Substantive Change Proposal – Distance Education

Submitted by

Palomar College
1140 West 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

Prepared by

Ms. Berta Cuaron, Accreditation Liaison Officer
Assistant Superintendent/Vice President for Instruction

Ms. Michelle Barton, Senior Director, Planning, Research and Institutional Effectiveness
Dr. Kendyl Magnuson, Director of Enrollment Services
Dr. Jack Kahn, Dean, Social and Behavioral Sciences
Dr. Lillian Payn, Academic Technology Coordinator
Ms. Wendy Nelson, Faculty, Media Studies Department
Dr. Brent Gowen, Faculty, English Department
Ms. Diane Veach, Manager, Instruction Office

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A.   Description of the Proposed Change

1. Brief Description of the Proposed Change

The purpose of this Substantive Change Proposal for Distance Education (DE) is (1) to report that 86 active degree programs and 75 active certificate programs of Palomar College have the potential for a student to complete 50% or more of the required courses through DE and (2) to secure formal approval of the Commission to continue this practice. A complete list of these degrees and certificates is identified in Appendix A. This list includes one associate degree and nine certificates of achievement that can be completed in full through DE. The courses included in these degree and certificate programs have been approved by Palomar College's Curriculum Committee, Faculty Senate, Governing Board, and California Community College Chancellor's Office. Palomar College has reported this information regularly in its Annual Report to ACCJC.

2. Relationship to Institutional Mission

The College's Distance Education offerings are aligned with its Vision and Mission.

Vision

Learning for Success

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.

The College fulfills its Vision and Mission by offering a comprehensive array of programs and student support services. Students can earn degrees or certificates in career and technical fields, prepare for transfer, and address basic skills needs. The Mission of the College aligns with student goals. TABLE A below shows that transferring, earning a degree or certificate, updating job-related skills, and changing careers represent significant goals of students enrolled at Palomar. The specific programs that can be offered at more than 50% through DE align with the Mission of the College and student goals. Students can complete courses in career and technical education and general education online.

TABLE A

Spring 2011: Community College Survey of Student Engagement: Reasons for Attending Palomar by Student Load

Student Load	Part-time			Full-time		
	Not a Goal	Secondary Goal	Primary Goal	Not a Goal	Secondary Goad	Primary Goal
Complete a Certificate Program	59.2%	18.6%	22.3%	64.9%	21.7%	13.4%
Obtain An Associate Degree	28.0%	28.3%	43.7%	29.3%	35.7%	34.9%
Transfer to A 4-Year College or University	18.8%	20.6%	60.6%	5.4%	11.2%	83.5%
Obtain Or Update Job-Related Skills	40.6%	28.3%	31.2%	46.5%	30.2%	23.3%
Self-Improvement/Personal Enjoyment	28.5%	38.3%	33.2%	36.6%	38.7%	24.7%
Change Careers	62.1%	17.4%	20.5%	76.9%	11.9%	11.3%

Approximately two-thirds of the College's students attend part-time. A significant percentage work and have other commitments that make it difficult for them to attend classes on campus. TABLE B indicates that about 60% of Palomar College students work more than 10 hours per week, with 45% working more than 20 hours per week. Providing students with a variety of delivery options helps to ensure their access to Palomar's quality learning programs and courses.

TABLE B

Spring 2011: Community College Survey of Student Engagement Hours per Week working for Pay – Palomar Students
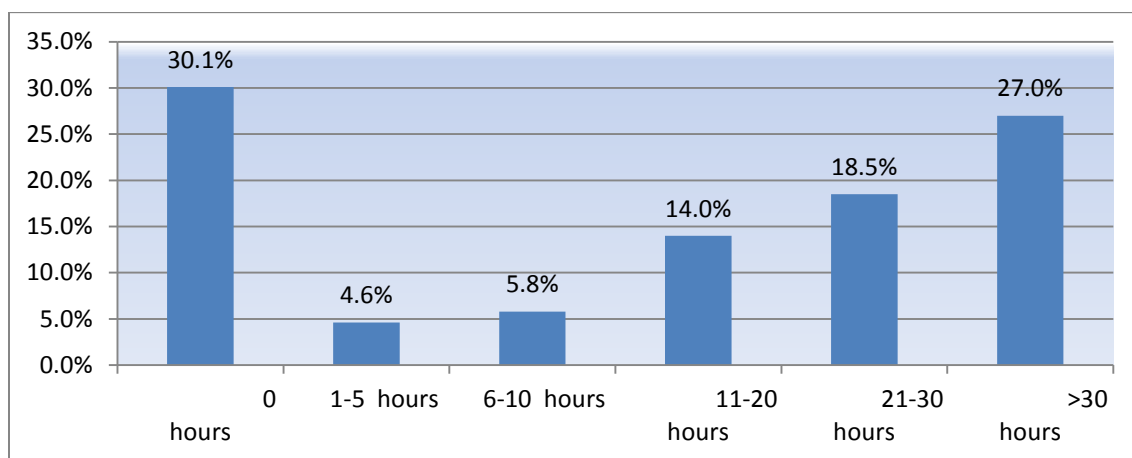
3. Rationale for the Change

Palomar's Transition to Distance Education as an Instructional Mode of Delivery

Palomar College was established in 1946 in San Marcos, California, in North County San Diego. As Palomar developed its comprehensive academic program offerings, the use of technology gradually became an integral component in curriculum planning and content delivery. As early as 1975, Palomar's Television Department facilitated the development of tele-courses, which were initially the primary method of Distance Education (DE) delivery. The establishment of the Academic Technology Resource Department in 1998 furthered the support for faculty to develop course content for delivery through DE. Since 1999, online or hybrid/blended instruction has become the predominant mode of delivery of DE. The growth in DE classes has been in response to supporting Palomar's diverse student population and its varying needs for flexible and accessible enrollment options (TABLE C).

TABLE C

Distance Education Enrollments and Course Offerings

Face-to-Face and Distance Education Offerings						
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Total OnCampus						
Enrollments	172,202	173,953	174,315	164,053	162,350	153,543
FTES	18,793	19,127	19,415	18,540	17,499	16,651
Course Offer Count	5,827	5,344	5,152	4,859	4,438	4,251
Distance Ed						
DE Enrollments	24,291	25,193	27,102	26,283	25,463	24,115
DE FTES	2,068	2,170	2,362	2,237	2,093	2,002
Course Offer Count	634	600	620	600	541	545
Total College						
Enrollments	196,493	199,146	201,417	190,336	187,813	177,658
FTES	20,861	21,297	21,777	20,777	19,592	18,653
Course Offer Count	6,461	5,944	5,772	5,459	4,979	4,796
Enrollments						
All OnCampus Percentage of Total	87.6	87.3	86.5	86.2	86.4	86.4
Distance Ed Percentage of Total	12.4	12.7	13.5	13.8	13.6	13.6
FTES						
All OnCampus Percentage of Total	90.1	89.8	89.2	89.2	89.3	89.3
Distance Ed Percentage of Total	9.9	10.2	10.8	10.8	10.7	10.7
Course Offer Counts						
All OnCampus Percentage of Total	90.2	89.9	89.3	89.0	89.1	88.6
Distance Ed Percentage of Total	9.8	10.1	10.7	11.0	10.9	11.4

The College continues to offer most of its courses (89%) through face-to-face delivery mode. DE makes up 11% of all offerings and 13% of enrollments. This percentage has remained stable over time. However, while the percentages have remained stable, the mix of courses that are approved to be offered via DE has increased and resulted in specific degrees and certificates where more than 50% of the required courses can be completed online. Further, more than 50% of the College's general education courses can be delivered online. This makes the requested change necessary.

Distance Education as an Option to Increase Access

Palomar College is a large district covering 2,555 square miles. The College's DE offerings represent one delivery method that helps ensure access to students. A review of DE enrollments by city reveals that the College's DE offerings appeal to students residing throughout the District, including those cities or communities that are geographically distant from campus locations. (See TABLE D.) However, data also shows that 70% of the students enrolled in a DE Education class are also enrolled in at least one face-to-face class. As a result of budget cuts, the College closed two outreach locations in the southern portion of the District. DE Education represents a viable option for students residing in this part of the District and throughout the District. Note the TABLE D below provides enrollments and headcount for those cities within the District's boundaries only.

TABLE D

"In District" Student Count and Enrollments in Distance Ed													
		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
General Service Area	City	Head Count	Total Enrls	Head Count	Total Enrls	Head Count	Total Enrls	Head Count	Total Enrls	Head Count	Total Enrls	Head Count	Total Enrls
North	Camp Pend	22	39	21	34	11	18	18	26	16	21	15	18
Central	Escondido	1,526	2,475	1,595	2,726	1,700	2,938	1,705	2,904	1,584	2,636	1,741	2,913
North	Fallbrook	340	554	377	649	391	9	389	658	335	556	376	676
Central	Oceanside	557	949	553	952	571	1,015	559	1,016	472	801	458	768
South	Poway	308	542	383	694	371	635	332	553	295	502	301	551
South	Ramona	207	373	246	489	254	477	246	438	238	427	242	447
South	San Diego	648	1,102	663	1,147	665	1,237	628	1,074	552	969	598	1,027
Central	San Marcos	966	1,664	1,013	1,685	1,185	1,934	1,089	1,747	989	1,637	1,077	1,774
Central	Vista	846	1,450	880	1,457	993	1,677	928	1,519	837	1,406	850	1,421
North/ South	Remote / Small Populations	370	600	295	519	344	644	329	537	303	501	330	541

Labor Market Data

Current labor market data for the San Diego – Carlsbad – San Marcos Metropolitan Statistical Area ([Labor Market Data](#)) suggests that the occupations requiring an associate or bachelor's degree with the most openings and projected growth include healthcare; computer software development; business marketing, accounting, and commerce; and occupations within science, technology, engineering, and mathematics (STEM) fields. This requested substantive change will help Palomar continue to meet the needs of students seeking careers in these fields as many of the online courses offered by the College prepare students for the identified occupations. In addition, Palomar's General Education, transfer-readiness, and basic skills online courses provide students with a variety of delivery options to meet their transfer goals and to ultimately earn their bachelor's degree.

B. Description of the Education Program and Delivery Mode

1. Educational Purpose

This substantive change proposal does not involve offering new educational programs, but identifies active certificate and degree programs that now have the potential for a student to complete 50% or more of the required courses through DE. These same programs are still available through the traditional face-to-face method of delivery. As faculty have identified courses that can be effectively taught through DE with the same level of quality and rigor, the number of programs affected by these curriculum changes has increased. These courses include core program courses as well as General Education courses. Each course approved for DE delivery undergoes Palomar's separate curriculum review and scrutiny as required by California's Title 5 §55206. All courses are approved for DE by the Curriculum Committee, the Faculty Senate, the Palomar College Governing Board, and by the California Community Colleges Chancellor's Office. Adding DE as a delivery option enables Palomar to serve the diverse enrollment needs of its student community, to address diverse learning styles and preferences, and to provide on-going enrollment options and flexibility for students to work towards their academic goals of basic skills development, completion of a certificate of achievement or associate degree, and/or transfer to a four-year institution.

2. Program Meets Eligibility Requirements, Accreditation Standards, and Commission Policies Related to Student Learning Programs and Services and Resources

a. **Eligibility Requirements –** In compliance with the State of California Title 5 regulations from Chapter 6, Subchapter 3, beginning with §55200, Palomar College's Curriculum Committee reviews and approves separately each course proposed for DE Education delivery to ensure the following minimum criteria is met:

Regular and effective contact is maintained between the faculty member and the student as required by ACCJC Distance Education Policy and Standard II.A.

Palomar College's policy on "Instructor/Student Contact" (Appendix B) for Distance Education instructional delivery was adopted in Spring 2010 and became effective with the 2010-2011 academic year. The policy reads in part "At the very least, the number of instructor contact hours per week that would be available for on-campus students will also be available, in asynchronous and/or synchronous mode, for students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course." Appendix B provides clarity on the definition of minimum "regular effective contact" and on changes that were made in CurricUNET (the District's Curriculum Management System) to effect these curriculum changes.

b. **Accreditation Standards and Commission Policies** – The development, implementation, and evaluation of all courses and programs offered through DE are the same as those offered through face-to-face modality, and are within the scope of Palomar College's Mission, and are controlled by the College.

c. **Student Learning Outcomes** – The course- and program-level student learning outcomes are clearly defined and are the same for DE courses and for face-to-face instruction.

d. **Adequate Fiscal and Personnel Resources** – Palomar College has for many years continued to provide adequate fiscal and personnel resources and the organizational infrastructure necessary to support student learning in DE classes. On-going, authentic assessments of learning outcomes are conducted on courses and programs.

e. **Student registration and authentication** – Palomar College has in place a registration process for students enrolled in DE 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 answering of a security question. The Blackboard Learning Management System requires a secure login each time a student accesses the system to do coursework activities.

C. Description of the Planning Process

1. Relationship to the Institution's Planning, Evaluation, and Stated Mission

Palomar engages in a continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the College meets its Mission. The planning model, known to the College as the *Integrated Planning Model* (IPM) (FIGURE 1) integrates long-range, mid-range, and short-range planning. The plans included in the IPM are the College's Education Master Plan (which combines the Master Plan and the Facilities Plan), the Technology Plan, the Staffing Plan, a three-year Strategic Plan, and short-

term operational plans developed by units through the College's Program Review and Planning (PRP) processes. Technology, the use of technology, and Distance Education (DE) are interwoven throughout the College's planning processes.

Long-Range Planning

The College's *Master Plan 2022* and *Technology Plan 2016* address the infrastructure and support needed to provide DE instruction. The Master Plan addresses DE in a global sense by identifying specific programs and growth in those programs over time. The *Technology Plan 2016* identifies strategies to maintain and monitor services and resources in Information Services, the department charged with supporting the technical aspects of the College's online services. This plan considers current use of technology and upcoming trends in the field in order to best prepare for future needs of the District. A divisional Planning Council, the Finance and Administrative Services Planning Council (FASPC), reviews and updates this plan annually with a report and recommendations to the Strategic Planning Council, which considers these needs in the broader context of all institutional needs. *Technology Plan 2016* establishes a standing workgroup as a subgroup of FASPC responsible for

- evaluating technology needs;
- researching, assessing, and pilot-testing new technology proposals;
- determining related costs and cost-effective strategies;
- assuring this Plan's alignment with other long-range plans;
- and reporting findings and making recommendations.

FIGURE 1

Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model

Community

Educational Master Plan

Facilities Plan — Staffing Plan — Technology Plan

Strategic Plan

Annual Implementation

College-Wide Priorities

Evaluation — Resource Allocation — Evaluation

Council Priorities

Annual Implementation

EVALUATE & INFORM — EVALUATE & INFORM

Program Review & Planning

Students

Approved by SPC 9/1/09
Amended by SPC 2/9/10
Amended by SPC 10/18/11
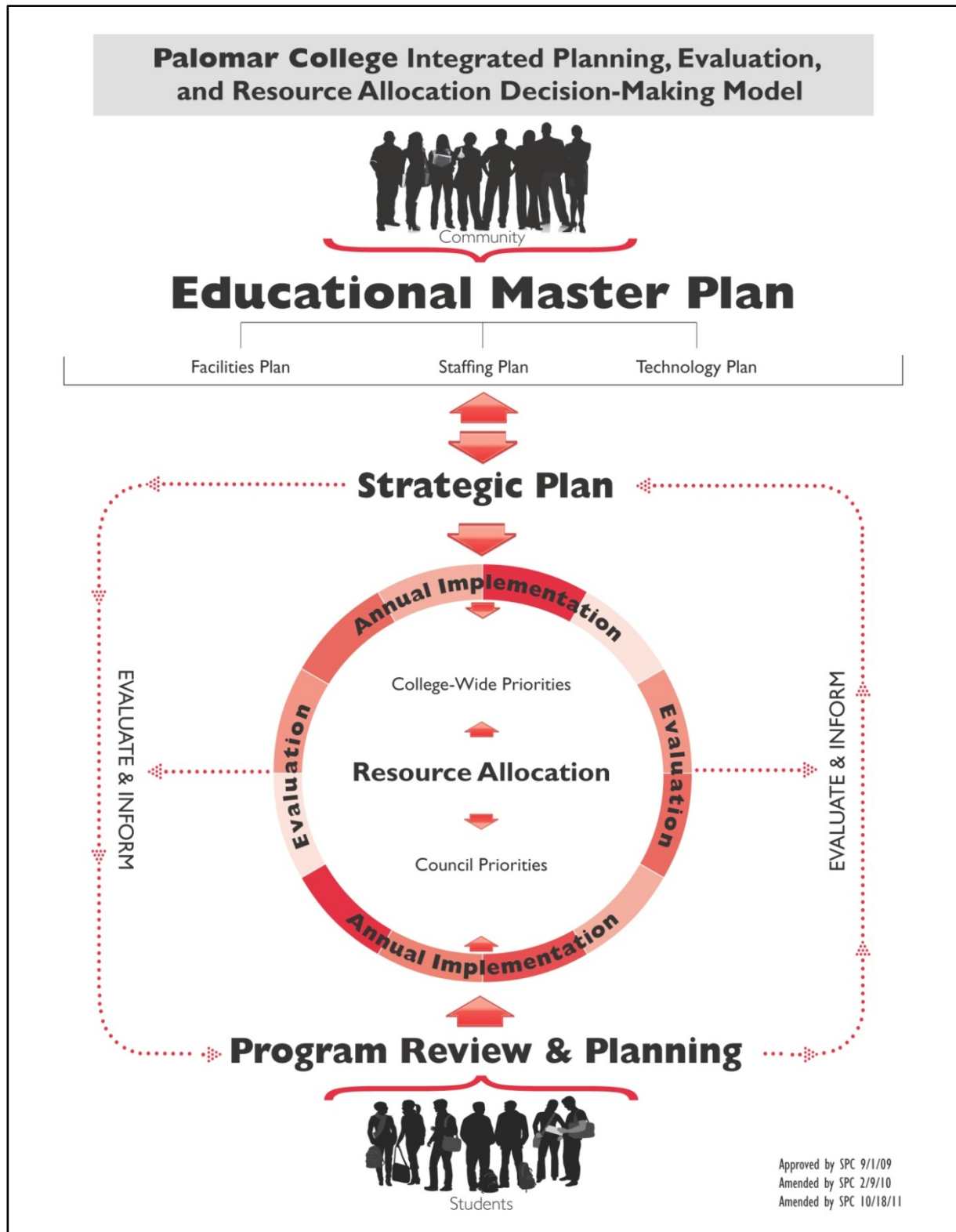
Mid-range Planning

TABLE E

Strategic Plan 2016		Strategic Plan 2013	
Goal	*Example* **Related Objective**	**Goal**	*Example* **Related Objective**
Goal #1. Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.	**Objective 1.4.** Develop and implement online supplements to orientation, transfer credit evaluation, education planning, and degree audit.	**Goal 2:** Strengthen programs and services in order to support our students' educational goals.	**Objective 2.5:** Establish processes to ensure the quality of Distance Education offerings.

The College's three-year Strategic Plans address institutional effectiveness and improvement. They include goals and objectives related to student success and technology. TABLE E above provides two examples from *Strategic Plans 2016* and *2013* that respond to the quality and availability of online instructional and student support services.

The table shows that the current Student Learning and Success goal in *Strategic Plan 2016* includes an objective that addresses online supplements for Student Services, such as orientation and degree audit. Meeting this objective will help ensure that all students, including those taking DE courses, continue to access and receive quality student support services. *Strategic Plan 2013* included similar student success and technology related goals along with objectives for addressing the quality of DE. For example, in Year One of the Plan, the Strategic Planning Council included an objective that addressed the delivery and quality of DE offerings. As a result of this objective, the College refined its curriculum process for approving courses to be taught via DE, implemented a new process to increase student participation in the evaluation of DE classes, integrated the evaluation of online course success and retention rates into the PRP process (Appendix C), and developed and implemented the Palomar Online Education Training (POET) program, a professional development certificate designed to support faculty interested in teaching online courses. Since its implementation in 2012, sixty-one (61) of Palomar faculty have completed the POET training. The College's main participatory governance body, the Strategic Planning Council, develops, monitors, and coordinates implementation of the Strategic Plan. SPC draws from both the long-range plans and short-range Program Review and Panning process to annually update the Strategic Plan.

Short-range Planning

The College's short-range Program Review and Planning (PRP) processes ensure on-going program planning and development, assessment of program goals, data analysis, and identification of new funding needed to support program goals. The process includes an evaluation of online and on-campus (both day and evening) student success. Success and retention rates are provided to discipline faculty for review and analysis. Disciplines and programs speak to the success rates as part of their evaluations. Goals and requests for resources are aligned with the goals identified in the College's Strategic Plan. Divisional Planning Councils are responsible for implementing the PRP processes of the College. Chairs of these councils participate on the College's main participatory governance council, the Strategic Planning Council. The chairs report out the results and themes coming through PRPs to SPC. SPC evaluates these needs as it annually updates the Strategic Plan.

Integration of Planning Processes and Resource Allocation

As described earlier, the three planning processes are integrated and correspond through an ongoing cycle of implementation, resource allocation, and review. The Strategic Planning Council administers an annual implementation, resource allocation, and evaluation process whereby the College's Strategic Planning priorities are funded through Strategic Planning Priority Funding (SPPF). Program Review and Planning resources are prioritized and funded through the divisional Planning Councils (Instructional, Student Services, Finance and Administrative Services, and Human Resources Services) with unrestricted general funds, SPPF, State Instructional Equipment and Library Materials (IELM), Federal Perkins funding, or Palomar College Foundation grants.

2. Assessment of Needs and Resources

The College has made a commitment to support the delivery of online DE. Through its planning processes and assessment of needs, the College has noted that DE is one way to increase access throughout its large and geographically diverse district. Ongoing scans of the environment, review of enrollments, and trends in instruction continue to support this strategy. Over the past five years, the College has consistently delivered ten percent of its offerings online.

The College continues to evaluate and provide the appropriate resources to support students with the best DE options. When the need to coordinate the efforts of instructors to deliver effective DE was identified in 1998, the College held to its commitment of offering quality and supported instruction by creating the Academic Technology Resource Center (ATRC). The ATRC manages all the technical aspects of online instruction and servers including technical and service management, maintenance of the Blackboard Learning Management System, and instructional technologies for face-to-face instruction. In addition, the College established the faculty assigned time position of Academic Technology (AT) Coordinator. The AT Coordinator works with the ATRC to coordinate and manage the DE offerings at the College.

The results of continued assessment of needs and resources facilitated the College's move to the Blackboard Learning Management System. The College has made the decision to move to vendor hosting of the Blackboard Learning Management System to ensure that students and faculty maintain continuous and uninterrupted service.

Finally, ongoing assessment of needs and resources occurs annually through the District's planning, evaluation, and resource allocation process. DE is budgeted annually through General Funds. New or additional resource needs are identified through the Program Review and Planning (PRP) processes.

3. Anticipated Effect on the Institution

While the effect of this substantive change is minimal, Palomar continues to evaluate the impact technological advancements are having on instructional delivery and student enrollment patterns. The College is committed to the quality and rigor of its academic programs, to the success of its students, and to maximizing access to facilitate student progress toward their academic goals. Student demographics and needs reflected in enrollment trends and preferences have continued to be monitored to determine scheduling needs for class sections offered in the face-to-face mode and through DE. The District is currently in the middle of full implementation of its *Educational and Facilities Master Plan 2022*, primarily funded by Prop M, a local general obligation bond passed by community voters in November 2007. The District's full intent is to sustain a large face-to-face academic program presence to be complemented with a level of DE offerings that support student needs, access, and success.

4. Intended Benefits

Palomar College's diverse student population will continue to directly benefit from the availability of varied courses and programs through DE delivery. Providing students DE enrollment options supports students with personal commitments, such as work schedules, family responsibilities, time constraints, and transportation challenges. The clear benefit to students is that DE provides class scheduling flexibility and alternative enrollment options for students to support progress towards their academic goals.

5. Preparation and Planning Processes to Support Distance Education

History, Preparation, and Planning Process

Palomar started offering DE through tele-courses in 1975. In 1998, the College began offering online courses via the internet and established the positions of Academic Technology Supervisor and Academic Technology Coordinator and opened the Academic Technology Resource Center (ATRC). The Supervisor and Coordinator were responsible for coordinating and planning for DE classes. At that time, the Faculty Senate also established a small online education workgroup to research and coordinate the delivery of online courses. The workgroup integrated into the curriculum process Title 5 regulations and the California

Community College Academic Senate's Policy on Best Practices. Initially, only a few courses were offered, and planning centered on pedagogy, course delivery, and management.

The online education workgroup evolved into the Faculty Senate Academic Technology Committee, which has met regularly since its formation. Chaired by the Academic Technology Coordinator, the Academic Technology Committee represents faculty interests in all areas of academic technology. This committee coordinates with the Curriculum Committee on distance learning courses, discusses pedagogical issues related to online courses and changes in technology, discusses issues of training for DE faculty, and participates in formulating and implementing administrative policy related to the use of technology. This collaboration allows the institution to continually respond to faculty and student needs as they relate to technology effectiveness, delivery, training, and awareness of pedagogical trends.

The Academic Technology Committee Chair/ATRC Coordinator serves as an overall advocate for faculty concerns regarding technology and is active in State and regional organizations, e.g., Chancellor's Office DE Coordinators and Managers and San Diego/Imperial Valley County Community College Association (SDICCCA) Subcommittee on Distance Education. The Coordinator joins local workgroups to advance the mission statement of the ATRC.

In addition, the Technology Support Team planning group was formulated in academic year 2013-2014 to work on projects that impact Information Services (IS) and the Academic Technology Resource Center. This newly formed group, which contains members from both areas and the Dean of Social and Behavioral Sciences, has established three planning meetings per year to address shared technology issues. The group also has its own internal helpdesk, which helps the I.S. and ATRC employees track progress on shared projects. This coordination of planning and support between Information Services (IS) and ATRC is essential to the stability of the DE program offerings.

Preparation and the Learning Management System

In 2000, the College adopted the Blackboard Learning Management System. As the number of courses offered through DE increased, the number of faculty and students involved in DE increased. The ATRC recommended upgrading the course delivery and management system to the "Enterprise" version of Blackboard, and the College implemented this change in 2005. The number of faculty and students accessing the system either through online courses or as part of their on-campus courses continues to increase. Each semester, each class section has a class "shell" in Blackboard. These class shells can be activated each semester by the assigned faculty member and can be used for classroom needs, such as the posting of class syllabi and materials. For faculty teaching a fully-online class, the class shell provides the foundation for all class materials, faculty-student interactions, communication, class discussions, and posting of assignments. To accommodate the increased use of Blackboard as well as planned increases over time, the College recently approved moving to vender hosting of the system off-site. This move will improve faculty and student access time and provide 24/7 system monitoring and timely upgrades without disruption to instruction and utilization.

D. Evidence of Adequate Resources to Support a Quality Distance Education Program

1. Adequate and Accessible Student Support Services

The College provides a comprehensive and accessible set of services to its Distance Education (DE) students. A DE student can apply for admission, receive orientation, register for classes, receive counseling/education planning, apply for financial aid, apply for graduation, request transcripts, access Library resources, receive disability accommodations, and communicate with other students, all via Internet, email, phone, and Blackboard. In addition, online students have full access to campus based resources, including, but not limited to on-campus computer labs, tutoring centers, the Library, and the myriad of student services offered.

Through the College's Program Review and Planning (PRP) processes, each Student Services function examines its scope of services, performs assessment of Service Area Outcomes (SAOs), and identifies its emerging needs. From this information, each area reassesses its goals and priorities to best utilize existing resources to continue needed services, to redirect under-utilized resources, and to seek means to expand services through emerging initiatives. The student support services accessible to DE students include the following:

Admissions and Records – Through the Admissions and Records Office, DE students have online access to apply for admission, see their registration appointment times, register for classes, make payment for class fees, see what books are required for each class, check their final grades, print unofficial transcripts, request official transcripts, submit their petition to graduate, review the College catalog, and submit petitions for exception. These services are utilized by in-person and online students alike and are the primary means for students to interact with the Admissions and Records Office.

Orientation and Assessment – Through the Counseling Department, students have access to online (Online Orientation) and in person orientations that introduce them to the College and its services. In addition, information on how to access and navigate through the online course software is provided online (Blackboard) . The Assessment Office offers placement testing and acceptance of alternative testing taken through other colleges.

Counseling, Advising, and Educational Planning – Educational Planning is provided through the Counseling Department and is available online, over the phone, and through e-mail. The Counseling Department is currently experimenting with providing Educational Planning through SKYPE. An online survey of student satisfaction with this type of counseling and advising service is included with the pilot service. An electronic file of all email responses is maintained by the designated counselor who answers the "quick question" link through the Counseling

website. Extensive information is also available online, including a robust FAQ page Counseling FAQs.

Transfer and Career Information – Counselors and Directors of the Transfer and Career Centers provide transfer and career information through e-mail communication, face-to-face interaction, website, and on-campus activities. Specific information on course Articulation and Transfer is available on-line at (Articulation and Transfer) and includes

- AP, IB and CLEP charts showing how Palomar, the CSU system, and the UC system accept and use these exams,
- Access to the home page on ASSIST and instructions for its use,
- Access to current and past catalogs,
- General Education patterns for Palomar and for the CSU and UC systems, and
- Public access to all of our Course Outlines of Record and programs.

Financial Aid – Technology is maximized to the extent possible to provide services to DE students and all students who attend Palomar College. A robust program of online resources on financial aid is available to all students, including a step-by-step application guide and information on the FAFSA, BOGW, scholarships, military benefits, work-study opportunities, loan programs, and cost of attendance. DE students can check their financial aid status and review their financial aid award online. In addition to the online resources and information available to students, DE students can make appointments, call on the phone, and email staff for more help and information.

Veterans Services – Veterans Services is available for eligible veterans to obtain Veterans Administration (VA) Educational Benefits and to receive counseling toward their declared academic program. Students accessing VA benefits are required to maintain academic standards that are more stringent than the institutional standards. All veteran students are prohibited by the VA from being eligible for VA benefits for remedial math and English courses. In addition, veterans who are funded through Chapter 33 are required to have at least one face-to-face class in order to be eligible for full living expense allowances. Currently, a majority of Palomar College's veteran students are on Chapter 33 funding. These VA regulations tend to minimize the number of veteran students who choose to take a fully on-line class schedule.

Obtaining VA benefits involves a very complex and regulated set of processes often involving confirmation of the student's identity. Veteran students can access services in-person or by e-mail or phone. In addition, the Veterans Office website (Veterans Office) provides access to extensive information, including forms, calendar of events, financial aid information, and general college information. While most veteran students are physically present on campus and utilize face-to-face services, the College provides comprehensive on-line resources for both face-to-face and DE students.

Disability Resource Center (DRC) – The College provides a comprehensive set of services to both face-to-face and DE students, in compliance with Section 508 and ADA regulations. Students at various sites and those taught through DE are offered equivalent services and accommodations, including test taking accommodations, text readers, media captioning, and various "alternate media." The DRC Director, Counselors, and Learning Disability Specialists determine appropriateness of services and accommodations for DE students. Counseling services are available by phone and online. Faculty teaching online courses are offered training in the POET program to specifically address accommodations for students.

> Test Accommodation
> Adaptive Equipment
> Registration Assistance

Course Delivery – Academic departments make determinations about which courses can be taught through DE at the same level of quality and rigor as those taught in the face-to-face classroom environment. Courses to be taught through DE go through a separate curriculum review process to ensure that effective strategies for faculty-student interaction have been identified and are appropriate for the course content. Curriculum and program planning and development are on-going processes and are integral to the College's Program Review and Planning cycle. The PRP process requires faculty to analyze and compare student achievement data for face-to-face and DE classes. This analysis may prompt faculty to update curriculum as needed to improve student achievement and outcomes.

The Blackboard Learning Management System is the College's technology infrastructure used to support its DE program delivery. The system is supported by Information Services and the Academic Technology Resource Center (ATRC). Moving Blackboard to managed hosting will enable the ATRC staff to devote more time providing the efficient, web-based helpdesk services to both DE and face-to-face students and faculty. The ATRC has an efficient tracking system that ensures timely response and resolution to student needs through a helpdesk and chat room (Academic Technology Helpdesk).

Tutoring Services – Palomar College provides its DE and face-to-face students with an array of on-campus tutoring support options across many disciplines. Enrollment data indicate that 70% of students enrolled in DE classes are also enrolled in face-to-face classes, giving them access to on-campus tutoring services. The Students Taking Academic Responsibility (STAR) Tutoring 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). Tutoring services specific to the discipline are provided in the English Writing Center, the ESL Tutoring Center, the Math Center, and the Reading Center. The STEM Center supports students with tutoring needs in science, technology, engineering, and mathematics. The newest facility on the San Marcos campus, the Teaching and Learning Center, supports a tutoring focus on students enrolled in Learning Community classes. The College has also been experimenting with "embedded tutors" in a variety of disciplines and continues to evaluate the impact on student

success. With advancements in technology, Palomar is exploring various options to provide online tutoring services to all students.

Library Services – The Palomar College Library has been a key component in providing resources necessary to maintain the quality of DE instruction. The Library's collection consists of more than 144,500 items (117,600 titles) including print and electronic books, periodicals, and media (including streaming videos) titles. At present, the Library owns more than 16,000 e-books, subscribes to 69 full-text online databases consisting of periodical articles, reference books, e-books collections, videos (including closed-captioned streaming videos), and digital images covering most disciplines taught at the college. The goal is for all of the services to function as "libraries without walls," making available numerous online resources that support students and faculty. The Library provides access to its resources and information about its services through a Library website that is updated regularly (Palomar College Library).

Library research can be accomplished through online databases available 24 hours a day. The Library contracts directly with commercial and not-for-profit vendors to host and/or provide access to their resources. These include, but are not limited to EBSCOHost, ProQuest, Gale/Cengage, JSTOR, ARTstor, PalgraveMacMillan, Alexander Street Press, Baker & Taylor, Elsevier,& NBC (Palomar College Online Databases).

Reference service/assistance is made available 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 QuestionPoint (QP), a subscription based online chat reference service, Library faculty are able to interact with students online in real-time. Via QP, Librarians can provide access to resources, assistance in research methods, and guidance for citations, all of which are essential elements in developing information literacy skills. As a consortia resource, QP provides live around-the-clock reference service, especially useful for DE students. During 2012-2013, librarians received more than 1,000 chat requests for this service from students. Statistics show that this number is more than a 16% increase over last year's chat requests (Ask Us Now).

In addition, Library faculty have created several online tools for assistance in information literacy. These consist of

   a. A Research Help webpage that includes links to numerous aids to assist students and faculty with their research (Research Help),
   b. Two videos to help support the needs of learners for supplemental instruction, and
   c. "*Dashboard*: A Student Guide to Finding and Using Information" is an interactive, self-paced tutorial that teaches students how to use information accurately and ethically to support their course assignments. It can be loaded into Blackboard and allows professors in DE classes the opportunity to provide Librarian-created information literacy instruction to their students.

The Library faculty also help faculty create course LibGuides, which can provide specific support for individual courses according to student needs (i.e. resources, search engines etc.). A complete list of LibGuides created is available on the Library website at [Libguides](). Finally, the Library also provides EasyBib, a citation management, online web-based software program to help create citations for research papers. This is a free service to all users ([General Resource Material Selection Policies]()).

The Library conducts Student Area Outcome surveys annually and Student Learning Outcome surveys regularly. These survey results are listed in the Library Annual Report and are made available in the College's Outcomes database on the TracDat platform.

Student Surveys and Analysis

Distance Education

The Academic Technology Resource Center (ATRC) oversees student surveys designed to provide the institution with feedback regarding effectiveness and quality of DE. In particular, the Distance Education Satisfaction Survey was recently given to students. This survey distilled a 63-question survey developed by the Chancellor's office into 17 questions most relevant to polling students on satisfaction with DE. Results of the Distance Education Satisfaction Survey were discussed at the October 10, 2013, meeting of the Academic Technology Committee and reported to the Faculty Senate on October 14, 2013.

While the sample size of the pilot was small (N-49), more than 87% of students surveyed reported that they were either satisfied or very satisfied with their online course in the 2012-2013 academic year. Roughly four out of five students would take another online course, and almost 90% would recommend the online course(s) they took to others. Seventy-five percent of the students felt they learned as much in their DE class as in a face-to-face class. The Academic Technology Committee is discussing plans to administer this survey on a larger scale in the coming year.

2. Sufficient and Qualified Faculty, Management, and Support Staff

Palomar's commitment to supporting the use of technology for instructional delivery is evidenced by the District-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 DE program is facilitated by the Blackboard Learning Management System. The extensive support for online learning at Palomar College begins with the infrastructure provided through Information Services and extends into the Academic Technology Resource Center (which oversees Blackboard), the Palomar College Television Department, and the Library.

Faculty – All faculty assigned to teach a DE class are hired through the District's regular hiring process and meet the same minimum qualifications as those required of face-to-face instructors, whether they are full-time or part-time. Regular faculty evaluations are conducted in compliance with Article XVII of the District and Palomar Faculty Federation (PFF) contractual agreement, Article XVII. The evaluation process includes classroom observations, student evaluations, and classroom materials provided by the faculty member being evaluated. The evaluation report form and the student evaluation instrument address both face-to-face and the DE teaching and learning environments. Since 2010, the College has utilized "Evaluation Kit" to facilitate student evaluations of DE classes. The Palomar Online Education Training (POET) program is the recommended and primary professional development program provided to all faculty who teach online. POET was implemented in Spring 2012 and is facilitated by the Academic Technology Coordinator. Palomar's Professional Development program, facilitated by a faculty coordinator, provides a variety of additional professional development workshops throughout the academic year that support the on-going development of faculty teaching online and face-to-face (Professional Development).

Information Services (IS) – Palomar College has invested heavily in its technology support staff, products, and services to meet the needs of student learning programs and services, teaching, College-wide communications, research, and operational systems. Technology resources are managed through Information Services, which is responsible for administrative systems, networking, and communications infrastructures, and the Academic Technology Resource Center, which is responsible for all areas of technology related to instruction.

Information Services provides direct support for DE instruction in three primary ways:

    a. Helpdesk Services – Provides user support to students, faculty, staff and community patrons for computer hardware/software, email, network services, Microsoft Office Suite, the District's self-service student and faculty application, and e-Services.
    b. Network and Data Center Services – Provides the telecommunications and hardware/software infrastructure required for email, voicemail, and Internet, network services, telephone and wireless, District administrative and operational needs, and student learning systems.
    c. Technical Support Services – Provides support for desktop hardware/software and peripheral computing and audiovisual equipment used in the classrooms and offices.

Since 2003, Information Services (IS) has used surveys to gather data from faculty and staff to monitor the quality and effectiveness of its services, systems, technology infrastructure, and the District's PeopleSoft application. The 2013 survey provided overall ratings of 7.13 to 8.79, using a rating scale of zero to ten, ten being "excellent." Ratings included a 7.13 for timely replacement of computers, an 8.32 for technical support services, and an 8.79 for helpdesk services.

Academic Technology Resource Center – While Information Services provides the basic infrastructure, 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 not only the faculty and students in DE courses, but all students enrolled in classes on-campus (Academic Technology). FIGURE 2 provides an organization chart for ATRC.

FIGURE 2

Academic Technology Resource Center Organization Chart

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                    ┌─────────────────────────────────┐
                    │  Vice President for Instruction  │
                    │          Berta Cuaron            │
                    └─────────────────────────────────┘
                                   │
                    ┌─────────────────────────────────┐
                    │        Dean, Social &            │
                    │     Behavioral Sciences          │
                    │        Jack Kahn, Ph.D.          │
                    └─────────────────────────────────┘
                       │                           │
              ┌─────────────────┐         ┌─────────────────┐
              │     Manager     │         │   Coordinator   │
              │ Position Currently │       │ Lillian Payn,   │
              │   In Recruitment  │        │     Ph.D.       │
              └─────────────────┘         └─────────────────┘
          │              │              │
  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
  │ Lab Specialist│ │ Lab Specialist│ │ Development  │
  │ Myrna Valencia│ │  Brian Chan  │ │  Specialist  │
  │              │ │              │ │   Elaine     │
  │              │ │              │ │  Armstrong   │
  └──────────────┘ └──────────────┘ └──────────────┘
  ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
  │   Systems    │ │   Systems    │ │   Systems    │
  │ Administrator│ │ Administrator│ │ Administrator│
  │  David Gray  │ │ Chris Norcross│ │ Shay Phillips│
  └──────────────┘ └──────────────┘ └──────────────┘
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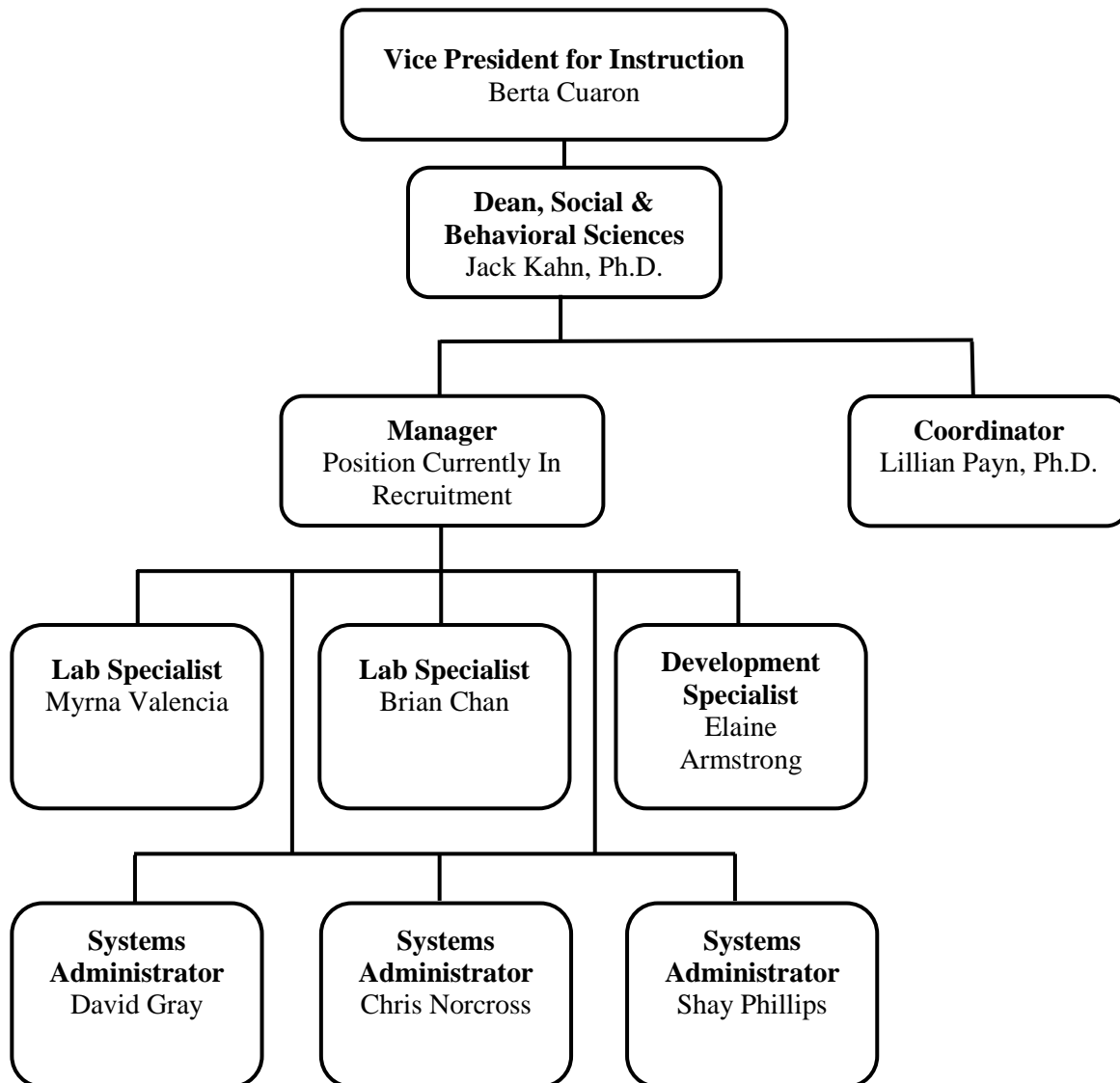
Substantive Change Proposal – Distance Education

The ATRC responds to the day-to-day and growing needs of the faculty and students, both in DE and those in the face-to-face teaching and learning environment. In Spring 2014 the ATRC team will help transition Palomar to Blackboard Managed Hosting Services. This transition will help the College with service needs and the capacity and capability that can be augmented on-demand as the District's instructional needs grow. Blackboard Hosting provides physical and network security (with three levels of data backups provisioned daily), 99.8-99% reliability of service guarantee, adherence to FERPA and ADA guidelines, as well as around the clock management, continual network operations monitoring and testing, online aggregate usage reporting tool, dedicated client support teams, and Blackboard application upgrades with virtually no interruption to access for faculty and students. Blackboard also features a Knowledgebase for users to query issues to find a solution immediately.

The ATRC also provides an electronic help desk, which allows users to request assistance or training by phone, email, walk-in, or an active chat help feature. All faculty and student help-desk requests are actively tracked so users can be assured that each request is handled quickly and efficiently. It is a widely used resource on campus. TABLE F illustrates the activity of the ATRC HelpDesk Services over a one-year period:

TABLE F

ATRC HelpDesk Support Requests April 2012—March 2013						
Category	Blackboard	Video	Websites	AA	General	Totals
Total	1,600	128	1,033	75	572	3,408
Monthly Avg.	133.3	10.7	86.1	6.3	47.7	284

Palomar College Television (PCTV) – PCTV is another resource that provides support for DE. In the past, the primary goal of PCTV was to create TV courses, which were recorded class sessions that took place in the ETV studio. However, today's video-based courses are polished and professional learning tools, produced of high-quality graphics and audio, which are incorporated into Blackboard and other formats. Faculty can utilize videos of 10-to-15 minute lecture modules or longer that provide flexibility in DE courses as well as those taught face-to-face. PCTV assists faculty in developing multi-media material to enhance course delivery and in supporting the diverse learning styles of Palomar students (PCTV).

3. Professional Development for Faculty and Staff

Professional Development (PD) for all faculty at Palomar College also contributes to the quality of DE. Professional Development activities provide online opportunities for faculty to receive professional development credit and offer online pedagogical training through the Palomar Online Education Training program (POET). POET was developed by the Academic Technology Committee, the Tenure and Evaluation Review Board, and the Faculty Senate in 2011, after extensive research of the best practices of online teaching at leading colleges and universities. POET is a series of self-paced, open-exit and open-entry modules that prepare Palomar College faculty to develop and deliver their courses online. POET is administered by the Academic Technology Coordinator as a Professional Development activity. POET is a modular program and may be completed in approximately 10 to 12 hours. Faculty have the option to complete POET in one semester or over several semesters. Professional Development contracts list POET as a variable-hour activity (typically completed in 10-12 hours of combined face-to-face and self-paced online sessions). As of February 2014, sixty-one (61) faculty have trained and have been validated to teach online, and 132 are currently enrolled and in progress to complete POET training. (Note that instructors included have been either certificated through POET or another accredited or recognized program, e.g., M.Ed. in Online Teaching and Learning, @ One Online Learning Certification.)

All Palomar faculty are required to fulfill professional development. One option is to enroll in online workshops and to utilize online videos, media, and other arranged online activities to fulfill their PD obligation. The Professional Development website displays workshops and trainings that are currently available (Professional Development).

The website www.4faculty.org offers a network of resources and learning modules designed specifically for the needs of community college faculty. The site was created for faculty to share ideas and acquire new tools for teaching. Learning modules include a variety of topics, such as History/Mission of the Community College, Building your Syllabus, Assessment, How People Learn, Technology in the Classroom, Grades and Testing, Effective Class Management Skills, and more. The PD Office also offers online PD opportunities through @One, 3C Media Solutions (3CTV), and streamed media on the college's Blackboard system. These online PD opportunities are especially important for Palomar's adjunct faculty, many of whom are unable to attend on-campus scheduled events.

The ATRC provides on-going training for all faculty and classified staff on Blackboard course development, webpage design, and the overall academic uses of software with lectures, demos, hands-on workshops, video tutorials, webinars, and online classes (ATRC Workshops).

Video tutorials for faculty and students are also available online at Faculty Tutorials and Student Tutorials. In addition, a YouTube channel (with 140 current subscribers) provides 88 archived videos on various topics. These videos were viewed 81,720 times last year with an average monthly rate of 6,180 views.

Palomar's Library has also designated an Instruction/Information Literacy Librarian to work with faculty who are teaching online. During professional development training, the Instruction/Information Literacy Librarian, in coordination with the Academic Technology Coordinator, has begun (as of Spring 2014) to instruct faculty on how to include Librarians in Blackboard discussions to further improve students' research processes. The Librarian also collaborates directly with faculty to add information literacy instruction to online courses.

Annually, Professional Development conducts a needs assessment to determine whether current Professional Development offerings are meeting the needs of faculty. The 2012-2013 report cited 85.6% of faculty reporting that Professional Development met their training needs. This data is used by the Professional Development Advisory Board, comprised of faculty, staff, and administrators, to make changes (when necessary) to improve offerings and best meet faculty needs.

The College has continually made a conscious commitment to link pedagogy to the use of technology for course delivery, whether through Academic Technology support for Palomar's growth, as seen through our intensive building plan funded by Proposition M, or the DE offerings, which were intended to provide increased learning opportunities for the non-traditional student.

4. Appropriate Equipment and Facilities

As stated in Section D.2., the District's commitment to a reliable and quality DE program is evidenced by its long-standing investment in technology planning and infrastructure, including the licensing of the Blackboard Learning Management System and the hiring of highly qualified and sufficient management and staff. Information Services, the Academic Technology Resource Center, the Library, and PCTV are the key foundational areas that provide direct, day-to-day support resources and services for DE. These areas maintain the equipment and facilities and provide the services essential for reliable delivery of DE classes.

Information Services (IS) – The District's campus wired network infrastructure consists of state-of-the-art technology that offers 10Gbit bandwidth from the data center to each of the campus buildings and offers 1Gbit bandwidth to the desktops. The District's wireless network infrastructure consists of 802.11N technology and is in the process of being upgraded to 802.11AC technology. With this new wireless technology, the District will be positioned to provide a reliable infrastructure to support mobile computing devices. The District's internet connection is provided by The Corporation of Education Network Initiatives in California (CENIC) and provides 1Gbit Internet connections at both the San Marcos Campus and the Escondido Education Center. The District's data center network consists of a line rate core infrastructure with a 160Gbit connection to the virtualized server farm. The District's commitment to a stable, reliable infrastructure has been essential to the DE program's development and on-going success.

Academic Technology Resource Center (ATRC) – The ATRC manages a faculty technology center, main computer lab area, and computer classrooms. The ATRC computer classrooms house approximately 140 computers and are available for students enrolled in both DE and face-to-face courses. The hours are Monday-Thursday from 8:00 a.m. to 9:00 p.m. and ~~more limited~~ shorter hours on Fridays and Saturdays. The labs serve thousands of Palomar students and are typically full during prime time hours (Monday – Thursday, 8:00 a.m. to 2:00 p.m.) and approximately 65% full during off hours.

ATRC areas provide vital technology and support for distance education:

a. Faculty Technology Center - The Faculty Technology Center provides faculty with high-end computer workstations, a demonstration machine, a data projector, scanners, webcams, microphone headsets, an audio recording sound booth, and specialized software like Camtasia, Sound Forge, or Adobe Premiere. This Center helps faculty in the development of course materials for both DE and face-to-face delivery.

b. Computer Classrooms and Main Computer Lab Area – The ATRC includes two computer classrooms, each with a teacher demonstration workstation and data projector. These computer classrooms are scheduled regularly by faculty for orientation sessions for DE classes and used for periodic face-to-face sessions of DE classes. The main computer lab area provides all students with access to Windows-based workstations, with four stations designated for ADA access and added technologies such as screen reader programs, and four work areas that support students who bring their own devices or use the areas for group projects.

ATRC regularly surveys students about the quality and accessibility of the computer labs. Responses to these surveys continue to be very positive with respect to lab accessibility, tech support helpfulness, availability of printing options, and general lab climate safety and cleanliness.

Palomar College TV (PCTV) – PCTV is also a resource that supports DE. Extensive upgrades over the past few years converted the facility to a completely digital, high-definition video workflow, and it is the only educational television facility of its kind in North San Diego County. PCTV supports DE and face-to-face instruction through the production of polished and professional video-based modules and courses with high-quality graphics and audio.

Library – As described in Section D.1., Library Services, the Library provides technology for 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 whether current modalities were best meeting current needs. 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 will make resources identifiable and e-resources accessible from a single access point, reducing the number of menus needed to navigate toward wanted resources. This will make online research smoother for all instruction and particularly for DE students (NextSpace).

The San Marcos campus 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, microfilm reader/printer, scanners, headphones, one Sorenson Video Relay Services, one Braille machine, and photo copy machines.

5. Sustainable Fiscal Resources

Palomar College maintains a fiscally sound operating budget and ensures a minimum 5% reserve, including during the past five years when the State of California was in a fiscal crisis and community colleges operated with approximately 9-10% less revenue. Palomar planned conservatively while also ensuring the continued quality and integrity of its academic programs and support services. Palomar's DE program and all its necessary management, faculty, and staff, support services, and operational expenses are funded through the College's General Fund and included in the annual adopted budget. The DE classes generate FTES revenue and contribute to the College's achievement of its State FTES target. Palomar will continue to budget and sustain the resources necessary for a successful DE program to support student needs.

6. Comparative Analysis of Budget, Enrollment, and Resources

All resources for Palomar's DE program, including human, physical, equipment, and technology, are supported by the General Fund. Funding is allocated in the Governing Board's annual adopted budget for all personnel, professional development, physical maintenance, equipment, technology, and licensing requirements. DE classes are scheduled and budgeted for as part of the College's overall enrollment management planning and schedule development process to achieve its FTES goals. Continued development of DE is included in the College's Program Review & Planning (PRP) processes completed at the discipline or department level. Academic departments or support services plan for curricular and program changes relevant to DE and face-to-face offerings, analyze student achievement and enrollment data trends, and identify the need for new or replacement equipment and technology.

The College's PRPs are reviewed by the four divisional Planning Councils. Funds are either allocated by the appropriate Planning Council or PRP requests are forwarded to the Strategic Planning Council, where resources are allocated to activities specific to College goals and objectives. Planning and resource considerations for DE are also included in the Technology Plan and the Staffing Plan, which are completed every six years with annual updates. DE resource needs are an integral component of the College's annual planning and budgeting process.

7. Plan for Monitoring Achievement of the Desired Outcomes

Student Learning Outcome and Assessment Cycles are completed in all courses, regardless of method of delivery. Faculty and staff assess Learning Outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. Changes are incorporated as a result of the SLO assessments. The results of SLO assessments are considered as each program and discipline completes its Program Review and Planning (PRP) processes. Institutional Learning Outcomes (ILOs) are assessed annually across the College.

As part of the PRP processes, Institutional Research and Planning provides all disciplines/departments with an annual data set. Course success and retention rates are included in the data set and are presented across three categories: distance education, on-campus day, and on-campus evening. Discipline faculty can further break down the rates by demographic variables including, but not limited to, race/ethnicity, gender, age, full- or part-time status, and first generation status. As a result of the evaluation of SLOs, student achievement, and other factors, programs and disciplines identify their strengths, weaknesses, opportunities, and threats. Faculty then develop a plan that identifies program goals, action plans, and outcomes to be achieved. The Instructional Planning Council, a divisional Planning Council, assesses, prioritizes, and makes allocation decisions for funding requests that come through the PRP processes. This method assures the continuous monitoring and evaluation of success and retention rates for both face-to-face and DE courses.

8. Evaluation and Assessment of Student Success, Retention, and Completion

TABLE G provides course success and retention rates for DE courses and their like face-to-face offerings. Review of the table indicates a slight difference in success and retention rates between the DE course offerings and the face-to-face course offerings. In general, course success rates in DE courses are just 3 percentage points lower than course success rates in like face-to-face courses. This corresponds with a roughly 4 percentage point difference in retention rates. Retention rates include the percentage of grades that are not "W" or withdrawal from a course. It is likely that the difference in success rates is due to the fact that slightly more students withdraw from DE courses. The College will evaluate the institutional online course success and retention rates through its annual review of institutional effectiveness metrics. As described earlier, in addition to the assessment of overall success rates across mode of delivery, the College annually evaluates achievement rates of DE courses at the discipline level through its PRP process.

TABLE G

Success and Retention Rate for Online Courses and <u>Like</u> Face-to-Face Courses									
	Online					Like Face-to-Face			
AcaYr	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%

E. Evidence of Internal and External Approvals

Faculty, Administrative, Governing Board, or Regulatory Agency Approvals

All courses (Course Outline of Record), certificates of achievement, and associate degrees offered by Palomar College have been approved through the College's rigorous curriculum review and approval process by the Curriculum Committee and the Faculty Senate. The outline of record for each course applies to all approved methods of delivery. All approved curriculum is sent to the Palomar College Governing Board for approval at its monthly public meetings. Upon Governing Board approval, all curriculum is submitted to the California Community College Chancellor's Office in a timely manner. These procedures follow Palomar's Governing Board Policies and Procedures, BP 4022 Curricular Matters, BP 4023 Course Outline, and AP 4023 Course Outline.

1. Legal Requirements Met

All courses contained in certificate and degree programs comply with Title 5 requirements, and all courses taught through DE have been reviewed and approved separately by the Curriculum Committee in compliance with Title §55200 and §55206, Separate Course Approval. Palomar's curriculum management system, CurricUNET, and the separate DE process are illustrated in Appendix E.

2. Governing Board Action Approving Change and Budget Detail Supporting the Change

All courses, certificates, and degrees are submitted to the Palomar College Governing Board for review and approval on a regular basis at monthly public meetings. Governing Board Policy 4020 ensures this practice. Appendix F illustrates two recent sample board agenda items and approved board minutes.

F. Evidence of Continued Fulfillment of Eligibility Requirements

The impact of this Distance Education Substantive Change on each of the 21 Eligibility Requirements for Accreditation by the Accrediting Commission for Community and Junior Colleges is summarized below.

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([Accreditation](.)).

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. It 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 Distance Education (DE) 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 District 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 district. The Board adheres to its conflict of interest policy, and Board members have no personal financial interests of any kind in the College.

   Palomar College's Governing 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 DE, face-to-face, 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 that was 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. This Distance Education Substantive Change does not change the Superintendent/ President's role and responsibilities as the CEO of Palomar College.

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 District policies and have the education and experience to perform their assigned duties. The College employs 22 academic administrators and 24 classified administrators.

The senior and mid-management administrative structure necessary to support Palomar's DE program involves highly qualified and experienced academic personnel. The administrators responsible and actively involved in the on-going support and stability of the DE program include the Vice President for Instruction, the Division Dean for Social & Behavioral Sciences, the Director of Information Services, the Manager of Academic Technology, and the Manager of Palomar College TV. A faculty member with 80% assigned time as the Academic Technology Coordinator also provides direct administrative support.

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 in Fallbrook, Pauma, and Camp Pendleton. These students take a variety of courses and programs offered through DE, face-to-face, 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. The programs that can be completed through DE with 50% or more of the required courses/units are identified in this Substantive Change Proposal in Appendix A.

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 all active courses and programs. Courses with the option to be delivered through DE have been reviewed and approved separately. All curriculum, including courses with a designation to be offered through DE and/or face-to-face modes, undergo approval by the Governing Board. The same level of academic standards, quality, and rigor are appropriate and consistent for both DE and face-to-face instruction. By offering DE instruction to its students, the College enhances its ability to support the varying enrollment needs of its diverse student community.

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 DE 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 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. BP 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 District seeks to protect academic freedom and supports free and unfettered scholarly inquiry as set forth in the ACCJC Standards and 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 DE and to face-to-face classes.

13. Faculty

Palomar College has 266 full-time and 860 part-time faculty members. All faculty, regardless whether they teach DE or face-to-face classes, meet or exceed the minimum requirements for their disciplines based on the minimum qualifications for California Community College faculty. All faculty teaching DE classes are afforded significant professional development opportunities in course design, preparation, and delivery of DE instruction. Palomar's Professional Development program provides extensive online and face-to-face workshops on pedagogy, the use of technology, and teaching diverse student populations.

The College is currently in the process of hiring nine additional full-time faculty for 2014-2015. The names, degrees, and years of employment of full-time faculty are listed in the College catalog. Faculty responsibilities are clearly defined in the District and PFF Contractual Agreement (2013-14) and include curriculum development and review of assessments of learning.

14. Student Services

Palomar College offers a comprehensive array of student services for all of its students, including those enrolled in DE classes. Student support programs meet the needs of the College's diverse student population and support student learning and development within the context of the institutional mission. The College provides specific support services for its DE students via the Internet, telephone, or e-mail in the areas of Admissions and

Records; Orientation and Assessment; Counseling, Advising and Educational Planning; Transfer and Career Information; Financial Aid and Scholarships; Veterans Services; Disability Resource Services; Library Services; and a HelpDesk supported by the Academic Technology Resource Center.

Palomar College also provides an array of support services to all of its students on the San Marcos campus, including the Bookstore, EOP&S, Health and Mental Services, the Child Development Center, Tutoring Centers across many disciplines, Student Affairs, Intercollegiate Athletics, the Veterans Center, International Students, the Pride Center, and a wide variety of open access computer labs for student use.

15. Admissions

The College's admission policies and procedures for both DE and face-to-face students are consistent with its Mission Statement and conform to California State law and district 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 DE students to e-books and periodicals, videos, online databases, and online reference services through "Ask Us Now."

17. Financial Resources

Palomar's DE program, its faculty and staff, technology, and operational resource needs, are all included in the College's annual adopted budget. 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 and Integrated Planning Model to improve institutional effectiveness. The gradual growth of Palomar's DE program's financial needs have continued to be fully integrated with the annual budget development process. Palomar's ability to meet this Eligibility Requirement is not affected by this Substantive Change proposal.

18. Financial Accountability

Palomar College annually undergoes an external financial audit as required by law. The College also 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 District 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 Planning 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. By way of the operational short-range Program Review and Planning (PRP) process, units identify goals for improvement and document the progress they have made toward reaching them. Unit goals are linked to the College's strategic planning goals. The planning for DE will continue to take place at the academic department level through the PRP process. Planning for DE also occurs in the College's Staffing Plan and the Technology Plan. Discussions are underway in the Curriculum Committee to develop a Distance Education Plan that provides a vision, philosophy, and guidelines and that fully integrates with the College's overall planning structure and cycles.

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 and program 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. The printed and online schedule of classes clearly identifies classes that will be delivered through DE. 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.

G. Evidence of Continued Fulfillment of Accreditation Standards

Standard I – Institutional Mission and Effectiveness

A. Mission

Palomar's Mission Statement is reviewed and updated on a regular basis. The courses and programs offered via Distance Education (DE) are aligned with the College's Mission. Students can take online courses to make progress toward completing a Career and Technical Education certificate or degree. In the College's associate degree requirements at least one course can be completed through DE in each of the five General Education requirement areas of Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Lifelong Learning and Self-Development. These same courses satisfy transfer requirements to four-year institutions.

B. Institutional Effectiveness

Palomar engages in a continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the College meets its Mission. The College's Integrated Planning Model (IPM) incorporates long-range, mid-range, and short-range planning. The plans included in the IPM are the College's Education Master Plan (which combines the master plan and the facilities plan), a Technology Plan, a Staffing Plan, a three-year Strategic Plan, and short-term operational plans developed by units through the College's Program Review and Planning (PRP) processes. The results of the planning and evaluation process drive resource allocation on an annual basis through Strategic Planning Priority Funding and through Program Review and Planning processes. Technology, the use of technology, and online learning is interwoven throughout the College's planning processes.

The College monitors and tracks student learning and student area outcomes throughout its Integrated Planning processes. Course, program, and General Education/Institutional Student Learning outcomes are identified and assessed regardless of delivery mode. Annually, face-to-face and DE student success and retention rates are examined institutionally and through the Program Review and Planning processes.

Standard II – Student Learning Programs and Services

A. Instructional Programs

Palomar College's core institutional commitments are to maintain integrity of its Mission and values; to dedicate itself to student success and student learning; and to continue to build an institutional culture and framework that will sustain itself into the future. The College relies on the expertise of its faculty to develop and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline and the transfer

institutions. In addition to coursework, Palomar College is committed to offering a vast array of learning experiences for students so that the whole of their learning is rich and comprehensive. DE provides an enrollment option to the College's academic programs and support services.

The College employs a comprehensive curriculum development and review process that ensures the quality and rigor of all its courses, and it is the process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. The availability of DE delivery systems and modes is specified in the official Outline of Record and results from a thorough and rigorous approval process conducted by the Distance Education Subcommittee and overseen by the Curriculum Committee. This separate review of courses to be taught through DE is in compliance with Title 5, §55206 (Separate Course Approval). The Curriculum Committee's recommendations are followed by approvals from the Faculty Senate, the Governing Board, and the California Community Colleges Chancellor's Office. In Fall 2009, a policy defining regular and effective contact between instructor and student for DE classes was adopted by the Faculty Senate (Appendix B). This separate review process provides opportunity for faculty to identify all possible delivery options 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 (Appendix E).

In Spring 2013, the Curriculum Committee implemented a more rigorous review process for all new courses. This process involves small review workgroups that meet and thoroughly review each component of the Course Outline of Record (COR) with the faculty initiator and make recommended changes before the course can be moved forward for approval. The objective of this process is to ensure that all components of each COR, including course content and delivery methods, are consistent and integrated. As an added benefit, the Curriculum Committee has increased the degree to which interdisciplinary faculty are looking at CORs together and engaging in productive dialog about curriculum.

All certificate and degree programs include one focused area of inquiry, and each associate degree includes general education courses in the four major areas of the humanities and fine arts, the natural sciences, and the social sciences. The academic credit awarded for all courses, regardless of the method of delivery, is the same and aligns with generally accepted norms in higher education. General education and basic skills courses and programs are reviewed and updated at least every five years and career/technical education courses and programs are reviewed and updated every two years.

Student Learning Outcomes are developed by faculty and are in place for courses and program certificates and degrees and are the same, regardless of the method of delivery. Course and program level assessments cycles are currently scheduled at the discipline level, while the cycle for assessing GE/ILO outcomes is determined by the Learning Outcomes Council (LOC). The LOC is chaired by two faculty coordinators with assigned time and by the Vice President for Instruction. The LOC reports to the Faculty Senate, which reviews and approves all its activities and recommendations. As of this academic year, each department now has a designated learning

outcomes facilitator to provide leadership and to assist faculty in all aspects of their work. Learning outcomes, assessment results, and follow-up plans are maintained in Palomar's Outcomes Database (TracDat). Department and discipline work on learning outcomes and assessments are an integral component of the Program Review and Planning process. The Learning Outcomes Council website provides access to faculty, students, and the public on the College's work and resources on learning outcomes and assessments (Learning Outcomes).

The College's extensive Program Review and Planning (PRP) process ensures on-going assessment and quality improvement of its academic programs, regardless of the method of delivery. The process also includes a separate review and analysis of student achievement data in DE courses to ensure on-going monitoring of student success in DE as well as face-to-face courses and programs. The PRP process also requires that learning outcomes assessment results and planning be linked to PRP goals and resource allocation requests. The Instructional Planning Council reviews all academic programs and instructional support area PRPs and makes resource allocations for operational needs, equipment, and technology. The Learning Outcomes Council can submit funding requests for annual learning outcomes activities through the Strategic Planning Priorities Fund cycle. The PRP process is the department/unit level component of Palomar's Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model, illustrated on page 12 of this report.

Palomar's commitment to quality, rigor, breadth, and depth of its academic programs through teaching excellence, regardless of the method of delivery, is ensured through its curriculum development and review processes, its highly qualified faculty and supporting Professional Development program, its commitment to the essential resources of personnel, facilities, technology, and fiscal allocations, and the extensive support services provided through the use of technologies as well as face-to-face. "Teaching Excellence" and "Learning for Success" are foundations for Palomar's dedication to its student community.

B.   Student Support Services

Palomar's Colleges student support services and programs have continued to respond and adapt to access needs for students enrolled in DE classes. As explained in Section D.1, access to the array of essential services for Admissions and Records, Orientation and Assessment, Counseling, Advising and Educational Planning, Transfer and Career Information, Financial Aid, Disability Services, and a HelpDesk are available via the Internet (webpages), telephone, and/or e-mail. These essential services continue to be evaluated and improved through regular feedback in the Program Review and Planning process. Service Area Outcomes are also conducted on a regular basis by each area, and results are used to improve services. The District's long-standing commitment to a comprehensive, quality, and accessible student support services program and its investment in technology have been instrumental in these services being reliable to DE students.

C.   Library and Learning Support Services

Palomar's "library without walls" philosophy and approach to providing all students with extensive online and on-campus services support students enrolled in DE classes as well as those enrolled in face-to-face classes. Its extensive online database subscriptions, catalog, e-books, e-periodicals, participation in reference services such as "Ask Us Now," and contracting with commercial and non-profit vendors that host online databases for research all facilitate student access to the necessary materials and sources essential for success in their DE classes. The Library conducts regular Service Area Outcomes assessments and uses them in the PRP process to improve its programs and services to students. The Library webpage is updated regularly and provides clear direction to the array of sources for students (Palomar College Library).

Palomar provides extensive learning support services to all students, whether they are enrolled in DE, face-to-face, or a combination of classes. Data indicates that 70% of students enrolled in DE classes are also enrolled in at least one face-to-face class. The learning support services include general tutoring, tutoring in basic skills in mathematics, English, ESL, and reading, tutoring in the fields of science, technology, engineering, and mathematics (STEM), and group tutoring in the Teaching & Learning Center for students enrolled in learning community classes. Most services are available Monday-Thursday from 8:00 a.m. to 7:00 p.m. and on Fridays and Saturdays at reduced hours. Service Area Outcomes assessments are also conducted in these learning support programs, and results are used to make improvements.

Standard III – Resources

Palomar College has continued to demonstrate a commitment to the all the resources essential for a high quality, accessible, and successful Distance Education (DE) program.

A. Human Resources

All faculty hired to teach at Palomar College are employed using the same criteria and minimum qualifications required to teach in their discipline, regardless of teaching method of delivery. Full-time faculty recommended for tenure following a rigorous four-year probationary evaluation period are then evaluated every three years. The priorities for full-time faculty hiring are determined through the Instructional Planning Council Subcommittee recommendations, a planning process that occurs each spring semester for the following academic year. Part-time faculty are hired on an as-needed basis by departments and are evaluated in their first or second semester of assignment and then every six semesters. The evaluation criteria for all faculty are similar, with questions considering both the face-to-face and DE learning environments. A special evaluation instrument is used for students to evaluate DE classes and is facilitated by the Tenure and Evaluations Review Office, the office responsible for overseeing all faculty evaluations. Palomar's Professional Development program provides extensive learning opportunities for all faculty to remain current in their discipline, to learn new pedagogical strategies, and to develop and learn about the latest uses for technology in course delivery. Many faculty also attend conferences, workshops, and seminars as part of their on-going professional

development activities. The Palomar Online Education Training (POET) program provides specific professional development training for all faculty teaching DE classes.

All administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the District's established policies and procedures and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional Development opportunities are provided for administrators and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility and to support their on-going technology literacy.

B. Physical Resources

The College's physical resources are safe and sufficient to support the quality and integrity of its DE program and all its essential services. The College's multi-level planning cycles and processes ensure on-going evaluation and planning for its academic programs regardless of the method of instructional delivery. The multi-level planning cycles include an Educational and Facilities Master Plan, a three-year Strategic Plan, a Staffing Plan, a Technology Plan, and Program Review and Planning processes. These planning cycles are all integrated with the College's budget development and resource allocation model.

C. Technology Resources

Palomar has a long-standing commitment to the use of technology for course delivery and delivery of the essential support services. Its investment in Information Services, the Academic Technology Resource Center, and Library Services collectively provide the foundation for the technological infrastructure essential to Palomar's successful delivery of DE classes. The District's licensing of the Blackboard Learning Management System since 2000 has ensured a stable and reliable environment for course development, delivery, and training. All students have access to computer labs and a HelpDesk. The planning for technology hardware, software, facilities, operations, staffing levels, and training are integral components of the Technology Plan, the Staffing Plan, and Program Review and Planning processes. The extensive and comprehensive technology resources are all designed to support the needs and success of the DE program offered to Palomar's student community.

D. Financial Resources

Palomar's *Integrated Planning, Evaluation, and Resource Allocation Decision-making Model* provides sufficient resources to support the successful delivery of its DE program and student support services. All resources for DE are supported by the General Fund. During the recent four-year State fiscal crisis, Palomar sustained the quality and integrity of its academic programs and support services, regardless of the method of delivery, and also maintained its minimum 5% reserve. On-going planning, evaluation, and re-tooling to improve programs and services are the foundation of the multi-level planning cycles at Palomar. The Program Review and Planning

processes, which include annual updates, facilitates the opportunity to address specific fiscal operational needs for DE. Longer-term fiscal needs are addressed through the Strategic Plan, the Technology Plan, and the Staffing Plan. The Division Dean for Social & Behavioral Sciences and the Manager, Academic Technology Resource Center manage the operational budget for DE.

Standard IV. Leadership and Governance

A. Decision-Making Process

The Superintendent/President reports to the College's Governing Board and is responsible for the quality of the institution. Palomar College engages in a participatory governance model that seeks input from all College constituencies. The Superintendent/President chairs the College's principal participatory governance council, the Strategic Planning Council (SPC). This Council is charged with implementing the College's integrated planning, evaluation, and resource allocation model. Four divisional Planning Councils report to SPC and ensure that planning and evaluation occurs across the College. Each divisional council is responsible for implementing Program Review and Planning processes for their respective areas. All constituent groups are represented and participate on the College's Planning Councils. The Faculty Senate has primary responsibility for academic and professional matters and leads the College's work relevant to DE through the Curriculum Committee and the Academic Technology Committee. Planning and evaluation of technology and online education is integrated within the participatory governance structures and planning processes of the College.

B. Board and Administrative Organization

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 Superintendent/President is responsible for implementing polices set by the Board. The Board's Policies speak to the quality of education offered by the College. Board Policy 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." Per Board Policy 4023 Course Outline, all courses listed in the Palomar College Catalog must have an official course outline compliant with Title 5 Section §55002 and §55200. Accompanying Administrative Procedures 4023 Course Outline and 4105 Distance Education define specific standards for courses offered through DE including a separate course approval process. Through Board policy, the Board has established the expectation that all courses offered are of equivalent quality regardless of the method of delivery. Through its administrative procedures, the College has defined and established a rigorous course approval process and standards for offering courses via DE.

APPENDICES

Substantive Change Proposal – Distance Education

Appendix A – Programs with 50% + Courses Available through Distance Education

Discipline	Degree Title	Units Required (Assumed 60)	Units Available Distance Ed.	Maximum % Available DE
Accounting	Accounting	60	56	93.33%
Administration of Justice	Administration of Justice-Law Enforcement	60	46	76.67%
Office Information Systems	Administrative Assistant	60	52	86.67%
Kinesiology	Adult Fitness/Health Management	60	48	80.00%
Business	Advertising, Marketing & Merch&ising	60	50	83.33%
Alcohol & Other Drug Studies	Alcohol & Other Drug Studies	60	34	56.67%
Anthropology	Archaeology	60	46	76.67%
American Sign Language	ASL/English Interpreter Training Program	60	54.5	90.83%
Earth, Space & Aviation Sciences	Aviation Operations & Management	60	41	68.33%
Business	Business Administration for Transfer	60	60	100.00%
Business	Business-General	60	59	98.33%
Business	Business Management	60	56	93.33%
Child Development	Child & Family Services	60	37	61.67%
Cinema	Cinema	60	44	73.33%
Insurance	Commercial & Personal Insurance Services	60	58	96.67%
Drafting Technology	Computer Assisted Drafting	60	45	75.00%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Cisco	60	49	81.67%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Linux	60	59	98.33%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Microsoft	60	56	93.33%
Computer Science & Information Systems-Computer Science	Computer Science	60	53	88.33%

Substantive Change Proposal – Distance Education

Discipline	Degree Title	Units Required (Assumed 60)	Units Available Distance Ed.	Maximum % Available DE
Computer Science & Information Systems-Computer Science	Computer Sciences with Emphasis in Video Gaming	60	59	98.33%
Diesel Technology	Diesel Technology	60	31	51.67%
Graphic Communications-Imaging & Publishing	Digital Imaging	60	46	76.67%
Graphic Communications-Multimedia & Web	Digital Video	60	53	88.33%
Drafting Technology	Drafting Technology-Multimedia	60	54	90.00%
Drafting Technology	Drafting Technology-Technical	60	42	70.00%
Child Development	Early Childhood Administration	60	31.5	52.50%
Child Development	Early Inclusion Teacher	60	35.5	59.17%
Economics	Economics	60	55	91.67%
Drafting Technology	Electro-Mechanical Drafting & Design	60	44	73.33%
Business	E-Marketing	60	49	81.67%
Real Estate	Escrow	60	54	90.00%
Family & Consumer Sciences	Family & Consumer Sciences-General	60	50	83.33%
Fashion	Fashion Merchandising	60	34	56.67%
Drafting Technology	Interactive Media Design-Emphasis in 3D Modeling & Animation	60	47	78.33%
Fashion	Fashion Design	60	32	53.33%
Fire Technology	Fire Technology-Emergency Management	60	50	83.33%
Fire Technology	Fire Technology- General	60	47	78.33%
Drafting Technology	Interactive Media Design-Emphasis in Multimedia Design	60	45	75.00%
French	French	60	54	90.00%
Counseling	General Studies-Arts & Humanities	60	59	98.33%
Counseling	General Studies-Science & Mathematics	60	59	98.33%
Counseling	General Studies – Social & Behavioral Sciences	60	59	98.33%
Graphic Communications-Imaging & Publishing	Graphic Communications-Emphasis in Electronic Publishing	60	39	65.00%

Substantive Change Proposal – Distance Education

Discipline	Degree Title	Units Required (Assumed 60)	Units Available Distance Ed.	Maximum % Available DE
Graphic Communications-Imaging & Publishing	Graphic Communications-Emphasis in Management	60	36.5	60.83%
Graphic Communications-Imaging & Publishing	Graphic Communications-Emphasis in Production	60	38	63.33%
Child Development	Infant/Toddler Teacher	60	32.5	54.17%
Computer Science & Information Systems-Information Technology	Information Technology	60	53	88.33%
Graphic Communications-Multimedia & Web	Interactive Web Multimedia & Audio	60	52	86.67%
International Business	International Business	60	51	85.00%
Graphic Communications-Multimedia & Web	Internet-Emphasis in Graphic Communications	60	59	98.33%
Kinesiology	Kinesiology	60	39	65.00%
Legal Studies	Legal Studies	60	41	68.33%
Library & Information Technology	Library & Information Technology	60	59	98.33%
Math	Mathematics	60	47	78.33%
Office Information Systems	Medical Language Specialist	60	57	95.00%
Office Information Systems	Medical Office Management	60	50	83.33%
Office Information Systems	Medical office Specialist	60	57	95.00%
Graphic Communications-Multimedia & Web	New Media Compositing, Authoring & Distribution	60	48	80.00%
Journalism	Multimedia Journalism	60	37	61.67%
Recreation	Outdoor Leadership	60	44	73.33%

Substantive Change Proposal – Distance Education

Discipline	Degree Title	Units Required (Assumed 60)	Units Available Distance Ed.	Maximum % Available DE
Graphic Communications- Imaging & Publishing	Screen Printing	60	42	70.00%
Speech	Speech	60	47	78.33%
Child Development	Preschool Teacher	60	32.5	54.17%
Psychology	Psychological & Social Services	60	44	73.33%
Psychology	Psychology	60	51	85.00%
Public Administration	Public Administration	60	50	83.33%
Public Works Management	Public Works Management – Level II	60	56	93.33%
Digital Broadcast Studies	Radio & Television	60	41	68.33%
Real Estate	Real Estate Broker License Preparation	60	55	91.67%
Recreation	Recreation Agency Leader	60	41	68.33%
Sociology	Sociology	60	59	98.33%
University Studies	University Studies-Emphasis in Business	60	59	98.33%
University Studies	University Studies-Emphasis in Culture & Society	60	59	98.33%
University Studies	University Studies-Emphasis in Education	60	59	98.33%
University Studies	University Studies-Emphasis in Fine & Performing Arts	60	59	98.33%
University Studies	University Studies-Emphasis in Health & Fitness	60	59	98.33%
University Studies	University Studies-Emphasis in Humanities	60	59	98.33%
University Studies	University Studies-Emphasis in Mathematics & Science	60	59	98.33%
University Studies	University Studies-Emphasis in Media & Communication	60	59	98.33%
University Studies	University Studies-Emphasis in social Sciences	60	59	98.33%
University	University Studies-Emphasis in World Languages	60	59	98.33%
University Studies	University Studies-Emphasis in Business	60	59	98.33%
Wastewater Technology Education	Wastewater Technology Education	60	35	58.33%
Welding Technology	Welding Technology	60	56	93.33%
Women's Studies	Women's Studies	60	53	88.33%

Substantive Change Proposal – Distance Education

Discipline	Certificate Title Of Achievement	Units Required	Units Available Distance Ed.	Maximum % Available DE
Accounting	Accounting	30	27	90.00%
Office Information Systems	Administrative Assistant	26	19	73.08%
Kinesiology	Adult Fitness/Health Management	33	22	66.67%
Business	Advertising, Marketing & Merchandising	28	19	67.86%
American Indian Studies	American Indian Studies	21	21	100.00%
Anthropology	Archaeological Excavator	22	15	68.18%
Anthropology	Archaeology	35	22	62.86%
American Sign Language	ASL/English Interpreter Training Program	33.5	29	86.57%
Business	Business-General	33	33	100.00%
Business	Business Management	32	29	90.63%
Insurance	Commercial & Personal Insurance Services	33	32	96.97%
Drafting Technology	Computer Assisted Drafting	30	16	53.33%
Counseling	CSU GE	39	39	100.00%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Cisco	29	19	65.52%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Linux	29	29	100.00%
Computer Science & Information Systems-Networking	Computer Network Administration with Emphasis: Microsoft	31.5	28.5	90.48%
Computer Science & Information Systems-Computer Science	Computer Science	30.5	24.5	80.33%
Computer Science & Information Systems-Computer Science	Computer Sciences with Emphasis in Video Gaming	46.5	46.5	100.00%
Graphic Communications-Imaging & Publishing	Digital Imaging	34	21	61.76%
Graphic Communications-Multimedia & Web	Digital Video	34	28	82.35%
Drafting Technology	Drafting Technology-Multimedia	29	24	82.76%

Substantive Change Proposal – Distance Education

Discipline	Certificate Title Of Achievement	Units Required	Units Available Distance Ed.	Maximum % Available DE
Economics	Economics	22	18	81.82%
Real Estate	Escrow	23	18	78.26%
Business	E-Marketing	30	20	66.67%
Counseling	IGETC	37	37	100.00%
Computer Science & Information Systems-nformation Technology	Information Technology	53	25.5	48.11%
Drafting Technology	Interactive Media Design-Emphasis in 3D Modeling & Animation	28	16	57.14%
Graphic Communications-Multimedia & Web	Interactive Web Multimedia & Audio	35	28	80.00%
International Business	International Business	35	27	77.14%
Family & Consumer Sciences	Family & Consumer Sciences-General	24	15	62.50%
Graphic Communications-Multimedia & Web	Interactive Media Design-Emphasis in Multimedia Design	34	20	58.82%
Fire Technology	Fire Technology-Emergency Management	30	21	70.00%
Fire Technology	Fire Technology- General	33	21	63.64%
French	French	20	15	75.00%
Business	Internet-Emphasis in Business	24	18	75.00%
Graphic Communications-Multimedia & Web	Internet-Emphasis in Graphic Communications	31	31	100.00%
Library Technology	Library & Information Technology	28	28	100.00%
Office Information Systems	Medical Office Specialist	23	21	91.30%
Graphic Communications-Multimedia & Web	New Media Compositing, Authoring & Distribution	35	24	68.57%
Psychology	Psychological & Social Services	30	15	50.00%
Public Works Management	Public Works Management-Level I	19	19	100.00%
Public Works Management	Public Works Management – Level II	33	30	90.91%
Real Estate	Real Estate Broker License Preparation	24	20	83.33%
Business	Retail Management	31	23	74.19%

Substantive Change Proposal – Distance Education

Discipline	Certificate Title Of Achievement	Units Required	Units Available Distance Ed.	Maximum % Available DE
Welding Technology	Welding Technology	33	30	90.91%

General Education Requirements	Units Required	Units Available Distance Ed.	Maximum % Available DE
A-1. Language and Rationality	3	3	100.00%
A. Language and Rationality	3	3	100.00%
B. Natural Sciences	3	3	100.00%
C. Humanities	3	3	100.00%
D. Social and Behavioral Sciences	3	3	100.00%
E. Lifelong Learning and Self-Development	3	3	100.00%

Appendix B – Instructor/Student Contact Policy for Distance Learning Courses

Palomar College
Instructor/Student Contact Policy for Distance Learning Courses

Background:

In hybrid or fully online courses, ensuring **regular effective contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session".

Palomar College Policy:

All distance education courses at Palomar College, whether hybrid or fully online will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact**: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

2. **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought who can assist students while the instructor is unavailable.

3. **Type of Contact**: Regarding the type of contact that will exist in all Palomar College distance learning courses, instructors will, at a minimum, use three or more of the following resources to maintain contact with students:
   a. Website announcements
   b. Participation in a threaded discussion board
   c. Participation in an open-ended discussion board
   d. Opportunity for questions and answers in a chat room
   e. Email contact
   f. Participation in online group collaboration projects
   g. Face-to-face informal meetings (e.g. review sessions)
   h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
   i. Teacher response to student work in progress
   j. Regular podcasts
   k. Voice enabled messages (e.g. Voice Boards or voice email)
   l. Synchronous virtual meetings
   m. Other

Recommended by the Distance Learning Subcommittee 11/10/2009 (Adapted from Mt. San Jacinto College)
Curriculum Committee Approval 11/18/2009
Faculty Senate Approval 11/30/2009
Effective 2010-2011 Academic Year

Appendix C – Program Review and Planning Form for 2013-2014

[Program Review and Planning Form 2013-2014](#)

Minimum Data Elements

Palomar College – Minimum Data Elements for Use on 2013-14 PRP Form

Discipline: _____
6-year trend of quantitative data

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Definitions
Fall Load WSCH FTEF	Enrollment at Census							Self Explanatory
	Total Seats							Sum of enrollment Caps (aka "Seats") from all components (Lec, Lab, Cln, etc)
	Census Enrollment Load %							Enrollment at Census Divided By Sum of Caps (aka "Seats")
	WSCH							Weekly Student Contact Hours
	FTES							One Full-Time Equivalent Student = 30 WSCH
	Total FTEF							Total Full-Time Equivalent Faculty
	WSCH/FTEF							WSCH Generated per Full-Time Equivalent Faculty Member
	Full-time FTEF							FTEF from Contract Faculty
	Hourly FTEF							FTEF from Hourly Faculty
	Overload FTEF							FTEF from Contract Faculty Overload
	Part-Time FTEF							Hourly FTEF + Overload FTEF
	Part-Time/(Total FTEF) %							Percent of Total FTEF Taught By Part-Time Faculty
Pass Retain	Student Achievement Day Classes							Day classes NOT taught via Distance Ed (see below) methods of instruction
	• Retention Rate							Non-W Eligible Grades (see next line) Divided by All Eligible Grades
	• Success Rate							A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
	Student Achievement Evening Classes							Evening classes NOT taught via Distance Ed (see below) methods of instruction
	• Retention Rate							Non-W Eligible Grades (see next line) Divided by All Eligible Grades
	• Success Rate							A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
	Student Achievement Distance Education Courses							Those taught via Internet, TV or non line-of-sight interactive methods
	• Retention Rate							Non-W Eligible Grades (see next line) Divided by All Eligible Grades
	• Success Rate							A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
Degrees & Certs	Degrees Awarded							Degree Counts Are for the Full Academic Year (thus, *N/A for 2011-12)
	Certificates Awarded:							Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
	- Under 18 Units							Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
	- 18 or More Units							Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)

Palomar College

Appendix D – Board Policy 4023 and Administrative Procedure 4023

Palomar Community College District Policy BP 4023

INSTRUCTIONAL SERVICES

BP 4023 COURSE OUTLINE

References:

Title 5 Sections 55002, 55003, 55044, 55050, 55130, 55150, 55151, 55152, and 55153

All courses listed in the Palomar College Catalog must have an official course outline, compliant with Title 5 Section 55002 on file in the Office of the Assistant Superintendent/ Vice President for Instruction.

Date Adopted: 12/14/2010
(Replaces current Palomar College Policy 303)

PALOMAR COMMUNITY COLLEGE DISTRICT PROCEDURE AP 4023

INSTRUCTIONAL SERVICES

AP 4023 COURSE OUTLINE

References: Title 5 Sections 55002, 55003, 55044, 55050, 55130, 55150, 55151, 55152, 55153, and 55200 et seq.

The following information must be contained in each course outline for A.A. Degree applicable credit courses:

- Course number and title
- Unit value
- Expected number of contact hours for the course as a whole
- Prerequisites, co-requisites, and advisories
- Basic skills requirements
- Catalog description
- Specific course objectives
- Content in terms of specific body of knowledge
- Required reading
- Critical thinking
- Required writing
- Outside assignments
- Instructional and evaluation methodology

Additional District requirements for course outlines for A.A. Degree applicable credit courses include:

- Minimum number of weekly lecture semester hours and/or minimum number of weekly laboratory semester hours
- Open entry/Open exit category
- At least one textbook no older than five years of the current year
- Course repetition, if applicable
- Grading restrictions, such as Pass/No Pass Only or Graded Only

The following information must be contained in each course outline for non-A.A. Degree applicable credit courses:

- Course number and title
- Unit value
- Expected number of contact hours for the course as a whole
- Prerequisites, co-requisites, and advisories
- Basic skills requirements
- Catalog description
- Specific course objectives
- Content in terms of specific body of knowledge
- Required reading
- Critical thinking
- Required writing
- Outside assignments
- Instructional and evaluation methodology

Additional District requirements for course outlines for non-A.A. Degree applicable credit courses include:

- Minimum number of weekly lecture semester hours and/or minimum number of 46 weekly laboratory semester hours
- Open entry/open exit category
- A list of readings including one textbook no older than five years of the current year
- Course repetition, if applicable
- Grading restrictions, such as Pass/No Pass Only or Graded Only

The following information must be contained in each course outline for a Non-credit course:
- Course number and title
- Contact hours, advisories, or course entry expectations (optional)
- Catalog description
- Objectives
- Content in terms of specific body of knowledge
- Methods of instruction
- Examples of assignments and/or activities (out of class work is optional)
- Methods of evaluation (grades optional)

Course outlines are reviewed by the program/department and division dean on a cycle as recommended by the Curriculum Committee.

Distance Education

Definition
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.
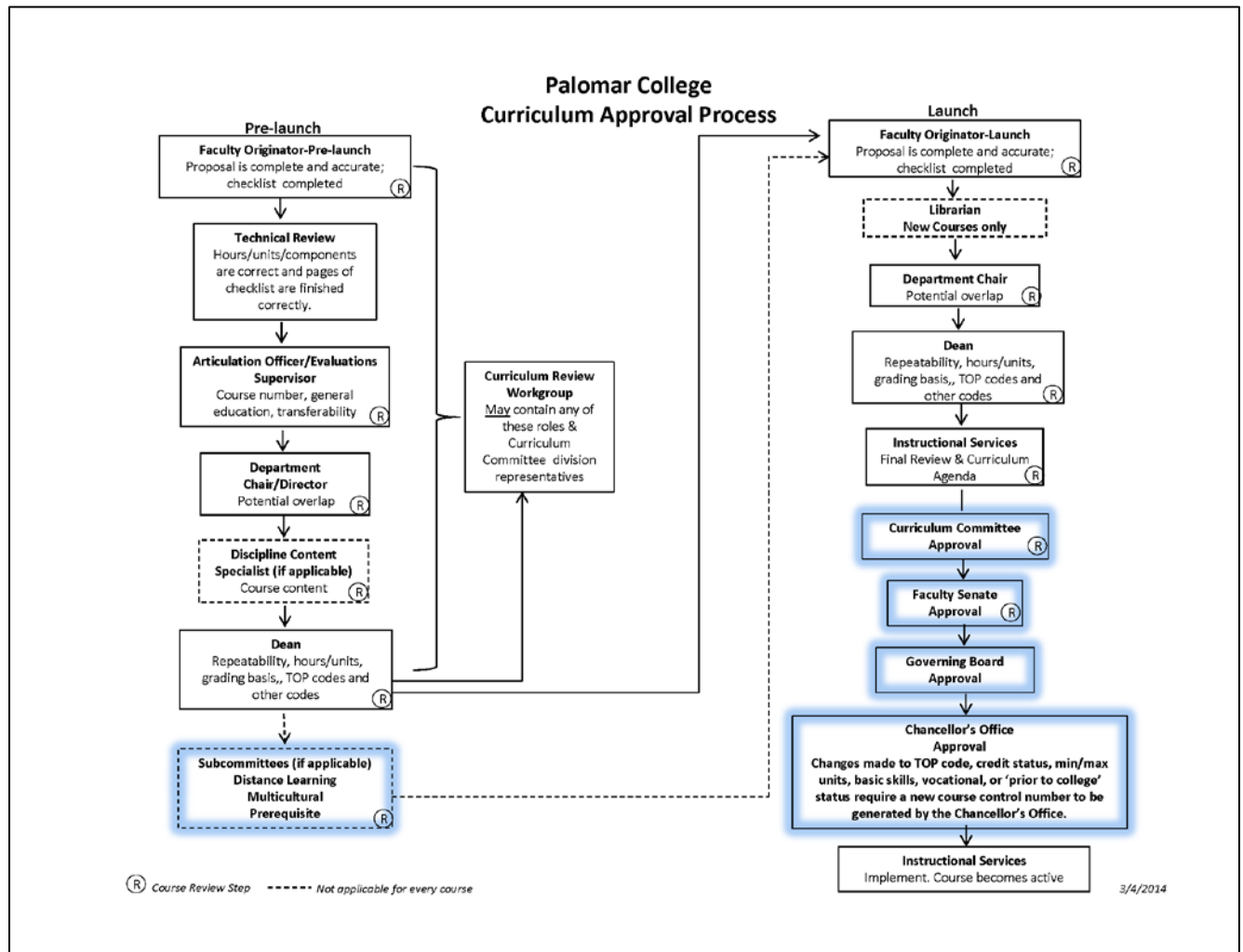
Office of Primary Responsibility: Instructional Services

Date Approved: SPC 2/15/2011
(Replaces current Palomar Procedure 303)

Appendix E – Curriculum Process for Courses with Distance Education Designation

**Palomar College
Curriculum Approval Process**

Pre-launch

Faculty Originator-Pre-launch
Proposal is complete and accurate;
checklist completed ®

Technical Review
Hours/units/components
are correct and pages of
checklist are finished
correctly.

**Articulation Officer/Evaluations
Supervisor**
Course number, general
education, transferability ®

**Department
Chair/Director**
Potential overlap ®

**Discipline Content
Specialist (if applicable)**
Course content ®

Dean
Repeatability, hours/units,
grading basis,, TOP codes and
other codes ®

**Curriculum Review
Workgroup**
May contain any of
these roles &
Curriculum
Committee division
representatives

**Subcommittees (if applicable)
Distance Learning
Multicultural
Prerequisite** ®

® Course Review Step   ------ Not applicable for every course

Launch

Faculty Originator-Launch
Proposal is complete and accurate;
checklist completed ®

**Librarian
New Courses only**

Department Chair
Potential overlap ®

Dean
Repeatability, hours/units,
grading basis,, TOP codes and
other codes ®

Instructional Services
Final Review & Curriculum
Agenda ®

**Curriculum Committee
Approval** ®

**Faculty Senate
Approval** ®

**Governing Board
Approval**

**Chancellor's Office
Approval**
Changes made to TOP code, credit status, min/max
units, basic skills, vocational, or 'prior to college'
status require a new course control number to be
generated by the Chancellor's Office.

Instructional Services
Implement. Course becomes active

3/4/2014

Appendix F – Sample Governing Board Minutes – Course Approval

Governing Board Minutes, February 11, 2014, page 15 and Governing Board Exhibit J-21, February 11, 2014 – Approval of Curriculum Changes effective Fall 2014