members, the Assistant Superintendent/Vice President of Finance and Administrative Services, and the Director of Fiscal Services) to meet to review and discuss the College's financial status ([III.D/41](#)).

The College's financial information is provided via PeopleSoft Financials, which is continually being evaluated and enhanced. The Director, Information Services has monthly meetings with various Finance and Administrative Services staff and other represented departments to discuss and plan for any system improvements. Upgrades are planned for and scheduled to maximize the enhancements to the PeopleSoft Financials.

Palomar has a full-time Internal Auditor position to assist in the evaluation of internal controls and provide recommendations to the College to improve financial management processes. In addition, an annual external audit is performed by a Certified Public Accounting firm to help the College strengthen its financial position and to improve financial management systems ([III.A/118](#)).

Self Evaluation

The College meets the Standard.

The College regularly evaluates its financial management processes. It relies on the PeopleSoft financial management system as the instrument for improving the effectiveness and efficiency of its procedures, as well as implementing many of its internal controls.

Actionable Improvement Plans

None.

III.D.4.

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

The integration of institutional and financial planning begins with the College's *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* ([I.B/1](#), [I.B/27](#)). The *IPM* provides the College an ongoing, systematic, and cyclical process that integrates planning, evaluation, resource allocation, implementation, and re-evaluation. The *IPM* establishes coordination and concurrence of the College's long-, medium-, and short-range plans. The Educational and Facilities Master Plans and the Staffing and Technology Plans are the College's long-range plans, the Strategic Plan is the medium-range plan, and Program Review and Planning (PRP) is the short-range planning mechanism. At the center of the *IPM* is the *RAM*, which is for the purpose of assigning resources as identified in the Master Plan and the Strategic Plan ([I.B/21](#), [I.A/3](#)).

The College has synchronized its planning cycles and follows the *Annual Planning, Resource Allocation, and Evaluation Timeline*, which identifies the dates of the College's development, implementation, and evaluation of planning and budget activities throughout the fiscal year ([I.B/41](#)). The Strategic Planning Council (SPC) creates the College's annual Action Plan, which identifies the goals and annual objectives and the individuals and groups assigned to coordinate the work necessary to complete them ([I.B/26](#)). The assigned individuals and groups create a work plan and timeline for completion and identify the measures that will be used to determine whether the objectives have been completed.

By means of the *IPM* and *RAM* the College has established Strategic Plan Priority Funding (SPPF) ([I.B/18](#)). Annually, the SPC allocates resources to support college-wide priorities as identified in *Master Plan 2022* (long-range planning) and the Strategic Plan. The SPC monitors implementation of the *IPM* and *RAM* throughout the year and reviews progress on the current Action Plan. Additionally, planning councils, departments, or other groups can apply for Strategic Plan Priority Funding (SPPF) to accomplish goals and objectives set by the Strategic Plan ([III.D/42](#)). Examples of projects supported by SPPF are implementation of Student Learning Outcome and Service Area Outcome Assessment Cycles ([I.B/18](#)).

Program Review and Planning processes are three-year cycles conducted across the College by all instructional departments and non-instructional units ([I.A/33](#)). These processes are monitored in an ongoing manner by each of the College's four divisional planning councils ([I.B/11](#)). Divisional planning council priorities are funded from the discretionary budget based on availability of funding within a given year. Objectives funded through PRP processes are driven by and tied to institutional goals in the Strategic Plan ([I.A/3](#)).

Through these PRP processes, departments/units analyze meaningful data, evaluate their performance, establish plans for improvement, and identify necessary resources in support of Student Learning Outcomes and Service Area Outcomes and of *Strategic Plan 2016*. By means

of these processes, all departments/units contribute to the coordination and coherence of the College's institutional system of planning, implementation, and evaluation. This also ensures that the College achieves the Sustained Continuous Quality Improvement level of effectiveness in planning.

The College conducts two types of evaluations of the *IPM* and the *RAM*. Annually the SPC completes a formative evaluation and a summative evaluation. The purpose of the formative evaluation is to strengthen and improve the implementation of the planning and resource allocation. The summative evaluation examines the effectiveness and outcomes of the *IPM* and the *RAM* as they relate to institutional improvement and improve student learning and success.

In the Summer 2013 a subcommittee of the Instructional Planning Council (IPC) updated the Program Review and Planning process for use by instructional programs. The PRP cycle is aligned with the three year Strategic Plan cycle. Each year of the cycle allows for new resource requests. In year one, all programs conduct a comprehensive evaluation of their programs based on six years of data. Programs describe planning for curriculum, scheduling, and resource requests (to include staffing) for the next three years and an evaluation of resources received the prior year. In both years two and three, programs provide a planning update and an evaluation of their previous year's plan and an evaluation of the resources they received the prior year. The process includes evaluation of the impact of resources allocated for a program and integration of program-level Student Learning Outcomes. The updated process will better align Student Learning Outcomes, program planning, and allocation of resources with program outcomes and improvement.

Self Evaluation

The College meets the Standard.

The College has achieved the Sustained Continuous Quality Improvement level of effectiveness in planning. The College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. The dialogue about institutional effectiveness is ongoing, robust, and pervasive. Planning, evaluation, and decision-making are based on data and analysis.

Actionable Improvement Plans

None.

Evidence for III.D.

<u>Number</u>	<u>Name</u>
I.B/1	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
I.B/27	Resource Allocation Model
I.A/3	Strategic Plan 2016
I.B/18	Strategic Plan Priority Funding FY2013-14 Allocations
I.B/21	Educational Master Plan 2022
I.B/26	Strategic Plan 2016 Action Plan - Year One
I.A/33	Program Review and Planning Documents
I.B/11	Governance Structure Handbook
I.B/8	Strategic Planning Council Minutes April, 29, 2014
II.B/11	Student Services Planning Council Minutes - PRPs
III.D/1	Finance and Administrative Services Planning Council Minutes October 10, 2013
III.D/2	Human Resource Services Planning Council Minutes April 15, 2014
III.D/3	Instructional Planning Council Minutes May 8, 2013
III.D/4	Palomar Community College District Budget FY2014-15
III.D/5	Budget Development Instructions FY2014-15
III.D/6	Multi-Year Analysis Report
III.D/7	Budget Committee Minutes August 26, 2014
III.D/8	Fiscal Services Budget Development Timetable FY2014-15
III.D/9	Strategic Planning Council Minutes May 15, 2012
I.B/22	Facilities Master Plan
III.B/11	Proposition M
III.D/10	Designated Projects Listing
III.D/11	Actuarial Study
III.A/118	Adopted Budgets and Fiscal Services Reports
III.D/12	BP 6200 titled Budget Preparation
I.B/41	Annual Planning, Resource Allocation, and Evaluation Timeline

<u>Number</u>	<u>Name</u>
<u>III.D/13</u>	Budget Committee Meeting Minutes
<u>III.D/14</u>	Fiscal Services
<u>III.D/15</u>	Strategic Planning Council Minutes September 2, 2014
<u>III.D/16</u>	Governing Board Minutes September 9, 2014 - Page 2
<u>III.D/17</u>	FASPC Minutes September 12, 2013
<u>III.D/18</u>	Independent Citizens' Oversight Committee
<u>III.D/19</u>	Strategic Planning Council Minutes February 25, 2014
<u>III.D/20</u>	Cash Flow Spreadsheet
<u>III.D/21</u>	Palomar Community College District Foundation
<u>III.D/22</u>	BP 6250 titled Budget Management
<u>III.D/23</u>	AP 3250 titled Institutional Planning
<u>III.D/24</u>	Annual Statement of Investment Policy
<u>III.D/25</u>	Governing Board Minutes November 12, 2013 - Page 10
<u>III.D/26</u>	Governing Board Minutes February 11, 2014 - Page 15
<u>III.D/27</u>	Governing Board Minutes May 13, 2014 - Page 10
<u>III.D/28</u>	Governing Board Minutes August 12, 2014 - Page 12
<u>III.D/29</u>	Governing Board Minutes November 8, 2011 - Page 17
<u>III.D/30</u>	Loan Default prevention plan
<u>III.D/31</u>	Monthly Management Report 8/2014
<u>III.D/32</u>	Loan QA for students
<u>III.D/33</u>	Federal Student Aid Experiments
<u>III.D/34</u>	BP 6340 titled Bids and Contracts
<u>III.D/35</u>	AP 6370 titled Contracts – Personal Services
<u>III.D/36</u>	BP 6500 titled Management of Real Property
<u>III.D/37</u>	AP 6340 titled Bids and Contracts
<u>III.D/38</u>	AP 6345 titled Bids and Contracts using UPCCAA
<u>III.D/39</u>	Purchasing Services Manual
<u>III.D/40</u>	BP 6150 titled Designation of Authorized Signatures

<u>Number</u>	<u>Name</u>
<u>III.D/41</u>	Budget Committee Governance Structure
<u>III.D/42</u>	SPPF Request Memo and FY2014-15 Resource Allocation Request Form
<u>I.B/18</u>	Strategic Plan Priority Funding FY2013-14 Allocations

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Palomar College remains committed to ensuring a college community that embraces ethical and effective leadership. This commitment is reflected in key documents, such as the Governing Board Policies (BPs) 2715 Code of Ethics/Standards of Practice and 3050 Institutional Code of Ethics, the *Strategic Plan 2016*, and the *Palomar College Governance and Administrative Structure Handbook*. In this *Handbook*, the College delineates its expectations of leaders as they participate in the governance processes.

The governance structure and practices embrace the Palomar College values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes, promoting mutual respect and trust through open communication and actions, and fostering integrity as the foundation for all we do. The Governing Board is the final authority for governance at Palomar College. The Governing Board delegates authority to the Superintendent/President, who in turn solicits and receives input through the shared governance decision-making process.

This commitment to ethical, effective leadership is demonstrated through the regular processes of planning, goal setting, and the implementation and evaluation of progress on institutional goals. The College recognizes the valuable contributions of leaders of all constituent groups by encouraging the participation of these leaders and their constituencies throughout the governance process.

The Palomar College governance structure involves students, faculty, staff, administrators, and the community in the planning and operation of the College. Ideas for institutional goals and improvement may originate from an individual, unit, department, committee, council, or a constituent group and may be introduced into the shared governance process for consideration and action. The Governing Board delegates authority to the Superintendent/President, who in turn solicits and receives contributions and participation from the various constituencies through the governance decision-making process.

IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official title, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional Leaders and College-wide Improvement

At Palomar College, institutional leaders encourage and establish the conditions for collaborative discussion and decision-making. These leaders encourage their colleagues and students to contribute to the overall improvement of the College by means of participation through constituency groups, the governance structure, departmental structures, and various College meetings.

Each constituent group— students, faculty, staff, and administrators— has a leadership organization that holds weekly, bi-monthly, or monthly meetings, providing avenues for individual members to participate in the ongoing discussion about and improvement of the College.

Students are represented in the governance process through the elected student government, the Associated Student Government (ASG) ([II.A/1](#)). The ASG has defined roles and responsibilities as stated in its constitution ([IV.A/1](#)). The ASG holds annual spring elections in which all registered students may vote for candidates to fill the executive positions of President and Vice President. Fourteen Senate seats are available for students to serve with the President and Vice President. Senators are appointed by the ASG Board, which consists of the President, Vice President, and currently serving senators. After a two-week probationary period, they are ratified to service and sworn in as Senators of the ASG.

Students who want to become active in the College community may participate in student government activities—locally, regionally, and nationally—and join student clubs. The Inter-Club Council (ICC) is a committee of the ASG, consisting of at least one member of each College club ([II.B/28](#)). The ICC shares information and plans campus-wide events. The ASG and the ICC hold weekly meetings that are open to all students and the public. The ASG President appoints student representatives to ASG committees and to College shared governance committees subject to confirmation by the ASG. All College shared governance committees except those dealing exclusively with employee matters (for example, the Benefits Committee or Staff Development and Training Committee) include ASG representatives in their membership lists.

The faculty leadership organizations are the Faculty Senate and the Palomar Faculty Federation (PFF) ([III.A/89](#), [IV.A/2](#)). The Faculty Senate has primary responsibility for academic and professional matters; the PFF is the official collective bargaining representative for salary,

benefits, and working conditions for full-time and part-time faculty members. The Faculty Senate and the PFF have overlapping purviews in critical areas such as the evaluation of faculty, the College's approach to online education, and the development of the academic calendar. The Faculty Senate's and the PFF's shared interests in crucial issues create a need for continuous open communication between the two groups. Major committees under the purview of the Senate include the Curriculum Committee, the Learning Outcomes Council, and the Basic Skills Committee ([III.A/89](#), [IV.A/3](#), [II.A/25](#), [II.B/47](#), [IV.A/4](#)). The Faculty Senate and the PFF make all faculty appointments to shared governance councils and committees. The PFF has internal committees, but does not have external governance committees. Board Policy 2510 Participation in Local Decision Making states that "Consistent with the EERA (Educational Employment Relations Act), the Palomar Faculty Federation shall represent faculty on campus committees dealing with salaries, benefits, and working conditions" ([I.B/16](#)).

The collective bargaining unit for classified staff is the Council of Classified Employees (CCE), through which staff members participate in governance. The CCE appoints classified representatives to college-wide committees. The CCE Executive Council holds regular meetings and an annual retreat, as well as regularly exchanging information and suggestions for college-wide improvement with other constituent groups. CCE/AFT is the official collective bargaining representation for salary, benefits, and working conditions for College classified employees ([III.A/39](#)).

The Confidential and Supervisory Team (CAST) is comprised of two employee classifications: (1) confidential employees who provide administrative support to executive administrators and the Governing Board, and (2) supervisors who oversee and coordinate various College operations. The primary purpose of CAST is to ensure shared governance participation and representation and to serve as a formal channel of communications among its members. CAST delegates represent the team in Meet and Confer conferences related to salary, benefits, and working conditions ([IV.A/5](#)).

The Administrative Association (AA) is the constituent group that represents both classified and educational administrators. The primary purpose of the AA is to ensure shared governance participation and representation and to serve as a formal channel of communications among management-level personnel. The AA appoints administrators to shared governance committees. The Administrative Association Executive Council represents the association in Meet and Confer conferences related to salary, benefits, and working conditions ([III.A/36](#)).

Systematic Participative Processes

The College's governance structure consists of multi-constituent councils and committees through which groups are represented. This governance structure is organized around the Strategic Planning Council (SPC), which is the principal participatory governance body of the College and is chaired by the Superintendent/President. All constituent groups have representation on SPC as specified in the *Governance and Administrative Structure Handbook* ([I.B/11](#)).

The discussions, deliberations, and recommended actions of the SPC reflect the values and support the Mission of the College and are in the best interest of enhancing student learning, improving student success, and serving the community. The SPC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The SPC leads the development of the Strategic Plan, a mid-range planning document that outlines the College's goals and objectives for a three-year period, and is responsible for directing and monitoring the Annual Action Plan for each of the three years to ensure that progress is made in accomplishing the College's goals and objectives ([I.B/26](#)). The SPC follows a consensus-building approach to decision-making, taking into account that there will be areas of disagreement among constituent groups, but making strenuous effort to build the widest support for shared governance decisions.

The four major planning councils—the Finance and Administrative Services Planning Council (FASPC), Human Resource Services Planning Council (HRSPC), Instructional Planning Council (IPC), and Student Services Planning Council (SSPC)—report directly and make recommendations to SPC. (These planning councils' roles and responsibilities are described in the “Organization of Palomar College” and in the Standard I.B. report.) Each planning council is chaired by an Assistant Superintendent/Vice President. Periodically, the planning councils review, update, and/or refine their roles and responsibilities in response to changes in the College's governance structure and other factors. Additionally, the planning councils motivate and monitor the Program Review and Planning (PRP) processes conducted by all departments, disciplines, and units. Each of the planning councils has committees that report to it, and each of these committees has stipulated roles, responsibilities, a meeting schedule, membership, and a designated chairperson ([I.B/11](#)).

When necessary, a council or a committee will form a task force or a workgroup to complete a specific assignment. In all four functional areas of the College represented by the planning councils, planning may begin at the council level or at the committee, task force, and workgroup levels. Planning also may begin at department and individual levels, where personnel generate information, perspectives, and suggestions to advance through the structure to the councils for discussion and possible implementation. Action items initially come for a first reading, after which participants have the opportunity to take the items back to their groups for discussion prior to a second reading and approval. The details of the governance structure, including all campus councils and committees, are presented in the Palomar College *Governance and Administrative Structure Handbook*.

Instructional departments have strong ties with the Instructional Planning Council, with the Assistant Superintendent/Vice President for Instruction, and with their respective instructional dean. Each department elects a department chair who serves the department according to the provisions stated in Article 12 of the PFF contract agreement ([IV.A/6](#)). Department chairs receive assigned time and stipends for executing administrative responsibilities and providing leadership for the academic departments. Academic departments are typically responsible for the development of curriculum; determining effective modes of delivery of instruction for their disciplines; the discussion, creation, and assessment of Student Learning Outcomes; and completion of Program Review and Planning documents at the discipline level. Additionally, departments drive practices such as class scheduling, textbook selection, and faculty hiring. All department chairs, program directors, and division deans meet each month under the leadership

of the Vice President for Instruction to discuss college-wide instructional matters. Similarly, division deans meet regularly with their department chairs—informally as necessary and more formally in division meetings—to discuss matters of immediate concern as well as future planning, budgeting, and operational considerations.

The College also provides other opportunities for students, faculty, staff, and administrators to offer perspectives and raise questions about the institution, its operations, and its activities. These opportunities include full-time and part-time faculty plenary sessions, All-College Forums, strategic planning surveys, and Accreditation Self Evaluation reading and writing sessions.

In summary, the College’s institutional leaders, representing their constituencies and participating in the established governance structure, provide the support and structure for students, faculty, staff, and administrators to introduce ideas and issues, engage in dialogue, and influence campus decisions. This governance structure is described in detail in the Standard I.B. report.

Examples of individuals and groups working together with effective leadership to improve student learning, student achievement, and institutional effectiveness in the context of the Mission appear throughout this *2015 Institutional Self Evaluation*, such as the Governing Board, the Planning Councils, the Faculty Senate, the Learning Outcomes Council, the Curriculum Committee, the Basic Skills Committee, the Student Success and Support Program (3SP) Task Force, and the Student Equity Committee.

Self Evaluation

The College partially meets the Standard.

The College has a robust participatory governance structure and processes. All staff, faculty, administrators, and students may introduce ideas regarding improvement in practices, programs, and services into the shared governance process. Constituent groups may participate in College decision-making and planning. However, survey results and interviews with constituent leaders suggest that the structure and processes in place are not functioning at an optimal level.

Each spring, the planning councils survey their members to determine the efficiency and effectiveness of council operations, practices, and outcomes from the previous academic year ([IV.A/7](#)). The surveys also solicited suggestions from the council members for improvements.

In the summative and formative evaluations conducted by Institutional Research and Planning (IR&P) during the 2012-13 academic year, planning council members cited several strengths of the governance structure:

- The structure allows for participation, representation, and input from all campus groups.
- The structure provides clearly-defined roles and responsibilities in council and committee operations.
- The structure provides a forum for open dialog and encourages participation from all members and groups.

However, in the “Accreditation Employee Survey 2013,” respondents indicated less certainty about the effectiveness of the participatory governance practices ([IV.A/8](#)). Only fifty percent of those responding indicated that they participate in college governance, and fifty-nine percent agreed that the governance process is effective at improving the College’s practices, programs, and services. It seems that those participating in the process find it to be more effective than those who do not actively participate.

Council members identified several areas for improvements:

- Methods for sharing information and soliciting feedback could be improved.
- Participation of more employees in the shared governance process could be encouraged to broaden the viewpoints represented and distribute across a greater number of employees the burden of time commitment to council, committee, workgroup, and task force meetings and activities.
- The authorities and responsibilities of members and groups in the general decision-making process could be clarified ([IV.A/6](#)).
- Interviews with the Superintendent/President, Assistant Superintendents/Vice Presidents, and presidents of the constituent groups affirmed that, in general, the governance structure is well-defined and understood, but opportunities exist for improvement in operational aspects of the committees and councils ([IV.A/9](#)). In particular, constituent leaders find it difficult to recruit employees to fill committee assignments. Reasons may include increased workload issues and employee vacancies. Many employees indicate that they cannot commit to the time demands of participation in the shared governance process and still complete their assigned job duties.
- It appears that constituent groups primarily use agendas, minutes, and email to communicate. The Faculty Senate has the most robust and refined system for communicating outcomes. The agenda is e-mailed in advance to all faculty, and the motions are reported widely, via e-mail, after each meeting. Approved minutes are e-mailed to all faculty and are available on the Senate’s website ([III.A/89](#)). Some groups indicate they are currently developing various mechanisms to improve communication with their constituents, including summary notes and periodic newsletters. All groups are trying to reach out to their members, but the time commitment to do so is burdensome.

- The planning councils have a mechanism for evaluating their effectiveness on an annual basis. Institutional Research and Planning conducts a survey of council members to determine the members' understanding of the roles and responsibilities and their impressions of the quality and quantity of the work completed in the previous year. It is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used in planning the goals for the subsequent years and for making process improvements. The planning councils' minutes describing the presentation of the 2013 Planning Council Evaluation Survey findings do not detail the councils' discussions of the findings or identify any recommendations for improvements ([IV.A/10-14](#)). Other shared governance committees appear to have no mechanism to evaluate their effectiveness.
- The committee meetings and agendas are not posted on the College's website in a consistent manner. There is no universally-accepted navigation path to access this information. Consistency in posting the results of the shared governance process is important for easy accessibility. Currently the College is working toward achieving consistency in navigation to these webpages, in posting meetings and agendas, and in the reporting of results.

Actionable Improvement Plans

The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Written Policy on Employees' and Students' Participation in Decision-Making Processes

Palomar College's decision-making processes emanate from the Governing Board. Board Policy (BP) 2510 Participation in Local Decision Making states, "The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and directs its employees to make every effort in sincere attempts to use the collegial model in policy development" ([L.B/16](#)).

The Faculty Senate's role in local decision-making and participative governance is well established. In accordance with Title 5, §53200-53206 and BP 2510, the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on Academic and Professional Matters.

The Palomar Faculty Federation's role in decision-making is outlined in its contract with the College ([IV.A/15](#)).

BP 2510 also states, "Staff shall be provided with opportunities to participate in the formulation and development of College policies and procedures that have a significant effect on staff. The opinions and recommendations of the CCE/AFT, Administrative Association, and Confidential and Supervisory Team will be given every reasonable consideration." The Governing Board and Superintendent/President assign decision-making responsibility to administrators through their job descriptions. These responsibilities include planning, budgeting, and participating in shared governance processes.

The same policy acknowledges the importance of students' participation: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of College policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration."

Policy on Advancement of Ideas and Collaboration

Palomar College's *Governance and Administrative Structure Handbook* includes a description of the roles and products, responsibilities, reporting relationships, meeting schedules, and membership of nearly thirty standing committees ([L.B/11](#)). Some committees are operational in focus, such as the Safety and Security Committee, while others, such as the Strategic Planning Council and the planning councils that report to it, directly address policy and procedural matters

of a governance nature, particularly as they relate to planning. In addition, there are numerous task forces and workgroups that are convened to address issues as they arise. The Constitution of the Faculty Senate and its by-laws include a description of Senate committees. Information about all shared governance committees appears on the Committee on Committees website, which is posted by the Faculty Senate ([IV.A/16](#), [II.A/57](#)).

Meetings of the Faculty Senate and governance committees are open to all members of the college community. They are regularly scheduled, and agendas and minutes are readily available online or in print for review by interested parties.

Self Evaluation

The College meets this Standard.

The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership.

Actionable Improvement Plans

None.

IV.A.2.a.

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Faculty Members' and Administrators' Roles and Authorities in Institutional Governance

As described in previous sections of this Standard report, the College's faculty and administrators have participatory roles in the College's governance structure. Faculty and administrators have formative and substantial influence over the processes that determine the College's policies, procedures, planning, and budgeting ([I.B/11](#)). (Further description of faculty members' and administrators' roles in budget processes appear in the report on Standard III.D.) As described in Board Policy (BP) 2510 Participation and Local Decision Making, "Pursuant to rules adopted by the Board of Governors of the California Community Colleges, the Governing Board elects to rely primarily on the advice and judgment of the Faculty Senate on academic and professional matters" ([I.B/16](#)). The faculty's authority in these matters is further inscribed in BPs 4020 Program, Curriculum, and Course Development and 4022 Curricular Matters ([II.A/55](#), [II.A/58](#)).

Students' and Staff's Established Mechanisms or Organizations for Participating in Institutional Decisions

The staff and students also have means for expressing opinions and perspectives and participating in deliberations and decisions as described in the Standard IV.A.1. report.

The ASG and staff have representatives serving on all major councils and committees in accordance with the *Governance and Administrative Structure Handbook*. Also, a student Trustee serves as a non-voting member on the Governing Board.

Self Evaluation

The College meets the Standard.

The College has a detailed and inclusive governance structure consisting of councils, committees, task forces, and workgroups identifying participants' roles, products, responsibilities, and membership.

Actionable Improvement Plans

None.

IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Faculty Groups, Curriculum Committee, and Academic Administrators

The College relies primarily on the Faculty Senate for recommendations on all academic and professional matters, and especially on curriculum, as described in Board Policy (BP) 2510 Participation in Local Decision Making, BP 4020 Program, Curriculum, and Course Development, and BP 4022 Curricular Matters; and in conformity with Title 5, §53200-53206 ([I.B/16](#), [II.A/55](#), [II.A/58](#)). The Faculty Senate posts its Constitution on its website ([II.A/57](#)). Leadership of the Faculty Senate and the Palomar Faculty Federation (PFF) meet regularly to clarify issues and discuss matters, such as faculty evaluations, over which they have joint responsibility.

As described in BP 4022 Curricular Matters and Title 5, the Curriculum Committee is identified as the primary governance body responsible for oversight and recommendation of curriculum and curricular policy and procedures, including philosophy, goals, and strategic and long-range planning as it relates to teaching and student learning. The Curriculum Committee reports to the Faculty Senate, which approves its actions. This committee is co-chaired by a faculty member and the Vice President for Instruction. The five instructional deans are named positions and voting members of the Curriculum Committee. Descriptions of this committee's responsibility and authority appear in the Constitution of the Faculty Senate and on the committee's website.

The Curriculum Committee's course approval process has been revised to include more active and careful faculty review of proposed courses. (A description of this review appears in the Standard II.A. report.) Curriculum Committee leadership provides training for its committee members and department chairs in course approval. The basis of the training is the *Program and Course Approval Handbook*, written and compiled by the California Community Colleges Chancellor's Office.

The Assistant Superintendent/Vice President for Instruction leads Palomar's academic programs and services, which include basic skills, academic, and career/technical courses for credit and noncredit. They are organized into five divisions that function under the leadership and supervision of division deans. The deans provide overall division leadership for on-going short-term and long-term academic planning, including supporting Program Review and Planning (PRP) processes to ensure that department chairs, program directors, and faculty can successfully complete their respective plans. The Instructional Planning Council, chaired by the Vice President for Instruction, has revised and updated the PRP process to make a stronger connection between SLOs and planning. Every fall, the IPC, in conjunction with the Learning Outcomes Council and the Faculty Senate, review and update the PRP form and refine the process ([IV.A/17](#), [IV.A/18](#)).

Division deans work closely with faculty and facilities staff to ensure that the planning and design of new instructional facilities, as defined by *Educational Master Plan 2022*, will support the current and planned development and growth of the academic programs (as described in detail in the Standard III.B. report) ([I.B/21](#)). The deans facilitate the schedule development process and provide relevant enrollment information to department chairs, program directors, and faculty so that the scheduling of classes will support the needs of students, enrollment trends, and workforce and community needs. Together with the Vice President for Instruction, the instructional deans support faculty in the development, review, and updating of curriculum and provide guidance with regard to compliance with Title 5 regulations and requirements of the California Community Colleges Chancellor's Office ([I.B/11](#), [IV.A/19](#)).

The Learning Outcomes Council (LOC), which reports to the Faculty Senate, has Faculty Tri-Chairs. One chair oversees assessment and analysis of SLOs, one oversees the SLOAC process as it pertains to Program Review, and one oversees the SLOAC process as it pertains to Accreditation. Membership of the Faculty Senate, the Curriculum Committee, and the Basic Skills/HSI Committee includes a named position for a LOC coordinator.

These positions and groups generate and implement recommendations related to student learning programs and services through the College's governance structure and planning processes.

Self Evaluation

The College meets the Standard.

The College and its students benefit consistently from the efficient and effective cooperation of the Faculty Senate, the Curriculum Committee, and academic administrators in determining the content and direction of academic programs and services. Throughout the academic year, the Faculty Senate President meets regularly with the College's Assistant Superintendent/Vice President for Instruction and the Superintendent/President and as necessary with the academic deans. At its weekly meeting, the Faculty Senate reviews the work of and acts upon the recommendations of the Curriculum Committee and LOC. The co-chairs of the Curriculum Committee and the LOC are faculty members. The Faculty Senate President and Assistant Superintendent/Vice President for Instruction deliver regular reports at the monthly or bi-monthly Governing Board meetings; other faculty and academic administrators add occasional reports ([IV.A/12-14](#)). Reports by each vice president and each constituent group leader, including the Assistant Superintendent/Vice President for Instruction and the Faculty Senate President, are standing agenda items at every regular Governing Board meeting.

Moreover, learning support services such as tutoring, study groups, workshops, and discipline specific laboratories, are planned, operated, and evaluated through the PRP process by faculty and division administrators (as described in the Standard II.C. report).

Actionable Improvement Plans

None.

IV.A.3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The participatory governance process of Palomar College is derived from Assembly Bill 1725 and is incorporated into Governing Board Policy 2510 Participation in Local Decision Making ([I.B/16](#)). Administrative Procedure 2410 Policy Making Authority and Administrative Procedures states, “No member or organization of the College community is precluded from presenting a policy proposal to the Governing Board or any of the recommending agencies” ([IV.A/20](#)).

Each year the Governing Board reviews and formulates annual goals and tasks ([IV.A/21](#)).

The Strategic Planning Council (SPC) is the primary governance structure for communication among and participation by constituent groups. SPC, with representation from all the constituent groups, implements the Strategic Plan, develops and revises governance structures, processes, and practices, and establishes channels of college-wide communication. SPC receives the reports and recommendations of the four planning councils. The planning councils' Program Review and Planning (PRP) priorities advance to SPC, which considers them in forming the Strategic Plan. When the need arises, SPC forms task forces to achieve specific objectives. For example, the Student Success and Support Program Task Force was created to address develop, prepare, and submit a program plan for the Student Success and Support Program ([II.B/17](#)). Decisions made by SPC must reflect the values and support the Mission of the College and must be in the best interest of improving student success and serving the community ([IV.A/22](#)). For example, in Fall 2013 SPC completed *Strategic Plan 2016*, discussed changes to the Policies and Procedures flowchart, and reviewed the annual governance self-evaluation ([IV.A/23](#), [IV.A/10](#)). SPC conducts an annual governance self-evaluation; representatives of all constituencies take part to effect institutional improvement ([IV.A/7](#)).

The Faculty Senate also establishes structures, processes, and practices by which individuals and constituent groups can communicate and take action for the betterment of the College. At its weekly meetings, the Senate hears reports of faculty serving on the planning councils, the Curriculum Committee, the Learning Outcomes Council (LOC), the Budget Committee, and the Palomar Faculty Federation (PFF); a representative of the Associated Student Government (ASG) reports as a guest. Also any member or group of the College community may address the Senate as a “Public Comment” agenda item or request of the Senate President to be placed on the agenda to discuss items of interest or concern. Eighteen committees/advisory groups report to the Faculty Senate; twelve are chaired by senators. Among the Senate's primary responsibilities is to consider the recommendations and approve the actions of the Curriculum Committee and the LOC. Like SPC, the Senate's decisions must be in the best interest of the College and its students ([IV.A/24](#), [IV.A/22](#)).

Administrators communicate with each other by means of the Superintendent/President's Cabinet. The Superintendent/President's Cabinet consists primarily of executive and senior administrators who meet bi-monthly to discuss and address college-wide issues and matters of immediate and general concern. These meetings provide direct communication among various administrators on subjects such as budget, enrollment and FTES, facilities planning, accreditation reporting, and operations. The overall goal of this cabinet is to communicate and to respond to college-wide issues as appropriate to the responsibilities of the individual administrators and the governance structure of the College.

The four Assistant Superintendents/Vice Presidents of the College also convene cabinet meetings with their respective deans, directors, and/or managers to discuss, plan, and respond to operational matters in their respective areas of responsibility. The cabinets of the Assistant Superintendent/Vice President for Instruction and the Assistant Superintendent/Vice President of Student Services also include cross representation of a dean to provide communication, coordination, and collaboration on planning, strategies, and services. These collaborative working relationships between Instructional Services and Student Services have been instrumental in moving Palomar College forward with essential planning and the enhancement and implementation of programs and services in support of student access and success.

The Associated Student Government and the Inter-club Council (ICC) receive and disseminate information about the College with student groups. ASG meetings offer students and other members of the College community opportunities for open, public discussion ([II.A/1](#), [II.B/28](#)).

The exchange of information and ideas occurs also by other means. For example, committees and councils post the minutes of their meetings, and individuals gather for College forums and activities. Individuals and groups participate in joint projects, such as this Accreditation 2015 *Institutional Self Evaluation Report* and the Student Success and Support Program Task Force ([I.A/17](#), [I.A/23](#)). Monthly Governing Board meetings provide students, faculty, staff, administrators, and the community opportunities to assemble and to work together for the good of the College.

Self Evaluation

The College partially meets the Standard.

Palomar College has a well-defined governance structure in place with processes that work effectively for the good of the institution. The commitment to the concept of participation is evident in the various decision-making committees campus-wide that strive to keep members of the College informed and involved in the governance process.

The College's shared governance structure establishes the opportunity for communication and collaboration among all members of the College community through officially recognized constituency groups; through councils, committees, task forces, and workgroups; and through other informal means. (Profiles of the constituent groups and councils appear in the Standard I.B. report.) Profiles of the committees appear in the *Governance and Administrative Structure Handbook* and on the Committee on Committees page of the Faculty Senate's website.) The primary focus of these communicative and collaborative efforts is to promote student learning

and achievement. The successful results of these efforts are abundant and significant. Examples include

- The operations of the College Policies and Procedures Committee
The membership of this committee includes representatives of all College constituent groups. Charged with reviewing and revising as necessary the documents that govern all of the activities of the institution, this committee has developed a collegial and circumspect process. Recommendations coming from this task force are reviewed by the constituent groups and by the planning councils and must be approved by SPC before being advanced to the Governing Board. When policies and procedures are returned to the committee for further research and revision, the committee is attentive and responsive ([IV.A/25](#)).
- *Master Plan 2022* (with a 2010 update) and other planning that contribute to the new facilities on this campus. Such planning is the product of college-wide initiatives that involve wide participation and several layers of the governance process ([I.B/21](#)).
- The current Annual Action Plan ([I.B/26](#)).
- *Strategic Plan 2016* ([I.A/3](#)).

The Strategic Plan is a document that all College personnel have an opportunity to participate in developing. It is not developed solely or even primarily by administration. It is developed through the participatory governance process of the College ([I.A/3](#)).

In short, both the opportunity for members of all constituency groups to participate in these important projects and the quality of the products of their work are evidence of the effectiveness of governance structures and processes.

Nevertheless, only fifty-nine percent of the respondents to “Accreditation Employee Survey 2013” agreed that the governance process is effective at improving the College’s practices, programs, and services. Also, half of the SPC survey respondents expressed concern about whether members were able to devote the time necessary for full participation on the Council. In addition, only fifty-seven percent of the respondents indicated that the SPC had operated effectively in 2012-13. These findings are supported by other responses to the Fall 2013 Palomar College Accreditation Survey ([IV.A/8](#)).

The College interprets the results of these surveys to mean that it must improve governance practices and, in particular, practices involving communication and participation. As described in the Standard IV.A.1. report, while the College has defined overarching governance structures and processes, it must develop more comprehensive and effective methods for communicating discussions, issues, and results of the shared governance processes. It must also develop methods (1) for ensuring the ability of members of councils and committees to participate fully and (2) for encouraging more faculty and staff to participate in governance groups. College leaders believe that more and richer participation will follow from better communication, especially communication from councils and committees to the College community that is informative and solicits response.

Actionable Improvement Plans

The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes).

This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website; that these documents will be posted in a timely manner; and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The College has procedures, guidelines, policies, and recommendations that comply with ACCJC/WASC Accreditation standards and visits as evidenced by reports such as the Follow-Up Reports in 2010 and 2011 and the *Midterm Report 2012* (IV.A/26-28). The *Midterm Report 2012* includes the College's responses to the eleven recommendations made by the ACCJC and to the ten self-identified planning agendas from the Self-Study of 2009, showing that the College has sustained the improvements it began in 2009 (IV.A/29). The College developed and implemented the *Integrated Planning, Resource Allocation, and Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)* to address the recommendations of the Commission (I.B/1, I.B/27). These institutional planning changes have led to a culture where funding is directly related to planning and planning is evaluated by measurable outcomes. This culture is evident when viewing standing items on the agendas of many of the College's committees and councils. The Strategic Planning Council, Instructional Planning Council, Faculty Senate, and Curriculum Committee all have standing items for ongoing Accreditation conversations. The College recently submitted and the ACCJC approved its *Substantive Change Proposal—Distance Education* (II.A/44). Annually the College submits to ACCJC a SLOAC report (IV.A/30).

Palomar College has additional commitments to outside accrediting agencies and commissions. Career Technical programs such as Dental Assisting, Nursing Education, Emergency Medical Technician, Paramedic, Police (Administration of Justice), and Fire Academy (Fire Technology) have standards that are upheld and overseen by state and national accrediting commissions (IV.A/31-36). Every five years the College must complete an application process with the United States Department of Education Federal Student Aid Case Management and Oversight for participation in federal student aid programs. The College completed this application in 2013 (IV.A/37).

Palomar College makes information created internally and externally available to the public. The College's website home page provides a link to the Student Success Scorecard from the California Community Colleges Chancellor's Office (I.A/27). In addition to the Scorecard, Student Learning Outcomes and Accreditation documentation is also accessible on the College's homepage. Institutional Research and Planning prepares a comprehensive yearly Fact Book, available online, that contains information on Program Review and Planning processes (PRPs), Student Learning Outcome/Service Area Outcome Assessment Cycles, grant development, site assessment, and marketing (I.B/39). While the Fact Book provides the public information about the College, it is also used internally to guide PRPs as well as to gather demographic data for grant writing.

Palomar College's current Institutional Self Evaluation was developed with participation from all College groups. The Accreditation Steering Committee is chaired by the Accreditation Liaison Officer (ALO), and a member each of the faculty, classified staff, and administration. The committee was created from a cross-section of College constituencies. In addition, the writing team of each Standard report is co-chaired by an administrator and a faculty member. This year Palomar has seen increased participation campus-wide with a more refined process and more structured dialogue and timeline. (A detailed description of the process appears in "Organization of the Self Evaluation Process," the section that follows the introduction to this Institutional Self Evaluation Report.)

Self Evaluation

The College meets the Standard.

The College complies with all U.S. Department of Education, California Code of Regulations, Title 5, and California Community College Chancellor's Office regulations.

The College complies with Accrediting Commission standards, policies, and guidelines for public disclosure. Palomar College students, faculty, staff, and administration have prepared the *Institutional Self Evaluation 2015* employing a process that includes all constituencies.

Palomar has integrated into its planning processes the Commission's recommendations following the last Self-Study. *Strategic Plan 2013* included goals and objectives that addressed the Commission's 2009 recommendations ([IV.A/38](#)). For example, Goal #1 provided for the implementation of a planning, evaluation, and implementation model that integrates priorities, planning and resource allocation processes. The *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and *Resource Allocation Model (RAM)* were developed and implemented in 2009-10 ([I.B/1](#), [I.B/27](#)). Goal #3 addressed activities to ensure the clarity and effectiveness of shared governance and decision-making processes at the College, including development of assessment methodology and instruments. Planning council evaluations/surveys are performed and reviewed on an annual basis to assess the effectiveness of operations ([IV.A/7](#)). In addition, the Commission's response to the College's *Midterm Report 2012* recognized that the College had addressed all 11 recommendations from the 2009 Self-Study ([IV.A/39](#)).

Actionable Improvement Plans

None.

IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College conducts two types of evaluation of the *Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)* and the *Resource Allocation Model (RAM)* ([I.B/1](#), [I.B/27](#)). Annually, the Strategic Planning Council (SPC) completes (1) a formative evaluation in order to strengthen and improve the implementation of the planning and resource allocation processes. At the end of a three-year Strategic Planning cycle, SPC completes (2) a summative evaluation in order to examine the effectiveness and outcomes of the *IPM* and the *RAM*, especially as these results relate to improving student learning and success. Both types of evaluation are informed by comprehensive review. (An outline of these evaluations appears in the Standard I.B.6. report)

Annually, members of the SPC and the Finance and Administrative Services (FASPC), Human Resource Services (HRSPC), Instructional Services (IPC), and Student Services (SSPC) Planning Councils complete an annual self evaluation to assess the effectiveness of their operations. The Senior Director of Institutional Research and Planning (IR&P) meets with the chairs of each of the five planning councils and shares the results of the planning council assessments. The chairs of the five planning councils disseminate the results to their planning council members, who review the results and make recommendations for improvement to be addressed in the coming year.

Self Evaluation

The College meets the Standard.

Annually, IR&P surveys all individuals who serve on planning councils during the academic year. In this survey, respondents are asked to evaluate operations of the council on which they serve as well as the overall effectiveness of the council, the dissemination of information from the council, and the inclusiveness of the governance structure ([IV.A/7](#)).

Of seventy-five individuals who had served on a planning council in the 2012-13 academic year, forty-seven responded to the survey, including six who served on multiple councils during that period. A total of fifty-three council evaluations were offered from the forty-seven respondents. Members of the planning councils showed confidence in the College's governance structure. Seventy-eight percent of council members reported that the structure provides an opportunity for campus constituencies to articulate their views on institution-wide issues. Sixty-seven percent of council members indicated that the structure allows for expression of ideas, input, and feedback at all levels of the institution. Eighty percent of council members indicated that within the governance structure, the system for presenting issues or matters for discussion is clearly defined and understood.

Palomar has an established governance evaluation process. The planning councils evaluate their individual processes in the spring of each academic year and evaluate the College governance structure through a survey of planning council members. All planning councils review the results of the survey at the beginning of the following academic year. The presentation of the survey results is recorded in the planning council minutes ([IV.A/10-14](#)). However, a review of the minutes of some of the planning councils found it is unclear whether the findings of the surveys are fully evaluated, reflected upon, and used for making process improvements. SPC did note that members discussed areas for improvement, but did not identify specific actions to be taken; FASPC noted that the surveys did not identify any areas for improvement; HRSPC did not mention any discussion; IPC planned to discuss the results at a later meeting, but the minutes of subsequent meetings (beginning with the October 9, 2013, meeting) did not include any details; self evaluation was not mentioned in SSPC minutes. Based on this assessment, the planning councils are committed to documenting their discussions about the survey results and any recommendations that result from those discussions. This is an example of the College's approach to continuous quality improvement of its governance and decision-making processes.

Actionable Improvement Plans

None.

Evidence for IV.A.

<u>Number</u>	<u>Name</u>
<u>II.A/1</u>	Associated Student Government
<u>IV.A/1</u>	ASG Constitution
<u>II.B/28</u>	Inter-Club Council
<u>III.A/89</u>	Faculty Senate
<u>IV.A/2</u>	Palomar Faculty Federation
<u>IV.A/3</u>	Curriculum Committee Website
<u>II.A/25</u>	Learning Outcomes Council
<u>II.B/47</u>	Basic Skills Initiative and Hispanic Serving Institutions Grant
<u>IV.A/4</u>	Governance Structure Handbook - Page 11
<u>I.B/16</u>	BP 2510 titled Participation in Local Decision Making
<u>III.A/39</u>	Council of Classified Employees Contract
<u>IV.A/5</u>	Confidential and Supervisory Team Handbook
<u>III.A/36</u>	Administrative Association Handbook
<u>I.B/26</u>	Strategic Plan 2016 Action Plan - Year One
<u>IV.A/6</u>	PFF Contract - Page 56
<u>IV.A/7</u>	Planning Councils Evaluation 2014
<u>IV.A/8</u>	Accreditation Employee Survey 2013 - Page 42
<u>IV.A/9</u>	Interviews - Governance Structure (November 2013)
<u>IV.A/10</u>	Strategic Planning Council Minutes September 4, 2013
<u>IV.A/11</u>	Fiscal and Administrative Services Planning Council Minutes September 12, 2013
<u>IV.A/12</u>	Fiscal and Administrative Services Planning Council Minutes September 26, 2013
<u>IV.A/13</u>	Instructional Planning Council Minutes September 25, 2013
<u>IV.A/14</u>	Human Resource Services Planning Council Minutes September 17, 2013
<u>IV.A/15</u>	PFF Contract
<u>IV.A/16</u>	Committee on Committees Website
<u>II.A/57</u>	Faculty Senate Constitution

<u>Number</u>	<u>Name</u>
<u>II.A/55</u>	BP 4020 titled Program, Curriculum, and Course Development
<u>II.A/58</u>	BP 4022 titled Curricular Matters
<u>IV.A/17</u>	Instructional Planning Council Minutes September 11, 2013
<u>IV.A/18</u>	Instructional Planning Council Minutes September 10, 2014
<u>I.B/21</u>	Educational Master Plan 2022
<u>IV.A/19</u>	Enrollment Management Guidelines
<u>IV.A/20</u>	AP 2410 titled Policy Making Authority and Administrative Procedures
<u>IV.A/21</u>	Governing Board Annual Goals 2013-14
<u>II.B/17</u>	Strategic Planning Council Minutes January 21, 2014
<u>IV.A/22</u>	Governance Structure Handbook - Page 21
<u>IV.A/23</u>	Strategic Planning Council Minutes September 17, 2013
<u>IV.A/24</u>	Faculty Senate Governance Councils
<u>I.A/17</u>	Workgroup Membership Lists
<u>I.A/23</u>	Student Success and Support Plan Final Reports
<u>IV.A/25</u>	District Policies and Procedures Committee Meeting Highlights
<u>IV.A/26</u>	Follow-Up Report 2010
<u>IV.A/27</u>	Follow-Up Report 2011
<u>IV.A/28</u>	Midterm Report 2012
<u>IV.A/29</u>	Self-Study 2009
<u>I.B/1</u>	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM)
<u>I.B/27</u>	Resource Allocation Model
<u>II.A/44</u>	Substantive Change Proposal - Distance Education
<u>IV.A/30</u>	SLOAC Report Submitted to ACCJC
<u>IV.A/31</u>	Dental Assisting Accreditation
<u>IV.A/32</u>	EMT Accreditation
<u>IV.A/33</u>	Fire Academy Accreditation
<u>IV.A/34</u>	Nursing Education Accreditation
<u>IV.A/35</u>	Paramedic Accreditation

<u>Number</u>	<u>Name</u>
<u>IV.A/36</u>	Police Academy Accreditation
<u>IV.A/37</u>	Financial Aid Application to DOE
<u>I.A/27</u>	Palomar College Homepage
<u>I.B/39</u>	Palomar College Fact Book
<u>IV.A/38</u>	Strategic Plan 2013 Year 2 Action Plan
<u>IV.A/39</u>	ACCJC Letter - Midterm Report 2012

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The Palomar Community College District Governing Board is responsible for setting policy. Per Board Policy (BP) 2200 Board Duties and Responsibilities, the Board is charged with representing the public interest; establishing policies that define the institutional mission and set ethical and legal standards for College operations; hiring and evaluating the Superintendent/President; delegating power and authority to the Superintendent/President to effectively lead the College; assuring fiscal health and stability; monitoring institutional performance and educational quality; and advocating for and protecting the College. Per BP 2430 Delegation of Authority to the Superintendent/President, as the chief administrator, the College's Superintendent/President is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board that require administrative action.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Palomar Community College District Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The College posts all of its policies and administrative procedures on the Governing Board website ([II.B/14](#)). The Board has established a Policies and Procedures Committee and charged this committee with ensuring that Board Policies and Administrative Procedures are regularly reviewed and updated. The College subscribes to the Community College League of California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations.

As established in Board Policies, the Board's duties and responsibilities include selecting and annually evaluating the Superintendent/President ([III.A/71](#), [IV.B/1-3](#)). To select the Superintendent/ President, the Board conducts a nationwide search, inviting applications and nominations for the position. The process includes establishing a screening committee comprised of representatives of the various campus constituencies. The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract of the Superintendent/President.

Through Board Policy, the College's Mission Statement and related planning documents, and their own annual Institutional Effectiveness and Review Cycle, the Governing Board has established an institutional focus on continuous quality improvement. Board Policy (BP) 4020 Program, Curriculum, and Course Development states that "programs and curricula of the College shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency" ([II.A/55](#)).

Palomar College's Mission Statement consists of three elements: the College's Vision, Mission, and Values. The Vision —"Learning for Success"—projects the College's concentration on and commitment to student learning and the products of that learning. The Mission defines the College's educational purposes, its intended student population, and its dedication to achieving student learning. The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission. The introduction to the Values highlights the College's interest in continuous improvement: "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" ([I.A/35](#)). The first two Values establish the foundational principles of excellence and integrity.

The College's Strategic Plan is guided by the Mission Statement. The Governing Board approved *Strategic Plan 2016* in September 2013 ([I.A/3](#)). The goals and objectives included in *Strategic Plan 2016* reflect Palomar's interest in providing quality instruction; assessing, evaluating, and strengthening student learning and achievement; and improving the institution's practices.

The Governing Board engages in an annual Institutional Effectiveness and Review Cycle. The report on Standard IV.B.g. describes this cycle in detail. By way of this cycle, the Board establishes annual goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan. The 2013-14 Board goals speak to the quality and effectiveness of student learning programs and services ([III.A/105](#)).

Self Evaluation

The College meets the Standard.

The Board sets and establishes Board Policy. Further, the Board hires and evaluates the Superintendent/President in accordance with its policy. The Board hired the current Superintendent/President in December 2004 and has completed regular annual performance evaluations each year of his tenure at the College. The Board addresses institutional quality and integrity through Board Policy, the College's Mission Statement, and related planning documents. Importantly, the Board sets the tone for the College in regard to a focus on continuous improvement by engaging in its own ongoing cycle of evaluation and improvement ([IV.B/4](#)).

Actionable Improvement Plans

None.

IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Palomar Community College District Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Board members are elected officials representing a geographically large and diverse community. Students are reflective of the communities within the College boundaries.

In addition to representing a large and diverse community, the Governing Board establishes broad institutional policies, approves the purposes of the institution, responsibly oversees the institution's assets, upholds its educational mission and programs, ensures compliance with laws and regulations, and provides stability and continuity to the College. The Governing Board's policy-making authority is delineated in Board Policy (BP) 2410 Policy Making Authority and Administrative Procedure ([III.A/73](#)).

The Board, consisting of five public members and one student member, is the final authority for governance of the College. While Governing Board members vote independently on matters before them, they act as a whole, according to the majority vote ([IV.B/5](#)). Members are charged with "basing decisions upon all available facts in each situation, voting [their] honest conviction in every case unswayed by partisan bias, and abiding by and upholding the final majority decision of the Board" ([III.A/59](#)).

The five public members are elected at-large by the voters of the College to four-year staggered terms of office. Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are contested in presidential election years ([IV.B/6](#)). The College has a written policy to fill vacancies ([IV.B/7](#)).

The student member is elected by the student body to a one-year term as the Associated Student Government president and Governing Board student Trustee, as per BP 2105 Election of Student Trustee ([IV.B/8](#)). The student Trustee has an advisory vote in the decisions of the Board.

All Governing Board meetings are open to the public and adhere to the open public meeting requirements of the Brown Act of the State of California, which states, "All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency[.]" A closed session precedes and follows the open meeting, as needed, and is held in accordance with Government Code §54950-54961 ([IV.B/9](#)).

The Board takes action only on matters on the Governing Board agenda. The public is afforded an opportunity to address the Board at every meeting on matters within its jurisdiction ([IV.B/10](#)). The Board agenda is widely disseminated to local news media and libraries; it is also posted throughout the College campus and on the Governing Board website. The agenda is distributed

to student representatives, faculty representatives, classified staff representatives, and College administrators. The agenda is also available to anyone who requests to be added to the distribution list.

The Board has adopted several Board Policies to protect itself and the College from undue influence or pressure ([IV.B/11-13](#), [III.A/59](#)). For example, the selection process of contractors and vendors does not involve Governing Board members, and the Palomar College Foundation is structured so that the Governing Board President serves only as an ex-officio member and does not vote.

Self Evaluation

The College meets the Standard.

Board Policies and practices establish the Board as an independent policy-making authority that serves as the final authority for governance of the institution. Responsibility for carrying out and implementing Board Policy is assigned to the Superintendent/President. Board members are charged with voting their honest conviction and not being swayed by partisan bias. They uphold the final majority decision of the Board.

The “Accreditation Employee Survey 2013” revealed that most employees (52% when adjusted for responses indicating that an employee had no basis for judgment) perceive the Board as an independent policy-making body that reflects the public interest of the Board ([IV.B/14](#)). In a follow-up interview, the Superintendent/President indicated that the Board adheres to its policy-making role and respects the Superintendent/President’s role of implementing Board policy and leading the operations of the College ([IV.B/15](#)).

The Board plays a critical advocacy role for the College. For example, Board members actively participate in the San Diego and Imperial County Community College Association (SDICCCA). SDICCCA serves several important political purposes, including strengthening the cooperation among colleges, leveraging collectively on legislative matters, and providing a communal voice on higher education issues to the communities served. In addition, Trustees have run for and successfully secured seats on the California Community College’s Trustees Board. The Board participates in the Community College League of California and in other advocacy activities at the state and national levels.

Actionable Improvement Plans

None.

IV.B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

Policies and Institutional Goals to Establish Board Expectations

The Governing Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Board Policy (BP) 2200 Board Duties and Responsibilities establishes that the Board is responsible for monitoring institutional performance and educational quality ([III.A/71](#)). BP 1200 Mission articulates the College's Mission Statement and establishes that this statement is to be evaluated and reviewed on a regular basis ([I.A/28](#)). Thus every three years the College formally reviews the Mission Statement as part of its development of a new Strategic Plan. The current Mission Statement was reviewed and approved by the Board in January 2014.

As described earlier, BP 4020 Program, Curriculum, and Course Development states that programs and curricula of the College shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency ([II.A/55](#)). Consistent with the College's Mission Statement and BP 2510 Participation in Local Decision Making, the Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters. Academic programs are evaluated regularly through processes such as the Program Review and Planning processes to ensure quality and currency. Throughout the year, the Board approves all new courses and programs and course and program deletions ([I.B/16](#)).

BP 3250 and Administrative Procedure (AP) 3250 Institutional Planning establish the College's *Integrated Planning, Evaluation, Resource Allocation, and Decision Making Model*, or *Integrated Planning Model (IPM)* ([IV.B/16](#), [III.D/23](#)). It also institutes the *Resource Allocation Model (RAM)*, which links resources to planning. Continuous implementation of the College's *IPM* and *RAM* ensure that ongoing planning, evaluation, and resource allocation are broad-based, integrated, and focused on improving student learning programs and services as well as institutional structures. The Board monitors the implementation of the *IPM* and *RAM*.

Through its Annual Governing Board/Institutional Effectiveness and Review Cycle, the Governing Board establishes a set of yearly goals and related Board tasks. The Board's goals address long-range institutional goals, respond to current issues, and improve Board performance. As part of its Annual Self Evaluation and Effectiveness Review Cycle, the Board monitors progress on its goals and related Board tasks. The Board goals are aligned with the College's Strategic Plan, a three-year plan that includes institutional goals and objectives intended to improve institutional processes, student learning, and achievement. The Board's goals can be found on its website ([III.A/105](#)).

Institution Set Standards and Analysis

As part of the Annual Institutional Effectiveness and Review Cycle, the Governing Board engages in a yearly institutional effectiveness workshop ([I.B/24](#)). The workshop includes a discussion and review of the institutional effectiveness metrics the College monitors throughout its planning cycles. The College has incorporated the California Community College Chancellor's Office Accountability Scorecard into its set of institutional metrics.

The College defined a set of institutional standards as required by ACCJC for the 2013 Annual Report. The Governing Board reviewed and discussed the standards, including the methodology employed to establish them. The College has incorporated the standards into its institutional effectiveness metrics, and the Board engages in a review of the standards as part of its annual workshop on this subject. In addition to the presentation of the institutional effectiveness metrics, the Board receives a report on how the College analyzes the metrics and the strategies the College is implementing to improve student learning and achievement related to them. For example, during the 2013 Institutional Effectiveness workshop, the Vice President for Instruction described the strategies the College employs to improve the success of under-prepared students. In May 2014, the Board participated in a focused workshop on how the College is working to improve outcomes from underprepared or first generation, low-income students ([IV.B/17](#), [IV.B/18](#)).

Resources Available to Ensure Quality, Integrity, and Improvement of Student Learning Programs and Services

One of the Board's primary responsibilities is to guarantee the institutional integrity and financial health of the College. In BP 2200 Board Duties and Responsibilities, the Board assures the College's fiscal health and stability ([III.A/71](#)). The Board receives quarterly reports on the status of the College budget. In addition, the Board reviews and ratifies the College's expenditures and reviews and approves construction contracts, change orders, and the hiring of contractors. The College maintains a dedicated internal auditor position, and two annual external audits are performed and presented to the Governing Board. An external audit is completed on all funds, books, and accounts of the College. In addition, a capital audit is completed annually ([IV.B/19](#)). The executive administration oversees compliance with all federal, state, and local policies in relation to student financial aid and other special fiscal programs for which the Board is ultimately responsible. Through its fiscal role and related policies, the Board ensures that necessary resources exist to support the quality, integrity, and improvement of student learning programs and services.

Self Evaluation

The College meets the Standard.

The Board has established policies that define its expectations regarding the quality of the programs and services offered by the College. Through its Policies, the Board has institutionalized the College's *IPM* and *RAM*, which establish an ongoing cycle of planning, evaluation, and resource allocation targeted at improving student learning, student achievement, and institutional effectiveness. To ensure the integrity of resources for student learning, the

College engages in an annual external audit. As described in the report on Standard III.D., annual audits are performed by an outside CPA firm and include reviews of both the College's financial information and the College's internal controls. There have been no material findings in years. The results of the audit are presented to the Board by an employee of the audit firm. The auditors also perform a financial and performance audit of the College's bond program, and there has never been a finding on either of these reports. All of these reports and budgets are posted on the College's website for public viewing.

Actionable Improvement Plans

None.

IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees of the Palomar College Community College District is the governing body of the College. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the *California Education Code* and the directives of the Board of Governors, California Community Colleges, listed in *Title V, California Code of Regulations*. Therefore, as established through statute, regulation, and policy, the Palomar College Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Per Board Policy (BP) 2410 Policy Making Authority and Administrative Procedures, the Governing Board is the final authority on all policy matters ([III.A/73](#)). Its actions are final, not subject to the actions of any other entity. The Governing Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action ([IV.B/20](#)). It functions as an independent Board, representing the public's interest. Per BP 2200 Board Duties and Responsibilities, the Board must fulfill its responsibilities to

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for College operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the Superintendent/President to effectively lead the College;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate for and protect the College ([III.A/71](#)).

Educational Quality

The Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters.

While curriculum is faculty-driven, all curriculum matters are presented to the Governing Board for review and approval. Additionally, the Assistant Superintendent/Vice President for Instruction keeps the Board informed of instructional programs by giving periodic presentations and reports at Board meetings ([IV.B/21-23](#), [I.B/4](#)).

The Board receives reports and presentations from College members. For example, during 2012-13, the Board received reports on items such as the status of educational initiatives, Strategic Planning updates, Student Learning Outcomes updates, Accreditation planning, fiscal

planning and budgets, and student services programs ([IV.B/24-26](#)). Formal reports are submitted as part of the agenda packet prepared for each Board meeting. Informal reports are provided by the divisional Assistant Superintendents/Vice Presidents at every meeting. Both formal and informal reports are presented in public Board meetings. Suggestions for improvement or future action are discussed by the Board. On occasion, the Board requests additional information to be reported on at a designated future date.

Legal Matters

Legal matters of the College are discussed in closed sessions of the Board. When appropriate, the Board consults with legal counsel to ensure the integrity of its legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release of an employee; potential or actual litigation; and labor negotiations are discussed in closed session meetings. In accordance with the Brown Act, the California Government Code, and the California Education Code, the intent to hold a closed session is announced in the Board agenda, and when action is taken on an item discussed in closed session, the Board reports its action in open session ([IV.B/27-29](#)). Also in accordance with the Board policy, when complaints or charges against an employee are made by another person, the accused employee must be notified at least twenty-four hours in advance of his/her right to have a hearing conducted in public ([IV.B/30](#)).

Fiscal Integrity

The Board ensures the fiscal integrity of the College through two annual audits (operations and capital) conducted by an independent audit firm. The results of the audits are presented to the Board. The Board supports and the College employs a full-time internal auditor to ensure regular reviews of internal controls. The Board also ensures that the College maintains a reserve of 5% of the unrestricted general budget, as recommended by the California Community Colleges System Office ([III.D/22](#)).

Self Evaluation

The College meets the Standard.

The Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Actionable Improvement Plans

None.

IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The *Governing Board Policies and Procedures* are published on the Palomar College website, and printed versions are available in the Governing Board Office and the Superintendent/President's Office. Board size, duties, responsibilities, structure, and operating procedures are included in

BP 1300 Educational Philosophy ([IV.B/31](#)),
BP 2010 Governing Board Membership ([IV.B/32](#)),
BP 2100 Governing Board Elections ([IV.B/6](#)),
BP 2110 Vacancies on the Governing Board ([IV.B/7](#)),
BP 2200 Board Duties and Responsibilities ([III.A/71](#)),
BP 2410 Policy Making Authority and Administrative Procedures ([III.A/73](#)),
BP 2430 Delegation of Authority to the Superintendent/President ([IV.B/20](#)),
BP 2715 Code of Ethics/Standards of Practice ([III.A/59](#)), and
BP 2745 Governing Board Self-Evaluation ([IV.B/4](#)).

The Board ensures that these policies remain up-to-date through the Policies and Procedures Committee. This committee meets monthly to review, revise, and update the Board's policies. The function and role of the committee is described fully in the Standard IV.B.1.e. report.

Self Evaluation

The College meets the Standard.

The Board publishes its policies specifying Board size, duties, responsibilities, structure, and operating procedures.

Actionable Improvement Plans

None.

IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

According to Board Policy (BP) 2410 Policy Making Authority and Administrative Procedures, the Governing Board adopts policies as authorized by law, as a result of accreditation standards, or as determined by the Board to be necessary for the effective and efficient operation of the College ([III.A/73](#)). Policies are adopted, revised, or amended at a regular Board meeting ([IV.B/33](#)). The Governing Board adheres to its policies and acknowledges the importance of keeping them current. Board minutes reflect adherence to Board Policies ([IV.B/34](#), [IV.B/35](#)).

The Board has implemented a system for evaluating and revising its Policies on a regular basis. A governance committee, the Policies and Procedures Committee, meets monthly and is responsible for ensuring that all Policies and Procedures are reviewed and updated on a regular basis. A Trustee is a member of the committee.

In evaluating and revising College Policies and Procedures, the Policies and Procedures Committee seeks input and recommendations through appropriate groups and areas of responsibilities and then advances these recommendations to the Strategic Planning Council (SPC). In some cases, SPC will return the recommendations to the committee for further revision. After SPC approves revisions, additions, and deletions, recommendations for changes in Policy proceed to the Governing Board for discussion and approval. Recommendations for changes in Procedures go to the Governing Board for information.

Twice a year, the College receives updates from the Community College League of California (CCLC) to ensure that Board Policies and Administrative Procedures are current. Updates are categorized as legally required, legally advised, or suggested as good practice. In addition, beginning in 2013, the committee instituted a process by which the College reviews all chapters of the Policies and Procedures on a three year cycle.

Self Evaluation

The College meets the Standard.

The Board acts in a manner consistent with its Policies and bylaws and has established a standing committee charged with maintaining and evaluating the College's Policies and Procedures. The Policies and Procedures Committee effectively works with College constituent groups to evaluate and update the College's Policies and Procedures. When first constituted in 2006, the committee worked with a representative from CCLC to evaluate and update all College Policies and Procedures. Now the committee takes the biannual updates from CCLC and incorporates changes to Policies recommended by the League that are legally required, advised, or suggested as good practice. This past year, the committee implemented a process for evaluation whereby all Policies and Procedures will be reviewed for currency and accuracy on a three year cycle. All recommended changes for policies are sent to the Board for discussion and approval.

Actionable Improvement Plans

None.

IV.B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Candidate Orientation

Under the direction of the Superintendent/President, the College conducts an orientation session for all candidates running for Governing Board office. This orientation includes an overview of primary responsibility for policy-making, College operations, learning programs, Accreditation, and governance structure. A campus tour of the College is offered and conducted upon request.

Orientation

Per BP 2740 Board Education, the Governing Board is committed to its ongoing development as a Board ([IV.B/36](#)). New Board members participate in an orientation process. The process includes an on-campus workshop, one-on-one meetings with each of the divisional Superintendents/Vice Presidents, and a campus tour. Finally, the new Trustees and the Superintendent/President attend the Effective Trustee Workshop provided by the Community College League of California.

Professional Development and Continuous Improvement

Governing Board members belong to the Association of Community College Trustees (ACCT) and the Community College League of California (CCLC). These organizations annually hold conferences that are attended by the Palomar College Board of Trustees. The conferences address topics and critical issues facing the community colleges, providing Trustees with opportunities to learn about effective governance models. Networking with other college's officials and Trustees are natural outcomes of these events. In addition, the Board Trustees are offered the opportunity to participate in the *Excellence in Trusteeship* program offered by CCLC. This program is a two-year competency-based program and addresses topics including accreditation, student success, fiscal responsibilities, and ethics training.

The Board implements an annual Governing Board Institutional Effectiveness and Review Cycle. (See Figure #11.) The Trustees' cycle includes a review of their own performance as a Board and a review of the College's institutional effectiveness as a means of informing the establishment of their goals. Each year the cycle begins with a workshop where the Board establishes its annual goals and related Board tasks. The Trustees meet mid-year to review progress on their goals. During the spring term, the Board engages in an Institutional Effectiveness Workshop ([I.B/24](#), [IV.B/17](#), [IV.B/18](#)). At that time, Trustees review progress on the College's Strategic Plan, study the College's Student Success Scorecard, including the state's accountability metrics, and examine the College's institution-set standards. During the workshop, members of the campus community provide updates to the Board describing the

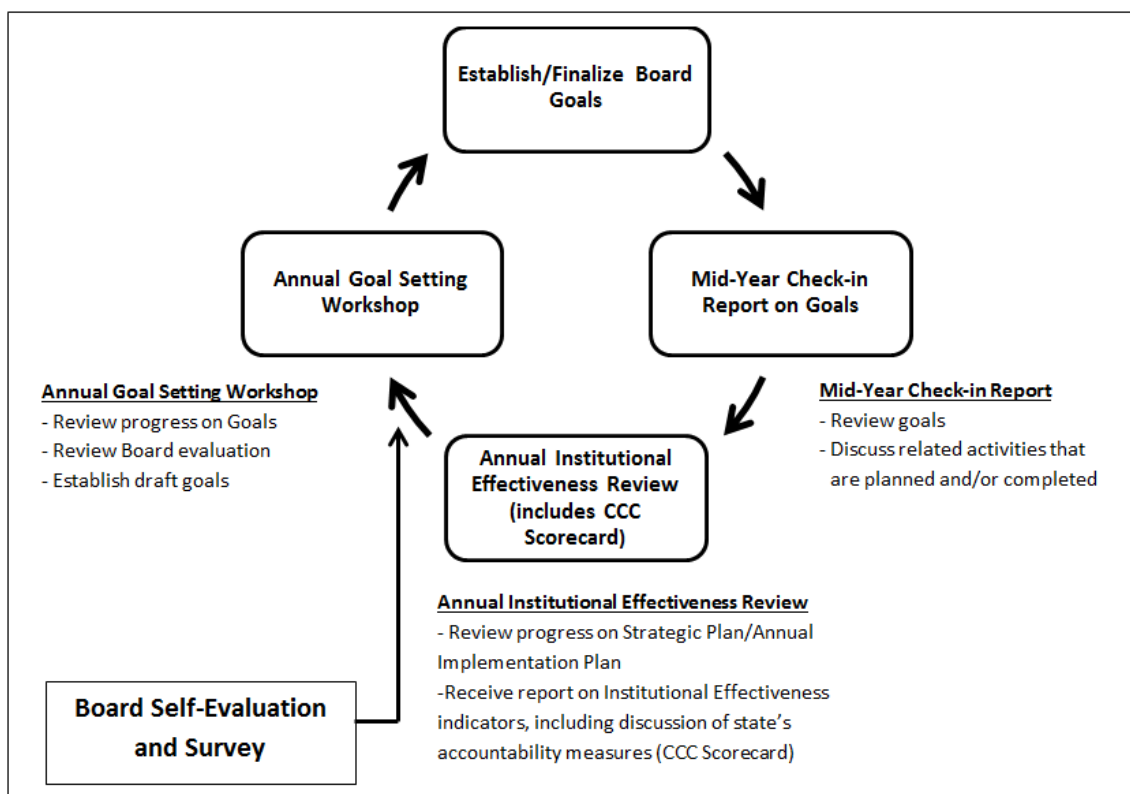
strategies the College is employing to address its institutional effectiveness and accountability metrics.

Near the end of the spring term, the Board engages in its annual self evaluation. As part of the evaluation, the Trustees assess progress made on their goals and related tasks and complete an assessment of the Board's performance as it relates to characteristics of effective board functioning. They also identify areas of interest for professional development or topics for further study.

At the end of the year, the Board considers the information from its annual self evaluation and the institutional effectiveness workshop and drafts its goals for the upcoming year. The cycle begins again when the Board officially adopts its new goals. This typically occurs at the beginning of the academic year.

The Board's development includes activities designed to learn about Accreditation standards and expectations. These activities include campus workshops, participation in Accreditation-related sessions at conferences, and regular reports made to the Board by the College's Accreditation Liaison Officer. In October 2013, the Board engaged in a two-hour workshop on Accreditation. The workshop addressed the Board's role in the Accreditation process and Accreditation eligibility requirements and standards. At that time, the Board reviewed the ACCJC Standards along with the Board Policies that are aligned with the Standards.

FIGURE #11—Palomar College Annual Governing Board/Institutional Effectiveness and Review Cycle.



As described in the Standard IV.B.1.a. report, the five public members are elected at-large by the voters of the District to four-year staggered terms of office ([IV.B/6](#)). Elections are held every two years, in even numbered years. To ensure continuity of the Board, two seats are contested in gubernatorial election years, and three seats are contested in presidential election years. The College has a written policy, BP 2110 Vacancies in the Governing Board, to fill vacancies ([IV.B/7](#)). Newly elected Trustees are able to learn from and with the seated Trustees.

Self Evaluation

The College meets the Standard.

The Governing Board supports the purpose and concept of professional development. The Board engages in Professional Development opportunities through conferences, on-campus workshops, participation on state-level and local Trustee organizations, and programs designed to strengthen Board leadership. The Board also embraces the value of continuous improvement and demonstrates its commitment by participating in an annual improvement cycle. While all new Trustees engage in orientation activities, the current process is tailored to the individual Trustee's needs.

Currently, the College is formalizing its orientation process to ensure that all new Trustees receive the same information along with additional tailored activities to meet the individual needs of the Trustees. The candidate orientation will be enhanced to emphasize both the policy role of the Board and Accreditation standards. Trustees will receive a copy of the Accreditation standards as part of their orientation.

Actionable Improvement Plans

None.

IV.B.1.g.

The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Palomar College's Governing Board engages in an ongoing and systematic self evaluation in order to identify areas of strengths and opportunities for improvement.

Board Policy (BP) 2745 Governing Board Self-Evaluation details the process used by the Board for its self evaluation ([IV.B/4](#)). Each year the Governing Board reviews and discusses the instrument and/or process to be used in its self evaluation. The evaluation instrument incorporates criteria contained in Board Policies regarding Governing Board operations. It also includes criteria defining Board effectiveness as disseminated by recognized practitioners in the field. In 2013 the Board added a section to the self evaluation instrument to assess progress on its annual goals ([IV.B/37](#)). In 2014 the Board expanded its self evaluation form to include an assessment of Board performance in meeting related Accreditation standards. In addition to the content areas, the evaluation instrument includes sections for Board members to identify what they perceive as the Board's greatest strengths, major accomplishments, and areas for improvement ([IV.B/38](#)). The self evaluation survey is completed over a two- to three-week period.

A report describing the methodology and results of the evaluation is presented and discussed by the Board at a session scheduled for that purpose. The results are used, along with information obtained through the Board's annual Institutional Effectiveness and Review Cycle, to identify Board goals for the upcoming year ([IV.B/17](#), [IV.B/18](#)).

For example, in 2011-12 as a result of its self evaluation, the Board expressed an interest in studying the results of the College's upcoming external scan. The Board engaged in a two hour workshop reflecting upon the changing demographics of the College's community, the current and future labor market needs, and feedback obtained through education and business community panels. Based on their study session, the Board established a 2012-13 goal to improve relationships with the College's K-12 partners.

Self Evaluation

The College meets the Standard.

The self evaluation process provides an effective review of Board performance. As a result of its self evaluation, the Board has implemented goals and actions to improve its effectiveness. When appropriate, the Board expands its self evaluation to ensure it is operating effectively in a specific area.

Actionable Improvement Plans

None.

IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Board Policy (BP) 2715 Code of Ethics/Standard of Practice establishes the Board's Code of Ethics ([III.A/59](#)). It also includes a clearly-defined process for dealing with behavior that violates its code.

Violations will be addressed by the President of the Board, who will first discuss the violation with the Board member in an attempt to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee comprised of two Board members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers (or committee) and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution BP 2715 Code of Ethics/Standards of Practice, which states that the Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Self Evaluation

The College meets the Standard.

BP 2715 Code of Ethics/Standards of Practice includes the Board's Code of Ethics, which consists of twelve statements articulating the Board's responsibility to provide learning opportunities for all students in a manner that is consistent with its independent policy role. It also establishes a process for addressing behavior that falls outside the Board's code. The Board reviews this policy regularly as part of a regular review cycle. For example, in January 2014 the Board and the Policies and Procedures Committee reviewed Chapter 2 of the College's Policy Handbook, which includes BP 2715 Code of Ethics/Standards of Practice. Moreover, the Board orientation has been revised to ensure that all members received a copy of the Code as part of their new Trustee information packet.

Actionable Improvement Plans

None.

IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is appropriately informed and engaged in the Accreditation process. As a unit, the Board monitors the development and completion of the Institutional Self Evaluation and other required reports. The Accreditation Liaison Officer provides monthly reports of progress during Board meetings ([IV.B/39](#)). During the writing of the Self Evaluation, a Board member participated on the Standard IV.B. research and writing team. Prior to approval and submission of a self evaluation, midterm, or required progress report, the Board engages in a workshop to review in detail the document and provide feedback. In addition to the self evaluation, midterm, and any required progress reports, the Board receives copies of the College's Annual Report to ACCJC and any other document submitted to the accrediting body, such as a Substantive Change Report.

The Board appropriately addresses recommendations provided to the College by ACCJC. The Board has incorporated recommendations into its annual goals. For example, the College received a significant recommendation related to integrated planning in 2009. The Board established an annual goal to monitor the development and implementation of the College's *Integrated Planning, Evaluation, Resource Allocation, and Decision-Making Model (IPM)* ([IV.B/40](#), [I.B/1](#)). Through the budget development and approval process, the Board provides the resources necessary to ensure that the College fully addresses and works toward meeting the Accreditation standards.

The Board remains current on the Accreditation standards through its professional development activities. Members attend conferences and participate in sessions regarding Accreditation. In addition, the Board engages in on-campus workshops to review, learn about, and discuss Accreditation Standards. One year prior to a site visit, the Board expands its self evaluation to include an assessment of its operations and functions according to related Accreditation Standards.

Self Evaluation

The College meets the Standard.

The Board is engaged in the Accreditation process and understands the Accreditation Standards. Through its actions, the Board provides direction and resources to the College to support its work to meet all Accreditation Standards and effectively carry out its Mission. In addition, the Board attends workshops on Accreditation and evaluates its own performance according to the Accreditation Standards.

Actionable Improvement Plans

None.

IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Palomar College is a single college district. Per Board Policy (BP) 2200 Board Duties and Responsibilities, the Board has responsibility for selecting and evaluating the Superintendent/President of the College ([III.A/71](#)). The Board conducts a nation-wide search, inviting applications and nominations for the position of Superintendent/President. The process includes establishing a screening committee comprised of representatives of the various campus constituencies ([IV.B/41](#)). The group screens and interviews all qualified candidates. The Board interviews the finalists and ultimately selects and approves the contract for the Superintendent/President ([IV.B/1](#)).

Per BP 2435 Evaluation of the President, the Board evaluates the Superintendent/President through an ongoing and systematic process conducted formally and annually. As part of the process, the Superintendent/President provides a written report on his accomplishments using the goals established by the Board as guidelines. At a closed session, the Board discusses its evaluation with the Superintendent/President ([IV.B/3](#)).

In BP 2430 Delegation of Authority to Superintendent/President, the Governing Board delegates to the Superintendent/President “the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action” ([IV.B/20](#)). While the Board delegates authority to the Superintendent/President to administer policy and oversee the operations of the College, the Board has established a cycle of improvement that calls for ongoing reports on institutional performance. In addition, the Board approves the College budget and receives periodic financial reports throughout the year. In 2013, the Board requested that these reports be provided on a quarterly schedule. The College conducts financial and capital audits annually in accordance with BP 6400 Audits ([IV.B/19](#), [IV.B/42](#)). These audits are presented to the Board. Each Board meeting closes with an agenda item that allows Board members to request information or a report to be provided in a subsequent meeting. Finally, the Board meets regularly with the President in closed session to discuss legal, personnel, and property matters as appropriate.

Self Evaluation

The College meets the Standard.

The Board established and hired the current Superintendent/President in December 2004 using the process articulated in the description above. The Board has appropriately delegated authority for the implementation of policy and the operations of the College to the Superintendent/President. By extension, the Superintendent/President delegates authority as is appropriate to Assistant Superintendents/Vice Presidents. However, the Superintendent/President is held responsible for the outcomes and the well-being of the institution through annual performance evaluations conducted by the Board.

Actionable Improvement Plans

None.

IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President of Palomar College is responsible for administering the policies adopted by the Board and for executing all decisions of the Governing Board. He is empowered to interpret Board policy. He leads the overall planning, evaluation, and resource allocation processes of the College and ensures the quality and integrity of the services provided to students. The responsibilities of this position are more fully described below.

IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Superintendent/President plans, oversees, and evaluates an administrative structure that includes four general divisions: Finance and Administrative Services, Human Resource Services, Instructional Services, and Student Services. Each division is led by an Assistant Superintendent/Vice President. Palomar College is designated as a “large” college by the California Community College’s Chancellor’s Office.

The administrative structure allows for the Superintendent/President to effectively manage the College. The Superintendent/President delegates to the Assistant Superintendents/Vice Presidents responsibility for the effective operation of their divisions. Each Superintendent/Vice President chairs a divisional planning council (that is, Finance and Administrative Services Planning Council, Human Resource Services Planning Council, Instructional Planning Council, and Student Services Planning Council). The divisional planning councils are responsible for implementing portions of the College’s planning model—in particular, Program Review and Planning, which addresses program effectiveness in an ongoing operational planning, implementation, resource allocation, and review cycle. The Superintendent/President meets weekly with the Vice Presidents as a group to ensure the effective operations of the College. Bi-weekly, he meets individually with administrators reporting directly to him (Vice Presidents; Senior Director of Institutional Research and Planning; Director of Communication, Marketing, and Public Affairs; and Director of the Foundation). In addition, the Superintendent/President chairs a bi-weekly Cabinet meeting that includes senior administration and his “direct reports.”

The Superintendent/President delegates authority to administrators and others consistent with their responsibilities as described in their job descriptions ([IV.B/43](#)). College policy for administrative hiring is reflected in Board Policy (BP) 7120 Recruitment and Hiring ([III.A/1](#)). Staff are evaluated regularly and provided with opportunities for professional development ([III.A/28](#), [III.A/35](#), [III.A/47](#), [III.A/123](#), [III.A/124](#), [IV.B/44](#)).

Self Evaluation

The College meets the Standard.

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. He delegates authority as appropriate to administrators and others consistent with their responsibilities.

Actionable Improvement Plans

None.

IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- 1. Establishing a collegial process that sets values, goals, and priorities;*
- 2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- 3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- 4. Establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

The Superintendent/President chairs the Strategic Planning Council (SPC), which serves as a campus-wide forum to exchange information and evaluate, plan, and implement the *Integrated Planning Model (IPM)* ([I.B/1](#)). SPC advises the Superintendent/President on matters of process, procedure, and practice. In addition, SPC reviews material to be considered by the Governing Board, provides for the exchange of information among campus constituencies, and advises the Superintendent/President on administrative procedures and practices. The Faculty Senate makes recommendations on all academic and professional matters, which are provided to SPC as information before being presented to the Governing Board. Per Board Policy (BP) 2510 Participation in Local Decision Making, the Governing Board relies primarily on the Faculty Senate in academic and professional matters ([I.B/16](#)). The Superintendent/President meets with the Faculty Senate President weekly.

Through application of the *IPM*, the Strategic Planning Council uses a broad-based approach for defining the College's Vision, Mission, Values, goals, and strategic objectives. The *IPM* integrates the College's long-, medium-, and short-range plans. The College's *Resource Allocation Model (RAM)* ensures that planning drives resource allocation decisions ([I.B/27](#)). Funds are applied to implement the College's three-year Strategic Plan and other priorities identified through the operational Program Review and Planning processes. The *IPM* is implemented and reviewed annually. Prior to the development of each three-year Strategic Plan, SPC conducts a summative evaluation of the planning process.

The development of College plans are informed by high-quality research. Prior to the creation of a three-year Strategic Plan, SPC reviews and discusses the results of internal and external scans. The internal scan includes a review of student demographics and performance, including the latest Scorecard metrics drawn from the State's accountability report. The external scan includes a description of the community the College serves and the results of education and business community panels.

The Superintendent/President communicates the College's Vision, Mission, Values, goals, and objectives in a variety of settings. The College's Governing Board participates in workshops on planning and approves the Strategic Plan, which documents the College's Vision, Mission,

Values, goals, and objectives. The Superintendent/President ensures that the Strategic Plan is published on the College's website and communicates the Strategic Plan at campus and community forums.

Short-term operational or unit planning occurs through the Program Review and Planning processes. Units, departments, and disciplines evaluate program data, student success outcomes, and the results of Student Learning Outcome Assessment Cycles (SLOACs) and Service Area Outcome Assessment Cycles (SAOACs). As a result of evaluation, program plans are developed, including identification of goals and required resources for implementation. Completed Program Review and Planning documents are posted on the College website ([I.A/33](#)).

The Superintendent/President establishes procedures to evaluate overall institutional planning and implementation efforts. The Senior Director of Institutional Research and Planning (IR&P) reports directly to the Superintendent/President and sits on the Strategic Planning Council. A representative of IR&P sits on the Instructional and Student Services Planning Councils. In addition, IR&P provides direct support to the Human Resource Services and Finance and Administrative Services Planning Councils. This inclusion ensures that evidence and information is available to guide all levels of College planning. The Superintendent/President meets bi-weekly with the Senior Director of IR&P. During these meetings, they discuss relevant data and analyses of institutional performance. The Senior Director meets with the Assistant Superintendents/Vice Presidents regularly to review evaluation studies and data and to provide updates on the overall planning processes of the College. Reporting directly to the Superintendent/President, the Senior Director of IR&P participates on the President's Cabinet. Finally, as part of the *IPM*, IR&P develops and reviews reports of Institutional Effectiveness with the Strategic Planning Council and the Governing Board. SPC evaluates the *IPM* as part of its annual implementation process.

Self- Evaluation

The College meets the Standard.

The Superintendent/President has established and leads an institutional planning process that is focused on improvement. The institutional planning efforts produce the long-range and mid-range plans of the College. The Superintendent/President delegates the authority to guide the operational short-range planning to the appropriate planning councils. Institutional Research and Planning reports to the Superintendent/President and research is integrated and embedded within the governance, planning, and operational structures of the College. As a result, educational planning is guided by research and evidence regarding student success, learning, and outcomes.

Actionable Improvement Plans

None.

IV.B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The Superintendent/President appropriately implements statutes, regulations, Governing Board Policies, and institutional practices that are consistent with the College's Mission. Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President gives to the Superintendent/President the executive responsibility for administering the Policies adopted by the Board and executing all decisions of the Governing Board that require administrative action ([IV.B/20](#)). The same Board Policy charges the Superintendent/President with ensuring that all relevant laws and regulations are complied with and that required reports are submitted in a timely fashion.

While the job description of the Superintendent/President outlines the specific duties and responsibilities of the position, the President has overall responsibility to know and understand all statutes, regulations, and Board Policies; to assure their consistency with the institutional Mission and Policies; and to communicate to the College community all important and pertinent regulatory information ([IV.B/45](#)). The President is also responsible for leading the College in accordance with the institutional Mission. He chairs the bi-monthly Strategic Planning Council meetings and attends and convenes other meetings as necessary to ensure the College is in compliance with statewide and District initiatives and regulations.

The College subscribes to the Community College League for California's (CCLC) policy update service, which provides institutions with recommended policy updates that come as result of new or updated state laws and regulations. Chaired by the President, the Policies and Procedures Committee receives these updates and incorporates them into Palomar's Board Policies and Administrative Procedures as appropriate. The President ensures that all Policies are reviewed for currency and accuracy on a regular schedule through the Policies and Procedures Committee. The President actively participates in the Community College League of California (CCLC) and San Diego Imperial County Community College Association (SDICCA) to keep apprised of state and regional regulatory practices and initiatives ([IV.B/46](#), [II.B/37](#)).

Self- Evaluation

The College meets the Standard.

The Superintendent/President refers to policy manuals and confers with attorneys in implementing statutes, regulations, and Board Policies. He administers the College financially, collegially, and efficiently in the best interests of the students and the residents of the District ([IV.B/20](#)).

Actionable Improvement Plans

None.

IV.B.2.d.

The president effectively controls budget and expenditures.

Descriptive Summary

The Governing Board delegates to the Superintendent/President the authority to establish Procedures that assure the proper administration of property and contracts; the budget, audit, and accounting funds; acquisition of supplies, equipment, and property; and the protection of assets. All transactions and operations comply with applicable laws and regulations ([IV.B/47](#)).

In accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, the Superintendent/President presents a budget to the Governing Board each year. The schedule for presentation and review of budget proposals complies with State law and regulations and provides adequate time for Governing Board study ([III.D/12](#)).

The Superintendent/President in consultation with the Chief Business Officer (Assistant Superintendent/Vice President for Finance and Administrative Services) keeps the Governing Board advised regarding the financial status of the College through quarterly reports. The Superintendent/President also works in consultation with other senior administrators to establish student fees as authorized by law and to seek, receive, and administer grants and other financial resources for the benefit of the College and its students.

In accordance with Board Policy 6400 Audits, the Superintendent/President assures that an annual audit of all funds, books, and accounts by a certified public accountancy firm is completed in accordance with the regulations of Title 5 and in compliance with General Obligation 39 requirements ([IV.B/19](#), [III.A/118](#)).

On November 7, 2006, the voters of the District passed Proposition M ([III.B/11](#)). Subsequently the Independent Citizens' Oversight Committee (ICOC) was established as required by law ([III.D/18](#)). The ICOC meets quarterly and reviews the expenditure of funds from Proposition M general obligation bonds to ensure that bond revenues are expended only for the purposes described and that no bond funds are used for salaries or other operating expenses. The ICOC reports annually to the Board, and audits are conducted on Proposition M funds. The Superintendent/President serves as a resource for the ICOC, attending meetings and providing general updates on the College's work to implement the building plans as described under the bond.

Self- Evaluation

The College meets the Standard.

Through the leadership of the Superintendent/President, the College has maintained prudent reserves and consistently receives unqualified audit reports. Budgeting and operations are integrated in the College's planning model and are overseen and monitored through the Assistant Superintendents/Vice Presidents. Per Board request, beginning in 2013 the Superintendent/President in consultation with the Assistant Superintendent/Vice President of Finance and

Administrative Services provides regular and quarterly reports on the financial status of the College to the Board.

Actionable Improvement Plans

None.

IV.B.2.e.

The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Superintendent/President is an active leader in the community. He serves on numerous educational and community service organizations, such as the North County Higher Education Alliance and the San Diego North Economic Development Council. Through his membership on these organizations, he is able to communicate effectively with the communities served by the College. In addition, he participates in a bi-yearly educational forum that includes the City of San Marcos, Palomar College, California State University San Marcos, and the San Marcos Unified School District. Annually, the College hosts an Educational Business and Industry Forum. The Superintendent/President encourages all administrators to participate in similar community organizations.

The Superintendent/President is active on state and local community college committees and organizations. In 2013-14, he served as the Area 11 (San Diego County) representative on the Chief Executive Board for the California Community Colleges and has actively participated in the California Community Colleges Athletics Association. Also, he is a member of the San Diego and Imperial Counties Community College Association. Along with Board members, the Superintendent/President attends legislative conferences to advocate for the status of the College and the necessary role that community colleges play in the education and financial health of the state.

The College's Public Information Officer (PIO) reports directly to the Superintendent/ President. This relationship ensures that the College provides timely communication to the public through a variety of media outlets. The Superintendent/President also ensures that all requests for information are handled by the PIO or the appropriate Senior Administrator.

Self Evaluation

The College meets the Standard.

The Superintendent/President is actively engaged and effectively communicates with the community using a variety of methods. He attends community meetings, participates on educational forums, ensures that the College releases information through the local media, attends legislative conferences, and effectively participates on advocacy groups ([IV.B/48](#)). In addition, he provides a report to the Board and community at the beginning of every Board meeting. The Superintendent/President plays a role in strengthening the educational pathways from K-12 to the College to four-year universities or the workplace. For example, he meets individually with the K-12 districts served by the College. During these meetings he informs them about the performance of their students and explores opportunities whereby the College and K-12 districts can partner to enhance instructional support and services. The Superintendent/President has supported and worked to secure grants that improve transfer from

Palomar to California State University San Marcos and University of California San Diego and participates on and holds forums with Palomar's university partners.

Actionable Improvement Plans

None.

Evidence from IV.B.

<u>Number</u>	<u>Name</u>
II.B/14	Governing Board Policies and Procedures
III.A/71	BP 2200 titled Board Duties and Responsibilities
IV.B/1	BP 2431 titled Superintendent/President Selection
IV.B/2	BP 2432 titled Superintendent/President Succession
IV.B/3	BP 2435 titled Evaluation of the President
II.A/55	BP 4020 titled Program, Curriculum, and Course Development
I.A/35	Governing Board Minutes January 14, 2014 - Page 16
I.A/3	Strategic Plan 2016
III.A/105	Governing Board Annual Goals 2014-15
IV.B/4	BP 2745 titled Governing Board Self-Evaluation
III.A/73	BP 2410 titled Policy Making Authority and Administrative Procedures
IV.B/5	BP 2330 titled Quorum and Voting
III.A/59	BP 2715 titled Code of Ethics/Standards of Practice
IV.B/6	BP 2100 titled Governing Board Elections
IV.B/7	BP 2110 titled Vacancies on the Governing Board
IV.B/8	BP 2105 titled Election of Student Trustee
IV.B/9	BP 2315 titled Closed Sessions
IV.B/10	BP 2350 titled Speakers
IV.B/11	BP 2710 titled Conflict of Interest
IV.B/12	BP 2716 titled Political Activity
IV.B/13	BP 2720 titled Communication among Board Members
IV.B/14	Accreditation Employee Survey 2013 - Page 50
IV.B/15	Follow-Up Interview with Superintendent/President
I.A/28	BP 1200 titled District Mission
I.B/16	BP 2510 titled Participation in Local Decision Making
IV.B/16	BP 3250 titled Institutional Planning

<u>Number</u>	<u>Name</u>
<u>III.D/23</u>	AP 3250 titled Institutional Planning
<u>I.B/24</u>	Governing Board Workshop May 6, 2014 - Institutional Effectiveness Report
<u>IV.B/17</u>	Institutional Effectiveness Workshop Minutes May 15, 2013
<u>IV.B/18</u>	Institutional Effectiveness Workshop Minutes May 6, 2014
<u>IV.B/19</u>	BP 6400 titled Audits
<u>IV.B/20</u>	BP 2430 titled Delegation of Authority to the Superintendent/President
<u>IV.B/21</u>	Governing Board Minutes - 3/9/10 - Page 21
<u>IV.B/22</u>	Governing Board Minutes March 8, 2011 - Page 31
<u>IV.B/23</u>	Governing Board Minutes March 12, 2013 Page 11
<u>I.B/4</u>	Governing Board Minutes May 27, 2014 - Page 3
<u>IV.B/24</u>	Governing Board Minutes July 10, 2012 - Page 3
<u>IV.B/25</u>	Governing Board Minutes September 11, 2012 - Page 2
<u>IV.B/26</u>	Governing Board Minutes April 23, 2013 - Page 3
<u>IV.B/27</u>	Governing Board Minutes June 10, 2014
<u>IV.B/28</u>	Governing Board Minutes March 12, 2013
<u>IV.B/29</u>	Governing Board Minutes December 10, 2013
<u>IV.B/30</u>	BP 2315 titled Closed Sessions
<u>III.D/22</u>	BP 6250 titled Budget Management
<u>IV.B/31</u>	BP 1300 titled Educational Philosophy
<u>IV.B/32</u>	BP 2010 titled Governing Board Membership
<u>IV.B/33</u>	Governing Board Minutes June 10, 2014 - Page 10
<u>IV.B/34</u>	Governing Board Minutes August 14, 2012
<u>IV.B/35</u>	Governing Board Minutes January 13, 2009
<u>IV.B/36</u>	BP 2740 titled Board Education
<u>IV.B/37</u>	Governing Board Self Evaluation
<u>IV.B/38</u>	Governing Board Minutes March 25, 2014 - Page 2
<u>IV.B/39</u>	Accreditation Report to Governing Board
<u>IV.B/40</u>	Governing Board Minutes February 2, 2010

<u>Number</u>	<u>Name</u>
<u>I.B/1</u>	Integrated Planning, Evaluation, Resource Allocation, and Decision-Making Model (IPM)
<u>IV.B/41</u>	Governing Board Agenda December 9, 2014
<u>IV.B/42</u>	Governing Board Minutes November 12, 2013
<u>III.A.118</u>	Adopted Budgets and Fiscal Services Reports
<u>IV.B/43</u>	Job Descriptions of VPs (merged)
<u>III.A/1</u>	BP 7120 titled Recruitment and Hiring
<u>III.A/28</u>	PFF Contract - Page 97
<u>III.A/35</u>	Council of Classified Employees Contract - Page 68
<u>III.A/47</u>	Administrative Association Evaluation Form
<u>III.A/123</u>	PFF Contract - Page 49
<u>III.A/124</u>	CCE Contract - Page 90
<u>IV.B/44</u>	Professional Development
<u>I.B/27</u>	Resource Allocation Model (RAM)
<u>I.A/33</u>	Program Review and Planning Documents
<u>IV.B/45</u>	Job Description of Superintendent
<u>IV.B/46</u>	California Community College League of California
<u>II.B/37</u>	San Diego Imperial County Community College Association
<u>IV.B/47</u>	BP 6100 titled Delegation of Authority
<u>III.D/12</u>	BP 6200 titled Budget Preparation
<u>III.B/11</u>	Proposition M
<u>III.D/18</u>	Independent Citizens' Oversight Committee
<u>IV.B/48</u>	Superintendent/President Community Meetings 2014

Appendix

Acknowledgements

2015 Institutional Self Evaluation Participant List

Accreditation Leadership Team

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 Jennie Vastola – CAST
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 Tom Ventimiglia – Faculty
 Lori Waite – Faculty
 Christine Winterle – CCE
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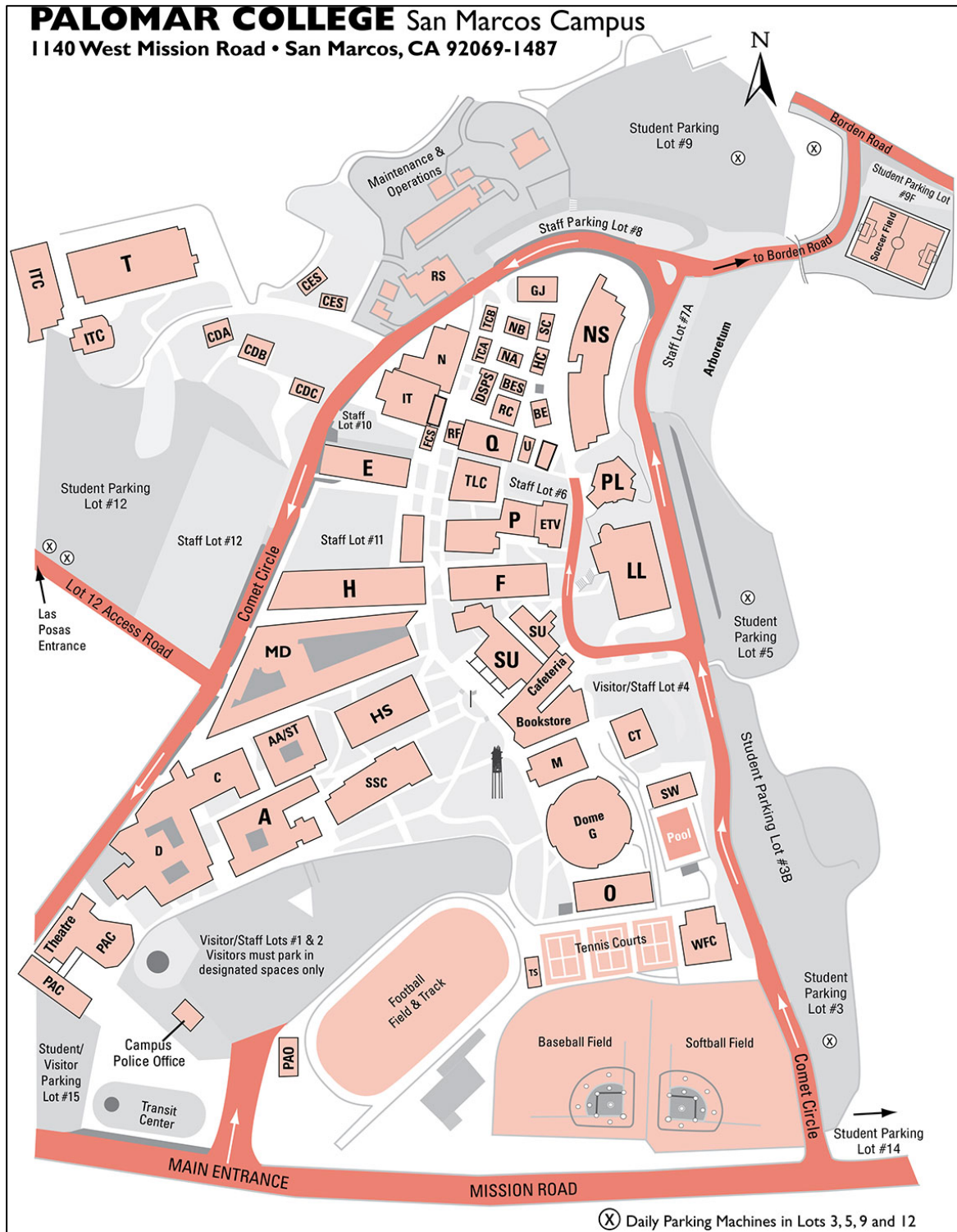
AA – Administrative Association ASG – Associated Student Government CAST – Confidential & Supervisory Team CCE – Council of Classified Employees

Palomar College Acronym List

<u>Number</u>	<u>Name</u>
A.A.	Associate of Arts Degree
AA	Administrative Association
ACCJC	Accrediting Commission for Community & Junior Colleges
AIP	Actionable Improvement Plan
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
ASG	Associated Student Government
ATC	Academic Technology Committee
ATRC	Academic Technology Resource Center
BC	Budget Committee
BP	Board Policy
BSC	Basic Skills Committee
BSI	Basic Skills Initiative
CARE	Cooperative Agencies Resources for Education
CAST	Confidential & Supervisory Team
CCC	California Community College
CCE/AFT	Council of Classified Employees/American Federation of Teachers
CCSSE	<i>Community College Survey of Student Engagement</i>
COR	Course Outlines of Record
CSD	Counseling Services Division
CSIS	Computer Science and Information Systems Department
CSO	Community Service Officer
D.C.O.	District Compliance Officer
DRC	Disability Resource Center
DSPS	Disabled Students Programs & Services
EAP	<i>Early Acceptance Program</i>
EEO	Equal Employment Opportunity
EFMPTF	Education and Facilities Master Plan Task Force
EHS	Environmental Health & Safety
EME	Emergency Medical Education
EOP&S	Extended Opportunity Programs & Services
ESL	English as a Second Language
FASPC	Financial & Administrative Services Planning Council

<u>Number</u>	<u>Name</u>
FERPA	Federal Family Education Rights and Privacy Act
FTE	Full Time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
GB	Governing Board
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HRS	Human Resource Services
HRSPC	Human Resource Services Planning Council
HSI	Hispanic Serving Institution
IPC	Instructional Planning Council
IPM	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model
IR&P	Institutional Research & Planning
IS	Information Services
LOC	Learning Outcomes Council
OSA	Office of Student Affairs
PCTV	Palomar College TV
PD	Professional Development
PFF	Palomar Faculty Federation
Prop M	Proposition M
PRP	Program Review and Planning
RAM	<i>Resource Allocation Model</i>
SAO	Service Area Outcome
SAOAC	Service Area Outcome Assessment Cycle
SLO	Student Learning Outcomes
SLOAC	Student Learning Outcome Assessment Cycle
SPC	Strategic Planning Council
TERB	Tenure & Evaluations Review Board
TRIO	Federal Government programs for outreach, support, and training
TRIO/SSS	TRIO/Student Support Services
TRIO/UB	TRIO/Upward Bound
WASC	Western Association of Schools & Colleges
WSCH	Weekly Student Contact Hours

San Marcos Campus



Escondido Campus

