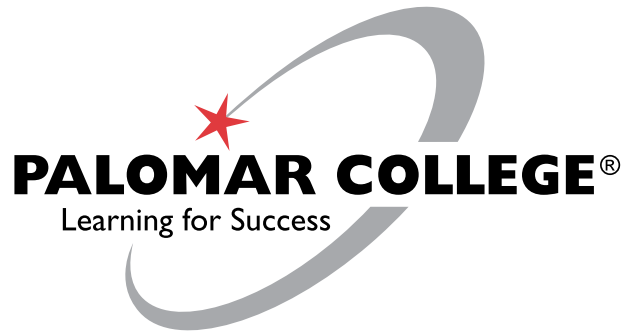




PALOMAR COMMUNITY COLLEGE DISTRICT

2022 INSTITUTIONAL SELF-EVALUATION REPORT





**Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation**

Submitted by

Palomar College

to

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

March 2022

CERTIFICATION


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

From: Dr. Star Rivera-Lacey
Palomar College
1140 W. Mission Road
San Marcos, CA 92069

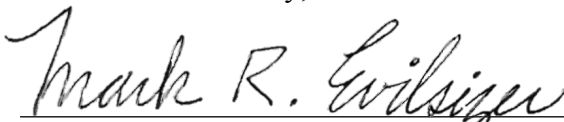
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.


I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



12/16/2021

Dr. Star Rivera-Lacey, Chief Executive Officer


12/16/2021
Mark Evilsizer, Governing Board President


12/16/2021

Michelle Barton, ALO, Senior. Director, Planning, Research, Effectiveness and Grants


12/16/2021
Dr. Rocco Versaci, Faculty Senate President


12/16/2021

Dr. Adam Meehan, Faculty Tri-Chair


12/16/2021
Justin Smiley, Administrative Association/Confidential and Supervisory Team Tri-Chair


12/16/2021
Jeannette Garceau, Council of Classified Employees Tri-Chair


12/16/2021
Marie-Therese Mouawad, Associated Student Government President

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PALOMAR COMMUNITY COLLEGE DISTRICT

INTRODUCTION



A. INTRODUCTION

COLLEGE HISTORY

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

Today, Palomar College is a public, two-year community college with its main campus located 30 miles north of San Diego. As the largest single-college district in San Diego County, Palomar has a service area that spans more than 2,555 miles. Students may complete credit and noncredit coursework at the College’s 200-acre campus located in San Marcos and at three district-owned sites: Escondido Education Center, Fallbrook Education Center, and Rancho Bernardo Education Center. The College offers programs at the Marine Corps Base Camp Pendleton. Other sites where less than 50% of a program can be completed are located in Pauma and Ramona. Finally, the College offers limited courses at Vista Detention Center, local area high schools, and other community locations.

The College offers more than 250 credit degree and certificate programs within Instructional Services, which is comprised of five academic divisions: (1) Arts, Media, and Business Administration; (2) Career Technical and Extended Education; (3) Languages and Literature; (4) Mathematics, Science, and Engineering; and (5) Social and Behavioral Sciences. Student Services provides comprehensive support through Enrollment Services, Financial Aid, Counseling Department, Transfer Center, Career Center, Health Center, Disability Resource Center (DRC), Veterans Services, Extended Opportunities Programs and Services (EOPS), and other programs that help students achieve their educational goals.

Since voter approval of an educational facilities improvement measure (Proposition M) in 2006, the College has added eight facilities on the San Marcos campus, including the Natural Sciences, Health Sciences, Multidisciplinary, and Humanities Buildings; Industrial Technology Center; Palomar Planetarium; Performing Arts Complex; Teaching & Learning Center (TLC); and the four-story Learning Resource Center (LRC), which is now the campus epicenter. Prop M funding supported the addition of a baseball field, soccer field, and parking structure. In addition, the College opened the Fallbrook and Rancho Bernardo education centers with support from bond funds.

In its 75 years, Palomar College has evolved to meet the ever-changing needs of its students and community, while remaining steadfast in its dedication to promoting student learning and success.

The College has successfully navigated many challenges over the last two years. Due to the COVID-19 pandemic, in March 2020, the College transitioned all instruction and support services online in response to the California Governor's Stay-at-Home order. The College took steps to mitigate the burden caused by the pandemic by providing technological resources, financial assistance, and support for students and training and support for faculty and staff. The College also continued to provide for the community by hosting food drives and vaccination events.

The College has consistently maintained an average of 16.7% in reserve. However, in FY 2018-19, and initially in FY 2019-20, the College presented a budget showing a structural deficit. The College engaged the services of California's Fiscal Crisis Management Assistance Team (FCMAT) to perform an analysis of its financial health. FCMAT provided recommendations to help the College ensure its fiscal stability. To improve the fiscal situation, the College implemented institutional change guided by the FCMAT recommendations alongside some cost-saving measures. In addition, over this period of time, the College experienced significant turnover in leadership. However, all executive positions are now filled with permanent staff, and the Palomar College Governing Board appointed a new Superintendent/President in July 2021.

In 2021, Palomar College celebrated its 75th anniversary by ushering in an era of new leadership and improved fiscal health; launching a reorganized governance structure; revising its Vision, Mission, and Values; and implementing an anti-racist framework that supports diversity, equity, and inclusion. These changes, in addition to the excellent instructional programs and services offered by the College, set the foundation for Palomar's new Master Plan cycle that begins in 2022-23.

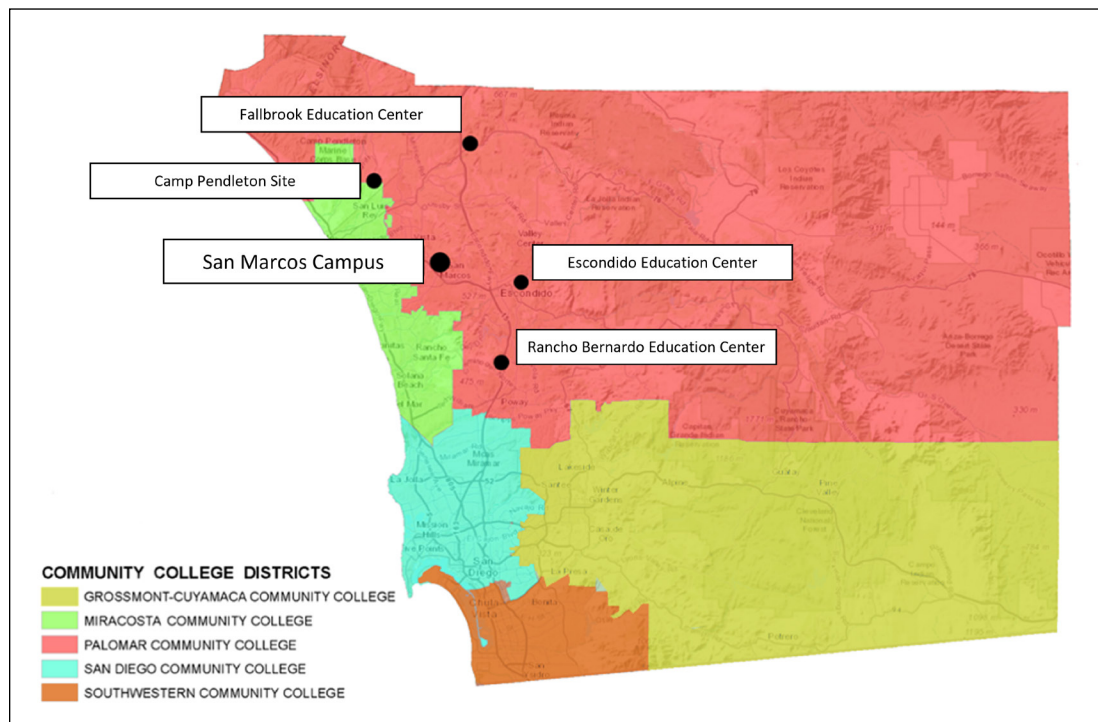
PRESENTATION OF COLLEGE DATA

The following sections provide data about the Palomar Community College District's service area, student population, and staff. This data is used to inform institutional stakeholders about current and future enrollment and to plan programs and support services for students. The COVID-19 pandemic has impacted high school graduate capture rates (i.e., the number of high school graduates who attend college in the year following graduation) and various aspects of the labor market, including job openings, industries that are hiring, and income. Where provided, updated data for fall 2020 reflects the impact of the pandemic on enrollments and other student data (e.g., persistence).

District Service Area Population and Socioeconomic Data

The Palomar Community College District covers 2,555 square miles in the north inland area of San Diego County (see Figure 1). Palomar's service area provides 70% of the College's student population. Most of the remaining 30% of Palomar students come from other parts of San Diego County and neighboring Riverside County. Service area data describes future growth, adult population, high school graduates, and the labor market.

Figure 1. *Palomar College Service Area by Site*



As shown in Table 1, the service area population is projected to grow 12.5% from 2019 estimates to 2035 projections. The median household income is expected to increase 2.1% by 2035 and an additional 2.9% by 2050.

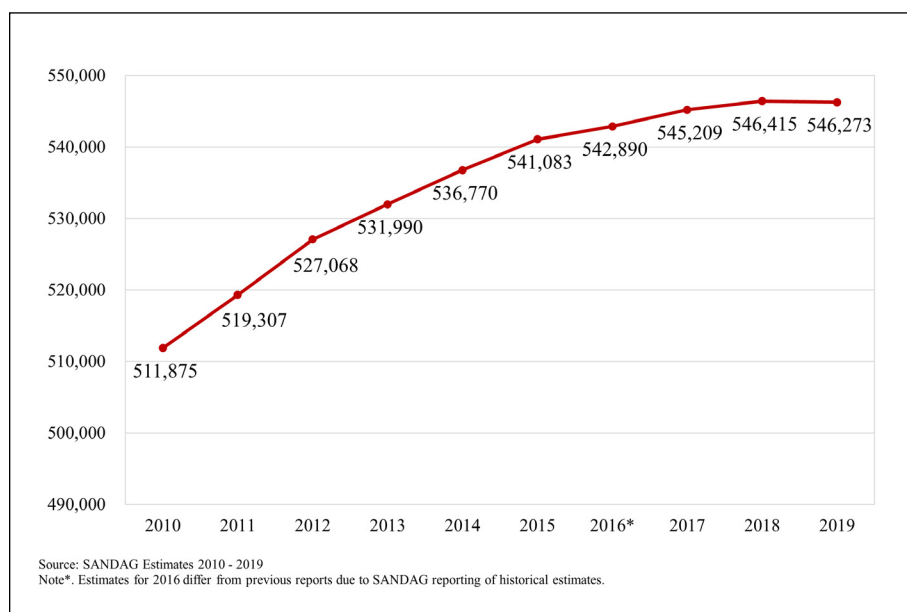
Table 1. Population, Housing, & Median Household Income for Palomar District

	2019	2035 Projection	2050 Projection	Changes from 2019 to 2035 Projections		Changes from 2019 to 2050 Projections	
				#	%	#	%
Population	818,269	920,213	950,519	101,944	12.5%	132,250	13.9%
Housing Units	277,417	311,100	323,890	33,683	12.1%	46,473	14.3%
% - Single Family	70.1%	67.7%	66.4%				
% - Multi-Family	24.6%	27.6%	29.1%				
% - Mobile Homes	5.3%	4.7%	3.9%				
Average Household Size	3.04	3.00	3.00	-0.04	-1.3%	-0.04	-1.3%
Median Income	\$74,598	\$76,188	\$78,517	\$1,590	2.1%	\$3,919	5.0%

Sources: SANDAG 2019 Estimates; Series 13 Forecast

Figure 2 presents historical estimates of individuals within the service area who are between the ages of 18 and 64 (i.e., adult population) over time. Population growth was 6.7% from 511,875 in 2010 to 546,273 in 2019. The most rapid growth occurred between 2010 and 2017.

Figure 2. Palomar District Adult Population



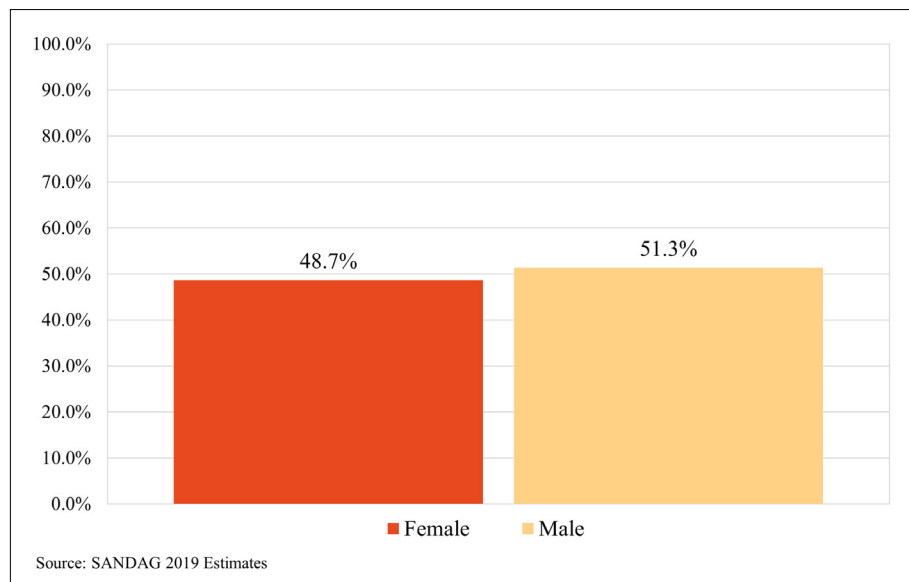
Service Area Adult Population Demographics

Gender, Age, and Race/Ethnicity

In 2019, 546,273 adults resided within the District's service area. Figures 3 through 5 present demographic information about the District's 2019 adult population.

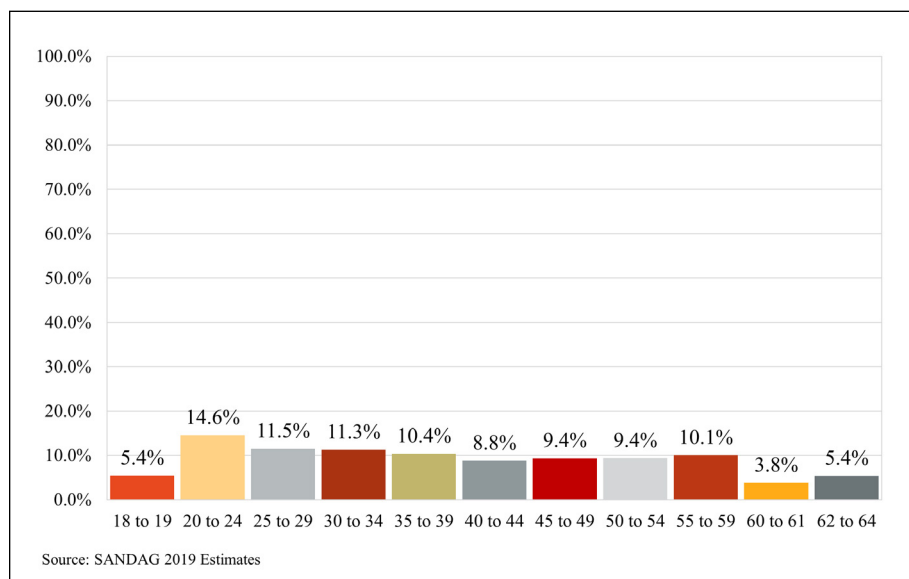
Figure 3 shows that over half of adults in the District's service area identify as male (51.3%) and 48.7% as female.

Figure 3: *District Adult Population by Gender*



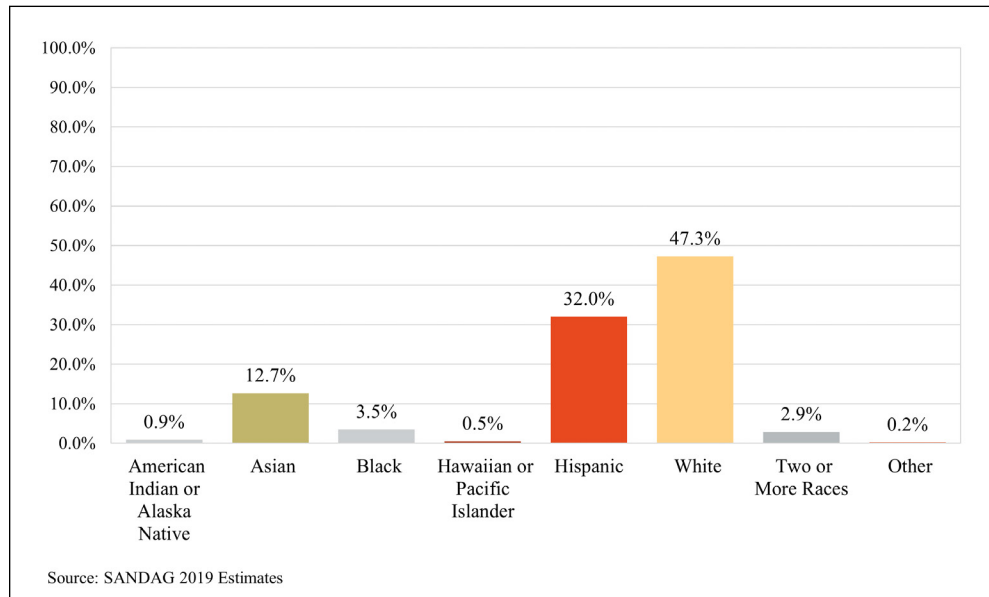
Adults between the ages of 18 and 39 represent over half (53.2%) of the adult population residing within the District's service area (see Figure 4).

Figure 4. *District Adult Population by Age*



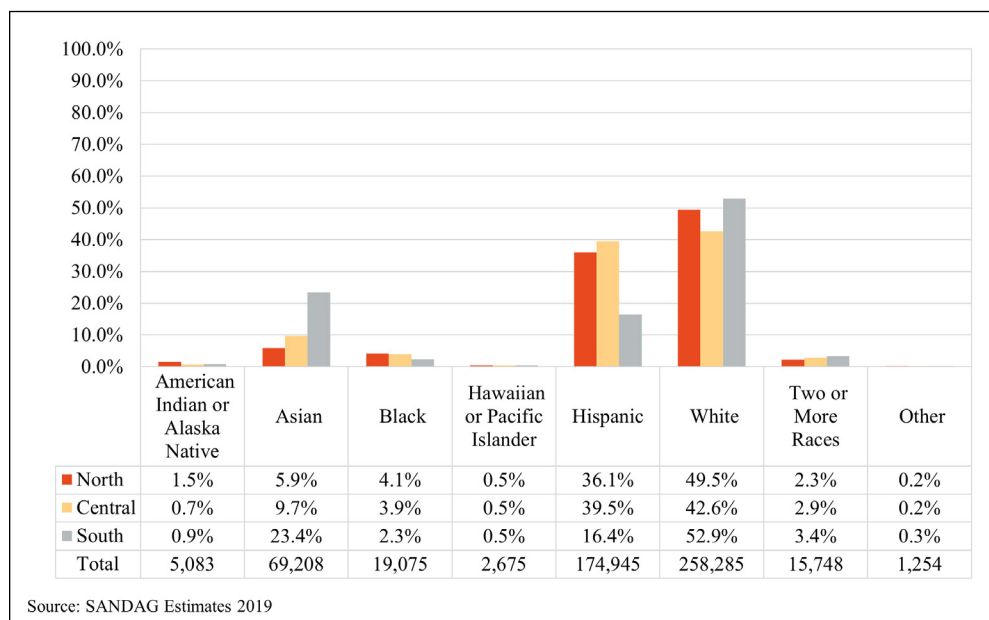
Nearly half of the adult population in the service area identified as White (47.3%) and nearly one-third as Hispanic (32.0%), with 12.7% identifying as Asian (see Figure 5).

Figure 5. District Adult Population by Race/Ethnicity



The distribution of race and ethnicity categories differs by district planning areas, which roughly align to geographical regions (north, central, and south) of the College (see Figure 6). A larger proportion of Hispanic adults reside in the north (36.1%) and central (39.5%) regions compared to the south (16.4%), where there are higher proportions of White (52.9%) and Asian (23.4%) adults. The proportion of Asian adults is dramatically lower in the north (5.9%) and central (9.7%) regions compared to the south planning area.

Figure 6. District Adult Population by Race/Ethnicity and Planning Area



The education level of residents 25 years and older in Palomar's service area varies as well (see Table 2). While 36.8% of the population have earned a bachelor's degree or higher, the education level within the service area varies by planning area, with residents in the south region possessing a higher level of educational attainment.

Table 2. Educational Attainment by Planning Area

Educational Attainment	North (N = 121,369)	Central (N = 270,833)	South (N = 171,582)	District Overall
Less than High School	15.6%	16.3%	5.5%	12.8%
High School Graduate	22.2%	21.5%	13.6%	19.2%
Some College	25.2%	23.7%	18.6%	22.5%
AA Degree	8.5%	9.1%	8.2%	8.7%
BA Degree +	28.6%	29.4%	54.1%	36.8%

Source: U.S. Census Bureau; 2014-2018 American Community Survey

High School Graduates

The Palomar service area is home to 12 unified school districts made up of comprehensive public high schools as well as charter, magnet, private, and adult schools. Table 3 presents the number of recent high school graduates who attended Palomar College in the year following graduation. The percentage of new high school graduates attending Palomar has increased over the past three years from 22.4% in 2017-18 to 26.3% in 2018-19 to 26.9% in 2019-20.

Table 3. Recent High School Graduate Attendance at Palomar

High School Graduates in Palomar District by Enrollment									
District	HS Grads 16-17	Enroll Palomar 17-18	Enroll Rate 17-18	HS Grads 17-18	Enroll Palomar 18-19	Enroll Rate 18-19	HS Grads 18-19	Enroll Palomar 19-20	Enroll Rate 19-20
Bonsall Unified	25	1	4.0%	78	17	21.8%	57	13	22.8%
Borrego Springs Unified	54	1	1.9%	205	2	1.0%	217	1	0.5%
Escondido Union High	1,961	667	34.0%	2,008	720	35.9%	1,996	797	39.9%
Fallbrook Union High	482	118	24.5%	445	186	41.8%	421	141	33.5%
Julian Union Elementary	184	7	3.8%	159	9	5.7%	128	8	6.3%
Julian Union	39	5	12.8%	36	6	16.7%	25	6	24.0%
Poway Unified	2,643	217	8.2%	2,551	262	10.3%	2,628	331	12.6%
Ramona City Unified	415	85	20.5%	390	86	22.1%	398	87	21.9%
San Marcos Unified	1,358	462	34.0%	1,384	544	39.3%	1,363	504	37.0%
Valley Center-Pauma Unified	298	103	34.6%	279	117	41.9%	283	106	37.5%
Vista Unified	1,709	391	22.9%	1,770	507	28.6%	1,634	481	29.4%
Warner Unified	48	6	12.5%	69	9	13.0%	69	3	4.3%
Grand Total	9,216	2,063	22.4%	9,374	2,465	26.3%	9,219	2,478	26.9%

Sources: California Department of Education (CDE); MIS Submissions to CCCCCO

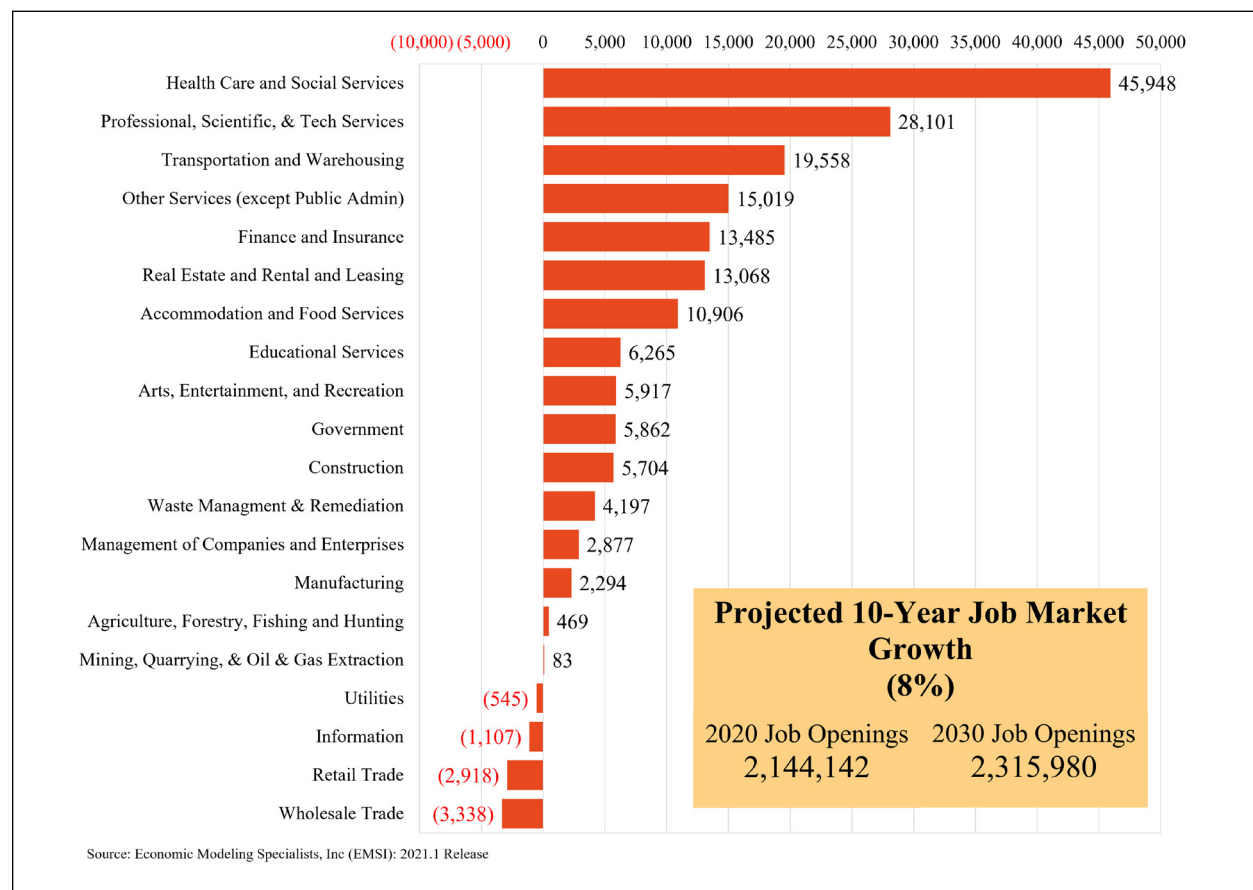
Service Area Labor Market Data

Labor market data is an important part of Palomar's long-term planning. This section explores projected job openings and earnings by level of education. This information is used to help the College prepare future programs that support growing industries and occupations in San Diego County.

Job Market

The job market in San Diego County is expected to grow 8% over the next ten years from 2,144,142 in 2020 to 2,315,980 in 2030. Figure 7 shows the top industry groups in San Diego County by number of projected jobs. The top industry is health care and social assistance, with an expected 45,948 new jobs (22% growth) from 2020 to 2030. Professional, scientific, and technical services, followed by transportation and warehousing, are also expected to have a substantial number of new jobs (28,101 and 19,558, respectively).

Figure 7. San Diego County Projected Job Growth by Industry (2020 to 2030)



Top Five Occupations by Level of Education

This section presents tables of the top five occupations in 2020 by level of education required (on-the-job training, certificate, associate degree, or bachelor's degree) along with annual number of openings and earnings information. Occupations are ranked in descending order by number of annual openings and include median hourly earnings, as well as the overall breakdown of low and high median hourly earnings by percentile for comparison purposes.

Table 4 presents the top five jobs in 2020 that require on-the-job training, which account for a large proportion of annual openings in San Diego County. The top five jobs requiring on-the-job training all have over 5,000 annual job openings. These are typically lower paying positions with most of the median hourly earnings falling in the bottom 25% of earners.

Table 4. Top Five Jobs Requiring On-the-Job Training

Occupational Description	Annual Openings	Median Hourly Earnings
Home Health and Personal Care Aides	9,200	\$13.18
Fast Food and Counter Workers	7,742	\$13.22
Cashiers	6,510	\$13.06
Retail Salespersons	5,748	\$14.06
Waiters and Waitresses	5,061	\$13.29

Median Hourly Earnings		
Low	High	Percentile
\$38.42	\$210.37	Top 25%
\$27.45	\$38.41	Upper Middle 25%
\$20.33	\$27.44	Lower Middle 25%
\$8.64	\$20.32	Bottom 25%

Source: Economic Modeling Specialists, Inc (EMSI): 2021.1 Release

Table 5 presents the top five jobs in 2020 requiring a certificate. The top four jobs all have 1,000 or more annual openings. The median hourly earnings for these occupations are modest, but slightly higher than those requiring on-the-job training (see Table 4).

Table 5. Top Five Jobs Requiring a Certificate

Occupational Description	Annual Openings	Median Hourly Earnings
Hairdressers, Hairstylists, and Cosmetologists	2,626	\$14.91
Heavy and Tractor-Trailer Truck Drivers	1,431	\$22.81
Nursing Assistants	1,347	\$17.01
Medical Assistants	1,135	\$18.54
Auto Service Techs & Mechanics	987	\$19.84

Median Hourly Earnings		
Low	High	Percentile
\$38.42	\$210.37	Top 25%
\$27.45	\$38.41	Upper Middle 25%
\$20.33	\$27.44	Lower Middle 25%
\$8.64	\$20.32	Bottom 25%

Source: Economic Modeling Specialists, Inc (EMSI): 2021.1 Release

Table 6 presents the top five jobs in 2020 requiring an associate degree. The top three jobs range from 279 to 568 annual openings. While there are fewer annual openings for these jobs compared to other categories, earnings with an associate degree are substantially higher for most of these occupations than for those requiring a certificate (see Table 5) and those requiring on-the-job training (see Table 4).

Table 6. Top Five Jobs Requiring an Associate Degree

Occupational Description	Annual Openings	Median Hourly Earnings
Preschool Teachers, Except Special Education	568	\$15.84
Paralegals and Legal Assistants	370	\$30.15
Electrical & Electronic Engineer Technology and Technical	279	\$33.67
Web Developers and Digital Interface Designers	257	\$25.33
Calibration or Engineer Technology and Technical	190	\$35.73

Median Hourly Earnings		
Low	High	Percentile
\$38.42	\$210.37	Top 25%
\$27.45	\$38.41	Upper Middle 25%
\$20.33	\$27.44	Lower Middle 25%
\$8.64	\$20.32	Bottom 25%

Source: Economic Modeling Specialists, Inc (EMSI): 2021.1 Release

Table 7 shows the top five jobs requiring a bachelor's degree. The top three occupations are project management and business operations specialists (2,337 openings), personal financial advisors (2,162 openings), and management analysts (2,137 openings). The number of annual openings for these types of jobs are higher compared to jobs requiring certificates (see Table 5) and those requiring associate degrees (see Table 6). In addition, jobs requiring a bachelor's degree provide more earning potential than all other categories. While Palomar does not offer bachelor's degree options, it prepares students for transfer and provides the first two years of the degree for many of the programs listed in Table 7.

Table 7. Top Five Jobs Requiring a Bachelor's Degree

Occupational Description	Annual Openings	Median Hourly Earnings
Project Manage Specialists & Business Operations Specialists	2,337	\$36.32
Personal Financial Advisors	2,162	\$49.87
Management Analysts	2,137	\$38.84
Pers Service Managers; Entertainment & Recreation Managers	2,110	\$33.10
General and Operations Managers	2,082	\$55.06

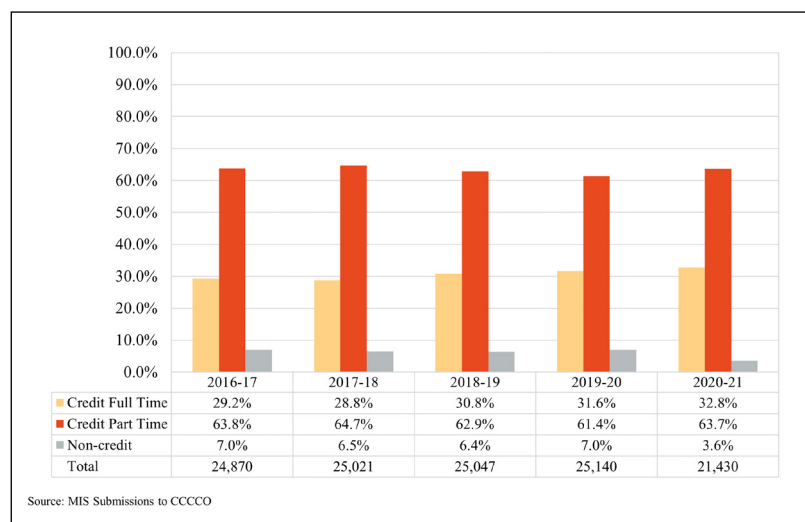
Median Hourly Earnings		
Low	High	Percentile
\$38.42	\$210.37	Top 25%
\$27.45	\$38.41	Upper Middle 25%
\$20.33	\$27.44	Lower Middle 25%
\$8.64	\$20.32	Bottom 25%

Source: Economic Modeling Specialists, Inc (EMSI): 2021.1 Release

Student Enrollment Data

Figure 8 presents the fall headcount of enrolled students by student load (full-time, part-time) and credit status. Overall, headcount increased 1.1% from 24,870 in fall 2016 to 25,140 in fall 2019, followed by a 14.8% decrease between fall 2019 and fall 2020. This decrease can reasonably be attributed to the COVID-19 pandemic. Across terms, most students attend Palomar College in a part-time capacity (61.4% to 64.7%). Although the headcount decreased in fall 2020, the percentage of full-time students was highest in this term (32.8%). Non-credit enrollment decreased substantially from 6.6% in fall 2015 to 3.6% in fall 2020. This reduction is also attributed to COVID-19, due to the remote nature of the pandemic learning environment.

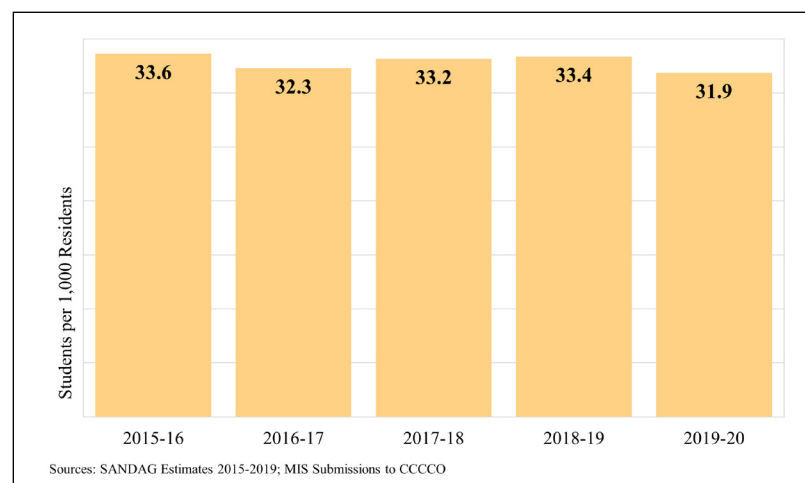
Figure 8. Fall Headcount by Full and Part-Time Students (Credit and Non-Credit)



Participation Rates

The participation rates in Figure 9 represent the number of students in the fall term per one thousand adult (18 to 64) residents in the service area. Fall participation rates have decreased slightly since 2015-16 but have remained consistently around 32 to 33 per 1,000 adults in the fall terms that followed. Participation rates are anticipated to decrease in fall 2020 due to the impact of COVID-19.

Figure 9. Fall Participation Rates for Adult Population in Palomar's Service Area



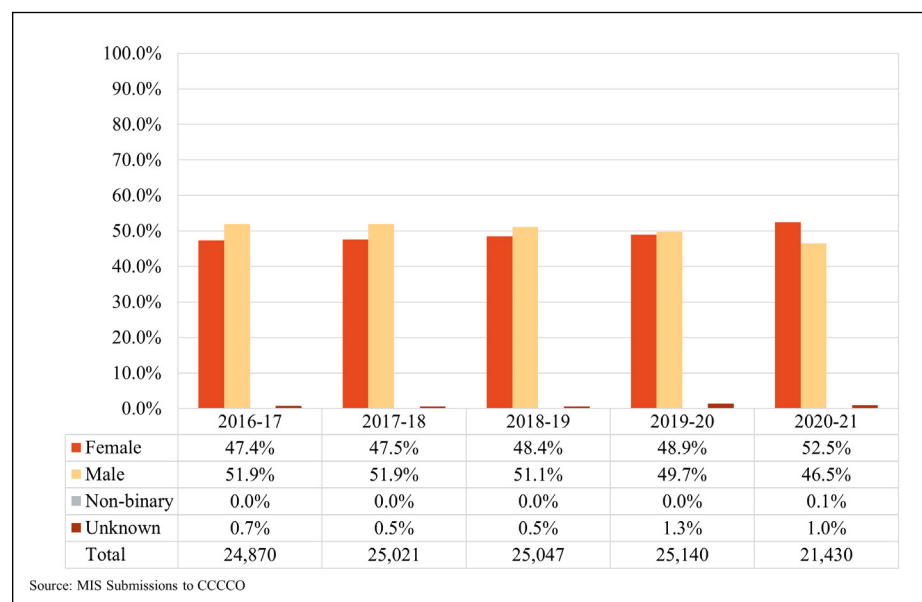
Student Demographic Data

The following section provides demographic information on students enrolled at Palomar College over the past five academic years.

Gender, Age, and Race/Ethnicity

Between fall 2016 and fall 2019, just over half of students identified as male, with a smaller percentage identifying as female (see Figure 10). The percent of total student population identifying as female has increased over the past five years from 47.4% in fall 2016 to 52.5% in fall 2020. This change may be due to a reduction in Career Education program offerings that traditionally enroll more male than female students. Many of these programs have not been able to offer courses online due to the pandemic, so this has likely affected the distribution of males and females as well.

Figure 10. *Fall Headcount by Gender Identity*



Between 2016-17 and 2020-21, three-out-of-five students were between the ages of 18 and 24 (see Figure 11). The percentage of students 17 and under attending Palomar increased from 3.5% in fall 2018 to 7.4% in fall 2020. This may be due, in part, to the accessibility of remote courses that offer more flexible schedules than in-person courses.

Figure 11. Fall Headcount by Age

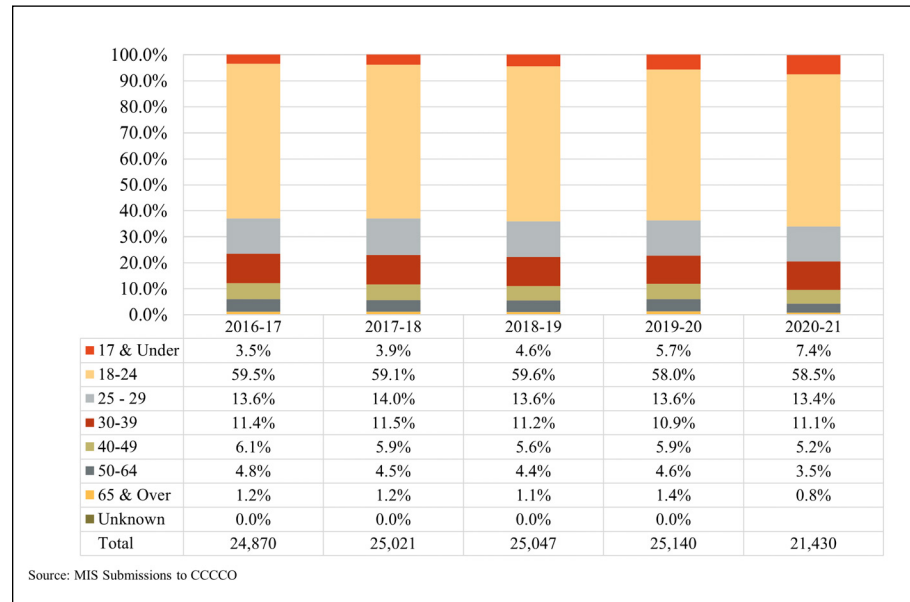
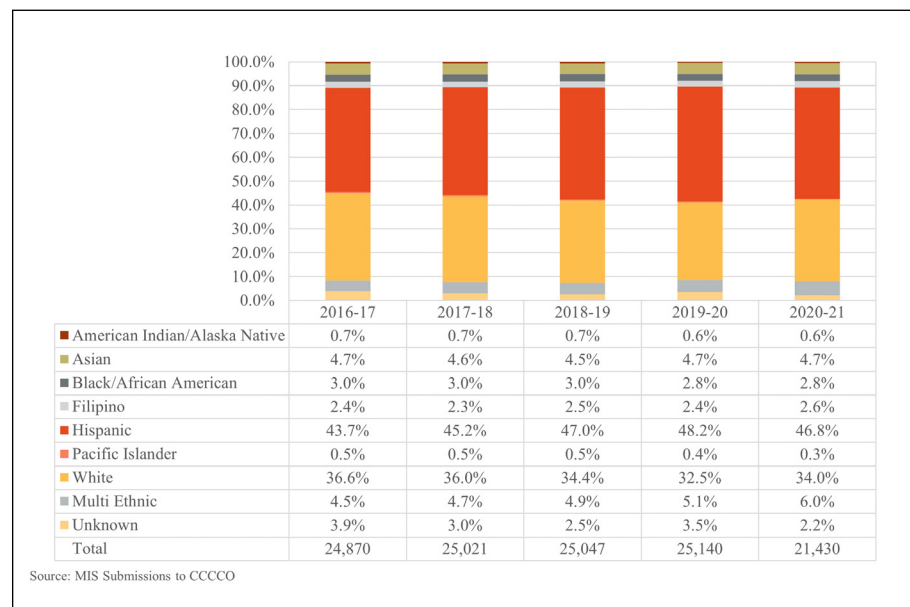


Figure 12 shows that across fall terms most students identify as Hispanic or White, with most race and ethnicity categories remaining relatively stable.

Figure 12. Fall Headcount by Ethnicity



Location of Residence

Table 8 shows the location of residence for students enrolled in fall terms. Across terms, over 80% of students resided in San Diego County, with most of these students living within the District's service area. The percentage of students residing within the service area decreased slightly between fall 2018 (69.2%) and fall 2020 (66.7%).

Table 8. Fall Headcount by Location of Residence

Location of Residence	Fall 2018 Headcount		Fall 2019 Headcount		Fall 2020 Headcount	
	#	%	#	%	#	%
San Diego County	20,967	83.2%	20,894	83.1%	17,471	81.5%
-Within District	17,426	69.2%	17,574	69.9%	14,300	66.7%
-Outside District	3,541	14.1%	3,320	13.2%	3,171	14.8%
Other California Counties	3,973	15.8%	4,010	15.9%	3,747	17.5%
Other States/Territories	255	1.0%	241	1.0%	212	1.0%
Total	25,195	100.0%	25,145	100.0%	21,430	100.0%

Source: MIS Submissions to CCCC

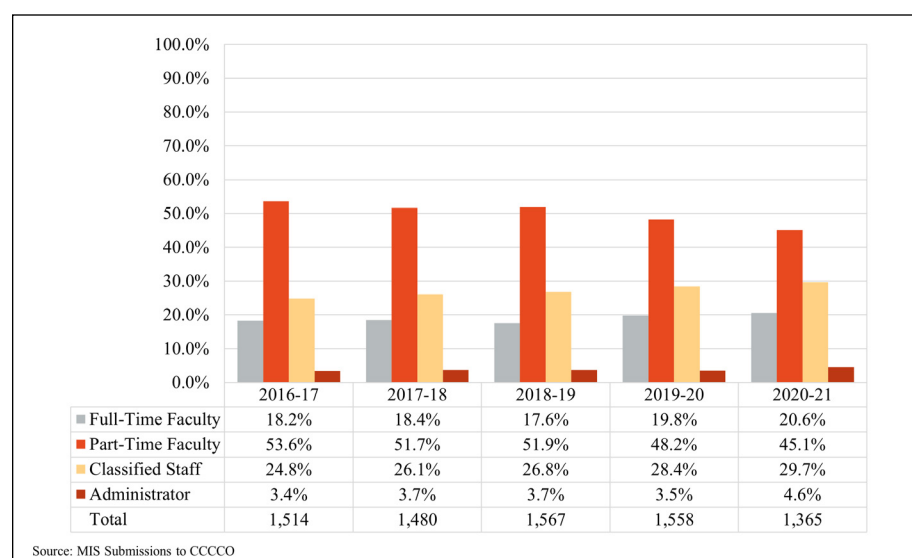
Staff Data

This section presents Palomar College staff characteristics. Understanding the profile of the individuals who work for the College helps with planning for future staffing needs.

Employee Classification

In 2020-21, part-time faculty (45.1%) were the largest proportion of employees, followed by classified staff (29.7%), full-time faculty (20.6%), and administrators (4.6%) (see Figure 13). The percentage of full-time faculty has increased from 18.2% in 2016-17 to 20.6% in 2020-21, while the percentage of part-time faculty has decreased from 53.6% to 45.1%.

Figure 13. Staff Data by Employment Classification



Gender, Age, and Race/Ethnicity

In 2020-21, classified staff, full-time faculty, and administrators were slightly more likely to identify as female, while part-time faculty were slightly more likely to identify as male (see Table 9).

Table 9. 2020-21 Gender by Employee Classification

Employment Classification	Female	Male	Total
Full-Time Faculty	53.0%	47.0%	281
Part-Time Faculty	47.5%	52.5%	615
Classified Staff	56.9%	43.1%	406
Administrator	52.4%	47.6%	63
Total	51.6%	48.4%	1,365

Source: MIS Submissions to CCCCCO

Overall, nearly half of staff are over the age of 50. Administrators are, on average, older than other categories of staff with 87.3% age 40 or older, compared to 82.1% of full-time faculty, 77.9% of part-time faculty, and 70.0% of classified staff (see Table 10).

Table 10. 2020-21 Age by Employee Classification

Employment Classification	Under 29	30-39	40-49	50-59	Over 60	Total
Full-Time Faculty	0.7%	17.1%	32.0%	30.2%	19.9%	281
Part-Time Faculty	3.4%	18.7%	26.2%	22.1%	29.6%	615
Classified Staff	5.9%	24.1%	26.1%	27.6%	16.3%	406
Administrator	0.0%	12.7%	36.5%	36.5%	14.3%	63
Total	3.4%	19.7%	27.8%	26.1%	22.9%	1,365

Source: MIS Submissions to CCCCCO

Table 11 shows that the majority of staff identify as White/Non-Hispanic (58.2%), followed by Hispanic (21.2%). An ongoing challenge for the College is bringing the ethnicity profile of its employees, especially its faculty, more in line with that of its student population. Strategies to address this challenge are outlined in [Standard III.A.12](#).

Table 11. 2020-21 Race/Ethnicity by Employee Classification

Employment Classification	Asian/ Pac Isl	Black, Non-Hispanic	Filipino	Hispanic	Native American	White, Non-Hispanic	Unknown	Total
Full-Time Faculty	6.4%	2.8%	2.1%	12.8%	2.5%	68.7%	4.6%	281
Part-Time Faculty	6.2%	2.9%	1.8%	14.8%	1.6%	62.9%	9.8%	615
Classified Staff	5.4%	3.7%	3.2%	36.5%	1.5%	44.3%	5.4%	406
Administrator	9.5%	1.6%	1.6%	22.2%	0.0%	55.6%	9.5%	63
Total	6.2%	3.1%	2.3%	21.2%	1.7%	58.2%	7.4%	1,365

Source: MIS Submissions to CCCCCO

SITES

Palomar's main campus was established in San Marcos in 1950 to serve residents within the District's service area. The College has three district-owned education centers located in Fallbrook (north), Escondido (central), and Rancho Bernardo (south). It also offers programs at the Camp Pendleton Marine Corps Base. Other sites where less than 50% of a program can be completed are located in Pauma and Ramona.

Palomar College – Main Campus		
1140 W. Mission Road San Marcos, CA 92069 760-744-1150 www.palomar.edu		
Palomar College Education Center Locations		
Fallbrook Education Center 35090 Horse Ranch Creek Road Fallbrook, CA 92028 760-744-1150, ext. 8464 www.palomar.edu/fallbrook	Escondido Education Center 1951 East Valley Parkway Escondido, CA 92027 760-744-1150, ext. 8134 www.palomar.edu/escondido	Rancho Bernardo Education Center 11111 Rancho Bernardo Road San Diego, CA 92127 760-744-1150, ext. 8664 www.palomar.edu/ranchobernardo
Palomar College Education Site Locations		
Camp Pendleton Location: Building 1331 Room 110 Camp Pendleton, CA 92055 760-744-1150, ext. 7818 www.palomar.edu/pages/camppendleton	Pauma 1010 Pauma Reservation Road Pauma Valley, CA 92061 760-744-1150, ext. 7811 www.edu/palomar/pages/pauma	Palomar College at Ramona 1010 Ramona Street Ramona, CA 92065 760-787-3600 www.palomar.edu/pages/ramona

SPECIALIZED OR PROGRAMMATIC ACCREDITATION

Palomar College has five programs with specialized or programmatic accreditation: Dental Assisting (DA), Paramedics, Fire Academy, Nursing, and Police Academy.

The Dental Assisting (DA) program was reaffirmed for accreditation by the Dental Assisting National Board in 2019 through 2026.

The Paramedics program was recommended for accreditation by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), and their accreditation was reaffirmed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 2019, which is valid through 2022.

The Fire Academy has accreditation through the California State Fire Marshall and State Board of Fire Services. This program was most recently reaccredited in 2021.

The Nursing Education program was most recently recommended for accreditation by the Accreditation Commission for Education in Nursing (ACEN) in 2015 and was reaffirmed for accreditation by the Board of Registered Nursing (BRN) in 2016. The BRN site visit in May 2021 resulted in no findings and a notice of reaffirmation of accreditation is expected to follow.

The Police Academy is accredited by the California Commission on Peace Officer Standards and Training (POST).



PALOMAR COMMUNITY COLLEGE DISTRICT

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS



B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Student Progress

Course Success Rates

Table 12 shows that overall course success rates (i.e., percentage of awarded grade of “C” or better) have been stable over the terms displayed. It also shows that success rates have typically been lower for distance education courses than for other courses.

Table 12. *Course Enrollments and Success Rates by Class Type*

Class Type	Fall 2017		Fall 2018		Fall 2019	
	Enrolled	Success	Enrolled	Success	Enrolled	Success
Day	38,326	71.3%	38,858	69.5%	38,402	70.7%
Evening	10,423	70.5%	9,500	70.2%	9,526	69.0%
Distance Ed	10,732	63.5%	12,166	63.6%	13,266	65.8%
Overall	59,481	69.8%	60,524	68.4%	61,194	69.4%

Source: Palomar College PRP Data Note. Success Rates exclude EW grades

English and Math Throughput

Figure 14 shows throughput figures for English and math. Throughput is defined as volume and percent of first-time students who complete transfer-level English and math in one year. In response to California Assembly Bill (AB) 705, the College implemented a multiple measures placement system using high school GPA and other metrics to place students into the English and math curriculum. The College also developed courses with corequisite support to ensure that nearly all students can enroll in transfer-level English and math courses.

Overall, English throughput increased from 22.5% for the fall 2015 cohort to 40.1% for the fall 2019 cohort, which was the first cohort to enter the College under full implementation of AB 705 (see Figure 14). Math throughput also increased from 11.8% to 18.9%. To be consistent with AB 705, math throughput requires completion of transfer-level math, not just degree-applicable math.

Figure 14. *English & Math One-Year Throughput for First-Time Students*

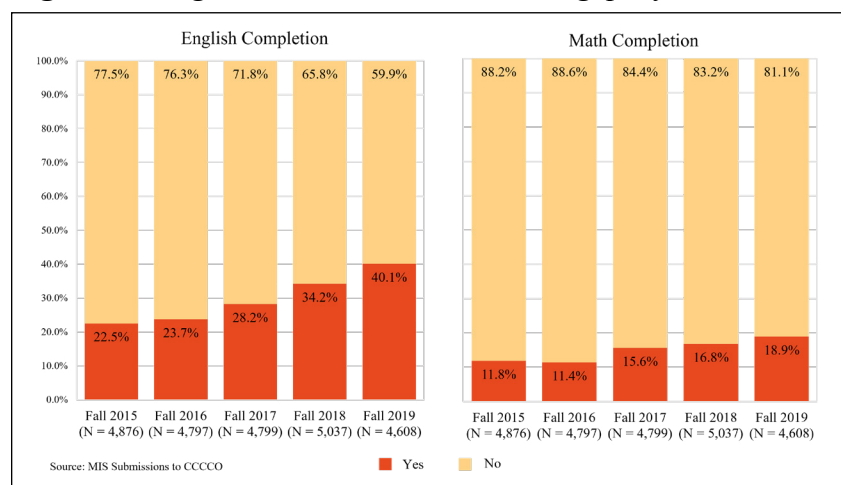


Figure 15 presents a comparison of English throughput rates for first-time students by ethnicity. English throughput rates increased for all race/ethnicity categories between fall 2015 and fall 2019. In fall 2019, English throughput was highest for Asian (55.5%) and Filipino (60.0%) students and lowest for Hispanic (38.7%) and Black/African American (28.0%) students. This pattern remained consistent compared to fall 2015.

Figure 15. English One-Year Throughput Comparison for First-Time Students by Race/Ethnicity

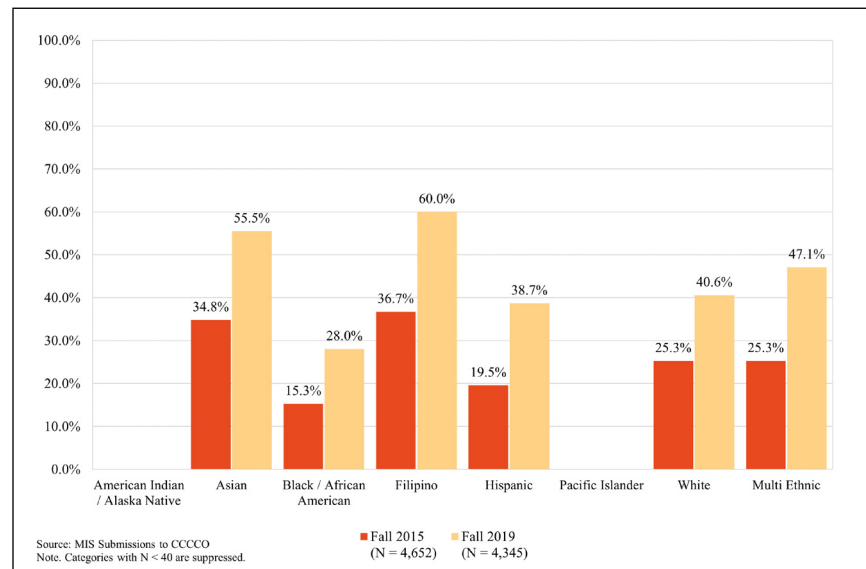
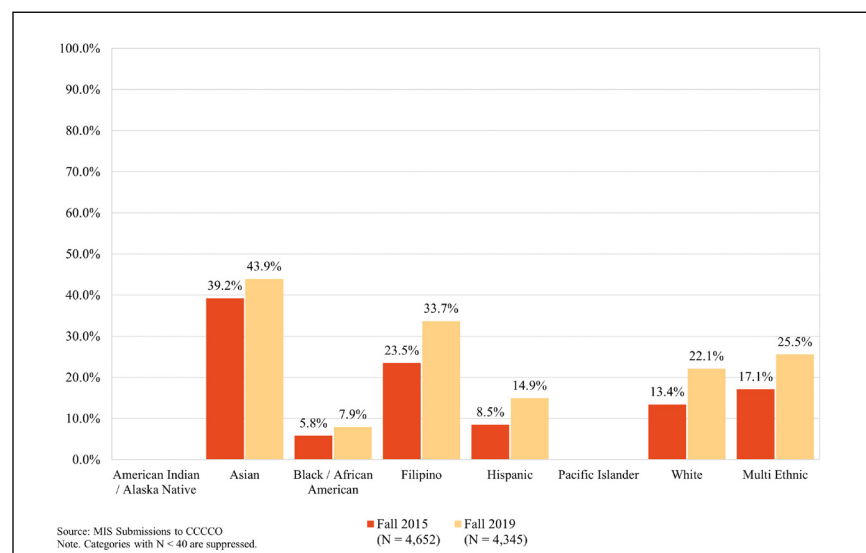


Figure 16 presents a comparison of math throughput rates for first-time students by ethnicity. Math throughput rates increased for all race/ethnicity categories between fall 2015 and fall 2019. In fall 2019, math throughput was highest for Asian (43.9%) and Filipino (33.7%) students and lowest for Hispanic (14.9%) and Black/African American (7.9%) students. This pattern is consistent with fall 2015 math throughput rates. Improvements between years vary by race/ethnic group.

Additional efforts to further increase English and math completion rates and address disparities across race/ethnicity are discussed in further detail in [Quality Focus Essay Project #1](#).

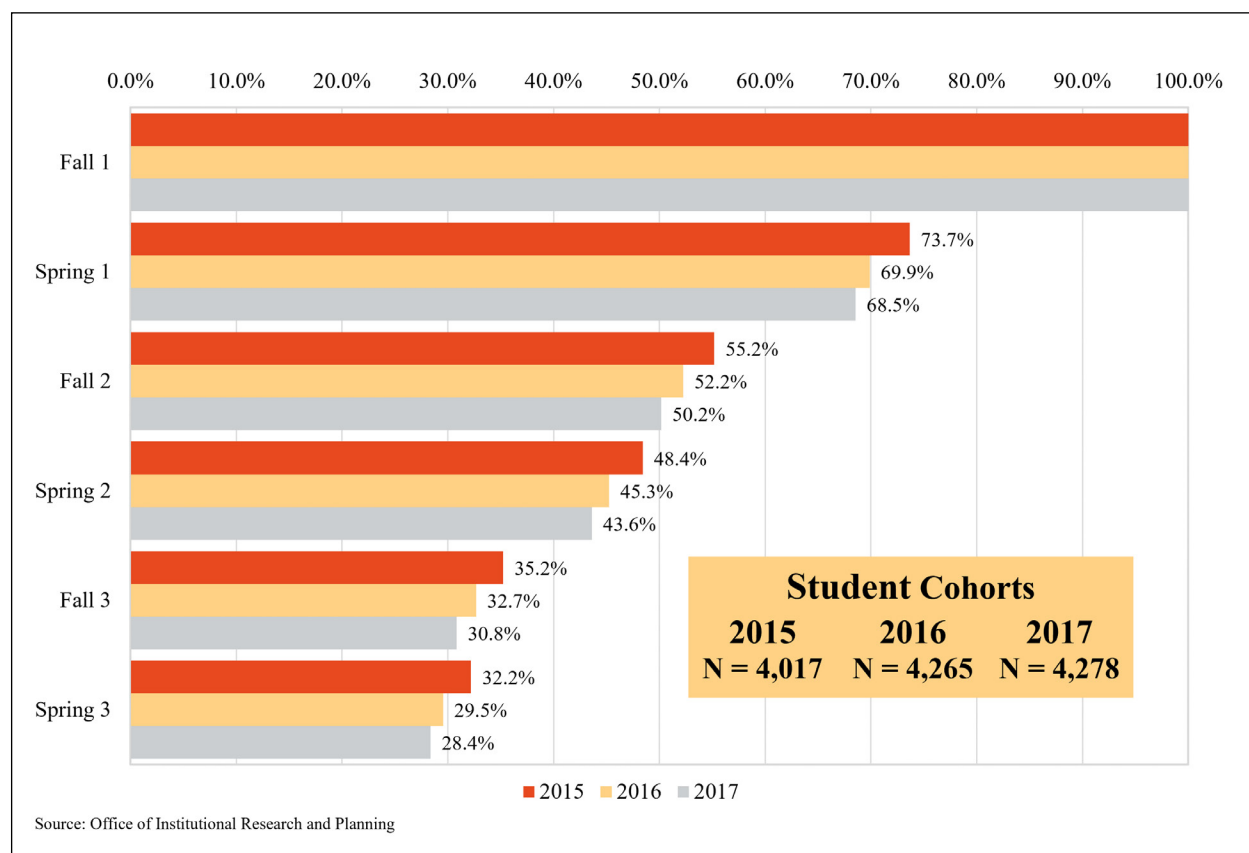
Figure 16. Math One-Year Throughput Comparison for First-Time Students by Race/Ethnicity



Persistence

Figure 17 shows persistence rates (i.e., percentage of students enrolling in a subsequent term) for first-time students by entering cohort year. A little over two-thirds of first-time students continue to their second semester (fall-spring) and about half continue to their second year (fall-spring-fall).

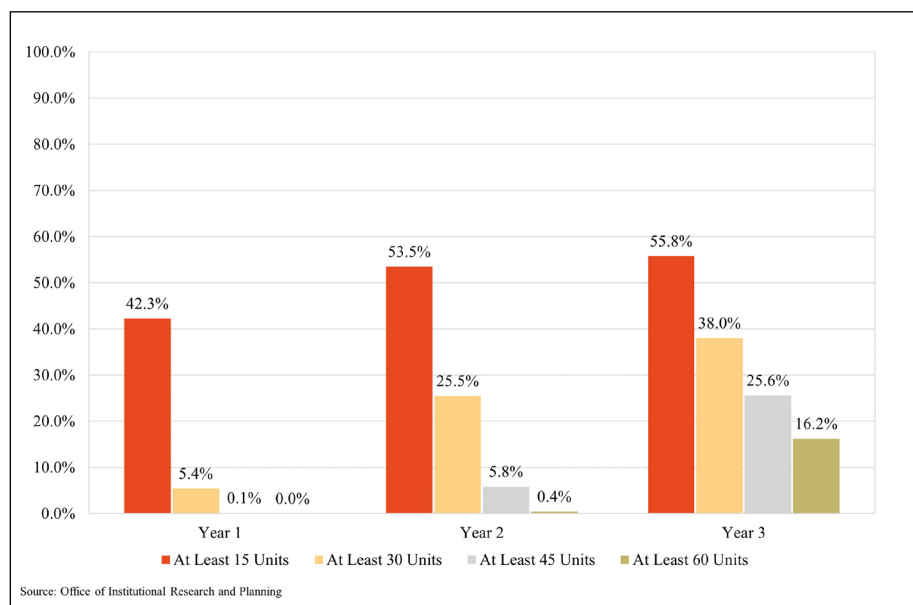
Figure 17. First-Time Student Persistence Over Three Years



Unit Threshold Completion

Figure 18 shows the percentage of first-time students who earned certain unit thresholds by the end of their first, second, and third years at the College. In Year 1, 42.3% of first-time students had earned at least 15 units, while only 5.4% had earned at least 30 units. By Year 3, over half of first-time students earned at least 15 units, 38.0% earned at least 30 units, 25.6% earned at least 45 units, and 16.2% earned at least 60 units. Various programs, such as Palomar Promise, help to improve full-time enrollment and reduce time-to-completion for first-time students.

Figure 18. *Unit Threshold Completion (2015 – 2017)*



Student Completion

Degree and Certificate Completion

The number of awards (degrees or certificates) received by Palomar College students has increased 20.9% from 3,699 awards in 2017-18 to 4,471 awards in 2019-20 (see Table 13). Over half of these awards were associate degrees or associate degrees for transfer (ADT).

Table 13. *Volume of Degrees and Certificates Awarded*

Award Type	2017-18		2018-19		2019-20	
	#	%	#	%	#	%
AA/AS	1,620	43.8%	1,687	40.7%	1,714	38.3%
ADT	438	11.8%	644	15.6%	754	16.9%
Certificate*	1,641	44.4%	1,809	43.7%	2,003	44.8%
Total	3,699	100.0%	4,140	100.0%	4,471	100.0%

Source: MIS Submissions to CCCC

Note*: Chancellor's Approved Certificates

Table 14 provides an unduplicated count of students who earned any award (i.e., AA/AS, ADT, Chancellor's Approved Certificate) in the presented years by race/ethnicity. Overall, there was a 12.8% increase in the number of students completing degrees and certificates from 2,147 in 2017-18 to 2,421 in 2018-19. The volume of awards increased across all race/ethnicity categories with the exception of Asian and Black race/ethnicity categories. The proportion of total awards earned by Hispanic students also increased over the three years.

Table 14. Degrees and Certificates Completion Awarded by Race/Ethnicity

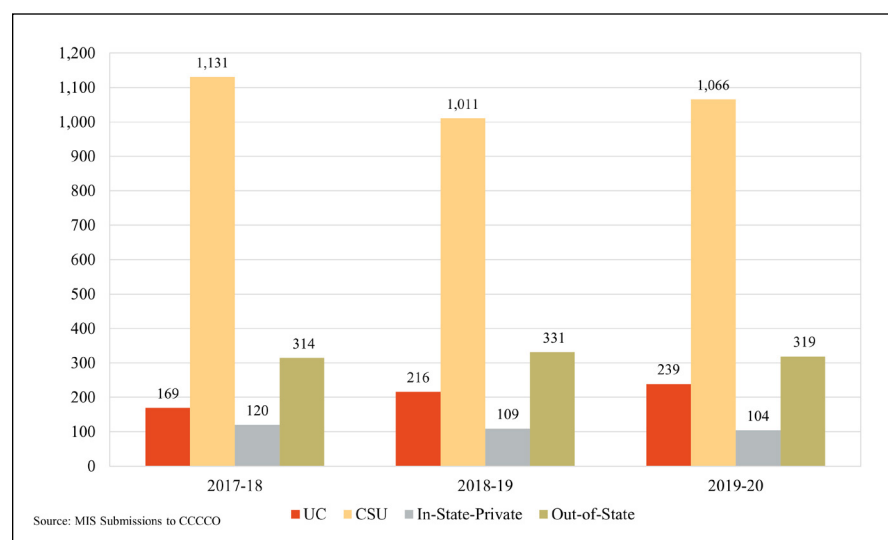
Ethnicity	2017-18		2018-19		2019-20	
	#	%	#	%	#	%
American Indian/Alaskan Native	6	0.3%	8	0.4%	10	0.4%
Asian	157	7.3%	138	6.2%	128	5.3%
Black or African American	59	2.7%	43	1.9%	54	2.2%
Filipino	65	3.0%	77	3.4%	76	3.1%
Hispanic	852	39.7%	872	38.9%	1,034	42.7%
Pacific Islander	4	0.2%	18	0.8%	8	0.3%
White	842	39.2%	895	39.9%	925	38.2%
Multi-Ethnicity	126	5.9%	133	5.9%	131	5.4%
Unknown/Unassigned	36	1.7%	58	2.6%	55	2.3%
Total	2,147	100.0%	2,242	100.0%	2,421	100.0%

Source: Office of Institutional Research & Planning

Transfer

Figure 19 shows the volume of transfers from Palomar College into the University of California (UC) system, California State University (CSU) system, In-State-Private, and Out-of-State institutions. Transfers to the UC system increased 41.4% from 169 in 2017-18 to 239 in 2019-20, while transfers to the CSU system decreased 5.7% from 1,131 to 1,066 during that same time period. Transfers to In-State-Private and Out-of-State institutions have remained relatively stable.

Figure 19. Transfer Volume by Institution Type



Institution-Set Standards and Stretch Goals

In accordance with ACCJC guidelines, the College has established and annually evaluated a series of institution-set standards and stretch goals. Institution-set standards represent the minimum number or rate deemed acceptable by the institution for each identified metric (e.g., number of awards or course success rate). Institution-set stretch goals represent the number or rate the College aspires to achieve. The College has set both standards and stretch goals for the following metrics: Course success rates, counts of degrees and certificates, counts of transfers to UCs, CSUs, and private four-year institutions, licensure pass rates, and job placement rates. According to data in Table 15, the College has exceeded the standard in each of the metrics but has not yet met stretch goals in some areas.

Table 15. *Institution-Set Standards for Student Achievement*

Metrics	Institution-Set Standard	Institution Stretch Goal	Actual 2017-18	Actual 2018-19	Actual 2019-20
Course Success Rates					
	70%	71%	72%	71%	75%
Count of Certificates					
	1,700	2,300	2,418	2,345	2,463
Count of Degrees					
	1,600	2,000	2,107	2,333	2,470
Transfers					
	1,600	2,000	1,790	1,732	1,798
Licensure Pass Rates					
Nursing (National)	85.0%	90.0%	95.5%	92.8%	90.3%
Registered Dental Assistant (State)	80.0%	90.0%	97.9%	100.0%	100.0%
EMT (National)	70.0%	80.0%	82.0%	77.0%	75.0%
Paramedic (National)	70.0%	100.0%	84.0%	89.0%	91.0%
Job Placement					
Nursing	72.3%	80.0%	89.6%	98.1%	90.0%
Registered Dental Assistant	72.3%	80.0%	88.9%	96.2%	95.2%
EMT	72.3%	80.0%	100.0%	100.0%	84.0%
Paramedic	72.3%	100.0%	77.5%	83.3%	79.4%

Sources: MIS Submissions to CCCCO; California Board of Registered Nursing; Dental Board of California; California Emergency Medical Services Authority; Perkins V Core Indicator Report

Vision for Success Goals

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) released *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. Citing California's economic and educational needs, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals. Palomar College has defined goals aligned with the system-wide Vision for Success (VfS) goals. Tables 16 and 17 present baseline data, institutional goals, and outcomes associated with VfS goals 1-4.

Overall, the College has seen measurable improvements in all areas and has met or exceeded institutional goals in the area of increasing certificate completion, increasing associate degree for transfer (ADT) completion, and reducing units to completion. The greatest improvement was in the area of ADT completion, where the College saw a 131.6% increase in the number of ADT degrees completed. In addition, the College has seen progress on Goal 3, which focuses on decreasing the number of units students earned toward completion. The average units for completers decreased 9.1% from a baseline of 88 units to 80 units in 2019-20. While the College has observed a decrease in the number of average units for completers, the average number of 80 units per degree earner represents one-third more units than necessary for a degree. In addition, in 2019-20 it took students an average of 4.7 years to complete a degree. The College's [Quality Focus Essay Projects #2](#) and [#3](#) address program pathways and degree completions.

Table 16. Vision for Success Goals 1-3 Completion, Transfer, and Unit Accumulation

	Baseline	Institution Goal	% Increase	2018-19	2019-20	Baseline 2019-20 %Change
Goal 1: Increase Completion						
1a. Increase Degrees	1,484	1,806	22%	1,557	1,632	10.0%
1b. Increase Certificates	1,463	1,536	5%	1,565	1,595	9.0%
1c. Increase VfS Goal Completion	1,976	2,188	11%	2,072	2,117	7.1%
Goal 2. Transfer						
2a. Increase ADT Completion	304	456	50%	599	704	131.6%
2b. Increase Transfers to UC/CSU	1,629	1,873	15%	1,696	---	4.1%
Goal 3. Decrease Units to Completion						
3a. Average Units for Completers	88	82	-7%	81	80	-9.1%

Source: CCCC Student Success Metrics Note: "---" = Data not available at time of publication.

Table 17. Vision for Success Goal 4 Workforce

	Baseline	Institution Goal	% Increase	2017-18	2018-19	Baseline 2019-20 %Change
Goal 4: Workforce						
4c. Employed in Field of Study	68%	72%	6%	70%	---	2.9%

Source: CCCC Student Success Metrics; CTEOS Survey Results Note: "---" = Data not available at time of publication.

Student Follow-up and Wages

Each year Palomar participates in the Career Technical Education Outcomes Survey (CTEOS). As shown in Table 18, more than 90% of students surveyed indicated they were “Very Satisfied” or “Satisfied” with the education and training provided by the College. Just under 70% of respondents secured a job that was “Very Close” or closely related to their program of study, and more than two-thirds of the survey participants found a job between 0 and 3 months after finishing their program.

Table 18. *CTEOS Survey Results*

Measure	Responses	CTEOS Survey Year		
		2018 (N = 827)	2019 (N = 817)	2020 (N = 829)
Satisfaction with education and training received	Very satisfied	54.8%	56.2%	52.2%
	Satisfied	37.1%	36.2%	40.2%
	Other	8.0%	7.6%	7.6%
	Total	100.0%	100.0%	100.0%
Secured a job that is closely related to program of study	Very close	42.9%	47.6%	41.5%
	Close	25.7%	23.0%	28.0%
	Not close	31.4%	29.4%	30.4%
	Total	100.0%	100.0%	100.0%
Number of months to find a job	0	31.3%	32.6%	28.2%
	1-3	41.8%	37.1%	44.6%
	4-6	16.5%	16.1%	14.4%
	7+	10.4%	14.3%	12.8%
	Total	100.0%	100.0%	100.0%

Source: CTEOS Palomar College Reports 2018; 2019; 2020



PALOMAR COMMUNITY COLLEGE DISTRICT

ORGANIZATION OF THE SELF-EVALUATION PROCESS



C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Palomar College submitted its last ISER in 2015. In June 2015, ACCJC reaffirmed the College's accreditation with a follow-up report and site visit. A Follow-Up Report was submitted in fall 2016 to address two recommendations to meet standards compliance. In March 2019, the College submitted a Midterm Report that responded to its own institutional improvement plans, which were identified in the 2015 ISER, and ACCJC's six recommendations to improve institutional effectiveness. Both reports were accepted by the Commission and accreditation continued. The College also opened two new locations in summer 2017, the Rancho Bernardo Education Center and Fallbrook Education Center, and completed a Substantive Change Proposal for each. In addition, the College submitted an Annual Report and Annual Fiscal Report during each year of the seven-year accreditation cycle.

Preparation for the 2022 ISER began in summer 2019. The Accreditation Writing Leadership Team (AWLT), a small body that includes the Accreditation Liaison Officer (ALO); the Assistant Superintendent/Vice President, Instruction; the three tri-chairs of the Accreditation Steering Committee (ASC); and the Accreditation Coordinator, worked to create the ISER timeline and hosted an ISER planning retreat for the ASC. Planning for the 2022 ISER was overseen by the Superintendent/President.

In fall 2019, AWLT began to identify standards area experts and solicited volunteers to serve on ISER writing teams. In all, the College had over 90 volunteers participate in the writing process, including each member of the ASC. In fall 2019, AWLT hosted a series of trainings on the self-evaluation process, the role of writing team members, the College's approach to writing to the Standards, and strategies for identifying and working with evidence. Once team members completed the training, they began the process of writing to the Standards, which included an outline for each Standard, and three drafts culminating in a final report. Each iteration of the draft was reviewed by AWLT and returned to writing teams with commentary and suggestions that assisted teams in aligning drafts with the Guide to Institutional Self-Evaluation, Improvement, and Peer Review.

In keeping with the plan, the writing teams submitted drafts in May 2020, November 2020, and February 2021. In the weeks following submission, writing team leaders met with AWLT to discuss the substance and status of each report. Throughout this period, the ALO kept the Governing Board, Superintendent/President, Strategic Planning Council (SPC), and Faculty Senate apprised of the project. The ASC and ISER writing team chairs also met monthly during this time period to provide standard draft updates and plan for the Quality Focus Essay. AWLT met weekly, or more frequently, as needed.

In March and April 2021, AWLT led planning councils in a review of each of the thirteen Standard reports. In the weeks following these sessions, AWLT organized feedback and consulted with writing team chairs to address questions, concerns, and areas for follow-up. The ISER first went to the Institutional Effectiveness Council for review in September and October and then to the College Council (formerly SPC) for final review and acceptance in October 2021.

On October 19, 2021, the Senior Director of Planning, Research, Effectiveness, and Grants/ALO conducted an accreditation workshop for the Governing Board. The Trustees provided valuable responses to the ISER, and especially to the Actionable Improvement Plans. Throughout November 2021, AWLT made final additions and edits to the report. The Governing Board approved the final draft of the report on December 7, 2021.

Accreditation Participants

Accreditation Liaison Officer
Michelle Barton

Accreditation Writing Leadership Team	
Members	Tri-Chairs
Michelle Barton	Adam Meehan
Shayla Sivert	Justin Smiley
Marti Snyder	Jeannette Garceau

Standard Liaisons			
Standard I	Standard II	Standard III	Standard IV
Michelle Barton	Adam Meehan, Ph.D. Justin Smiley	Justin Smiley	Jeannette Garceau Marti Snyder

Writing Team - Standard I		Writing Team - Standard II		
Standard I.A, I.B	Standard I.C	Standard II.A	Standard II.B	Standard II.C
John Armenta	Marti Snyder	Jack Kahn, Ph.D.	Ruth Barnaba	Vikash Lakhani, Ed.D.
Michelle Barton	Michelle Barton	Shayla Sivert	Alex Doyle Bauer	Glyn Bongolan, Ph.D.
Lisa Cecere	Shayla Sivert	Nancy Browne, Ed.D.	Mireya Gutierrez-Aguero, Ed.D.	Jill D'Errico
Dan Dryden	Adam Meehan, Ph.D.	Katy Farrell	Natalie Lopez	Adrianne Lee
Melinda Finn	Justin Smiley	Juan Gonzalez	Pearl Ly	Carole Moore
Roberta Johnson	Jeannette Garceau	Cheryl Kears	Connie Sterling	Shauna Moriarty, Ed.D.
Michael Large, Ph.D.		Adam Meehan, Ph.D.	Craig Thompson, Ph.D.	Tassandra Rios-Scelso
Rachel M. Miller, Ph.D.		Wendy Nelson	Rosalinda Tovar	Kendyl Magnuson, Ed.D.
Linda Moynan		Jonathan Okerblom, Ph.D.	Jeannette Garceau	Steve Salter
Diane Studinka, Ed.D.		Justin Smiley		Amber Slivick
		David Vazquez		
		Michelle LaVigueur		

Accreditation Participants (continued)

Writing Team - Standard III				Writing Team - Standard IV	
Standard III.A	Standard III.B	Standard III.C	Standard III.D	Standard IV.A	Standard IV.B, IV.C
David Montoya, J.D.	Dennis Astl	Mark Bealo	Jenny Akins	Cheryl Ashour	Debra Doerfler
Melissa Bagaglio, Ph.D.	P.J. DeMaris	Mike Day	Ambur Borth	Patti Dixon	Jackie Martin
Shawna Cohen	Kelly Falcone, Ed.D.	Mike Dimmick	Steven Carkey	Debra Doerfler	Stacy Rungaitis
Monique Dumbrique	Theresa Lambert	Kelly Helming	Debbie Claypool	Jenny Fererro	Diana Trujillo-Hernandez
Kelly Falcone, Ed.D.	Chris Miller	Pajseu Lochungvu	Carmen Coniglio	Jeannette Garceau	Marti Snyder
Barbara Hammons	Dayna Schwab	Najib Manea, Ph.D.	Olga Diaz	Anel Gonzalez	
Lawrence Lawson	David Williams	Lilian Payn, Ph.D.	Susan Garland	Erin Hiro	
Leann Pell	Ryan Williams	Steve Perry	Gordana High	Aaron Holmes	
Fariheh Towfiq		Ellie Schoneman	Teresa Laughlin	Julie Lanthier Bandy	
Christine Winterle			Yulian Ligioso	Zeb Navarro, Ed.D.	
Maria Zapien Rangel			Brandi Taveuveu		
			Robert Threath		
			Jennie Vastola		
			Pai Wang Smith		
			Heather Sutton		

Timeline of the Self-Evaluation

Completed by Date	Activity
06-27-2019	Accreditation Writing Team Leadership Team (AWLT) Retreat
Fall 2019	
10-14-2019	Orientation for ISER Standards Writing Team Leads
10-18-2019	Orientation for ISER Standard Writing Teams
12-11-2019	ISER Standards Outlines/Evidence to AWLT
Spring 2020	
02-12-2020	Evidence Training for Writing Teams
02-19-2020	ACCJC Training - Writing Team Members ACCJC Training - Governing Board Workshop
03-30-2020	Draft#1 feedback provided to Standards Writing Team
Fall 2020	
09-30-2020	Evidence Training for Evidence Team Leads
10-31-2020	ISER Standards Drafts #2 Due
12-04-2020	ACCJC Advanced ISER Training
Spring/Summer 2021	
01-04-2021	Draft #2 feedback provided to Standards Writing Team
02-09-2021	QFE Draft Kick-off Meeting
03-05-2021	QFE Review Meeting #1
03-11-2021	Draft #2 Writing Team Reviews with AWLT
05-14-2021	QFE Review Meeting #2
05-24-2021	AWLT revisions and formatting of Standards Draft #2
07-15-2021	External Review of ISER DRAFT
08-01-2021	Writing Leads Final Review
Fall 2021	
09-02-2021	Executive Team Final Review
09-03-2021	DRAFT ISER Sections Posted to Web
09-03-2021	<i>Institutional Effectiveness Council</i> <u>First Reading</u> : Standards I and IV
09-10-2021	<i>College Council</i> <u>First Reading</u> : Standards I and IV
09-17-2021	<i>Institutional Effectiveness Council</i> <u>Second Reading</u> : Standards I and IV <u>First Reading</u> : Standards II, III, and QFE

Timeline of the Self-Evaluation (continued)

Completed by Date	Activity
10-01-2021	<i>Institutional Effectiveness Council</i> <u>Second Reading</u> : Standards II, III, and QFE
10-08-2021	<i>College Council</i> <u>Second Reading</u> : Standards I and IV <u>First Reading</u> : Standards II, III and QFE
10-19-2021	Palomar College Governing Board 1st Reading - Workshop
10-22-2021	<i>College Council</i> <u>Second Reading</u> : Standards II, III, and QFE
12-07-2021	Palomar College Governing Board Action
12-10-2021	Final Report to Creative Services
12-15-2021	Final ISER Posted to Web
12-17-2021	Submit Report to ACCJC and Peer Review Team
Spring 2022	
01-02-2022 through 01-15-2022	Third party notification of ISER visit (Governing Board Announcement and Press Release)
02-28-2022 through 03-03-2022	Peer Review Site Visit

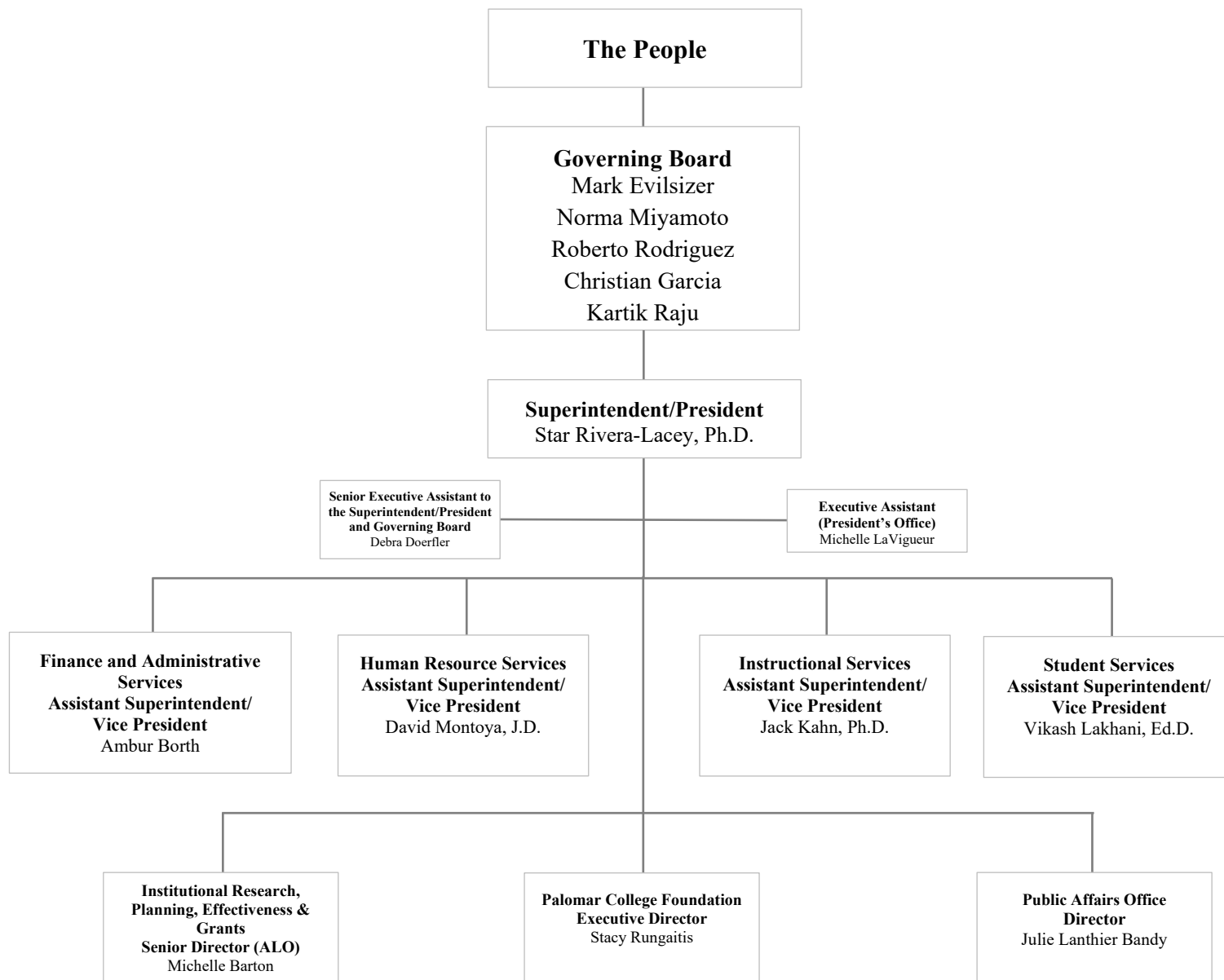


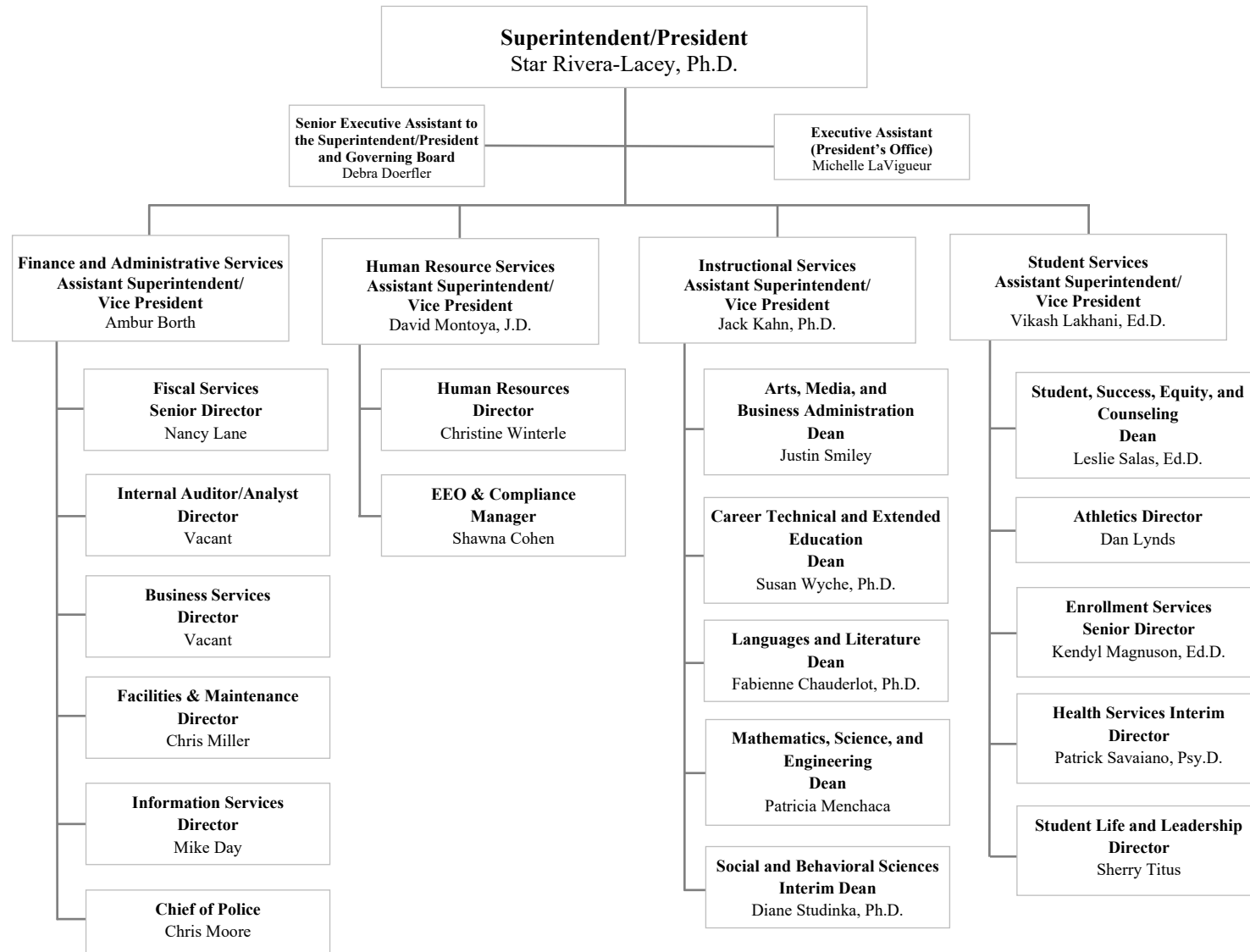
PALOMAR COMMUNITY COLLEGE DISTRICT

ORGANIZATIONAL INFORMATION



D. ORGANIZATIONAL INFORMATION





Finance and Administrative Services
Assistant Superintendent/Vice President
 Ambur Borth

Executive Assistant (Interim)
 Heather Sutton

Internal Auditor
 Vacant

Business Services
Interim Director
 Richard Taylor

Campus Police
Chief of Police
 Chris Moore

Facilities and Maintenance
Director
 Chris Miller

Fiscal Services
Senior Director
 Nancy Lane

Information Services
Director
 Mike Day

Contract Services

Senior Contract Admin
 Debbie Claypool

Print Services

Business Services Tech
 Anna Morrison

Purchasing Services
Supervisor
 Vacant

Police Sergeant
 Mark Lynch

Police Officer (9)
 Lead Community Service
 Officer (1)
 Community Service Officer (3)
 Police Dispatch Cntr. Coord. (1)
 Dispatcher (2)

Administrative
Coordinator
 Dayna Schwab

Building Services
Supervisor II
 Jeffery Bennett

Construction &
Facilities Planning
Manager
 Dennis Astl

Environmental Health
& Safety
Manager
 Derrick Johnson

Grounds Services
Supervisor
 Antonio Rangel

San Marcos
Custodial Services
Supervisor II
 David Negrete

Custodial Services
Supervisor II
 Timothy Cross

Custodial Services
Supervisor I
 Vacant

Escondido
Facilities
Supervisor
 Vacant

Custodial Services
Supervisor II
 Rodney Edwards

Fallbrook
Facilities
Supervisor
 Juan Del Val

Rancho Bernardo
Facilities
Supervisor
 Sean Health

Custodial Services
Supervisor II
 David Vasquez

Administrative Specialist
 Heather Sutton

Budget and Payroll
Manager
 Brandi Taveuveu

Student Accounts &
Cashier
Manager
 Cassandra Stone

Accounting
Manager
 Vacant

Administrative Specialist
 Elizabeth Schoneman

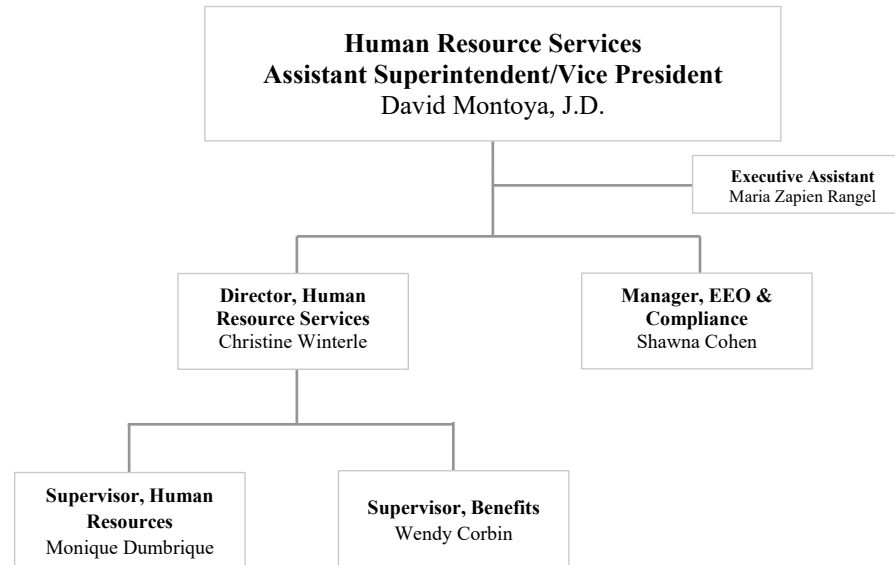
Help Desk

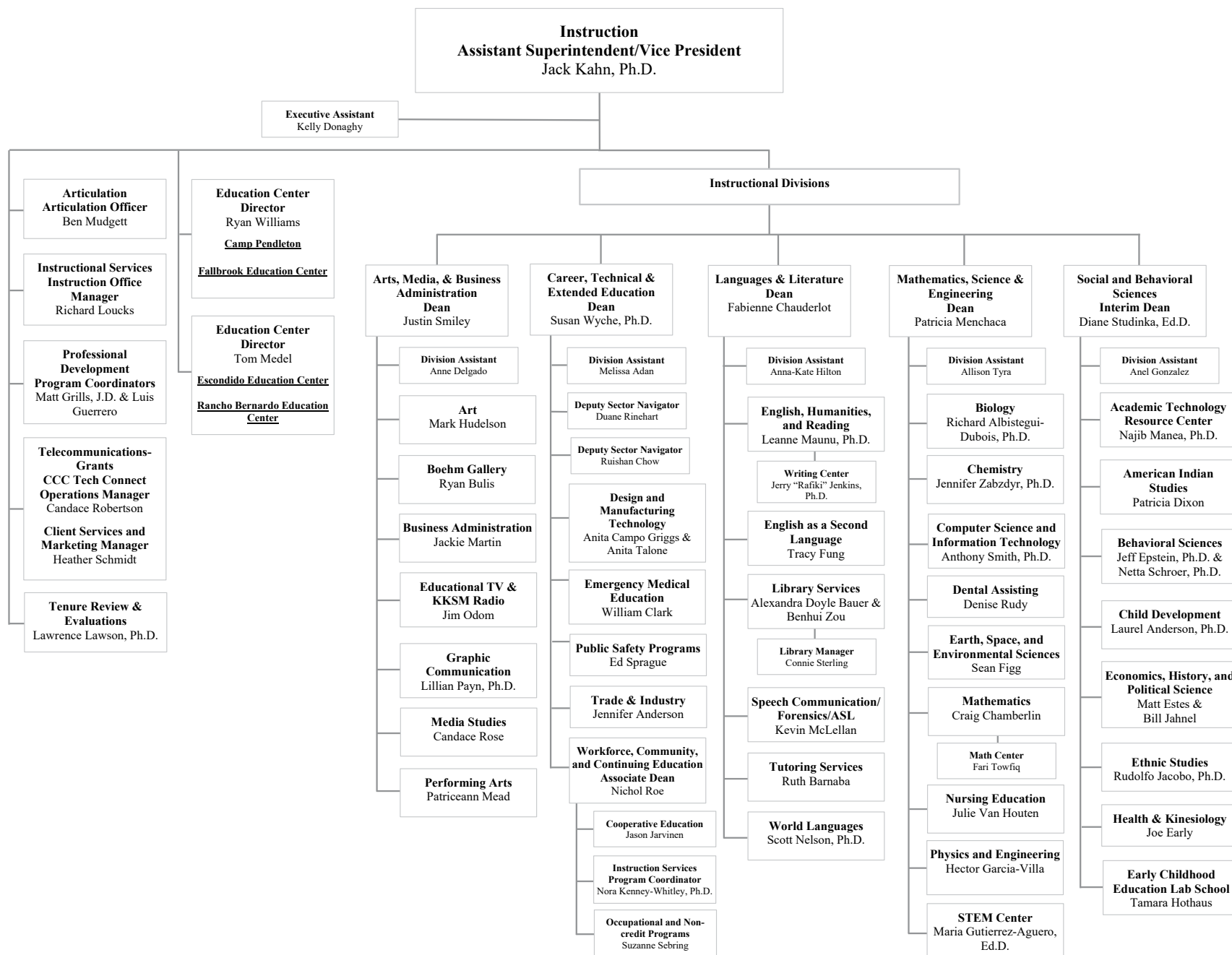
Tech Support Specialist
 George Frederick

Network and Data
Manager
 Mike Dimmick

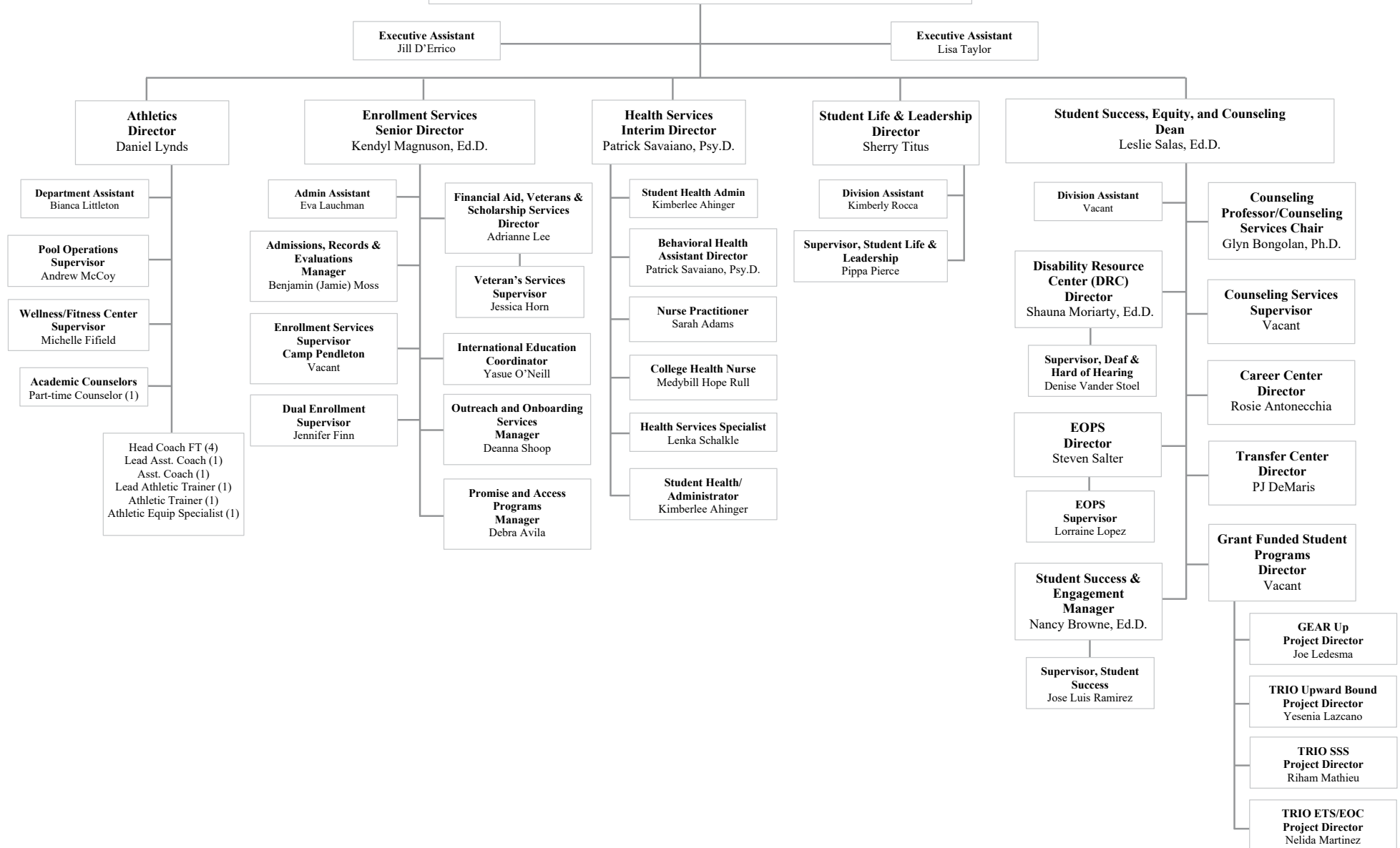
Network and Data
Manager
 Jose Vargas

Systems and
Programming
Manager
 Pajseu Lochungvu





Student Services
Assistant Superintendent/Vice President
 Vikash Lakhani, Ed.D.





PALOMAR COMMUNITY COLLEGE DISTRICT

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS



E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 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 Accrediting Commission for Schools, Western Association of Schools and Colleges (ASC WASC). This authority is noted on the first page of the catalog and on the Accreditation website. The most recent accreditation reaffirmation occurred in 2015 ([ER-1](#); [ER-2](#); [ER-3](#); [ER-4](#)).

Eligibility Requirement 2: Operational Status

In fall 2019, approximately 24,800 students were enrolled in the Palomar Community College District ([ER-5](#)). Palomar students take a variety of courses and programs offered through face-to-face, distance education, and hybrid formats that lead to associate degrees, certificates of achievement, and/or transfer to four-year institutions ([ER-6](#); [ER-7](#)). In fall 2020, Palomar held most of its classes online as a result of the COVID-19 pandemic. More than 22,000 students attended the College in that term.

Eligibility Requirement 3: 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 catalog ([ER-8](#); [ER-6](#); [ER-9](#)).

Eligibility Requirement 4: Chief Executive Officer

The Superintendent/President, Dr. Star Rivera-Lacey, was appointed by the Governing Board in July 2021. Dr. Rivera-Lacey's appointment was the culmination of a hiring process conducted in accordance with Board Policy (BP) 2431 Superintendent/President Selection. The Superintendent/President's chief responsibilities are to interpret Board policy, ensure compliance with all relevant laws and regulations, effectively lead fiscal management, and ensure long-range planning, achievement of goals, and institutional integrity ([ER-10](#); [ER-11](#); [ER-12](#)). The CEO serves as secretary to the Governing Board but does not serve as chair.

Eligibility Requirement 5: Financial Accountability

Palomar College annually undergoes an external financial audit as required by law and maintains an internal auditor position ([ER-13](#)). The Governing Board reviews and accepts the audit findings, exceptions, letters to management, and any recommendations made by the contracted audit firm ([ER-14](#); [ER-15](#); [ER-16](#)). The College audit is available online on the College's Fiscal Services website under "Annual Financial Reports." The College has received an unqualified audit for the past six years. The College is compliant with federal regulations pertaining to Title IV. The College has a current default rate of 14.5%, well below the acceptable threshold defined by the U.S. Department of Education ([ER-17](#)).

Evidence List

Number	Name
ER-1	College Catalog - Accreditation
ER-2	Accreditation Statement
ER-3	ACCJC Action 6/2015
ER-4	Certification of Accreditation 2015
ER-5	Palomar College Locations
ER-6	Data Dashboard Student Count
ER-7	ACCJC Annual Report 2021
ER-8	College Catalog - Programs
ER-9	Enrollment Trends Fall 2021
ER-10	BP 2431 Superintendent/President Selection
ER-11	Superintendent/President Job Description
ER-12	Board Minutes 7/6/21 - CEO Contract
ER-13	Internal Auditor Job Description
ER-14	Board Minutes - Annual External Audits
ER-15	Annual Audit Report 2020
ER-16	External Audit Findings - Compliance
ER-17	Cohort Default Rate 2018



PALOMAR COMMUNITY COLLEGE DISTRICT

**CERTIFICATION OF CONTINUED INSTITUTIONAL
COMPLIANCE WITH COMMISSION POLICIES**



F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Palomar College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Palomar College Accreditation website provided the community with the opportunity to provide third party comments to ACCJC through January 25, 2022. The website also lists the details for the 2022 site visit, including dates and biographies for the peer review team ([CP-1](#)). (Standard I.C.12)

Standards and Performance with Respect to Student Achievement

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

Palomar College's Office of Institutional Research and Planning (IR&P) provides detailed information to the public on student performance and achievement. The College has established achievement and completion goals aligned with the California Community College's Vision for Success (VfS), and it monitors progress on these goals through the Student Success Metrics dashboard on the California Community Colleges Chancellor's Office (CCCCO) website ([CP-2](#); [CP-3](#)). Further, the Student Right to Know and Consumer Information websites provide data for transfer, completion and retention rates, and student demographics ([CP-4](#)). A link to the CCCCCO website for Student Right to Know is also available in the catalog ([CP-5](#); [CP-6](#)). The Strategic Planning Council (SPC) and Faculty Senate annually review, and revise as needed, institution-set standards for course success, certificate and degree completion, transfers, licensure pass and job placement rates for programs with independent accreditation. Institution-set standards are reported in the ACCJC Annual Report and posted to the IR&P website ([CP-7](#); [CP-8](#)). (Standards I.B.3, I.B.4, I.B.9)

Credits, Program Length, and Tuition

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

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

Palomar conforms to the commonly accepted academic expectations for determining a credit hour and has no exceptions. A unit of academic credit is defined in BP/AP 4020 Program, Curriculum, and Course Development ([CP-9](#); [CP-10](#)). Palomar publishes information related to credits, program length, and tuition via the catalog, course schedule, and College website ([CP-11](#)). (Standards I.C.6, II.A.5, II.A.9)

Transfer Policies

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

Palomar College publishes its transfer policies to current and prospective students in the catalog. The Transfer Center supports students in transfer planning and posts transfer requirements and resources to its website. Additional resources are available on the Articulation website. The College also posts its policy on transfer credits from other sources in the catalog ([CP-12](#); [CP-13](#); [CP-14](#); [CP-15](#)). (Standard II.C.5)

Distance Education and Correspondence Education

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

All courses and programs offered, regardless of method of delivery, are within the scope of the College's Mission of General Education/Transfer-Readiness, Career Technical Education, and Basic Skills development and preparation. The Curriculum Committee strictly follows AP 4105 Distance Education to ensure that all courses, including Distance Education (DE) courses, adhere to the same standards as traditional face-to-face courses ([CP-9](#); [CP-16](#)). In order to offer courses in a DE format, departments must complete a DE addendum that specifically addresses how the course will uphold these standards. These addendums are reviewed by the DE Subcommittee prior to being brought before the Curriculum Committee as part of the curriculum approval process ([CP-17](#)). Through the curriculum development and review process, all courses and programs are reviewed for their appropriateness to the College Mission and are identified as fulfilling at least one of the areas of academic focus. All courses and programs are reviewed and approved by the Curriculum Committee, the Faculty Senate, the Governing Board, and the CCCC (CP-18). (Standards I.C.8, II.A.1, II.A.2, II.A.7, III.C.1)

Palomar College does not offer correspondence courses or programs.

Student Complaints

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

The College adheres to BP/AP 5530 Student Complaints and Grievances to ensure equitable resolution of complaints and grievances. AP 5530 Student Complaints and Grievances details the grievance process, which includes a formal hearing and opportunity to appeal. Students are notified of the policy for student complaints through the catalog, class schedule, and Student Life and Leadership website ([CP-19](#); [CP-20](#); [CP-21](#); [CP-22](#); [CP-23](#)). Students may also file a formal complaint with the College's accrediting agency through the Accreditation website, which offers access to the complaint form and information on the complaint process ([CP-1](#)). (Standard I.C.2)

Institutional Disclosure and Advertising and Recruitment Materials

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

The College provides accurate and timely information to its students and the public through its website and catalog. Both the website and catalog contain information on the accreditation status of the College and its accreditor, along with its locations, policies and procedures, and programs. Accreditation status updates are published on the Accreditation website upon notification by the accrediting body and updates to programs, policies, and procedures are posted to the appropriate websites and catalog upon Governing Board approval ([CP-24](#); [CP-1](#)). (Standards I.C.1, I.C.2)

Title IV Compliance

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

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

Compliance includes the administration of federal direct student loans to eligible financial aid applicants. The College has a current default rate of 14.5%, well below the acceptable threshold defined by the U.S. Department of Education ([CP-25](#)). It educates students about the responsibilities of student loan borrowing through the Financial Aid TV website and works in partnership with a default management consultant from the CCCCO Financial Assistance Department ([CP-26](#)). It also contracts with Inceptia, a student loan default management firm that monitors students who are in the process of repayment and offers them default prevention intervention if payments become delinquent ([CP-27](#)). (Standards III.D.15, III.D.16)

The College undergoes an annual OMB A-133 audit ([CP-28](#)).

Evidence List

Number	Name
CP-1	Accreditation Site Visit
CP-2	Strategic Plan 2022
CP-3	CCCCO Student Success Metrics
CP-4	Student Right to Know and Consumer Information
CP-5	College Catalog - Student Right to Know
CP-6	Vision for Success Goals
CP-7	ACCJC Annual Report 2021
CP-8	Institution-set Standards
CP-9	BP 4020 - Program, Curriculum, and Course Development
CP-10	AP 4020 - Program, Curriculum, and Course Development
CP-11	College Catalog - Associates Degree Requirements
CP-12	College Catalog - Transfer Credit Policies
CP-13	Transfer Center - Transfer Basics
CP-14	Articulation - ADTs for Transfer
CP-15	College Catalog - Transfer Credits from Other Sources
CP-16	AP 4105 - Distance Education
CP-17	Curriculum Approval Process
CP-18	Minutes - Curriculum Actions
CP-19	BP 5530 - Student Complaints and Grievances
CP-20	AP 5530 - Student Complaints and Grievances
CP-21	College Catalog - Student Complaints and Grievance Policy
CP-22	Student Life and Leadership - Student Complaints
CP-23	Schedule of Classes - General Information
CP-24	College Catalog
CP-25	2018 Official CDR
CP-26	Financial Aid TV
CP-27	Contractual Agreement - Inceptia
CP-28	External Audit Findings - Compliance



PALOMAR COMMUNITY COLLEGE DISTRICT

INSTITUTIONAL ANALYSIS

**STANDARD I: MISSION, ACADEMIC QUALITY AND
INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY**



G. INSTITUTIONAL ANALYSIS

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

At the time of the writing of this Institutional Self Evaluation Report, the College's Vision, Mission, and Values statement was as appears below.

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.

Values

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

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

I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of meeting the standard:

The College’s core values focus on excellence in teaching and learning, integrity, access, equity, diversity, inclusiveness, mutual respect, creativity and innovation, and participation in the community. Its Vision, Mission, and Values embody its commitment to “helping 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 Mission aligns with both the California Community Colleges Chancellor’s Office (CCCCO) Vision for Success (VfS) and the mission of the U.S. Department of Education ([IA-1](#); [IA-2](#)). It is publicly available for viewing on the College website, in the catalog, and in Board Policy (BP) 1200 District Mission ([IA-3](#); [IA-4](#); [IA-5](#)).

The College describes its intended student population in the Mission as “students of diverse origins, experiences, needs, abilities, and goals.” Its service area spans 2,555 square miles of rural to heavily populated regions across inland northern San Diego County, representing students from a wide variety of socioeconomic and demographic backgrounds ([IA-6](#)). The service area is home to twelve high school districts, nine federally recognized tribal nations, and the United States Marine Corps Base Camp Pendleton.

To meet students’ goals for “transfer-readiness, general education, basic skills, [and] career and technical training,” the College offers over 250 degree and certificate programs. The College website and catalog provide information regarding the types of degrees and other credentials available, which include ([IA-7](#)):

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate Degree for Transfer (AA-T, AA-S)
- Certificate of Achievement (CA)
- Certificate of Proficiency (CP)
- Non-credit Certificate of Completion (CN)

The College is committed to “empowering students to succeed and cultivating an appreciation of learning.” This commitment includes a dedication to “equity and fair treatment of all,” which is illustrated in the 2019-22 Student Equity Plan and the College’s Diversity, Equity, and Inclusion (DEI) framework ([IA-8](#); [IA-9](#)).

In order to ensure that programs offered help students succeed and cultivate “an appreciation of learning,” both instructional and non-instructional programs participate in a three-year Program Review and Planning (PRP) cycle. During this cycle, programs complete a comprehensive review in year one and annual updates, including documentation of plan progress, in years two and three ([IA-10](#); [IA-11](#)). The availability of extensive professional development opportunities for faculty, staff, and administrators helps ensure “excellence in teaching, learning, and service” ([IA-12](#)).

Analysis and Evaluation

The College's Vision, Mission, and Values clearly establish its broad educational purpose, intended student population, and commitment to student learning, and provide an overview of the types of degrees and courses offered. The College's educational purpose is appropriate to an institution of higher learning and aligns with both the Vision of the CCCCO and the mission of the U.S. Department of Education. The College is committed to student success and achievement, as is evident in its Strategic Plan, PRP process, Student Equity Plan, and elsewhere.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College determines how effectively it is accomplishing its Mission by using data to inform decisions, guide planning assumptions, assess the needs of programs and student services, and set priorities relevant to meeting the educational needs of students.

In accordance with the authority granted by California Education Code, Section 70902 and the duties and responsibilities assigned under Board Policy (BP) 2200 Board Duties and Responsibilities, the College's Governing Board is tasked with establishing policies that define the Mission and monitoring institutional performance and educational quality ([IA-13](#)).

BP 3225 Institutional Effectiveness establishes the Board's commitment to institutional effectiveness, and BP 3250 Institutional Planning identifies and directs the implementation of "a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the District's community" ([IA-14](#); [IA-15](#)). The accompanying Administrative Procedure (AP) 3250 Institutional Planning directs the College to integrate institutional effectiveness metrics aligned with the Mission throughout its planning cycles ([IA-16](#)). Examples of this integration include Governing Board workshops, where the Board reviews data relating to student and employee demographics, enrollment and efficiency, and student progress and outcomes, and the Program Review and Planning (PRP) process, where instructional and noninstructional units examine student enrollment, demographic, and outcomes data.

The College uses data to identify priorities and set goals to accomplish its Mission. As part of the Strategic Planning process, the College monitors and reviews institutional effectiveness indicators that are aligned with its strategic goals and Vision, Mission, and Values ([IA-17](#); [IA-18](#)). The Office of Institutional Research and Planning (IR&P) tracks these metrics over time and provides reports to the Strategic Planning Council (SPC) and Governing Board. This helps SPC (the College's principal participatory governance body responsible for institutional master and strategic planning) monitor and assess the College's student success efforts and discuss how it might improve organizational processes ([IA-19](#); [IA-20](#); [IA-21](#)).

IR&P regularly conducts internal (e.g., student demographics, student progress and success, course attributes) and external (e.g., population demographics, K-12 enrollment, graduation rates, labor market) scans and provides data and information to the College. In 2018, the College evaluated and integrated current data and information from these scans into the Educational Master Plan (EMP) Update 2018 to continue relevant, contemporary education planning that is

responsive to student and community needs ([IA-22](#); [IA-23](#); [IA-24](#)). EMP Update 2018 states that the College “has adopted a vision, mission, and set of core values that provide a framework for its services to the region. This framework is reviewed and updated regularly and provides the foundation upon which the EMP is developed.”

These scans also inform the Strategic Plan, which is reviewed, evaluated, and reformulated on a three-year cycle, and the Strategic Enrollment Plan, whose core purpose is “establish[ing] comprehensive student enrollment goals aligned with the college’s mission and strategic plan” ([IA-25](#)). The College also uses data from the California Community Colleges Chancellor’s Office (CCCCO) to produce locally aligned Vision for Success (VfS) and Student Equity goals ([IA-8](#); [IA-26](#)).

Members of the campus community have access to data dashboards and tools to evaluate how well the College meets its Mission ([IA-27](#)). This data guides integrated planning and resource allocation efforts. For example, through Program Review and Planning (PRP), faculty and staff from instructional and noninstructional units examine data on student demographics, enrollments, learning outcomes, and achievement (course success, degrees, and certificates) to inform evaluation, planning, and resource allocation. Additional data dashboards make student outcomes related to the College Mission available to the public.

Analysis and Evaluation

Faculty, staff, administrators, and the Governing Board use data to measure how effectively the College is accomplishing its Vision, Mission, and Values. This data is used to evaluate institutional effectiveness, for master and strategic planning, to set locally aligned success and equity goals, and to evaluate instructional and non-instructional programs. This helps the College make informed decisions about institutional priorities and resource allocation. Widespread access to data helps improve practices and processes geared toward meeting the Mission.

IA.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College aligns programs and services with its Vision, Mission, and Values as part of the master planning, strategic planning, and Program Review and Planning (PRP) processes, which together inform institutional decision making, goal setting, and resource allocation. These processes are summarized in the Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM) ([IA-28](#)).

The Educational Master Plan (EMP) Update 2018 declares that “courses offered by the College must align with its broad mission and interest in serving its community” and requires that the College offer “a diverse set of instructional programs supporting the District’s mission to provide core transfer and general education, career and technical education, and basic skills programs.” It also emphasizes the importance of maintaining course offerings that are balanced and student-centered ([IA-29](#)).

Strategic Plan 2022 provides goals and objectives that align programs and services with the Vision, Mission, and Values. Goal 2, for example, implements instructional strategies that

strengthen teaching and learning, including Guided Pathways and communities of practice, and aligns “course and program outcomes to promote students’ success” ([IA-30](#)).

Through instructional and non-instructional planning, each program and service is evaluated on a three-year cycle. Resource allocation is tied to the annual PRP process, through which data and narratives are collected. All programs are required to identify or update their own mission during the PRP process and describe how it aligns with the College Mission ([IA-31](#); [IA-32](#)). The shared governance system identifies areas where goals and objectives align with the Mission and influences the budget accordingly ([IA-33](#); [IA-34](#)).

Analysis and Evaluation

The College ensures that its programs and services are aligned to the Vision, Mission, and Values through master and strategic planning that integrates initiatives and PRP that directs continual improvement, resource allocation, and budget development. The Vision, Mission, and Values are used as a framework to guide decision-making processes and institutional goal setting.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College Mission is articulated in Board Policy (BP) 1200 District Mission, Master Plan 2022, and in the Strategic Planning process. Master planning is shaped by the College's Vision, Mission, and Values and reflects the College's top priority of student success. The Vision, Mission, and Values are published in several prominent places, including the College website, catalog, Governing Board Policies and Procedures website, Educational Master Plan (EMP) website, and Strategic Planning website ([IA-3](#); [IA-4](#); [IA-5](#); [IA-33](#); [IA-35](#); [IA-36](#)).

Every three years, as part of the Strategic Plan development process, the Mission is officially reviewed and updated as necessary by the Strategic Planning Council (SPC). Additional planning councils and committees participate in the review, which can include an institutional survey of constituent members if SPC deems necessary ([IA-37](#)). Once accepted by the Council, the revisions go to the Governing Board for final discussion and approval. This process assures that robust dialogue occurs among all constituency groups before the Mission is sent to the Board. The Board examines the proposed Mission alongside accreditation standards and institutional priorities and recommends changes as necessary. The current Mission was adopted in 2014. In January 2018, as part of the development of Strategic Plan 2022, SPC reviewed and confirmed the Mission and the Board approved it along with the Strategic Plan ([IA-38](#)).

In fall 2020, SPC initiated an in-depth review and update of the Mission as a result of the institutional self-evaluation review process and in preparation for a new educational master planning cycle. While this review is occurring just outside the normal three-year planning cycle, SPC determined that an update to the Mission would better reflect the College's interest in serving its diverse student body and improving equitable outcomes for all students. SPC approved the new Mission in spring 2021 and the Board began review and discussion in summer 2021 ([IA-39](#); [IA-40](#)). Development and approval of the new Mission is timely as the College enters its next master planning cycle in fall 2021.

Analysis and Evaluation

The College's Vision, Mission, and Values are approved by the Governing Board on a three-year cycle as part of the development of the Strategic Plan. The Vision, Mission, and Values are published in a variety of forms and locations. The Mission is revised through Policies and Procedures before being approved first by SPC and then by the Governing Board on a three-year cycle, with the most recent review in January 2018. The College anticipates Governing Board approval of the new Mission in late 2021, at which time it will make all necessary updates to ensure that all policies and materials contain or reference the new Mission.

Conclusion

The Mission is published widely, is Governing Board approved, and undergoes a review process every three years. It clearly identifies the College's intended student population, declares its commitment to student learning and achievement, and reinforces its values by emphasizing characteristics that facilitate and translate into student learning and achievement. Student achievement and outcome data are used to evaluate how well the College meets its Mission. Institutional goals and priorities are developed by dovetailing the tenets of the Mission with institutional effectiveness data examined by the Governing Board. These institutional goals provide the framework and context for the College's data-centered planning process.

The Educational Master Plan produces a structure that reflects the Vision, Mission, and Values, and stipulates how the College's institutional planning accords with the Mission. The Strategic Plan dictates that programs and services are aligned with the Mission and this alignment is reinforced through the Program Review and Planning (PRP) process, which ties resource allocation to goals that reflect the Mission. In 2021-22, as the current Master Plan ends, the College will embark upon a process to recast its hallmark long-range Educational and Facilities Master Plans. The newly revised Mission will serve as the centerpiece of this planning effort.

Evidence List

Number	Name
IA-1	Vision for Success
IA-2	US Dept. of Education Mission
IA-3	Palomar College Mission Statement
IA-4	College Catalog - Mission Statement
IA-5	BP 1200 District Mission
IA-6	Palomar College Service Area Map
IA-7	College Catalog - Programs
IA-8	Student Equity Plan 2019-22
IA-9	Diversity, Equity, and Inclusion
IA-10	Instructional Program Review
IA-11	Non-Instructional Program Review
IA-12	Professional Development Offerings
IA-13	BP 2200 Board Duties and Responsibilities
IA-14	BP 3225 Institutional Effectiveness
IA-15	BP 3250 Institutional Planning
IA-16	AP 3250 Institutional Planning

Number	Name
IA-17	Board Minutes 4/20/21 - Institutional Effectiveness
IA-18	Board Presentation 4/20/21 - Institutional Effectiveness
IA-19	SPC Minutes 3/15/19
IA-20	SPC Minutes 10/15/19
IA-21	SPC Governance Structure
IA-22	EMP 2022 Update 2018
IA-23	EMP 2022 Update 2018 - External and Internal Scans
IA-24	EMP 2022 Update 2018 - Internal and External Stakeholder Session
IA-25	SEM - Core Purpose
IA-26	Strategic Plan 2022 - Vision for Success Goals
IA-27	Data Dashboards
IA-28	Integrated Planning Model
IA-29	EMP 2022 Update 2018 - Offering and Enrollment Metrics
IA-30	SP 2022 - Goals and Objectives
IA-31	Completed PRPs
IA-32	Sample PRPs - Mission Statement
IA-33	Integrated Planning Summary Report 2021
IA-34	Budget Calendar Timeline
IA-35	EMP 2022 Update 2018 - Mission Statement
IA-36	SP 2022
IA-37	Vision, Mission, Values Survey Report 2021
IA-38	Board Minutes 11/12/19 - SP 2022 and Mission Statement
IA-39	SPC Agenda 5/18/21 - Mission Statement
IA-40	Board Report 7/6/21

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

ACADEMIC QUALITY

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College engages in sustained, substantive, and collegial dialogue focused on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through its participatory governance structure, planning and evaluation cycles, and the daily work of the campus community.

Brief Overview of the Participatory Governance Structure

Board Policy (BP) 2510 Participation in Local Decision-Making identifies constituent groups and their respective roles in the shared governance process. The corresponding Administrative

Procedure (AP) 2510 Participation in Local Decision-Making describes the responsibilities of representatives and the recommendation process as follows ([IB-1](#); [IB-2](#)):

“The governance structure and practices embrace the Palomar Community College District values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do.”

The governance structure in place at the time of this writing is outlined in the *Palomar College Governance and Administrative Structure Handbook* ([IB-3](#)). The Strategic Planning Council (SPC) is the College’s principal participatory body and is the recommending body for policies and procedures. It guides and monitors implementation of the integrated planning and resource allocation models, including the development and evaluation of the Master and Strategic Plans, which include goals and objectives intended to improve institutional effectiveness and student achievement.

Five Planning Councils, each with constituent group representation, report to SPC:

- Finance and Administrative Services Planning Council (FASPC)
- Human Resources Services Planning Council (HRSPC)
- Instructional Services Planning Council
- Student Services Planning Council (SSPC)
- Student Success and Equity Council (SSEC)

Each of these bodies, along with other reporting groups, make recommendations to SPC ([IB-4](#)). Chief among their responsibilities is the implementation of the Program Review and Planning (PRP) process ([IB-5](#); [IB-6](#)). The SSEC oversees the development and monitors implementation of the Student Equity Plan ([IB-7](#)). The Budget Committee assesses, reviews, and makes recommendations related to budget assumptions and resource allocation requests ([IB-8](#)). Together these governing bodies ensure that continuous and collaborative dialogue surrounding student outcomes, student equity, academic quality, institutional effectiveness, and student learning and achievement occur in regular and systematic ways.

In fall 2019, per the approved governance process, SPC formed a Governance Task Force (GTF) comprised of representation from all constituency groups, including students, to carry out a comprehensive assessment (including a review of previous campus evaluation surveys) of the College’s participatory governance structure ([IB-9](#)). While the current structure was found to be particularly strong in providing opportunities for the campus community to participate in governance and facilitating student learning and success, the GTF determined a need to examine the composition of governance groups, streamline communication, and better distinguish governance from operations ([IB-10](#)). While much work had been completed prior to the GTF’s formation to review and refine the structure, the GTF proposed a realignment intended to reduce redundancy, maximize efficiency, and focus on functional areas like student success, technology, facilities, and budget and planning ([IB-11](#)). Refer to [Standard I.B.7](#) for a full description of the evaluations and work that led up to this new governance structure.

The new structure is scheduled to be implemented in fall 2021. It will be comprised of the College Council, which replaces SPC as the principal participatory planning and governance

body for the College ([IB-12](#)). The College Council will include equal representation across constituent groups and will carry out the same roles and responsibilities as SPC. Rather than representing organizational divisions, four Councils focused on functional areas will report to the College Council:

- Institutional Effectiveness, Planning, and Fiscal Stewardship Council
- Equity, Education, and Student Success Council
- Employees, Community, and Communication Council
- Infrastructure and Sustainability Council

The new organization is intended to eliminate disconnects within the governance structure and facilitate effective communication among all councils and constituents. It will provide for a broader and more inclusive representation of employees and students across the College and is designed to transcend job titles and traditional leadership roles.

As the new governance structure will not be in place until fall 2021, this report presents evidence and refers to work completed through the council and committee structure that is current at the time of this writing.

Faculty Senate's Role in Dialogue

The Faculty Senate serves as the governance body for academic and professional matters. Several Senate committees lead and/or coordinate work to ensure that the College's academic programs and support services are of high quality and appropriate rigor. The Senate communicates "advice and judgement" regarding academic and professional matters directly to the Superintendent/President, who presents this information to the Governing Board.

It also oversees several committees and subcommittees, including the Curriculum Committee, which reviews and approves new curriculum and programs, and the Learning Outcomes Subcommittee, which facilitates the implementation of student learning outcomes (SLOs) cycles. Dialogue on student learning occurs regularly throughout the Subcommittee and in departments through the PRP process, which together generate plans for improvement ([IB-13](#); [IB-14](#); [IB-15](#); [IB-16](#)). The Faculty Senate also forms joint operational committees to discuss 10+1+1 (which refers to the twelve academic and professional matters that fall under Senate purview) and other academic and professional matters with various councils and committees ([IB-1](#); [IB-17](#)).

Planning, Implementation, and Evaluation

In order to ensure continuous improvement in student learning and achievement, the College implements several planning cycles that include the discussion and evaluation of data followed by the identification of goals, strategies, and practices to address areas of opportunity. These planning cycles integrate inclusive dialogue surrounding student outcomes, student equity, academic quality, and institutional effectiveness into the daily operations of the College ([IB-18](#)).

Integrated Planning, Evaluation, and Resource Allocation Cycles

The College's Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), which is approved by SPC, integrates short-, medium-, and long-range planning

and resource allocation decisions to support continuous improvement in student learning and achievement ([IB-19](#); [IB-20](#)). The IPM shows how the College aligns its Master and Strategic Plans with the PRP process. Through the IPM framework and drawing on data about student outcomes and the community, governance councils engage in dialogue and establish recommendations for college priorities through the PRP process. The IPM shows how planning cycles drive ongoing, transparent, and inclusive resource allocation. Councils review progress on institutional plans annually and then, per the appropriate planning cycle, revise or update them and start the cycle anew ([IB-21](#)).

Learning Outcomes and Service Area Assessment Cycles

All courses and programs have established student learning outcomes (SLOs) that are assessed on a three-year cycle. Faculty assess SLOs, review results, and develop strategies to address needed changes. Each stage of the process involves significant dialogue aimed at improving outcomes ([IB-22](#); [IB-23](#); [IB-24](#)).

General Education/Institutional Learning Outcomes (GE/ILOs) assessment takes place annually. This process involves identifying specific GE/ILOs for assessment on a rotating basis, discussing assessment results, and identifying recommendations and strategies to better support student learning ([IB-25](#)).

Program Review and Planning (PRP)

All instructional and non-instructional departments and programs across the College follow a three-year PRP cycle that involves completing a comprehensive annual review and assessment, followed by two annual updates ([IB-26](#); [IB-27](#); [IB-28](#)). For instructional PRPs, faculty discuss disaggregated enrollment, student progress, and achievement data, along with the results of SLO assessments ([IB-29](#); [IB-22](#); [IB-30](#); [IB-31](#)). They then develop three-year plans aligned with the College Mission and identify needed resources to implement them.

Non-instructional units complete similar planning and assessment cycles, utilizing institutional effectiveness data specific to their areas. The process calls for broad participation by program and unit members, and all contributors are listed on completed documents ([IB-32](#); [IB-33](#)). It also requires the review of disaggregated equity-related student data ([IB-34](#)).

Guided Pathways

Guided Pathways implementation began in 2019. Throughout the 2019-20 academic year a workgroup met to review data, practices, and research with the goal of improving student progress and achievement. The workgroup crafted the College's Guided Pathways plan and coordinated the work to implement it. All programs developed program maps and an institution-wide effort identified meta majors for the College ([IB-35](#)). Students were actively involved in the workgroup throughout every step of the process, acting as Guided Pathways Ambassadors. To support integration of this work into the College's planning process, the first two goals of Strategic Plan 2022 incorporate the Guided Pathways pillars, and the Strategic Plan's objectives are drawn from the priorities of the Guided Pathways plan ([IB-36](#); [IB-37](#)).

Diversity, Equity, and Inclusion

The Student Success and Equity Council (SSEC) is charged with evaluating disproportionate impact across specific student categories (e.g., race/ethnicity, gender, veteran status, disability) and crafting the Student Equity Plan 2019-22 ([IB-7](#); [IB-38](#); [IB-39](#)). The Equity Plan includes a set of established goals for improving the outcomes of disproportionately impacted student populations in the areas of successful enrollment, progress, transfer, and completion. The Council promotes and facilitates conversations on equity and supports initiatives to gather student input on equity-related issues. The Office of Student Success and Equity supports and participates in events that involve broad equity topics and engage the campus community ([IB-40](#)).

In 2016-17, SSEC partnered with San Diego State University's (SDSU) Community College Assessment Lab to evaluate and assess challenges for BIPOC (Black, Indigenous, People of Color) and other historically underrepresented students on campus. The year-long project involved collecting student perspectives through a survey, focus groups, and faculty input through one-on-one interviews. Results were shared with the Council and the campus community at large through a series of presentations, and solutions for concerns were discussed ([IB-41](#); [IB-42](#)).

In spring 2019, the College participated in the National Assessment of Collegiate Campus Climates (NACCC) survey administered by the University of Southern California (USC) Race and Equity Center. The survey gathered data about students' views on various equity-related issues on campus in order to inform institutional improvements in these areas ([IB-43](#)).

In spring 2020, along with 60 other California community colleges, Palomar joined the California Community College Equity Leadership Alliance, which supports "a sustainable, multidimensional effort that addresses longstanding racial equity issues and campus climate problems." As a year-long professional development (PD) program coordinated through the USC Race and Equity Center, the alliance provides resources, training, and annual campus climate assessments to its members, all aimed at improving equity ([IB-44](#); [IB-45](#); [IB-46](#); [IB-47](#)).

In August 2020, the College adopted an antiracism framework and action plan to support the College's BIPOC community and promote diversity, equity, and inclusion. A collaboration among Umoja scholars, students, faculty, staff, and administrators created a call to action to address concerns surrounding these topics ([IB-48](#)). Progress on goals and additional information about Palomar College United: Educators for Antiracism can be found on the Diversity, Equity, and Inclusion (DEI) website ([IB-49](#); [IB-50](#); [IB-51](#)). Highlights of this work include a new Board Policy on antiracism, a proposed revised Mission Statement with a DEI focus, changes in hiring practices, numerous Zoom discussion forums, PD opportunities and healing events, police training reforms, and several other initiatives ([IB-52](#); [IB-53](#); [IB-54](#); [IB-55](#); [IB-56](#); [IB-57](#)).

Analysis and Evaluation

Through the governance process and integrated planning, evaluation, and resource allocation cycles, the College has established structures to encourage and facilitate dialogue on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The dialogue occurs at all levels of the institution, from college-wide discussions regarding master planning, strategic planning,

and equity, to program-specific dialogue through the PRP process, to department-specific conversations regarding SLO assessments. Dialogue occurs as an ongoing process in governance councils and operational committees and aligns with the College's planning cycles, which ensures that it occurs on a regular basis and stimulates plans for improvement.

The foundation for discussion and dialogue of student learning, equity, and achievement is based on evidence, data, and research. All planning processes begin with a review and discussion of pertinent data related to a specific plan. For example, the master planning process involves a review and discussion of external scan data including, but not limited to, service area population estimates, population forecasts, K-12 enrollment, graduation rates, and local labor market information, as well as internal scan data related to enrollments, demographics, student progress, and achievement. The College also relies on data regarding disproportionate impact and institutional surveys to help support dialogue regarding student equity and building an antiracist framework. In collaboration with the SDSU Community College Assessment Lab and the USC Race and Equity Center, the College has solicited feedback from students and faculty to guide institutional strategies that support the BIPOC community on campus.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Instructional programs, courses, and student support and learning support services have clearly articulated student learning outcomes (SLOs) and/or service area outcomes (SAOs). These are used to guide instruction and student success and to assess courses, programs, and service units.

SLOs are defined for each instructional program and course, and General Education/Institutional Learning Outcomes (GE/ILOs) are also defined and assessed. SLOs are published in the Course Outline of Record (COR) for each course ([IB-58](#)). New faculty are trained on COR and SLO requirements before teaching in order to ensure that they design their courses alongside the required SLOs and participate in SLO assessment. SLOs and course descriptions are included in all course syllabi and are explained to students by instructors ([IB-59](#)). SLOs and CORs are available to the public through the College's curriculum management software, currIQūnet META. The College has identified GE/ILOs that every student should be able to master upon completion of a degree or certificate. These GE/ILOs help guide all other learning outcomes and are assessed on a regular basis ([IB-60](#); [IB-61](#)).

Each department has an SLO facilitator whose role is to develop SLOs for new programs and courses and coordinate SLO assessment for current programs and courses. SLO facilitators receive a semester stipend. Two faculty Student Learning Outcomes Assessment Cycle (SLOAC) Coordinators work with the department SLO facilitators to manage the SLO assessment process and serve as the co-chairs of the Learning Outcomes Subcommittee of the Curriculum Committee. They also train and work with department SLO facilitators to ensure that SLOs are consistent with the Mission and are assessed on a regular basis, and that those assessments are documented in Nuventive Improve (formerly TracDat), the College's tool for collecting and managing evidence of assessment efforts ([IB-62](#)). Prior to 2018, most SAOs were tracked through the PRP process ([IB-63](#); [IB-64](#); [IB-65](#)). In 2018, all departments with SAOs were asked to move them into Nuventive Improve, ensuring that SLOs and SAOs are maintained in a single database.

SLOs and SAOs are assessed on a regular three-year cycle. These assessments form the basis of the PRP process, as they incorporate SLOs and evaluations of assessment effectiveness. For both instructional and non-instructional PRPs, reviewers are required to account for their respective SLOs/SAOs on the required forms ([IB-28](#); [IB-66](#); [IB-67](#)). All departments and programs are required to complete an annual review, and every three years, they complete comprehensive reviews that include their SLOs/SAOs. Programs are also required to assess how students meet the individual SLOs on a rolling basis, with each SLO assessed at least once every three years. These reviews help programs identify areas for improvement and maintain program outcomes appropriate to their students. All course and program SLO assessments are documented in Nuventive Improve.

One example of effective SLO assessment comes from the Chemistry Department, whose 2019-20 PRP report reflects a change from the previous PRP for both lab and lecture courses. These changes were based on data that was collected during the spring 2019 semester using lab practical exams for CHEM 100 (lab) and CHEM 115L (lab). The average score for the CHEM 100 lab across all sections was 36%, indicating that improvement was needed. The average score for CHEM 115L across all sections was 71%, indicating that students were achieving lab SLOs. Based on this finding, lab course SLOs were updated to require assessment of lab skills. Lab practical exams are now given, and students are assessed on how well they can perform lab skills without help from the instructor or other students. The SLOs for Chemistry lecture courses were updated and now have more specific SLOs that can be quantitatively assessed more easily on a final exam across all sections ([IB-68](#)).

Non-instructional programs and departments complete similar processes for SAOs. For example, one of the Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)/CalWORKS/Foster Youth Retention Success and Transition (FYRST) SAOs focuses on ensuring that all students in the program receive a comprehensive education plan. As part of their PRP, EOPS/CARE/CalWORKS/FYRST confirmed that students received a comprehensive educational plan by the end of their first semester, with few exceptions. However, the program found the need to update student plans to reflect required changes as a result of student performance ([IB-69](#)). This issue was addressed in the fall 2020 counselor training and reminders are communicated regularly throughout the semester.

Analysis and Evaluation

SLOs are developed for courses and instructional programs, and SAOs are developed for learning and student support service units. SLOs are included on syllabi and CORs. They are assessed on three-year cycles and are used as the basis for PRP assessments, which are also on three-year cycles. These evaluations help identify areas of improvement related to student learning.

While most course and program SLO assessments are up-to-date and documented in the College's Nuventive Improve database, a 2020-21 review found several redundant class entries (due to database errors) and areas with outdated assessment information. SLOAC Coordinators are updating the database and meeting with SLO facilitators to ensure that course and program assessments are completed and documented in the SLO assessment database ([IB-70](#)). The Learning Outcomes Subcommittee is developing strategies for ensuring that SLOs are assessed per the standard three-year cycle. These challenges are described further in [Standard II.A.3](#) and are the focus of [Improvement Plan #1](#).

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has established institution-set standards and stretch goals for student achievement in alignment with its Mission. Institution-set standards reflect the minimum acceptable values for specific student achievement metrics and stretch goals and represent the aspirational values the College seeks to achieve. The College has established and annually tracks the following institution-set standards and stretch goals: Course success rates; associate degree and certificate completions; transfer counts; and job placement and licensure pass rates for accredited Career Technical Education (CTE) programs ([IB-71](#); [IB-72](#)).

To initially set the standards, the College reviewed and analyzed trend data over a ten-year period and determined the minimum acceptable value for each institution-set standard. The Faculty Senate and Strategic Planning Council (SPC) review and adjust the standards and stretch goals as needed ([IB-73](#); [IB-74](#)). The Governing Board participates in an institutional effectiveness workshop annually, in April, where the standards and stretch goals are presented ([IB-72](#); [IB-75](#)). If the College falls below an institution-set standard, follow-up is conducted to address the performance.

For example, in 2014 the Registered Dental Assisting licensure pass rate dropped below the expected value. Program faculty engaged in a follow-up process and found that all licensure pass rates had dropped statewide. They subsequently engaged with the Registered Dental Assisting Board to discuss the test version administered the year in which the pass rates fell and continue to monitor progress on licensure pass rates, which have rebounded in subsequent years ([IB-76](#)).

The College monitors and evaluates institution-set standards, along with other relevant student achievement data, such as its locally aligned Vision for Success (VfS) and equity goal targets, through its integrated planning processes and institutional effectiveness reporting. In 2019-20, the College established student success metrics and goals aligned with the California Community Colleges Chancellor's Office (CCCCO) VfS goals ([IB-77](#)). These goals, like the College's stretch goals, are tracked, monitored, and acted upon as part of the College's overall planning process. For example, VfS targets are incorporated into Strategic Plan 2022 and include goals and related strategies intended to meet the established targets ([IB-78](#); [IB-79](#)). The Guided Pathways and SEM planning processes have integrated strategies and goals that are aligned with institution-set standards, stretch goals, and VfS goals ([IB-80](#); [IB-81](#)). The College's equity plan includes strategies to directly affect and reduce equity gaps of disproportionately impacted student demographic categories ([IB-38](#)).

All disciplines have established program-set standards and stretch goals for course success rates and program completions as part of the PRP process ([IB-82](#); [IB-83](#); [IB-84](#)). Accredited CTE programs have standards for job placement and licensure rates, while other CTE programs are monitored using the state's standard Perkins reporting processes and other metrics, which include job placement rates ([IB-85](#)). All program-set standards and program-level stretch goals are published in each discipline's completed PRP and posted on the Office of Institutional Research and Planning (IR&P) website ([IB-86](#); [IB-87](#); [IB-88](#); [IB-89](#); [IB-90](#)).

Analysis and Evaluation

Institution-set standards and stretch goals are set and incorporated into the College's planning and improvement cycles. If the College falls below an institution-set standard, an assessment is completed to determine why performance has dropped and actions are taken to address the issue. Instructional units establish and monitor both standards and stretch goals for course success rates and completion as part of the PRP process. These standards and stretch goals are considered when establishing a unit's three-year plan and are included in the three-year process.

The Governing Board reviews institution-set standards and other metrics of student success as part of its annual institutional effectiveness workshop held in April. Materials from the Governing Board's institutional effectiveness workshops are published as part of the Board agenda and minutes are posted on the IR&P website. The Student Success Metrics depicting VfS goals are published on the CCCCCO website. The College also documents performance related to the institution-set standards and stretch goals in its annual reports to ACCJC.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College makes extensive use of assessment data and organizes its institutional processes to support student learning and student achievement. It relies on data derived from internal sources, such as course and program outcome data; student achievement data; enrollment management data; and data on systems, supports, and processes; as well as external data. Examples of data and sources utilized include, but are not limited to

- Palomar data dashboards ([IB-91](#); [IB-92](#));
- Palomar Schedule Planning Tool and Course Offering Management and Enrollment Toolkit (COMET) ([IB-93](#); [IB-94](#));
- student equity data ([IB-38](#); [IB-39](#));
- student surveys, such as the Community College Survey of Student Engagement (CSSSE) and the Community College Survey Measure (CCSM) ([IB-95](#); [IB-42](#)); and
- external data sources, such as the National Student Clearinghouse (NSC), California Community Colleges Chancellor's Office (CCCCO) Student Success Dashboard and Data Mart, and the San Diego Association of Government's (SANDAG) Data Surfer ([IB-96](#); [IB-77](#); [IB-97](#)).

Data from these sources is used to inform many evaluation and assessment activities across the College, such as Governing Board Institutional Effectiveness Reports, institutional plans, Program Review and Planning (PRP), and various evaluation studies ([IB-98](#); [IB-38](#); [IB-91](#); [IB-99](#); [IB-90](#)). Institutional processes are structured to support student learning and achievement.

The PRP process is a prime example of course and program data use. The process involves examining data that informs evaluation, planning, and resource allocation, including data related to enrollment trends, full-time equivalent faculty, weekly student contact hours, fill rates, degrees and certificates, and success and retention. Success and retention are broken down by course

attributes and demographics. This data is used to develop plans, request resources, evaluate outcomes, and set funding priorities within each division, which are then budgeted at the institutional level.

Vision for Success (VfS) reporting is an example of student achievement data that is broadly examined. The achievement data examined includes: (1) completion of transfer-level math and English within the first year, (2) average number of units for degree earners, (3) completions over sixteen units, (4) transfers to four-year institutions, and (5) jobs in field of study. California Assembly Bill (AB) 1809 requires the College to set goals using the Student Success Metrics (SSM) Dashboard ([IB-77](#)).

Locally aligned VfS goals were established by considering data from the SSM Dashboard, which was presented to several shared governance bodies, including the Student Success and Equity Council (SSEC) and the Strategic Planning Council (SPC). During these discussions, the metrics and statewide goals were discussed. SSM data were examined, supplemented by local data, showing trends related to each of these metrics over five years. The activities and actions that would impact these outcomes were considered, and ambitious targets were developed. The SPC aggregated these estimates to form a draft of the VfS goals, which were then discussed with the Faculty Senate, Governing Board, and other relevant shared governance bodies, before being finalized ([IB-100](#)). The goals informed Strategic Plan 2022 and are examined annually as part of the institutional effectiveness review ([IB-78](#); [IB-79](#)).

The College utilizes significant data to inform its institutional plans. The Master Plan, Strategic Plan, and Strategic Enrollment Management (SEM) Plan are informed by an external scan of the community and an internal scan of information and data related to student enrollment, progress, and success ([IB-101](#); [IB-102](#)).

The Office of Institutional Research and Planning (IR&P) publishes several data dashboards on its website, including a daily enrollment report, student demographics and outcomes reports, and a strategic enrollment management report ([IB-91](#); [IB-92](#)). Many of the dashboards include functionality that allows users to drill down to specific classes and/or class attributes. For example, course success rate data is disaggregated to the class level by location, method of instruction, and various student and equity demographic categories. To support program evaluation, IR&P provides tailored analysis and assessment to members of the campus community upon request. For example, IR&P has conducted a study evaluating the impact of Community Learning on student outcomes, has supported the Disability Resource Center's student survey, and has provided support for the College's Guided Pathways work ([IB-103](#); [IB-104](#); [IB-105](#); [IB-106](#)).

Recently, IR&P completed a comprehensive evaluation of the College's efforts to implement a new placement process with corresponding curriculum reforms in response to California Assembly Bill (AB) 705, a legislative act that went into effect on January 1, 2018. The Bill requires California community colleges to maximize the probability that students will enter and complete transfer-level coursework in math and English within their first academic year and use, in the placement of students into math and English courses, one or more of the following: High school coursework, high school grades, and high school grade point average. The IR&P study examined placement, progress, and completion overall and by equity category, and collected student and faculty feedback to inform the analysis. Results of the evaluation showed significant increases in the number of students receiving placement recommendations into transfer-level

math and English coursework. Further, the percentage of first-time students completing transfer-level math and English in the first year increased over baseline metrics.

However, students reported not understanding their placement recommendations, and while all equity groups showed an increase in completion or throughput, several groups continue to be disproportionately impacted ([IB-107](#); [IB-108](#); [IB-109](#); [IB-110](#)). Results were shared with the Guided Pathways Taskforce, SSEC, and AB 705 Workgroup, which was formed following the passage of AB 705 to help facilitate the College's reforms in response to the legislation. The AB 705 Workgroup has implemented strategies to address the results of this evaluation, and one of the College's [Quality Focus Essay](#) topics focuses on improving completion of math and English in the first year ([IB-111](#)).

Analysis and Evaluation

The College makes extensive use of assessment data and organizes its institutional processes to support student learning and student achievement. This includes the Institutional Effectiveness and VfS examination processes that inform college-wide planning, and the PRP process that facilitates planning at the program level. Additional tailored evaluation and research studies are completed to inform specific program needs.

INSTITUTIONAL EFFECTIVENESS

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College assesses the accomplishment of its Mission throughout its planning and continuous improvement cycles. Data are collected and reviewed to inform the development and evaluation of all plans.

All instructional and noninstructional programs/units engage in an annual Program Review and Planning (PRP) process ([IB-26](#); [IB-27](#); [IB-28](#)). The PRP process includes the development of a comprehensive review and plan every three years, with annual updates in between. Program planning units examine data that informs evaluation, planning, and resource allocation. Data are disaggregated for analysis by program type and mode of delivery. Additional quantitative and qualitative data are considered in the evaluation and planning process. For example, instructional programs evaluate various enrollment management trend data (e.g., enrollments, full-time equivalent students, fill rates, and efficiency ratios) and labor market information. Program standards and aspirational goals are assessed, and qualitative data such as curriculum and SLO reviews are utilized as part of the assessment ([IB-112](#); [IB-92](#)).

The PRP process is a critical component of the Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM) ([IB-20](#)). The IPM (which is fully described in [Standard I.B.9](#)) addresses both short-, medium-, and long-range planning through the Master Plan, Strategic and Equity Plans, and PRP Process, which are all interconnected. Institutional planning processes also begin with examination of quantitative and qualitative data collected through internal and external scans ([IB-101](#); [IB-102](#)). Internal scans provide historical and

current views of student enrollment, demographics, progress, and achievement. College performance on institution-set standards, Vision for Success (VfS) goals, and equity goals are included. External scans examine population estimates, demographics, and projections; labor market information and trends; and participation rates.

Data are used in strategic, master, facility, and enrollment management planning. From this analysis, institutional plans establish goals and objectives and develop strategies for implementation ([IB-19](#); [IB-78](#); [IB-79](#); [IB-80](#); [IB-114](#); [IB-115](#)). Enrollment data and student completions are disaggregated by program type, and student success data are disaggregated by student demographic variables and course type.

Analysis and Evaluation

The College assesses the accomplishment of its Mission through program review and the evaluation of goals and objectives, SLOs, and student achievement. The PRP process integrates program review with unit-level planning. Quantitative and qualitative data are used to inform program review, and program assessment plays a critical role in the planning process. A new collegewide resource allocation process is now in place, and requests for resources must be documented in the PRPs or as part of larger institutional planning initiatives. Resource requests are prioritized and fed into the budgeting process to ensure that planning guides resource allocation decisions.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

As part of regular planning and evaluation cycles, the College disaggregates data at the institutional, program, and course levels for subpopulations of students ([IB-92](#); [IB-101](#); [IB-102](#)). Using these findings to analyze outcomes and student success, the College identifies performance gaps, then creates and implements strategies to close them. Resources (e.g., fiscal or personnel) are allocated or reallocated when necessary and are subject to ongoing assessments to evaluate the effectiveness of interventions ([IB-116](#); [IB-117](#)).

The equity planning cycle is a clear example of this process at work. At the beginning of the cycle, a disproportionate impact study is conducted in which student access, progress, and achievement data are disaggregated by student demographic category (gender, race/ethnicity, disability, veterans, LGBTQ, foster youth, and low-income status) ([IB-118](#); [IB-119](#)). The Student Success and Equity Council (SSEC) reviews this data, discusses strategies to close gaps among the various categories, and sets targets or goals for improvement. During the plan's cycle, annual disproportionate impact studies are conducted to assess progress on goals. Effective strategies noted in the Student Equity Plan 2019-22 support a narrowing of gaps that impede student success ([IB-38](#)).

State equity funding is utilized to implement the Equity Plan ([IB-120](#); [IB-118](#)). Nearly \$1.7 million in equity funds and \$3.4 million in Student Success funds are invested in supporting student equity and success work. These funds are used to support institutional and regional activities; expand resources for foster youth, disabled student resources, and veteran access

efforts; maintain tutoring and service learning for disproportionate impact (DI) students; fund direct support to enable achievement; maintain professional development (PD) and training for faculty, staff, and students; facilitate student engagement activities such as Success, Equity, Advocacy, Leadership (SEAL); and to support attendance at university campus tours and student transfer success workshops ([IB-39](#); [IB-40](#)).

Based on an understanding of the College's student body and variances in student access and achievement across student groups and demographic categories, the College also allocates resources to support services such as Extended Opportunities Programs and Services (EOPS) and the TRIO Student Support Services program (TRIO SSS). These programs provide low-income, first generation, and disabled students with counseling and direct services, such as book assistance, use of laptops, and gas cards ([IB-121](#); [IB-122](#)). To directly support the College's disproportionately impacted students of color, resources are sought and then applied to maintain Umoja and Puente Programs, which enhance engagement of Black and Latino/a students, respectively ([IB-123](#); [IB-124](#)). The Basic Needs program provides crisis hotlines, housing resources, and food assistance programs, including the Anita & Stan Maag Food and Nutrition Center on the San Marcos campus ([IB-125](#); [IB-126](#)).

Annual institutional learning outcomes (ILO) assessments are disaggregated as well. The Learning Outcomes Subcommittee analyzes the results of institutional and General Education (GE) outcomes. Results are disaggregated and analyzed by student demographic and cumulative units completed (e.g., 0-15 units, 16-30 units, 31-45 units, and over 45 units) to discern differences among student group categories, including newer students versus those who are close to completion ([IB-61](#)).

Faculty use disaggregated data in the Program Review and Planning (PRP) process to identify performance gaps in areas of student success and achievement. Course success and retention rates are disaggregated by demographics and student equity categories. Success rates are also disaggregated by mode of instruction (face-to-face, fully online, hybrid) and course schedules (time of day). Degree and certificate completion counts are disaggregated at the specific program level, as well as across student demographics ([IB-127](#); [IB-128](#)).

The Biology Department provides one example of how faculty consider disaggregated data in their PRPs. Faculty noted differences in success rates across age and ethnicity in their analysis of course success rates. To close the gap, faculty suggested participation in professional development focused on culturally aware teaching practices. In addition, the PRP notes differences in patterns of success for veterans in biology versus allied health courses. Possible reasons for these differences were noted, and faculty can accordingly make plans to address this discrepancy. The PRP emphasizes the importance of both full- and part-time faculty cultivating an understanding of the unique issues and challenges faced by veterans ([IB-129](#)).

The German program (within the World Languages Department) provides another example of how a review of disaggregated data in PRPs is analyzed and reflected upon. Its PRP documents differences in course success rates across age and gender, and in online versus face-to-face courses. Particular challenges were identified for Hispanic students: "For our Hispanic students to have the same chances, we need to continue to have resources in the World Languages Resource Center such as foreign language films, language learning computer programs, and especially our student workers, who speak the target language and who support and tutor. We could also have workshops that help bridge gaps for Spanish speakers learning German (German and English are Germanic languages, Spanish is not) if there were resources available." To

address differences in face-to-face versus online course success rates and other variances, the PRP documents best practices that faculty are implementing, like creating decolonized syllabi, maintaining clear outlines of weekly modules, establishing personal connections with distance education students, and enforcing deadlines with less rigidity ([IB-130](#)).

One notable way that faculty expanded their analysis of such data was through the Strong Workforce Partnership (SWP) Faculty Institute, during which participating faculty examined course enrollment, retention, and success data from their own courses. The data were disaggregated across student demographic variables and course attributes. Faculty reflected upon the data in relation to other aspects of their courses, such as engagement strategies, assessment results, course materials, and policies. Each faculty member completed an action plan for addressing course retention and success based upon their review and reflection ([IB-131](#); [IB-132](#)).

Analysis and Evaluation

In regular planning and evaluation cycles, the College engages in the process of disaggregating data, identifying performance and achievement gaps, and implementing strategies for improvement. The Student Equity Plan 2019-22 revealed findings in the areas of access, retention, first year completion of transfer-level math and English, transfer to four-year colleges and universities, and Vision for Success (VfS) goals. In each of these areas, resources and programs are allocated to support identified groups (e.g., Umoja) and activities have been implemented to address deficiencies. The 2019-22 Equity Plan's review of student equity goals and progress from 2013 to 2019 documented a narrowing of performance gaps across 12 out of 14 metrics tracked.

The Office of Institutional Research and Planning (IR&P), with help from academic programs and department groups, disaggregates course success data by student demographic variables and course type. Faculty are increasing their understanding and use of data through initiatives like the SWP Faculty Institute. This effort, along with PD training opportunities, enhances the analysis and evaluation of disaggregated data for outcomes and achievement for subpopulations of students.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The College maintains regular cycles and processes to evaluate its policies and practices. For example, the Policies and Procedures Committee engages in a review cycle with the intent of examining all policies and procedures over a four-year period ([IB-133](#); [IB-134](#); [IB-135](#)). It also reviews and adjusts those policies identified for update through the Community College League of California's policy subscription service ([IB-136](#)). Members of the campus community may bring forward requests to review policies or procedures ([IB-137](#)). A review of the cycle revealed that almost all Board Policies (BPs) and Administrative Procedures (APs) have been assessed according to the four-year cycle. Although a few exceptions were found, those BPs and APs that have fallen outside of the four-year cycle are in progress, and the College will consider them in fall 2021.

The Strategic Planning Council (SPC) is responsible for reviewing the College's integrated planning models. As part of the last review, SPC updated its Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IB-20; [IB-138](#)). In addition, Program Review and Planning (PRP) forms and processes are assessed and revised annually. The last review led to the development of two standard forms, one for instruction and one for non-instruction, and confirmation of a standardized cycle to ensure that results of the PRP process would inform budget and resource allocation decisions ([IB-139](#)). Reviews of resource requests by the Technology Committee and Facilities Department were introduced into the process, and training on the new forms was provided ([IB-66](#); [IB-67](#); [IB-140](#); [IB-141](#); [IB-142](#); [IB-143](#)).

Through 2017, SPC reviewed the College's governance structure using annual self-evaluation surveys of council performance ([IB-144](#)). Results of these evaluations were mixed. In 2017-18, and again in 2019-20, the College used the Institutional Effectiveness Partnership Initiative (IEPI) grant through the California Community Colleges Chancellor's Office (CCCCO) to support a deeper assessment of the process and structure ([IB-145](#); [IB-146](#)). The CCCCCO's IEPI grants provide colleges a unique opportunity to evaluate policies and practices with support from a Partnership Resource Team (PRT) comprised of members from peer institutions. PRT teams visit a participating college twice to gather information, assist the institution in developing improvement strategies and timelines via an Innovation and Effectiveness Plan, and provide follow-up support.

SPC used the first grant to examine participation and communication within its governance structure and used a follow-up grant to form a Governance Task Force (GTF) to continue the evaluation, update the College's *Governance Handbook*, and develop recommendations for improvement to the process ([IB-147](#); [IB-148](#); [IB-149](#); [IB-150](#)). The GTF identified several strengths of the College's governance process and structures, along with areas for improvement. As a result of its evaluation, the GTF proposed a new governance framework and developed a new governance handbook. SPC approved the recommended framework in fall 2020, with implementation planned for fall 2021 ([IB-151](#); [IB-152](#)).

The College also utilized the CCCCCO IEPI grant's process to assess its resource management practices. As part of its 2019-20 grant, the College hired the state's Fiscal Crisis Management Action Team (FCMAT) to conduct a fiscal health risk analysis. FCMAT provided eight broad recommendations for the College to improve its fiscal health, and the College assembled a leadership team to address these recommendations ([IB-152](#)). Examples of action taken by the College to address its fiscal health include, but are not limited to: Negotiating benefits expenditures, establishing multi-year budget projections, refining its planning process to clearly integrate planning with resource allocation decisions, developing data validation procedures and standardized data dashboards, and implementing a commitment accounting project to support position control ([IB-153](#); [IB-154](#); [IB-155](#); [IB-156](#); [IB-157](#); [IB-158](#); [IB-159](#); [IB-160](#)). The College continues to evaluate and assess its resource management practices. [Standard III.D](#) addresses the College's fiscal health in more detail.

Analysis and Evaluation

The College is committed to evaluating and improving its policies and practices. The policies and procedures review cycle and ongoing assessment of the planning, and PRP processes are well established. The revised PRP process has helped the College tie funding to resource allocation more efficiently, which has led to the prioritization of facilities projects and the

funding of institutional needs arising from PRPs. The recent evaluations of governance and the fiscal health of the College have led to significant changes. FCMAT's follow-up report, presented to the Governing Board in February 2021, commended the College on its work to address its fiscal health, including stabilizing its budget. FCMAT has provided additional steps to improve conditions, and the College is focused on accomplishing the work it needs to maintain its fiscal health into the future.

The College's soon-to-be-retired governance structure was in place for more than twenty years. While ongoing evaluations led to refinements, the new structure represents a wholesale revision of the council and committee structure that will ensure both broad representation and relevant expertise in all governance bodies, facilitate effective and standardized communication processes, and delineate between governance and operations. The College Council (which will replace SPC as the College's principal participatory body) is charged with evaluating the new governance structure after its first year of implementation and then in an ongoing cycle of review and refinement.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College broadly communicates the results of its assessment and evaluation activities to both internal and external stakeholders in many forums and through different presentation modes. Locally, the Governing Board engages in an annual institutional effectiveness workshop where student access, progress, and achievement data are shared and discussed. Metrics shared with the Board include, but are not limited to, community and population estimates, student counts and demographics, student progress and achievement counts and rates, labor market information, staff counts and demographics, and enrollment management indicators. During the workshop, the Board reviews data, poses questions, and learns about approaches the College is taking to improve student learning and achievement ([IB-72](#)). Vision for Success (VfS) and Student Success metrics are published on the California Community Colleges Chancellor's Office (CCCCO) website ([IB-161](#); [IB-77](#)).

Planning processes include internal and external scans that identify the College's strengths and weaknesses and lead to planning assumptions. From these planning assumptions, goals, objectives, and strategies are crafted to identify institutional priorities. Educational Master Plan 2022 and the Strategic Enrollment Management (SEM) Plan are relevant examples of how the evaluation process is used in developing and creating institutional plans ([IB-114](#); [IB-80](#)). Planning processes engage campus constituencies in the review of assessment and evaluation data. Completed planning documents are posted on the College website and typically include a summary of the results of the internal and external scanning activities ([IB-19](#)).

Both instructional and noninstructional Program Review and Planning (PRP) processes are completed on a three-year cycle, during which programs complete a comprehensive review and develop a program plan in the first year, then update their progress in years two and three. In the case of comprehensive noninstructional reviews, a Strengths, Opportunities, Aspirations, and Results (SOAR) activity is used to help identify goals and strategies for program planning ([IB-162](#)). All completed reviews are posted on the Office of Institutional Research and Planning (IR&P) website ([IB-28](#)).

The Learning Outcomes Subcommittee (LOSC), under the purview of the Curriculum Committee, is charged with monitoring the implementation of Student Learning Outcome Assessment Cycles (SLOACs). The LOSC's website contains links to course and program SLOs ([IB-163](#)). The LOSC also posts reports describing the assessment of GE/ILOs on its website, along with the rubrics that faculty have created for the assessment of each GE/ILO ([IB-61](#); [IB-164](#)).

In 2019-20, as the College transitioned to off-campus operations due to COVID-19, the Interim Superintendent/President launched monthly state of the budget and COVID-19 forums to ensure that the community received up-to-date information. Evaluation and assessment of the budget were shared monthly during these forums and with the Governing Board in regular meetings ([IB-165](#); [IB-166](#); [IB-167](#)).

Analysis and Evaluation

The College broadly communicates the results of its assessment and evaluation activities in many forums. The Governing Board regularly engages with institutional effectiveness data, including student access, progress, and achievement data. The governance structure is a central vehicle for communicating evaluation and assessment information through discussion and the implementation of the College's planning processes. PRP information, the SEM Plan, and student equity plans are all communicated through and discussed within the participatory governance system. Planning processes engage campus constituencies in the review of assessment and evaluation data. Completed planning documents are posted on the College website, and VfS and Student Success metrics are published on the CCCCO website. The LOSC publishes assessments and analyses of SLOs and GE/ILOs on its website.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College engages in continuous, broad-based, and systematic evaluation and planning through the Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), as guided by Board Policy (BP)/Administrative Procedure (AP) 3250 Institutional Planning. These models were established in 2009, reviewed in 2015, and then updated in spring 2021 by the Strategic Planning Council (SPC) ([IB-168](#); [IB-169](#)).

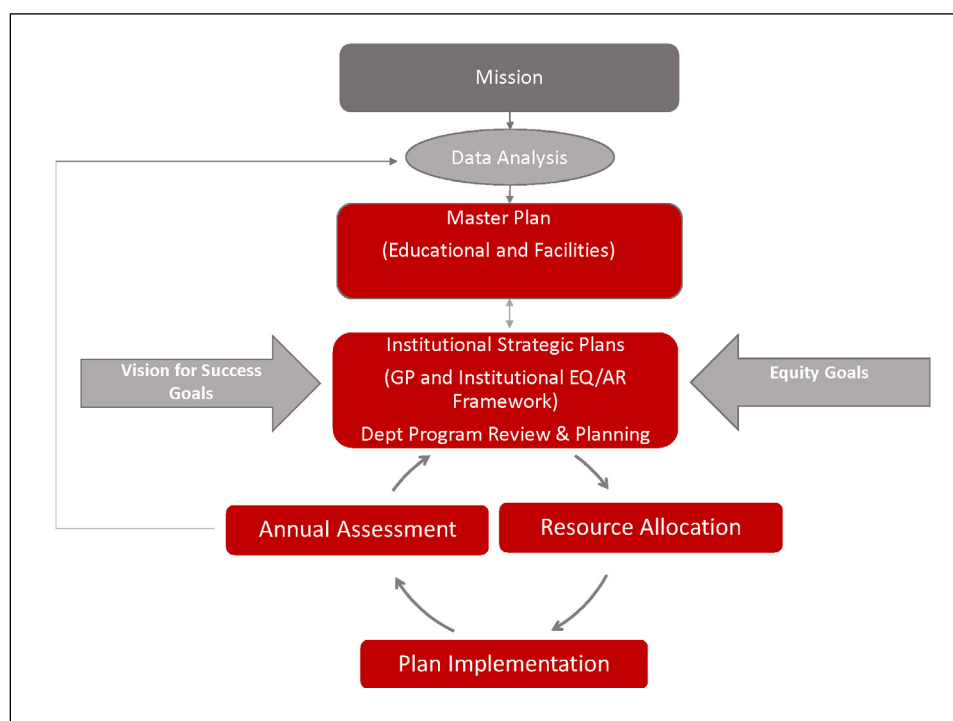
The IPM is illustrated in Figure 20. It begins with the Mission, which identifies the purpose of the College, describes its diverse student body, and serves as the foundation for all planning. Institutional plans are guided by data analysis that is used to evaluate the College's effectiveness in meeting its Mission, along with analysis of projected demographics and legislative and economic changes that may potentially impact the College.

The first plan depicted in the IPM is the Master Plan, which establishes the College's long-range vision for its future. The Master Plan, in turn, informs the development of other institutional plans, such as the Technology and Staffing Plans (not shown in the figure) and the three-year

Strategic Plan. The Strategic Plan articulates institutional goals drawn from the Master Plan and includes strategies for increasing student outcomes, as articulated in the College’s Vision for Success (VfS) and equity goals.

Program Review and Planning (PRP) captures unit-level planning for instructional, student service, and administrative support units. PRPs describe how each unit contributes to the Strategic Plan and College Mission. An annual implementation process connects the Strategic Plan and PRP processes to resource allocation decisions. The bi-directional arrows in Figure 20 show how the outcomes of the College’s short-range, unit-level planning also inform the review and update of the larger institutional level plans. A more detailed description of the long- and short-range planning processes appears below.

Figure 20. *Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), 2021*



Long-Range and Medium-Range Planning

The College’s primary long-range plan is the Educational Master Plan (EMP), which drives the development of the Facilities Plan and the complementary medium-range Staffing and Technology Plans. The EMP and the Facilities Master Plan are fully integrated and together comprise Master Plan 2022 (the College’s naming convention for planning documents is to use the last year of the planning cycle in the title). Through a detailed analysis of the community served by the College, the Master Plan establishes the College’s vision for its future, articulating the District configuration and planned educational programs. The EMP is reviewed and evaluated informally each year, formally every six years, and is recast every 12 years by the SPC ([IB-114](#); [IB-115](#)).

Master Plan 2022 will sunset in spring 2022. In fall 2021, the College plans to initiate development of the new plan through the College Council (which will replace SPC). The

medium-range plans, such as the Staffing and Technology plans, are set on six-year cycles. However, with the last updates the plans were shifted by one year, as they would have all come due simultaneously. The shift allows for the development of the new Master Plan, which will, in turn, inform the development of the Staffing and Technology Plans ([IB-170](#); [IB-171](#)).

Short-Range Planning

The Strategic Plan is on a three-year cycle of review, evaluation, and reformulation by SPC. The Strategic Plan reflects the Vision, Mission, and Values, and establishes the goals and measurable objectives used to influence institutional resource allocation decisions. It also focuses on institutional effectiveness and ongoing improvement ([IB-79](#); [IB-172](#); [IB-173](#)). At present, the College is implementing Strategic Plan 2022. In alignment with BP/AP 3225 Institutional Effectiveness, Strategic Plan 2022 incorporates the College's VfS goals and is influenced by the College's Equity Plan ([IB-174](#); [IB-175](#)).

As part of the PRP process, programs and units are asked to align their goals and initiatives with the Strategic Plan. The Strategic and other plans incorporate an annual implementation plan where objectives are reviewed and operationalized for action. The annual implementation plan is intended to serve as a living document and is updated each year ([IB-78](#); [B-79](#)). Strategic Plan 2022 sunsets in spring 2022. As the College reformulates its Master Plan, it will update and recast the new three-year Strategic Plan.

As described above, the PRP process includes program and unit-level planning. As with the Strategic Plan, the PRP process is set on a three-year cycle where instructional and noninstructional units complete comprehensive evaluations and develop their three-year plan in year one and then, in years two and three, they provide updates to those plans ([IB-68](#); [IB-176](#); [IB-177](#)).

Beginning in 2019-20 and concluding in 2020-21, the College refined its PRP process to ensure that planning influences resource allocation decisions at the program level ([IB-178](#)). First, the College ensured that all instructional and noninstructional units participate in the PRP process during the fall semester so that the results can then be used to influence resource allocation decisions that take place in the spring. Second, the College strengthened the connection of planning to resource allocation by building a more robust resource request process connected to the PRP process. Once units create or update their evaluations and plans, they identify needed resources to implement them. Resource requests include staffing, technology, supplies, equipment, facilities, and other needs, such as professional development ([IB-179](#); [IB-117](#)).

In the spring, based on available budget, the College engages in a prioritization process to allocate one-time requests for funds to support unit plans. In addition, all technology and facilities requests are forwarded to the appropriate review committee to evaluate alignment with the technology and facilities plans and ensure efficient use of resources. For example, the technology review consists of an examination of technology requests across the College to identify common needs and ensure that technology purchases do not result in duplication of resources. Staff requests drawn from PRPs are integrated into the President's Executive Cabinet (comprised of the Superintendent/President, the Assistant Superintendents/Vice Presidents, and the Superintendent/President's direct reports), which reviews positions on a quarterly basis using the most current budget assumptions ([IB-180](#)). The College implemented this new process in 2020-21 ([IB-181](#); [IB-182](#)).

Prior to the revised process, the College connected resources to planning in two different ways: First, under its process the divisions were to generally consider outcomes of the PRP process as part of budget development. Second, the College included funding in its budget to support implementation of the Strategic Plan. SPC annually prioritized requests for this funding ([IB-183](#); [IB-184](#)). All requests were required to align directly with a strategic goal and objectives listed in the Strategic Plan. In 2018-19 this funding, called Strategic Planning Priority Funding (SPPF), was eliminated from the budget to support the College's structural deficit. With the implementation of the new model and updated PRP process, the College has reinstated funding for planning initiatives, but has made this funding available to support PRP requests as well as institutional needs ([IB-156](#)). Further, in the 2021-22 budget the College included additional funding to support institutional operational needs derived from PRPs, such as technology updates for the Help Desk and communication updates for the Palomar College Police Department ([IB-117](#)). To ensure that planning continues to guide resource allocation decisions, funding to support departmental and institutional resource requests derived from PRPs and institutional plans is incorporated into the College's multi-year projections ([IB-157](#)).

Analysis and Evaluation

The College has established planning models and structures. The IPM provides for systematic, continuous, and coordinated planning for the short-, medium-, and long-range through the PRP process, Strategic Plan, and Educational Master Plan, respectively. The SPC, guided by the College Mission and informed by disaggregated data, pursues its goals for student learning and achievement through the implementation of these plans and processes. Over the past six years, the College has maintained its Strategic Plan, but connecting resources to program review and institutional plans has not been consistent. To address this inconsistency, the College has updated its IPM.

The updated IPM positions the Strategic Plan within the Equity and Guided Pathways frameworks to help integrate various initiatives across the College. As with the previous IPM, the updated model reflects an annual planning, resource allocation, implementation, and review cycle. The College has implemented a more transparent process for connecting resource allocation decisions to the PRP cycle. Funding is included in the College's multi-year projections to ensure the continuous financing of institutional and PRP priorities. Finally, the Superintendent/President will engage in the planning process to ensure its continued transparency and assess its effectiveness.

Conclusion

Continuous dialogue aimed at student learning and achievement, equity, academic quality, and institutional effectiveness are widespread, integrated, and data reliant. The IPM ensures continuous interaction surrounding student achievement, academic quality, and institutional effectiveness. This includes the PRP process, which is an ongoing, cyclical assessment and improvement process driven by dialogue and the assessment of disaggregated data. The IPM allows for input from all levels of the institution and prioritizes student equity.

The College engages in ongoing discussion surrounding SLOs and SAOs within each program and department and throughout the governance structure, particularly in the Curriculum Committee and the LOSC. SLOs appear on all syllabi and CORs. The College has established

institution-set standards and stretch goals that are examined and assessed on a regular basis. These institution-set standards drive planning and improvement cycles at the institutional and program levels.

The College uses assessment data and organizes its institutional processes to support student learning and student achievement. The College makes use of data, including through the Institutional Effectiveness and VfS examination processes, and through the PRP process, in order to support student learning and achievement. The PRP process involves creating plans that are driven by the College Mission. These plans establish goals that are assessed continuously with the use of disaggregated data and these assessments drive action. Data are disaggregated both by student characteristics and course attributes to help identify areas for improvements.

The College uses disaggregated data in regular planning and evaluation cycles in order to identify performance and achievement gaps and implement strategies for improvement. Most notably, data disaggregation is central to the PRP process and student equity planning cycles. In the PRP process, all departments review disaggregated data annually to determine where plans and resources are needed. For the student equity cycle, a disproportionate impact analysis is conducted annually and drives the Student Equity Plan and, consequently, action and resource allocation.

The College has a four-year cycle for reviewing and updating its policies and procedures. With the exception of some examples tied to contract negotiations, policies and procedures have been recently evaluated within the review cycle.

Results of assessment and evaluation activities are communicated in many forums throughout the College, including the Governing Board, participatory governance process, and planning processes that reach most of the institution. These processes constitute a regular, ongoing system of communication that gives community members a shared understanding of the College's strengths and weaknesses. This information is widely published on the College website.

The IPM provides for systematic, continuous, and coordinated planning for the short-, medium-, and long-range through the PRP process, Strategic Plan, and Educational Master Plan, respectively. SPC, guided by the College Mission and informed by disaggregated data, pursues its goals for student learning and achievement through the implementation of these plans and processes.

Improvement Plan

Improvement Plan #1: By the end of the 2022-23 academic year, the Assistant Superintendent/Vice President, Instruction, in collaboration with faculty leadership, will evaluate and update related processes and support structures, including technology, to improve the coordination, implementation, and reporting of student learning outcomes (SLO) assessment cycles. This will allow the College to better support authentic assessment and the use of assessment data to address equity goals across academic programs. (**Standard I.B.2; Standard II.A.3**)

Evidence List

Number	Name
IB-1	BP 2510 Participation in Local Decision-Making
IB-2	AP 2510 Participation in Local Decision-Making
IB-3	Governance and Administrative Structure Handbook 2019
IB-4	SPC Sample Minutes - Approval of Council Recommendations
IB-5	IPC Minutes 12/9/20 - Program Review and Planning
IB-6	SSPC Minutes 9/25/19 - Program Review and Planning
IB-7	SSEC Governance Structure
IB-8	Budget Committee Sample Minutes - Budget Assumptions and Resource Allocation
IB-9	SPC Minutes 9/17/19 - Governance Task Force
IB-10	Governance Task Force - SWOT Analysis
IB-11	Governance Structure Flow Chart - Fall 2021
IB-12	Governance Structure Handbook 2021
IB-13	Speech PRP 2020-21
IB-14	Department Sample Minutes - SLO Review
IB-15	Curriculum Sample Minutes - Learning Outcomes
IB-16	LOSC Meeting Notes
IB-17	Faculty Senate Operational Committees
IB-18	SPC/SSEC Integrated Planning Workshops 2019
IB-19	Integrated Planning
IB-20	Integrated Planning Model
IB-21	Planning Cycle Model
IB-22	Anthropology PRP 2018-19
IB-23	Oceanography PRP 2016-17
IB-24	Reading PRP 2020-21
IB-25	College Outcomes
IB-26	Instructional Program Review and Planning
IB-27	Non-Instructional Program Review and Planning
IB-28	Completed PRPs
IB-29	Philosophy PRP 2020-21
IB-30	Biology PRP 2020-21
IB-31	Waste Water Tech PRP 2020-21
IB-32	Career Center PRP 2019-20
IB-33	Counseling PRP 2020-21
IB-34	Counseling Minutes 10/21/20 - Disaggregated Data
IB-35	Guided Pathways Workgroup Structure
IB-36	Strategic Plan 2022 - Goal #2
IB-37	Sample Mapper Advanced GIS
IB-38	Student Equity Plan 2019-22
IB-39	Student Equity Executive Summary 2019-22
IB-40	Student Success & Equity - Events
IB-41	Student Success & Equity - CCEAL
IB-42	CCEAL Executive Summary
IB-43	NACCC Update

Number	Name
IB-44	USC/CCC Alliance
IB-45	White Allies for Anti-racism
IB-46	DEI List eConvening Topics
IB-47	Plenary Agendas - Equity
IB-48	Educators for Anti-racism Call to Action
IB-49	DEI Webpage
IB-50	DEI Presentation
IB-51	Palomar News Antiracism Efforts
IB-52	BP 3000 Antiracism
IB-53	SPC Agenda 5/18/21 - Mission Statement
IB-54	Teams: Equity and Inclusion
IB-55	DEqCC Minutes 3/12/21
IB-56	DEqCC Minutes 5/21/21
IB-57	Black Minds Matter
IB-58	Sample CORs
IB-59	Sample Syllabi
IB-60	Assessment Framework
IB-61	GE/ILO Reports
IB-62	PFF Bargaining Agreement - Article 12.9
IB-63	Assessment PRP 2016-17
IB-64	Pride Center PRP 2017-18
IB-65	DRC PRP 2017-18
IB-66	Instructional Comprehensive PRP Form
IB-67	Non-Instructional Comprehensive PRP Form
IB-68	Chemistry PRP 2019-20
IB-69	EOPS PRP 2020-21
IB-70	SLO Facilitator Meetings
IB-71	Institution-set Standards
IB-72	Board Minutes 4/20/21 - Institutional Effectiveness
IB-73	Faculty Senate Minutes 3/22/21 - Institution-set Standards
IB-74	SPC Minutes 9/18/18 - Institution-set Standards
IB-75	Board Report 3/25/20 - Institution-set Standards
IB-76	ACCJC Annual Report 2017
IB-77	CCCCO Student Success Metrics
IB-78	Strategic Plan 2022
IB-79	Strategic Plan 2022 - Action Plan Year 2
IB-80	SEM Plan 2020-22
IB-81	Guided Pathways/Vision for Success 2021-22 Goals
IB-82	Nursing PRP 2020-21
IB-83	Media Studies PRP 2020-21
IB-84	Welding PRP 2020-21
IB-85	CTE Licensure Pass Rates 2021
IB-86	Dental Assisting PRP 2019-20
IB-87	Emergency Medical Ed. PRP 2020-21

Number	Name
IB-88	Fire Academy PRP 2020-21
IB-89	Nursing PRP 2018-19
IB-90	Police Academy PRP 2020-21
IB-91	Dashboard Dashboards - FTES and Student Count
IB-92	PRP Data Sample - Basic Information
IB-93	Schedule Planning Tool
IB-94	COMET
IB-95	SPC Minutes 10/16/18 - CCSSE Survey Results
IB-96	Student Transfer Aggregate Report
IB-97	SANDAG Data 2013-21
IB-98	Board Presentation 4/25/17 - Institutional Effectiveness
IB-99	Multiple Measures Placement Data
IB-100	Sample Minutes - SP 2022 Review
IB-101	EMP 2022 Update 2018 - External and Internal Scans
IB-102	EMP 2022 Update 2018 - Internal and External Stakeholder Session
IB-103	Service Learning Report 2020
IB-104	DSPS Program Plan Report 2021
IB-105	Meta Majors Analysis
IB-106	Discipline Card Sort Clusters
IB-107	AB 705 ESL Throughput
IB-108	AB 705 Experience Report 5/2021
IB-109	AB 705 Evaluation Part I Presentation
IB-110	AB 705 Evaluation Part II - 12/7/20
IB-111	AB 705 Minutes 12/7/21
IB-112	Nursing PRP 2017-18
IB-113	Board Report 5/4/21 - Resource Allocation
IB-114	EMP 2022 Update 2018
IB-115	Facilities Master Plan 2022 Update 2019 Draft
IB-116	Sample SPPF Allocations
IB-117	Budget Prioritizations List
IB-118	Disproportionate Impact Study 7/23/18
IB-119	Student Equity Presentation 7/23/18
IB-120	SSEC Minutes - Equity Plan Allocations
IB-121	EOPS
IB-122	Trio Student Support Services
IB-123	Umoja
IB-124	Puente Project
IB-125	Student Life and Leadership - The Hub: Basic Needs
IB-126	Student Life and Leadership - Food and Nutrition Center
IB-127	PRP Data Sample - Course Information
IB-128	Cinema PRP 2020-21
IB-129	Biology PRP 2020-21
IB-130	German PRP 2020-21

Number	Name
IB-131	Strong Workforce Faculty Institute Promotional Video
IB-132	Strong Workforce Faculty Institute Plenary Presentation
IB-133	Policies and Procedures Committee Governance Structure
IB-134	BPs Snapshot in Time
IB-135	APs Snapshot in Time
IB-136	CCLC Subscription Service Screenshots - BPs and APs
IB-137	Addressing Revisions to Policies and Procedures
IB-138	SPC Minutes 3/2/21 - Approval IPM
IB-139	PRP Workgroup Sample Meeting Notes
IB-140	Program Review Trainings and Timelines 2020
IB-141	Instructional PRP Training Presentation 2021
IB-142	Non-Instructional PRP Training Presentation 2021
IB-143	Budget Development Calendar 2021-22
IB-144	Governance Survey Report 9/2017
IB-145	IEPI Innovation and Effectiveness Plan 5/3/17
IB-146	IEPI Final Report 2017
IB-147	IEPI Progress Report 2019
IB-148	SPC Minutes 10/1/19 - Integrated Planning
IB-149	Governance Task Force Charge
IB-150	Governance Task Force Membership
IB-151	SPC Minutes 12/1/20 - Governance
IB-152	Board Minutes 9/4/19 - FCMAT Stability Report
IB-153	Board Minutes 4/6/21 - Multi-Year Projections
IB-154	Board Presentation 4/6/21 - Multi-Year Projections
IB-155	SCFF Validation Sheet
IB-156	Integrated Planning Budget Memo 5/28/21
IB-157	Commitment Accounting Project Status Report 7/14/21
IB-158	Contract ERP Analysts
IB-159	Consulting Service Agreement ERP 11/14/18
IB-160	Fiscal Memorandum 4/20/21 - Year-End Closing Schedule
IB-161	SP 2022 Vision for Success
IB-162	IR&P PRP 2019-20
IB-163	Course and Program SLOs
IB-164	GE/ILO Rubrics
IB-165	State of the Budget Reports
IB-166	Board Sample Minutes - Budget Review
IB-167	Board of Trustees Presentation 8/11/20 - FCMAT
IB-168	BP 3250 Institutional Planning
IB-169	AP 3250 Institutional Planning
IB-170	Staffing Master Plan 2018-23
IB-171	Technology Master Plan 2019
IB-172	Strategic Plan 2019
IB-173	Strategic Plan 2016

Number	Name
IB-174	BP 3225 Institutional Effectiveness
IB-175	AP 3225 Institutional Effectiveness
IB-176	English as a Second Language PRP 2018-19
IB-177	Journalism PRP 2020-21
IB-178	Integrated Planning and Resource Allocation Annual Report 2021
IB-179	Raw Data Resource Requests 2020
IB-180	Board Report 5/4/21
IB-181	Position Control Memos
IB-182	Sample Position Approval Email
IB-183	Strategic Plan 2019 YEAR 1 SPFF Requests (Prioritized)
IB-184	SPC Minutes 8/13/18 - SP 2019

Standard I.C: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its Mission Statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College gives clear and accurate information to current and prospective students, college personnel, and the community about its Mission, learning outcomes, educational programs, and student support services. The Mission is posted in various high-visibility locations both in print and online, including the annual catalog and College website ([IC-1](#); [IC-2](#)). The Mission is reviewed as part of the strategic planning cycle to ensure alignment with the current needs of students and the community. Review and revision of the Mission are conducted through the formal governance process and forwarded to the Governing Board for approval ([IC-3](#); [IC-4](#)).

Student Learning Outcomes (SLOs) for courses and programs are made widely available for faculty, staff, students, and the community. Course and program SLOs are posted on all Course Outlines of Record (CORs) in the College's curriculum management database curriQūnet META, as well as in Nuventive Improve, the database used by the College to house and track SLO and Service Area Outcome (SAO) assessment. Links to SLOs can be accessed through the SLO website and the catalog. SLOs are also listed on all course syllabi ([IC-5](#)). Educational programs and learning outcomes are listed in curriQūnet META, Nuventive Improve, the catalog, and the College website ([IC-6](#); [IC-7](#); [IC-8](#)).

The College offers a wide array of student services, which are listed in the catalog and online schedule of classes. The Student Services website provides a comprehensive list of and links to services and resources available to students ([IC-9](#); [IC-10](#)). Each area within Student Services conducts annual and comprehensive program review, which is shared with the Student Services Executive Cabinet for appropriate decision-making and to ensure that the current needs of students are met ([IC-11](#)).

Student achievement data are made available to students through the Office of Institutional Research and Planning (IR&P) website. Completion and transfer rates are tracked through the California Community Colleges Chancellor's Office (CCCCO) ([IC-12](#)). Data for retention and completion rates, disaggregated by gender and race/ethnicity, are available through the College Navigator, which also provides information on tuition and fees, financial aid, enrollment, student services, and accreditation ([IC-13](#); [IC-14](#)).

The College publishes its accreditation status in the catalog and maintains an up-to-date accreditation website that is accessible through the College website ([IC-15](#); [IC-16](#)). Through the website, the public can access all accreditation reports submitted to ACCJC, as well as Commission actions in response to each submitted report that state the College's accreditation status. In addition, the College publishes a regular Accreditation Update, which is sent to all personnel via email each semester and then posted to the Accreditation website, which is maintained and updated regularly by the accreditation coordinator ([IC-17](#)).

Analysis and Evaluation

The College provides clear and accurate information to faculty, staff, students, and the public regarding the Mission, SLOs, educational programs, student support services, and accreditation. The College has policies and mechanisms in place that ensure timely and regular review and communication to the campus community. Information is easily accessible in multiple formats, including campus postings, printed materials, and online.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The College provides a catalog for all current and prospective students that includes accurate and current descriptions for the College calendar; organization of the College; admissions and registration policies; student services, rights, and responsibilities; academic regulations; and graduate, transfer, and program information. The College has moved to a fully online catalog, which is easily accessible via the College website (limited print copies are provided for purchase and for marketing purposes). The College has a structured process for creating and proofing the catalog ([IC-18](#); [IC-19](#)).

Analysis and Evaluation

Information Services works collaboratively with academic deans, department assistants, and Student Services to publish a catalog that includes all requirements stipulated by ACCJC. The catalog is reviewed by departments and administrative offices prior to publication to ensure accuracy.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

All active programs and courses are assessed at least once every three years in alignment with Program Review and Planning (PRP) cycles ([IC-20](#)). Faculty identify program and course outcomes and record assessment of student learning outcomes (SLOs) in Nuventive Improve. Through annual program review, disciplines reflect on SLO assessment results and develop action plans to improve courses, programs, teaching, and learning. Where applicable, program and course SLOs are aligned with the College's General Education/Institutional Learning Outcomes (GE/ILOs) and reported in Nuventive Improve, the College's SLO data management system, and in comprehensive PRP documents ([IC-21](#); [IC-22](#); [IC-23](#); [IC-24](#)).

Assessment of the four College Outcomes also follows a three-year cycle of assessment. In year one, the College assesses College Outcomes One and Two: Communication and Computation; in year two it assesses Outcome Three: Creative, Critical, and Analytical Thinking; and in year three it assesses Outcome Four: Community, Multicultural/Global Consciousness and Responsibility. Assessment of College Outcomes happens through a random sampling of courses that are mapped to the scheduled Outcome. The Office of Institutional Research and Planning (IR&P) identifies courses to be assessed, and faculty for the courses that are randomly selected are invited to participate in the assessment ([IC-20](#); [IC-25](#)).

Assessment results are analyzed by IR&P and shared with the Student Learning Outcomes Assessment Cycle (SLOAC) Coordinators and the Learning Outcomes Subcommittee (LOSC), which reports to the Curriculum Committee. College Outcomes assessment reports are then created by the SLOAC Coordinators and shared with the Curriculum Committee and Faculty Senate ([IC-26](#)). GE/ILO assessment reports are posted to the Teaching Excellence website ([IC-27](#); [IC-28](#)).

Analysis and Evaluation

The College documents assessment, results, and actions taken for program and course SLOs in Nuventive Improve. Departments and programs also provide reflection and updates to learning outcomes in PRP documents, which are shared with faculty via the Curriculum Committee and Faculty Senate. PRP documents and assessment reports for the four College Outcomes are posted to the College website for public access.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The catalog lists all transfer and associate degrees, certificates of achievement and proficiency, program descriptions, and credit courses, along with course requirements and unit totals for each program ([IC-6](#)). Program learning outcomes are available on the student learning outcomes (SLO) website. A link for this site is available in the printed and electronic catalog. Program SLOs can be found for each degree or certificate in the Palomar Pathways Mapper, an interactive tool that provides course sequencing information via degree and certificate maps and guides

students to a field of study that helps them achieve college goals in a reasonable timeframe ([IC-29](#)).

The College adheres to a strict process for reviewing new program and course proposals. Requests for new programs and courses submitted by the yearly curriculum deadline are reviewed by the department chair, dean, articulation officer, Career Technical Education (CTE) dean (if CTE), SLOAC Coordinators, requisite reviewer, technical review committee, and the Curriculum Committee to allow for scheduling and inclusion in the catalog. The Curriculum Specialist, who also serves as the recorder for the Curriculum Committee, documents all new program and course approvals. Newly approved courses and programs are sent to the Faculty Senate for confirmation and to the Governing Board for final approval each month. They are then scheduled for inclusion in the catalog and class schedule ([IC-30](#); [IC-31](#); [IC-32](#)).

Analysis and Evaluation

The catalog lists the certificates and degrees offered by the College and describes their purpose, content, course requirements, and expected program SLOs. Program requirements and SLOs are also listed in curriQūnet META and SLOs are maintained in Nuventive Improve.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College conducts regular review of institutional policies, procedures, and publications to assure alignment with the Mission and representation of its programs and services. In accordance with Board Policy (BP)/Administrative Procedure (AP) 2410 Policy Making Authority and Administrative Procedures, the College adheres to a set of policies and procedures that are “authorized by law or determined by the Board to be necessary for the efficient operation of the District.” The College subscribes to the Community College League of California (CCLC) services for policy and procure updates to ensure that policies are congruent with current laws, regulations, and accreditation mandates ([IC-33](#); [IC-34](#)).

The Policies and Procedures Committee reviews all BPs and APs on a four-year cycle ([IC-35](#)). Policy and procedure updates may be requested by anyone at the College who wishes to propose a new policy or modify an existing one. Requests to propose or modify policy are brought to the appropriate planning council for approval and routed through the President’s Office to the Policies and Procedures Committee. Revisions are forwarded to the Strategic Planning Council (SPC) for confirmation and updated or new policies are submitted to the Board for approval ([IC-36](#)).

The College follows a comprehensive review process for both the catalog and class schedule. A review committee, Print Services, departments, and administrative offices work together in the spring to draft, edit, and publish the catalog in time for fall registration ([IC-18](#)). The class schedule is developed, reviewed, and posted online prior to registration for each term ([IC-37](#)).

Analysis and Evaluation

The College establishes structures and implements processes for conducting regular reviews of institutional policies, procedures, and publications. The Policies and Procedures Committee

evaluates the College's institutional policies and procedures on a four-year cycle. Subject matter experts from both instructional and non-instructional divisions and departments develop and review publications, such as the catalog, prior to posting them online. This ensures that the College's Mission, programs, and services are represented accurately in all published forms.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College provides information to current and prospective students regarding the total cost of education in printed publications and online. Student fees are listed in the catalog and on the Fiscal Services website, which is also linked from the Enrollment Services website and from the online class schedule ([IC-38](#); [IC-39](#)). The Financial Aid website offers a budget breakdown that lists all educational fees and allows students to calculate the total cost of attendance for various categories, including full-time, part-time, resident, non-resident, dependent, etc. ([IC-40](#)). Links to textbook fees are available in the class schedule, which also clearly identifies classes that have zero or low-cost textbook fees. Once a student registers for a course, a link to the required textbook is available, which states the costs for new, used, and rental textbooks, and informs students of resident and non-resident enrollment tuition, related fees, and materials expenses. Textbook requirements and materials fees are listed on course syllabi ([IC-41](#)). A list of all authorized fees is provided in Board Policy (BP)/Administrative Procedure (AP) 5030 Fees ([IC-42](#); [IC-43](#)).

Analysis and Evaluation

The College keeps current and prospective students apprised of the total cost of education and all related fees, including textbook and materials costs. Resources are available in printed publications and online, and authorized fees are listed in BP/AP 5030.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy (BP) 4030 Academic Freedom "encourages academic freedom of expression and the free flow and exchange of information and ideas." The College also sets standards for responsibility through BP 4290 Academic Honesty and the Code of Ethics found in the Constitution of the Faculty of Palomar College ([IC-44](#); [IC-45](#); [IC-46](#)). The Governing Board reviews and updates these policies on a four-year cycle.

Policies on academic freedom and honesty are published in the catalog and on the class schedule website ([IC-47](#); [IC-48](#); [IC-49](#)).

Analysis and Evaluation

The College is committed to the free pursuit of knowledge through BPs and the Faculty Constitution, which is posted online, is described in the catalog, and contains policies on academic freedom and honesty. The Faculty Senate has purview over the development and review of policies on academic freedom and honesty.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy (BP)/Administrative Procedure (AP) 5500 Standards of Student Conduct address policies for academic honesty and responsibility ([IC-50](#); [IC-51](#)). Policies and expectations for standards of conduct and disciplinary action are also described in the printed and online catalog under Student Rights and Responsibilities and in the printed class schedule ([IC-52](#); [IC-53](#)). Additional reference to these policies and procedures and consequences for violations are posted on the Office of Student Life and Leadership website ([IC-54](#)). AP 4105 Distance Education addresses the methods available for faculty to authenticate or verify students in online courses. These methods include using secure credentialing/login and password, proctored examinations, or new or other technologies and practices that are effective in verifying student identification ([IC-55](#); [IC-56](#)).

Chapter Three of the Board Policies and Procedures addresses standards of conduct for representatives of the College, including faculty, staff, and administration, regarding nondiscrimination, prohibition of harassment, workplace violence, weapons on campus, drug and alcohol-free environments, and other relevant matters ([IC-57](#)). Each constituency group has a stated code of ethics that aligns with BP 3050 Institutional Code of Ethics, alongside the process for disciplinary action, which is listed in the employee handbooks and collective bargaining agreements. The Faculty Senate also lists its code of ethics in Article 3 of the Faculty Constitution ([IC-58](#); [IC-59](#); [IC-60](#); [IC-46](#)). BP 2715 Code of Ethics/Standards of Practice presents guidance on how members of the Governing Board should conduct themselves ([IC-61](#)). BP/AP 2710 Conflict of Interest describe expectations for Governing Board members and employees regarding financial interests, activities, employment, gifts, representation, and contracts ([IC-62](#); [IC-63](#)).

Records of violations and disciplinary action by students and employees are maintained by the Office of Student Life and Leadership and Human Resource Services (HRS), respectively. All disciplinary files are confidential.

Analysis and Evaluation

The College has mechanisms in place to inform students of policies on and enforcement of academic honesty and student responsibilities. The College also maintains policies and procedures related to honesty, responsibility, and integrity for employees. HRS ensures that employees are aware of these policies and procedures.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College is committed to academic freedom and teaching through professionally accepted views in each discipline, as stated in Board Policy (BP) 4030 Academic Freedom and BP 4290 Academic Integrity. While exercising academic freedom, faculty also use professional judgement and practice academic honesty when providing instruction ([IC-44](#); [IC-45](#)). These practices are documented in Chapter Two of the Board Policies and Procedures, in the catalog and class schedule, and on the Office of Student Life and Leadership and Faculty Senate websites ([IC-46](#); [IC-47](#); [IC-48](#); [IC-54](#)).

Analysis and Evaluation

Faculty follow established policies for academic freedom and academic integrity. These policies are published in print and online in several different venues. This ensures that policies covering academic freedom and academic integrity are not only clear for faculty and all College employees but for all members of the campus community as well.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College requires that all employees and members of the Governing Board abide by a code of ethics/conduct identified in Board Policy (BP)/Administrative Procedure (AP) 5500 Standards of Conduct, the Faculty Constitution, and the bargaining agreements/handbooks for each constituency group. Policies and procedures also identify the code of conduct for students, which appears on the Policies and Procedures page of the Governing Board website, as well as on the Student Conduct page of the Student Life and Leadership website ([IC-50](#); [IC-51](#); [IC-48](#); [IC-54](#)).

The educational philosophy of the College promotes a free exchange of ideas, equal opportunity for individuals to develop differing abilities and interests, and a democratic way of life. Per BP 1300 Educational Philosophy, the College does not seek to instill specific beliefs or world views ([IC-64](#)).

BPs and APs are reviewed and updated on a four-year cycle. Bargaining agreements are updated every three years, and employee handbooks are revised as needed.

Analysis and Evaluation

The College requires adherence to specific codes of conduct for the Governing Board, faculty, staff, administrators, and students. The College does not seek to instill specific beliefs and promotes the free exchange of ideas. All policies are published widely in order to ensure that they are clearly communicated to the campus community.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College operates strictly in northern San Diego County and does not have any foreign locations.

Analysis and Evaluation

N/A

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College has established policies to ensure compliance with Commission Standards and processes (namely Board Policy [BP] 3200 Accreditation), along with additional requirements of accrediting bodies for programs that require independent accreditation ([IC-65](#)). Administrative Procedure (AP) 3200 Accreditation identifies the Accreditation Steering Committee (ASC) as the governance body responsible for accreditation reporting and processes, as designated by the Superintendent/President ([IC-66](#); [IC-67](#)). The ASC meets monthly to provide planning, guidance, response, and preparation for accreditation reports. The ASC maintains currency with Accreditation Standards and sends representation to accreditation workshops/conferences. The ASC is structured to be inclusive of representation from all constituency groups, including each of the planning councils ([IC-68](#)). The tri-chairs of the ASC form a smaller group with the Accreditation Liaison Officer (ALO) and Accreditation Coordinator. Together, they comprise the Accreditation Writing Leadership Team (AWLT), which provides intensive support to the ASC during reporting periods by setting timelines, providing training, and preparing final reports to ACCJC ([IC-69](#)). AWLT also leads the preparation for team visits.

The College responds to all reporting requirements set by ACCJC in a timely manner. In fall 2016, the College submitted a follow-up report to address two recommendations made by ACCJC regarding the 2015 ISER. In spring 2019, the College submitted the Midterm Report and addressed the six recommendations to improve institutional effectiveness. The College also opened two education centers in summer 2018 and submitted and received approval for two substantive change proposals for new locations. Additionally, the College submits an Annual Report and Annual Fiscal Report each April ([IC-70](#)). The College posts its accreditation reports and communications online, and the Accreditation website provides contact information to ACCJC, alongside links to the complaint process and complaint form ([IC-16](#)).

Analysis and Evaluation

The College complies with eligibility requirements, Accreditation Standards, and Commission guidelines and requirements. The College has a structured process to prepare for and organize accreditation reports in the time period set forth by the Commission and discloses all information related to accreditation to the campus community and the public.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College complies with *California Code of Regulations, Title 5* Education Code, Department of Education regulations, and Accreditation Standards, and maintains currency with legislative changes. Its accreditation status is posted on the Accreditation website, and it also incorporates accreditation recommendations and legislative requirements institutionally through strategic planning ([IC-71](#); [IC-72](#)).

The College has five programs that require independent accreditation. These include Dental Assisting (DA), Emergency Medical Education (EME) and Paramedics, Fire Education Academy, Nursing, and Police Academy. The College posts the accreditation statuses of these programs on their respective websites ([IC-73](#); [IC-74](#); [IC-75](#); [IC-76](#); [IC-77](#)).

Analysis and Evaluation

The College demonstrates honesty and integrity in relationships with external agencies and complies with Accreditation Standards and federal and state regulations. Full disclosure of institutional and program accreditation status is posted on the College website.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The commitment to student achievement, student learning, and high-quality education is of utmost importance to the College, as illustrated by the Mission and Board Policies (BPs). The Mission supports and encourages students to pursue their educational goals and lists in its Values excellence in teaching, learning, and service ([IC-1](#); [IC-58](#)). BP 1300 Educational Philosophy codifies the College's commitment to enabling students to more fully realize their potential, and BP 2715 Code of Ethics/Standards of Practices identifies the Governing Board's primary responsibility as "provid[ing] learning opportunities to each student regardless of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability" ([IC-64](#); [IC-61](#)). Per BP 6200 Budget Preparation, the annual budget is constructed to support the College's master and educational plans ([IC-78](#)). The College is not a subsidiary of a parent organization and does not fund external interests.

Analysis and Evaluation

The College maintains BPs and Administrative Procedures (APs) that place high quality education as its foremost goal. The Governing Board's primary responsibility is to provide exceptional learning opportunities for all students.

Conclusion

The College provides accurate and clear information to current and prospective students and employees related to its Mission, learning outcomes, educational programs, and student support services through the catalog, website, and class schedule. The catalog and website also list the current accreditation status of the College; describe certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes; and inform current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses like textbooks and instructional materials. The College communicates documented assessment of student learning and evaluation of student achievement and academic quality through its governing bodies and makes relevant information available on its website.

Policies and procedures including, but not limited to, those relating to educational philosophy, academic integrity, academic freedom, and codes of ethics and conduct, are reviewed and updated on a four-year cycle. Publications such as BPs and APs, the catalog, and Class Schedule follow a formal timeline and process for review that includes members of each constituency group.

The College complies with eligibility requirements, Accreditation Standards, and Commission policies. It submits required reports to the Commission and responds to any required action within the stated time period. It also responds to Education Code requirements and legislative initiatives and incorporates these directives into the Strategic Plan. In accordance with established BPs and APs, the College maintains a commitment to honesty, integrity, high quality education, and student learning and achievement.

Evidence List

Number	Name
IC-1	Palomar College Mission Statement
IC-2	College Catalog - Mission Statement
IC-3	BP 1200 District Mission
IC-4	SPC Minutes 9/15/20 - Mission Review
IC-5	Sample CORs
IC-6	College Catalog 2020-21 - Programs
IC-7	Course and Program SLOs
IC-8	College Catalog 2020-21 - Student Learning Outcomes
IC-9	College Catalog 2020-21 - Student Services
IC-10	Student Resources
IC-11	Student Services PRPs
IC-12	CCCCO Student Success Metrics
IC-13	Student Right to Know and Consumer Information
IC-14	College Catalog 2020-21 - Student Right to Know

Number	Name
IC-15	College Catalog 2020-21 - Accreditation Statement
IC-16	Accreditation Website
IC-17	Accreditation Updates
IC-18	College Catalog Timeline
IC-19	Catalog Review Sample Communication
IC-20	Assessment Goals and Timeline
IC-21	Course to GEILO Sample Mapping Reports
IC-22	Cinema PRP 2018-19
IC-23	Earth Sciences PRP 2018-19
IC-24	Emergency Medical Ed. PRP 2019-20
IC-25	Course Selection for SLO Evaluation 2018
IC-26	Call for SLO Coordinator Representation
IC-27	Curriculum Committee Minutes 11/6/19 - GEILOs
IC-28	GE/ILO Reports
IC-29	Sample Mapper - Advanced GIS
IC-30	Curriculum Approval Process
IC-31	Curriculum Actions Approval 2/2021
IC-32	Curriculum Actions Approval 10/2019
IC-33	BP 2410 Policy Making Authority and Administrative Procedures
IC-34	AP 2410 Policy Making Authority and Administrative Procedures
IC-35	Policies & Procedures Overview
IC-36	Addressing Revisions to Policies and Procedures
IC-37	Class Schedule Timeline
IC-38	College Catalog 2020-21 - Fees and Expenses
IC-39	Tuition and Fees
IC-40	Financial Aid - 2021-22 Cost of Attendance
IC-41	Sample Syllabi
IC-42	BP 5030 Fees
IC-43	AP 5030 Fees
IC-44	BP 4030 Academic Freedom
IC-45	BP 4290 Academic Honesty
IC-46	Faculty Senate Constitution - Code of Ethics
IC-47	College Catalog 2020-21 - Academic Freedom
IC-48	College Catalog 2020-21 - Academic Integrity
IC-49	Schedule of Classes - General Information
IC-50	BP 5500 Standards of Student Conduct
IC-51	AP 5500 Standards of Student Conduct
IC-52	AP 5520 Student Discipline Procedures
IC-53	College Catalog 2020-21 - Student Code of Conduct
IC-54	Office of Student Life and Leadership - Policies
IC-55	AP 4105 Distance Education
IC-56	Palomar Proctoring Policy
IC-57	BP Chapter 3 - General Institution
IC-58	BP 3050 Institutional Code of Ethics

Number	Name
IC-59	AA Handbook Statement of Ethics
IC-60	CAST - Statement of Ethics
IC-61	BP 2715 Code of Ethics/Standard of Practice
IC-62	BP 2710 Conflict of Interest
IC-63	AP 2710 Conflict of Interest
IC-64	BP 1300 Educational Philosophy
IC-65	BP 3200 Accreditation
IC-66	AP 3200 Accreditation
IC-67	ASC Sample Minutes 2/26/21
IC-68	ASC Governance Structure
IC-69	AWLT Membership
IC-70	Accreditation Reports
IC-71	Strategic Plan 2022
IC-72	Strategic Plan 2019
IC-73	Dental Assisting Accreditation Website
IC-74	Emergency Medical Ed. Accreditation Website
IC-75	Fire Tech Accreditation Website
IC-76	Nursing Accreditation Website
IC-77	Police Accreditation Website
IC-78	BP 6200 Budget Preparation



PALOMAR COMMUNITY COLLEGE DISTRICT

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES



STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Each semester, the College enrolls approximately 25,000 full- and part-time students who have access to classes, labs, athletics, performing arts, and other student activities at the San Marcos campus, at Education Centers in Escondido, Fallbrook, and Rancho Bernardo, and at Marine Corps Base Camp Pendleton. Instruction is also available online and at small off-site locations in Ramona, Pauma Valley, and through numerous dual enrollment opportunities across the District. The College's academic programs are organized by division, of which there are six: Arts, Media, and Business Administration; Career Technical and Extended Education; Counseling Services; Languages and Literature; Mathematics, Science, and Engineering; and Social and Behavioral Sciences. Students may choose from over 250 associate degrees, California Community Colleges Chancellor's Office (CCCCO) approved certificate programs, and transfer options to four-year institutions ([IIA-1](#)).

The Strategic Plan, which is reviewed on a three-year cycle by the Strategic Planning Council (SPC), ensures that all instructional programs align with the College Mission and satisfy ACCJC requirements. The current iteration, Strategic Plan 2022, contains a set of goals that have been aligned with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) and are clustered around the broad themes of completion, transfer, unit accumulation, workforce, and equity. Each goal has a set of corresponding objectives or strategies that are reviewed annually by SPC, and the Council also produces an oral report from the Assistant Superintendents/Vice Presidents on the Program Review and Planning (PRP) process, which guides the College in updating the objectives that inform its instructional programs ([IIA-2](#); [IIA-3](#); [IIA-4](#); [IIA-5](#)).

The PRP process requires each instructional program to complete a detailed self-assessment on a three-year cycle, which involves setting individual area goals that align with the Strategic

Plan. Each report also includes a discipline mission statement that has been developed in direct relation to the College Mission. Instructional programs must provide detailed descriptions of their program outcomes and plans for how they will assess students' success in attaining them. They must explain how the courses in their discipline support the College's General Education/Institutional Learning Outcomes (GE/ILOs) and list the number of completions for each degree/certificate for the previous year.

Completion data is analyzed alongside data from past years, and programs are asked to consider trends in their completion data and make plans to address them as needed. In addition, programs are asked to consider career and labor market information (LMI) data in their discipline to ensure that their program goals, course goals, and outcomes are meeting the needs of students. Disciplines also discuss current opportunities for work-based learning and plans to expand opportunities for students to engage in ongoing experiential career learning throughout their programs ([IIA-6](#); [IIA-7](#); [IIA-8](#)).

To ensure that programs are meeting the current needs of students, the College recently revised Board Policy (BP) 4021 Development, Revitalization, and Discontinuance ([IIA-9](#); [IIA-10](#)). New program proposals are evaluated using several criteria, curricular gaps addressed, and fiscal impact on the College ([IIA-11](#); [IIA-12](#)).

The Curriculum Committee, the preeminent body for the development and recommendation of curricular policy at the College, plays a central role in ensuring that all instructional programs and courses meet the standards set by the College Mission and align with students' degree and transfer requirements. Members of the Curriculum Committee attend an orientation at the beginning of each academic year to ensure that they understand their position and its responsibilities, along with the role of the Committee in meeting the objectives of the institution ([IIA-13](#)). Curriculum policies are described on the Curriculum website, which also includes information about the curriculum approval process, student learning outcomes (SLOs), and other relevant information ([IIA-14](#); [IIA-15](#)).

Additionally, the Curriculum Committee ensures that all courses, regardless of format, adhere to the same set of standards, including all state and federal regulations. In order to offer courses in a Distance Education (DE) format, departments must complete a DE addendum that specifically addresses how each course will uphold these standards. DE addendums are reviewed by the DE Subcommittee before advancing to the Curriculum Committee as part of the curriculum approval process ([IIA-16](#)).

The Curriculum Committee is charged with monitoring SLOs. Data on course and program learning outcomes are stored in a database called Nuventive Improve, which houses and tracks SLO and service area outcome (SAO) assessment cycles. This information is available on the SLO website ([IIA-17](#)). Course SLOs appear on all course outlines of record (CORs) and program outcomes are included in the College's online catalog and Palomar Pathways Mapper, an interactive tool that helps students efficiently find a field of study and chart their degree, transfer, and/or career path ([IIA-18](#); [IIA-19](#); [IIA-20](#)). GE/ILOs are available in Nuventive, the catalog, and the College Outcomes website ([IIA-21](#); [IIA-22](#)). GE/ILOs and all course SLOs have been uploaded into the College's learning management system (LMS), Canvas, so instructors can load the outcomes into their courses for student viewing and assessment.

Analysis and Evaluation

The College offers more than 250 programs across its various locations and online to meet the needs of its diverse student body. It maintains coordinated and structured plans for assessing its Vision, Mission, Values, institutional strategies, and PRP process. Courses and programs are in alignment with the Mission to offer appropriate content for post-secondary education. The College also has a process for bringing new programs into the curriculum and for discontinuing programs that no longer meet the needs of the community.

A well-defined curriculum review and approval process ensures that all courses meet the same standards, regardless of location or means of delivery. Programs undergo regular comprehensive reviews that incorporate information and data that is then evaluated at an institutional level so that students can complete their studies and move into their selected careers or transfer to four-year universities. SLOs are regularly assessed and included on CORs for all courses. The alignment of the various bodies responsible for these tasks ensures consistency between the College Mission and course and program offerings.

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Both full- and part-time faculty play active roles in ensuring that content and methods of instruction meet accepted academic and professional standards and expectations, and that instruction is compliant with new legislation, including federal and state mandates. Faculty regularly engage in developing and reviewing courses and programs in accordance with federal Title IV financial aid funding requirements; *California Code of Regulations, Title 5*; guidelines from the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC); and the College's established Board Policies (BPs) and Administrative Procedures (APs), including BP/AP 4020 Program, Curriculum, and Course Development and BP/AP 4022 Curricular Matters ([IIA-23](#); [IIA-24](#); [IIA-25](#); [IIA-26](#)).

Faculty engagement in program and course development and review takes place primarily in the Curriculum Committee and Instructional Planning Council (IPC), and through the Program Review and Planning (PRP) process and professional development (PD) activities. While most committee members are full-time faculty, in accordance with contracted service requirements, part-time faculty are active on many committees throughout the shared governance structure and are compensated for attending specific shared governance meetings ([IIA-27](#)).

Curriculum Committee

The Curriculum Committee, which coordinates, evaluates, and reviews all proposed curricula, is the primary shared governance body responsible for ensuring that courses and programs meet appropriate standards of rigor, reflect the College Mission, and benefit the student population.

All actions taken by the Curriculum Committee are ratified by the Faculty Senate and then taken by the Assistant Superintendent/Vice President, Instruction and Superintendent/President to the Governing Board for final local approval. The Office of Instructional Services (IS) then submits locally approved courses and programs to the CCCCCO for final approval and chaptering.

The Curriculum Committee is comprised of the following members ([IIA-28](#)):

- Four faculty representatives from each instructional division, including Arts, Media, and Business Administration; Career Technical and Extended Education; Languages and Literature; Mathematics, Science, and Engineering; and Social and Behavioral Sciences (part-time faculty representation is limited to no more than one per instructional division)
- Assistant Superintendent/Vice President, Instruction (co-chair)
- All instructional deans
- Faculty Senate representative (co-chair)
- Faculty representative from Library
- Faculty representative from Student Services
- Articulation Officer
- Student appointed by Associated Student Government (ASG)
- Learning Outcomes Faculty Co-Chair

Each new course or program goes through an extensive approval process facilitated by the web-based curriculum management system currIQūnet META ([IIA-29](#)). Every curriculum proposal proceeds through the following channels: Faculty originator; program/division dean; articulation officer; multicultural requirement; Distance Education (DE) and Requisite Subcommittees; technical review; Curriculum Committee; Faculty Senate; Assistant Superintendent/Vice President, Instruction; Superintendent/President; and Governing Board. Curriculum policies are posted and updated regularly on the Curriculum website ([IIA-15](#)).

Course Outlines of Record (CORs) are maintained and made publicly available in currIQūnet META for each course ([IIA-30](#)). Discipline faculty are responsible for conducting regular reviews of the CORs for every course taught and courses must be reviewed every five years. Faculty are informed by the Curriculum Committee when courses are due for review via email and through the Curriculum Committee's divisional representatives ([IIA-31](#)). Resources are provided for faculty to assist in developing and maintaining CORs ([IIA-32](#)). The Curriculum Committee has initiated a campaign for deactivating courses that have not been offered in the last four years. The College has rewritten BP 4021 Program Discontinuance, which now includes program development, revitalization, and discontinuance ([IIA-9](#)).

The Curriculum Committee maintains subcommittees that facilitate multicultural approval to ensure that relevant courses fulfill the criteria for meeting the Multicultural Course General Education (GE) requirements, and DE approval to ensure that DE courses meet the same standards as face-to-face courses and adhere to all U.S. Department of Education regulations ([IIA-33](#); [IIA-34](#); [IIA-35](#); [IIA-36](#)).

All requisites are evaluated by a curriculum technician/requisite writer as part of the course approval process in currIQūnet META. The curriculum approval process requires Student Learning Outcome (SLO) review at the department and division level before proceeding to the

Student Learning Outcome Assessment Cycle (SLOAC) Coordinators for review and input. The final SLO product is reviewed again by a Technical Review Subcommittee before proceeding to the Curriculum Committee for approval.

Distance Education

The Curriculum Committee is instrumental in ensuring that DE courses are equivalent to face-to-face courses and meet expectations for effective DE teaching methods and regular and substantive interactions. In response to the COVID-19 pandemic, which forced the College to offer nearly all courses online, the Curriculum Committee further strengthened the DE addendum that must be completed and approved before a class can be taught virtually ([IIA-37](#); [IIA-38](#)). The new DE addendum, which was developed after a thorough review of similar documents used by several peer institutions, focuses on meeting SLOs in the online environment.

The College's approach to DE is guided by AP 4105 Distance Education, which contains policies defining course quality standards (i.e., ensuring that content and methodology for teaching DE courses are equivalent to face-to-face courses), best practices for "regular and substantive interaction" among faculty and students, and student verification methods. It also ensures that all faculty teaching online are required to validate their preparedness prior to being assigned to teach an online course ([IIA-39](#)).

To ensure that this requirement is met, the College has developed an online teaching certification program called Palomar Online Education Training (POET), a self-paced training that provides a rigorous online course with lessons on course design, equity, pedagogy, and accessibility. Over 700 full- and part-time faculty have taken the new training course, while more than 100 additional part-time faculty have taken equivalent courses at neighboring colleges ([IIA-40](#); [IIA-41](#)). POET's curriculum has been roundly accepted as equal training by other colleges in San Diego County. In preparation for the spring 2021 semester, all faculty (including part-time faculty) were required to establish competency in online teaching via POET, or by other approved means ([IIA-42](#)).

Faculty proposing new DE courses or adapting existing courses to be taught online are encouraged to use the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric, which the Faculty Senate adopted in 2019, to ensure the quality of online courses ([IIA-43](#); [IIA-44](#)). The CVC-OEI Course Design Rubric was created as a collaborative effort among the ASCCC, CCCCCO, and other groups. It establishes standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility. Initiatives surrounding the CVC-OEI Course Design Rubric at Palomar were supported by a 2019-20 grant ([IIA-45](#)). Palomar faculty incorporate best practices outlined in the Rubric into their courses through the College's learning management system (LMS), Canvas. This includes facilitating student interaction through the "Discussions" feature, using the "Collaborations" feature to facilitate group work among students, and using Zoom to hold virtual office hours.

Work surrounding DE is facilitated by the DE Committee, a subcommittee of the Faculty Senate ([IIA-33](#)). The DE Coordinator, who chairs the committee, assists faculty in the design, development, and implementation of information technology ([IIA-46](#)).

With so many faculty members teaching online during the pandemic, the Tenure and Evaluations Review Board (TERB) revised online evaluation forms to match the CVC-OEI Course Design Rubric. TERB also improved the process for evaluating faculty teaching online ([IIA-43](#); [IIA-47](#)).

Although the pandemic has been extremely challenging, faculty have used the situation to improve practices and thus, while most classes will return to an in-person format after the pandemic, the work done to improve DE practices and general approaches to curriculum and evaluation will still be utilized in both future online and in-person classes.

Program Review and Planning

The instructional Program Review and Planning (PRP) process, which is overseen by the Instructional Planning Council (IPC), is an additional mechanism that faculty use to ensure that curricular standards are maintained, and that evolving students' needs are addressed ([IIA-48](#)). All departmental faculty are encouraged to participate in reviewing their programs via PRPs, which are completed on a three-year cycle ([IIA-49](#)). The first year includes the comprehensive assessment and development of the three-year plan, as articulated through program goals that align with the Strategic Plan and other institutional goals ([IIA-50](#); [IIA-51](#)). The second and third years include a review of updated data, changes to programs, and progress on goal achievement ([IIA-52](#); [IIA-53](#)).

PRPs are completed during the fall semester so that they can be used to inform budget development and resource allocation. Faculty completing PRPs can access various trainings to assist them in the process ([IIA-49](#)). Data utilized to support the comprehensive assessment include ([IIA-54](#))

- staffing and Full-time Equivalent Faculty (FTEF) counts;
- program data, which includes degree and certificate completion data and enrollment and efficiency trends;
- course success rates disaggregated by student demographic and equity category; and
- course attributes such as location and method of instruction.

As faculty complete their comprehensive review and plan, they consider their discipline's mission, program offerings, and resource needs; reflect upon their program learning outcomes and enrollment and efficiency trends; ensure that their courses align with the College's General Education/Institutional Learning Outcomes (GE/ILOs); analyze disaggregated student success rates; run and review student learning outcome (SLO) assessment reports; access labor market information (LMI) data; and review budget and expenditure reports ([IIA-6](#); [IIA-7](#); [IIA-8](#)). As part of the review, faculty identify program-set completion standards and stretch goals, as well as course success rate standards and stretch goals.

Once faculty complete the review sections of the PRP form, they use the information learned to identify three-year program goals and strategies for completing them. In the final step of the process, faculty complete a resource request form identifying needed human, technology, and other equipment resources to support the implementation of program plans. All PRPs are reviewed by department chairs and deans and then forwarded to IPC for peer review and feedback. Resource requests are initially prioritized within the division by deans and department chairs. Ultimately, a divisional prioritization list is produced and included as part of the institutional PRP prioritization process ([IIA-55](#); [IIA-56](#); [IIA-57](#)).

As an illustration of how the PRP process is used to improve courses and programs, the Emergency Medical Education (EME) program consistently uses data from both students and

the community to improve outcomes. For example, after a recent cohort completed their field internship, the program was contacted by a preceptor who advised that there were several students who struggled with exhibiting command presence on scene, understanding protocol, and demonstrating knowledge of pathophysiology. This led faculty to conclude that they needed to change educational practices, and they have accordingly begun addressing new methods in pedagogy and training. Additionally, the program addressed the need for paramedics in the region by assessing LMI data and utilizing local knowledge ([IIA-7](#)).

Professional Development

Professional Development (PD) is one of the many ways that faculty keep abreast of important advancements that affect student learning. It offers both full- and part-time faculty multiple ways to improve pedagogical practices. Some of these are a robust plenary, conferences, instructional courses, and multiple resources ([IIA-58](#)). Plenary, which is offered in both fall and spring and is open to all employees, is one of the most impactful PD opportunities of the year ([IIA-59](#); [IIA-60](#)). Each plenary includes 50-100 workshops. Participation has consistently increased. Over 300 employees have participated in the Zoom environment.

The Active Learning Leaders Conference is another notable PD opportunity. Each year the conference is attended by approximately 100 Palomar faculty members and 100 faculty members from across the country who engage in activities and conversation around effectively utilizing engaging teaching and learning strategies ([IIA-61](#); [IIA-62](#)).

Additional training opportunities are offered throughout the year covering multiple topics in pedagogy and assessment. For faculty who would like to learn through self-paced online courses, the PD Office has provided curated lists of online courses available to faculty through the PD Portal, which is part of the CCCC Vision Resource Center (VRC). The VRC contains over 8000 self-paced training opportunities and provides faculty with several statewide discussion communities specific to teaching and learning. The PD Office also provides a syllabus template that includes student support services information for faculty to integrate into their own syllabi and a Teaching Excellence website that features abundant resources for both faculty and students about effective teaching practices, college outcomes, and other relevant topics ([IIA-63](#)).

Analysis and Evaluation

The College has established mechanisms, processes, and resources that ensure the effective integration of curriculum development, planning, and review; program review; and institutional planning, including tying planning to budgeting processes. It has made exceptional efforts to ensure that its DE offerings uphold the standards of face-to-face courses. Participatory governance, professional development, and incentivized professional growth offer other opportunities to focus on improvement and innovation in pedagogy. Workflow and approval processes are clearly outlined to facilitate the efficient flow of information and adherence to *California Code of Regulations, Title 5*. These processes also involve representative members of full- and part-time faculty, staff, and administration, which provides for a diversity of input.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Faculty identify and regularly assess student learning outcomes (SLOs) for courses and certificate and degree programs. Course SLOs are part of the official Course Outline of Record (COR) maintained in curriQūnet META. Course and program SLOs are aligned and mapped to the College's General Education/Institutional Learning Outcomes (GE/ILOs) through Nuventive Improve, the College's database for tracking SLO and Service area outcomes (SAO) assessments ([IIA-64](#)).

The Curriculum Committee oversees the institutional process for identifying and assessing SLOs via the Learning Outcomes Subcommittee (LOSC), which facilitates the implementation of SLO assessment cycles for faculty, staff, and administrators, and provides training and workshops to support faculty implementing SLO assessment ([IIA-65](#)). The LOSC is comprised of two Student Learning Outcomes Assessment Cycle (SLOAC) Coordinators, who serve as co-chairs and receive release time for their service, three full-time faculty members, the curriculum specialist, and the accreditation coordinator ([IIA-66](#)).

In addition, the College designates an SLO facilitator for each department ([IIA-67](#)). SLO facilitators work with the LOSC and are charged with ensuring that all programs, certificates, and degrees are aligned and regularly assessed. SLO facilitators receive ongoing assessment training at least once per semester to mentor and support faculty within their department ([IIA-65](#)). For example, during the 2019-20 academic year, SLO facilitators and other faculty participated in workshops led by the Curriculum Committee faculty Co-Chair and Guided Pathways Pillar 1 Lead that helped them map their course SLOs to program outcomes and GE/ILOs. In December 2020, SLO facilitators were required to provide evidence of this mapping to the SLOAC Coordinators by posting GE/ILO mapping reports to the SLO facilitators Teams site ([IIA-68](#)).

Identification and review of course and program SLOs occur as part of the formal curriculum development, review, and approval process. SLOs are reviewed by the SLOAC Coordinators and approved by the Curriculum Committee as part of the course approval process. A similar process is completed when courses are examined as part of the five-year curriculum review cycle ([IIA-69](#); [IIA-70](#); [IIA-71](#); [IIA-72](#)).

Faculty are required to include course SLOs on all syllabi, which are shared with academic department assistants every semester in each instructional division. Syllabi are stored and can be accessed any time throughout the academic year. Department chairs are required to maintain current syllabi for all course offerings ([IIA-73](#)).

Faculty are to assess all course and program SLOs at least every three years, guided by the steps described on the Teaching Excellence website ([IIA-74](#); [IIA-75](#)). Once assessed, either faculty or department SLO facilitators enter the results of the assessment, including the need for action, into Nuventive Improve. The SLOAC Coordinators run reports regularly and meet individually with each department SLO facilitator to assist them in ensuring that faculty are assessing and taking action to improve assessment results when needed ([IIA-76](#)).

Faculty discuss the use of SLO assessments in department meetings, professional development (PD) workshops, and through the Program Review and Planning (PRP) process. During the PRP process, faculty describe their overall program and course learning outcomes, explain how they relate to the certificate/degree program in which they are embedded, discuss how they are assessed, and identify plans for improvement ([IIA-6](#)). Certain programs, like the Police Academy, integrate outcomes with state expectations ([IIA-77](#)). Program outcomes are reviewed during the PRP process to ensure that they capture the essential knowledge, skills, and abilities needed to earn the certificates and degrees awarded within each discipline.

Programs are asked to summarize major findings of their course SLO assessments and identify improvements made to programs directly related to those findings. For example, while the Earth Science Department's 2018-19 SLO data showed that students were meeting assessment goals, further examination of the data suggested bimodal distribution of grades with an almost equal number of students receiving A/B and D/F grades. To address this issue, the Department implemented a program that offered reinforcement of course concepts tailored to individual skill and knowledge levels, which helped increase student success rates ([IIA-78](#)).

In 2019-20, the Child Development Department encountered difficulty in measuring student attainment of course SLOs due to students dropping courses mid-semester. To encourage student retention and program efficiency, the Department streamlined their curriculum by eliminating some courses and aligning core content into existing courses, which shortened the path to completion and allowed for courses to better meet the career and academic needs of their students ([IIA-79](#)).

Analysis and Evaluation

The College has processes in place and provides significant resources to identify and assess SLOs for courses, programs, degrees, and certificates. Course SLOs are listed on official CORs and syllabi. Faculty and discipline experts are designated to identify and assess SLOs as part of a three-year cycle that is overseen by the Curriculum Committee, LOSC, and SLO facilitators to ensure that all outcomes are regularly assessed. Results of outcomes are integrated into the PRP process.

While faculty engage in regular cycles of assessment, the College has identified areas that call for improvement. The coordination and oversight of SLO identification and assessment for more than 1600 courses and 250 programs requires a well-structured and efficient process. Currently, course and program SLOs are identified in curriQūnet META, but they also appear in the Nuventive Improve database where assessment information is tracked and stored. This is problematic because the two systems are not integrated, which means that information must be entered into both. This has led to inconsistencies and redundancy.

Furthermore, technical issues related to the College's configuration of Nuventive make it difficult to identify and remove courses for tracking and reporting purposes. This is problematic for courses that have not been offered in the last three years, either due to the pandemic or course and program revisions. Throughout 2020-21, the LOSC and SLO facilitators have worked with faculty to ensure accurate reporting of course SLOs within Nuventive. As course SLOs are mapped to program SLOs, this will allow for accurate and thoughtful assessment of program SLOs moving forward.

These challenges indicate that the College needs to more thoroughly evaluate its technology infrastructure to support the implementation of its SLO assessment cycles, structures, and

processes to better support authentic assessment. As part of this evaluation, the College is examining the possibility of using a single system for documenting, assessing, tracking, and evaluating SLO assessment activities. A system that includes automated notification and follow up for assessment would improve the management process, leaving more time for SLOAC Coordinators to focus on supporting authentic assessment.

Navigation, organization, and presentation of training materials and information on the Teaching Excellence website will be organized and improved. In addition to the review of technology, the College is examining the structures in place to support and facilitate the SLO assessment cycles, with the intent of streamlining practices, improving the tracking of progress, ensuring ongoing training for faculty, and integrating approaches to assessment that address student equity.

Improvement Plan #1 describes the College's plan for improving its SLO assessment process. It appears at the end of Standards I.B and II.A.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Most previous pre-collegiate level courses were eliminated in response to California Assembly Bill (AB) 705, which requires colleges to maximize the probability that students will complete transfer-level math and English coursework within their first year. In response to the legislation, the College formed an AB 705 Subcommittee, under the purview of the Student Success and Equity Council (SSEC), which is comprised of instructional faculty in departments impacted by AB 705, along with classified staff, students, and Confidential and Supervisory Team (CAST)/managerial representatives. The AB 705 Subcommittee examines pedagogy as it relates to student success in math, English, and English as a Second Language (ESL), and evaluates ongoing research connected to AB 705 ([IIA-80](#); [IIA-81](#); [IIA-82](#)).

The English, Humanities, and Reading Department, for example, now offers a two-unit corequisite course (English 49) to supplement its transfer-level English 100 course. The ESL Department moved to a fully accelerated academic path that guides ESL students through transfer-level English within two years ([IIA-83](#); [IIA-84](#)). The Math Department also offers supplemental courses to support students moving directly into transfer-level coursework. A comprehensive evaluation of the implementation of changes made in response to AB 705 showed significant increases in the number of students completing transfer-level math and English in their first year. However, disaggregated data revealed that while all equity groups showed an increase in completion of math and English requirements in their first year, disproportionate impact across some categories still exists. [Quality Focus Essay Project #1](#) addresses completion of transfer-level math and English ([IIA-85](#); [IIA-86](#)).

The College offers a limited number of stand-alone pre-collegiate level courses, and all offerings exist with the goal of preparing students for college-level curriculum. The Chemistry Department, for example, offers CHEM 10: Chemistry Calculations, a one-unit pass/no pass course that focuses on the basic calculation skills needed for successful performance in CHEM 100, 110, and 115. The Disability Resource Center (DRC) offers several pre-collegiate level courses that help students with disabilities prepare for college level work. These include DR 15: English Essentials for Students with Disabilities, DR 40: Adapted Computer Skills, and DR

41: Advanced Adapted Computers for Students with Disabilities ([IIA-87](#)). The College also maintains a College Prep noncredit program at the Marine Corps Base Camp Pendleton (CPPEN) campus that includes a language arts and math class. The program helps military students pass the Test of Adult Basic Education (TABE) needed to access educational benefits and transition to college ([IIA-88](#)).

Analysis and Evaluation

The College has taken transformative steps in response to AB 705. It has streamlined and improved the assessment process to ensure that all students can enroll in a transfer-level English or math course and has eliminated most of its pre-collegiate level course offerings, instead creating additional avenues of support (like corequisite courses) for its transfer-level courses. It continues to monitor student performance in these courses and is developing additional strategies to ensure equitable completion of math and English coursework for all students. All precollegiate-level curriculum that is offered is fully vetted and geared specifically toward preparing students to succeed in college level coursework.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The curriculum review and approval process ensures compliance with ACCJC requirements and federal and state standards, including *California Code of Regulations, Title 5* policies, as codified in Board Policies (BPs) and Administrative Procedures (APs) that address degrees and certificates, curriculum development, program review, and program viability:

- BP/AP 4020 Program, Curriculum, and Course Development ([IIA-23](#); [IIA-24](#))
- BP/AP 4021 Program Development, Revitalization, and Discontinuation ([IIA-9](#); [IIA-10](#))
- BP/AP 4022 Curricular Matters ([IIA-25](#); [IIA-26](#))
- BP/AP 4025 Philosophy and Criteria for Associate Degree and GE ([IIA-89](#); [IIA-90](#))
- BP/AP 4100 Graduation Requirements for Degrees and Certificates ([IIA-91](#); [IIA-92](#))

Requirements for AA/AS degrees are 60 units, with an appropriate number of major courses and transfer patterns. The requirements for associate degrees for transfer (AA-T, AS-T) are developed in conjunction with faculty from California community colleges and California State Universities (CSUs), though the College also articulates and partners with several institutions outside of that framework. Requirements for certificates of achievement as prescribed by the California Community Colleges Chancellor's Office (CCCCO) are 16 units or more or 8-15 units. CSU and Intersegmental General Education Transfer Curriculum (IGETC) patterns are identified in the catalog ([IIA-93](#)). The College uses the Carnegie unit and has developed course sequencing procedures reflected in the Palomar Pathways Mapper ([IIA-94](#); [IIA-20](#)). Faculty proposing new courses and course changes must identify the semester that each course should be taken according to a two-year plan. Two-year plans are published and made available as maps that students can use to plan their class schedules.

The catalog explains the College's course numbering system, which has been effective since 1990 ([IIA-95](#)):

- 1-49: Remedial or college preparatory courses that do not apply toward an associate degree and are not intended for transfer to another community college or four-year college or university.
- 50-99: Courses that apply toward an associate degree but are not intended for transfer to a four-year college or university.
- 100-299: Courses that count toward an associate degree and/or are intended for transfer to a four-year college or university. Freshman-level courses are generally given numbers from 100-199 and sophomore-level courses are generally given numbers from 200-299.
- 700-799: Apprenticeship courses that may apply toward certificate and associate degree requirements.

The College has aligned its courses with C-ID, a supranumbering system developed to ease transfer and articulation in California's higher education institutions. The C-ID designation is important because it allows faculty from various institutions to use a common notation to identify courses equivalent for transfer. By providing a common numbering system, communication regarding appropriate length, breadth, depth, and rigor of courses is more effectively conveyed and outcomes are more easily achieved.

Programs adhere to the California Community Colleges *Program and Course Approval Handbook*, which outlines the appropriate unit values and level of courses that may meet program completion requirements ([IIA-96](#)). The program approval process requires approval of programs by department chair, division dean, vocational dean (for Career Technical Education [CTE] courses), Articulation Officer, learning outcomes coordinator, technical review, Curriculum Committee, Instructional Planning Council (IPC), Faculty Senate, Governing Board, CCCCCO, and ACCJC (if applicable) ([IIA-12](#)).

Full-time faculty propose curriculum in curriQūnet META and add appropriate part-time faculty as co-contributors. Both full- and part-time faculty collaborate on SLO creation and assessment. The Curriculum Committee and Faculty Senate include voting members who approve curriculum as part of the approval process ([IIA-29](#)). The CTE Dean works alongside the San Diego and Imperial Community College Regional Consortium, which reviews and approves all CTE proposals for new programs after considering labor market information (LMI) data and ensuring that areas in the region are not negatively impacted by oversaturation of program offerings ([IIA-97](#)). The above processes are outlined on the Curriculum website ([IIA-98](#)).

Each course and program goes through an extensive review process. At the course and program development stage, both receive approval by division representatives (chair, dean), Articulation Officer, SLOAC Coordinators, DE Coordinator (if applicable), technical review, and Curriculum Committee. The Curriculum Committee evaluates each course for placement in the local CSU and IGETC patterns, and the Articulation Office submits courses for approval in the CSU and IGETC patterns in accordance with relevant guidelines for General Education (GE) transfer patterns ([IIA-99](#); [IIA-100](#)).

Resources and training related to curriculum are provided to faculty, staff, and administrators. The curriculum training includes certification for local approval, drop-in sessions, Curriculum

Committee discussions, a local curriculum institute, and a website with state and local resources ([IIA-101](#); [IIA-102](#); [IIA-103](#); [IIA-13](#); [IIA-104](#); [IIA-105](#); [IIA-106](#); [IIA-107](#); [IIA-108](#); [IIA-32](#)).

Analysis and Evaluation

The catalog provides information about all degrees and certificates available to students. Information about units, prerequisites, and GE are found in the printed and online catalog. All degree and certificate programs go through the curriculum approval process where department chairs, deans, the Articulation Officer, Technical Review Subcommittee, and Curriculum Committee review new degrees and certificates, or changes to those that already exist. This process ensures that all AA/AS degrees include a minimum requirement of 60 units and helps to ensure breadth, depth, rigor, time to completion, and synthesis of learning.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College fields a comprehensive offering of classes each semester that account for times and modalities that provide students with options and flexibility. In addition to standard 16-week courses, the College also offers eight-week fast-track, late-start, and Saturday classes. Summer session offerings include an array of four-, six-, and eight-week classes, both in-person and online. A winter session also provides students with additional options and flexibility ([IIA-109](#)).

The scheduling process, which involves collaboration among Instructional, Student, and Fiscal Services begins with a review of enrollment, efficiency, and completion goals that are set by the Strategic Enrollment Management (SEM) Team in alignment with the California Community Colleges Chancellor's Office (CCCCO) Student-Centered Funding Formula (SCFF). The SCFF bases general apportionments on enrollment, the number of students receiving financial aid, and student success/completion ([IIA-110](#)). The SEM Team recommends how many faculty resources (Full-Time Equivalent Faculty [FTEF]) can be utilized for scheduling given past enrollment trends and projections of future need. These are based on the principles and action steps of the SEM Plan, a comprehensive plan that focuses on optimizing enrollment, increasing completions, and balancing course scheduling with budgetary constraints ([IIA-111](#)).

Once enrollment management goals are set, deans and faculty review student success, completion, and past enrollment data. When considering time-to-completion, deans and department chairs review program rotations as the basis for a two-year schedule. This rotation provides a framework for both full- and part-time students to complete degree or transfer requirements in a timely manner ([IIA-112](#)). Discussion involves consideration of alternative scheduling, including courses to be offered off-campus, in the evenings, online, in four- and eight-week sessions, and through dual enrollment.

Additional flexibility is provided by the variety of offerings available to students outside the main campus, including the sites at Marine Corps Base Camp Pendleton (CPPEN), Escondido, Fallbrook, and Rancho Bernardo, as well as the community outreach sites and local high schools. For example, the Business Department recently worked closely with CPPEN to consider student demographics and needs and to create a plan for students to efficiently complete the Associate in

Science for Transfer (AS-T) degree in two years. CTE programs utilize clear plans with course rotations to ensure that courses required for completion are offered regularly ([IIA-113](#)).

As deans and departments develop the schedule, the courses and number of sections to be offered are entered into Course Offering Management and Enrollment Toolkit (COMET), a data entry tool developed by the College that includes the enrollment and efficiency targets and the term's FTEF allocation. The tool tracks and compares FTEF assigned to the target allocation with projected enrollment and efficiency, which allows division deans to closely monitor whether planned sections are within the FTEF allocation and ensure that the combination of section offerings can produce enrollments and completions to meet goals ([IIA-114](#)).

The College has worked collaboratively with administration, faculty, staff, and students to clarify students' paths through the development of meta majors and the Palomar Pathways Mapper, which provides students with degree and certificate maps to show a course-taking sequence that can be completed in two years or less ([IIA-20](#); [IIA-115](#); [IIA-116](#)). The Mapper allows students to review certificate and degree program maps that show a semester-by-semester course plan from start to finish. Students can view information on occupations, careers, salaries, and the demand for workers in chosen fields.

The maps represent one possible pathway to completion, and students are always encouraged to see a counselor to create a personalized education plan to meet their needs. Part-time students can use the tool to plan out a longer trajectory for completion. Each interactive map includes prerequisite information, General Education (GE) requirements, and relevant career information. The maps will be used by faculty and counselors to help advise students and will help the College ensure that courses are offered on regular rotations to allow for timely completion of programs. Maps will be updated annually to ensure currency.

Additionally, the College is working with California State University San Marcos (CSUSM) to develop a program mapper that extends into the four-year degree completion so that students can see the path to a bachelor's degree ([IIA-117](#)). [Quality Focus Essay Project #3](#) identifies a plan for institutionalizing the Palomar Pathways Mapper and creating student support teams with the goal of decreasing time to completion.

Analysis and Evaluation

The College practices strategic enrollment management and course scheduling that provide students with options and flexibility in meeting their degree and transfer requirements. It has taken important steps to help students complete degrees and certificates through the creation of meta majors, a degree/certificate mapper, and intentional scheduling that ensures that students can complete a certificate, AA/AS degree, or transfer degree within two years. These tools provide students with clarity as they navigate their degree paths and other educational plans.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College monitors and addresses the changing needs of its community and student population through various levels of planning, such as Strategic Enrollment Management and the Program Review and Planning (PRP) process ([IIA-111](#); [IIA-49](#); [IIA-118](#)). To effectively meet the educational needs of its diverse student population, the College offers in-person, hybrid, and fully online courses in traditional semester-length, eight-week, six-week, and four-week formats throughout the year. It also offers abundant and varied learning support services, including services designed to assist low income and first-generation students, and those from the College's student equity groups.

The implementation of new courses and programs is done through the Curriculum Committee, with the Distance Education (DE) Subcommittee playing a key role in evaluating DE courses and practices. All faculty who teach online are required to demonstrate training in best practices in online education in alignment with Administrative Procedure (AP) 4105 Distance Education, which contains guidelines for substantive interaction, student authentication, course quality and accessibility standards, and other relevant matters ([IIA-39](#)). The College's self-designed training course used to credential faculty for teaching online, Palomar Online Education Training (POET), includes training in the use of the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric, which was developed collaboratively by institutions across California to identify optimal course design standards for online learning.

Further training is provided via the @ONE's Peer Online Course Review ([IIA-119](#); [IIA-120](#); [IIA-121](#)). With the help of a grant, a dozen faculty were selected to take an extensive course review training focused on ensuring that all courses offered as part of the OEI promote student success and meet existing regulatory and accreditation requirements. Trained faculty members subsequently became peer reviewers and reviewed the courses of fellow faculty to help them meet the standards of the rubric. The DE Subcommittee is dedicated to continuing this process even after grant money has been exhausted ([IIA-122](#)). The Faculty Senate also works closely with the Associated Student Government (ASG) to review practices related to online learning and discuss responses to feedback received from students via surveys conducted by ASG ([IIA-123](#)).

To assess the effective use of delivery modes and teaching methods, individual programs use the PRP process to analyze course success and retention rates disaggregated by student demographic and equity category (e.g., gender and ethnic designation, veterans, foster youth). Success and retention data are further disaggregated by course attribute, such as delivery method and location. In their PRP documents, faculty also list best practices they are implementing to address student success in Distance Education (DE) courses ([IIA-124](#)). New program proposals go through a process that includes discussions with academic deans and faculty, along with the use of data to determine need. These discussions have led to the development of new methodologies and course offerings to better meet the needs of students ([IIA-12](#); [IIA-29](#)).

Through an evaluation and understanding of their student population, several departments have developed programs to meet the needs of working and part-time students and accelerate program completion ([IIA-109](#)). The ESL Department, for example, has reworked a sizable portion of its

curriculum to help students move more quickly into transfer-level coursework ([IIA-84](#)). Other departments, such as Child Development, have created short-term courses introducing the field and providing expectations for program completion and career pathways ([IIA-125](#)). The Math Learning Center's in-person, self-paced coursework is another example of the College's flexible options ([IIA-126](#)).

Another way faculty assess the effectiveness of their delivery modes and teaching methodology is through intensive professional development opportunities. Beginning in 2019-20, through a regional Strong Workforce Program (SWP) Faculty Institute, the College began offering cohort-based Professional Development (PD) opportunities where faculty review enrollment and success data specific to the courses they teach. Faculty examine enrollment and course success rates disaggregated by student demographic and equity categories and course attributes, including method of delivery and session type (e.g., full semester, fast-track, online, etc.). They meet individually with the Office of Institutional Research and Planning (IR&P) to review and discuss their data and then reflect upon how their practices and class policies may be related to student performance, and with each other to discuss their findings and reflections. Ultimately, each faculty member creates an action plan designed to increase enrollment and student success across specific student group categories and/or course types ([IIA-127](#); [IIA-128](#)).

Learning support services for students are abundant and varied. The College offers tutoring in most subject areas at its main campus and off-campus sites and centers. Where such in-person tutoring is not feasible, students have free access to online tutoring through NetTutor, a web-based service that provides live on-demand tutoring 24 hours a day. Some disciplines, like Math, use embedded tutoring as well. Beyond tutoring, the College offers a wide array of learning support activities. For example, skillshops, which include Student Success Workshops, cover topics like stress management, mindfulness, motivation, and test-taking strategies ([IIA-129](#); [IIA-130](#); [IIA-131](#)).

Learning support services are assessed through the PRP process. For example, tutoring services are discussed and evaluated through the PRP process and through the Tutoring Committee, a Faculty Senate committee comprised of faculty and administrators. Tutoring programs have evaluated how tutoring services affect success and retention for both general tutoring and in specific areas, such as in the STEM Center. These discussions have helped in the development of support throughout the campus and have been instrumental in helping the College identify ways that tutoring services can be improved to best meet the needs of students. In response, the College has begun planning a tutoring services consolidation on the San Marcos campus. This will make tutoring services more efficient, easier to access, and easier to track and assess (see [Standard II.B.1](#) for further explanation).

Another way the College supports its diverse student body through different delivery modes, teaching methodologies, and learning support services is through programs, such as Umoja and Puente, that are specifically designed for traditionally underserved student populations ([IIA-132](#); [IIA-133](#)). These programs partner with instructional units to offer learning communities specifically tailored to the student population. Other programs, such as Veterans Services, Extended Opportunities, Programs, and Services (EOPS), and Athletics, provide wrap-around services including instructional support ([IIA-134](#); [IIA-135](#); [IIA-136](#)). The Disability Resource Center (DRC) offers counseling, test accommodation, interpreting services, adaptive equipment, tutoring, and more for students with disabilities ([IIA-137](#)). Each program described offers its support in person and online to ensure that students have equitable access.

An example of a program that provides tailored teaching methodologies and student support is the College's award-winning Transitions program. This program helps formerly incarcerated students transition from the California criminal justice system into the College and the communities where they live. It provides these students with resources to navigate their chosen field of study, reintegrate into the community, and become successful, lifelong learners ([IIA-138](#); [IIA-139](#)). In 2018, the College introduced the first for-credit college classes at the Vista Detention Facility in a pioneering partnership with the San Diego County Sheriff's Department. Classes offered range from English Composition and Reading Skills to Sociology and Statistics/Behavioral Sciences courses.

Finally, one of the most significant ongoing efforts to address the ever-changing needs of students is building an antiracist culture through a wide array of Diversity, Equity, and Inclusion (DEI) initiatives. To support this work, the Faculty Senate has established a new subcommittee, the Diversity, Equity, and Cultural Competence Subcommittee, and new PD offerings such as "Decolonizing the College Syllabus," "Equitizing the Curriculum," and "Grading for Equity" have been offered for faculty. These initiatives provide the College with tools to address the diverse and changing needs of students.

Analysis and Evaluation

The College has developed a wide variety of course schedules and delivery modes to accommodate students, and it provides learning support through tutoring and other services. All faculty must be certified to teach online, and DE courses must undergo a rigorous development and approval process before being included in the curriculum. Faculty have worked to investigate and implement changes to pedagogy that adapt to the needs of students and are supported by the offerings of the PD Program. Students have access to tutoring both in person at the College's locations and online. A campus-wide coordination of skillshops provides extra layers of learning support in ways not specifically provided through tutoring or instruction. Ongoing DEI initiatives are helping to ensure that equity is at the forefront of all work done at the College.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

In December 2019, the College approved Board Policy (BP)/Administrative Procedure (AP) 4235 Credit for Prior Learning, which ensures unbiased protocols to evaluate students' prior learning ([IIA-140](#); [IIA-141](#)). AP 4235 cites alternative methods available to students for obtaining college credit for a course by exhibiting proficiency using a variety of approved methods, including evaluation of Joint Service Transcripts, industry-recognized credentialing, student-created portfolios, College-Level Examination Program (CLEP) tests, locally developed credit by examination results, or achievement of a satisfactory score on Advanced Placement (AP) or International Baccalaureate (IB) exams. Prior Learning assessment is performed according to a specified grading policy, and each student's academic record is clearly annotated to reflect that credit was earned by assessment of prior learning with the assessment method transcribed ([IIA-142](#)). All information pertaining to Credit for Prior Learning (CPL) procedures can be found on the College website ([IIA-143](#)).

Palomar received a \$100,000 mini grant from the California Community Colleges Chancellor's Office (CCCCO) Success Center in 2019 to be the pilot college in the CPL initiative and to lead the state in becoming the first out of all 116 California community colleges to begin awarding credit for prior learning, which now encompasses Credit by Exam, AP, IB, and CLEP. Part of the College's scope of work on this project was to document its processes and deliver its tools and methods to the Success Center. Palomar's work was then distributed to the other 115 colleges in a CPL Toolkit ([IIA-144](#); [IIA-145](#)). CPL was noted on Palomar transcripts beginning in spring 2021.

Departments must agree to offer a course via CPL and determine the assessment method to be used. This is then reviewed and approved by the faculty discipline expert, department chair, CPL Coordinator, and Articulation Officer. The agreement is documented on a CPL Eligibility Approval Form, citing ACCJC policy standards for CPL ([IIA-146](#)). The College has institutionalized a rubric template for departments to ensure that fair and equitable nonbiased assessment is being conducted for each student ([IIA-147](#)). The CPL website includes several steps faculty must undergo to approve a course for CPL. These steps ensure that student learning outcomes (SLOs) reflect the knowledge, skills, and abilities a student is expected to demonstrate via prior learning assessment.

In fall 2021, the College will hold its first ever graduation for the Military Leadership Program, which is registered with the Division of Apprenticeship Standards (DAS). In addition to their coursework, the graduating class received credit for prior learning for their completion of Sargent School. They also received work experience credit based on their rank and prior experience in leadership positions. Articulation agreements are in place with National University and Arizona State University for their bachelor's programs in Organizational Leadership. Palomar's Military Leadership Program provides students who are also members of the military with an opportunity to earn a certificate or associate degree that sets them on a path toward a bachelor's degree ([IIA-148](#)).

The College does not use other department-wide course or program examinations.

Analysis and Evaluation

The College has been a leader among its peers in awarding CPL and has developed policies and procedures to recognize CPL in a variety of ways. Faculty, staff, and administration work collaboratively to ensure that the awarding of CPL is reliable, nonbiased, and equitable. Eleven students are slated to graduate from the College's inaugural year of the Military Leadership Program in fall 2021.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College follows established Board Policies (BPs) and Administrative Procedures (APs) governing the awarding of course credits, degrees, and certificates, including BP/AP 4020 Program and Curriculum Development and BP/AP 4025 Philosophy and Criteria for the

Associate Degree and General Education ([IIA-23](#); [IIA-24](#); [IIA-89](#); [IIA-90](#)). The College has identified student learning outcomes (SLO's) and integrated assessment methods for its courses and programs. Course and program descriptions and SLOs, course objectives, and other relevant information are publicly available in the web-based curriculum management system curriQūnet META, a tool widely used by colleges and universities throughout the country for the management of curriculum. Instructors are required to include course SLOs on their syllabi, and faculty use SLOs to develop appropriate assessment methods and grading procedures for each course ([IIA-149](#)).

The College provides extensive faculty training and resources on ensuring the alignment of course SLOs objectives to specific course activities and assignments that are designed to assess students' ability to meet course and program learning outcomes ([IIA-63](#); [IIA-150](#)). It also provides instructors with access to the California Virtual Campus-Online Education Initiative (CVC-OEI) Design Rubric, which establishes standards relating to course design, interaction, collaboration, assessment, learner support, and accessibility ([IIA-43](#)). Course credit is awarded based on the attainment of course learning outcomes, which are aligned to program outcomes using the Nuventive Improve assessment software to ensure that students who achieve the course requirements for a certificate or degree also meet the program's learning outcomes.

AP 4020 and AP 4025 ensure that the criteria for awarding course credit, degrees, and certificates reflect generally accepted equivalencies in higher education ([IIA-23](#); [IIA-24](#); [IIA-89](#); [IIA-90](#)). The College awards AA and AS degrees to students who have completed the subject requirements for graduation and who have maintained or exceeded a 2.0 grade point average in the subjects attempted. Students must also complete the general education residency and competency requirements set forth in *California Code of Regulations, Title 5*. Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 16 or more semester units, or 24 or more quarter units of degree-applicable coursework designed as a pattern of learning experiences that develop certain capabilities that may be oriented to career or general education goals ([IIA-91](#)).

All courses use the grading system established by *California Code of Regulations, Title 5*, which is published in the catalog and class schedule and is made available to students. The College uses the Carnegie unit (hours per unit chart) ([IIA-94](#)).

Analysis and Evaluation

The College awards course credit, degrees, and certificates based on attainment of defined SLOs that are regularly reviewed and aligned. The processes of program, curriculum, and institutional review ensure that credits are awarded to students based on their meeting the stated SLOs. Units of credit awarded reflect generally accepted norms or equivalencies in higher education, in accordance with established Governing Board policies and procedures.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Articulation is supported by Board Policy (BP)/Administrative Procedure (AP) 4050 Articulation to ensure that completed courses satisfy college or university transferability standards and General Education (GE) breadth and/or major preparation. Articulation policies and agreements maximize the student experience, minimize the loss of units, increase transfer readiness, and identify partnerships that are advantageous to the College ([IIA-151](#); [IIA-152](#)).

The College and its institutional articulation partners negotiate course-to-course, preparation for major, and GE articulation agreements as appropriate and advantageous to the College. Equivalency standards are jointly agreed upon in writing by the articulation officers and faculty from the appropriate department/program of each institution (community college, extension programs, international programs, out-of-state programs, private universities) ([IIA-153](#)).

The Articulation Officer facilitates the development of GE curricula for the consideration and approval of the Curriculum Committee and intersegmental four-year partners and is responsible for facilitating periodic review of Credit for Prior Learning (CPL) processes that are governed by BP/AP 4235 Credit for Prior Learning ([IIA-140](#); [IIA-141](#)). As of spring 2021, students are now using the College's CPL petition eForm and earning CPL credits that appear on their transcripts ([IIA-142](#)).

The Articulation Officer also reviews and monitors external exam acceptance policy in coordination with California State University (CSU) System Wide External Exam Policy, the University of California (UC) AP and Exam Credit policy, and AP 4236 Advanced Placement Credit. The Articulation Officer monitors articulation agreements with four-year partners and updates accordingly, and also provides guidance and recommendations in curricular design and planning to ensure transfer readiness.

The Articulation Officer is a standing member of the Curriculum Committee and co-chairs the GE Subcommittee with the Curriculum Committee Faculty Co-Chair to provide expertise in intersegmental GE outcomes. They also support faculty in the development and maintenance of transfer curricula and the Associate Degree for Transfer (ADT) and attend departmental meetings to discuss programmatic design.

The catalog provides students with clearly stated transfer-of-credit policies and information relating to articulation, transfer of credit from other institutions, CPL, associate degrees for transfer, and transfer planning. Students interested in transferring credit within the California public college and university system are referred to ASSIST, the official online articulation site for the state's public higher education systems. Students may access this information through the Articulation website ([IIA-154](#); [IIA-155](#); [IIA-156](#); [IIA-157](#); [IIA-158](#); [IIA-159](#); [IIA-160](#); [IIA-161](#); [IIA-162](#); [IIA-163](#)).

Analysis and Evaluation

The College maintains BPs and APs pertaining to transfer of credit and articulation to ensure that it meets all required standards, facilitates timely degree attainment for students, and reduces loss of credit and repetition of coursework. The Articulation Officer oversees the transfer and articulation process and communicates regularly with faculty, staff, and administration to ensure that all necessary information is disseminated throughout the campus community. Articulation agreements and external exam policies are made available to students through the College's catalog and website.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College maintains General Education/Institutional Learning Outcomes (GE/ILOs) that set the standard for all programs and are included in the college catalog ([IIA-21](#)). GE/ILOs represent a set of abilities and qualities students should attain when earning either a degree or certificate from the College ([IIA-22](#)). These outcomes are aligned to course and program learning outcomes and are assessed and analyzed at the institutional level. The College currently assesses four ILOs, which apply to courses or programs, whether certificate, transfer, or degree program options: 1) Communication, 2) Computation, 3) Creative, Critical, and Analytical Thinking, and 4) Community, Multicultural/Global Consciousness and Responsibility.

General Education Learning Outcomes apply to courses with degree program options and are subsets of ILOs. They consist of the four ILOs listed above, along with two additional outcomes: 1) Foundational Knowledge of Discipline and 2) Integrative Learning (e.g., learning communities, service learning, engagement through the arts).

These GE/ILOs provide the framework for the College's General Education (GE) requirements and program learning outcomes. Courses in the GE pattern include specific learning outcomes approved by the Curriculum Committee that align to respective GE/ILOs ([IIA-99](#)). Course and program outcomes are reviewed and aligned to the College's GE/ILOs using Nuventive Improve. Faculty analyze GE/ILO alignment to course and program outcomes, as well as student performance, through the PRP process ([IIA-164](#); [IIA-165](#)). PRP reports require faculty to respond to the following questions:

- How do the courses in your discipline support General Education/Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
- Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Processes are in place to ensure that faculty are continually mindful of learning outcomes and are actively engaged in maintaining their quality and currency.

GE/ILO assessment follows a three-year cycle that includes the assessment of at least two outcomes each academic year ([IIA-166](#)). The Learning Outcomes Subcommittee (LOSC) determines the best research method for each GE/ILO assessment (survey, embedded test questions, etc.) and shares the method with the Curriculum Committee. Student Learning Outcomes Assessment Cycle (SLOAC) Coordinators reach out to disciplines that have been identified as mapping to the selected outcome to garner an appropriate sample of students for assessment. Faculty teaching courses mapped to the GE/ILO of interest conduct assessments and share the results with the Office of Institutional Research and Planning (IR&P), who analyze the data (which are disaggregated by specific variables of interest such as units completed) and prepare an initial report.

IR&P shares the initial report with the SLOAC Coordinators and conclusions are discussed in the Faculty Senate, Curriculum Committee, and governance councils ([IIA-167](#)). Action items are taken to appropriate groups (such as Faculty Senate, Guided Pathways etc.). Multiple rubrics and tools have been created to assist faculty in participating in GE/ILO assessments. Every GE/ILO (except Foundational Knowledge of Discipline) has a rubric for defining the outcome and measuring student learning.

Analysis and Evaluation

The College maintains a structured process that hierarchically aligns the Mission, GE/ILOs, program learning outcomes, and SLOs for each course. These institutional, program, and course outcomes are all designed to focus on cultivating student competency in areas of communication, information, quantitative reasoning, analytic inquiry, ethical reasoning, diverse perspectives, and other areas specific to individual programs.

While the College's GE/ILO assessment process has been successful in meeting ACCJC requirements, it is challenging to administer. When each GE/ILO comes up in the cycle for assessment, SLO facilitators must identify the courses mapped to the GE/ILO and request faculty participation in the assessment. The College is currently reviewing the process and structure for managing SLO and GE/ILO assessment at all levels by examining the technology used to house information and considering ways to integrate information across areas into one space (website, shared drive, etc.). It is also transitioning from assessments of one or two GE/ILOs per year to continuous assessment by incorporating GE/ILO rubrics into Canvas, the College's Learning Management System, and tying them to course assignment/projects in order to simplify faculty participation and ensure that assessment is ongoing rather than cyclical.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College's philosophy of General Education (GE) is codified in Board Policy (BP) 4025 Philosophy and Criteria for Associate Degree and General Education, which states that students who earn an associate degree at the College must

- develop a critical understanding of ethnic, racial, and cultural diversity and be able to participate in a multicultural society;
- think critically and communicate clearly and proficiently through oral, written, and visual expression;
- apply and use mathematics in the curriculum in multiple modalities to quantitatively reason within written and oral communications;
- provide diverse understanding and modes of inquiry of the major disciplines;
- develop an appreciation for the value of ethics, integrity, honesty, self- management, and the welfare of others; and
- advance awareness of students' own capabilities and growth by means of self-reflection and self-validation.

This philosophy informs course development and aligns with California State University (CSU), Intersegmental General Education Transfer Curriculum (IGETC), and AA and AS patterns ([IIA-89](#); [IIA-90](#)). According to BP/Administrative Procedure (AP) 4025 Philosophy and Criteria for Associate Degree and General Education, the associate degree at Palomar College consists of a minimum of 60 semester units that include 18 units of general education, and competency in multicultural consciousness, mathematics, health and fitness, and American history and institutions/California government. The associate degree is awarded to students who demonstrate proficiency in communication; computation; creative, critical, and analytical thinking; and community, multicultural/global consciousness, and responsibility. In addition, students graduating with an associate degree must complete at least 18 semester units in an associate degree major listed in the catalog. Of the total required semester units, at least 12 must be completed in residence at the College.

The College relies on faculty expertise in determining the appropriateness of each course for inclusion in the GE curriculum based upon student learning outcomes (SLOs) and competencies appropriate to the degree level ([IIA-23](#); [IIA-24](#)). All AA and AS degree requirements for academic and career technical programs include a GE component of at least 18-30 units ([IIA-93](#)).

The decision about whether a course will be included as GE begins with discussion within an individual department or discipline and is based on an examination of the SLOs for the course, course objectives, and the breadth of content. Each course originator must complete the relevant paperwork regarding GE within curriQūnet META, which assures a consistent process in the development of CORs and of the courses themselves. Faculty originators may choose which GE area the course satisfies; the Articulation Officer discusses with the originators whether the course will meet the desired GE or other requirements and recommends any necessary changes so that the course meets the guidelines; and the originator makes the changes to the course. The course continues through the review and approval process, which includes the department chair, discipline content specialist (if applicable), division dean, Curriculum Committee, Faculty Senate, and Governing Board ([IIA-168](#)).

The GE Subcommittee, which reports to the Curriculum Committee and is co-chaired by the Curriculum Committee faculty co-chair and Articulation Officer, is responsible for affirming the College's GE philosophy, adhering to BP/AP 4025, and evaluating GE requirements. It also makes recommendations for GE changes in consideration of *California Code of Regulations, Title 5*, Section 55063, the CSU Guiding Notes for General Education Reviewers, and IGETC Standards ([IIA-89](#); [IIA-90](#)). The Curriculum Committee also includes a subcommittee that reviews courses submitted to fulfill the Multicultural Requirement for AA and AS degrees.

Using an antiracist framework, in 2020-21 the GE Subcommittee led efforts to revise BP/AP 4025 in order to address long-standing barriers that have oppressed historically marginalized groups. These efforts have helped ensure that the College's GE philosophy and associate degree reflect its commitment to diversity, equity, and inclusion. The College has adopted a new CSU Ethnic Studies lower division GE requirement in response to California Assembly Bill (AB) 1460 ([IIA-169](#)). The CSU Ethnic Studies competencies established in response to AB 1460 will be institutionalized, as a large percentage of the student population must complete this requirement. Further discussions include adopting the core competencies as institutional outcomes to be assessed and evaluated on a regular basis ([IIA-170](#)).

Analysis and Evaluation

The College maintains policies and procedures that ensure the alignment of every GE course with the College's GE philosophy and ILOs. Students earning a degree at the College develop skills related to various disciplines and ideas, which prepares them not only for their major but also for participation in civil society and life-long learning. The recently revised BP 4025 ensures that students develop a critical understanding of ethnic, racial, and cultural diversity as part of their GE curriculum.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Board Policy (BP)/Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates cite criteria that outline graduation requirements for degrees and certificates. Students can choose from over 250 associate degree and certificate programs ([IIA-91](#); [IIA-92](#)).

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The catalog lists every program available at the College and indicates whether each offers an associate degree, Cal State University (CSU) transfer degree, Certificate of Achievement, and/or Certificate of Proficiency. Students completing an associate or transfer degree must complete at least 60 units, including at least 18 semester General Education (GE) units ([IIA-171](#); [IIA-93](#)).

In addition, students must fulfill the following District requirements:

- Competence in American History and Institutions/California Government, by earning a “C” grade or higher in two courses that satisfy the requirement;
- competence in Health and Fitness, by earning a “C” grade or higher in Health 100 and one fitness activity course;
- competence in Mathematics, by earning a “C” grade or higher in Math 56, 60, or a higher-level Math course; and
- Multicultural Requirement, by completing 3 semester units from an approved course list.

These requirements align to the College’s General Education/Institutional Learning Outcomes (GE/ILOs) and ensure that all students earning degrees demonstrate competency in a breadth of fields and disciplines.

Each program is developed by faculty in appropriate disciplines and then carefully vetted through the Curriculum process to ensure that it satisfies the requirements described above ([IIA-12](#)).

Learning outcomes within each degree align to GE outcomes and are reviewed by the Curriculum Committee’s Technical Review Committee for comprehensiveness and rigor ([IIA-28](#)). Faculty use Nuventive Improve software to map when/where students will be introduced to, develop, and achieve program (degree) learning outcomes within the sequence of courses required to earn a degree ([IIA-68](#)).

Interdisciplinary Studies programs, such as University Studies, are undergoing substantive changes to develop learning outcomes encompassing the knowledge area of emphasis. Outcomes are in draft form and degrees are being restructured around meeting those outcomes, with changes effective in 2022-23. Outcomes are currently mapped to three GE/ILOs: Critical and creative thinking, written and oral communication, and quantitative literacy. All ten university studies degrees are mapped to these outcomes and assessment is based on GE/ILO assessment results ([IIA-172](#)).

The Palomar Pathways Mapper provides information about all College programs and provides degree and certificate maps that help students select an appropriate course of study. The Mapper lists all core courses within each program, and each program’s page is headed by a description of the degree(s) offered and the key theories and practices covered within the field of study, along with the program learning outcomes and information about occupations and salaries. This helps ensure that all programs include focused study in at least one area of inquiry or in an established interdisciplinary core ([IIA-20](#)).

Analysis and Evaluation

The College maintains a robust and diverse slate of programs that provide students with a variety of options in crafting their educational plan and meeting their educational goals. Through the coordination of its GE requirements, program learning outcomes, and Curriculum vetting process, the College ensures that each degree program satisfies the appropriate requirements for an associate degree, CSU transfer degree, Certificate of Achievement, or Certificate of Proficiency. The Palomar Pathways Mapper allows students to chart their degree or certificate path with an understanding of each program's area of inquiry or interdisciplinary core.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College maintains comprehensive Career Technical Education (CTE) programs that provide students with quality instruction and hands-on skills training that lead to either a certificate, credential, degree, or transfer. Many of these programs are located with the Career Technical and Extended Education (CTEE) division, but some are spread out among the College's other instructional divisions as well.

Students graduating from Palomar's career education programs meet and, in many cases, exceed employment standards ([IIA-173](#); [IIA-174](#)). Faculty expertise and input from industry representatives determine competency levels and measurable student learning outcomes (SLOs). The College assesses student achievement of technical and professional competencies as captured in the learning outcomes of CTE courses and programs.

All CTE programs hold a minimum of one advisory meeting per year (many programs have two) between faculty and industry members to ensure that SLOs are meeting industry needs. Meetings include a discussion of how graduates are performing at the companies at which they have been employed and address areas for strengthening the program. Minutes are published on the CTEE division website. The College recently hired a new job developer who meets with Human Resource representatives from industry partners to discuss needs and student competencies for job placement ([IIA-175](#)). Faculty and the job developer follow up with industry partners to discuss the success of graduates once employed in their field.

Faculty and staff utilize regional labor market information (LMI) to inform the development and evaluation of new and current CTE programs ([IIA-176](#); [IIA-177](#)). The information collected and analyzed includes required knowledge, skills, and abilities to perform the job, the number of current and future job openings compared to estimates of supply (e.g., estimated graduate and job seekers), and assessment of salaries earned for each program's career options. A Senior Grant Specialist assigned to coordinate resources obtained through federal and state grants, such as the Perkins V and Strong Workforce Initiative, provides several trainings each year to faculty on how to gather and analyze LMI data for their programs ([IIA-178](#); [IIA-179](#)). All federal Perkins applications must include current information on program LMI data in order to be considered for funding ([IIA-180](#)). All annual Program Review and Planning reports (PRPs) for CTE programs require that LMI data be included in the review to ensure that programs are meeting regional workforce needs ([IIA-6](#); [IIA-7](#); [IIA-8](#)). The dean of CTEE provides a report to the Governing

Board every two years on the viability of all CTEE programs, which includes graduates earning a livable wage ([IIA-181](#)).

Dental Assisting, Paramedics (which is part of the Emergency Medical Education department), Fire Technology, Nursing, and the Police Academy maintain program-specific accreditation with local, state, and federal agencies. These programs undergo additional evaluation processes and meet agency specific standards. The accreditation status of these programs is posted on their program websites. As required, pass rates on certification and/or licensure exams are posted on the College website and are used as assessment resources for consideration of program improvement ([IIA-182](#); [IIA-183](#); [IIA-184](#); [IIA-185](#); [IIA-186](#); [IIA-187](#)).

Many programs require work experience and/or internships as a component of program completion. These requirements ensure that students receive necessary skills to succeed in a workplace setting. The Speech and ESL Programs, for example, require fieldwork; the Geographic Information Systems Program requires an internship; and the Child Development Master Teacher programs require practicums and advanced practicums ([IIA-188](#); [IIA-189](#); [IIA-190](#)).

All apprenticeship programs form either a Joint Apprenticeship Training Council or a Unilateral Apprenticeship Council to oversee the program. This committee is made up of members from the employer and includes advisory members from the College and the California Division of Apprenticeship Standards (DAS) ([IIA-191](#); [IIA-192](#)).

The College website maintains current information about external requirements and other factors related to CTE degree and certificate programs and current information about employment opportunities. Each CTE program adheres to various industry standards and requirements. Programs list these requirements on their websites so that students know that the coursework offered meets the external requirements for certification/licensure ([IIA-193](#)).

Analysis and Evaluation

CTE programs demonstrate professional competencies across the board. Students are trained to meet local, state, and federal employment requirements. Students earn multiple certifications, licenses, and degrees. CTE students may pursue job placement assistance, service learning, internships, work experience credits, and many other services that help them obtain career-focused employment.

Industry partnerships facilitate student employment, and an Industry Advisory Committee comprised of business experts and industry and government agencies collaborates with administrators, faculty, and staff to ensure that students are well prepared and meet or exceed employment standards.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Board Policy (BP)/Administrative Procedure (AP) 4021 Program Development, Revitalization, and/or Discontinuance, which were revised in 2021, guide the College's process related to

program elimination ([IIA-9](#); [IIA-10](#)). The procedure for discontinuance of programs begins with a recommendation from faculty or the appropriate administrator. If a majority of department members agree, the proposal is moved to the division dean, Curriculum Committee, and ultimately the Faculty Senate. The procedure requires a justification for discontinuing a program and must include a “phase out” plan to ensure that students currently enrolled in the program are able to complete the required courses or substitute courses to fulfill certificate and degree requirements in a timely manner.

One recent example was the discontinuation of the Construction Inspection Program, which included an 18-month phase out process that allowed all current students to complete their degree goals ([IIA-194](#)). Faculty in the department that is discontinuing the program have the authority to review and approve any course substitutions necessary for program completion.

Analysis and Evaluation

The College’s policies and procedures on program elimination ensure that enrolled students will be afforded access to required courses or substitute courses to complete their certificate and degree goals in a timely manner. Steps for phasing out a discontinued program include notification to students currently enrolled in the program, to Student Services, and to Curriculum and catalog workgroups. Development and communication of the multi-semester schedule for classes still required for the phase out is also included.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College evaluates its programs via the Program Review and Planning (PRP) process, assessment of student learning outcomes (SLOs), course review, annual Curriculum Committee goal setting, the program discontinuance process, and advisory boards ([IIA-195](#)). Career Technical Education (CTE) programs have advisory committee meetings where industry representatives review curriculum for currency in the field and ensure quality instruction. The Career Technical and Extended Education (CTEE) dean presents the results of review to the Governing Board every two years, following steps in California Education Code 78016 ([IIA-173](#); [IIA-181](#)).

All academic programs have outcomes that are assessed and results that are analyzed to determine how the program curriculum contributes to student success. When curriculum changes are made to programs, the changes must go through the full curriculum approval process ([IIA-30](#)).

Instructional programs participate in a three-year comprehensive PRP cycle with annual updates to review, update, and assess goals and requests, and inform budget development for the following year. The PRP process is approved through the Faculty Senate and administered by the Instructional Planning Council (IPC). In fall 2018, the Instructional Division formed a

workgroup to improve the PRP process. Its outcomes were to include questions related to the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) in PRP documents; create an easy-to-understand data dashboard; focus on self-reflection and program analysis; and create a technologically friendly process that would store information dynamically ([IIA-196](#)). They also produced videos and trainings to help guide faculty through the process of completing their PRP documents ([IIA-51](#); [IIA-53](#); [IIA-197](#); [IIA-198](#)).

In response to COVID-19 and the need for classes to be offered remotely, the Distance Education (DE) Committee worked with administration to incentivize faculty to complete and update their online certification by completing a revised version of the Palomar Online Education Training (POET), an online training tool used to certify faculty to teach online ([IIA-122](#)). Additionally, participation in the California Virtual Campus-Online Education Initiative (CVC/OEI) grant work has facilitated the development of many new online courses and a thorough review and improvement of already existing online courses. The Academic Technology Resources Center's (ATRC) staff and Professional Development (PD) Committee met the needs of a quickly changing learning environment by providing increased training in teaching with Zoom and Canvas ([IIA-45](#); [IIA-199](#)).

Finally, the College offers continuing and community education. Board Policy (BP)/Administrative Procedure (AP) 4400 Community Services guide practices to ensure quality and currency in these offerings ([IIA-200](#); [IIA-201](#)). Continuing education courses and programs are evaluated by the Curriculum Committee with the same rigor as all other courses and programs. Community education is evaluated through the Workforce and Community Development Advisory Board, which is a subcommittee of the Faculty Senate.

Analysis and Evaluation

A consistently updated PRP process provides for the regular and thorough review of all credit and non-credit programs. The faculty-led Curriculum Committee continues to fine tune its role through the work of numerous subcommittees focused on prerequisite, technical, General Education (GE), and other areas. The DE Committee, together with ATRC and the PD Committee, have provided quick responses to support faculty and students with changing instructional delivery in response to the need for expanded remote learning.

Conclusion

The College offers exceptional breadth and quality in its instructional programs. Through comprehensive and faculty-driven Curriculum Committee processes, the College ensures that all programs meet not only federal and state requirements but the specific needs of its diverse student population. Faculty ensure that all course offerings meet the same standard of quality regardless of location and means of delivery. Appropriate SLOs are developed for every course, included in all syllabi and on all CORs, and archived and available for public view in curriQūnet META. Faculty are consistently involved in evaluating all aspects of programs through the PRP process.

The College has policies and procedures in place to ensure that all courses and programs are designed to meet the transfer and degree goals of its students. It offers courses at various sites, in several modalities, in full-semester and accelerated formats, and throughout the year (including summer and winter sessions) so students may progress through their academic paths efficiently. In service of this goal, it also offers a wide array of GE courses that are carefully vetted and

approved through faculty-driven processes. Articulation and transfer agreements are maintained by an Articulation Officer who works closely with counselors, faculty, staff, and administrators to ensure that all courses meet necessary requirements. The College partners with local industry leaders to create career pathway opportunities for its CTE students. Established processes ensure that all instructional programs are regularly evaluated.

Improvement Plan

Improvement Plan #1: By the end of the 2022-23 academic year, the Assistant Superintendent/Vice President, Instruction, in collaboration with faculty leadership, will evaluate and update related processes and support structures, including technology, to improve the coordination, implementation, and reporting of student learning outcomes (SLO) assessment cycles. This will allow the College to better support authentic assessment and the use of assessment data to address equity goals across academic programs. **(Standard I.B.2; Standard II.A.3)**

Evidence List

Number	Name
IIA-1	College Catalog 2020-21 - Locations and Programs
IIA-2	Strategic Plan 2022
IIA-3	SPC Minutes 9/17/19 - SP 2022
IIA-4	Strategic Plan 2019
IIA-5	SPC Sample Minutes - SP 2019 & SP 2022
IIA-6	Welding PRP 2021
IIA-7	Emergency Medical Ed. PRP 2021
IIA-8	Nutrition PRP 2021
IIA-9	BP 4021 Program Development, Revitalization, and/or Discontinuance
IIA-10	AP 4021 Program Development, Revitalization, and/or Discontinuance
IIA-11	IPC New Program Form
IIA-12	Curriculum Program Development
IIA-13	Curriculum Committee Training Fall 2020
IIA-14	Curriculum Webpage
IIA-15	Curriculum Policies
IIA-16	Sample DE Addendum
IIA-17	Course and Program SLOs
IIA-18	Sample CORs with SLOs
IIA-19	College Catalog - Sample Program Learning Outcome
IIA-20	Sample Mapper Advanced GIS
IIA-21	College Catalog - GEILOs
IIA-22	College Outcomes
IIA-23	BP 4020 Program, Curriculum, and Course Development
IIA-24	AP 4020 Program, Curriculum, and Course Development
IIA-25	BP 4022 Curricular Matters
IIA-26	AP 4022 Curricular Matters
IIA-27	Part-time Faculty Council/Committee Representation
IIA-28	Curriculum Committee Structure

Number	Name
IIA-29	Curriculum Approval Process
IIA-30	Public Access to CORs
IIA-31	Curriculum Review Notification
IIA-32	COR Development Resources
IIA-33	Distance Education Committee Structure
IIA-34	Distance Education Procedures
IIA-35	Multicultural Requirements for AA Degree
IIA-36	Multicultural Designation Criteria
IIA-37	Cinema DE Addendum
IIA-38	META Instructions - Adding DE to a Course
IIA-39	AP 4105 Distance Education
IIA-40	POET
IIA-41	POET Faculty Completions
IIA-42	POET Requirement for Faculty
IIA-43	CVC OEI Course Design Rubric
IIA-44	DE Committee Minutes 5/6/20 - OEI Course Rubric
IIA-45	Improving Online CTE Pathways Grant 2019-20
IIA-46	Faculty Senate Call for Representation - DE Coordinator
IIA-47	TERB Evaluation Process
IIA-48	IPC Structure
IIA-49	Instructional Program Review and Planning
IIA-50	Instructional PRP Comprehensive Form
IIA-51	Instructional PRP Comprehensive Training Transcript 2020
IIA-52	Instructional PRP Annual Form
IIA-53	Instructional PRP Annual Training Transcript 2020
IIA-54	PRP Data Sample - Basic Information, Programs, Courses
IIA-55	President's Integrated Planning Memo
IIA-56	Raw Data Resource Requests 2020
IIA-57	Resource Prioritizations 2021
IIA-58	Professional Development
IIA-59	Plenary Webpage
IIA-60	Plenary Agenda Fall 2020
IIA-61	Active Learning Leaders
IIA-62	Active Learning Leaders Conference Materials
IIA-63	Teaching Excellence
IIA-64	Sample Course Mapping to GEILO
IIA-65	SLO Facilitator Trainings
IIA-66	LOSC Membership
IIA-67	SLO Facilitators 2020-21
IIA-68	Course GEILO Mapping Reports
IIA-69	Curriculum Committee Agenda 5/19/21
IIA-70	Curriculum Review AIS 125
IIA-71	Curriculum Review Workflow
IIA-72	Curriculum Activity

Number	Name
IIA-73	PFF Bargaining Agreement 12.6.2
IIA-74	Assessment Goals and Timeline
IIA-75	Assessment Steps
IIA-76	Program and Course SLO Report
IIA-77	Police Academy Outcomes
IIA-78	Earth Science PRP 2018-19
IIA-79	Child Development PRP 2019-20
IIA-80	AB 705 Work Group Purpose and Membership
IIA-81	AB 705 Minutes 12/7/20
IIA-82	AB 705 Minutes 5/17/21
IIA-83	Course Descriptions English
IIA-84	ESL Path
IIA-85	AB 705 Comprehensive Evaluation
IIA-86	AB 705 Evaluation Part II - 12/7/20
IIA-87	College Catalog 2021-22 - CHEM and DR Courses
IIA-88	Camp Pendleton Academic Skills Program
IIA-89	BP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA-90	AP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA-91	BP 4100 Graduation Requirements for Degrees and Certificates
IIA-92	AP 4100 Graduation Requirements for Degrees and Certificates
IIA-93	College Catalog 2020-21 - Degree Requirements (60 units)
IIA-94	Hours/Units Calculations
IIA-95	Course ID Numbering System
IIA-96	Program and Course Approval Handbook
IIA-97	Regional Consortium CTE Programs
IIA-98	Curriculum Labor Market Data
IIA-99	Curriculum Committee Sample Minutes 5/20/20
IIA-100	Curriculum Committee Minutes 12/16/20
IIA-101	Nuts and Bolts Training Spring 2021
IIA-102	Nuts and Bolts Training 2016-18
IIA-103	Nuts and Bolts Resources
IIA-104	Curriculum Planning Notice
IIA-105	Curriculum Video Library
IIA-106	Curriculum Coding
IIA-107	Distance Learning
IIA-108	Requisites
IIA-109	Palomar Makes it Possible
IIA-110	SCFF Target Setting Worksheet
IIA-111	SEM Plan 2020-22
IIA-112	Class Scheduling Information
IIA-113	Sample CTE Scheduling Plans
IIA-114	COMET
IIA-115	Mapper - Air Conditioning/Heating/Refrigeration
IIA-116	Mapper - Management Information Systems

Number	Name
IIA-117	Mapping the Student Journey
IIA-118	Non-Instructional Program Review and Planning
IIA-119	Peer Online Course Review (POCR)
IIA-120	"@"One Course List
IIA-121	Local POCR Resources
IIA-122	DE Committee Minutes 2/3/21 - POCR
IIA-123	Faculty Senate Minutes 11/9/20 - ASG
IIA-124	German PRP 2020-21
IIA-125	College Catalog - Child Development
IIA-126	Math Hybrid Handbooks
IIA-127	Strong Workforce Faculty Institute Promo Video
IIA-128	Strong Workforce Faculty Institute Plenary Presentation
IIA-129	Tutoring Services
IIA-130	Embedded Tutoring - Math
IIA-131	Skillshop Brochure Spring 2021
IIA-132	Umoja
IIA-133	Puente Project
IIA-134	EOPS
IIA-135	Athletics Tutoring
IIA-136	Veterans Services
IIA-137	Disabled Students Programs and Services
IIA-138	CTE Transitions
IIA-139	Transitions News and Awards
IIA-140	BP 4235 Credit for Prior Learning
IIA-141	AP 4235 Credit for Prior Learning
IIA-142	Credit for Prior Learning Sample Transcript
IIA-143	Credit for Prior Learning
IIA-144	Credit for Prior Learning Professional Services Agreement
IIA-145	Credit for Prior Learning Policy Implementation Toolkit
IIA-146	Credit for Prior Learning Course Eligibility Approval Form
IIA-147	Credit for Prior Learning Rubric
IIA-148	MIL Program Overview
IIA-149	Sample Syllabi
IIA-150	COR Outcomes and Objectives Guide
IIA-151	BP 4050 Articulation
IIA-152	AP 4050 Articulation
IIA-153	Articulation Agreements
IIA-154	CSU External Exam Policy
IIA-155	AP 4236 Advanced Placement Credit
IIA-156	College Catalog 2021-22 - Articulation
IIA-157	College Catalog 2021-22 - Transfer Credit
IIA-158	College Catalog 2021-22 - CPL
IIA-159	College Catalog 2021-22 - ADT
IIA-160	College Catalog 2021-22 - Transfer Planning

Number	Name
IIA-161	College Catalog 2021-22 - Private/Out-of-State
IIA-162	College Catalog 2021-22 - CSU/UC
IIA-163	College Catalog 2021-22 - IGETC
IIA-164	Africana Studies PRP 2020-21
IIA-165	Italian PRP 2020-21
IIA-166	College Outcomes Assessment Framework
IIA-167	GE/ILO Reports
IIA-168	Course Origination Instructions
IIA-169	Assembly Bill 1460
IIA-170	GE Subcommittee Tasks 2021-22
IIA-171	College Catalog 2020-21 - Programs
IIA-172	University Studies GE/ILO Mapping
IIA-173	CTEE Industry Advisory Meeting Minutes
IIA-174	CTEE Industry Advisories - Web List
IIA-175	Job Developer Job Description
IIA-176	CTEE - Data Sources
IIA-177	IR&P Labor Market Data Resources
IIA-178	Labor Market Trainings
IIA-179	Center of Excellence
IIA-180	Perkins Applications - Various
IIA-181	CTEE Program Viability Report
IIA-182	Dental Assisting Accreditation
IIA-183	Emergency Medical Ed. Accreditation
IIA-184	Fire Tech Accreditation
IIA-185	Nursing Accreditation
IIA-186	Police Accreditation
IIA-187	Institution-set Standards
IIA-188	American Sign Language
IIA-189	GIS Program Brochure
IIA-190	Child Development Master Teacher Programs
IIA-191	MIL Unilateral Apprenticeship Council Minutes 2021
IIA-192	Sheet Metal Joint Apprenticeship and Training Committee Minutes 2021
IIA-193	CTE Sample Program Requirements
IIA-194	Construction Inspection Deactivation
IIA-195	Curriculum Committee Minutes 10/21/20 - Goal Setting
IIA-196	PRP Workgroup Sample Meeting Notes
IIA-197	Non-Instructional PRP Comprehensive Training Transcript 2020
IIA-198	Non-Instructional PRP Annual Training Transcript 2020
IIA-199	PD Trainings - Canvas and Zoom
IIA-200	BP 4400 Community Services
IIA-201	AP 4400 Community Services

Standard II.B: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

In accordance with Board Policy (BP)/Administrative Procedure (AP) 4040 Library and Learning Support Services, the College ensures that all students, regardless of location or method of instruction, have access to library and learning support services and to qualified personnel who support student learning ([IIB-1](#); [IIB-2](#)).

Library Services

The College offers Library services at its main campus, at each of its Education Centers (Rancho Bernardo, Escondido, and Fallbrook), at Marine Corps Base Camp Pendleton (CPPEN), and online. Library locations are typically open Monday-Friday from the morning through late evening during the fall and spring semesters and Monday-Thursday during summer instructional sessions. The main campus Library and Learning Resource Center (LRC) in San Marcos is typically open from the morning to early afternoon on Saturdays during the fall and spring semesters ([IIB-3](#); [IIB-4](#)). When physical library locations are closed on Sundays or at other times, virtual services are available 24/7 through an online consortium called LibChat ([IIB-5](#)).

There is a library manager, two part-time librarians, and nine full-time librarians (six at the main campus, one at the Escondido Education Center, one at the Fallbrook Education Center, and one at the Rancho Bernardo Education Center). There are five library technicians at the main campus and one at each of the education center locations. An additional four staff members assist at the main campus and Education Center libraries.

All librarians participate in ensuring the quantity, currency, depth, and variety of both print and online materials ([IIB-6](#); [IIB-7](#); [IIB-8](#); [IIB-9](#)). In addition to using the Program Review and Planning (PRP) process and student satisfaction surveys to assess whether the Library's holdings meet the needs of the College, librarians also regularly consult *Choice*, the premier review journal of new academic titles published by the Association of College & Research Libraries; *College & Research Libraries* (C&RL), the scholarly research journal of the Association of College & Research Libraries; and other relevant resources to maintain currency related to collection acquisition and management. They also work with peer institutions through the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC) to discuss best practices for maintaining appropriate collections and interlibrary loan (ILL) systems, solicit recommendations from discipline-specific faculty, and track online usage of both physical and online materials ([IIB-10](#)).

On the main campus, the LRC provides in-person and online library and support services. The LRC houses a collection of over 100,000 books, periodicals, and media resources (see

Table 19 below). The building features group study space, classrooms, training and meeting rooms, a computer commons, staff offices, and help and information desks. Each floor provides internet-connected computers for student use. The LRC also houses the STAR (Students Taking Academic Responsibility) Tutoring Center and the Access Technology Center (ATC), which provides training in the use of assistive technology for faculty, staff, and students, with a focus on students with disabilities ([IIB-11](#); [IIB-12](#); [IIB-13](#); [IIB-4](#)).

The Escondido Center Library features an open seating area, a classroom for information literacy instruction, 26 student computers, two community computers, and printing access for students. Physical holdings include print books, media, print periodicals, and a substantial children's collection to support the College's Child Development program. Patrons may save materials to USB drives using a state-of-the-art book scanner.

The Rancho Bernardo Education Center Library houses a physical book collection, student computers, and a printing station. Students can check out materials, request materials from other libraries, and get research help from a librarian at the Information Desk. Information literacy instruction takes place in classrooms.

The Fallbrook Education Center (FEC) Library shares a space with the Center's Teaching and Learning Center (TLC-FEC). Physical holdings are tailored to meet the curriculum needs of FEC students, who can check out materials, request materials from other libraries, and get research help from a librarian. There is space for individual study and four computers for student access.

Students taking classes at Marine Corps Base Camp Pendleton (CPPEN) can access textbook materials at the site's Patrick J. Carney Library, which also houses 25 computers and a variety of resources and materials to enhance personal and professional learning ([IIB-14](#)). CPPEN staff purchase textbooks each semester for courses offered on site and log titles into the Library database showing that they are located at CPPEN on reserve. Students may use reserve textbooks within the library, which has helped defray textbook costs, and may use the resources on base, including the Patrick J. Carney Library database, to locate additional resources provided on site. Students taking classes at CPPEN also have access to the online Palomar College Library database and can access additional resources remotely ([IIB-15](#)).

Library Collections

The Library provides 24/7 ongoing access to more than 100 research databases that include millions of full-text journal articles, eBooks, and streaming films. Table 19 and Figures 21 and 22 provide an overview of the collection by format and location.

Table 19. Library Holdings

Holdings	Location					
	San Marcos	Escondido	Fallbrook	Rancho Bernardo	Electronic	Total
Books	93,518	6,345	1,375	1,983		103,221
Periodicals	11,004	85	1	129		11,219
Media	4,462	1,123	54	2		5,641
Other	287	71	46	50		454
Electronic					77,400	77,400
Total	109,271	7,624	1,476	2,164	77,400	197,935

Source: MIS Submissions to CCCCCO

Figure 21. Holdings by Format

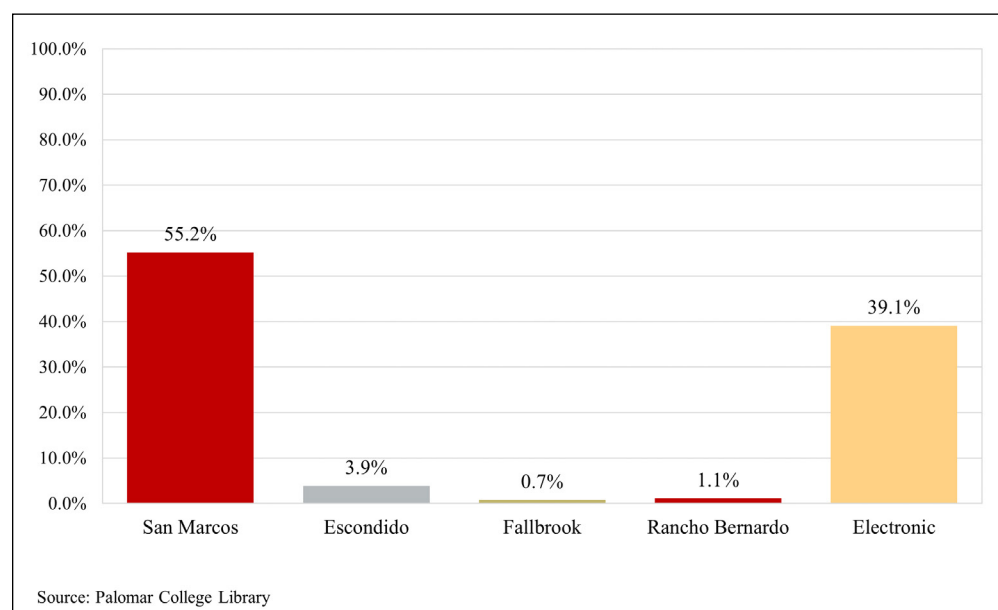
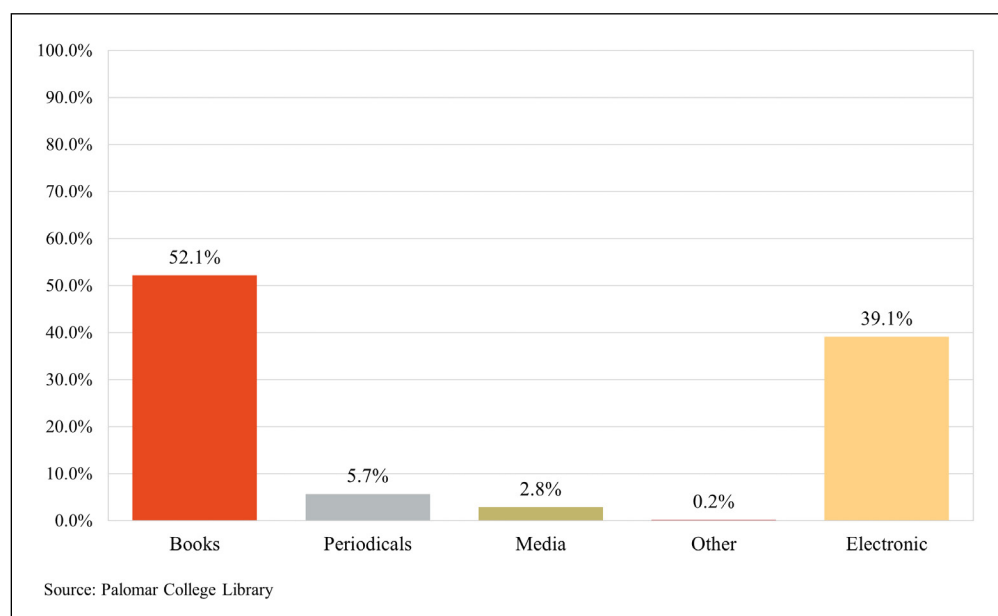


Figure 22. Holdings by Location



Additional Library Services

The Library houses textbooks for in-library use, facilitates online tutorials and research classes, and manages an interlibrary loan system ([IIB-16](#)). Literacy instruction is provided at all locations to teach students, faculty, and staff how to effectively access and use library resources ([IIB-17](#); [IIB-18](#)). On-site reference and research assistance are available during regular business hours, and instruction and information literacy services are available online ([IIB-19](#)).

All students, regardless of location, have access to online resources and information about Library programs and services using the Library website ([IIB-4](#); [IIB-20](#)). A chat feature offers live support to students 24/7 via LibChat ([IIB-5](#); [IIB-21](#)). Librarians provide both in-person and online support to faculty via audio lectures; hands-on learning with guided practice to find articles and eBooks online; and LibGuides, which are visual information literacy tutorials that librarians build to the specifications of individual instructors ([IIB-22](#); [IIB-23](#)). Librarians have created self-paced tutorials for students that promote information literacy and help students navigate the research process ([IIB-24](#)). As of fall 2020, over 9,000 students have completed information literacy tutorials ([IIB-25](#)).

Tutoring and Academic Support

The College provides a wide array of learning support services on its main campus, at each of its education centers, and online. These include tutoring programs, discipline-specific support, and support for disproportionate impact (DI) categories. Services include workshops, organized study groups and supplemental instruction, access to computers and technology support, and tutoring.

On the main campus in San Marcos, general tutoring services are currently provided through the STAR Tutoring Center, which offers tutoring in accounting, business, computer science and information technology (CSIT), English, ESL, math, science and STEM, Spanish, and statistics. In addition, the College offers a variety of alternative options for discipline-specific

tutoring at the Business lab (for business and accounting courses), CSIT Open Lab, English Department Writing Center, ESL Tutoring Center, Math Learning Center, Reading Lab, STEM Center, and World Languages Resource Center ([IIB-26](#)). Each center also provides access to study/workspace, computers, printers, as well as programs and materials to support students in discipline-specific work ([IIB-4](#)).

Tutoring services and workspace are available to students at each of the education centers. math and English tutoring are offered at the CPPEN site, and each of the other Centers operate Teaching and Learning Centers (TLCs) that offer a variety of tutoring services: TLC-Escondido (English/writing, ESL, math, Spanish), TLC-FEC (English/writing, ESL, math), TLC-Rancho Bernardo (English/writing, math, biology, chemistry). Veterans are provided tutoring in business, math, Spanish, economics, and political science at the Veterans Resource Center on the main campus ([IIB-27](#)).

Online tutoring has been available through NetTutor since 2016 for students taking courses online, in the evenings, or at off-site locations where tutoring availability is minimal or non-existent ([IIB-28](#)). Over the past three to five years, students have accessed tutoring in over 48 disciplines and 245 subjects. Access to NetTutor has increased from 310 sessions in its first year (2016) to 1,145 sessions in FY 2019-20 ([IIB-29](#)). Together, the College's on-site and online tutoring provide access to all students regardless of location or instructional delivery method.

All tutoring services shifted online beginning in spring 2020 in response to the COVID-19 pandemic. All students received access to NetTutor and were provided the option to set up online tutoring sessions with campus tutoring services via Zoom. Tutoring was coordinated by STAR and involved staff across the College's Tutoring Centers and TLCs ([IIB-30](#)). In fall 2020, tutors conducted more than 6,000 sessions and met with nearly 1,000 students, and NetTutor provided support to some 200 additional students ([IIB-31](#)).

Although the College's tutoring programs are largely decentralized, the processes associated with each are similar. The tutoring team across all locations includes approximately 35 students and 25 paraprofessional tutors (exact numbers can fluctuate slightly each semester depending on need). Decisions for tutoring processes take place within the Tutoring Committee, a mixture of faculty leads, staff, and administration, that reports to the Faculty Senate ([IIB-32](#)). Vetting and hiring of tutors is done primarily through the academic disciplines. College Reading & Learning Association (CRLA) certification training is provided for all tutors at the start of each semester. All tutors complete tutor training and become CRLA certified in their first semester of employment by enrolling in CTED 105: Basic Tutoring Training. Discipline-specific training takes place at the department level, and site-specific training takes place at each location ([IIB-33](#); [IIB-34](#); [IIB-35](#); [IIB-36](#)).

Additional student services are offered at the Teaching and Learning Center, San Marcos (TLC-SM), a state-of-the-art, multi-functional space featuring a large central study area, private study rooms, and a technologically-equipped classroom ([IIB-37](#)). TLC-SM offers a wide range of services, including counseling and skillshops ([IIB-38](#)). TLC-SM services are open to all Palomar students, with priority given to students who are a part of the Palomar Promise Program, which offers up to two years of free course enrollment and related registration fees, textbook assistance, and access to specialized academic and career planning with related support services to first-time college students who meet eligibility requirements ([IIB-39](#)).

In addition to tutoring, the STEM Center also provides students with computer access, supplemental instruction space, and independent study space, as well as access to collaborative group study stations. Laptops and resource materials are available for checkout. Counseling is available for academic planning, as is walk-in peer tutoring ([IIB-40](#)). The Math Learning Center offers in-person, self-paced courses in the same space as its tutoring ([IIB-41](#)). Several computer labs and computer classrooms tied to instructional areas are available across campus, both for instruction and independent student use. These include labs for Business and Computer Science.

The Academic Technology Resources Center (ATRC) facilitates and enhances teaching and learning using technology and hosts a blog covering various related areas of interest. The ATRC, located in the LRC on the main campus, features a help desk, large computer lab, and classrooms for employee education. It also provides online technical support to students, staff, and faculty. Its role in aiding both faculty and students with Canvas, the College's Learning Management System (LMS), has been especially crucial as instruction shifted entirely online during the COVID-19 pandemic ([IIB-42](#)).

While the College has consistently provided quality tutoring, the organization and delivery of tutoring has been inconsistent and at times confusing. The College has maintained multiple learning centers that offer tutoring across the San Marcos campus, with varying hours and methods. The centers have utilized multiple funding sources, ranging from general funds to funding from state and federal grants, which are not guaranteed to provide resources over time. This has placed a fiscal constraint on the College by spreading tutoring services across multiple facilities. Additionally, most locations on the campus have been offering tutoring services that are not aligned with the requirements that would allow the College to collect funding from the California Community Colleges Chancellor's Office (CCCCO). The College is in the planning stages of a tutoring services consolidation on the San Marcos campus. This will maximize efficiency and simplify the tutoring process for students. The new plan will focus on integration and collaboration, extended hours, and apportionable tutoring throughout the College ([IIB-43](#); [IIB-44](#)).

The new plan will result in two primary locations on the San Marcos campus: 1) A new quantitative literacy center that will bring together the current Math & STEM Centers and support students with STEM-related discipline learning; and 2) A literacy, critical thinking, and general tutoring center, which will result from a consolidation of the STAR Center (general tutoring), Writing Center (English), Reading Lab (Reading), and ESL Tutoring Center. Tutoring at the College's education centers will continue unchanged.

Analysis and Evaluation

The College provides a wide array of learning support services (e.g., library services, tutoring and supplemental instruction, and computer labs and study spaces) on its main campus and at each of its other locations. The LRC features a large collection of both print and online materials, along with up-to-date technology and abundant study space. Librarians offer support within the library building and online, and they work directly with faculty to provide discipline-specific support. Library services are provided at each of the education centers and at the CPPEN site. The College offers high-quality tutoring in many subject areas at all campus locations and provides many other services to students via its TLCs and other resources. Efforts to streamline tutoring support on the San Marcos campus are underway.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library Services

Eight full-time faculty librarians use expertise gained through graduate and continuing education, professional development, attendance at conferences, and consultation with discipline-specific faculty to select educational materials, resources, and equipment that support learning that is consistent with the College Mission ([IIB-45](#)).

The duties of the Technical Services Librarian include collection development and management of library resources in all formats, including selection, shelving management and e-resource configuration. The Subscription and Electronic Resources Librarian manages library subscriptions and electronic resources, including print serials, e-journals, streaming media, and online databases, and develops and coordinates a long-range plan for the Library's systems, hardware, and software ([IIB-46](#)). Databases, print collection additions, and other materials are selected in the best interests of both onsite and distance learners. With the addition of tools such as the Credo Information Literacy Learning Modules and RefWorks, librarians continually add assistive tools ([IIB-47](#); [IIB-48](#)). The Subscription and Electronic Resource Librarian develops an annual report documenting work completed to ensure that adequate and appropriate resources are available to students ([IIB-10](#)).

While the Technical Services Librarian and the Subscription and Electronic Resources Librarians plan and oversee the collections, all librarians participate in ongoing collection development and resource management as part of their professional assignments ([IIB-49](#)). This includes removing outdated materials and adding current resources that match subjects and disciplines taught at the College. It also involves reviewing usage data (circulation counts of physical items, access counts of electronic resources) and following collection development policies and procedures that align with industry professional standards ([IIB-50](#); [IIB-51](#)). Librarians also consult published announcements from *Choice*, *College & Research Libraries (C&RL)*, and other publications.

Faculty librarians serve as liaisons across various subjects and disciplines ([IIB-52](#)). Librarians' expertise is deepened through this relationship, as they consult with discipline faculty at the assignment level when instructing information literacy tutorials and researching print and digital collections. Staff at each library location contribute to decisions relating to their specific needs. The President's Associates, a select group of the Palomar College Foundation, provides a donation each semester, which the Library uses to purchase textbooks to place on reserve for students ([IIB-53](#)). Textbooks are chosen based on requests from students and faculty.

Technology and AV equipment included in the libraries is maintained by Information Services (IS) and is described fully in [Standard III.C](#). Area employees troubleshoot and follow up with supervisors, faculty leads, and/or IS as needed. Staff at each library location, in consultation with faculty leads, determine need and relevance of materials and equipment. Requests for new materials and equipment that are accommodated within the budget are approved at each level, with signatures required by relevant supervisors, department chairs, deans, and Assistant Superintendents/Vice Presidents. The Program Review and Planning (PRP) process also facilitates the development of material, collections, and requests for needed technology and AV equipment ([IIB-6](#); [IIB-7](#); [IIB-54](#)).

Tutoring and Academic Support

Learning Center supervisors, staff, and faculty lead work in conjunction with center directors and administrators to determine the need for and to select equipment and materials. Educational equipment and materials at tutoring centers and Teaching and Learning Centers (TLCs) include desktop computers, laptops, GoPrint stations, calculators, MAC adapters, and textbooks ([IIB-5](#)). Staff play a key role in maintaining equipment and materials by working with the Information Services (IS) HelpDesk to troubleshoot equipment and collaborating with supervisors and others on area Program Review and Planning reports (PRPs). For instructional areas, supervisors consult with faculty leads or department chairs to select appropriate materials. The College's computer replacement process, led by IS, incorporates replacement of computer and AV equipment across the campus and education centers ([IIB-55](#)). Maintenance of computers at all centers is handled by IS staff.

Discipline-specific faculty recommend materials to directors, department chairs, and deans associated with tutoring and learning support centers. For example, STEM instructional faculty work with the STEM Center to provide textbooks, anatomy models, chemistry model kits, and computer programs. Tutoring center managers also work with discipline faculty leads to determine and select needed materials and technology. Requests for one-time resources coming through the PRPs are prioritized per the institutional process ([IIB-56](#)). The Tutoring Committee ensures consistency across tutoring centers and is responsible for reviewing and selecting online tutoring services, such as NetTutor ([IIB-57](#); [IIB-58](#)).

The Academic Technology Resources Center (ATRC) manager works with the faculty Distance Education (DE) Coordinator and the DE Committee to determine software and hardware needs. ATRC provides support for faculty using Canvas and software, while IS provides support for hardware. In response to the pandemic, Library staff and faculty have worked with ATRC to expand online access of reference and research materials to students through Zoom. This involves students interacting with librarians in real time. IS has enabled online/remote access to software set up in specialized labs ([IIB-59](#)).

The Access Technology Center (ATC), located on the first floor of the library, is designed to provide training in the use of adaptive hardware/software and assistive technology for students with disabilities. Disability Resource Center (DRC) counselors connect qualified students with disabilities to DRC's Assistive Technology (AT) counselor if assistive technology or alternate media are deemed reasonable or necessary to support students' access to print material or digital environments. Once the connection to the ATC is made, the AT counselor provides an assessment and training in relevant technologies and works in partnership with the Alternate Media Specialist and instructors to equip students with alternate format for textbooks/instructional materials. The AT counselor works with the DRC to determine the appropriate technology needs to support this student population ([II.B-60](#)).

Analysis and Evaluation

As part of their professional assignment, library faculty play a key role in guiding the selection and maintenance of materials. They align their processes of selecting and maintaining collections and resources with industry standards and consult with instructional faculty and other staff to ensure that resources and materials meet the needs of current and future students.

Processes for equipment and material requests are consistent across the College. For all learning support centers, discipline-specific faculty work with faculty and administrative leads to recommend instructional materials. The new PRP process, adopted in 2020-21, ensures that resource requests are tied to the Strategic Plan and the College Mission, as well as to each department's goals for the upcoming years.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library and learning support services are regularly evaluated through the Program Review and Planning (PRP) process and through the development, implementation, and administration of service area outcomes (SAOs) and student learning outcomes (SLOs) assessment cycles. PRPs are completed on a three-year cycle with programs completing a comprehensive evaluation plan in the first year, followed by annual updates in years two and three. Results of evaluations are used to determine the effectiveness of programs and to identify areas for improvement ([IIB-6](#); [IIB-7](#); [IIB-61](#)).

Library Services

Library Services regularly administers student surveys as a part of, and in addition to, the PRP process. During an annual retreat, librarians discuss survey and assessment results, identify areas for improvement, and implement changes to ensure that student needs are met. For example, in response to the 2019 PRP, the Library's SAOs were measured using the Association of College and Research Libraries (ACRL) Project Outcomes Library Instruction instrument ([IIB-62](#)). This survey includes several sections that measure the impact of library services designed to assist students in their coursework and enhance their learning. The survey addresses topics such as how Library spaces are maximized, how students feel about answers to research questions they have asked, and how effectively the library department supports all students' needs. All Library locations participated in the study.

Students favorably rated the Library across the survey. For example, of the 362 students who had attended research sessions facilitated by librarians, 94% reported learning something new to help with their success in their classes, 94% reported that they were more aware of library resources and services after the research session, 93% reported that they planned to apply what they learned in the research session, and 88% reported feeling more confident that they would be able to complete their assignment(s) ([IIB-8](#)). Librarians met to review the results for all sections of the survey and made the following improvements: Added requested equipment for study-room checkout; updated study-room cancellation procedures to maximize availability; updated library FAQs for self-service and reference assistance; and used positive student comments to market the library to students and faculty ([IIB-9](#)).

In addition to the PRP, SAO/SLO assessment cycles, and department specific surveys, library services are evaluated as part of institutional student surveys. Every four to five years, the College administers the Community College Survey of Student Engagement (CCSSE). Student support functions associated with library services consistently receive among the highest ratings in terms of importance, use, and satisfaction ([IIB-63](#)).

Tutoring and Academic Support

Tutoring and other academic learning support services participate in the College's PRP process, which includes analysis of quantitative and qualitative data ([IIB-61](#); [IIB-64](#); [IIB-65](#); [IIB-66](#); [IIB-67](#)). To evaluate effectiveness as well as identify student needs, the various learning centers utilize usage data, student and faculty surveys, and/or outcomes data. This information informs the PRP process and assessment of SAOs. For example, the College's general tutoring center, STAR tutoring, considers feedback from biannual student and staff surveys, week-at-a-glance statistics, and success rates to support its evaluations. Each fall and spring semester, STAR tutoring conducts satisfaction surveys with about 200 students who have utilized its services. STAR also surveys faculty as part of their process ([IIB-68](#); [IIB-69](#); [IIB-70](#); [IIB-71](#)). The results are used to assess and reevaluate SAOs, and next steps are defined through the PRP report ([IIB-6](#); [IIB-72](#)).

Learning Centers that offer additional discipline-specific tutoring, such as the Math, STEM, and the writing centers also track and monitor student performance and/or usage as a means of evaluation. For example, the Math Center monitors course success rates of students who have received tutoring compared to students who have not. Data from the most recent report shows that students who attend tutoring sessions in the Math Center achieve a higher success rate than those who do not ([IIB-73](#)).

The STEM Center tracks and monitors performance of students engaged in its services. For example, as part of the College's Title V grant, the STEM Center provides tutoring, supplemental instruction, and other direct services. In the most recent Annual Performance Report (APR) for the grant, the College's external evaluator noted the following: "(1) Although the number of visits to the STEM Center for tutoring dropped by 35% due to the campus closure, the number of students requesting tutoring increased by 16% in Year 4. (2) The total number of Supplemental Instruction (SI) visits grew 56% from Year 3 to Year 4, and the number of individual SI students increased by 227%." Further, while the sample size was small, the APR showed that students who engaged in STEM Center activities experienced success rates six percentage points higher and persisted at a higher rate than those who did not ([IIB-74](#)).

The College uses an automated system called the Palomar Attendance Tracking (PAT) for recording student attendance and usage of tutoring services. In 2019, the College initiated an upgrade to improve system performance. As part of the upgrade, the new system is standardized across all tutoring centers and collects the same data. The College expects to complete implementation in 2021-22. Availability of this new system will allow for collection of apportionable attendance and standardized student outcomes reports ([IIB-75](#)). The Tutoring Committee regularly monitors student usage and satisfaction of NetTutor's online tutoring services, with the most recent evaluation report resulting in adjustments to the services provided by NetTutor ([IIB-29](#); [IIB-57](#)).

The Teaching and Learning Center at San Marcos (TLC-SM) does not offer tutoring services, as its focus is providing support for Palomar Promise Students and other first-time entering students. However, it does participate in ongoing assessment and evaluation through the PRP process ([IIB-61](#)). As with other centers, TLC-SM monitors usage and utilizes student feedback to guide its evaluation. It also uses results to refine its services and skillshop offerings. Based on evaluations, TLC-SM has increased the variety and number of skillshops since its inception. The 2019-20 academic year represented the largest set of skillshop offerings thus far, including those

addressing the following categories: Academic success, financial aid assistance, financial literacy, transfer success, student support programs, health and wellness, career exploration, and Palomar Promise Engagement. Marketing materials are revised to ensure that students understand the different offerings available to them ([IIB-76](#); [IIB-38](#); [IIB-77](#)).

In fall 2020, as COVID-19 required every learning support center to offer all support in a virtual environment, the TLC-SM revamped the skillshop website, sign-up/registration process, and survey process. The website now has a skillshop calendar and flipbook with active registration links for all sessions, and students now directly sign up to attend skillshops via an online registration process. By moving all services online, TLC-SM has increased potential skillshop access to all students, regardless of location. It also allowed the Center to remove the cap on student participants. As a result, many of the popular sessions, such as Stress Management, Transfer Strategies, and Planning experienced higher attendance numbers. Moving forward, TLC-SM will continue to offer skillshops both virtually and in person ([IIB-77](#)).

Analysis and Evaluation

Library and learning support services are consistently rated positively across the College. All library and learning support services engage in regular evaluation through the PRP process and SLO/SAO assessment cycles. As part of these evaluations, the Library and other learning support services use both quantitative data, such as course success rates and service use, and qualitative information drawn from student and faculty surveys. Changes are made to programs and services as a result of evaluation and assessment cycles. While the Library and learning support services consistently engage in assessment and evaluation, documentation of assessments and improvement within specific PRP documents could be refined. Training is being developed to ensure that non-instructional programs document and reflect actual levels of assessment completed to support their areas. With the implementation of the new usage tracking system, all centers will have access to standard usage and outcomes reports to increase the use of data in completing evaluations.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Formal agreements and partnerships between the College and external entities are documented, and the College takes responsibility for the security, maintenance, and reliability of services provided. Services are regularly evaluated for effectiveness.

Library Services

The Library has service agreements and participates in consortia that enhance services, programs, and resources. During the Program Review and Planning (PRP) process, the Library evaluates existing partnerships and explores new collaborations to enhance services to the community.

The Library migrated to the Ex Libris Library Systems Platform (LSP) on December 17, 2019, and the California Community Colleges Chancellor's Office (CCCCO) and Library have signed a letter of intent to continue with the new Ex Libris Library Management System. The new LSP works with the state's Single Sign On utility, which simplifies access for students ([IIB-78](#)).

The College is a member of the regional San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC). As a member of the Cooperative, the College has access to LibChat (formerly QuestionPoint), a worldwide consortium of qualified librarians who provide learning support services to students through a 24-hour online reference chat service ([IIB-79](#); [IIB-80](#); [IIB-21](#)).

The Library contracts for a collection of 87 full-text databases. Librarians oversee maintenance and reliability of contracted services. The Library has several consortium agreements, including with EBSCOhost and the Swank Digital Campus Collection ([IIB-81](#); [IIB-82](#); [IIB-83](#); [IIB-84](#)).

The Marine Corps Base Camp Pendleton (CPPEN) site has an MOU with the military base that outlines services provided to students on site. While there is no formal agreement for library services, the College Library has partnered with the Base Library to house textbooks and materials ([IIB-15](#)).

Tutoring and Academic Support

The College maintains a contractual agreement with NetTutor for online tutoring services that support and enhance its tutoring programs by providing access for students taking courses online or at sites where tutoring services are not available ([IIB-85](#)). The Academic Technology Resources Center (ATRC) manager works in collaboration with Instructional Services (IS) to determine the security, maintenance, and reliability of contractual agreements relating to external software connected to the Canvas Learning Management System (LMS). ATRC regularly evaluates these services in collaboration with the Distance Education (DE) Committee and Coordinator ([IIB-86](#)).

Analysis and Evaluation

Through cycles of evaluation, planning, implementation, and re-evaluation, all formal agreements and partnerships between the Library and external entities are documented and regularly reviewed as part of the PRP process. The Library and learning support services seek continual improvement to make print and electronic resources readily accessible to the community of users.

Conclusion

Learning support services are abundant and wide-ranging, regardless of location or means of delivery. The Library system maintains a substantial print collection and provides access to digital and textbook materials that are essential for students and faculty. Librarians update physical and digital holdings regularly. The College has policies and procedures in place to ensure that librarians, faculty, and administrators work collaboratively to ensure that students' needs are met. The College offers tutoring in a wide variety of subjects, both online and at many locations across its main campus and education centers. Additional learning support services are provided through the various TLCs and ATRC.

All library and learning support services are evaluated regularly through the PRP process and SLO/SAO assessment cycles. Evaluations include quantitative and qualitative data from both faculty and students. When it collaborates with other institutions or entities, the College documents all formal agreements and regularly evaluates their effectiveness. Students consistently rate Library services highly and report positive learning outcomes as a result of their engagement with Library services.

Evidence List

Number	Name
Number	Name
IIB-1	BP 4040 Library and Learning Support Services
IIB-2	AP 4040 Library and Learning Support Services
IIB-3	Library Hours of Operation
IIB-4	Learning Resource Center Overview
IIB-5	LibChat
IIB-6	Library Non-Instructional PRP 2020-21
IIB-7	Library Instructional PRP 2020-21
IIB-8	Project Outcome Survey Fall 2019
IIB-9	Library Student Space Survey Spring 2019
IIB-10	Library Annual Reports
IIB-11	LRC Floor Plans
IIB-12	STAR Tutoring
IIB-13	Access Technology Center
IIB-14	Camp Pendleton Library
IIB-15	Camp Pendleton MOU
IIB-16	Inter-Library Loan System
IIB-17	Instruction Request Form
IIB-18	On-site Information Literacy Requests
IIB-19	Online Literacy Services
IIB-20	Library Databases
IIB-21	LibAnswers Annual Report 2021-21
IIB-22	Faculty Resources for Literacy
IIB-23	Consultation Request
IIB-24	Information Literacy Dashboard
IIB-25	Information Literacy Tutorial Report
IIB-26	Tutoring Services Sample Flyers
IIB-27	Veteran Resource Center Tutoring
IIB-28	Accreditation Follow-up Report 2016
IIB-29	NetTutor Usage Reports
IIB-30	Online Tutoring Canvas Page
IIB-31	Online Tutoring Data 2020-21
IIB-32	Tutoring Committee Sample Minutes 3/5/20
IIB-33	Tutoring Training Fall 2020
IIB-34	CRLA Tutor Hiring/Training Schedule
IIB-35	CRLA Institutional Certification

Number	Name
IIB-36	CRLA Institutional Certification letter
IIB-37	Inside the TLC
IIB-38	TLC San Marcos Resources
IIB-39	Palomar Promise
IIB-40	STEM Center
IIB-41	Math Center
IIB-42	Academic Technology Resource Center
IIB-43	Tutoring Committee - Tutoring Consolidation
IIB-44	Chancellor's Office Memo 1/14/19 - Tutoring Apportionment
IIB-45	Library Faculty & Staff Directory
IIB-46	Librarian Roles & Responsibilities
IIB-47	Credo Reference
IIB-48	RefWorks Tutorial
IIB-49	Library/Assistant Professor Job Description
IIB-50	General Resources Materials Selection Policies
IIB-51	Serials Collection Policy
IIB-52	Library Liaison Resources
IIB-53	President's Associates Donations
IIB-54	IPC Minutes 5/13/20 - Resource Request
IIB-55	Technology Replacement Process
IIB-56	Prioritized PRP Resource Request List
IIB-57	Tutoring Committee Minutes 3/14/19 - Net Tutor Oversight
IIB-58	Net Tutor Rules of Engagement
IIB-59	ATRC Support for Faculty
IIB-60	DRC PRP 2019-20
IIB-61	TLC San Marcos PRP 2020-21
IIB-62	ACRL Project Outcomes Library Instruction Instrument
IIB-63	CCSSE Survey Library Results
IIB-64	STAR Tutoring PRP 2020-21
IIB-65	ESL PRP 2020-21
IIB-66	STEM Center PRP 2020-21
IIB-67	World Languages Resource Center PRP 2020-21
IIB-68	STAR Student Survey Fall 2017
IIB-69	STAR SLO Tutoring Survey 2018
IIB-70	STAR Tutoring Activity Tracking
IIB-71	Faculty and Staff Satisfaction Surveys
IIB-72	Tutoring Summary - Summer 2020/Fall 2021
IIB-73	Math Center Analysis Chart
IIB-74	Title V Year 4 APR
IIB-75	Tutoring Committee Minutes 10/3/19 - PATs Update
IIB-76	Skillshop Brochure
IIB-77	Skillshop Data 2018-21
IIB-78	Ex Libris MOU
IIB-79	SDICCCLRC Webpage

Number	Name
IIB-80	Question Point Chat Services Monthly Reports
IIB-81	Libguides EBSCO
IIB-82	Swank MOU
IIB-83	Institutional Participation Agreement - CCLC
IIB-84	Library Purchase Orders
IIB-85	NetTutor Purchase Order
IIB-86	Faculty Senate Minutes 8/24/20

Standard II.C: Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College offers a broad range of student support services aimed at addressing barriers to educational access and promoting academic and personal success. The College's student support services provide timely access to the information students need to make informed decisions about academic and career planning. These services begin with a Counseling Services team focused on ensuring that students have a solid foundation of skills needed for college success. In addition to general counseling services, student support programs include Enrollment Services, Evaluations, Financial Aid, Health Services, International Education, Outreach Services, Student Success and Engagement Services, Tutoring, Athletics, Career Center, Dual Enrollment, Pride Center, Student Life and Leadership, Transfer Center, Wellness Center, Veterans Resource Center (VRC), Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, TRIO/SSS, and others ([IIC-1](#)). Many of the resources available to students are aimed at supporting the whole student while providing flexibility to address individual needs, like the Student Health Center, Behavioral Health Services, and the Anita & Stan Maag Food and Nutrition Center (see Table 20). Services are offered in-person and virtually. In fall 2021, the College created a modified schedule of services to serve students during the COVID-19 pandemic ([IIC-2](#)).

Student Services regularly engages in diverse and comprehensive evaluative processes to demonstrate that services provided, regardless of location or means of delivery, support learning and the College Mission. For example, the College participates in the Community College Survey of Student Engagement (CCSSE) approximately every five years ([IIC-3](#)). CCSSE results help Student Services evaluate educational practices and identify areas for improvement. In 2019-20, the College opted to implement a student survey focused on racial climate, the National Assessment of Collegiate Campus Climates (NACCC) survey administered by the Race and Equity Center at the University of Southern California (USC), as part of its collegewide focus on diversity, equity, and inclusion (DEI) ([IIC-4](#)). Results of the survey were shared at the 2021 DEI Summer Institute and at the June 1, 2021 Governing Board meeting ([IIC-5](#); [IIC-6](#); [IIC-7](#)).

Table 20. Student Services Programs by Location and Format

Program	Location					
	San Marcos	Escondido	Fallbrook	Rancho Bernardo	Camp Pendleton	Online
Behavioral Health Counseling Services	IP	IP	IP	IP	V	V
CalWORKs	IP	IP	V	V	V	V
CARE	IP	IP	V	V	V	V
Career Center	IP	V	V	V	V	V
Counseling Services	IP	IP	IP	IP	IP	V
Disability Resource Center	IP	IP	IP	IP	IP	V
Enrollment Services	IP	IP	IP	IP	IP	V
EOPS	IP	IP	IP	IP	V	V
Financial Aid	IP	IP	IP	IP	IP	V
Foster Youth Retention Success and Transition (FYRST)	IP	V	V	V	V	V
Student Health Centers	IP	IP	V	IP	V	V
Student Life and Leadership	IP	IP	IP	IP	V	V
Transfer Center	IP	IP	IP	IP	V	V
Tutoring	IP	IP	IP	IP	V	V
Veterans	IP	V	V	V	V	V

Source: Palomar College Student Services

Note. IP = Offered in person, V = Offered virtually

The College carries out initiatives aligned with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) goals, including Guided Pathways, a multi-year, state program intended to significantly improve student outcomes ([IIC-8](#); [IIC-9](#)). Student Success Metrics are reported to the CCCCCO annually to demonstrate outcomes related to learning progress, momentum, success, employment, and earnings ([IIC-10](#); [IIC-11](#)). The Student-Centered Funding Formula (SCFF), which is set by the CCCCCO and bases general apportionments on enrollment, the number of students receiving financial aid, and student success/completion, also drives planning and evaluation for Student Services by promoting efforts to design and implement support services aimed at closing achievement gaps and increasing student success outcomes ([IIC-12](#); [IIC-13](#)).

Multiple governance groups, operational groups, and committees facilitate planning and evaluation processes for Student Services to ensure alignment with national and state priorities and address the needs of the College. The Strategic Planning Council (SPC) ensures that Student Services initiatives enhance both the CCCCCO's VfS goals and the College Mission ([IIC-14](#); [IIC-15](#); [IIC-16](#); [IIC-8](#)). Strategic planning is conducted on a three-year cycle with action planning occurring on a yearly basis. Planning groups report on progress at SPC meetings and/or in annual

reports ([IIC-17](#)). Several additional plans also guide Student Services departments in developing and evaluating student-centered initiatives, including the Student Success and Support Program (3SP) Plan, Student Equity Plan, and Strategic Enrollment Management (SEM) Plan ([IIC-18](#); [IIC-19](#); [IIC-20](#)). Planning documents and evaluation processes are continually reviewed to develop and guide recommendations for Student Services.

The Student Services Planning Council (SSPC) and the Student Success and Equity Council (SSEC) serve as steering committees for Student Services. SSPC evaluates and revises Student Services departments' plans and initiatives and meets to review progress ([IIC-21](#); [IIC-22](#)). It is also responsible for reviewing the Program Review and Planning (PRP) process. Each Student Services area completes the PRP process annually, which includes a department-level analysis of services offered, an evaluation of staffing numbers, a review of accomplishments, and an identification of projected resource needs. The PRP process also includes an analysis of student learning outcome assessment cycles (SLOACs) and service area outcome assessment cycles (SAOACs), which focus on assessment of outcomes regardless of delivery method. As the College transitioned off-site during the COVID-19 pandemic, the PRP process and assessment of SLOs and SAOs continued ([IIC-23](#); [IIC-24](#); [IIC-25](#)). In their 2020-21 PRP, for example, the Counseling Department examined their SLOs alongside disaggregated success data for each of their courses and used their analysis to inform modifications: "SLOs were created from this examination and will be added into Nuventive as a result. SLOs included examining the success rate for online courses (especially for 2020-2021), adding a resume/cover letter critique for students in another course, and even promoting CareerSearch to specific groups of students who need it most" ([IIC-26](#); [IIC-27](#); [IIC-28](#)).

Student Services uses Nuventive Improve to house the College's outcomes data, to store SLOACs and SAOACs planning and assessment results, and to develop follow-up reports. The Office of Institutional Research and Planning (IR&P) supports Student Services to ensure that the PRP process and decision-making within planning councils, committees, and departments utilizes evidence. SSPC includes a research analyst as a voting member ([IIC-29](#); [IIC-30](#); [IIC-31](#); [IIC-22](#)). Student Services departments routinely access research data from IR&P and produce their own data through SLOACs and SAOACs. The data is used to inform services, analyze staffing requests, and develop new initiatives, and is available through the Nuventive Improve password protected site.

Student Services uses results and data from these various evaluation processes to make improvements and launch new projects and initiatives. In response to the need to better serve the populations in the northern and southern areas of its district, for example, in summer 2018 the College opened the Rancho Bernardo and Fallbrook Education Centers ([IIC-32](#); [IIC-33](#); [IIC-34](#)). Education Centers participate in the PRP process with attention to expanding access to student services in person and online ([IIC-35](#); [IIC-36](#); [IIC-37](#); [IIC-38](#)).

The Palomar Promise Program was launched in 2017 and has expanded to include all first-time, full-time Palomar College students. Palomar Promise offers two years of free course enrollment, textbook assistance, specialized academic and career planning, and support services. Outreach Services also opened in 2017 and serves prospective students in the "exploring stage" by providing tours, presentations, and information sessions both in person and online ([IIC-39](#); [IIC-40](#)).

Enrollment Services adopted California Community Colleges Apply (CCCApply) in September 2018, which contributed to an increase in the number of applications processed by nearly 40% from 2017-18 (23,656 applicants) to 2018-19 (32,910 applicants) ([IIC-34](#); [IIC-41](#)). Campus

wide upgrades to PeopleSoft 9.2 improved functionality and have led to the automation of enrollment processes such as grade adjustments, grade posting, transcript express, and transfer credit evaluation, which has given students improved accuracy in tracking their progress toward completion.

The Financial Aid Office implemented Campus Logic for the 2020-21 academic year, eliminating the use of paper and increasing access by allowing students to complete financial aid applications virtually. Counseling expanded Quick Questions (QQ) services to students, thus reducing wait times for assistance. From 2016-18, 80% of students reported using QQ. Similarly, Group Sessions provide informational webinars and academic group advising for students unable to schedule an appointment or attend in-person services. The Disability Resources Center (DRC) implemented Clockwork and MyDRC to increase data collection, access to accommodations, and scheduling effectiveness. Student Services increased virtual access through the Palomar app, online resource guides and tools, an automated chatbot, virtual front desk hours, Zoom meetings, and social media ([IIC-42](#)).

Analysis and Evaluation

Student Services regularly utilizes multiple levels of planning and evaluation processes to evaluate student support services. Student Services steering committees, planning groups, and departments demonstrate effectiveness in using planning documents to prioritize initiatives and implement improvements, review progress, and identify gaps and opportunities.

Technology improvements streamline enrollment, financial aid, and counseling services while improving data collection and campus wide coordination of student support services. Increased use of technology across Student Services also reflects a commitment to adapt to the changing needs of both students and the College, especially during a time when services are offered remotely due to COVID-19. Increased accessibility of Student Services online boosts visibility of and access to resources, widens the College's reach to serve more students, and reduces waiting and processing times. Additional technology initiatives, such as the implementation of online activity guides to help students better understand college and career pathways, are planned.

Student Services also demonstrates effectiveness in promoting access and student success outcomes among disproportionately impacted (DI) students. Opening two additional Education Centers expands access to in-person support services closer to where students live and reaches students with limited access to transportation to the main campus. Palomar Promise further demonstrates campus wide collaboration among Student Services departments to increase success outcomes, such as retention, transfer-readiness, and completion rates, among DI and first-time students.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College engages in a comprehensive Program Review and Planning (PRP) cycle to regularly assess learning outcomes and the effectiveness of student support services to achieve those outcomes ([IIC-43](#)). Comprehensive PRPs are inclusive of qualitative and quantitative data to

demonstrate program effectiveness and the achievement of student outcomes. Data tracking student learning outcomes (SLOs) and service area outcomes (SAOs) are monitored through Nuventive Improve, which allows for alignment and mapping.

Prior to the start of the most recent planning cycle, representatives from Student Services were invited to participate in PRP training provided by the Office of Institutional Research and Planning (IR&P) team ([IIC-44](#); [IIC-45](#)). The training provided an opportunity for new participants to gain a better understanding of the “why” behind the “what” as it relates to the PRP process and provided a valuable refresher to those who have participated in the PRP process in the past.

The College utilizes assessment data to enhance support services and programs on a continuous basis to remain responsive to student needs. One example comes from Counseling Services, which had a specific SAO that addressed successful completion of the Counseling Success workshop for students on probation. The SAO measured whether students comprehended key information connected to grade adjustments, academic renewal, and student success. Each question had a success rate of 80% or higher ([IIC-25](#); [IIC-46](#)).

Another example of changes made as a direct result of assessment and data comes from Extended Opportunities Programs and Services (EOPS). The program had noticed that over the course of several semesters, there was an increase in student attrition. In reviewing enrollment records and data, it was determined that many of the students who had left the program were still active students who continued to meet program eligibility requirements but had been disqualified from the program for a variety of reasons. While there was a petition process in place for reinstatement, many students who were disqualified chose not to pursue a petition or appeal, and those who did failed to demonstrate adequate reasons for reinstatement. As a result of this information, the petition process was overhauled to remove barriers for student completion, and students are now encouraged to meet with an EOPS counselor to complete their petition in order to ensure that appropriate strategies for student success are included ([IIC-47](#)).

Recently, the Disability Resources Center (DRC) utilized data from the 2019 California Community Colleges Chancellor’s Office (CCCCO) Program Plan survey and the 2019 Disability Resource Center (DRC) Bridge Program pre- and post-assessment data to implement a Disability Support Services Summer Bridge Program to address challenges faced by incoming students with disabilities. This resulted in a greater sense of student connection and ensured that students with disabilities were familiar with the resources and support available to them at the College ([IIC-48](#); [IIC-49](#)).

Analysis and Evaluation

The College has established a three-year planning and evaluation cycle that ensures that Student Services programs are responsive to the needs of its diverse student population. Currently, Student Services is working to create greater alignment of SAOs across the division with the development of a strategic plan aligned directly with the College’s institutional goals. New leadership in the Student Services division is focused on data-driven decision making in order to ensure that subdivisions can consistently access accurate data. business systems analysts will operate as a unit for the division to provide data through reports and queries. Current and past queries will be made available to practitioners for easy access.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College assures equitable access to all students through both online and onsite delivery systems, multi-faceted and specialized wraparound services for incoming and current students, information and services offered in both English and Spanish, robust professional development (PD) opportunities for all employees, and ongoing student needs assessments and surveys. The College delivers timely and comprehensive information about admissions, registration, and student services on its website and social media platforms, allowing students access to the College in a convenient manner that is not location bound ([IIC-50](#)). An increasing number of courses are offered via Canvas (the College's online learning management system [LMS]), presenting more options for students to participate in classes and fulfill their educational goals ([IIC-51](#)). In an effort to expand access and participation, many student services, including general education counseling, disability management counseling, tutoring, student life and leadership events and outreach, and behavioral health counseling, are available via phone or video conferencing technology (see Table 20 above) ([IIC-52](#)).

The Teaching and Learning Center (TLC) offers regular workshops that provide valuable information to students covering a wide variety of topics, including study skills, time management, financial aid applications, and personal budgeting. The Student Success and Equity Council (SSEC) works to address barriers to personal and academic success for disproportionately impacted student populations. Cohort programs, like Umoja and Puente, offer students a unique experience through participation in learning communities with strong mentorship and a focus on student engagement. Since 2014, the Association of Latinos and Allies for Student Success (ALASS) works to celebrate the successes of Latino/a students and promote additional opportunities campus wide, including support for undocumented students ([IIC-53](#); [IIC-54](#); [IIC-55](#)).

In 2020-21, the College created an Undocumented Student Support workgroup as part of AB 1645, a California assembly bill requiring colleges to expand resources for undocumented students. The advocacy group includes several ALASS members, in addition to other key members of the campus community. The Undocumented Student Support workgroup is in the process of identifying liaisons in various student services areas, updating information and resources on its website, and institutionalizing the work ALASS began. The Dreamers Resource Liaison will coordinate with the College and community to organize campus events, such as the Undocumented Student Week of Action, for undocumented students.

The College offers robust tutoring support across a variety of content areas, as well as center-based opportunities. These include the Writing Center, Math Learning Center, ESL Center, STEM Center, and Reading Center.

Additionally, the College offers eight men's and eight women's athletic teams, more than 45 student clubs and organizations, and a variety of initiatives like, the Pride Center Committee to Combat Hate (PC3H), that foster student engagement and provide access to additional resources to support the achievement of institutional learning outcomes (ILOs) ([IIC-56](#); [IIC-57](#); [IIC-58](#); [IIC-59](#)).

Disability Resource Center (DRC) services, general counseling services, tutoring, student life and leadership services, behavioral health counseling, and student health services are offered at the main campus, at each of the Education Centers, and online ([IIC-60](#)). Since 2018, the College has invested heavily in dual enrollment and College and Career Access Pathways (CCAP) course offerings to develop structured pathways and expand access for high school students ([IIC-61](#); [IIC-62](#)).

In light of the impacts of COVID-19, the College has further expanded access to counseling, courses, tutoring, and behavioral health services offered online. This has been supported through student emergency grants and the provision of laptops and other technology hardware provided by the Palomar College Foundation ([IIC-63](#); [IIC-64](#)). Such efforts to pair more students with essential technology are supported by the Academic Technology Resources Center's (ATRC) support for students in Canvas, via PowerPoint, and by other means. TLC Skillshops on note taking and library resources promote greater student access to the college learning environment ([IIC-65](#)).

The College takes a multi-faceted and specialized approach to student services to affirm and advance a holistic approach to bolstering student access, persistence, and retention. Services that include Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, Student Life and Leadership, DRC, grant-funded programs, behavioral health, student health centers, tutoring, the Palomar College Foundation, Palomar Promise, and student equity-funded events and programs dismantle barriers to access by addressing disparities such as food and housing insecurity, technology constraints, underutilization of federal and state financial aid, mental and physical health impacts, academic deficits, and social isolation ([IIC-52](#); [IIC-66](#); [IIC-67](#); [IIC-68](#)).

An expansive array of information and services, including the College website, are offered in both English and Spanish in order to serve the District's sizeable Spanish-speaking population ([IIC-69](#)). The College also maintains a list of bilingual employees who work in each location to facilitate increased information access and service provision.

The Palomar Powered Professional Development Program (3PD) Portal features training opportunities for faculty, staff, and administrators. Many of these training opportunities address topics related to increasing student access. PD trainings cover topics like Guided Pathways, equity-minded teaching practice, how to apply DRC-approved exam accommodations in Canvas, addressing racial bias and microaggressions, and more ([IIC-70](#)). The College's commitment to its vast interactive PD opportunities reflects its value and recognition of the importance of developing employee knowledge and skills through relevant training, examination of student data, research on best practices, and dialogue.

In addition, a partnership with the Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU) has yielded rich data from student surveys that is informing and guiding practice on how the College connects with and assists all students, including those from marginalized identity groups ([IIC-71](#)).

Analysis and Evaluation

The College has established protocols to verify that all services are equitable regardless of location or means of delivery. Comprehensive student support services are available at the main campus; Rancho Bernardo, Fallbrook, and Escondido Education Centers; and at Marine Corps

Base Camp Pendleton (CPPEN). All services are accessible online. At locations where face-to-face opportunities are limited, space is provided for students to access resources through telephone, teleconference, or online. The College takes a holistic approach to student access, persistence, and retention, and is focused on continuing to enhance services that meet the needs of its diverse student body.

II.C.4. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College currently offers 16 intercollegiate sports and a co-ed cheerleading program. These programs average 400 participating student athletes annually. In addition, the College offers Associated Student Government (ASG) and upwards of 45 different student clubs through its Office of Student Life and Leadership ([IIC-58](#)). To further the contribution to the social and cultural dimensions of the educational experience of its students, the College offers co-curricular programs such as the campus television station, PCTV; campus radio station, KKSM; campus newspaper, The Telescope; art shows; music and dance ensembles; speech and debate teams; and more ([IIC-72](#); [IIC-73](#); [IIC-74](#); [IIC-75](#)). Co-curricular programs work to provide opportunities for learning in an environment of diverse thought, needs, and experiences that align with the College Mission. Through regular review and examination of these programs, the College continues to showcase sound educational policy and uphold standards of integrity, including responsible control of programs and their finances ([IIC-76](#); [IIC-77](#); [IIC-78](#)).

The Athletics Department is under the direction of the Assistant Superintendent/Vice President, Student Services and adheres to state-mandated guidelines from the California Community College Athletic Association (CCCCAA) ([IIC-79](#)). Pursuant to CCCCCAA guidelines, the Athletics Department; Superintendent/President; Assistant Superintendent/Vice President, Student Services; and Assistant Superintendent/Vice President, Instruction must undergo annual compliance training and pass an examination in order to remain in good standing and ensure program integrity ([IIC-80](#)). Palomar College Athletics operates under the CCCCCAA eligibility and compliance bylaws and competes in the Pacific Coast Athletic Conference (PCAC). The Athletics Department participates in the annual Program Review and Planning (PRP) process, assessing student learning outcomes (SLOs), identifying opportunities for improvement, evaluating faculty, and advocating for additional resources to better serve students. It is also required to submit an annual Equity in Athletics Disclosure Act (EADA) report to the U.S. Department of Education and the CCCCCAA ([IIC-81](#)). The Athletics Department further contributes to the social and cultural dimensions of its students' educational experience through events such as Military Appreciation Night, Cancer Awareness games, and clinics with area youth and teams for individuals with special needs ([IIC-82](#)). Financial transactions are processed by the Department, overseen by Fiscal Services, and reviewed through the College's annual financial audit ([IIC-83](#)).

The Assistant Superintendent/Vice President, Student Services also oversees the Office of Student Life and Leadership, whose mission is "fostering learning environments that engage our students and empower them to develop strong leadership skills, inside and outside of the classroom." The Office of Student Life and Leadership has oversight of the Associated Student Government (ASG) and the Inter-Club Council, along with over 45 campus clubs ([IIC-84](#); [IIC-](#)

58). It is responsible for the organization and administration of individual clubs, whose finances are managed by the Assistant Superintendent/Vice President, Student Services. Its effectiveness, along with that of the clubs it oversees, is evaluated annually through the PRP process (IIC-85). Its 2019-20 PRP notes that thousands of students are participating in the various campus clubs, and there are 32 positions for student involvement within ASG, in alignment with the Community, Multicultural/Global Consciousness and Responsibility General Education/Institutional Outcome (GE/ILO) (IIC-86). The Office also hosts guest speakers for restorative justice, social equity, inclusion, and informative resources that further build skills in critical thinking and global consciousness (IIC-87).

Performing Arts, Political Science, STEM, Math, English, Pride Center, KKSM, *The Telescope*, PCTV, Boehm Art Gallery, and Speech are among the many departments and co-curricular programs that contribute to the overall Mission of the College. Diverse events and programming provide opportunities for student engagement, leadership development, and enhanced cultural awareness. Examples of events and productions include *Bravura*, an award-winning publication of art and writing created by students; Political Economy Days, which hosts experts in the fields of politics, history, and economics (from both Palomar and other institutions); and music and dance performances by the Performing Arts Department (IIC-88).

Analysis and Evaluation

The College offers an array of co-curricular and athletic programs that enhance students' experiences and cultural competence. These co-curricular programs help develop responsibility, global consciousness, leadership, oral communication, critical thinking, teamwork, and other skills that align with the College's ILOs and Mission. The Assistant Superintendent/Vice President, Student Services oversees the finances of co-curricular programs, which are operated with consistent review processes, integrity, and sound financial accounting.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College offers academic, career, and personal counseling services through a variety of programs and methods to support student development. Counseling services are available through the Counseling Department, Disability Resource Center (DRC), Extended Opportunities Programs and Services (EOPS) (including Cooperative Agencies Resources for Education [CARE], CalWORKs, and Foster Youth Retention Success and Transition [FYRST]), TRIO SSS, Veterans Services, Palomar Promise Program, Athletics, Transitions Program, Umoja, Puente, Transfer Center, Career Center, and Behavioral Health Services (IIC-89). Services are provided in a variety of modalities, including face-to face, telephone, and via online appointments. Appointments are offered in both individual and group settings and on a walk-in basis through a system called Quick Questions (IIC-90).

Counseling is focused on continuous improvement to enhance student services and outcomes. Counseling services are evaluated, analyzed, and improved through service area outcome

assessment cycles (SAOACs) and the Program Review and Planning (PRP) process, both of which are completed on a yearly basis. Interventions and improvements are implemented based on SAO findings ([IIC-26](#); [IIC-91](#); [IIC-92](#)). For example, in 2017, an SAO was developed to track student satisfaction with Quick Questions. Data collected examined whether students' questions were addressed in Quick Question sessions. Outcomes revealed that over 76% of students' questions were addressed in the sessions, while approximately 22% of students required an additional counseling appointment. As a result, Counseling expanded the availability of Quick Questions throughout the year and incorporated scheduled and walk-in Quick Questions. These sessions proved to be a useful avenue for students to receive assistance in a timely manner; hence, Quick Questions became a permanent part of counseling services ([IIC-93](#)).

Another area of SAO focus was the effectiveness of Counseling Services Probation Workshops to communicate important academic details to students. Pre- and post-assessments conducted in summer 2019 revealed that 84% of students understood the purpose of a grade adjustment, 95% of students knew how many years to wait until submitting an academic renewal petition, and 98% of students could identify one way to avoid probation in the future. These results demonstrate the effectiveness of the probation workshops.

Comprehensive PRPs were developed in 2019 for the various counseling areas ([IIC-25](#); [IIC-26](#)). After the comprehensive review, annual reviews are completed in years one and two until the entire cycle is repeated. PRP work is conducted throughout the year, not only during the PRP submission timeline in the fall semester. For example, the Counseling Department has recently worked on revamping its vision, mission, and values statements outside the established PRP timeline ([IIC-94](#)).

In an effort to ensure that all college counselors are current with information, Professional Development (PD) is systematically provided through weekly trainings and quarterly workshops ([IIC-95](#)). Counseling, EOPS, and DRC each hold area-specific PD on a regular basis ([IIC-96](#); [IIC-97](#); [IIC-98](#)). Workshops cover overarching topics such as strategic planning for PRPs and integrating counseling models with Guided Pathways. Updates include information from the Articulation Office, Transfer Center, Career Center, and from other departments within Student Services and Instruction. In addition to the trainings, a password-protected Counselor Reference Page and a quick reference manual are available to all counselors ([IIC-99](#); [IIC-100](#)).

In 2019, all counselors were trained on Starfish Degree Planner, an education planning tool with degree audit and schedule-building features. The new tool allows students to create their own education plan and submit it to a counselor for approval. The student sandbox feature was piloted with students in Counseling courses in spring 2021 ([IIC-101](#)). Student Services leadership has identified gaps with the integration of Starfish with its information technology system of record and is seeking technology that will address this gap. Student outcomes include an understanding of requirements and timely receipt of useful and accurate information through education plans, workshops, and orientations. Student orientations are ongoing throughout the year and are conducted both in person and online ([IIC-102](#)).

In 2016, the College upgraded its tool for conducting online orientations with ten student modules that allow for differentiated orientations. Modules include a new student orientation, a pre-advising module for counseling, and a student success module for students on probation. Other modules are currently under development on topics such as placement, pre-advising for counseling appointments, Guided Pathways, and a parent orientation. Potential modules also include areas related to a student's journey in college and college-specific program orientations,

such as for DRC or international students. The new student orientation was recently revised in 2019 with new videos and updated information regarding enrollment, schedule, budget, registration, transfer, academic support services, and more (IIC-103). Checkpoints to assess learning are incorporated into the modules and are required for a student to complete the orientation. Over a 90-day period from February to May of 2020, the orientation was accessed 3,273 times by 3,095 unique students. During that same period, 2,366 students successfully completed the orientation (IIC-104).

The Transfer Center website has an abundance of information, including a parent orientation in both English and Spanish, graduation requirements, and California State University (CSU) and University of California (UC) specific information (IIC-105; IIC-106). The Transfer Center regularly provides application workshops and disseminates details regarding transfer admission deadlines and updates, as well as transfer admission guarantee (TAG) information through a student-centered Canvas site (IIC-94; IIC-107). According to the Transfer Center PRP, students consistently report that after completing a CSU application workshop, there is an improvement in their confidence levels in completing the transfer process (IIC-108).

The Palomar Promise Program, in conjunction with the Teaching and Learning Center (TLC), provides skillshops on topics such as “Discovering Your Learning Style,” “Goal Setting & Motivation,” and “Stress Management” (IIC-65). Workshops are available in an on-demand format online through StudentLingo. Nearly 6,400 students have accessed these free workshops (IIC-109).

Analysis and Evaluation

The College develops, implements, and evaluates Counseling Services on a regular basis through SAO assessment cycles, the PRP process, and departmental level analysis of services specific to their areas. Counselors are frequently and consistently trained in their roles. In addition to their professional development, counselors have a web-based reference tool that is available online 24/7 and contains relevant counseling materials and information to make sure that every counselor is up to date on all pertinent academic requirements. Counselors are evaluated every three years through observation and student evaluations.

Services such as education plans and student workshops provided by counselors enhance student development and success by providing valuable information for students to navigate the higher education system. Additionally, the College provides information to students not only through workshops, but also through their websites, social media, Canvas, and mobile applications to meet the needs of diverse students in various mediums. The support provided by counselors not only in academic, but also personal and career counseling, is invaluable to students, as noted by student reports.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Board Policy (BP) 5052 Open Enrollment states that “the policy of the Palomar Community College District is that, unless specifically exempted by statute or regulation, every course,

course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55003) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations” ([IIC-110](#)).

As per BP 5052 and the accompanying Administrative Policy (AP) 5052 Open Enrollment, students are not required to confer or consult with college staff, nor are they required to receive permission to enroll in any class offered by the College, except as provided for in AP 5055 Enrollment Priorities, and in Apprenticeship, Dental Assisting, Medical Assisting, Nursing, Fire, Police, and Paramedic Academy programs ([IIC-110](#); [IIC-111](#); [IIC-112](#)). AP 4260 Prerequisites, Co-Requisites, and Advisories articulates the necessary balance between maintaining academic standards and ensuring that limitations do not constitute unjustified obstacles to student access and success. To address these two concerns, the College follows California Education Code by establishing limitations solely on content review or content review with statistical validation when setting prerequisites, corequisites, and advisories ([IIC-113](#)). The College ensures that its admission policy remains consistent with its Vision, Mission, and Values, which are used to define the Vision for Success (VfS) goals established in the College’s Strategic Plan ([IIC-8](#)).

The 2018 adoption of CCCApply has provided more consistent and readily available access for admission to the College. As a statewide approved application gateway, CCCApply connects students to a growing number of initiatives designed to help them explore options, apply to the college of their choice, and access information on funding ([IIC-114](#)). Adopting CCCApply ensures that the College is using the most up-to-date and approved application questions and initial residency determination criteria to maintain currency and compliance with state data collection and reporting requirements.

A final residency determination is made on all student applications as outlined in AP 5015 Residency Determination ([IIC-115](#)). Following the initial residency determination made by CCCApply, the College reviews all applications and actively communicates each student’s residency status. Students whose status is either unconfirmed or deemed as non-resident are provided an opportunity to petition using the Residency Reclassification Form ([IIC-116](#)).

The College also provides a comprehensive International Student program. Students are required to complete and submit an international student application by the established dates listed on the International Student webpage. Students must demonstrate English language proficiency through the completion of the Test of English as a Foreign Language (TOEFL) with acceptable scores to gain admission ([IIC-117](#); [IIC-118](#)). The College manages and administers the Student and Exchange Visitor Information System (SEVIS) for the issuance of I-20 forms on behalf of the Student Exchange and Visitor Program (SEVP), which is part of the Department of Homeland Security. Staff are trained Designated School Officials (DSOs) who actively assist students with maintaining student visas, travel requirements, enrollment reporting, and issuance of Optional Practical Training (OPT) authorization ([IIC-119](#)). The International Student program supports students from 26 countries, with some of its larger populations coming from Japan, China, and Vietnam. Representatives have recently traveled to Japan, Southeast Asia, and Central America to spread the word about community colleges and their mission.

For programs such as Apprenticeship, Dental Assisting, Medical Assisting, Nursing, Fire, Police, and Paramedic Academy there are supplemental admission criteria established by

state and federal licensure guidelines ([IIC-120](#)). In line with the Guided Pathways initiative, programs like Nursing attract a far larger number of students than are admitted. The Counseling Department pays particular attention to students pursuing Nursing, but who are not on track for meeting admission criteria, or who have applied but have not yet been accepted. The goal of such counseling strategies is to assist students not directly served by Nursing toward relevant alternatives ([IIC-121](#); [IIC-9](#)).

The College has developed and maintained strong partnerships with service area high schools by providing intensive outreach, application workshops, on-boarding events, FAFSA workshops, and registration assistance ([IIC-40](#)). It has embraced Dual Enrollment, authorized by California Assembly Bill (AB) 288, from its inception in 2016, by developing and implementing two College and Career Access Pathways (CCAP) agreements for the 2016-17 academic year. For the 2020-21 academic year, the College will have ten active CCAP agreements serving over 800 students ([IIC-122](#); [IIC-123](#)).

In accordance with AP 5050 Student Success and Support Program, the College has adopted a model of offering matriculation services clearly outlined in the Steps to Enroll process in both English and Spanish. The seven steps support the requirements outlined in the Student Success Act of 2012 (SB 1456) and are in effect for priority registration scheduling ([IIC-124](#)):

- Step 1: Apply for admission
- Step 2: Complete orientation
- Step 3: Complete placement
- Step 4: See a counselor to develop an education plan
- Step 5: Financial aid
- Step 6: Register for classes
- Step 7: Pay fees

Students are highly encouraged to follow the Seven Steps to Enroll. Once the student has reached the six units registered/completed threshold for orientation and placement and 15 units for an educational plan, they will be alerted that they need to complete subsequent steps to proceed. Students have the right to request an exemption of these services. A developed Exemption for Orientation and Counseling Advising form allows student completion and submission to Counseling Services for permanent exemption from these matriculation steps ([IIC-125](#)).

Counseling services are essential in advising students on clear pathways to degrees, certificates, and transfer goals. These services strive to be consistent with the College's Mission to provide high-quality advising, including career, academic, and personal counseling as it relates to students' educational goals. Counseling faculty offer workshops and one-on-one appointments for ([IIC-90](#))

- abbreviated and comprehensive student educational plans;
- academic probation, dismissal, and reinstatement;
- walk-in counseling (Quick Questions);
- direction in student selection of career and transfer options;
- information and resources that support students' progress toward graduation;

- Satisfactory Academic Progress (SAP) for financial aid disqualification; and
- student orientations.

The College has embraced Guided Pathways as a new way of thinking about advising and the progression of students toward meeting their educational goals. Faculty have adopted seven meta majors (Arts, Media, and Design; Business; Health and Public Services; Humanities and Languages; Science, Technology, Engineering, and Math; Social and Behavioral Sciences; Trade and Industry) with a focus on career clusters ([IIC-126](#); [IIC-127](#)). The implementation of Guided Pathways represents a significant paradigm shift, requiring the College to rethink the alignment of academic majors and programs and specific career goals in support of student outcomes. The creation of meta majors is a fundamental building block in creating a first year that allows students to focus on career pursuits, while giving them time to identify what major will best advance their career goals.

Analysis and Evaluation

The College has clear BPs and APs that define and guide its admissions process. Robust counseling services ensure that students can enroll in the College and subsequently chart their degree or transfer plans with ease. Program requirements are clearly outlined in the catalog. Students are supported in their pursuit of degree completion and transfer through a comprehensive education planning process to ensure that pathways are clearly defined. This process is enhanced by the Guided Pathways model that the College has adopted, which includes meta majors that will help students more easily identify how their interests align with the degree paths that the College offers.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College is an open enrollment institution and does not implement admissions standards or related instruments. With the implementation of California Assembly Bill (AB) 705, which required colleges to maximize the probability that students will complete their math and English requirements in their first year, the College is no longer using an instrument for placement. Students receive placement recommendations for math and English based on multiple measures, including previous academic history (courses taken and academic performance) and counselor recommendation. Placement practices are reviewed on a yearly basis through the Program Review and Planning (PRP) process for both the Admissions Office and Enrollment Services ([IIC-128](#); [IIC-129](#)). An AB 705 Subcommittee (which reports to the Student Success and Equity Council [SSEC]) and workgroup review placement practices and validate their effectiveness ([IIC-130](#)).

As part of the validation process, the Office of Institutional Research and Planning (IR&P) implemented a research plan to examine the effectiveness of multiple measures since its implementation beginning with summer 2019 students ([IIC-131](#)). Overarching areas of inquiry included placement, enrollment, impact on outcomes, student experience, and success. Data was disaggregated by various equity categories including former foster youth, ethnicity, disability, low income, veteran, and LGBTQ. Data tables were created, and research results were shared

with the AB 705 Subcommittee and workgroup. Data will inform improvements in the system, and student enrollment and performance data will be tracked over time.

Both the Math and English Departments regularly review the efficacy of their placement practices. The Math Department has created an online tool that helps students identify the appropriate math course to take based on their multiple measures placement recommendation and intended program path. The English Department makes recommendations that new students enter either English 100: English Composition (four units), or English 100 + English 49, a two-unit corequisite course that provides additional support to students who have been identified as needing such support based on their placement recommendation. However, students who are recommended to take English 49 have the option to self-place into English 100 without additional support if they choose to do so. The AB 705 Workgroup, consisting of math, English, and ESL faculty; counselors; and representatives from Enrollment Services and IR&P, meets monthly to discuss and evaluate placement processes ([IIC-130](#)).

While the Math and English Departments implemented multiple measures using GPA and course completion, ESL created a guided self-placement tool for their students ([IIC-132](#)). The tool provides writing samples of general and academic ESL track courses. Students read samples, then select the sample they think best reflects their own writing abilities. The self-guided placement tool was implemented for summer 2020 students. Evaluation of the ESL self-guided placement tool is included in the research plan examining multiple measures.

Analysis and Evaluation

The College uses a multiple measures approach to recommend math and English courses aligned with students' program pathways. The English Department has eliminated all pre-transfer level writing courses and the Math Department has eliminated most pre-transfer level courses, keeping only those that directly support student preparation for college-level courses. Corequisite models of instruction allow students to enroll in transfer-level coursework with or without additional support. ESL has moved to a guided self-placement model and does not use placement tests. IR&P has developed comprehensive models for evaluating the impact of multiple measures placement on student success and completion. Math, English, and ESL review their placement practices regularly and the AB 705 Subcommittee and workgroup oversee the implementation of the legislative requirements set forth in the bill.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College publishes and adheres to several specific Board Policies (BPs) and Administrative Procedures (APs) to ensure that it meets its obligations as defined by California Education Code. Examples specific to the storage and security of student data include BP/AP 3720 Computer and Network Use; BP/AP 5040 Student Records, Directory Information, and Privacy; BP/AP 3310 Records Retention and Destruction; and BP/AP 5045 Student Records: Challenging Content and Access Log ([IIC-133](#); [IIC-134](#); [IIC-135](#); [IIC-136](#); [IIC-137](#); [IIC-138](#); [IIC-139](#); [IIC-140](#)).

BP/AP 3720 provides direction to staff regarding the use of the College's information resources. AP 3720 provides guidance on how personnel are to secure access to electronic files, how passwords are to be safeguarded, and who is and is not permitted to authorize the release of sensitive personal (student) information.

BP/AP 5040 speaks directly to the release of student records and identifies the specific circumstances or scenarios when student records and information would be released, including with a student's consent when they wish to review their own records, with federal judicial orders, and to District employees who in their official capacity have an educational need to view such data.

BP/AP 3310 describes how sensitive student records are to be maintained. Guidance is provided concerning which records are to be maintained permanently, which are not, what conditions must exist before they are destroyed, and how any records are to be destroyed. Before any records are destroyed, the Superintendent/President or designee is required to submit a list to the Governing Board that identifies the records proposed for destruction. The Board must then approve the final list and communicate that information back to the Superintendent/President or designee before any action is taken.

BP/AP 5045 describes the policies and procedures students follow to request or remove information recorded in their student records. Students may file a written request to correct or remove information recorded in the student's records that the student alleges to be: 1) Inaccurate; 2) An unsubstantiated personal conclusion or inference; 3) A conclusion or inference outside of the observer's area of competence; or 4) Not based on the personal observation of a named person with the time and place of the observation noted.

Student records are securely maintained in a variety of ways depending on their age. Student class records established prior to summer 1983 are kept on microfilm and microfiche. All hard copy records are stored in a locked records room located in the Records and Evaluations Office. The College houses all admissions, assessment testing, registration, academic records, and fiscal service and human resource components on Singularity/OnBase, a document imaging and retrieval system that interfaces with the College's student information system (PeopleSoft). Official transcripts from other institutions are scanned daily so counselors, financial aid staff, and College evaluators have access to retrieve these records. All systems and stored data are accessible only to designated and approved individuals through password protection and assigned permissions. The servers for the system are located on the network and are routinely backed up as part of the District's information network system.

In accordance with the Family Educational Rights and Privacy Act (FERPA), student information, excluding that designated as Directory Information, cannot be released to a third party without written permission of the student. FERPA information is published in the catalog and online ([IIC-141](#); [IIC-142](#)). The College allows access to student records only with the written request of the student or in compliance with a legal subpoena or order. Students may grant consent to release enrollment services and financial aid information to a parent and/or spouse by submitting a request form to Enrollment Services ([IIC-143](#)). Consent must be provided on a yearly basis and can be rescinded by the student at any time. Similarly, students may request to withhold directory information via the Data Change Form, which is available in person and online through Enrollment Services ([IIC-144](#)).

All Enrollment Services employees receive FERPA training ([IIC-145](#); [IIC-146](#)). Student Services departments have standard procedures in place to verify a student's identity before discussing any specific information in person or via phone. These procedures include requesting government-issued identification and confirming personal identifiers. Additionally, a campus wide practice requires that student information be provided to students only via their Palomar student email accounts as an additional measure to ensure that student records are confidential.

Analysis and Evaluation

The College follows established federal law and BPs and APs to ensure adherence to the standard. Effective practices are in place to physically secure hard copies of student records. Adoption of Singularity/OnBase ensures that digital records are stored securely as data systems are password protected and accessibility is limited to staff through assigned permissions. Data systems are regularly reviewed and upgraded to ensure that security measures are up to date and records are confidential. Staff are informed of best practices for maintaining and releasing student records. Students have access to processes that grant consent to release or withhold information. Clear and specific BPS and APs regarding retention and destruction of records ensure appropriate record maintenance. The Superintendent/President and Governing Board must review and approve actions taken to destroy records.

Conclusion

Student Services uses various evaluative processes to conduct the comprehensive review and planning of support services, ensure alignment with student success metrics, and promote the advancement of the College Mission. The College identifies and regularly assesses student learning outcomes (SLOs) and service area outcomes (SAOs) using a three-year planning and assessment cycle. Assessment data from Program Review and Planning reports (PRPs) and other sources are used to identify and enhance student support services and promote student success. Equitable access to student services is provided at each location and online.

The College offers an array of co-curricular and athletic programs that enhance students' experience and cultural competence. The Athletics Department and Office of Student Life and Leadership are under the purview of the Assistant Superintendent/Vice President, Student Services. Co-curricular programs participate in the PRP process, and their finances are overseen by the appropriate Assistant Superintendent/Vice President.

Counseling services are available through the Counseling Department and several other programs that participate in SAO assessment cycles and the PRP process to ensure efficacy. Students regularly evaluate counseling services, and improvements are made based on student feedback. Counselors are consistently trained in their roles. Services such as education plans and student workshops provided by counselors enhance student development and success by providing valuable information for students to navigate the higher education system.

The College has established policies and procedures outlining its open admission and enrollment status. Exceptions are clearly outlined and based on relevant local, state, and federal regulations. In response to California Assembly Bill (AB) 705, the College has moved to multiple measures and self-guided placement systems that ensure that all students can complete their college-level math and English requirements in their first year. All systems are evaluated regularly and updated as needed.

A thorough set of Board Policies (BPs) and Administrative Procedures (APs) outline the process for maintaining student records. Systems and processes are in place to ensure that all records are confidential and are released only under specific, legally sanctioned circumstances.

EVIDENCE LIST

Number	Name
IIC-1	Student Support Programs
IIC-2	Support Services Modified Schedule
IIC-3	CCSSE Data
IIC-4	NACCC Data Update
IIC-5	NACCC Presentation 2019
IIC-6	DEI Summer Institute 7/12/21 Day 1
IIC-7	DEI Summer Institute 7/13/21 Day 2
IIC-8	Strategic Plan 2022
IIC-9	Guided Pathways
IIC-10	Strategic Plan 2022 (VfS)
IIC-11	CCCCO Student Success Metrics
IIC-12	SCFF Target Setting Worksheet
IIC-13	CCC Alignment of Student Success
IIC-14	Vision for Success Goals
IIC-15	SPC Minutes 3/16/21 - Sample Student Services Initiative
IIC-16	Mission Statement
IIC-17	SPC Sample Minutes - Reports from Planning Groups
IIC-18	SSSP Plan 2015-16
IIC-19	Student Equity Plan 2019-22
IIC-20	SEM Plan 2020-22
IIC-21	SSEC Structure
IIC-22	SSPC Structure
IIC-23	Outreach Services PRP 2020-21
IIC-24	DRC PRP 2020-21
IIC-25	Counseling Non-Instructional PRP 2020-21
IIC-26	Counseling PRP 2020-21
IIC-27	Counseling Course Data Analysis
IIC-28	Counseling Minutes 10/21/20
IIC-29	Defining SAOs and Assessment
IIC-30	Student Services SAO Report
IIC-31	Integrated Planning Model
IIC-32	Rancho Bernardo Education Center Substantive Change Proposal
IIC-33	Fallbrook Education Center Substantive Change Proposal
IIC-34	Strategic Plan 2022 Action Plan Year Two - Education Centers
IIC-35	Escondido Center PRP 2019-20
IIC-36	Fallbrook Education Center PRP 2019-20
IIC-37	Camp Pendleton PRP 2019-20
IIC-38	Rancho Bernardo Education Center PRP 2019-20

Number	Name
IIC-39	Palomar Promise Year One and Two
IIC-40	Outreach Activity Summary 2019-20
IIC-41	Applications by Year Report
IIC-42	Telescope - New Student Services Technology
IIC-43	Non-Instructional Program Review and Planning
IIC-44	PRP Training Transcript
IIC-45	Non-Instructional PRP Training 2020-21
IIC-46	SAO Questionnaire Responses
IIC-47	EOPS Petition Process
IIC-48	DRC Program Plan Survey Report 2019
IIC-49	DRC Assessment Results - Welcoming Day 2020
IIC-50	Social Media Postings
IIC-51	Canvas Course Offerings
IIC-52	College Catalog - Student Services
IIC-53	Umoja
IIC-54	Puente Project
IIC-55	ALASS
IIC-56	Learning Resource Center Overview
IIC-57	Athletic Clubs
IIC-58	Student Clubs
IIC-59	PC3H - Pride Center
IIC-60	Disability Resource Center
IIC-61	Dual Enrollment
IIC-62	College Career Access Pathways Partnership Agreement
IIC-63	Foundation - Student Resources
IIC-64	Foundation Laptop Donations
IIC-65	TLC Skillshops Descriptions
IIC-66	The Hub: Basic Needs
IIC-67	Food and Nutrition Center
IIC-68	CometTogether for Fall 2021
IIC-69	Website Translate Feature
IIC-70	Professional Development Offerings
IIC-71	CCEAL Student Survey Data
IIC-72	PCTV
IIC-73	KKSM
IIC-74	The Telescope
IIC-75	Palomar Performing Arts
IIC-76	Athletics Instructional PRP 2020-21
IIC-77	Athletics Non-instructional PRP 2020-21
IIC-78	Student Athlete Handbook 2019-20
IIC-79	AP 5700 Intercollegiate Activities
IIC-80	CCCCAA Compliance Training
IIC-81	EADA Report
IIC-82	Athletic Events Calendar - GEILO Connection

Number	Name
IIC-83	Annual Financial Report 2019
IIC-84	AP 5400 Associate Student Government
IIC-85	Student Life and Leadership PRP
IIC-86	College Outcomes
IIC-87	Guest Speaker Calendar
IIC-88	Co-curricular Programs Sample
IIC-89	Counseling Services
IIC-90	Counseling Department Appointments
IIC-91	SAO-QQ
IIC-92	SAO Probation
IIC-93	Quick Questions
IIC-94	Counseling Department Workshop 2/26/20 - Mission Statement Presentation
IIC-95	Counselor Weekly Training
IIC-96	Counseling Department Retreat Agenda 8/8/19
IIC-97	Counselor's Review Spring 2021
IIC-98	Counseling Meeting Agenda 10/23/19
IIC-99	Reference For Counselors
IIC-100	Counselor Reference Guide
IIC-101	Starfish Degree Planner
IIC-102	New Student Orientation
IIC-103	Orientation Module
IIC-104	Orientation Report Feb-May 2020
IIC-105	Parent Orientation English
IIC-106	Parent Orientation Spanish
IIC-107	Transfer Center Canvas Preview
IIC-108	Transfer Center PRP 2020-21
IIC-109	Student Lingo Usage Data
IIC-110	BP 5052 Open Enrollment
IIC-111	AP 5052 Open Enrollment
IIC-112	AP 5055 Enrollment Priorities
IIC-113	AP 4260 Prerequisites, Co-Requisites, and Advisories
IIC-114	CCC Apply Application
IIC-115	BP 5015 Residence Determination
IIC-116	Request for Review of Residency Status Form
IIC-117	International Student Program
IIC-118	English Proficiency Requirements
IIC-119	Coordinator, International Education Job Description
IIC-120	Programs Outside Accreditation Criteria
IIC-121	Palomar Pathways to Nursing and Related Careers
IIC-122	AB 288
IIC-123	CCAP Agreements
IIC-124	AP 5050 Student Success and Support Program
IIC-125	Orientation Exemption
IIC-126	Sample Guided Pathways Workgroup Newsletter

Number	Name
IIC-127	Curriculum Committee Minutes 5/6/20 - Meta-Majors
IIC-128	Admissions and Records PRP 2019-20
IIC-129	Assessment PRP 2019-20
IIC-130	AB 705 Meeting Notes
IIC-131	AB 705 Research Plan
IIC-132	ESL Self-Guided Placement Tool
IIC-133	BP 3720 Computer and Network Use
IIC-134	AP 3720 Computer and Network Use
IIC-135	BP 5040 Student Records and Directory Information
IIC-136	AP 5040 Student Records and Directory Information
IIC-137	BP 3310 Records Retention and Destruction
IIC-138	AP 3310 Records Retention and Destruction
IIC-139	BP 5045 Student Records: Challenging Content and Access Log
IIC-140	AP 5045 Student Records: Challenging Content and Access Log
IIC-141	Enrollment Services - Student Rights and Privacy
IIC-142	College Catalog - FERPA
IIC-143	Consent for Release of Information
IIC-144	Student Data Change Form
IIC-145	FERPA Training
IIC-146	FERPA Training Report



PALOMAR COMMUNITY COLLEGE DISTRICT

STANDARD III: RESOURCES



STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the College/system. In such cases, the College/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College ensures the integrity and quality of its programs and services by employing well-qualified faculty, staff, and administrators in accordance with the hiring practices described in Board Policy (BP)/Administrative Procedure (AP) 7120 Recruitment and Hiring ([IIIA-1](#); [IIIA-2](#)). These practices comply with *California Code of Regulations, Title 5*, Sections 53000 et seq., which are the equal employment opportunity regulations for California community colleges, and are consistent with all other relevant federal and state hiring regulations ([IIIA-3](#)).

The College uses a variety of advertising methods and venues to attract diverse, highly qualified candidates. These items and approaches are stated in the three-year Equal Employment Opportunity (EEO) Plan, which is a requirement of *California Code of Regulations, Title 5*, Section 53003 ([IIIA-4](#); [IIIA-5](#); [IIIA-6](#)). The College assesses the effectiveness of its advertising methods annually using the EEO Fund Multiple Method Allocation Certification Form, which is required by the California Community Colleges Chancellor's Office (CCCCO) for the College to receive its EEO funding. It uses the assessment to determine employment advertising for the following year ([IIIA-7](#); [IIIA-8](#)).

All full- and part-time faculty positions are published in position announcements, which are based on the minimum qualifications approved for each academic discipline by the CCCCC and the Academic Senate for California Community Colleges (ASCCC) ([IIIA-9](#); [IIIA-10](#)). Faculty position announcements are developed through a collaborative process between the department with the vacancy and Human Resource Services (HRS), which begins developing the announcement with the required minimum qualifications for the discipline of the position. The hiring department then provides additional information about the specific courses to be taught by the selected candidate, preferred qualifications aligned with business necessity, and other information to provide applicants a clear depiction of the assignment ([IIIA-11](#); [IIIA-12](#)). Programs evaluate staffing needs and request full-time faculty positions through the Program Review and Planning (PRP) process ([IIIA-13](#); [IIIA-14](#)). Staffing needs for part-time faculty are evaluated by individual departments each semester and position announcements are developed and posted in collaboration with HRS.

Classified, Confidential and Supervisory Team (CAST) and administrator positions are advertised through position announcements based on the College's job descriptions for those positions. Minimum qualifications and any locally developed preferred qualifications for all positions follow the *California Code of Regulations, Title 5* requirements in sections 53000 et seq., ensuring that all qualifications are job-related and consistent with the requirements of federal law, and are sensitive to and understanding of the diversity of the community college student population ([IIIA-15](#); [IIIA-16](#)). Job descriptions are developed by HRS through its classification process, in which responsibilities, the minimum qualifications needed to carry out those duties, and working and physical conditions are identified in a collaborative process with the hiring department ([IIIA-17](#); [IIIA-18](#); [IIIA-19](#)). The Governing Board approves all job descriptions, and HRS then uses them to develop a position announcement ([IIIA-20](#); [IIIA-21](#); [IIIA-22](#); [IIIA-23](#)). Needs for classified, CAST, and administrator positions are identified through the PRP process and prioritized by the Assistant Superintendents/Vice Presidents as part of quarterly staffing review ([IIIA-24](#)).

Position announcements also serve as faculty job descriptions ([IIIA-25](#); [IIIA-3](#)). Position announcements for non-faculty positions are derived from the qualifications, duties, working conditions, and other areas of relevant job descriptions ([IIIA-26](#)).

Minimum qualifications for faculty and educational administrator positions are derived directly from the requirements developed by the CCCCCO and ASCCC ([IIIA-15](#); [IIIA-16](#)). Applicants who lack the minimum qualifications may appeal through the equivalency review process to determine whether their education and/or professional experience aligns with the mandated minimum qualifications ([IIIA-27](#); [IIIA-28](#)).

AP 7120 specifies the hiring regulations, steps, and timelines that all selection committees are required to follow to ensure that each recruitment is consistent, considers only job-related criteria for each candidate, and results in a fair and objective selection process ([IIIA-2](#)). HRS monitors each hiring process to ensure that selection committees adhere to AP 7120. After offers for employment are extended to selected candidates, the onboarding process ensures that all statutory hiring requirements are satisfactorily fulfilled prior to Governing Board approval and hire.

Analysis and Evaluation

Consistent procedures are used for advertising and recruiting for open positions and for assessing the effectiveness of advertising venues. The hiring process is fair, consistent, and ensures that job-related qualifications are the sole basis for hiring. Qualifications, duties, terms of employment, and other aspects of job descriptions fulfill the College Mission and are the basis for position announcements. Minimum qualifications established at the state level are utilized to ensure that faculty and educational administrators meet necessary requirements.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Minimum qualifications for academic disciplines are determined by the state, while equivalencies are determined locally by the Equivalency Committee and approved by the Governing Board. The Governing Board and individual departments describe job duties, desired qualifications, and other desired skills and/or experience in job announcements for both full- and part-time faculty. Departments also develop preferred qualifications for each position and submit them to Human Resource Services (HRS) for approval.

The College uses the *Minimum Qualifications (MQ) for Faculty and Administrators in California Community Colleges Handbook* to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter ([IIIA-10](#)). If an applicant's degree is not listed in the *MQ Handbook*, the applicant fills out an equivalency application, and the Equivalency Committee determines if the applicant's degree and/or experience is equivalent to the degree(s) listed in the position's minimum qualifications ([IIIA-28](#); [IIIA-29](#)).

HRS ensures that the College meets *California Code of Regulations, Title 5* recommendations regarding minimum qualifications by including a diversity statement in each job announcement ([IIIA-30](#)). Questions that ask prospective faculty about their sensitivity to the diverse characteristics of community college students (and faculty and staff) are part of the hiring process.

Each job announcement makes clear that any applicant applying to a faculty position must display the required/desired/preferred qualifications in order to advance to the interview stage ([IIIA-11](#); [IIIA-12](#)). Job announcements describe applicants' desired discipline expertise, teaching skills, and the potential to contribute to the College Mission. Full-time faculty job announcements indicate that prospective faculty will participate in the development and review of curriculum and the assessment of learning, and that applicants should have experience in student assessment and placement, and curriculum development. Any preferred qualifications listed in the announcement are consistent with the needs and practices of the hiring department ([IIIA-31](#)).

HRS screens and verifies that applications and supplemental materials meet minimum qualifications. Hiring committees then review applications and materials with a focus on job duties, desired qualifications, and desired skills/experience. This review occurs in a systematic process established by HRS and provided to the committees both in HRS training and in documentation scripting the interview format ([IIIA-32](#); [IIIA-33](#)). Candidates' teaching skills are evaluated via interview questions and a teaching demonstration.

Analysis and Evaluation

Job announcements for faculty positions include the job duties required for each position, along with the minimum educational, professional (when required by state regulations), and

preferred qualifications. Faculty job descriptions include curriculum development and review, and assessment of student learning. Hiring committees screen applications for interview consideration based on these requirements and interviews further assess whether candidates possess required subject matter expertise and relevant skills.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Job descriptions are developed in conjunction with the requirements of the *California Code of Regulations, Title 5*, Section 53003 et seq. for administrator positions responsible for educational programs and services ([IIIA-3](#)). Job descriptions indicating the qualifications and duties required are developed through a collaborative process between Human Resource Services (HRS) staff and the supervisor of the position to ensure that the title, duties, qualifications, knowledge and skill items, working conditions, and terms of employment are thoroughly and accurately described. The minimum qualifications for educational administrators mirror those provided by the California Community Colleges Chancellor's Office (CCCCO) ([IIIA-10](#)).

Job announcements for faculty who oversee academic programs contain state-mandated minimum qualifications for the academic discipline, and duties and responsibilities as required by the faculty collective bargaining agreement ([IIIA-34](#)). All new classifications for administrators and other employees responsible for educational programs and services are approved by the Governing Board ([IIIA-35](#)).

Qualifications for classified administrators and Confidential and Supervisory Team (CAST) employees that support educational programs are developed in accordance with *California Code of Regulations, Title 5*, Sections 53000 et seq., and all minimum and preferred qualifications are developed in accordance with Equal Employment Opportunity (EEO) principles and institutional needs ([IIIA-2](#); [IIIA-3](#); [IIIA-36](#); [IIIA-37](#); [IIIA-38](#)).

HRS ensures that all applicants meet minimum qualifications prior to consideration for interview. This review includes an assessment of degrees and/or coursework required for each position, as indicated through transcripts and credentials evaluations for non-U.S. degrees ([IIIA-10](#)). For positions that require related professional experience rather than educational attainment, HRS reviews applicants' experience to determine relevance and then calculates full-time equivalent experience attained to determine whether the applicant meets the qualifications stated in the job description ([IIIA-39](#); [IIIA-40](#); [IIIA-2](#)). Questions that ask prospective staff (administrative and other) about their sensitivity to the diverse characteristics of community college students (and faculty and staff) are part of the interview process.

Performance evaluation processes ensure that administrators and faculty with oversight, or who perform services related to educational programs, carry out their responsibilities according to the standards of job descriptions, along with the evaluation requirements of the Administrative Association (AA) or Palomar Faculty Federation (PFF) ([IIIA-41](#); [IIIA-42](#)).

Analysis and Evaluation

Job descriptions for administrators and all other employees include minimum and preferred qualifications that meet the requirements of *California Code of Regulations, Title 5*, Sections 53000 et seq. and other important aspects of the position. Position announcements used for recruiting mirror the job descriptions of non-faculty positions, while the duties and qualifications for faculty positions form the basis of faculty position announcements (See [Standard III.A.1](#) for further discussion of position announcement development). HRS ensures that applicants meet the minimum qualifications for each position and the Equivalency Committee assesses qualifications for those applicants who do not meet minimum qualifications for faculty positions through traditional means.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College adheres to *California Code of Regulations, Title 5* and Board Policy (BP)/ Administrative Procedure (AP) 7211 Full-Time Faculty Service Areas and Competencies, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions. For faculty and educational administrators, these standards are established by the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate of California Community Colleges (ASCCC) ([IIIA-43](#); [IIIA-44](#); [IIIA-10](#)).

Job announcements for all positions clearly reflect minimum qualifications and include degrees and/or credentials in addition to equivalent education and/or experience ([IIIA-11](#); [IIIA-12](#); [IIIA-21](#); [IIIA-22](#); [IIIA-23](#)). Human Resource Services (HRS) screens applications for minimum qualifications prior to selection committee review by evaluating applicants' experience and reviewing their unofficial transcripts. Faculty applicants requesting equivalency must attach the equivalency application. The Equivalency Committee, which reports to the Faculty Senate, reviews applications prior to interview invitations ([IIIA-2](#)).

Once a candidate has been selected, HRS obtains all official transcripts (sealed or delivered electronically) and verifies relevant experience. Transcripts are reviewed for degrees awarded, coursework earned, degree conferral status, and to confirm that the granting institutions are accredited. Applicants' degrees must be from accredited colleges/universities. If an applicant possesses a non-U.S. degree, their transcripts must be evaluated by the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) ([IIIA-45](#)).

Analysis and Evaluation

The College ensures that all candidates selected for positions, requiring specific degrees or coursework, submit official transcripts and verified equivalency forms, and that international degrees are verified through a certified credentials evaluation service prior to hire. These documents are stored in employee personnel files.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Board Policy (BP)/Administrative Procedure (AP) 7150 Employee Evaluations ensure the systematic evaluation of faculty at stated intervals and in accordance with California Education Code 87633. The Palomar Faculty Federation (PFF) Agreement, Article 17 – Evaluation Procedure describes in detail the College’s performance evaluation processes for both full- and part-time faculty ([IIIA-46](#); [IIIA-47](#); [IIIA-42](#)). The Tenure and Evaluations Review Board (TERB) maintains and monitors the completion of both full- and part-time faculty evaluations according to established timelines and through a peer review process ([IIIA-48](#); [IIIA-49](#); [IIIA-50](#); [IIIA-51](#); [IIIA-52](#)). Education Code 87663 has clear guidelines regarding the evaluation of faculty: “Contract employees shall be evaluated at least once in each academic year. Regular employees shall be evaluated at least once every three academic years. Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters, or once every nine regular quarters, as applicable.” TERB oversees the faculty evaluation processes. It is comprised of full- and part-time faculty, along with the Assistant Superintendent/Vice President, Instruction or their designee, and is chaired by the TERB Coordinator, who is a full-time permanent faculty member ([IIIA-53](#)).

All full- and part-time faculty are evaluated systematically using forms recommended by TERB (with input from Faculty Senate) and agreed to by the PFF and the College. Contract (probationary, full-time) faculty members are evaluated each academic year until they are granted tenure. The Tenure and Evaluations Committee (TEC) for the probationary faculty member is made up of the department chair (or designee), a second member from the department (or a related discipline), a tenured faculty member from outside the department, the division dean, and the Assistant Superintendent/Vice President, Instruction. Faculty members are evaluated every three years once they are granted tenure. Temporary faculty members (both full- and part-time) are evaluated by full-time faculty within their department during their first year of employment, and at least once every six semesters thereafter ([IIIA-54](#)).

Faculty evaluation criteria include performance of duties described in relevant job descriptions as well as participation in institutional responsibilities and other activities appropriate to expertise. Criteria are written and vetted by multiple constituencies, including TERB, Faculty Senate, and PFF, and are made publicly available on the TERB website ([IIIA-55](#)). The faculty evaluation process includes a performance evaluation of assigned duties, participation in institutional responsibilities, and other activities relevant to job performance ([IIIA-56](#); [IIIA-42](#)). Constructive criticism from evaluators both inside and outside each faculty member’s department is solicited and built into the narrative assessments that comprise evaluations. The process also facilitates improvement through meticulous and thoughtful improvement plans, which are triggered when a faculty member’s performance in one or more categories falls short of satisfactory expectations. Following evaluations, actions are formal, timely, and documented ([IIIA-57](#)).

In accordance with the Administrative Association (AA) Handbook, administrators meet with their supervisor annually to discuss their performance. Administrators must be formally

evaluated biannually, though the College's current practice is to evaluate on an annual basis. Classified, confidential, and supervisory employees are evaluated annually and systematically according to procedures and criteria agreed upon within the bargaining unit contracts and non-represented employee handbooks ([IIIA-41](#); [IIIA-58](#); [IIIA-59](#)). Probationary employees in all these employee groups receive a six-month annual probationary evaluation. Completed evaluations are entered in PeopleSoft and dates are monitored by HRS by running evaluation reports ([IIIA-60](#)). Should an employee fall short in one or more areas, improvement plans are developed, and follow-ups address any employee performance concerns. Established performance criteria are developed based on the specific responsibilities of the position and essential contributions to the department, division, and College in supporting the Mission ([IIIA-61](#); [IIIA-62](#)).

The Governing Board formally evaluates the Superintendent/President annually following a systematic process defined by AP 2435 Evaluation of the Superintendent/President. Relevant policies and procedures ensure confidentiality and facilitate communication and support between employees and supervisors or peers ([IIIA-63](#); [IIIA-64](#)).

All employees can comment on their evaluations, whether they agree or disagree with the findings of their supervisor or evaluation committee. All original employee evaluations are maintained in the employee's personnel file and secured by HRS.

The College has recognized that the process for notifying and monitoring evaluation progress is manual and completion rates could be improved with an automated and more robust evaluation system. The College is moving towards an evaluation platform through Cornerstone, which will automate evaluation reminders, allow for the online completion and routing of evaluations, and clear progress reports for all employee groups. The College has completed the implementation and will begin the pilot phase in fall 2021([IIIA-65](#)).

Analysis and Evaluation

The faculty evaluation process is faculty driven, which privileges discipline expertise, but also includes administrative input and oversight. All process explanations and documentation are available on the TERB website, and the TERB Coordinator is available to answer questions and help interested parties as needed. Classified, administrative, and supervisory employees are evaluated annually in accordance with their respective collective bargaining agreement or employee handbook, along with the Superintendent/President who is evaluated annually by the Governing Board per AP 2435. The College is currently piloting an evaluation platform to further improve its processes.

III.A.6. Effective January 2018, Standard IIIA.6 is no longer applicable.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College completes a medium-range staffing plan every six years that includes an analysis of staffing levels (including full-time faculty) over time, a comparison of staffing levels across

similarly sized institutions, and an assessment of other factors that will affect staffing levels over the term of the plan, such as the age of staff. The Staffing Master Plan uses this information to provide general institutional recommendations for staff hiring ([IIIA-66](#)).

With the Staffing Master Plan's recommendations in mind, the College utilizes the state-established full-time faculty obligation number (FON) issued by the California Community Colleges Chancellor's Office (CCCCO) each fall semester to determine the number of new full-time faculty to be hired for the following academic year. The FON corresponds to the number of Full-Time Equivalent Students (FTES) enrolled at the College and is driven by increases in funded student enrollment. The College has always maintained or exceeded the FON ([IIIA-67](#)).

Instructional departments and programs (including the Counseling and Library Services Departments) identify and request full-time faculty and the need for additional part-time faculty through the Program Review and Planning (PRP) and class scheduling processes ([IIIA-68](#); [IIIA-69](#)). Tenure-track faculty hiring priorities are determined annually by the Instructional Planning Council (IPC) Faculty Prioritization Subcommittee. The Subcommittee reviews faculty hiring requests and develops a list that is submitted to the Superintendent/President as a recommendation. It examines program-specific needs, enrollment trends, and full- and part-time teaching ratios when crafting its priority list ([IIIA-70](#); [IIIA-71](#)).

Each fall, the California Community Colleges Board of Governors determines the FON for each College, and the College determines the total number of full-time faculty positions to be added for the following academic year from the priority list based on availability of funding and staff planning needs.

The College maintains a robust pool of qualified part-time faculty candidates to serve as teaching faculty, librarians, and counselors. Departments regularly review the needs and availability for part-time faculty and work with Human Resource Services (HRS) to post available positions as needed. Upon completion of the schedule and assignment of full-time faculty, part-time faculty are given assignments based on their qualifications and experience using the process outlined in the Palomar Faculty Federation (PFF) Agreement, Article 20 – Working Conditions ([IIIA-72](#)).

Analysis and Evaluation

Processes are in place to ensure that the College maintains a sufficient number of full- and part-time faculty. While the College has not fallen below its FON in the past seven years, the number of faculty hired at times has far exceeded the FON. While a clear intent of the College is to increase the number of full-time faculty, a need exists to ensure that hiring decisions are within the institution's budget. The College is revamping its budget development process to ensure that hiring decisions are guided by available funds.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part-time faculty are integral to the College and play important roles in leadership, participatory governance, and other areas essential to furthering the College Mission. The College's agreement

with the Palomar Faculty Federation (PFF) identifies the following professional ancillary activities for part-time faculty in accordance with California Education Code, Section 87482.5(c) (1): Governance, staff development, grant writing, and advising student organizations. Part-time faculty also participate in curriculum development ([IIIA-73](#)). The College works to provide space for part-time faculty to hold office hours.

Part-time faculty serve on the Faculty Senate and Curriculum Committee and are appointed by the Faculty Senate and PFF to serve on participatory governance committees and groups as defined in the *Palomar College Governance and Administrative Structure Handbook*. Part-time faculty receive professional development (PD) credit and compensation in exchange for their service ([IIIA-74](#); [IIIA-75](#); [IIIA-76](#); [IIIA-77](#)).

PD opportunities for part-time faculty are included in Article 10 - Professional Development of the PFF Agreement. The PD website provides detailed guidance as to specific activities, hours allotted per activity, and other important information. The Palomar Powered Professional Development Portal (3PD Portal) provides part-time faculty with individualized details about their programs and provides a means to search and sign up for activities that are eligible for PD credit. The 3PD Portal provides access to a multitude of training through the California Community Colleges Chancellor's Office (CCCCO) Vision Resource Network. New part-time faculty also receive an orientation to the College's instructional requirements through a "Nuts and Bolts" workshop ([IIIA-74](#); [IIIA-78](#); [IIIA-79](#); [IIIA-80](#)).

The College hosts orientations for new part-time faculty each semester that include useful resources, information about policies and procedures, and other information pertinent to their teaching assignments. Part-time faculty receive compensation for office hours and can participate in integral College activities including shared governance, staff development, grant writing, advising student organizations, preparing and revising curriculum materials, and other activities. Eligible part-time faculty may opt to receive medical benefits, and all part-time faculty can opt to participate in dental and vision insurance paid by the employee and have access to free behavioral health counseling through the employee assistance program (EAP) ([IIIA-75](#); [IIIA-73](#); [IIIA-74](#); [IIIA-81](#)).

Analysis and Evaluation

Part-time faculty play a key role in leadership and shared governance. A wide variety of PD activities are available to part-time faculty, including orientations held every semester. The College provides part-time faculty with access to its PD system, the 3PD Portal, so that they can track their progress and sign up for activities. The College provides part-time faculty with compensation for office hours and a health benefits package for eligible employees.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

All staff positions have an established classification that determines essential job functions and minimum qualifications, along with the knowledge, skills, and abilities required for the position. These classifications are posted on the Human Resource Services (HRS) website and are used for all job postings ([IIIA-82](#)). HRS screens applications to ensure that candidates meet minimum

qualifications before forwarding their application to the hiring committee. If a degree or certificate is required, HRS obtains all relevant documentation prior to hire. The College also has an established process for reclassification of existing employees. Classified staff have an annual classification review process to maintain the currency of existing classifications ([IIIA-83](#)).

The College crafts a staffing plan per its Integrated Planning Model (IPM) that includes an analysis of staffing levels, primarily for classified, Confidential and Supervisory Team (CAST), and administrator positions (see [Standard III.A.7](#) for a discussion of how faculty positions are prioritized for recruitment annually). The current Staffing Master Plan 2018-23 establishes a set of broad strategies for staffing across a five-year time span to address attrition, planning, and overall needs ([IIIA-66](#)). A comparison of staffing levels across similarly sized institutions, and an assessment of other factors, such as the age of staff, that will affect staffing levels over the term of the plan is included.

The Program Review and Planning (PRP) process was revised in 2020-21 to incorporate staffing questions that will align positions to current program needs and institutional prioritizations. Departments and programs address current staffing and resource requests annually. All requests are then evaluated and prioritized by the Assistant Superintendents/Vice Presidents based on responses to the criteria indicated in the request and the availability of funding ([IIIA-84](#)). The College also uses a Position Efficiency, Approval, and Authorization Process throughout the year as positions become vacant ([IIIA-85](#)). Each department and division has unique needs, and this process is designed to address these needs while also considering institutional goals and objectives. Positions categorized as essential are reviewed first and moved forward immediately as part of the process. Positions requested through the PRP process are included in the Position Efficiency, Approval, and Authorization Process and documented to ensure that the Assistant Superintendents/Vice Presidents have a holistic understanding of staffing requests.

The current Staffing Master Plan 2018-23 was created prior to the College engaging the Fiscal Management and Crisis Team (FCMAT) to assess its fiscal health. The FCMAT analysis included a recommendation to reduce ongoing costs associated with staffing ([IIIA-86](#)). In response, in 2019-20 the College offered a retirement “early notification” incentive program that resulted in 62 retirements. These retirements helped the College avoid layoffs and are allowing it to make strategic structural changes by evaluating and reorganizing vacant positions.

The Staffing Master Plan and FCMAT report have illustrated that there are opportunities for the College to more effectively optimize its staffing ratios and organizational structure. As a result, in 2018-19, HRS completed a reorganization in order to streamline duties and allow for more efficient operations ([IIIA-87](#)).

Then, in 2020-21, the Reading Department (a stand-alone instructional unit) was incorporated into what is now the department of English, Humanities, and Reading. This restructuring involved moving instructional reporting relationships and transitioning some service areas and personnel to other divisions to maximize efficiencies ([IIIA-88](#); [IIIA-89](#)).

The College has also begun to address areas of critical need through internal restructuring of some units within Student Services, specifically Counseling and Enrollment Services, and Finance and Administrative Services. The Counseling and Enrollment Services reorganization was completed in June 2021. In addition, the College is analyzing staffing resources in the Instructional Services division to determine opportunities for providing enhanced support to academic departments ([IIIA-90](#)).

The College plans to complete a more in-depth analysis of its organizational structure in order to incorporate these changes into a broader reorganization. Each Assistant Superintendent/Vice President has submitted a detailed organizational chart for their area to HRS. This will enable the College to engage in a more holistic assessment of the current organizational structure ([IIIA-91](#)). Divisions will ensure that updates are made regularly to these charts as part of the PRP process.

Analysis and Evaluation

All staff positions have established classifications and are posted on the College website. Well-defined processes exist for screening, selection, and reclassification to ensure that staff are hired with the appropriate skills and qualifications.

The College continues to make progress in integrating staffing needs with institutional priorities using the Staffing Master Plan and PRP process. However, challenges still exist, such as the need to balance new staffing requests with the need to consider ongoing costs. This challenge provides an opportunity to look at staffing organization and structures to make the College more efficient. Specifically, the current Staffing Master Plan provides a general assessment of staffing levels and considers the impact of future staff attrition overall. A need exists to enhance this assessment with an objective in-depth analysis of staffing levels across the institution and a potential evaluation of the College's organizational structure to ensure that available staff resources are best positioned to continue to provide appropriate support and services to students and the community. The College will solicit and consider feedback from the classified union and other constituent groups throughout the assessment. Engaging collaboratively will assist in the facilitation of any recommended staff or organizational changes.

Improvement Plan #2 describes the College's plans addressing reorganization needs. It appears at the end of III.A.

Additionally, the College's current position efficiency, approval, and authorization process involves manual collaboration among staff from HRS and Fiscal Services, who must gather information from various systems. In order to make this process more efficient, the College plans to fully integrate its Peoplesoft Human Capital Management and Financials applications. [Standard III.D.4](#) explains how this integration process will also address budgeting challenges related to staffing.

Improvement Plan #3 describes the College's plan to integrate its PeopleSoft systems. It appears at the end of Standards III.A and III.D.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8

Evidence of Meeting the Standard

The College uses the Staffing Master Plan, Program Review and Planning (PRP) process, and a position prioritization process for assessing needs and establishing institutional priorities for future administrator staffing ([IIIA-66](#); [IIIA-84](#); [IIIA-85](#)).

All administrative positions have an established classification, are posted on the Human Resource Services (HRS) website, and are utilized for all job postings ([IIIA-92](#)). HRS

ensures that candidates meet minimum qualifications prior to forwarding their application to the committee and obtains all relevant documentation prior to hire. The College also has an established process for reclassification of administrators ([IIIA-93](#)).

Over the past several years, the College has experienced significant changeover in its administration. However, it has recently filled the Superintendent/President position and hired three Assistant Superintendents/Vice Presidents. In addition, two critical dean positions were filled. At the time of this writing, the College's Executive Team (Superintendent/President and four Assistant Superintendents/Vice Presidents) consists of permanent personnel.

The Staffing Master Plan found that compared to other similar single-college districts, the College employs fewer educational administrators. Recent staffing numbers still support this conclusion ([IIIA-94](#)). Staffing levels for classified administrators are better aligned with similar colleges. These positions are more often supported by categorical funds and initiatives supported by the California Community Colleges Chancellor's Office (CCCCO).

The College is addressing the above issue surrounding staffing levels for administrators in several ways. First, administrators are included in the Position Efficiency, Approval, and Authorization process that is used as positions become vacant throughout the year. This process requires the Superintendent/President's Executive Team members to prioritize positions of need within their respective divisions collectively, creating simultaneous, broad visibility of recruitment needs across campus and providing critical information on these areas of need. As with classified staff, if essential positions such as the Director of Financial Aid, Veterans & Scholarship Services or Dean of Social and Behavioral Sciences become vacant, these positions are reviewed and prioritized for hire after necessary Executive Team deliberations. This process ensures appropriate oversight, while prioritizing essential administrator staffing gaps ([IIIA-85](#)). Positions on the essential list take the highest priority in the review process. Second, new administration positions, not previously budgeted for, may be recommended through the ongoing reorganization process.

Analysis and Evaluation

Formal job classifications stating the minimum required qualifications, experience, knowledge, and skills required are maintained for all administrative positions. Well-defined screening, selection, and classification processes ensure that all administrators have appropriate experience and expertise. The College has made progress on filling interim positions on a permanent basis with qualified administrators and will continue to make this a priority. An objective organizational analysis completed in partnership with employee groups to collect appropriate feedback will address all levels of staffing, including administrative positions (see Improvement Plan #2).

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has various Board Policies (BPs) and Administrative Procedures (APs) relating to personnel, primarily in Chapter 3: General Institution and Chapter 7: Human Resources ([IIIA-95](#); [IIIA-96](#)).

The Policies and Procedures Committee, comprised of a Governing Board member, all executive administrators (the Superintendent/President and all four Assistant Superintendents/Vice Presidents), and members of each constituent group of the College meets regularly to review and update all personnel-related policies and procedures on a regular basis (See [Standard I.B.7](#) for further discussion). New and revised policies require approval by the Governing Board prior to implementation ([IIIA-97](#)).

In addition to its official policies and procedures, the College negotiates fair and equitable working conditions for faculty and classified staff through collective bargaining agreements with the Palomar Faculty Federation (PFF), California Federation of Teachers/American Federation of Teachers (CFT/AFT), and the Council for Classified Employees/American Federation of Teachers (CCE/AFT) Local #4522. The College establishes employee handbooks through a meet-and-confer process with its two unrepresented groups, the Administrative Association (AA) and the Confidential and Supervisory Team (CAST), that outline working conditions for those groups. In addition, the College and bargaining units frequently use memoranda of understanding (MOUs) and tentative agreements to make rapid changes that may be required by prevailing circumstances, such as changes in laws ([IIIA-98](#); [IIIA-99](#); [IIIA-100](#); [IIIA-101](#)). All agreements and handbooks are published on the College website and are available to employees and the public ([IIIA-102](#); [IIIA-103](#); [IIIA-104](#); [IIIA-105](#)).

The College has developed numerous policies and procedures to ensure fair, ethical, and equitable treatment of employees, primarily in the areas of nondiscrimination, equal employment opportunity, and sexual harassment and sexual violence prevention. These regulations include BP 3050 Institutional Code of Ethics, BP 3410 Nondiscrimination, BP 3420 Equal Employment Opportunity, BP/AP 3430 Prohibition of Sexual Harassment Under Title IX, AP 3434 Responding to Harassment Based on Sex Under Title IX, BP/AP 3540 Sexual Assaults on Campus, and BP/AP 7700 Whistleblower Protection. In 2020-21, following the updated Title IX regulations published in August 2020 by the U.S. Department of Education, the College quickly developed and revised all BPs and APs relevant to sexual misconduct. All were adopted by the Governing Board in early 2021 and published on the College website ([IIIA-106](#); [IIIA-36](#); [IIIA-37](#); [IIIA-107](#); [IIIA-108](#); [IIIA-109](#); [IIIA-110](#); [IIIA-111](#); [IIIA-112](#); [IIIA-113](#); [IIIA-114](#); [IIIA-115](#)).

Human Resource Services (HRS) ensures that all employees comply with the College's policies, procedures, agreements, and handbooks. HRS provides all new employees with copies of the collective bargaining agreement or handbook appropriate to their position. These documents outline the agreements and expectations of College employees. As part of its Equal Employment Opportunity (EEO) Plan, HRS also distributes nondiscrimination and sexual misconduct prevention, reporting, complaint filing, and investigation policies and procedures to new and current employees ([IIIA-116](#)). In addition, it posts grievance and complaint forms as required by its agreements, handbooks, and applicable policies and procedures to its website and processes and/or investigates them as required ([IIIA-117](#); [IIIA-118](#)).

Analysis and Evaluation

The College has developed extensive policies and procedures that govern its human resources practices. Through its negotiations and meet-and-confer processes, the College continuously reviews and updates working conditions for employees. These documents are published online and made readily available to new hires. Grievance and complaint processes and related forms, which are derived from policies, procedures, agreements, and handbooks, are clearly stated and

available on the HRS website. HRS assigns selected personnel to oversee and engage in specific processes related to their areas of expertise in order to ensure consistency and equity.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College has many policies and procedures that prohibit unlawful discrimination and sexual misconduct and define its response and resolution practices. These policies and procedures also promote nondiscrimination and equal opportunity for both employees and students ([IIIA-119](#)).

The College has several groups and programs that promote diversity, equity, and antiracism. The Equal Employment Opportunity (EEO) Advisory Committee, with oversight by Human Resource Services (HRS), complies with the requirements of *California Code of Regulations, Title 5, Section 53003* by providing valuable feedback in several different areas related to equal employment practices and activities ([IIIA-120](#)). The College issued a Call to Action in 2020 to support its BIPOC (Black, Indigenous, People of Color) community and identified specific, concrete actions it can take to further promote its values of diversity, equity, and inclusion. It also developed a Diversity, Equity, and Inclusion (DEI) website to highlight progress on antiracism and other related projects ([IIIA-121](#); [IIIA-122](#)).

Goal #1 of Strategic Plan 2022 focuses on expanding student equity by bolstering efforts to serve disproportionately impacted (DI) students, and Goal #4 promises to build a workforce that will meet the needs of the College's diverse student body ([IIIA-123](#)). The EEO Plan, a three-year plan which is required pursuant to *California Code of Regulations, Title 5, Section 53003*, describes several methods that the College takes to notify the campus and community about EEO practices and includes nondiscrimination policies and procedures, information about the hiring process, and many other areas ([IIIA-124](#)).

At the end of each fiscal year, the College performs an analysis of its annual record in employee demographics. The data produced indicates the applicant, interviewee, and hire demographics of those who applied for employment within the previous year. This data is included in the annual expenditure report for EEO initiatives sent to the California Community Colleges Chancellor's Office (CCCCO) and is used to review applicant pools for adverse impact and to devise new employment advertising campaigns in the following year to work towards increasing applicant diversity. The College also keeps detailed, confidential records of unlawful discrimination and sexual harassment complaints received and issues reported, and reviews those records frequently to determine possible issues of greater impact and resolution in certain departments, programs, or other areas ([IIIA-7](#); [IIIA-8](#)).

In 2020, the College convened a workgroup chaired by the Interim Superintendent/President to review the hiring process through the lens of antiracism and DEI. HRS has reviewed and made changes to the selection committee training for members of hiring committees to include extensive information about how bias impacts the selection process and the College's DEI and antiracism efforts ([IIIA-121](#); [IIIA-125](#)). Changes to hiring practices by these groups include requiring applicants to answer supplemental questions about antiracism during the application

process and changing the selection committee training to include an hour-long segment about explicit and implicit bias, and student and employee demographics ([IIIA-126](#); [IIIA-32](#)).

The College resolves issues regarding unlawful discrimination and sexual harassment through consistently applied and clearly delineated processes enumerated in relevant policies and procedures. Other personnel issues are addressed consistently and in compliance with applicable regulations by the rights or means afforded through other policies and procedures, collective bargaining agreements, and employee handbooks ([IIIA-119](#); [IIIA-95](#); [IIIA-96](#); [IIIA-102](#); [IIIA-103](#); [IIIA-104](#); [IIIA-105](#)).

The College annually reviews its records relating to the demographics and diversity of applicants and develops new techniques, such as advertising plans or adjusting the selection committee training, to ensure equity for all candidates and hiring committee members ([IIIA-124](#); [IIIA-7](#); [IIIA-8](#)).

Analysis and Evaluation

Under the guidance of its EEO plan, nondiscrimination policies and procedures, and collective bargaining agreements and employee handbooks, the College promotes and safeguards fair and equitable treatment of all employees. These documents directly reflect the College's values of access, equity, diversity, and inclusiveness. The College promptly responds to complaints of unlawful discrimination and sexual misconduct and investigates and resolves them as necessary.

During the fall 2020 semester, the College participated with over 60 other California community colleges in the University of Southern California/California Community College (USC/CCC) Equity Leadership Alliance to better understand racial equity and inclusion in a variety of areas. The College reviews its record in hiring on an annual basis through demographic data and uses its EEO Plan and annual review cycle to assess whether it is further enhancing the diversity of its employees. The College continually ensures that nondiscrimination policies and procedures adhere to current laws and regulations and improves its other EEO-related activities, such as the content of its selection committee training.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board Policy (BP) 3050 Institutional Code of Ethics serves as the College's overarching code of ethics for all personnel and asserts the College's commitment to "the highest ethical standards in furtherance of our mission of education and public service" ([IIIA-106](#)). In addition, Article 3 of the Faculty Senate Constitution, "Code of Ethics," holds faculty members to the highest standards of ethical conduct and aligns faculty responsibility with the ethics statement of the American Association of University Professors (AAUP) ([IIIA-127](#)). The Administrative Association (AA) and Confidential and Supervisory Team (CAST) have developed codes of ethics for their constituents that are congruent with the institutional code of ethics for the College. These are posted on their respective websites ([IIIA-128](#); [IIIA-129](#)).

Violations of BP 3050 that are cause for discipline are addressed per the disciplinary standards in the College's collective bargaining agreements and employee handbooks. The College utilizes progressive discipline for all employee groups. Faculty and educational administrators are

disciplined in accordance with applicable sections of the California Education Code commencing with section 87734. Specifically, the employee must be notified, in writing, by the Governing Board of “unprofessional conduct or unsatisfactory performance.” Causes of discipline and consequences for classified administrators and CAST employees are described in AP 7365 Discipline and Dismissal – Classified Employees ([IIIA-130](#)).

Analysis and Evaluation

BP 3050 underscores the expected ethical behavior for all College employees. The Institutional Code of Ethics is available to all employees on the College website and is reviewed regularly for currency. BP 3050 was most recently reviewed and updated in May 2021 ([IIIA-131](#)). The College addresses violations of the codes of ethics through disciplinary procedures established for each employee group.

IIIA.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College offers a broad array of professional development (PD) opportunities to meet the needs of its employees. PD programs are mandated and developed as part of Board Policy (BP)/Administrative Procedure (AP) 7160 Professional Development and the PD Committee is comprised of all employee constituent groups ([IIIA-132](#); [IIIA-133](#)). Full- and part-time faculty are contractually obligated to complete 42 hours per academic year in the College’s PD program per Article 10 - Professional Development of the Palomar Faculty Federation (PFF) Agreement ([IIIA-74](#)). In addition, permanent staff and administrators are included purposefully in PD activities. For example, the annual fall plenary is a college event for all employees, and all workshops designed for faculty are available to permanent employees ([IIIA-134](#); [IIIA-135](#)). Governing Board Trustees receive training and attend workshops relevant to their role, including those mandated by law ([IIIA-136](#); [IIIA-137](#)).

The College uses a system hosted by the company Cornerstone to house all PD opportunities, which is referred to as the Palomar Powered Professional Development Portal (3PD Portal) ([IIIA-138](#)). Pre-designed workshops, trainings for legal compliance, and information about events are housed in the system. The entire College uses the system to post opportunities and provide a means for employees to sign up for workshops of their interest. The system also offers a way for employees to track their progress on the activities they have enrolled in, and both full- and part-time faculty can track their progress in completing PD hours as required by Article 10 of the PFF Agreement ([IIIA-74](#)). The 3PD Portal also provides faculty (both full- and part-time) and staff with access to systemwide PD opportunities, as it is integrated with the California Community Colleges Chancellor’s Office (CCCCO) Vision Resource Center.

Employees provide feedback after each training and through an annual needs assessment survey. The PD Committee reviews the results of these assessments and uses them to address and plan for future offerings in subsequent years via the College’s annual PD Plan ([IIIA-139](#)). The College receives participation from all employee groups and offers a robust catalog of both online and in-

person workshops to address technology, pedagogy, and ongoing learning objectives ([IIIA-134](#); [IIIA-140](#)).

Departments responsible for compliance-related trainings issued to all employees also use the system to track employees' completion of assigned courses. For example, Human Resource Services (HRS) offers mandated sexual misconduct trainings via the 3PD Portal ([IIIA-141](#); [IIIA-142](#)).

The PD Committee guides all PD activities and includes representation from all employee groups. The committee meets regularly to develop the PD Plan, which details how the overall program aligns with the College Mission and Strategic Plan and ensures that the PD program meets all regulatory requirements ([IIIA-143](#); [IIIA-144](#)). The annual PD Needs Assessment Survey provides an opportunity for all eligible employees to evaluate and provide feedback on the previous academic year's PD program. The PD Committee reviews the results annually and fine-tunes the next year's PD programming ([IIIA-145](#); [IIIA-146](#)). For example, in response to the 2018-19 assessment survey results, the College incorporated the development of a fiscal training session in its 2019-20 PD plan and then implemented the session at the beginning of the 2020-21 academic year ([IIIA-147](#)).

Classified employees may further their professional development in a formalized manner through the College's Professional Growth program. Professional Growth is intended to either supplement the employee's existing position or allow the employee to explore a new career path through the attainment of specific, position-related coursework or a new degree program. The program provides a monetary stipend to participants. Employees have the option to receive an annual stipend in pro-rated monthly payments or to receive a one-time lump sum stipend of \$2000. Employees may be awarded a professional award up to five times. Employees who elect to take the one-time \$2000 lump sum stipend must wait three years before beginning another Professional Growth program. The specific details of the program are defined in the relevant employee handbooks and the College/Council of Classified Employees (CCE) Agreement ([IIIA-148](#); [IIIA-149](#); [IIIA-150](#)).

Analysis and Evaluation

PD offerings provide employees with a variety of opportunities to support their careers. Employees may design their own programs based on their current career paths or seek other alternatives for career growth.

The 3PD Portal provides a centralized way to schedule, assign, participate, review progress, and evaluate PD activities. The PD Committee and the PD Plan ensure that the overall program complies with requirements as stated by the California Community College system and provides a systematic way to evaluate and improve the PD program. The Professional Growth program for classified employees allows for classified, confidential, and supervisory staff and classified administrators to develop specific paths towards achieving their career and educational goals. The College provides training on legal compliance and other topics to Governing Board Trustees.

The PD Office has begun developing training that focuses on the distinctions between *California Code of Regulations, Title 5*, and the College's BPs and APs. HRS also provides sexual harassment prevention and Title IX trainings to the campus community and other trainings that address the Fiscal Management and Crisis Team (FCMAT) recommendations are in development ([IIIA-86](#); [IIIA-151](#)).

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Human Resource Services (HRS) classifies and maintains personnel records as required by *California Code of Regulations, Title 5*, other state and federal regulations, and Board Policies (BPs) and Administrative Procedures (APs), including BP/AP 3310 Records Retention and Destruction and AP 7145 Personnel Files ([IIIA-152](#); [IIIA-153](#); [IIIA-154](#)). Personnel files are securely maintained and locked in the HRS office and retained according to document retention policies and standards. HRS makes personnel files available for inspection according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, their designated representative, the appropriate supervisor/administrator, and HRS staff. These practices ensure that HRS permits review of personnel files only by appropriate individuals. In most cases, these include the employee and their designated union or employee group representative, auditors who periodically and confidentially review the transcripts of faculty to ensure that the College employs only appropriately qualified faculty and HRS staff. Direct supervisors and administrators to which the employee reports can review performance-related documentation only. Prior to transfer or promotion, potential supervisors to whom the employee may report can view the performance documentation for a finalist prior to a hiring decision. Employees or their approved representative can request in writing to review their file and must provide proof of identification ([IIIA-155](#)).

All electronic employee data is secure and maintained in PeopleSoft and OnBase, the College's electronic records management databases. All data in PeopleSoft and OnBase are backed up and stored in accordance with the Disaster Recovery Plan ([IIIA-156](#)). Information Services ensures that all applications, including PeopleSoft, use strong password standards and maintain user accounts that are current. The College's network security system is based on Cisco's self-defending Network Architecture and the HRS Business Systems Analyst manages user accounts to ensure that access to data is restricted to those who need it for a legitimate business purpose. All applicant data is stored on PeopleAdmin's secure Cloud server, and the web-based applicant portal is hosted on a secure internet connection. Additional network and security system information can be found in [Standard III.C](#).

Analysis and Evaluation

Personnel record policies and procedures adhere to local, state, and federal laws. Practices are in place to guarantee the security and confidentiality of all employment records. Employees can submit a written form to request access to their employment records or allow a designate to do so in accordance with the law. The College has an electronic records management system, OnBase, to meet continuing document storage needs. OnBase provides a single location to store electronic employee files, making them instantly retrievable for HRS staff and ensuring that the College remains compliant with document retention standards and regulations.

Conclusion

The College has official policies, procedures, and processes to ensure that it hires the most qualified candidates for all positions in a fair and equitable manner. Job announcements are carefully crafted by various constituency groups so that they clearly describe required qualifications and job duties, including an understanding of the unique skills needed to serve a

diverse student population in a community college setting. Job candidates are thoroughly vetted and onboarding processes for new employees assure compliance with all local, state, and federal regulations.

Employees are presented with ample opportunities for professional development and are evaluated regularly following systematic processes established between the College and representatives from relevant constituent groups. The College has an established code of professional ethics and HRS has established policies and procedures regarding intervention for employees who do not meet the standards set forth in their job descriptions and/or who violate local, state, or federal regulations. All employee records are confidential and are maintained by HRS.

Through its planning processes and in alignment with FCMAT recommendations, the College has identified a need to complete an objective analysis of staffing levels and costs across the institution.

Improvement Plans

Improvement Plan #2: By the end of the academic year 2023-24, the Assistant Superintendent/Vice President, Human Resource Services will facilitate a review of the College's organizational structure, updating the staffing plan and completing a reorganization, where necessary, to ensure that the College continues to provide appropriate support and services to students and the community. **(Standard III.A.9; Standard III.A.10)**

Improvement Plan #3: By the end of academic year 2023-24, the Assistant Superintendent/Vice President, Finance and Administrative Services will lead an effort to fully integrate PeopleSoft's Human Capital Management and Financial applications. This will provide for an automated position control system and improved reporting, managing, and projecting of salaries and benefits. **(Standard III.A.9; Standard III.A.10; Standard III.D.4)**

Evidence List

Number	Name
IIIA-1	BP 7120 Recruitment and Hiring
IIIA-2	AP 7120 Recruitment and Hiring
IIIA-3	Title 5, Sections 53000
IIIA-4	EEO Plan 2019-22 Recruitment
IIIA-5	EEO Plan 2019-22 Advertising
IIIA-6	Title 5 53003
IIIA-7	EEO Fund Multiple Method Allocation Certification Form Part 1
IIIA-8	EEO Fund Multiple Method Allocation Certification Form Part 2
IIIA-9	CCCCO Min Qualifications
IIIA-10	CCC Handbook - Minimum Quals for Faculty/Administrators
IIIA-11	Full-Time Faculty Job Announcement
IIIA-12	Part-Time Faculty Job Announcement
IIIA-13	Instructional PRP Form- Faculty Position Request
IIIA-14	PRP - Staff Position Request Report 2020-21
IIIA-15	Title 5 53006

Number	Name
IIIA-16	Title 5 53022
IIIA-17	Classified Sample Job Description
IIIA-18	CAST Sample Job Description
IIIA-19	AA Sample Job Description
IIIA-20	Board Minutes - New Position Approvals
IIIA-21	Classified Sample Job Announcement
IIIA-22	CAST Sample Job Announcement
IIIA-23	AA Sample Job Announcement
IIIA-24	Hiring Priorities Memo 6/30/21
IIIA-25	Sample Faculty Recruitment Ads
IIIA-26	CCC Registry - Palomar Position Announcement
IIIA-27	Faculty Equivalency
IIIA-28	Equivalency Process
IIIA-29	Application for Equivalency
IIIA-30	Sample Application Diversity Statement
IIIA-31	FT Faculty Position Job Duties and Responsibilities
IIIA-32	Human Resources Selection Committee Training
IIIA-33	Interview Format
IIIA-34	Faculty Job Descriptions -Special Minimum Qualifications
IIIA-35	Board Minutes - New Classification Approval
IIIA-36	BP 3410 Nondiscrimination
IIIA-37	BP 3420 Equal Employment Opportunity
IIIA-38	AP 3420 Equal Employment Opportunity
IIIA-39	Title 53404 Definitions of Experience
IIIA-40	HR General Information NACES
IIIA-41	AA Handbook - Section 3 Evaluations
IIIA-42	PFF Bargaining Agreement - Article 17
IIIA-43	BP 7211 FT Faculty Service Area
IIIA-44	AP 7211 FT Faculty Service Area
IIIA-45	Onboarding Emails
IIIA-46	BP 7150 Employee Evaluations
IIIA-47	AP 7150 Employee Evaluations
IIIA-48	Probationary Faculty Evaluations Calendar
IIIA-49	Part-time Faculty Evaluation Calendar
IIIA-50	Tenured (Peer) Evaluations Calendar
IIIA-51	ECELS Evaluations Calendar
IIIA-52	Faculty Evaluation 2016-21
IIIA-53	PFF Bargaining Agreement - Article 17.2
IIIA-54	PFF Bargaining Agreement - Article 17.3.1
IIIA-55	Tenure and Evaluation Review Board
IIIA-56	Need to Know List for Tenured (Peer) Faculty Evaluations
IIIA-57	PFF Bargaining Agreement - Article 17
IIIA-58	CCE Bargaining Agreement - Article 18
IIIA-59	CAST Handbook - Evaluations

Number	Name
IIIA-60	Evaluations Tracking Sheet
IIIA-61	AA/CAST Evaluation Form
IIIA-62	Classified Evaluation Form
IIIA-63	BP 2435 Evaluation of Superintendent/President
IIIA-64	AP 2435 Evaluation of Superintendent/President
IIIA-65	Cornerstone Evaluations Checklist to Completion
IIIA-66	Staffing Master Plan 2018-23
IIIA-67	FON Compliance Reports
IIIA-68	Counseling Instructional PRP
IIIA-69	Library Instructional PRP
IIIA-70	Faculty Prioritization Lists
IIIA-71	IPC Agenda 5/12/2021 - Faculty Prioritization
IIIA-72	PFF Bargaining Agreement - Article 20.11
IIIA-73	PFF Bargaining Agreement Article 4
IIIA-74	PFF Bargaining Agreement Article 10
IIIA-75	Professional Development
IIIA-76	Faculty Senate Membership
IIIA-77	Governance Structure Handbook
IIIA-78	Nuts and Bolts Training 2021
IIIA-79	PD Plan Annual Report 2020-21
IIIA-80	Part-time Professional Development Completion Rates
IIIA-81	New Employee Orientation Agenda
IIIA-82	CCE Employee Classifications
IIIA-83	CCE Bargaining Agreement Article 10.4
IIIA-84	PRP Form - Staffing Requests
IIIA-85	Position Control Memo
IIIA-86	FCMAT Risk Analysis 11/8/19
IIIA-87	CCE Reorganization MOUs 2019
IIIA-88	Reorganization and Hiring Plan 2020-21 Memo
IIIA-89	Human Resources Reorganization
IIIA-90	Student Services Reorganization
IIIA-91	Division Organizational Charts
IIIA-92	AA/CAST Employee Classifications
IIIA-93	AA Handbook - Reclassification
IIIA-94	Chart for CCC Data Mart Comparison
IIIA-95	BP Chapter 3 - General Institution
IIIA-96	BP Chapter 7 - Human Resources
IIIA-97	Board Minutes 1/5/21 BP/AP Approval
IIIA-98	Board Agenda 8/8/20 - MOUs
IIIA-99	Board Agenda 3/12/19 -MOUs
IIIA-100	AA MOUs
IIIA-101	CAST MOUs
IIIA-102	PFF Bargaining Agreement
IIIA-103	CCE Bargaining Agreement

Number	Name
IIIA-104	AA Handbook
IIIA-105	CAST Handbook
IIIA-106	BP 3050 Institutional Code of Ethics
IIIA-107	BP 3430 Prohibition of Harassment
IIIA-108	AP 3430 Prohibition of Harassment
IIIA-109	BP 3433 Prohibition of Sexual Harassment Under Title IX
IIIA-110	AP 3433 Prohibition of Sexual Harassment Under Title IX
IIIA-111	AP 3434 Responding to Harassment Base on Sex Under Title IX
IIIA-112	BP 3540 Sexual and Other Assaults on Campus
IIIA-113	AP 3540 Sexual and Other Assaults on Campus
IIIA-114	BP 7700 Whistleblower Protection
IIIA-115	AP 7700 Whistleblower Protection
IIIA-116	HR EEO, BP/AP Notifications
IIIA-117	New Hire Checklist
IIIA-118	Human Resource Services Forms
IIIA-119	Non-discrimination Policies and Procedures
IIIA-120	EEOAC Mission Statement
IIIA-121	Educators for Anti-racism Call to Action
IIIA-122	USC/CCC Alliance
IIIA-123	Strategic Plan 2022
IIIA-124	EEO Plans 2016-19 and 2019-22
IIIA-125	DEI Website
IIIA-126	Employment Application - Anti-racism Question
IIIA-127	Faculty Senate Constitution
IIIA-128	AA Handbook Statement of Ethics
IIIA-129	CAST Statement of Ethics
IIIA-130	AP 7365 Discipline and Dismissal - Classified Administrators
IIIA-131	Board Minutes 5-18-21 - BP 3050
IIIA-132	BP 7160 Professional Development
IIIA-133	AP 7160 Professional Development
IIIA-134	Professional Development Offerings
IIIA-135	Plenary Agendas 2018-21
IIIA-136	Governing Board Onboarding Plan
IIIA-137	PD Portal Board Trainings
IIIA-138	PD Portal Guide
IIIA-139	Professional Development Plans
IIIA-140	PD Curated Courses
IIIA-141	Sample 3PD Portal Events Calendar
IIIA-142	Sample 3PD Portal Transcript/User Page
IIIA-143	Professional Development Committee Membership
IIIA-144	Professional Development Committee Minutes
IIIA-145	PD Needs Assessment Surveys
IIIA-146	PD Survey Results Review and Training Planning
IIIA-147	PD Survey Training Implementation

Number	Name
IIIA-148	CCE Bargaining Agreement - Article 26
IIIA-149	CAST Handbook - Section 18
IIIA-150	AA Handbook Section 11
IIIA-151	Fiscal Training Rosters
IIIA-152	BP 3310 Records Retention and Destruction
IIIA-153	AP 3310 Records Retention and Destruction
IIIA-154	AP 7145 Personnel Files
IIIA-155	Personnel File Review Request
IIIA-156	Disaster Recovery Plan

Standard III.B: Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Palomar College is a single-college district with a main campus in San Marcos and Education Centers located in Escondido, Rancho Bernardo, and Fallbrook. The College is committed to providing a safe and secure learning environment for all students regardless of location or mode of delivery. These same standards apply across all facilities that are owned and maintained by the College to ensure consistent services. Where classes are held at facilities not owned by the College, such as those at the United States Marine Corps Base Camp Pendleton (CPPEN), some safety protocols that are inherent to that location may take precedence. For example, if there were a scheduled fire drill, or an actual situation where the fire alarm was activated in a classroom at Camp Pendleton where the College holds classes, the College's students, faculty, and staff would follow the safety procedures established by the Marine Corps Base.

The Palomar College Police Department (PCPD) is headquartered on the San Marcos campus, with personnel located at each of the other three Center locations. When there is an emergency on campus, Facilities and PCPD respond and contact either the Fire Department or Police agency, as needed. After hours, safety and security are provided through the local police department or sheriff. In addition, all College-owned sites have 24/7 intrusion alarm monitoring through Knight Security, which notifies PCPD immediately when an alarm is activated so that PCPD can investigate accordingly. The College complies with state and local laws and regulations to guide instructional safety and maintenance. Board Policies (BPs) and Administrative Procedures (APs) also guide campus safety, security, access, and emergency preparedness ([IIIB-1](#); [IIIB-2](#); [IIIB-3](#); [IIIB-4](#); [IIIB-5](#)).

The College supports the integrity and quality of its programs and services by providing and planning for safe and sufficient physical resources. The safety of facilities is maintained by the Facilities Department and is evaluated by a cadre of health, safety, and security teams. The Facilities Department includes safety inspections as part of its Preventative Maintenance Program, and facilities are inspected by external regulatory agencies ([IIIB-6](#); [IIIB-7](#); [IIIB-8](#); [IIIB-9](#)).

The Environmental Health & Safety (EH&S) Department, a branch of the Facilities Department, promotes a safe, secure, and healthy environment for employees, students, and visitors, and ensures the protection of campus property (IIIB-10). EH&S provides support to the College by identifying and reducing safety risks while providing a long-term vision for sustainable safety practices within the community and local environment. EH&S works with all campus employees and the surrounding community to ensure that these goals are achieved. Relevant examples of the effectiveness of EH&S include its Emergency Procedures Guides and District Emergency Operations Plan, which were created with input from Campus Police (IIIB-11; IIIB-12). This planning, along with the thorough training of staff, helped the College successfully activate the Emergency Operations Center (EOC) in response to the COVID-19 pandemic (IIIB-13).

The Safety and Security Committee examines the operation of the College with respect to safety and security (IIIB-14). Areas considered by the Committee include safety manuals, safety inspections, general safety of facilities, inspection of hazardous materials and equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management. Meeting minutes and agendas for the Committee are published for transparency (IIIB-15). The College recently contracted with a safety and security consultant to perform a collegewide safety and security assessment, which looked at items such as security cameras, lighting, room access, and access protocols (IIIB-16). This report is being finalized and will be presented to the Safety and Security Committee. The recommendations provided in the report will be implemented in all future capital improvement project designs to ensure consistent application of college safety and security standards.

The Facilities Department maintains District buildings by physically inspecting areas during daily activities and through a published Preventative Maintenance Plan. Plans are specific to the San Marcos campus and each of the Education Centers (IIIB-6; IIIB-7). To be considered for state funding, larger projects are documented and tracked in FUSION, a web-based suite of tools that support integrated management and reporting on California community college facilities (IIIB-17).

The Facilities Department can be contacted by any member of the College community through the Remedy work order system (IIIB-18). The Facilities website is organized so that the campus community can access information easily. College staff can easily locate organizational charts for Custodial, Building Services, Grounds, and Maintenance staff (IIIB-19).

The College engages in comprehensive facilities planning based on instructional and student support needs. Master Plan 2022, the College's long-range educational and Facilities Master Plan, was developed with the assistance of an architect, along with educational and facilities master planners (IIIB-20). The College's current and future success in obtaining state funding for capital projects is a result of these planning efforts. All projects, regardless of location, are designed to comply with Division of the State Architect (DSA) regulations and building codes in effect at the time of the project. All building plans submitted to DSA are closed and certified (IIIB-21).

Much of the recent facilities work done by the College has been a result of Proposition M, a \$694 million bond that was requested by the Governing Board on August 8, 2006 and approved by voters on November 7, 2006 (IIIB-22). The goal of Prop M was to maintain and modernize the 60-year-old San Marcos campus and create new educational opportunities in underserved areas of the District. The basis for Prop M is Educational Master Plan 2022, which was first published in 2003, then fully updated in 2010 and again in 2018. The proposition is funded through the

sale of several series of bonds with the first series being sold in May 2007, Series A, 2007. The final series of bonds have now been sold and the final projects for Prop M were voted on and approved by the Governing Board in September of 2020 ([IIIB-23](#)).

In Prop M funded projects, and in all other facilities matters, access for people with disabilities is a prime concern. Aging buildings require continuous effort by the Facilities Department to ensure functional access for people with disabilities. In 2009, the College commissioned its then architect, LPA Inc, to prepare an Americans with Disabilities Act (ADA) Master Plan. The ADA Master Plan was implemented in tandem with projects completed per the Facilities Master Plan 2022. When the new Educational and Facilities Master Plans are created in 2021, a new ADA Master Plan will be created as well ([IIIB-24](#); [IIIB-25](#)).

Analysis and Evaluation

The College ensures the adequacy of physical resources, regardless of location, by focusing on space, safety, and environmental efficacy. PCPD partners with local law enforcement and emergency response agencies to ensure the safety and security of staff and students. The Facilities Department ensures that all physical resources are reviewed and maintained on a regular basis and EH&S identifies and minimizes safety risks. Through governance bodies, the campus community partners with facilities and safety personnel to ensure a safe and well-maintained environment through governance bodies, and members of the campus community can directly access the departments with requests for support.

The College is meeting the increasing need for modern and updated facilities to support instructional programs and services with the implementation of Educational Master Plan 2022. For instance, the renovation of the former Library (LL) Building into a Retention Center will alleviate the crowded conditions in the current Student Services Center (SSC Building). The renovation will provide a centralized location for students to access services. The SSC building will be repurposed to function as a “Get on the Path” or “Welcome Center” to further align the College with the Guided Pathways model and Student-Centered Funding Formula (SCFF), which bases general apportionments on enrollment, the number of students receiving financial aid, and student success/completion.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College is committed to ensuring the quality and efficient utilization of the physical resources needed to support its programs and services, while providing an engaging learning environment for students, faculty, and staff. To do so, it engages in comprehensive facilities planning based on educational needs. The cornerstone of this planning is Educational Master Plan 2022 ([IIIB-20](#)). The development of Master Plan 2022 began with a long-range education master plan that drove facilities planning, and it is amended and verified as instructional needs change. In 2018, the College completed a major goal, outlined in both the Facilities Master Plan and Prop M, by opening two new Education Centers in Fallbrook and Rancho Bernardo. These campuses were created to better serve students and the communities in the northern and southern parts of the District ([IIIB-26](#); [IIIB-27](#); [IIIB-28](#); [IIIB-29](#)).

The Governing Board has approved final projects to be funded using the remaining Prop M fund, and the current Facilities Master Plan has been adjusted to incorporate the projects ([IIIB-23](#)). The College will begin developing a new Educational and Facilities Master Plan in fall 2021 in anticipation of the spring 2022 sunset date of Master Plan 2022.

As each new project begins, an architectural design team meets regularly with students, faculty, and staff who will occupy and use the proposed facilities or resources. The design team relies on the end users' input to develop the program that drives the design. The focus of the design is to support these needs and provide suitable learning environments for student success. An example of this collaborative effort can be seen in the recently completed Fallbrook Center (FC) project, which is utilizing active learning furniture in all lecture classrooms ([IIIB-30](#)). In addition, the Rancho Bernardo Education Center (RBEC) and new Learning Resource Center (LRC) projects specifically included significant areas designed to support student retention and success. This was achieved by providing large study areas for groups, or in some cases individual student spaces ([IIIB-31](#)).

The most recent example of this collaborative design process is the Maintenance and Operations Building. User groups worked closely with the architect, not only to design the floor plans, but also select specialized furniture, tools, and equipment for the maintenance shops ([IIIB-32](#); [IIIB-33](#)). These efforts resulted in the College's first net zero electricity use building, which means that the building has zero net energy consumption. The project won multiple awards, including *Engineering News-Record's* National Best Green Project 2019, Design-Build Institute of America's (DBIA) National Award of Merit, the 2020 Green Good Design Awards Top 100 (one of the top 100 Good Green Designs in the world), and the San Diego Architecture Foundation 2019 Malone Grand Orchid Award. It will be the first community college building in the world to achieve Living Building Challenge petal certification for sustainability ([IIIB-34](#)).

Many of the projects completed using Prop M funds, including the Humanities, Theater, Multi-Disciplinary, and Maintenance and Operations buildings, along with the LRC and RBEC, have won multiple regional design awards. Additionally, the LRC, Early Childhood Education (ECE) Lab School, TLC, and Humanities Buildings have achieved LEED (Leadership in Energy and Environmental Design) certification (two Gold, one Silver, and one certified), demonstrating the College's dedication to building a sustainable environment ([IIIB-35](#)). The San Marcos campus is the only higher education campus in California to be a certified Level 2 Arboretum ([IIIB-36](#)). Each project's landscape plan is carefully designed to comply with the campus's overall arboretum plan. This provides students with a unique outdoor learning environment that complements the traditional classroom setting.

The Facilities Department also works frequently with other departments on special projects with other funding mechanisms, such as Strong Work Force (SWF) and grants. These have included projects for the Career Technical Education (CTE) Department to create dedicated spaces for new certificate programs such as Air Conditioning, Heating, and Refrigeration. This project upgraded existing under-utilized lab space at the Escondido Center into a state-of-the-art HVAC technician training lab complete with multiple indoor and outdoor HVAC units/systems used for training students ([IIIB-37](#); [IIIB-38](#)). Another grant-funded project was the creation of additional counselor space for Behavioral Health Services. This project remodeled unused office space with two counselor's offices and a small hallway meeting area for staff ([IIIB-39](#); [IIIB-40](#)).

The College upgrades and replaces all facilities and non-instructional equipment, as needed. Adherence to state guidelines for space utilization and planning is done through the annual State

Scheduled Maintenance Plan ([IIIB-41](#)). The College uses Remedy, a maintenance scheduling and tracking program, to document all urgent or emergency repairs. Any College employee can notify the Facilities Department of an issue that requires attention by submitting a Remedy work order request via email. The Facilities Department then assigns tasks to the appropriate staff member to address the issue ([IIIB-18](#)).

The Facilities Department maintains a monthly preventative maintenance schedule as well. The Building Services, Grounds Services, and Custodial Services Departments conduct inspections of all College buildings biannually. These inspections include examinations of the mechanical, electrical, and lighting systems; fire/life safety systems; roofing and building envelope systems; interior wall, floor, and ceiling conditions; and landscape and hardscape near the exterior of the buildings ([IIIB-6](#); [IIIB-7](#)). Annual funding allows the Environmental and Health & Safety (EH&S) Department to manage and provide services in the areas of hazardous waste management, general safety, Americans with Disabilities Act (ADA) accommodations, ergonomic assessments, Automated External Defibrillators (AED) management, emergency preparedness, water quality (SWPPP), air quality (APCD), and other environmental assessments.

The Facilities Department also seeks other outside funding sources for HVAC and energy efficiency upgrades. For example, it has utilized California Proposition 39 funding for new energy-efficient interior and exterior lighting on the San Marcos Campus and Escondido Center, along with upgrades to HVAC control systems to improve efficiency and reduce operating costs ([IIIB-42](#)). These projects have replaced outdated lighting technology with new state-of-the-art LED lighting.

The Facilities Department strives to maintain, upgrade, and replace physical resources in a manner that assures effective utilization. Relevant performance and satisfaction data were collected in the Finance and Administrative Services Survey Report 2018. In the report, Facilities personnel were regarded as responsive, and the College was viewed as clean and well-maintained ([IIIB-43](#)).

The College seeks input from all constituent groups on projects through its shared governance process. From small renovation projects to changing the designation for parking lot usage, the Facilities Review Committee (FRC), which meets bi-weekly while faculty are under contract and includes membership from a variety of constituent groups, including students, plays the central role in this regard. It also reviews and comments on the State Scheduled Maintenance Plan, Five Year Construction Plan, and the Facilities Master Plan ([IIIB-44](#); [IIIB-45](#)). The College recently made its decision on which projects would be completed with the remaining Prop M bond funds and submitted its recommendations to the Governing Board after bringing the plan, which was developed by the administration, FRC, the Finance and Administrative Services Planning Council (FASPC), and the Strategic Planning Council (SPC). At each meeting, comments were provided, and the plan was adjusted before proceeding to the next step in the process ([IIIB-46](#); [IIIB-23](#)).

Analysis and Evaluation

Through its long-range education and facilities master planning, the College establishes plans for acquiring, maintaining, upgrading, and replacing its physical resources. With the passage of Prop M, the College has undertaken an aggressive and comprehensive capital construction program that will ensure the effective utilization of all facilities, including new construction, renovations, and existing facilities. The College continues its commitment to following state space guidelines

for state and locally funded projects and to ensure that projects are sustainable and of the highest quality design. Commitment to this vision is illustrated through the numerous design and sustainability awards that the completed projects have received.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College uses a variety of methods for planning and evaluating facilities and equipment to ensure feasibility and effectiveness. These methods include following the Educational Master Plan and Facilities Master Plan, which are regularly updated, most recently in 2018-19 ([IIIB-25](#)). The College also uses an annual update of the Five-Year Construction Plan, which documents ongoing progress on the Facilities Master Plan ([IIIB-47](#)). All proposed capital improvement projects are evaluated annually through the California Community Colleges Chancellor's Office (CCCCO) FUSION software program to determine how they impact load-to-capacity ratios, and every effort is made to attain the state standard of 100% ([IIIB-48](#)).

Facilities planning and assessment are ongoing processes. The Five-Year Construction Plan supports Educational Master Plan 2022 and the Facilities Master Plan in order to address the physical needs of the College. The Five-Year Scheduled Maintenance Plan and the Space Inventory Report are both updated annually ([IIIB-41](#); [IIIB-49](#)). Space utilization is reviewed in conjunction with course scheduling throughout the academic year. A recent example of how an improvement was made through this process was at the Escondido Center, where an underutilized lab space was remodeled and converted from an upholstery lab into a new HVAC program to provide training in a high demand trade ([IIIB-37](#); [IIIB-38](#)).

The College uses FUSION to store essential data regarding facilities. This information includes space inventories, capital construction state-funded projects, as well as the Five-Year Scheduled Maintenance and Educational Master Plans. The system also allows for tracking the condition of facilities and the status of projects and functions as a collaborative tool in communicating scheduled maintenance and capital construction needs to the CCCCCO. Equipment is assessed on a regular basis through Facilities' Preventative Maintenance Plans and the State Scheduled Maintenance reports that now include the submission of the Five-Year Instructional Support Plan ([IIIB-17](#); [IIIB-41](#)).

The College regularly evaluates its facilities and equipment and plans for improvement. Each piece of equipment is replaced at the end of its useful life, or when appropriate ([IIIB-41](#)). For example, HVAC units and light fixtures are replaced if doing so decreases the total cost of ownership by offering greater energy efficiency.

The College allocates resources to meet changing instructional and operational needs through the integrated planning and Program Review and Planning (PRP) processes. These processes result in program plans and requests for needed resources, including equipment, which are then prioritized and funded through the College's budget development ([IIIB-50](#); [IIIB-51](#); [IIIB-52](#)).

Analysis and Evaluation

The College develops and regularly updates several institutional plans to ensure the feasibility and effectiveness of physical resources in supporting its programs and services. The College uses data, including population and enrollment forecasts, labor market demands, and student outcomes to inform these updates. The Facilities Master Plan is set on a 12-year cycle. It is reviewed annually and updated every six years. The Five-Year Construction and Maintenance Plans are updated annually. The College stores essential facilities data using FUSION and uses the PRP process to assess physical resource needs.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM) supports long-, medium-, and short-range planning, ensuring that plans throughout the College are integrated and support institutional goals. At the top of the model is the Educational Master Plan, which establishes the College's long-range goals, describes the programs the College plans to offer to meet the needs of the community, and drives all other College plans ([IIIB-50](#)). For example, the Facilities Master Plan reflects the needs identified in the Educational Master Plan. Together these two plans make up Educational Master Plan 2022, which follows a twelve-year cycle, with a six-year comprehensive update ([IIIB-53](#); [IIIB-54](#); [IIIB-20](#); [IIIB-25](#)).

An example of the IPM's success is the opening of the Rancho Bernardo and Fallbrook Education Centers in 2018, which was a fundamental goal of Master Plan 2022 and was integral to the Prop M Bond program. The opening of the two education centers increased enrollment within their targeted service area, validating the effectiveness of the College's long-range goal as stated in Master Plan 2022 ([IIIB-55](#)).

Both the development and the update of Master Plan 2022 involved extensive internal and external environmental scans and interviews with every college program ([IIIB-56](#); [IIIB-57](#)). As a result, long-term facilities and other needs have been identified. The Master Plan provides a flexible framework that allows the College to adjust readily to changes in technologies, teaching methodologies, student needs, and resource fluctuations. Validation of the Master Plan 2022 Update occurs through the shared governance process. The Facilities Review Committee (FRC) evaluates the merit of facilities improvement requests and the results are reviewed by the Finance and Administrative Services Planning Council (FASPC) and the Strategic Planning Council (SPC) ([IIIB-46](#)).

All new projects being considered include, but are not limited to, estimates for total cost of ownership, items such as the costs for required new employee payroll, benefit costs for staffing needed to operate and maintain the project, and any additional utility costs, including maintenance items such as roof and major equipment replacement at the end of their service lives. Long-term facilities maintenance items like re-roofing and HVAC replacement are then forecasted and included in the annual five-year State Scheduled Maintenance reports as they become due ([IIIB-41](#)).

One of the challenges that has arisen is that normal operational needs and construction programs being undertaken under Master Plan 2022 are resulting in an increased demand for resources.

The major challenge that the College continues to face is the lack of a funding mechanism to increase Facilities Department staff when new buildings and renovations are brought online. Adequate staffing for the Facilities Department should remain a priority to protect the investment in these capital projects. Facilities is following the hiring prioritization process and working collaboratively to ensure that only the highest priority “critical” positions are being considered ([IIIB-58](#)). This strategy will be included in the annual PRP update as a new goal.

Budget development for Facilities will highlight these financial needs and improve future planning ([IIIB-59](#)). Additionally, the architectural firms designing the newest buildings and facilities are required to provide calculations for total cost of ownership to assist the College in this planning process. This will begin with the first Fallbrook Education Center building, the Retention Center, and the new Athletics facilities, all projects that were recently Governing Board approved ([IIIB-60](#); [IIIB-61](#)).

Analysis and Evaluation

The College is committed to properly maintaining both new and existing facilities so that the total cost of ownership is reflected in the budget development process. Prop M has been instrumental in providing much-needed funding for the construction of new and replacement of aging facilities. Coupled with state funds, Prop M has financed the building of new facilities and the purchase of the two new Education Centers. Funding for the maintenance, staffing, and operations of new capital projects should be included in the annual budget development process to establish the total cost of ownership.

Conclusion

The College consistently develops, updates, and adheres to its Educational and Facilities Master Plans. The five-year Construction and State Scheduled Maintenance Plans help ensure that all facilities are built and maintained to all government standards and provide a safe and effective learning environment for all students, staff, and the public. Facilities are maintained efficiently using the Remedy maintenance program to identify and correct any issues that develop. Using PRPs and annual reviews by departments and programs, space and equipment needs are analyzed. Projects are developed to ensure that space is efficiently utilized.

Many of the construction projects completed with Prop M funds have received multiple regional design awards and the San Marcos campus is the only higher education campus in California to be a certified Level 2 Arboretum. These awards, together with the College’s well-established policies and procedures surrounding the master planning process and facilities maintenance, demonstrate the strength of the College in this area. The College is implementing methods for addressing total cost of ownership for all new construction.

Evidence List

Number	Name
IIIB-1	BP 3500 Campus Safety
IIIB-2	AP 3500 Campus Safety
IIIB-3	BP 3502 Campus Security and Access
IIIB-4	BP 3505 Emergency Response Plan
IIIB-5	AP 3505 Emergency Response Plan
IIIB-6	Preventive Maintenance Program - Building Services
IIIB-7	Preventive Maintenance Program - Facilities Operations
IIIB-8	Safety & Security Minutes 11/4/20
IIIB-9	Safety & Security Minutes 10/3/18
IIIB-10	Environmental Health & Safety
IIIB-11	Emergency Information
IIIB-12	District Emergency Operations Plan 2019
IIIB-13	Emergency Operations Center Manual
IIIB-14	Safety and Security Committee Structure
IIIB-15	Safety & Security Committee Sample Minutes 2018-21
IIIB-16	Security Assessment Report 2021
IIIB-17	FUSION
IIIB-18	Remedy Sample Work Orders
IIIB-19	Facilities Department Organizational Charts
IIIB-20	EMP 2022 Update 2018
IIIB-21	Division of the State Architect - Palomar College
IIIB-22	Board Minutes 8/8/06 - Prop M
IIIB-23	Board Minutes 9/8/20 - Prop M approvals
IIIB-24	ADA Master Plan
IIIB-25	Facilities Master Plan 2022 Update 2019 Draft
IIIB-26	Rancho Bernardo Education Center Substantive Change Proposal
IIIB-27	Rancho Bernardo Education Center Acceptance Letter
IIIB-28	Fallbrook Education Center Substantive Change Proposal
IIIB-29	Fallbrook Education Center Acceptance Letter
IIIB-30	Fallbrook Education Center Schematic Design
IIIB-31	Rancho Bernardo Education Center Space Inventory
IIIB-32	Level 10 Report with Staff Survey Results
IIIB-33	Level 10 Meeting Notes 9/17/15
IIIB-34	Architectural Awards List 2020
IIIB-35	Facilities Award Notifications
IIIB-36	Arboretum Certification
IIIB-37	HVAC Lab Before and After
IIIB-38	HVAC Program ACCJC Approval
IIIB-39	NB Building Behavioral Health Improvements 2020
IIIB-40	NB Building Layout Plans
IIIB-41	State Scheduled Maintenance Plan
IIIB-42	Prop 39
IIIB-43	Finance and Administrative Services Report 2018

Number	Name
IIIB-44	Facilities Review Committee Structure
IIIB-45	Facilities Review Committee Minutes 5/16/19
IIIB-46	Sample Minutes 2020 - Prop M Projects
IIIB-47	Five Year Construction Plan
IIIB-48	Load Capacity Ratio Evaluations
IIIB-49	Certification of Inventory
IIIB-50	Integrated Planning Model
IIIB-51	PRP Resource Request Pages
IIIB-52	PRP Resource Prioritization
IIIB-53	Planning Cycles
IIIB-54	Education and Facilities Master Plan Linkages
IIIB-55	Fall 2017-18 Enrollment by Planning Area
IIIB-56	EMP 2022 Update 2018 - External and Internal Scans
IIIB-57	EMP 2022 Update 2018 - Internal and External Stakeholder Session
IIIB-58	Facilities PRP - Staffing Request
IIIB-59	Budget Development Spreadsheet
IIIB-60	Total Cost of Ownership
IIIB-61	Facilities Condition Index

Standard III.C: Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College's technology services are under the leadership of Information Services (IS) and the Academic Technology Resource Center (ATRC) ([IIIC-1](#); [IIIC-2](#)). IS, Academic Technology, Facilities, and other departments collaborate to provide comprehensive technology services and professional support. Access to data is provided to all segments of the College to enable data-informed processes and decisions. Faculty and staff use a common learning management system (Canvas) to manage courses, deliver instruction and learning support services, and conduct department and college business ([IIIC-3](#)). Staff utilize the College's enterprise resource planning (ERP) tools like PeopleSoft's Fiscal Management and Human Capital Management applications, along with Campus Solutions software, for purchasing, scheduling, managing student data, communicating, and managing daily work ([IIIC-4](#); [IIIC-5](#)).

Technology services and support for operational functions, academic programs, teaching and learning, and support services are coordinated through a centralized IS Help Desk ([IIIC-6](#)). The IS Help Desk applies standard operating procedures to technical support requests from students, faculty, and staff that include opening work orders and assigning support teams or specific technicians to provide technical assistance when needed. In addition to the IS Help Desk, the ATRC facilitates and enhances teaching and learning using technology. Like the IS Help Desk, the ATRC uses a work order system to track and manage requests for support ([IIIC-7](#); [IIIC-8](#)). Professional support is provided to faculty and staff through a robust professional development

(PD) training resource called Palomar Powered Professional Development (3PD), which includes a wide range of technology training courses that employees can access from any device and take online at their own pace ([IIIC-9](#)).

All facilities owned and operated by the College (classrooms, laboratories, offices, and service areas) are equipped with standard technology hardware and software configured to meet operational, support, service, and teaching and learning requirements ([IIIC-10](#); [IIIC-5](#)). Maintaining District technology standards helps facilitate consistent training and a more rapid response when issues occur, or when equipment replacements are needed. Computers are purchased with a five-year warranty that has lengthened serviceable use of equipment and maximized the College's investment.

The College has a total of four data centers: A main data center at the San Marcos campus, a fully redundant data center at the Rancho Bernardo Education Center, and two site-specific data centers at the Escondido and Fallbrook Education Centers. The two main data centers are built for disaster recovery, as both the San Marcos and Rancho Bernardo locations have the capability to host all College systems if one of them is offline or has a catastrophic event. The site-specific data centers host systems that support local resources, with the San Marcos and/or Rancho Bernardo data centers serving as backups to those sites. All data center equipment is purchased with a five-year maintenance plan and is refreshed at the end of the maintenance cycle to keep all systems running at optimal performance and capabilities ([IIIC-11](#)). From a facilities perspective, the data centers are designed and built to accommodate adequate cooling and power, as well as redundancy of systems. This is accomplished by providing multiple independent power circuits and cooling units, uninterruptable power supplies, and backup generators.

Institutional and instructional software is standardized and maintained at current release/version levels ([IIIC-12](#)). Requests for computer lab and/or other instructional software updates are submitted to the IS Help Desk no later than December 1 for spring semester updates and no later than July 1 for fall semester updates to ensure that computer labs and classroom technology are ready to support academic requirements. Notices to remind faculty of these dates are sent in October/November and April/May each year, and announcements are made in Instructional Planning Council (IPC) and Chairs and Directors meetings around these times of year ([IIIC-13](#); [IIIC-14](#); [IIIC-15](#)).

Every computer lab includes a standard set of software, enabling maximum utility and scheduling flexibility for instruction ([IIIC-16](#)). Beginning in the summer of 2020, as a response to the California Governor's stay-at-home mandate that prevented most employees and students from working on campus, virtual computer labs were configured to support remote teaching and learning. These labs are available to all enrolled students through internet-based remote access. Information regarding how to access software available in the virtual computer labs is provided to students on the Technology Help for Students website, which includes lists of software available in every computer lab, as well as in specialized/restricted software labs ([IIIC-17](#); [IIIC-18](#)). Remote access to restricted physical and virtual computer labs, special software labs, and Mac labs, is available to students based on their enrollment in classes that require specialized software.

In addition to onsite and virtual lab and classroom technology resources, enrolled students also receive a free Microsoft 365 account that gives them access to Microsoft Office tools (Word, Excel, etc.), along with student email and OneDrive for document storage ([IIIC-19](#); [IIIC-20](#)). A

Microsoft 365 account is provided to every employee and all employee computers are configured with standard institutional productivity software. Employee access to PeopleSoft Financials and Human Capital Management enterprise ERP systems, PeopleSoft Campus Solutions student information system, and other specialized software, is provided based on each employee's management and operational functions ([IIIC-4](#)).

To facilitate employee productivity while telecommuting during the governor's stay-at-home order, the "Palomar College All Employee Telework Team" was created in Microsoft Teams for access by all employees ([IIIC-21](#)). This team offers a shared repository for documents, instructions, procedures, and information to help employees work remotely. Materials include information such as "Working from Home – Layers of Connectivity," procedures such as "How to Use District Voicemail from Off Campus," and recommendations such as "Recommended Headsets for Remote Work" ([IIIC-22](#); [IIIC-23](#); [IIIC-24](#)).

In addition to maintaining standardized technology hardware and software to meet institutional requirements, the College supports unique requirements in some academic programs like the Graphic Communications and Geography joint Drone Technology Program; the Graphic Communications Multimedia and Web program; and the Graphic Communications and Art Department Interactive Media Design 3D Modeling Program to meet industry standards and current Career Technical Education (CTE) best practices ([IIIC-25](#); [IIIC-26](#); [IIIC-27](#)).

While robust and professional technical support services are provided by both IS and ATRC, the distinct functions and responsibilities of individual departments are being more clearly defined through website improvements so that students, faculty, and staff understand each department's service and support role ([IIIC-28](#)).

Many training opportunities and PD resources were developed in response to the COVID-19 pandemic requirement for telework beginning in spring 2020 and provided to all employees ([IIIC-29](#); [IIIC-30](#)). Tutorials, support materials, and FAQs are available to students, faculty, and staff through the Palomar College website ([IIIC-31](#)).

Analysis and Evaluation

The College coordinates among several departments to provide appropriate and sufficient technology services and professional support to all members of the institution, including administrators, staff, faculty, and students. IS and the ATRC ensure that technology services are robust and consistent, and that technology support is provided to all employees and students. The College maintains several data centers to safeguard information storage.

The College ensures that all institutional and instructional software is up to date and that employees and students can access software on campus, at home, or elsewhere as needed. Students and employees all receive a Microsoft 365 account to facilitate their work at the College. Unique technology and software services are provided to departments and programs with specialized needs.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Institutional Technology Master Plan and division and department Program Review and Planning (PRP) processes are used to assess and plan for technology in meeting the range of needs at the College, including the institution's preparedness to sustain traditional teaching and learning, as well as Distance Education (DE) and community education offerings. The Institutional Technology Master Plan identifies six broad technology goals designed to support the College Mission and institutional strategic goals, sustain ongoing operations, and support programs and services ([IIIC-32](#); [IIIC-33](#)):

1. Ensure operational data integrity and reliable technology infrastructure.
2. Facilitate student services and enhance teaching and learning objectives through smart campus, classroom, and online technologies.
3. Ensure sustainable technology by using current vendor-supported software, by reducing local customizations, and by participating in statewide technology initiatives.
4. Optimize business processes and facilitate decision-making through automated workflows, dashboards, and targeted reports.
5. Train and support users for effective use of technology.
6. Maximize efficiency by planning resource stewardship, clarifying technology replacement plans, and stabilizing associated operational funding.

Each technology goal is further defined by specific objectives, along with the technology projects and measurable outcomes that support those objectives.

Along with the Institutional Technology Master Plan, the specific objectives and technology projects supporting these broad goals are reviewed by the Technology Subcommittee, which currently reports to the Finance and Administrative Services Planning Council (FASPC). Projects are prioritized by the administration and planning and budget councils based on their alignment with institutional strategic plans and other key initiatives. The Technology Subcommittee's review provides supporting comments and additional justification or information that can help solidify a proposed technology project's feasibility for implementation. This review process is intended to facilitate the movement of technology proposals through the existing institutional processes for approval and funding ([IIIC-34](#); [IIIC-35](#)).

The Institutional Technology Master Plan and PRPs, along with annual budget plans, are informed by a three-year Infrastructure Planning Model maintained by Information Services (IS) ([IIIC-36](#)). This planning model summarizes and prioritizes maintenance and upgrade projects based on detailed maintenance schedules for operational technology infrastructure and software, as well as device maintenance and replacement, including data center equipment, switches, computers, telephone equipment, and wireless access points ([IIIC-37](#); [IIIC-38](#); [IIIC-12](#)).

FASPC reviews and approves the Institutional Technology Master Plan, along with division and department program review plans ([IIIC-39](#)). However, operational decisions regarding technology infrastructure, while adhering to the Master Plan and informed through the

Technology Subcommittee under the FASPC, are largely guided by the IS Department. Decisions regarding DE resources are largely guided by the DE Committee, a Faculty Senate subcommittee, with support and technical guidance from the ATRC ([IIIC-40](#); [IIIC-2](#)). With the proposed creation of an Infrastructure and Sustainability Council under the College's new governance structure (see [Standard IV.A.1](#) for further description), the College is creating a more cohesive mechanism for technology planning that would expand opportunities for input across the institution when technology proposals are being considered.

Despite recent financial challenges, the College has been able to complete many of the technology replacements and upgrades specified in the Infrastructure Planning Model. Notable examples include a new/upgraded mass storage system in the data centers, upgraded switches and wireless access points in the Multidisciplinary (MD) Building, which included upgrading the bandwidth from 10GB to 40GB uplinks, implementing a fully redundant network ring connected to all sites, upgrading the internet connection from 1GB to 10GB at the San Marcos campus, performing regularly scheduled AV equipment upgrades in classrooms, and replacing staff and student computers. In response to the COVID-19 pandemic, the College also implemented a large virtual desktop infrastructure (VDI) and expanded licensing and utilization of Microsoft 365 products and services such as MS Teams, SharePoint, and OneDrive to better support remote instruction and the work of faculty and staff.

Analysis and Evaluation

The Institutional Technology Master Plan and PRP process facilitate the planning, updating, and replacement of technology and the Infrastructure Planning Model identifies the order of infrastructure equipment replacement in terms of criticality to operations. The IS Department leads operational decisions regarding technology infrastructure and replacement.

However, the degree to which technology can be replaced is limited by available funding in a given fiscal year. The College has largely relied upon periodic capital infusions to maintain technology infrastructure. A consistent technology replacement/upgrade operational budget is needed to ensure responsible stewardship of the College's network infrastructure systems, data center equipment, AV equipment, mission critical software, and computers used by students, faculty, and staff. The IS PRP report emphasizes this requirement. Beginning with the 2021-22 budget cycle, the College will create a multi-year budget plan. Included in the multi-year plan will be funding to support replacement and technology infrastructure needs.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College maintains dedicated data centers with redundancy at the main campus in San Marcos, along with the Escondido, Fallbrook, and Rancho Bernardo Education Centers, that enable each to operate independently if required. Each location also maintains a dedicated firewall to secure and protect college infrastructure and data, as well as physical security protections including restricted access and alarm and camera systems in key locations. Generator power is available as a backup power source to protect data centers in San Marcos and Rancho Bernardo, where primary and redundant institutional servers are maintained and are accessible by all locations ([IIIC-12](#)).

Through the employment of onsite technicians and a centralized Information Services (IS) Help Desk, the College ensures technological support to students, faculty, and staff across all locations ([IIIC-41](#); [IIIC-6](#)). The use of the IS Help Desk as a technology focal point allows users at all locations to receive immediate, tier-one assistance or to escalate user needs to appropriate levels of support. Regardless of a user's location, they can request assistance via telephone or email. District telephones at all locations are part of an integrated system and include quick keys that can be used to directly dial the IS Help Desk. IS Help Desk contact information is readily available across online platforms and is strategically placed in locations with heavy use and known points of difficulty, such as password entry points within key software applications like the single sign-on portal that is used by students and employees.

Technology resources at all locations owned and operated by the College adhere to collegewide standards, including standard computer, AV, and lectern technology configurations ([IIIC-42](#)). A common learning management system (Canvas) is used across all locations. Institutional software, including the College's enterprise resource planning (ERP) tools PeopleSoft Financials and Human Capital Management, and the student information system PeopleSoft Campus Solutions, is accessible at all locations ([IIIC-4](#); [IIIC-3](#); [IIIC-5](#)). PeopleSoft Campus Solutions is fully available online. Additional support resources, such as the Technology Help for Students page and the Teach Anywhere page for faculty, are available via the College website ([IIIC-13](#); [IIIC-43](#)). The Corporation for Education Network Initiatives in California (CENIC) provides dedicated primary internet connectivity for each of the College's locations without requiring routing through the main campus in San Marcos ([IIIC-44](#)).

Physical technology infrastructure systems are consistent and adhere to college standards across all locations and include uninterruptible power supply (UPS) for data centers and switch infrastructure protection. Data protections such as distinct user roles for data access, protected network folders, virus and malware protection utilities on all College computers, and passwords with password change and complexity requirements are in place to ensure privacy and institutional data protection. Operational procedures and protective measures implemented and followed by IS to assure reliable access, safety, and security include

- minimal access privileges on all user accounts;
- accounts provided for contractors/vendors automatically expire on contract termination date;
- user accounts disabled at separation from College;
- system account passwords changed with minimal access to account information (need-to-know basis);
- Personally Identifiable Information (PII) masking implemented in PeopleSoft Campus Solutions;
- PII access/transmission detection, encryption, and prevention;
- role/permission changes require data/process owner review (Business Systems Analysts);
- next-generation firewalls are in place at all internet perimeters to the District network and within the data center;
- strong firewall rules that are set up to block all applications and ports except those that are required to conduct institutional business;

- Domain Name Server (DNS) filtering implemented to block access to botnets, malware, and malicious websites;
- annual Virtual Private Network (VPN) access audit and account termination without business justification and administrative authorization;
- active security threat notifications and remediation, which include forced password reset on at-risk user accounts (flagged by external or internal watchdog processes);
- complex password requirements;
- user security training and education provided for employees;
- multi-factor authentication (2FA) available to all employees and required for all IS employees;
- encryption for email/documents in Microsoft 365;
- device configuration requirements for any device using remote access to the District network;
- regular scheduled operating system (OS) and database security patch level maintenance; and
- physical security with restricted access and monitored intrusion alarms for data centers, intermediate distribution frame facilities, and IS offices and work areas.

While robust protections are in place, additional/new security measures are frequently considered to enhance data security. IS is updating the District's Disaster Recovery plan to reflect modern data and systems protective measures that are needed or are already in place ([IIIC-45](#); [IIIC-46](#)). The updates are expected to be completed in spring 2022.

Analysis and Evaluation

The College maintains dedicated data centers with redundancy, robust security, and backup power to assure reliable access, safety, and security. The IS Help Desk supports faculty and students with technological needs. IS also ensures that operational procedures and protective measures are adequate to safeguard the College's physical technology infrastructure.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instructional support for faculty, staff, and administrators is facilitated primarily through the Palomar Powered Professional Development (3PD) Portal, which provides workshops and training opportunities surrounding critical technology and technology systems ([IIIC-9](#)). The 3PD Portal also manages registration for panels and workshops offered during collegewide plenaries held just prior to fall and spring semesters. Other instruction and support options include specialized training for employees in Solstice and Zoom, new services and implementations, employee orientations, information security, Library lab staff assistance, and tutor training.

Coordination and delivery of consistent training for noninstructional technology such as OnBase, Microsoft Teams, PeopleSoft Financials, Human Resources Management, and Campus Solutions

is an area the College continues to expand. The College is developing instruction manuals and “How To” guides to support these areas and hired a Professional Development (PD) Coordinator in 2020 to support institutional training and development needs. The PD Coordinator works closely with IS and other areas to support technology training ([IIIC-47](#)).

The College provides programs and institutional operations-specific technologies instruction to faculty, staff, and administrators in the form of student learning outcomes (SLOs) and service area outcomes (SAOs) training, special Canvas training camps, and accessibility training days. It also maintains a set of informational websites that provide technology and technology systems-related instructional support to students, faculty, staff, and administrators.

The Instructional Services (IS) Help Desk and the Academic Technology Resource Center (ATRC), which operates a separate Helpdesk from 6:00AM-9:00PM daily, offer technology support on an as-needed basis ([IIIC-6](#); [IIIC-48](#)). ATRC also holds training workshops both online and on campus in their labs in the Learning Resource Center (LRC) ([IIIC-49](#)). Tutoring and Library staff are available for students, faculty, staff, and administrators on an as-needed basis for general instructional technology support in these labs or one-on-one by appointment.

The Palomar Online Education Training (POET) is a self-paced training tool offered through Canvas that prepares faculty to teach online by giving them the experience of being a student in an online class and teaching and modeling the theories and organization of the California Virtual Campus-Online Education Initiative (CVC-OEI) Rubric, which focuses on equity, access, and online pedagogy ([IIIC-50](#); [IIIC-51](#)). This training program can be accessed by faculty on any device using their Palomar login credentials.

In addition to the online orientation for students that includes general technology assistance as part of Enrollment Services processes, the Canvas Student Orientation provides a comprehensive online tutorial ([IIIC-52](#); [IIIC-53](#)). The Canvas Student Orientation was adopted at the recommendation of the Distance Education (DE) Committee with support from ATRC. It was developed and released by the CVC-OEI with a Creative Commons License Attribution and is available to students who receive a badge upon completion. Modules include such topics as introduction to online learning, technical skills, effective learning, Canvas, and local instructional support. Students can also access the “Are you Ready?” website, which offers resources specific to taking online courses ([IIIC-54](#)). All Canvas courses include links in the navigation bar to the Student and Faculty Guides, which are maintained and updated by Instructure, as well as direct links to phone contact and chat room help, Palomar Help Desk, and other support resources ([IIIC-55](#)).

The Disability Resource Center (DRC) offers technology support services for students who need specialized assistance ([IIIC-56](#)). The Access Technology Center (ATC) offers adaptive technology solutions, training, and support in the use of adaptive technology devices and software ([IIIC-57](#)). Working with the Alternate Media Center, students and faculty may request that interpreters join live Zoom sessions as needed to support successful instruction and learning ([IIIC-58](#)).

CCC TechConnect (formerly 3C Media Solutions) is the educational media repository and distribution source for video content, streaming, and event coverage used to store and share media ([IIIC-59](#)). As an improvement to current captioning tools, CCC TechConnect is in the process of making improved closed-captioning available for saved Zoom video sessions. Maintenance and delivery of closed-captioned videos is facilitated through the Canvas Kaltura tool.

Analysis and Evaluation

By offering technology and technology systems instruction and support through a variety of modes and formats, both synchronous and asynchronous, the College appropriately supports students, faculty, staff, and administrators. The 3PD Portal is a particularly exceptional tool, as its cache of instructional offerings and variety of scheduling options make it extremely useful. Both ATRC and the PD program (3PD Portal) provide training for instructional technology. The College is identifying and addressing training needs for noninstructional technology.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policy (BP)/Administrative Procedure (AP) 3720 Computer and Network Use define the College's policies and procedures for general computer and network use. The primary tenets of AP 3720 are summarized for quick reference on the Information Services (IS) website and are shared as part of the IS orientation segment scheduled by Human Resource Services (HRS) for all new College employees. This summary also serves as a compliance reminder and policy acknowledgement that is required for use of the public/guest wireless internet service at all locations ([IIIC-60](#); [IIIC-61](#); [IIIC-62](#); [IIIC-63](#); [IIIC-51](#); [IIIC-1](#); [IIIC-2](#); [IIIC-64](#)). AP 4105 Distance Education guides faculty in Distance Education (DE) preparation, and faculty also use the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric for self-evaluation of DE courses as part of the Palomar Online Education Training (POET) learning system.

The College also convenes advisory committees to support academic disciplines with guidelines for community education program development and improvement ([IIIC-65](#)). Occupational education advisory committees are a requirement mandated by the California State Plan for Vocational Education. The purpose of an advisory committee is to provide information about changes and developments in technology, the labor market, and the workplace that will have an impact on college programs; make suggestions that would improve occupational curricula and programs; and make recommendations that will foster closer cooperation, understanding, and communication between the College and the business community ([IIIC-66](#)). Palomar was one of 70 California community colleges to receive an Improving Online Pathways (IOP) grant ([IIIC-67](#)). Through this grant, the College has developed courses to bring pathways for Career Technical Education (CTE) degrees and certificates fully online, improved existing online CTE courses by developing and implementing a local Peer Online Course Review (POCR) program, and developed online CTE courses in response to COVID-19 ([IIIC-68](#)). This grant was timely in assisting full- and part-time faculty with traditional CTE courses that needed to be converted for online delivery, as eventually all courses needed to be moved online due to the pandemic. Instructional designers were assigned to work with faculty, and certificated peer reviewers evaluated the courses and offered feedback using the POCR Rubric ([IIIC-69](#)).

The Tenure and Evaluations Review Board (TERB) has established and updated procedures and tools for online course evaluation. Evaluation tools such as online class observation forms, peer review forms, and student evaluation survey instruments are now available for classes delivered online. In collaboration with ATRC, TERB has created a simplified process for reviewing online classes that protects academic integrity and student privacy by installing a licensed survey instrument in Canvas so that students can be easily prompted to complete their course evaluations ([IIIC-70](#); [IIIC-71](#); [IIIC-72](#)).

The DE Committee helps all areas in the delivery and support of online education by managing the POET system that certifies instructors to teach online, performing peer reviews of online classes, discussing upcoming technology advances, and working with the ATRC to evaluate software tools that can help online instructors ([IIIC-40](#); [IIIC-50](#)). In addition, the DE Committee monitors policy changes at the state level and makes recommendations to the Faculty Senate concerning updates relevant to the College's policies and procedures.

Policies and procedures regarding the use of technology (namely BP/AP 3720 and AP 4105) are reviewed and maintained by college stakeholders, including faculty advisory committees, planning councils, employee committees such as the Policies and Procedures Committee, and the Executive Cabinet (comprised of the Superintendent/President, the Assistant Superintendents/Vice Presidents, and the Superintendent/President's direct reports), before moving to the Governing Board for final approval. Some areas currently being evaluated for possible improvements include policies and procedures for email retention, Limited Palomar (LP) network account management, and the technology equipment removal/return process.

Analysis and Evaluation

The College's policies and procedures address computer, communication, and network use, including individual users' responsibilities and rights in using technology for instruction, operations, and student support services. New and current employees are informed of these policies and procedures. Faculty use various means and methods to support the appropriate use of technology in the teaching and learning process. All policies and procedures regarding the use of technology are regularly reviewed and updated.

Conclusion

The College provides reliable, secure, and equitable technology support, services, and resources across all locations in accordance with its institutional and technology plans, and its program review plans. The College provides instruction and support to students, faculty, and staff in the effective use of technology through online resources, help desk support, tutoring and library learning resources, and the Palomar Powered Professional Development (3PD) Portal. The College also supports unique requirements in several academic programs in order to meet industry and Career Technical Education (CTE) standards.

Policies and procedures, including BP/AP 3720 Computer and Network Use and AP 4105 Distance Education, address the use of computers, communication, and network resources in support of the College Mission. While the College applies best practices and standardization to maintaining and extending the usable life of its technology infrastructure and resources, a consistent technology replacement/upgrade operational budget is needed to ensure responsible stewardship of the District's network infrastructure systems, data center equipment, AV equipment, mission critical software, and computers used by students, faculty, and staff. Beginning in 2021-22, the College is establishing a multi-year budget plan that will include funding to support replacement and ongoing technology infrastructure needs.

The College also applies best practices to securing its systems and data. However, additional security measures are continually considered to enhance data security. The College is currently updating the Disaster Recovery Plan.

Evidence List

Number	Name
IIIC-1	Information Services Webpage
IIIC-2	ATRC - Who We Are
IIIC-3	Canvas Login and Resources
IIIC-4	Peoplesoft Financials
IIIC-5	Software System Catalog
IIIC-6	IS Help Desk
IIIC-7	IS Remedy Report 10/5/21
IIIC-8	ATRC Ticket Log
IIIC-9	Professional Development - Technology Trainings
IIIC-10	Standard Technology Hardware
IIIC-11	TRACE3 LLC Purchase Order
IIIC-12	IS Maintenance Sheet
IIIC-13	Software Installation/Upgrade Planning 10/15/20
IIIC-14	IPC Minutes 10/14/20 - Software Configuration
IIIC-15	Chairs and Director's Summary 10/2/20 - Information Services
IIIC-16	Standard Lab Software
IIIC-17	Technology Help for Students
IIIC-18	Virtual Lab Software
IIIC-19	Microsoft Office 365
IIIC-20	Accessing Student Email
IIIC-21	Telework Teams Folder
IIIC-22	Layers of Connectivity
IIIC-23	District Voicemail
IIIC-24	Headsets for Remote Work
IIIC-25	Industry Advisory Committee Handbook
IIIC-26	Drone Applications and Technology
IIIC-27	Interactive Media Design
IIIC-28	SPC Minutes 11/19/19 - Web Optimization
IIIC-29	Teach Anywhere - Training
IIIC-30	Telework Agreement Requirements
IIIC-31	Teach Anywhere - FAQ
IIIC-32	Technology Master Plan 2019
IIIC-33	Information Services PRP 2020-21
IIIC-34	Technology Subcommittee Structure
IIIC-35	PRP Technology Resource Request 2020-21
IIIC-36	Infrastructure Planning Model
IIIC-37	Infrastructure Replacement Budget Plan
IIIC-38	Infrastructure Replacement Plan 2020
IIIC-39	FASPC Minutes 4/9/20
IIIC-40	Distance Education Committee Structure
IIIC-41	Technical Services
IIIC-42	Audio Visual Standards
IIIC-43	Teach Anywhere

Number	Name
IIIC-44	CENIC Website
IIIC-45	Disaster Recovery Plan 2009
IIIC-46	COVID 19 Recovery Plan 2020
IIIC-47	PD Meeting Minutes 2/12/19
IIIC-48	Academic Technology Support
IIIC-49	ATRC Workshops
IIIC-50	POET
IIIC-51	CVC-OEI Rubric
IIIC-52	New Student Orientation
IIIC-53	Canvas Student Orientation Webpage
IIIC-54	Are you Ready? Webpage
IIIC-55	Canvas Guides
IIIC-56	Disability Resource Center
IIIC-57	Access Technology Center
IIIC-58	Alternate Media Center
IIIC-59	CCC TechConnect
IIIC-60	BP 3720 Computer and Network Use
IIIC-61	AP 3720 Computer and Network Use
IIIC-62	AP 4105 Distance Education
IIIC-63	Distance Education Procedures
IIIC-64	New Hire Orientation
IIIC-65	CTEE Industry Advisories List
IIIC-66	CTEE Sample Advisory Committee Purpose
IIIC-67	Improving Online Pathways Grant Announcement
IIIC-68	Course Self-Evaluation
IIIC-69	Peer Online Course Review Rubric
IIIC-70	Online Class Observation Form
IIIC-71	Tenure and Evaluations Forms
IIIC-72	Tenure and Evaluations Student Evaluation Forms

Standard III.D: Financial Resources

PLANNING

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College's financial resources are sufficient and appropriately distributed to support and sustain student learning programs and services and ensure financial stability. Total resources for FY 2020-21 amount to over \$600 million. Approximately 35% comprise the General Fund, which is the College's main operations fund, while bonds, related debt service and interest redemption, and capital outlay funds account for nearly 60%; the remainder covers various special funds ([IIID-1](#)). The largest proportion of the General Fund comes through the state apportionment process, which includes local property tax revenues, student enrollment fee revenues, and state general apportionment funds ([IIID-2](#); [IIID-3](#)). These funds are complemented by other federal and state grants, along with local revenues ([IIID-4](#)). Additionally, the College has a \$694 million facilities bond, Proposition M, which has allowed it to make significant improvements to campus technology and facilities at the San Marcos and Escondido sites and build two Education Centers in Fallbrook and Rancho Bernardo ([IIID-5](#); [IIID-6](#)). The annual budget supports the College's Master and Educational Plans, and budget projections address long-term goals and commitments ([IIID-7](#); [IIID-8](#)).

Board Policies (BPs) and Administrative Procedures (APs), namely BP 6300 Fiscal Management, guide the effective handling of fiscal affairs ([IIID-9](#); [IIID-10](#)). Fiscal affairs are managed through the College's participatory governance bodies, with assigned resource allocation roles. The Budget Committee and Strategic Planning Council (SPC) facilitate the resource allocation process ([IIID-11](#); [IIID-12](#)). Through the development of annual fiscal plans, the Budget Committee recommends budgeting parameters that align the College's priorities to budgets and institutional planning. The Committee reviews major revenue and expenditure assumptions, including projections of Full-Time Equivalent Student (FTES), staff compensation, and contractual obligations for the upcoming fiscal year. In addition, it oversees an informal subcommittee that meets prior to each meeting to review agendas, communication goals, and assumptions in multi-year planning ([IIID-13](#)).

Resources are distributed and directed in a manner that is aligned with institutional needs and priorities to ensure fiscal stability and integrity in resource allocations. Additional resource needs outside the base budgets are identified in the institutional Program Review and Planning (PRP) process and are filtered through participatory governance committees and the Executive Cabinet (comprised of the Superintendent/President, the Assistant Superintendents/Vice Presidents, and the Superintendent/President's direct reports), eventually culminating in recommendations to the Superintendent/President to be integrated into the annual budget development process ([IIID-14](#); [IIID-15](#)). In times of fiscal instability, the Budget Committee reviews and recommends reallocation and reductions of expenditures to SPC ([IIID-13](#)). Upon completion of these annual processes, the Superintendent/President presents an annual budget to the Governing Board that is

prepared in accordance with *California Code of Regulations, Title 5*; the California Community Colleges Budget; the Accounting Manual; and state law and regulations.

Historic ending fund balances in the last five years have shown stable levels around 16.8%, which is more than the Governing Board's minimum prescribed 7% reserve levels, and unrestricted general fund activities ended in surpluses through FY 2017-18. However, FY 2018-19 ended with a \$1.2 million deficit. In the next year considerable expenditure increases were expected, resulting in the FY 2019-20 Adopted Budget showing a significant \$6.7 million deficit ([IIID-16](#); [IIID-17](#); [IIID-18](#)).

To evaluate and assess the College's budget and budget development practices, the College extended an invitation to the Fiscal Crisis and Management Assessment Team (FCMAT), a group that "helps California's local K-14 educational agencies identify, prevent and resolve financial, operational and data management challenges by providing management assistance and professional learning opportunities" ([IIID-19](#); [IIID-20](#)). As a result of their visit, FCMAT issued a Fiscal Health Risk Analysis (FHRA) report that provided eight major recommendations, along with other suggestions to improve the fiscal health of the College ([IIID-21](#); [IIID-22](#)). The California Community Colleges Chancellor's Office (CCCCO) also assigned a fiscal monitor who provides monthly reports to the CCCCCO documenting the College's progress ([IIID-23](#); [IIID-24](#)).

The College has taken immediate steps to address the eight recommendations through the development and implementation of a fiscal stewardship plan. Progress and results are posted on the President's Fiscal Stewardship website and communicated to the campus community through regular updates to the campus and Governing Board ([IIID-25](#)). Some of the major accomplishments include working with the collective bargaining associations, reducing expenditures, and pursuing local revenue opportunities. This culminated in the College closing FY 2019-20 with a \$126,000 surplus ([IIID-16](#)).

In January 2021, the College reviewed its progress with FCMAT, who acknowledged the College's progress and provided a few additional recommendations. In a correspondence to the CCCCCO, FCMAT noted: "The efforts the college has put forth in the past 12 months are commendable" ([IIID-26](#)). The College assessed its progress toward the additional recommendations made by FCMAT and brought to the Board a set of priorities for approval, including the establishment of benchmarks for monitoring the College's fiscal health ([IIID-27](#); [IIID-22](#)).

In September 2020, as part of its annual fiscal stability review and utilizing data from fiscal years 2016-17, 2017-18, and 2018-19, ACCJC notified the College that it was placed on enhanced fiscal monitoring. In response, the College provided ACCJC with its plans for addressing the fiscal factors noted in the Commission's communication ([IIID-28](#)). As stated therein, the College is focused on addressing its fiscal processes and status, including working on improving the metrics identified in ACCJC's letter. To this end, the College is developing a review and reporting process that includes defining a set of fiscal performance metrics (e.g., a five-year trend analysis that compares on-going revenue, classroom efficiency, full-time equivalent personnel, and compensation year-to-year) and establishing targets for improvement when necessary. Also, as of July 31, 2021, the College has a permanent executive leadership team; this should help ensure the fiscal health of the College moving forward.

In an effort to closely monitor its budget and develop strategies based on continued fiscal solvency, the College holds monthly state of the budget meetings with the campus community led by the Superintendent/President and Assistant Superintendent/Vice President, Finance and Administrative Services ([IIID-24](#)). Annual independent audits further safeguard the College's fiscal practices. Clean annual audits with unmodified reports performed by independent audit firms confirm the integrity of the College's financial management and stability ([IIID-29](#)).

Analysis and Evaluation

The College generates sufficient revenues to support educational improvement and innovation, maintains a resource allocation process that provides a means for prioritizing and funding institutional improvements, and manages its finances with integrity in order to maintain fiscal stability and solvency. Although a budget shortfall was identified in FY 2019-20, appropriate steps have been taken to balance the budget and ensure fiscal stability. The College continues to work with FCMAT and make progress on its recommendations by improving internal audit transparency, developing multiyear projections based on the CCCCO's Student-Centered Funding Formula (SCFF), and improving position control.

Despite an initial estimated budget deficit in FY 2019-20, the College closed the year with a surplus. FY 2020-21 also closed with a surplus, ending the fiscal year with a 21% reserve due to prudent fiscal planning and practices that underscore its financial stability. In addition, the College has a solid track record of clean annual audits performed by independent audit firms, as required by the Governing Board under *California Code of Regulations, Title 5*.

To ensure that the College maintains a strong fiscal position into the future, it will develop and implement an integrated annual reporting and review process that tracks and monitors a set of fiscal performance metrics (e.g., a five-year trend analysis that compares on-going revenue, classroom efficiency, full-time equivalent personnel, and compensation year-to-year) with targets for improvement where necessary. Metrics also will include those analyzed as part of ACCJC's Composite Financial Index.

Improvement Plan #4 describes the College's plan to develop and implement an integrated fiscal reporting and review process. It appears at the end of Standard III.D.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College has a well-developed long- and medium-range planning process through which educational programs and services are designed to meet the current and future needs of students, employers, and communities served by the College. This comprehensive institutional assessment, which is updated on a 12-year cycle through the participatory governance structure, provides a framework for strategic planning and informs the College's master plans. These include the Educational Master Plan (EMP), Facilities Master Plan (FMP), Technology Master Plan (TMP), Staffing Plan, medium-range Strategic Plans, and operational program review plans ([IIID-30](#);

[IIID-31](#); [IIID-32](#); [IIID-33](#); [IIID-34](#)). The adopted Vision, Mission, and Values emphasizing student success, equity, and inclusion guide institutional decision making alongside annual Governing Board and Superintendent/President goals ([IIID-35](#); [IIID-36](#)).

Undergirding the Mission and goals, and forming the foundation for financial planning, are Board Policies (BPs) and Administrative Procedures (APs) that guide sound fiscal management and adherence to and compliance with regulatory pronouncements, strengthened internal controls, and encourage safe investments. These include:

- BP/AP 6100 Delegation of Authority, Business and Fiscal Affairs ([IIID-37](#); [IIID-38](#))
- BP/AP 6200 Budget Preparation ([IIID-7](#); [IIID-8](#))
- BP/AP 6250 Budget Management ([IIID-17](#); [IIID-39](#))
- BP/AP 6300 Fiscal Management ([IIID-9](#); [IIID-10](#))
- BP/AP 6320 Investments ([IIID-40](#); [IIID-41](#))
- BP/AP 6400 Audits ([IIID-42](#); [IIID-43](#))

The resolution of any audit findings is assigned to responsible parties and addressed promptly. In the fiscal years spanning 2015-2019, the College received clean or unmodified audit opinions ([IIID-29](#); [IIID-44](#)).

The budget development process begins in January with the California Governor's budget message, after which College revenue and expenditure assumptions are incorporated into a budget model that is presented, discussed, and vetted through the Budget Committee, the Finance and Administrative Service Planning Council (FASPC), and the Strategic Planning Council (SPC) ([IIID-45](#); [IIID-46](#); [IIID-47](#)).

Beginning in FY 2020-21 the College changed its budget development process from a "roll-over" budget to one where operational discretionary budget accounts are built from the ground up by individual disciplines and departments ([IIID-48](#)). In addition to the base budgets, the Program Review and Planning (PRP) process, which contains resource requests tied to institutional goals, identifies resource needs including staffing, facilities, technology, and equipment ([IIID-49](#)).

Resource requests that come from the PRPs are vetted, ranked, and prioritized by the Assistant Superintendents/Vice Presidents through their respective institutional divisions, and then brought to the Executive Cabinet to determine institutional priorities ([IIID-50](#); [IIID-51](#)). They then go to the Budget Committee to select funding recommendations. Budget Committee recommendations are reviewed by SPC and the Executive Cabinet ([IIID-52](#)). The Superintendent/President finalizes the ranked priorities and identifies what will be funded based on the forwarded recommendations. Finally, approved requests are incorporated into the operational budget.

Throughout the process of financial and institutional planning, College leadership disseminates information thoroughly through shared governance councils and committees (e.g., SPC Minutes) and recurring campus community updates ([IIID-47](#); [IIID-24](#)). Additionally, all members of the campus community, including all faculty, staff, students, and retirees, are kept updated and aware of the College's financial and institutional plans. Quarterly and end-of-year fiscal reports are presented to the Governing Board and reports are posted on the Fiscal Services website ([IIID-53](#); [IIID-54](#); [IIID-55](#); [IIID-56](#); [IIID-57](#); [IIID-58](#)).

Analysis and Evaluation

The College's Mission and goals are the foundation for financial planning. BPs and APs guide fiscal operations to ensure sound financial practices and financial stability. Financial information is disseminated throughout the campus community on a regular and timely basis to ensure that all interested parties are informed of the College's fiscal plans and health. Building operational budgets from the ground up has increased transparency, along with constituent involvement and understanding, which has helped stabilize the budget and improve processes that ensure financial stability. College leadership disseminates information in a timely manner through shared governance councils and committees.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College's budget development process is outlined in the Budget Committee charge as well as the published Budget Development Guidelines and Timetable ([IIID-59](#); [IIID-8](#)). The budget calendar delineates steps and activities in the annual budget development process, beginning with the California Governor's January message and culminating in the Governing Board's acceptance of the Adopted Budget in September. Budget development guidelines are aligned with the Vision, Mission, and Values, Board and Superintendent/President goals, and Strategic Plan ([IIID-34](#); [IIID-35](#); [IIID-36](#)). In addition, through the revamped planning process, the College has ensured that funding is set aside to support one-time institutional needs and allocated for additional staffing; technology and facilities projects are prioritized; and this information is shared with all community members ([IIID-60](#); [IIID-61](#)).

Constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through the shared governance structure, and members are responsible for communicating budget-related information to their appropriate constituency groups. Openness and transparency are emphasized and further evidenced by the frequency of State of the Budget updates to the campus ([IIID-24](#)).

The Budget Committee, a subcommittee of the Strategic Planning Council (SPC), is chaired by the Assistant Superintendent/Vice President, Finance and Administrative Services and is comprised of members possessing enrollment and fiscal expertise and representatives from all constituent groups ([IIID-11](#)). In its semi-monthly meetings, the Budget Committee recommends budgeting parameters and aligns the College's priorities to budgets and institutional planning. The Committee reviews and vets major revenue and expenditure assumptions, including projected Full-Time Equivalent Student (FTES) calculations, compensation, and mandatory and discretionary accounts for the upcoming fiscal year. Both the Budget Committee and SPC hold open meetings where members deliberate and provide input into the budget development process ([IIID-13](#); [IIID-24](#); [IIID-47](#)). As mentioned above, the Budget Review Subcommittee reviews assumptions prior to larger conversations about projections.

Resource requests outside the base operational budgets, including staffing, facilities, technology, and equipment, are identified through the Program Review and Planning (PRP) process, which contains resource request forms tied to institutional goals as documented in the Strategic Plan ([IIID-62](#); [IIID-63](#); [IIID-64](#)). Resource requests coming through the PRPs are vetted, ranked, and

prioritized through their respective institutional divisions, and then brought to the Executive Cabinet to determine institutional priorities. Approved requests are then incorporated into the operational budget.

Departmental budgets are developed based upon the anticipated needs of each department in the upcoming fiscal year. Beginning in spring 2021, Fiscal Services is enhancing the budget development process by having department leads meet with the budget team to discuss and review their operational needs for the year as they develop their 2022-23 budget requests. Both the Tentative and Adopted Budgets are presented to the Governing Board for acceptance, made readily available, and published on the Fiscal Services website ([IIID-65](#); [IIID-54](#); [IIID-55](#)). Quarterly fiscal updates are provided at the Budget Committee and Governing Board meetings ([IIID-13](#); [IIID-66](#)).

Analysis and Evaluation

The College defines and follows guidelines and processes for financial planning and budget development. All constituencies weigh in on the budget development process through their divisions and departments and build their respective operational budgets. To strengthen communication and understanding of the budget development process, Fiscal Services is meeting with staff who have budget oversight responsibilities to review and discuss budget requests for the upcoming year. Resource requests approved through the PRP process are integrated into the budget development process.

FISCAL RESPONSIBILITY AND STABILITY

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning reflects realistic assessments of available financial resources tied to expenditure requirements. Longer-term financial planning is done via multi-year projections with assumptions being refined as the timeline shortens and/or new information is available to align expenditure requirements to available resources ([IIID-67](#); [IIID-68](#)). While the College is near to becoming a community supported, or basic aid institution, where property tax receipts exceed state apportioned total computational revenue, it continues to evaluate ways to maximize revenue under the Student-Centered Funding Formula (SCFF).

The SCFF, which was implemented in FY 2018-19, shifts emphasis to a combination of access at 70% (Basic Allocation), student equity at 20% (Supplemental Allocation), and student outcomes at 10% (Student Success Allocation) ([IIID-69](#)). In response to this change, the College revamped its Strategic Enrollment Management (SEM) Plan so that it closely examines the various funding formula elements and assesses each of the allocation buckets to optimize funding and long-range enrollment planning ([IIID-70](#); [IIID-71](#)). Full-Time Equivalent Student (FTES) targets are tied to Full-Time Equivalent Faculty (FTEF) allocations and are incorporated into the planning of class schedules. Considerable work focused on student support and success is being done to increase the College's Supplemental and Student Success Allocations. For example, Student Services has instituted in-person student reengagement events and initiated a Student Success Call Campaign,

a Comet Bot Live Chat Support and Texting Campaign, and a direct mail campaign, efforts that together support registration and retention ([IIID-72](#); [IIID-73](#); [IIID-74](#)).

While the Vision, Mission, and Values provide the planning framework, the breadth and depth of classes offered is an important consideration. Thoughtful deliberations are dedicated to balancing high demand/high efficiency classes through signature programs. The SEM Plan, in alignment with the College's strategic plans, links to the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) completion initiatives, which positions the College well in this new performance-based funding model ([IIID-70](#)).

Budget development starts in December/January and takes into consideration the California Governor's January budget message and expected revenues for the upcoming fiscal year ([IIID-59](#)). The Governor's proposed budget, with relevant community college information further parsed out by the CCCCCO, Community College League of California (CCLC), and School Services of California, is worked into a revenue model ([IIID-75](#)). The unrestricted General Fund includes projected revenues (state and local) and projected expenditures that are presented to the Superintendent/President and Budget Committee during the development of the budget. Resource estimates are adjusted following the Governor's May revise, and again after the state budget is enacted. The College also pursues other local revenue opportunities to bolster available resources (e.g., long-term partnership agreements, signed agreements, California State University, and other grant-related agreements). After the state budget is enacted, the proposed adopted budget is presented to the Governing Board for approval.

Salary expenditures are determined by first developing and refining all authorized and funded positions, as extracted from the Human Capital Management system, which results in a matrix of all permanent employees by pay group. This matrix is incorporated into a position control file that is included in the budget ([IIID-76](#); [IIID-77](#)). Health/welfare, retirement, and statutory benefits are updated to expected rates and institutional obligations, which departments use in determining their respective discretionary accounts. Budget development factors considered include adherence to applicable California Education Code laws and regulations (e.g., 50% Law Education Code 84362[d]), meeting the Faculty Obligation Number (FON), categorical program and special fund requirements, and other regulations ([IIID-78](#)). Retirements and resignations are closely monitored to ensure compliance with the FON. The Colleges ensures that new hires meet and support program and College needs. New resource needs are identified through the integrated planning process, reviewed and prioritized at the area/vice presidential levels, and appraised and evaluated at the Executive Cabinet, thereby determining institutional priorities. Approved priorities then get incorporated into the budget.

Discretionary accounts are built from the ground up and financial information is readily available to faculty and staff, ensuring that planning realistically reflects available resources ([IIID-79](#)). Institutional accounts reflect anticipated fiscal and contractual commitment. Budget development information is shared with and vetted through governance councils, including the Budget Committee, and finalized at the Executive Cabinet. Tentative and adopted budgets are presented to the Governing Board for approval in June and September, respectively.

In 2020-21, the College developed new business practices and a shared database to better manage staff hiring, track positions, and make decisions about hiring ([IIID-80](#); [IIID-81](#)). Additional technology upgrades are being implemented to ensure that PeopleSoft will be the system of record for this data, thus allowing the College to integrate the interoperability of Human Capital Management with its Payroll and Budget and Finance systems to eliminate

duplication and inefficiencies and improve the data accuracy of position information. Systems integration and use of the position control database will provide precise projections of employee salary and benefits costs for both current and multi-year budget projections.

The College follows fiscally conservative budgeting processes in evaluating financial resources and expenditures. These processes are complemented by multi-year budget projections, updated budget assumptions, and monthly budget to actual variance reports that are posted to the Fiscal Services website. This prudent approach to fiscal management has resulted in reserves consistently above the Governing Board's 7% minimum and exceeding the CCCCO's 5% guidelines ([IIID-17](#)). FCMAT recommendations are driving the College to continue its work on further improving processes to ensure long-term fiscal stability ([IIID-22](#); [IIID-26](#)).

Analysis and Evaluation

Under the direction of the Assistant Superintendent/Vice President, Finance and Administrative Services, College revenue and expenditure assumptions are conservative, prudent, and realistic to maintain fiscal stability. This is evidenced by strong unrestricted fund balances, as well as by Moody's and Standard & Poor's rating affirmations of Aa2 and AA, respectively.

Additionally, through both the Governing Board's ad hoc budget committee and the standing Budget Committee, work has begun to establish a process utilizing a five-year trend analysis and instituting Governing Board benchmarks and goals to optimize on-going revenue, classroom efficiency, full-time equivalent personnel, and compensation year-to-year ([IIID-82](#); [IIID-83](#)). Although the College has a manual position control process in place, a need exists to integrate this process into its PeopleSoft enterprise resource planning (ERP) software. Currently, its PeopleSoft Human Capital Management (HCM) and Financials systems are not fully integrated. This lack of integration has led to inconsistencies across the applications that make it challenging to produce accurate and timely reports projecting salary and benefits costs.

To address this problem, the College has created a plan to implement PeopleSoft's Commitment Accounting module. Commitment Accounting is used to budget for payroll expenses and track actual payroll costs in PeopleSoft's Human Capital Management system. Once established in HCM, information will then be integrated into PeopleSoft Financials so that both systems are in sync and budgeting information is accurate.

In fiscal year 2020-21, the College updated the data in the HCM and Financials systems to ensure alignment ([IIID-84](#)). Position budget information was built into HCM as well. The next steps for the College include confirming its business processes for position control, integrating these processes into the system, and activating the encumbrance functionality (which will track expenditures against available budget) within the applications.

Once full integration is completed, the College will be able to seamlessly incorporate authorized positions in the budget development process, facilitate ongoing and continued discussion regarding vacant positions and their budget funding status, and run more accurate projections based on active positions within the database.

Improvement Plan #3 describes the College's plan to integrate its PeopleSoft systems. It appears at the end of Standards III.A and III.D.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College is committed to conducting business in a fiscally responsible manner, and it adheres to Board Policies (BPs) and Administrative Procedures (APs) designed to strengthen internal controls ([IIID-85](#)). Internal controls are reviewed by both fiscal and internal audit staff throughout the year, as well as in consultation with external auditors as part of the annual audit ([IIID-86](#)). Business processes and related control procedures for budgeting, purchasing, fiscal reporting, the internal control environment, data security, and risk and fraud assessment, are reviewed and discussed, with notable concerns listed in the audit report ([IIID-29](#); [IIID-44](#)).

To strengthen its evaluation of internal control processes and the integrity of its financial transactions, the College has implemented an Internal Audit Program that complies with the professional practices of internal auditing (as published by the Institute of Internal Auditors) and staff follow guidance provided by the Community College Internal Auditors (CCIA) organization. Also, consistent with internal auditing standards, the Program established a dual-reporting relationship where the Internal Auditor reports to the Assistant Superintendent/Vice President, Finance and Administrative Services for day-to-day work, while having dotted line reporting to the Superintendent/President. On a quarterly basis, the Internal Auditor reports separately to the Superintendent/President and the Executive Cabinet as to progress with carrying out the Program's risk-based, internal audit plan ([IIID-86](#)). Each year the risk-based plan prioritizes internal audit engagements, ensuring that the most pressing internal control concerns are prioritized and communicated to College leadership ([IIID-87](#)).

Upon completion of the Internal Audit Program, the Internal Auditor reviews the findings with the Assistant Superintendent/Vice President, Finance and Administrative Services and develops/refines internal processes as necessary to improve internal control systems. The Internal Auditor shares the findings with the Executive Cabinet and Governing Board.

The annual external audit also examines compliance with federal and state statutes and regulations to obtain reasonable assurance of whether non-compliance could have a material effect on major federal or state programs. The FY 2016-17 audit did identify a significant deficiency in relation to the federal Return of Title IV Funds policy, as the College did not perform the Title IV calculation within the mandated 30-day period. This item was appropriately addressed, as evidenced by subsequent audit results for FY 2017-18 and FY 2018-19, during which the College received clean or unmodified opinions with no deficiencies reported in internal controls and no material weaknesses identified ([IIID-29](#); [IIID-44](#)).

Audit reports including findings, if any, are presented to the Governing Board, filed with the California Community Colleges Chancellor's Office (CCCCO) and ACCJC, and published on the Fiscal Services website. Additionally, debt instruments such as bond issuances must be approved by the San Diego County Auditors, Treasury offices, and Board of Supervisors. This process adds an additional layer of accountability and oversight.

System access to PeopleSoft, the College's financial system, is evaluated and provided based on a staff person's role at the College and is revoked upon separation from the College ([IIID-88](#)). The College uses electronic review approvals for requisitions, purchase orders, payments, budget transfers, and journal entries, with technology and facilities requests undergoing an additional level of scrutiny. To further safeguard assets, analysis includes review of segregation of duties and appropriate level of approval authorization.

Fiscal transactions are processed in real time in PeopleSoft, which provides accurate and timely financial information that is used to compile and report on quarterly and annual financial results that are vetted through the Budget Committee and presented to the Governing Board ([IIID-89](#)).

Analysis and Evaluation

Through continual reviews of internal controls and annual independent audits, the College assures financial integrity and the responsible use of its financial resources. Fiscal management practices are evaluated on a regular basis and findings are used to improve the internal control structure. Financial information is timely, accurate, widely disseminated, and used for sound decision making.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

As part of its financial modeling, the College considers numerous factors in developing budgets, including the California Governor's budget messages and eventual enacted budget; calculation methodologies; historic patterns; planned activities; staffing plans; planned offerings and associated costs; and anticipated increases in discretionary accounts ([IIID-90](#)). Division and department budget development involves detailed reviews of historic expenditures and planned activities to request suitable account levels in their respective spending plans, which strengthens the appropriate allocations of financial resources ([IIID-79](#)). Proposed budgets are presented, examined, and discussed at Budget Committee meetings before being forwarded to the Governing Board for review and adoption ([IIID-13](#); [IIID-91](#); [IIID-92](#)).

To further strengthen the process and ensure proper allocations to support student learning programs and services, the College develops multi-year projections that contextualize current fiscal decisions alongside their potential long-term impacts ([IIID-68](#)). Detailed line-item budgets are readily accessible through PeopleSoft and are posted on the Fiscal Services website ([IIID-88](#); [IIID-93](#); [IIID-94](#)).

Financial activity is tracked and monitored monthly and reported on in greater depth quarterly through the California Community Colleges Chancellor's Office (CCCCO) Quarterly Financial Status Report, or CCFS 311Q ([IIID-89](#)). This quarterly update includes estimated annual revenue and expenditure projections based on year-to-date activities, validating the budget's reliability, and confirming that resources are appropriately supporting student learning programs and services. Recent annual fiscal reports align with adopted budgets, except for FY 2018-19, when the Governmental Accounting Standards Board (GASB) required the state's pass-through and on-behalf payments to be recorded. Although this was not known at the time of the adopted budget,

there was neither operational effect nor impact to the bottom line, as the on-behalf adjustment increased both revenues and expenditures equally ([IIID-95](#); [IIID-59](#)).

Financial activities are examined as part of the annual independent audit and a report, including findings and recommendations, is provided to the Governing Board ([IIID-96](#); [IIID-97](#)). Recent annual audits have confirmed the reliability of financial information ([IIID-29](#); [IIID-44](#)). The College also continues to analyze, examine, and evaluate budget development and financial reporting processes to maintain their credibility, accuracy, and relevance to student learning.

Analysis and Evaluation

Financial documents have a high degree of credibility and accuracy, reflecting the appropriate allocation and use of financial resources, as evidenced by consistently clean or unmodified audit opinions. Presentations made to the Budget Committee, State of the Budget stakeholders, and the Governing Board are posted on the Fiscal Services website to promote transparency and to allow for consistency in allocation of resources.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

At the end of audit fieldwork for each fiscal year, external auditors discuss any potential findings and recommendations with College representatives ([IIID-98](#)). The report, and any findings noted, are communicated to the appropriate College leadership and a comprehensive corrective action plan is established to address the findings ([IIID-99](#); [IIID-100](#)). The corrective action plan is included in the final audit report. The respective responsible parties tasked with addressing the findings are given a timeline to remedy and report the correction. Return to Title IV reports are run every two weeks by the Financial Aid Office ([IIID-101](#)). External auditors ensure that the corrective action plan was effectively implemented as part of the following year's interim audit field work.

The audit firm's engagement partner typically presents their audit report to the Governing Board in December (the most recent report was delayed so that the external auditor could test federal Higher Education Emergency Relief Funds [HEERF]) detailing their audit opinion, findings, recommendations, and the College's proposed corrective action plan ([IIID-102](#)). Fiscal Services staff communicate the audit report to the appropriate College leadership and constituent groups ([IIID-103](#)). All audit reports are presented to the Budget Committee and are filed on the Fiscal Services website for public viewing ([IIID-29](#); [IIID-44](#)).

Analysis and Evaluation

The College's responses to external audit findings are comprehensive, timely, and reported appropriately. The auditor annually reports to the Board the results of the audit findings and an analysis of management engagement and responsiveness in the process.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

As part of their respective responsibilities, Fiscal Services staff and the internal auditor review and evaluate the validity and effectiveness of the College's internal control system on a regular basis to ensure a sound and reliable financial structure ([IIID-104](#)). As part of their field work, external auditors also assess the effectiveness of the College's internal controls. Adjustments to the internal control systems, based on such assessments, are made to improve the financial system. For example, the College modified its processes and internal controls to ensure appropriate use of the College's credit card Cal Card) ([IIID-105](#)).

While the College relies on the integrity and ethics of its management personnel, it also maintains processes that strengthen internal controls, including segregation of duties, accounting system access controls, monthly trial balances, account reconciliations, approvals, procurement procedures, and physical audits of assets ([IIID-29](#); [IIID-44](#)).

As noted, the College employs an external independent certified public accounting firm to conduct its annual financial audit, as well as the Proposition M bond financial and performance audits ([IIID-106](#)). The auditors review policies, procedures, and practices and note system strong points and limitations as needed. Their findings are used to improve the internal control structure required for sound financial management practices and reporting ([IIID-99](#); [IIID-100](#)).

Further, in compliance with the requirements of the Proposition M bond, the College has established an Independent Citizens Oversight Committee (ICOC) that monitors all funds and projects associated with the use of bond funds. The ICOC meets quarterly with staff to ensure that bond funds are utilized in accordance with the terms of the bond ([IIID-107](#)).

While the College has not had any audit findings in the past several years, staff have been encouraged to attend workshops to ensure that financial and internal control systems are valid and effective. More recently, staff have compared internal practices with Government Finance Officer Association best practices and set goals for improvement.

Established Board Policies (BPs) and related Administrative Procedures (APs) pertaining to regulatory compliance form the basis of the internal control structure to ensure effective operations and reliable and accurate financial reporting. The primary examples are BP/AP 6300 Fiscal Management, which provide guidance regarding internal controls, information systems, roles, and budget guidelines established by the California Community Colleges Chancellor's Office (CCCCO). Additionally, BP/AP 6150 Authorized Signers provide guidance as to the roles permitted to commit the College to contracts and expenditures and to sign warrants ([IIID-9](#); [IIID-10](#); [IIID-107](#); [IIID-108](#)).

Analysis and Evaluation

The College regularly evaluates financial and internal control systems for validity and effectiveness. Results of the assessments are used for improvement. The College presents the annual internal audit plan to the Board for review and summarizes the prior year's findings.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

While Board Policy (BP) 6250 Budget Management prescribes minimum reserve levels of 7%, which is slightly higher than the required California Community Colleges Chancellor's Office (CCCCO) level of 5%, the College has historically maintained reserves at double that level (IIID-17). Such reserves are not to be used for ongoing expenditures but may be drawn upon to cover revenue shortfalls and unexpected and/or other extraordinary one-time needs. Reserve levels have implications on accreditation, cash flows, credit rating, and potential borrowing costs, and thus policies in this area represent an important aspect of fiscal strength (IIID-110).

As stated above, since 2019, the College has begun using multi-year projections as part of its budget planning process (IIID-68). These projections are adjusted as new information becomes available and are updated at each budget reporting period to accurately forecast the impact of current decisions on the long-term fiscal health of the College (IIID-91; IIID-93; IIID-90; IIID-111). This forward-looking financial analysis, which is built on carefully vetted historical and anticipated assumptions, allows the College to foresee future structural deficits, impacts on reserve levels, and fiscal stability, and thereby adjust planned expenditures to address potential shortfalls. This long-range budget planning is linked to annual cash flow projections.

The 2020 State Budget Act included plans for \$1.45 billion in deferrals, estimated at \$22 million for Palomar, which prompted the College to take steps to address the potential impact on its cash flow. First, it established a temporary funds transfer arrangement, or "dry period financing," with the San Diego County Treasury. Second, it secured an option to pursue external borrowings (public and private placements) through Tax Revenue Anticipation Notes (TRANs) (IIID-112). Third, it enacted an internal funds transfer authorization (IIID-113). Repayments of borrowings, if any, would occur from property tax receipts coming in December and April (IIID-114). The state's subsequent exclusion of EPA funds from the deferrals and the College's careful management of cash balances, receipts, and disbursements averted the use of external and internal borrowings to meet cash flow needs during FY 2021 and into FY 2022. While the state budget has improved and no impending deferrals are expected, the College is close to becoming a community supported or "basic aid" district, where property tax receipts and enrollment fees exceed apportionment funding. Thus, the College will continue ongoing and judicious cash management and use alternative borrowing options, as needed.

The College also maintains adequate levels of insurance coverage for property and liability, health and welfare, and workers' compensation, through various Joint Powers Authorities (JPA) (IIID-115). The College contracts with the Statewide Association of Community Colleges (SWACC) JPA for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years, and there has not been a significant reduction in coverage from the prior year (IIID-116; IIID-117). The JPA's respective financial information and actuarial data are included as part of the annual audit report (IIID-29; IIID-44). Human Resource Services (HRS) also collaborates closely with the College's Manager of Environmental Health and Safety/Risk Management and its JPAs to offer various trainings to educate employees about reducing risks and liabilities (IIID-118).

Analysis and Evaluation

The College maintains strong reserve levels so that it can meet financial emergencies and unforeseen occurrences. Careful cash flow management strategies, including identified borrowing options, are used to address low cash months. Insurance measures are followed to mitigate risks and minimize liabilities.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College practices effective oversight of its finances through Board Policies (BPs) and Administrative Procedures (APs) that are vetted through the Strategic Planning Council (SPC) as part of the shared governance process. The College has an established internal control structure to ensure that fiscal objectives aligned with these policies and procedures are achieved ([IIID-104](#)). As the singular institution in a fiscally accountable district, College funds are invested by the San Diego County Treasury, and thus the College's investment policies default to those of the County. Interest income is generated on these funds and is readily available to pay obligations.

Policies and procedures require compliance with federal Title IV regulations, and the College's adherence is evidenced by the budget process ([IIID-79](#)). Additionally, the College's federal and state awards are audited annually ([IIID-29](#); [IIID-44](#)). The recording of all financial transactions follows a chart of accounts structure established by the California Community Colleges Chancellor's Office (CCCCO) in their *Budget and Accounting Manual (BAM)* ([IIID-119](#)). This uniform accounting system allows for consistent and accurate reporting of financial aid, grants, and externally funded programs in distinct categorical accounts. All grants must be approved by the Governing Board and are subsequently handled by various program managers with financial oversight provided by Fiscal Services ([IIID-120](#)). Grant program managers work with Fiscal Services on the quarterly and annual categorical and grant reports before they are certified by the Assistant Superintendent/Vice President, Finance and Administrative Services. Financial aid funds are overseen by the Financial Aid Office and monitored by an accountant in Fiscal Services who also performs all drawdowns for Federal Grants ([IIID-121](#)). Accounts are reconciled monthly.

Contractual Relationships are maintained by Business Services to ensure transparency in bidding and oversight of all contracts. All such purchase orders and contracts are included in the 60-day report to the Governing Board ([IIID-122](#); [IIID-123](#)).

As per CCCCCO requirements, Fiscal Services presents quarterly and annual financial reports documenting General Fund budgets and financial activities to the Governing Board ([IIID-124](#); [IIID-111](#)). Proposition M bond expenditures are reviewed by the Independent Citizens' Oversight Committee (ICOC), who submit an annual report to the Board ([IIID-107](#)). All financial and performance audits since inception of the bond have received clean, unmodified opinions ([IIID-29](#); [IIID-44](#)).

The Palomar College Foundation, which is provided with District accounting support, is a separate legal non-profit 501(c)(3) entity established to support the College and its students

through scholarships and other aid ([IIID-125](#)). The Foundation is governed by its own board and contracts for its own audit with the College's independent audit firm ([IIID-126](#)).

Analysis and Evaluation

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and foundations, and institutional investments and assets. For example, individual grants are overseen by a designated grant manager. Ultimately, all grant funds are overseen by Fiscal Services to ensure appropriate use of funds. The ICOC ensures that bond funds are spent in accordance with ballot language and provides an annual report to the Board attesting to the appropriate use of bond funds.

LIABILITIES

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College manages financial resources to meet its short- and long-term obligations with each annual budget, including payments of current liabilities and future financial commitments ([IIID-111](#)). Guided by budget and fiscal management Board Policies (BPs) and Administrative Procedures (APs), judicious and conservative financial practices, consideration of financial positions, and cash management strategies, the College provides a reasonable expectation of both short- and long-term solvency ([IIID-68](#)). Going into FY 2020-21, the Governing Board approved a balanced Adopted Budget with general fund reserve levels at 15%, which exceeded not only the California Community Colleges Chancellor's Office (CCCCO) 5% minimum but also the 7% level required by the Board ([IIID-91](#)).

As the College provides health benefits for current employees and retirees, related liabilities are closely monitored and managed. Budgets or annual spending plans cover compensation and payments of liabilities and address long-term obligations such as Other Post-Employment Benefits (OPEB) and expected cost escalations of the College's retirement systems ([IIID-91](#)). Multi-year budget projections build in revenue deficit factors, increases such as cost of living adjustments (COLA), step/column movements, adjustments in health and welfare, changes in operational expenditures, as well as payments of long-term obligations to understand future expenditure implications and take the necessary steps to ensure that the College can meet future obligations ([IIID-68](#)). As part of the annual audit, liabilities and future obligations are reviewed and reported to the Board ([IIID-29](#); [IIID-44](#)). Conservative budget practices, forward-looking fiscal planning, and the maintenance of fund balances above Board set minimums have enabled the College to remain fiscally stable despite the financial effects of the COVID-19 pandemic.

Although the College maintains debt service funds for each of the Prop M bond issuances as required by statute, these are not liabilities for the College ([IIID-127](#)). Taxpayers in the College's service areas pay this debt through an ad valorem tax on their property tax bills. Payments of the Lease Revenue Bonds used to remodel and expand the Student Center are budgeted in the

restricted funds, and Student Center fees collected are sufficient to pay off the debt ([IIID-128](#)). The bonds mature on April 1, 2031 ([IIID-129](#)).

Analysis and Evaluation

The level of resources at the College provides a reasonable expectation of both short- and long-term fiscal solvency. In order to ensure short-term solvency, the College monitors cashflow and includes a two-year cash flow projection with each financial report. The College uses and updates multi-year budget projections with each financial report to ensure long-term fiscal solvency. This allows the College to modify current and future year budget planning while maintaining required cash and reserves in each fiscal year.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College plans for and allocates resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. Annual budgets allocate funds to fulfill such obligations ([IIID-91](#); [IIID-92](#)). For example, the College budgets the annual service cost associated with OPEB as an interfund transfer from the general fund to the Irrevocable Trust Fund 79. The College contracts biannually for an actuarial study to identify the liabilities associated with its current health programs. This study enables the College to manage the costs and liabilities associated with its retiree health benefits and convey their financial implications. In addition, the study ensures that the College complies with Governmental Accounting Standards Board (GASB) Statement 12 (Disclosure of Information on Postemployment Benefits Other than Pension Benefits by State and Local Governmental Employers), Statement 43 (Financial Reporting for Postemployment Benefit Plans Other than Pension Plans), and Statement 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions).

The College contributes to two funds designed for other post-employment benefit obligations to maintain its fiscal stability ([IIID-130](#); [IIID-115](#)). Compensated absences are comprised of vacation and compensatory time off for classified employees and vacation for management. Earned on a monthly pro-rata basis, vacation accrual limits are twice an employee's annual entitlement and employees are encouraged to plan and use vacation time to stay within the accrual deadline of June 30. Once the maximum days are reached, accruals stop. Vacation hours are only paid out upon separation from the College. Human Resource Services (HRS) monitors and tracks compensated absences through the PeopleSoft system ([IIID-131](#)).

Analysis and Evaluation

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College has no locally incurred debt instruments that can affect the financial condition of the institution. While the College entered a supplemental employee retirement plan (SERP) in 2015, the last annuity was paid in FY 2019-20 ([IIID-132](#)).

Aside from a general obligation bond issuance, the College has no other long-term debt. Associated bond debt service obligations and schedules, which are provided by the San Diego County Treasury/Tax Collector's Office, are incorporated as part of the annual budget process in a Debt Service Fund ([IIID-133](#)). Revenues to pay bond debt service come from assessed valuations against local properties, and repayment of such debt obligations are regularly fulfilled by local taxpayers. Annual District, bond financial, and performance audits attest to the financial integrity and proper use of such bond funds ([IIID-29](#); [IIID-44](#)). The College extends this due diligence work to its general obligation bonds, and in 2020 it issued approximately \$201 million of refunding bonds to refinance portions of its election of 2006 Series C and 2015 Refunding Bonds. Additionally, its refunding of bonds in 2020 saved taxpayers approximately \$21.1 million ([IIID-134](#)). The College also completed two previous refundings in 2015 and 2017, which saved taxpayers approximately \$17.5 million and \$34.3 million, respectively ([IIID-135](#); [IIID-136](#)). Should the College find the need to borrow funds, a debt management policy is in place to provide guidance ([IIID-137](#)).

Analysis and Evaluation

The College assesses and allocates resources for the repayment of any locally incurred debt instrument that can affect its financial condition. Over the past two years, the College has issued two refunding bonds which has saved taxpayers and ensured the College had enough revenue to offset its debt service payments.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

As facilities needs exceed available bond funding, the College has re-prioritized projects within the remaining Proposition M Series D funds ([IIID-138](#)). Prop M proceeds are expended in accordance with the bond language passed by voters in the College's service area, as attested to annually by an independent external audit firm.

Bond project priorities and ensuing expenditures undergo extensive review and several approval levels, and all Prop M expenditures to date have received clean audit opinions ([IIID-29](#)). The Independent Citizens Oversight Committee (ICOC) also received outstanding marks from the San Diego Taxpayer Educational Fund School Bond Transparency Report Card ([IIID-139](#); [IIID-140](#)).

Primary fund-raising efforts are conducted by the Palomar College Foundation. Accounting services are provided for proper funds tracking and to ensure that expenditures comply with donor provisions. Furthermore, the Foundation's annual independent audit gives further reassurance that funds are used as stipulated by the donor ([IIID-126](#)).

The College follows *California Code of Regulations, Title 5* guidelines for categorical programs, such as the Strong Workforce Program (SWP), Student Equity Achievement Program (SEA), Disabled Student Programs and Services (DSPS), and Extended Opportunity Programs and Services (EOPS), which have specific spending guidelines.

All grants are separately audited during the annual Single Audit ([IIID-29](#); [IIID-44](#)). The College maintains a restricted fund for grants and other related funds, keeps thorough records of all expenditures, and has received an unmodified audit opinion for the entire period of this accreditation report. The College's grant programs (e.g., National Science Foundation [NSF] grants) are required to report annually to grantor agencies regarding progress made and financial spending levels for the period. Strict grantor requirements and routine reporting subjects the College to oversight and serves as a safeguard to ensure that funds are used appropriately ([IIID-141](#); [IIID-142](#)).

The College maintains thorough records of overall expenditures and has received an unmodified audit opinion for FY 2017-18, FY 2018-19, and FY 2019-20 with no significant deficiencies or material weaknesses ([IIID-126](#)).

Analysis and Evaluation

The College ensures that all financial resources (including short- and long-term debt instruments), auxiliary activities, fund raising efforts, and grants, are used with integrity and in keeping with the intended purpose of the funding source by applying the same fiscal controls and procedures throughout the institution. Monthly State of the Budget and quarterly ICOC meetings are recorded and posted to the website to ensure fiscal transparency.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College monitors and manages the receipt and distribution of federal Title IV financial aid and student loan default rates and has made significant steps to manage its student loan default rate ([IIID-143](#); [IIID-144](#)). These rates are calculated three years after each cohort of students enters repayment status. Colleges that have a default rate of 40% or more for one year or 30% or more for three consecutive years lose eligibility for the Pell and Direct Loan programs. Colleges with a default rate of 30% in any year must implement a default management plan. The College

is well below these thresholds, as its most recent student loan cohort default rates (CDR) show (see Table 21).

Table 21. *Student Loan Default Rate by Cohort Year*

Year CDR released	Year Cohort Entered Repayment	Palomar College Student Loan Cohort Default Rate
2021	2018	14.5%
2020	2017	11.2%
2019	2016	13.2%
2018	2015	17.2%

Source: U.S. Department of Education - Federal Student Aid

The College's CDRs are below the national average for community colleges, which was 15.2% in 2020 and 15.9% in 2019 ([IIID-145](#)). To achieve this, the College contracts with Inceptia, a student loan default management firm that monitors students who are in the process of repayment, contacts them on a regular basis, and provides one-on-one default prevention intervention if payments become delinquent. In addition, the College participates in the U.S. Department of Education's Federal Student Aid Experimental Sites Initiative (ESI) to restrict unsubsidized direct loans to new students to limit over-borrowing and student defaults ([IIID-146](#); [IIID-147](#); [IIID-148](#); [IIID-149](#); [IIID-150](#); [IIID-151](#)).

The College is subject to an annual Office of Management and Budget (OMB) A-133 audit to determine compliance with major federal programs ([IIID-152](#)). Staff regularly attend all available federal, state, and professional trainings to maintain currency in regulations, program changes, and recommended procedures. During the spring 2020 semester, the College was subject to a Cal Grant audit conducted by the California Student Aid Commission, which resulted in one minor finding and no liabilities ([IIID-29](#); [IIID-44](#)).

Analysis and Evaluation

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. This has assured that the College's CDRs are below the national average for community colleges.

CONTRACTUAL AGREEMENTS

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College's contractual agreements with external entities are consistent with its Mission and goals. Board Policies (BPs) and Administrative Procedures (APs) govern how the College enters into contractual agreements, including the establishment of procedures for contract awards and management. These include:

- BP 6100 Delegation of Authority, Business and Fiscal Affairs ([IIID-37](#))
- BP 6330 Purchasing ([IIID-153](#))
- BP/AP 6340 Bids and Contracts ([IIID-154](#); [IIID-155](#))
- AP 6370 Contracts – Personal Services ([IIID-156](#))

Such policies and procedures follow relevant California Education Code, Public Contract Code, and Government Codes to ensure that state and federal guidelines are met. Purchasing and contracts policies and procedures are periodically reviewed and updated for regulatory and language updates ([IIID-157](#)). Authority to execute contracts rests with the Superintendent/President and Assistant Superintendent/Vice President, Finance and Administrative Services. Purchase orders and contracts are submitted to the Governing Board monthly for ratification. Contracts for work to be done, services to be performed, or for goods, equipment, or supplies to be furnished or sold to the College that exceed the amounts specified in Public Contract Code Section 20651 require prior approval by the Governing Board ([IIID-158](#)).

All contracts are reviewed by Contracts Services, which checks indemnifications, termination clauses, and other clauses to protect the College, before final review and signature by the Assistant Superintendent/Vice President, Finance and Administrative Services. As needed, contracts are reviewed by legal counsel, particularly major construction agreements like proposals for construction delivery methods and professional agreements, to ensure compliance with the Mission, policies, applicable codes, and best practices ([IIID-159](#)).

The College has a conflict-of-interest procedure that bars Governing Board members and employees from personal financial interest in any contracts they have made on behalf of the District ([IIID-160](#)).

Analysis and Evaluation

Staff work with external legal counsel and/or experts from the College's insurance provider to mitigate risk and ensure that contractual agreements are legally compliant and in alignment with industry best practices. Additionally, staff monitor changes to public contract code and adhere to the College's policies and procedures.

The College's contractual agreements are consistent with its Mission and goals and are governed by policies and procedures.

Conclusion

The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College Mission and strategic planning, including Board Goals, form the foundation for financial planning, which is integrated with and supports all institutional planning and reflects realistic assessments of resources. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets.

Strong internal control structures and effective oversight of finances assure a high degree of financial information credibility and accuracy and ensure that financial resource spending is consistent with granting agency purposes. Given strong, stable reserves and appropriate levels of financial resources, the College meets all payments of liabilities and future obligations.

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Improvement Plans

Improvement Plan #3: By the end of academic year 2023-24, the Assistant Superintendent/Vice President, Finance and Administrative Services will lead an effort to fully integrate PeopleSoft's Human Capital Management and Financial applications. This will provide for an automated position control system and improved reporting, managing, and projecting of salaries and benefits. **(Standard III.A.9; Standard III.A.10; Standard III.D.4)**

Improvement Plan #4: By the end of academic year 2023-24, the Assistant Superintendent/Vice President, Finance and Administrative Services will develop and implement an integrated annual reporting and review process that tracks and monitors a set of fiscal performance metrics, including those analyzed as part of ACCJC's Composite Financial Index, with targets for improvement where necessary. This will ensure that the College maintains a strong fiscal position into the future. **(Standard III.D.1)**

Evidence List

Number	Name
IIID-1	Adopted Budget FY 2020-21 - Fund Summary
IIID-2	Adopted Budget FY 2020-21 - SCFF
IIID-3	Period 2 FY 2019-20
IIID-4	Adopted Budget FY 2020-21 - General Fund
IIID-5	Prop M
IIID-6	Prop M Projects
IIID-7	BP 6200 Budget Preparation
IIID-8	AP 6200 Budget Preparation
IIID-9	BP 6300 Fiscal Management
IIID-10	AP 6300 Fiscal Management

Number	Name
IIID-11	Budget Committee Structure
IIID-12	Strategic Planning Council Structure
IIID-13	Budget Committee Sample Minutes 2019-20
IIID-14	Integrated Planning Model
IIID-15	Non-Instructional PRP Training Presentation 2021
IIID-16	Adopted Budget FY 2020-21 - General Fund Multi-Year Summary
IIID-17	BP 6250 Budget Management
IIID-18	Adopted Budget FY 2019-20
IIID-19	Draft Study Agreement 8/16/19- FCMAT
IIID-20	IEPI PRT Final Quarterly Reporting
IIID-21	FCMAT Report 11/8/19
IIID-22	FCMAT Recommendations 4/6/21
IIID-23	Fiscal Monitor Sample Reports
IIID-24	State of the Budget
IIID-25	Fiscal Stewardship
IIID-26	FCMAT Follow-up Review Letter 1/15/21
IIID-27	Board Minutes 4/6/21- FCMAT Recommendations
IIID-28	ACCJC Fiscal Monitoring Letter 9/17/20
IIID-29	Annual Audit Reports
IIID-30	EMP 2022 Update 2018
IIID-31	Facilities Master Plan 2022 Update 2019 Draft
IIID-32	Technology Master Plan 2019
IIID-33	Staffing Master Plan 2018-23
IIID-34	Strategic Plan 2022
IIID-35	Mission Statement
IIID-36	Board Goals 2017-2021
IIID-37	BP 6100 Delegation of Authority, Business and Fiscal Affairs
IIID-38	AP 6100 Delegation of Authority, Business and Fiscal Affairs
IIID-39	AP 6250 Budget Management
IIID-40	BP 6320 Investments
IIID-41	AP 6320 Investments
IIID-42	BP 6400 Financial Audits
IIID-43	AP 6400 Financial Audit
IIID-44	Annual Audit Reports
IIID-45	Budget Model Assumptions
IIID-46	FASPC Agenda 4/15/21
IIID-47	SPC Sample Minutes - Budget
IIID-48	Budget Development Instructions
IIID-49	PRP Form Resources Requests
IIID-50	PRP Resource Requests - Raw Data
IIID-51	PRP Resources Requests - Prioritized
IIID-52	Budget Committee Minutes 3/23/21- Budget Recommendations
IIID-53	Board Sample Minutes - Quarterly Reports
IIID-54	Board Minutes 7/14/20 - Tentative Budget

Number	Name
IIID-55	Board Minutes 10/13/20 - Adopted Budget
IIID-56	Board Minutes 12/15/20 - CCFS-311 Q2
IIID-57	Board Minutes 5/4/21 - CCFS-311 Q3
IIID-58	Budget Development
IIID-59	Budget Calendar Timeline
IIID-60	Integrated Planning Memo 5/28/21
IIID-61	Budget Assumptions Draft 7
IIID-62	Instructional Program Review and Planning
IIID-63	Non-Instructional Program Review and Planning
IIID-64	Biology PRP 2020-21
IIID-65	Adopted and Tentative Budgets
IIID-66	Board of Meetings with 311Q Updates
IIID-67	Multi-Year Budget Projection 2020-21
IIID-68	Board Presentation 4/6/21 - Multi-Year Presentation
IIID-69	SCFF Allocation
IIID-70	SEM Plan 2022
IIID-71	SCFF Model
IIID-72	Student Success Call Campaign
IIID-73	Comet Bot Live Chat
IIID-74	Campus Re-engagement Texting Campaign
IIID-75	School Services of California
IIID-76	Adopted Budget FY 2020-21 - Summary of Funded Positions
IIID-77	FY20-21 Employee Matrices
IIID-78	CCCCO Memo 4/27/20 - FON
IIID-79	Budget Development Process
IIID-80	Position Control Memo
IIID-81	Vacancies Summary FY 2020-21
IIID-82	Board Ad Hoc Budget Committee Presentation 7/8/21
IIID-83	State of the Budget 5/12/21
IIID-84	ERP Analysts Consulting Agreement
IIID-85	BP Chapter 6 - Finance & Administration
IIID-86	Internal Audit Plan FY 2021-22
IIID-87	Internal Audit Program Reporting Structure
IIID-88	PeopleSoft Financials
IIID-89	Quarterly/Annual 311 Reports
IIID-90	Budget Assumptions 2020-21
IIID-91	Adopted Budget FY 2020-21
IIID-92	Adopted Budget FY 2018-19
IIID-93	Fiscal Services
IIID-94	Adopted and Tentative Budgets
IIID-95	GASB 2018-19
IIID-96	Board Minutes 1/7/20 - Audit Report
IIID-97	Audit Report Letter January 2020
IIID-98	Audit Timeline

Number	Name
IIID-99	Findings and Questioned Costs June 2017
IIID-100	Annual Financial Report 6/30/15
IIID-101	Return to Title IV Reports
IIID-102	Governing Board Agenda 2/11/20
IIID-103	Budget Committee Minutes 12/8/2020
IIID-104	Community College Internal Auditors: Risk Assessment October 1, 2020
IIID-105	Business Services Cal Card Visa
IIID-106	Amendment 2 - Palomar College Audit Services March 10., 2020
IIID-107	Independent Citizens Oversight Committee Annual Report 2019-20
IIID-108	BP 6150 Designation of Authorized Signers
IIID-109	AP 6150 Designation of Authorized Signers
IIID-110	CCFS 311 Q3 Report 2021
IIID-111	Various Annual Financial and Budget Reports 2017-21
IIID-112	Tax and Revenue Anticipation Notes Resolution
IIID-113	Board Resolution Temporary Inter-Transfer Fund 10/13/20
IIID-114	Governing Board Presentation 8/25/20 - Repayment of Borrowings
IIID-115	Governing Board Resolution 6/11/19 - JPA Coverage OPEB Funds
IIID-116	Property and Liability Assessment Audit / SWACC 12/2020
IIID-117	Correspondence 8/11/20 - SWACC Inspection
IIID-118	Title IX Resources Webpage - Risk Trainings
IIID-119	CCC Budget and Accounting Manual
IIID-120	Grants and Awards Presentation 5/16/18
IIID-121	Federal Grant Drawdown
IIID-122	Sample 60-Day Purchasing Report
IIID-123	Sample 60-Day Contracts Report
IIID-124	CCFS 311 Q3 Report, 2021
IIID-125	Palomar College Foundation Webpage
IIID-126	Palomar College Foundation - Audits 2017-19
IIID-127	Measure M Bond Issuances
IIID-128	Lease Revenue Bond Payments
IIID-129	Bond Resolution
IIID-130	Actuarial Study of Retiree Health Liabilities
IIID-131	CCE/AFT Collective Bargaining Agreement
IIID-132	Supplemental Retirement Plan Payments 2016-20
IIID-133	Adopted Budget 2021 - Debt Service Fund
IIID-134	Bond Refunding Sample Resolution
IIID-135	Bond Refunding Resolution 2015
IIID-136	Bond Refunding Resolution 2017
IIID-137	AP 6307 Debt Issuance and Management
IIID-138	SPC Presentation 4/7/20 - Prop M Project Update
IIID-139	ICOC Minutes 9/4/20
IIID-140	ICOC Meeting 9/4/20 - Prop M Financial Summary
IIID-141	Title V Grant - Annual Report 2018-19
IIID-142	Title V Grant - Annual Report 2017-18

Number	Name
IIID-143	Title V Application 3/3/21
IIID-144	Letter of Receipt Title IV 5/17/21
IIID-145	Federal Student Aid - National Average CDR
IIID-146	Inceptia Contractual Agreement
IIID-147	Federal Student Aid - Experimental Sites
IIID-148	Performance Report 7/18/21
IIID-149	Risk Report 7/12/21
IIID-150	Outreach Activity Report 7/12/21
IIID-151	CARES Act CDR Impact Timeline
IIID-152	OMB A-133 Audit Report
IIID-153	BP 6330 Purchasing
IIID-154	BP 6340 Bids and Contracts
IIID-155	AP 6340 Bids and Contracts
IIID-156	AP 6370 Contracts
IIID-157	SPC Minutes 11/19/19 - BP/AP Reviews
IIID-158	Sample Approval
IIID-159	Contract Review and/or Approval Form
IIID-160	AP 2710 Conflict of Interest



PALOMAR COMMUNITY COLLEGE DISTRICT

STANDARD IV: LEADERSHIP AND GOVERNANCE



STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Current Governance Structure (as of this writing)

The College maintains a hierarchical governance structure that emphasizes diverse representation, effective communication, and efficient decision making ([IVA-1](#)). The principal governing body is the Strategic Planning Council (SPC), which is chaired by the Superintendent/President and represents all constituent groups. SPC creates the processes for recommending College policies and governance committee structures and reviews the actions, recommendations, and requests of planning groups and task forces. It also develops, implements, evaluates, and revises, if necessary, the College's plans and initiatives, both short- and long-term ([IVA-2](#)).

There are five division-level councils that report to SPC:

The Finance and Administrative Services Planning Council (FASPC) annually reviews proposed budgets for all Finance and Administrative Services (F&AS) departments, oversees the preparation and review of the Technology Master Plan and non-instructional Program Review and Planning (PRP) process for units within the division, and is responsible for other financial and operational matters ([IVA-3](#)).

The Human Resource Services Planning Council (HRSPC) is responsible for guidance, direction, and oversight provided for such activities as employee hiring, staff diversity efforts, staff training, Americans with Disabilities Act (ADA) compliance, and other matters related to human resource services. It is responsible for the development of the strategic plans of Human Resource Services (HRS) (e.g., Equal Employment Opportunity [EEO] and Staffing Master Plans) and review of the HRS PRP process ([IVA-4](#)).

The Instructional Planning Council (IPC) develops, implements, evaluates, and revises both short- and long-term college plans and initiatives relevant to instruction, including the instructional PRP process ([IVA-5](#)).

The Student Services Planning Council (SSPC) develops, implements, evaluates, and revises both short- and long-term Student Services' plans and initiatives, and develops, reviews, and updates the process and establishes the timeline for the three-year institutional Student Services PRP cycle ([IVA-6](#)).

The Student Success and Equity Council (SSEC) guides policy and planning related to maintaining equity and excellence in all aspects of instructional and student success programs and is responsible for supporting and leading innovative campus strategies that strengthen student access, success, and equity ([IVA-7](#)).

Several standing and ad hoc committees and subcommittees work beneath each of the councils, as needed ([IVA-8](#)). The Budget Committee, for example, plays an especially important role in the governance structure because it helps establish guidelines for the preparation of the unrestricted and designated budgets and, alongside SPC, reviews budgets developed at the unit level and makes recommendations as necessary ([IVA-9](#); [IVA-10](#)).

Each of the college councils, committees, and other reporting groups make recommendations to SPC, which considers those recommendations through a first and second reading/action process. All SPC actions are considered recommendations to the Superintendent/President. If specific policy items or SPC actions require Board approval, they are presented at Board meetings ([IVA-11](#)). Planning councils include members representing each of the College's constituent groups: Students, faculty, staff, and administrators. Membership in other governance groups includes representatives from constituent groups and subject matter experts.

The current governance structure, including specific details about the composition and responsibilities of each council and standing committee, is outlined in the *Palomar College Governance and Administrative Structure Handbook*. Per Board Policy (BP)/Administrative Procedure (AP) 3100 Organizational Structure, the Superintendent/President has oversight of the College's organizational structure, which is posted to the College website ([IVA-12](#); [IVA-13](#); [IVA-14](#)). The Faculty Senate has purview over academic and professional matters, and its recommendations are advanced directly to the Governing Board for approval ([IVA-15](#)).

Examples of products developed through these councils include the College's Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), Program Review and Planning (PRP) processes, and innovations and improvement of structures and support for students, such as AB 705 ([IVA-16](#); [IVA-17](#); [IVA-18](#)).

Proposed/New Governance Structure

In response to an evaluation of governance communications conducted through an Institutional Effectiveness Partnership Initiative (IEPI) Grant (see [Standard IV.A.7](#) for further explanation), in fall 2019 SPC established a Governance Task Force (GTF) comprised of representation from all constituency groups, including students, to carry out a comprehensive assessment (including a review of previous campus surveys) of the participatory governance structure ([IVA-19](#); [IVA-20](#); [IVA-21](#); [IVA-22](#); [IVA-23](#)). The GTF discussed the distinctions between governance and

operations, performed a Strength, Weakness, Opportunities, and Threat (SWOT) analysis of the current structure, and reviewed the governance structures of other California community colleges ([IVA-24](#)).

The GTF crafted a new governance handbook and proposed a new structure that shifts from the divisional planning council structure to one focused on functional areas like student success, technology, facilities, and budget and planning ([IVA-25](#)). SPC approved the new structure in fall 2020, and in spring 2021, transitional groups began preparing for the full implementation in fall 2021 ([IVA-26](#); [IVA-27](#); [IVA-28](#)). Under the new structure, the College Council will replace SPC as the principal participatory planning and governance body for the College.

Four newly constructed councils will report to the College Council:

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council will monitor and facilitate communication about the fiscal health of the College; review progress on college goals and priorities; evaluate and provide support for the integration of planning, assessment, and resource allocation at all levels of the institution; and shepherd the accreditation work of the College ([IVA-29](#)).

The Equity, Education, and Student Success Council will support and lead innovative campus strategies that strengthen student access, success, and equity and seek opportunities for synergy and collaboration between Instruction and Student Services in order to engage and support students, faculty, staff, and administrators in maintaining a safe, inclusive, and equitable campus culture ([IVA-30](#)).

The Employees, Community, and Communication Council will provide strategic direction for both internal and external communication to promote optimal dialogue among all dimensions of the community; identify, prioritize, and advocate for diversity in hiring and the human resource needs of the College; and support the growth and professional development of all employees with an emphasis on institutional development opportunities that promote antiracist organizational change ([IVA-31](#)).

The Infrastructure and Sustainability Council will identify, prioritize, and advocate for technology and facilities needs and services with a particular focus on equity; make recommendations to the College Council for the strategic direction and implementation of technology, facilities, and sustainability priorities; and ensure that these recommendations are consistent with the objectives established in the Technology Plan, Facilities Master Plan, Strategic Plan, Educational Master Plan, and other supporting plans and reports ([IVA-32](#)).

Each of the new councils will include proportional representation from all employee groups, relative both to the size of each group and to the scope of the council. Councils may include additional members with expertise in areas relevant to specific Council roles. The Education, Equity, and Student Success Council, for example, will include additional faculty members from Counseling and the Pride Center to ensure a strong faculty voice in both Instruction and Student Services.

The combination of constituent group representation and subject matter expertise assures that each Council features an array of experience, knowledge, and perspective in effective planning and implementation. The Faculty Senate will maintain purview over academic and professional

matters and will advance its recommendations to the Governing Board for approval ([IVA-25](#)). Full descriptions of the composition and roles of the new councils can be found in the new *Palomar College Governance Structure and Participation Handbook* ([IVA-27](#)).

Innovation to Implementation

The College promotes participation for all personnel and encourages employees to take the initiative to improve practices, programs, and services from both inside and outside the formal governance process. The results of such initiatives are then advanced through the relevant channels of the formal governance process for institutional approval and application, as necessary.

The Guided Pathways initiative, for example, began as a team of faculty, staff, administrators, and students. The Guided Pathways framework outlines a highly structured approach to student success and is intended to integrate all institutional plans and efforts in ways that make it easier for students to map their educational goals and access campus resources ([IVA-33](#)). The College's goal, per the California Community Colleges Chancellor's Office (CCCCO) directive, is to move from Early Adoption to a full-scale Guided Pathways plan over a five-year period. As the Guided Pathways Team works to develop and implement the plan, there has been significant effort to inform and involve all constituents in the process. For example, Guided Pathways has been a theme at the annual two-day plenary event at the start of each fall semester. The Guided Pathways Team shares regular updates in its Guided Pathways Newsletters and holds forums to update the campus and provide means for feedback. The Pathways website makes information easily accessible, and the site includes a "We Want to Hear from You" form that makes it easy for members of the College community to share their innovative ideas and success stories ([IVA-34](#); [IVA-35](#); [IVA-36](#)).

An example of an initiative that specifically encourages staff to bring forward ideas for institutional improvement is Caring Campus, a state initiative focused on integrating classified staff into comprehensive student success efforts. Beginning in fall 2018, Caring Campus drew classified staff together to brainstorm, develop, and promote specific, achievable goals that contribute to student success and retention. Based on the work sessions, they identified four activities and commitments to enhance students' connectedness to the College. This was an opportunity for staff from all areas of the campus to identify small but achievable steps they could take to help create an environment in which students thrive ([IVA-37](#)).

The College is supportive of faculty using sabbatical leave to foster innovation in teaching, and projects undertaken by faculty often lead to improvements within the College. In addition, the administration works closely with faculty and staff on new initiatives that place the College in a leadership position in specific areas. For example, the Military Leadership Apprenticeship program, which was launched in fall 2020, has gained nationwide attention and is expected to expand to a second military base within the calendar year ([IVA-38](#); [IVA-39](#); [IVA-40](#); [IVA-41](#)). The Credit for Prior Learning (CPL) Program is another development that is directly aligned with the CCCCCO. Faculty members who have developed this program are now sources of insight and knowledge for other community colleges in the state ([IVA-42](#)).

Times of crisis have provided opportunities for innovation and collaboration across campus constituency groups. For example, in response to the College's fiscal challenges, a call was disseminated for innovative ideas to assist in reducing expenses. More than 100 submissions

were received, which resulted in meaningful discussions on expense-reducing measures ([IVA-43](#)). Many of the ideas, such as eliminating the purchase of food for meetings and reducing college-related travel, were implemented. This also kickstarted negotiations about amending the college-funded benefits plan, which later resulted in cost savings for the College ([IVA-44](#)).

The challenges brought about by the COVID-19 pandemic have fostered innovation. The interim Superintendent/President provided daily email updates to the campus community that included policy statements related to campus closures, new processes for visits to campus for work-related needs, temperature and symptom screening protocols, and recognition of “Palomar Champions” whose varied creative efforts helped the College continue its work in new ways ([IVA-45](#); [IVA-46](#)). The combined contributions of faculty, staff, and administration during this time have been so remarkable that one of the annual awards, the Gift of Time, was given to the entire group.

Analysis and Evaluation

The College’s formal governance structure ensures meaningful participation of all constituent groups and encourages innovation at all levels. While the governance structure has been successful in this respect, evaluations have identified some shortcomings relating to the implementation and coordination of activities and initiatives, sometimes resulting in fragmented and/or redundant efforts. Consequently, the College is in the process of transitioning to a new governance structure that retains the many strengths of the current system while adding innovative elements that will foster more effective and efficient processes and communication.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Formal practices are established through Board Policies (BPs) and Administrative Procedures (APs), including BP/AP 2510 Participation in Local Decision Making, and implemented through a governance structure that involves faculty, staff, administration, and students in the planning and operation of the College ([IVA-15](#); [IVA-47](#)). Established policies and procedures, including BP/AP 3250 Institutional Planning, ensure that institutional planning processes are broad-based, comprehensive, systematic, and integrated into all aspects of decision-making ([IVA-48](#); [IVA-49](#)). Innovation and improvement are encouraged outside of the formal participatory governance structure through a variety of informal processes.

The Governing Board is the final authority for governance at the College. The Board delegates authority to the Superintendent/President, who in turn solicits and receives input through the shared governance decision-making process. BP 2510 also identifies the Faculty Senate, Palomar Faculty Federation (PFF), Council of Classified Employees/American Federation of Teachers (CCE/AFT), Administrative Association (AA), the Confidential and Supervisory Team (CAST), and students as legally required participants in the decision-making process. It also specifies that “the Governing Board elects to rely primarily upon the advice and judgment of the Faculty

Senate on academic and professional matters” ([IVA-15](#); [IVA-47](#)). Academic and professional matters refer specifically to the following 12 items, which are referred to as the 10+1+1:

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

The PFF represents faculty on campus committees dealing with mandatory subjects of bargaining, including salaries, benefits, and working conditions. PFF Co-Presidents serve on all major campus committees including, but not limited to, the Strategic Planning Council (SPC), Budget Committee, and Benefits Committee. Other members from the PFF are appointed to sit on each of the other major councils and committees ([IVA-50](#)).

The collective bargaining unit for classified staff is the Council of Classified Employees (CCE), through which staff members participate in governance. CCE appoints classified representatives to collegewide committees and as delegates to state and national conferences for classified professionals. The officers of the CCE Executive Council are elected to two-year terms. CCE has a democratic system for choosing classified representatives to serve on shared governance committees. The process begins with a call to serve that is sent to all classified employees, which includes a description of the opportunity, dates of meetings, and relevant timelines. An application link is sent, and all applications are reviewed and voted on by the Council. CCE representatives on governance committees complete reports after each meeting that are shared with all classified staff ([IVA-51](#)).

The CCE Executive Council holds regular meetings and an annual retreat and exchanges information and suggestions for collegewide improvement with other constituent groups. CCE/AFT reports out regularly to SPC and the Governing Board. CCE/AFT is the official and exclusive collective bargaining representation for salary, benefits, and working conditions for classified employees. Classified professionals are encouraged to participate on shared governance committees outside their area of expertise in order to provide diverse perspectives. CCE offers yearly training on governance participation ([IVA-52](#); [IVA-53](#)).

The AA is the constituent group that represents both classified and educational administrators. The primary purpose of the AA is to ensure shared governance participation and representation and to serve as a formal channel of communication among management-level personnel. The AA

appoints administrators to shared governance committees. The AA Executive Council represents the association in Meet and Confer conferences with the Assistant Superintendent/Vice President, Human Resources related to salary, benefits, and working conditions ([IVA-54](#)).

CAST is comprised of two employee classifications: Confidential employees who provide administrative support to executive administrators and the Governing Board, and supervisors who oversee and coordinate various operations. The primary purpose of CAST is to ensure shared governance participation and representation and to serve as a formal channel of communication among its members. CAST delegates represent the team in Meet and Confer conferences with the Assistant Superintendent/Vice President, Human Resources related to salary, benefits, and working conditions ([IVA-55](#)).

Students are represented in the governance process through the Associated Student Government (ASG), whose constitution defines roles and responsibilities. It holds annual spring elections in which all registered students may vote for candidates to fill the executive positions of President and Vice President. Fourteen additional Senate seats are available for students. Senators are appointed by the ASG Board, which consists of the President, Vice President, and currently serving senators. After a two-week probationary period, they are ratified to service and sworn in as ASG Senators ([IVA-56](#); [IVA-57](#)).

BP 2510 also gives special consideration to students. The policy designates a Student Trustee as a non-voting member on the Governing Board and specifically acknowledges the importance of student participation: “The Associated Students shall be given an opportunity to participate effectively in the formulation and development of College policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration” ([IVA-15](#)). A representative from ASG serves as a voting member on the Faculty Senate, SPC, IPC, Student Success and Equity Council (SSEC), Accreditation Steering Committee (ASC), and Budget Committee.

The *Governance Structure Handbook* clearly identifies the manner and process through which ideas are brought forward to councils and committees for discussion and how those ideas are then addressed at SPC and, if necessary, the Governing Board ([IVA-25](#)). Each council has broad representation from each constituency group, as shown in the governance participation list, which is updated annually ([IVA-58](#)). Bylaws for the Faculty Senate and ASG, along with the contracts of the PFF and CCE, also address the participation of faculty, staff, and students in shared governance. In addition to council membership, there was constituency-wide representation in the process of revising the governance structure in 2019-20 ([IVA-21](#)).

Analysis and Evaluation

BP/AP 2510 contain clear delineations of the structure, roles, responsibilities, and importance of shared governance, including specific provisions for student participation. As part of its transition to a new governance structure in fall 2021, the College has ensured that all constituency groups, including students, will maintain comparable representation throughout the governance process. This is codified in the newly revised version of AP 2510.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have substantive and clearly defined roles in the governance structure, as described above. Through the College's councils and committees, faculty and administrators have formative and substantial influence over the processes that determine the College's policies, planning, and budget. These roles are codified in the following Board Policies (BPs) and Administrative Procedures (APs):

- BP/AP 2410 Policy Making Authority and Administrative Procedures ([IVA-59](#); [IVA-60](#))
- BP/AP 2510 Participation in Local Decision Making ([IVA-15](#); [IVA-47](#))
- BP/AP 3250 Institutional Planning ([IVA-48](#); [IVA-49](#))
- BP/AP 6200 Budget Preparation ([IVA-61](#); [IVA-62](#))
- BP/AP 6250 Budget Management ([IVA-63](#); [IVA-64](#))
- BP/AP 6300 Fiscal Management ([IVA-65](#); [IVA-66](#))

While the councils and their respective compositions will change when the new governance structure is implemented, the role of faculty and administrators in policy, planning, and budget development will not change. Policies and processes for decision making have long been established through BPs and APs, employee bargaining agreements, and the Faculty Senate Constitution. Improvements to the *Governance Structure Handbook* have more clearly articulated the roles of not only the constituency groups, but each council representative. Additionally, the revised *Handbook* includes a step-by-step process for moving recommendations through councils to the Superintendent/President and Governing Board ([IVA-67](#); [IVA-68](#); [IVA-69](#)).

Recent improvements to the integrated planning process designed to strengthen the connection between the College's planning and resource allocation decisions have enhanced the role of the Budget Committee and the Strategic Planning Council (SPC) in reviewing and recommending resources identified through the strategic planning and Program Review and Planning (PRP) processes ([IVA-16](#)).

BP 2510 expands upon the 10+1 authority of the Faculty Senate on academic and professional matters with a 10+1+1 directive that gives purview to faculty on faculty hiring policy, criteria, and procedures. General procedures for hiring are outlined in BP 7120 Recruitment and Selection ([IVA-15](#); [IVA-70](#)). The faculty's authority in these matters is further inscribed in BP 4020 Program, Curriculum, and Course Development and BP 4022 Curricular Matters ([IVA-71](#); [IVA-72](#)).

BP 3200 Accreditation outlines the College's general guidelines surrounding the accreditation process ([IVA-73](#)).

Analysis and Evaluation

The roles of administrators and faculty in governance, policy, planning, and budget are well established in BPs and APs. The new governance structure will carry forward these roles and an improved integrated planning and resource allocation model will increase transparency and efficiency.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The Curriculum Committee is the central governing body that makes recommendations relating to curriculum and student learning programs and services. Its membership base is faculty-centered, but also includes representation from other relevant parties: Four faculty (a mix of part-time and full-time faculty) from each of the five instructional divisions, faculty from Library and Counseling/Student Services, the Articulation Officer (a faculty position), five deans and one associate dean representing the instructional divisions, and three administrative representatives from Instructional Services. It is jointly chaired by the Assistant Superintendent/Vice President, Instruction and an appointed member of the Faculty Senate. It holds responsibility for approving curriculum proposals (both for individual courses and for programs/degrees) that are initiated by faculty and bringing those approvals to the Faculty Senate for ratification ([IVA-74](#)). Policies and procedures governing the curriculum process are outlined in Board Policies (BPs) and Administrative Procedures (APs), including:

- BP/AP 4020 Program, Curriculum, and Course Development ([IVA-71](#); [IVA-75](#))
- BP/AP 4021 Program Development, Revitalization, and/or Discontinuance ([IVA-76](#); [IVA-77](#))
- BP/AP 4225 Course Repetition ([IVA-78](#); [IVA-79](#))
- BP/AP 4260 Pre-requisites, Co-requisites, and Advisories ([IVA-80](#); [IVA-81](#))

Policies and practices for curriculum development have evolved and strengthened over the past several years, with numerous checks and balances added to ensure quality curriculum proposals for new courses and programs, program and course deactivations, cross-listing, and more. The proposal and approval process for curriculum involves numerous channels (faculty originator, department chair, division dean, relevant subcommittees, technical approval, etc.) before arriving at the Curriculum Committee for review and approval. The curriculum process for courses and programs follows the recommendations of the Academic Senate for California Community Colleges (ASCCC) ([IVA-82](#); [IVA-83](#); [IVA-84](#)). The program proposal process includes review and engagement by the division dean, department chair, and Articulation Officer. The Instructional Planning Council's (IPC) new program subcommittee also reviews proposed programs ([IVA-85](#)).

The relationship among all relevant committees, councils, and groups ensures that curriculum goes through a robust process of development with many opportunities for revision, improvement, and feedback, while recognizing and respecting the primacy of faculty as discipline experts ([IVA-86](#)). Curriculum Committee and Faculty Senate actions, agendas, and

minutes are widely shared through BoardDocs with the campus community, giving ample time for input and feedback.

Other councils and committees comprised of faculty and administrators, such as IPC and the Tutoring Committee (a Faculty Senate subcommittee), review and make recommendations related to student learning programs and services. Further, learning support programs and services like tutoring, study groups, workshops, and discipline-specific laboratories are planned, operated, and evaluated through the Program Review and Planning (PRP) process and by faculty and division administrators ([IVA-87](#); [IVA-88](#)).

The Assistant Superintendent/Vice President, Instruction leads the College's academic programs and services, which include academic and Career Technical Education (CTE) courses for credit and noncredit. Programs are organized into five divisions that function under the leadership and supervision of division deans, who provide division leadership for on-going short- and long-term academic planning, including the PRP process, to ensure that department chairs, program directors, and faculty can successfully complete their respective plans ([IVA-89](#); [IVA-90](#); [IVA-91](#); [IVA-92](#); [IVA-93](#)). IPC, which is chaired by the Assistant Superintendent/Vice President, Instruction, has revised and updated the PRP process to establish a stronger connection between student learning outcomes (SLOs) and planning. Every fall a workgroup from IPC, in conjunction with the Curriculum Committee and Faculty Senate, reviews and updates the PRP form and refines the process ([IVA-94](#); [IVA-95](#)).

Division deans facilitate the schedule development process and provide relevant enrollment information to department chairs, program directors, and faculty so that the scheduling of classes will support the needs of students, reflect enrollment trends, and meet workforce and community needs. Together with the Assistant Superintendent/Vice President, Instruction, division deans support faculty in developing, reviewing, and updating curriculum, and provide guidance regarding compliance with *California Code of Regulations, Title 5* and requirements of the California Community Colleges Chancellor's Office (CCCCO).

The Faculty Senate President and Vice President meet regularly with the Superintendent/President; Assistant Superintendent/Vice President, Instruction; and division deans, as necessary ([IVA-96](#)). At its weekly meeting, the Faculty Senate ratifies the recommendations of the Curriculum Committee and hears reports from the various councils and committees ([IVA-97](#)). The Faculty Senate President and Assistant Superintendent/Vice President, Instruction deliver regular reports at Governing Board meetings, where other faculty and academic administrators add reports as needed. Reports by each Assistant Superintendent/Vice President and each constituent group leader, including the Vice President, Instruction, Faculty Senate President, and PFF Co-Presidents, are standing agenda items at every regular Governing Board meeting ([IVA-98](#)).

Analysis and Evaluation

Faculty maintain effective leadership and participation in shared governance, particularly in the areas outlined in the 10+1+1. Faculty perspective is reflected in the curriculum and PRP processes and through all Faculty Senate areas of purview. Faculty are represented on the Policies and Procedures Committee, which undertakes review of all College BPs and APs in an organized cycle. The Faculty Senate continually advocates for faculty participation and inclusion

in governance structures and maintains effective reporting structures related to curriculum and programs. These include transparent and readily available communication of curriculum actions, agendas, and minutes; a feedback cycle that provides ample time for input from the campus community; and strengthened and improved policies and practices related to curriculum development.

Educational administrators oversee the operations of instructional and learning support programs and participate in governance councils and committees, often serving as chairs. The PRP process provides for faculty review and evaluation of programs and services, followed by administrator review and approval of program plans.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College is committed to the inclusion of diverse perspectives in participatory governance. Board Policy (BP) 2510 Participation in Local Decision Making begins by stating that “the Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and participatory governance.” While the Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations, BP 2510 affirms that, by law, the Faculty Senate, Palomar Faculty Federation (PFF), Council of Classified Employees/American Federation of Teachers (CCE/AFT), Administrative Association (AA), Confidential and Supervisory Team (CAST), and students shall participate in the College’s decision-making process. The Faculty Senate is given purview over academic and professional matters, as specified in the 10+1+1, and the roles of the representative unions are described in their respective contracts with the College ([IVA-15](#); [IVA-99](#); [IVA-100](#); [IVA-101](#)).

Each group’s role in the decision-making process is clearly documented and defined, and representatives from each group are given designated seats on relevant councils and committees, as described in the *Palomar College Governance and Administrative Structure Handbook*, which also lists the specific membership composition of every standing council and committee ([IVA-1](#)). The Faculty Senate’s Committee on Committees also maintains an updated master list of council and committee membership that includes the current term for each member ([IVA-58](#)). These formalized roles ensure that diverse perspectives inform every aspect of the College’s institutional improvement plans and priorities and, in turn, facilitate the timely dissemination of information to the campus community. The *Governance and Administrative Structure Handbook* clearly describes the function and reporting process of the shared governance structure, thereby ensuring that all faculty, staff, and student representatives understand their roles.

The systematic reporting processes built into the governance structure ensure timely and consensus-based decision making, as the work and recommendations of operational committees is approved by relevant councils and/or the Faculty Senate before advancing to the Superintendent/President and/or Governing Board for final approval. The use of BoardDocs by planning councils and institutional committees ensures that all members of the campus

community have timely access to the decision-making process and are given ample opportunity to respond, as needed ([IVA-102](#)).

One of the areas of focus for the Governance Task Force (GTF) was the participation of constituents in shared governance, including the composition of the proposed new councils and the roles of council members. One major goal was to make the workload of participation clearly defined and manageable. Constituent representation is one of the most complex aspects of the proposed new design. Two models were considered, one based on equal representation of constituent groups, the other ensuring adequate expertise on each council. Ultimately, a hybrid approach was taken that balances representation with expertise by including both constituent group representation and role/expertise representation on many of the new Councils, with additional non-voting advisory positions on the College Council to ensure expertise ([IVA-67](#); [IVA-103](#)). The GTF was tasked with developing a new handbook, now called the *Palomar College Governance Structure and Participation Handbook*, which clearly delineates the recommendation and consensus-building processes ([IVA-26](#); [IVA-104](#); [IVA-69](#)).

Analysis and Evaluation

The College ensures that the diverse voices of all constituency groups are integrated throughout its governance structure. In addition to established BPs and APs, the College works closely with all constituencies to maintain an equitable and collegial workplace. Administration, faculty, staff, and students are represented throughout the governance structure, which is organized to foster the free flow of information and facilitate equitable decision making on all issues related to the College. The *Palomar College Governance and Administrative Structure Handbook* describes the roles and responsibilities of constituents and council/committee members.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The decision-making processes that take place within the shared governance structure are documented in Administrative Procedure (AP) 2510 Participation in Local Decision Making, which identifies the Governing Board as the final authority for governance at the College and delegates authority to the Superintendent/President, who in turn solicits and receives input through the shared governance decision-making process. The Superintendent/President chairs the Strategic Planning Council (SPC), which is the College's principal participatory governance body. The various bodies that report to SPC, namely councils, standing committees, subcommittees, ad hoc committees, and task forces, are outlined in the policy ([IVA-47](#)).

AP 2510 states that it is the role of council chairs to “report progress on their objectives and activities at each SPC meeting and to provide communication within the governance structure” ([IVA-47](#)). In particular, “each Council/Committee/Task Force chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure. The process for presenting items first for information, then for action at a subsequent meeting shall be followed, thus allowing sufficient time for discussion. Allowance will be made for suspending this process when deemed appropriate by a majority.”

All governance meetings are public, and all individuals and groups have an opportunity to be heard in accordance with the Brown Act. Written minutes are prepared for all governance

meetings and are available to the public on the websites of the respective governance bodies and/or through BoardDocs, which is used by the Faculty Senate, SPC, all governance councils, the Governing Board, and several standing committees. BoardDocs allows the public increased and easy access to all agendas, minutes, and related items ([IVA-102](#)).

Outside of the communication of decisions coming from the current system of shared governance, there have been impressive developments in terms of overall communication across campus. Historically, the President's Office has issued weekly email communications to share current initiatives. More recently, as the College responded to the COVID-19 pandemic and the majority of faculty, staff, and administrative work shifted to remote work environments, the President's Office has been issuing daily updates containing information on state and regional decisions that impact the College ([IVA-45](#)). The President's Office also sends monthly emails to students with links to relevant resources ([IVA-46](#)). Content regarding initiatives, policies, procedures, and guidance related to the COVID-19 pandemic is housed in communication libraries for students and employees on the COVID-19 website ([IVA-105](#)).

The College has hosted campus wide updates to share information about initiatives that are being undertaken to address its fiscal challenges. These include bi-monthly state of the budget meetings, which are recorded, distributed on-demand, and posted to the Fiscal Stewardship website ([IVA-106](#)). The Zoom meeting platform has been used by the Student Health Center and Emergency Operation Center teams to update the campus about COVID-19 during weekly meetings. Most recently, the administration initiated semi-monthly question and answer sessions with students. Over 100 students participated in the first two sessions, which were moderated by the Associated Student Government (ASG) President and featured representatives from across the College answering questions and discussing challenges faced by students ([IVA-107](#)).

Analysis and Evaluation

The College has established policies to ensure that its decision-making processes are documented, organized, transparent, and widely distributed. The roles of all constituents and governing bodies are outlined in AP 2510, which describes the recommendation process, instructs that "written minutes will be prepared for all governance meetings," and determines that "agendas, minutes, reports, and other work products of all governance committees and other groups involved in governance should be made readily accessible to all interested parties." The College has established methods for assuring effective communication throughout the campus community, which includes the posting of meeting agendas, minutes, and other documents to respective governance body websites and/or to BoardDocs. Additional campus-wide email correspondence from the Superintendent/President and various governance bodies and other parties ensures that the entire campus community, including students, receive timely and useful information about College operations.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College regularly evaluates its governance and decision-making policies, procedures, and processes through a structured cycle and communicates the results of these evaluations per

Administrative Procedure (AP) 2510 Participation in Local Decision Making ([IVA-47](#)). Prior to 2017, the Office of Institutional Research and Planning (IR&P) assisted councils in conducting surveys of their effectiveness and analyzing results. Each council completed an annual survey to assess its effectiveness and the broader effectiveness of the shared governance structure and processes. Results were shared with council chairs and reports were provided to council members ([IVA-23](#)). Survey results were mixed. In recent years, the College has moved to engage in a deeper review and analysis of its participatory governance structure.

In 2017 and again in 2019, the College used an Institutional Effectiveness Partnership Initiative (IEPI) grant, which was awarded by the California Community Colleges Chancellor's Office (CCCCO), to improve upon institutional practices, including participatory governance ([IVA-108](#); [IVA-109](#)). As part of the first grant (2017), IR&P administered an institution-wide survey to assess employees' perception of opportunities to participate in the governance process and evaluate the effectiveness of decision-making communication from councils to the campus. Several actions, such as the adoption of BoardDocs for standardizing agendas and communication, were taken as a result of this work ([IVA-110](#)).

After reviewing survey results, the College concluded that employees believed there was a need not only to make improvements in the communication process, but to consider revising the overall governance structure. As a result, the College applied for a second IEPI grant in 2019 to support a Governance Task Force (GTF) that would thoughtfully evaluate and redesign the governance structure ([IVA-109](#)). The GTF, which consisted of equal representation from all constituent groups, completed an in-depth evaluation of the current governance structure that involved analyzing the results of the employee survey, drawing a finer distinction between governance and operations, and reviewing the governance structures of other community colleges. The GTF developed a new *Palomar College Governance Structure and Participation Handbook* to describe the philosophy of shared governance and the role of all constituent groups participating in it. It also proposed a new governance structure based on functional areas/topics rather than divisions to better distinguish governance from operations. The new structure encourages participation from all constituents through a hybrid approach that balances constituent representation with representation from designated experts ([IVA-27](#)).

The GTF shared the proposed *Handbook* and structure broadly with the campus community and sought feedback from several colleagues engaged in the College's Diversity, Equity, and Inclusion (DEI) work ([IVA-111](#); [IVA-112](#); [IVA-113](#); [IVA-114](#); [IVA-115](#)). Their recommendations led to further refinements in language and proposed membership in governance groups. The Strategic Planning Council (SPC) approved the new *Handbook* and structure in fall 2020 and full implementation is planned for fall 2021 ([IVA-26](#)). In order to move efficiently from approval to implementation, the current governance structure remains in effect during the spring 2021 semester, while transition teams made up of representatives from the new councils further refine and identify subcommittees and roles ([IVA-116](#)).

The Policies and Procedures Committee reviews Board Policies (BPs) and APs on a regular cycle. In addition to this regular review, any member of the College community may submit a recommendation for a new policy or to revise an existing policy. The recommendation process is outlined in AP 2410 ([IVA-60](#)). BP/AP 2510 were most recently reviewed and approved in May 2021 ([IVA-15](#); [IVA-47](#)). The new participatory governance structure eliminates the current unilateral Policies and Procedures Committee. Instead, each of the governance councils is responsible for addressing policies and procedures relevant to that council.

Analysis and Evaluation

The College's leadership roles and governance and decision-making policies, procedures, and processes are regularly evaluated to ensure their integrity and effectiveness. In the past, IR&P worked with councils and committees to analyze survey results and other indicators to gauge the effectiveness of the College's governance practices. The results of these evaluations were used as the basis for improvement, as highlighted by the work of the GTF and the overhaul of the governance structure to address the results of governance evaluations.

The work of the GTF is an example of an authentic evaluation of the College's most critical structures and processes. The result of the GTF's work is a revised governance structure and evaluation process that will increase the effectiveness and communication of the College's shared governance work. The proposed structure contains a detailed process and timeline for each council to engage in reflection and evidence-based self-assessment.

The College's soon-to-be retired governance structure was in place for more than twenty years. While ongoing evaluations led to refinements, the new structure represents a wholesale revision to the councils and committees and an emphasis on eliminating redundancy, clarifying differences between governance and operations, and standardizing documentation and communication of governance work through BoardDocs. It is critical that the College Council establish ongoing formative and summative reviews of the governance structure and integrated planning cycles once it is operating. An in-depth formative review should take place after the first year of implementation, with recommendations for refinement and adjustment as needed. A summative review should take place within three years of the implementation.

Conclusion

The College has established Board Policies (BPs) and Administrative Procedures (APs) that clearly outline its leadership and governance structure. All major constituent groups, including students, are represented throughout the shared governance structure. Together, BP/AP 2510 Participation in Local Decision Making and the *Palomar College Governance and Administrative Structure Handbook* explain the roles and membership of all standing councils and committees. They also describe the processes for decision making and identify other channels for members of the College to make recommendations to relevant governing bodies.

Responsibility for recommendations relating to curriculum and student learning programs and services is shared among faculty and administrators. The Curriculum Committee is comprised of a majority faculty membership and is co-chaired by a Faculty Senate designee and the Assistant Superintendent/Vice President, Instruction. It also includes each divisional dean and an associate dean. Administrators, faculty, and staff are all involved in the functioning of student learning programs and services, which are regularly reviewed through the Program Review and Planning (PRP) process.

The decision-making process for all major governing bodies is clearly defined and communicated to the campus community. All meetings are open to the public and public comments are welcomed in accordance with the Brown Act. Meeting agendas, minutes, and other relevant items are publicly available on the College website and/or through BoardDocs, and additional email communications by the Superintendent/President, Faculty Senate, Palomar Faculty Federation (PFF), and other groups ensure that other relevant information is disseminated regularly to the campus community.

The College regularly evaluates its policies, procedures, and processes in order to foster improvement. Proposed changes, like the new governance structure, are widely communicated to the campus community and extensive input from all constituencies is carefully considered. The College has a demonstrable record of making major institutional improvements based on rigorous evaluation and collective decision making.

Evidence List

Number	Name
IVA-1	Governance Structure Handbook
IVA-2	Strategic Planning Council Structure
IVA-3	Finance and Administrative Services Planning Council Structure
IVA-4	Human Resource Services Planning Council Structure
IVA-5	Instructional Planning Council Structure
IVA-6	Student Service Planning Council Structure
IVA-7	Student Success and Equity Structure
IVA-8	Operational Committees
IVA-9	Budget Committee Structure
IVA-10	Budget Committee Minutes 5/25/21
IVA-11	SPC Sample Meeting Minutes 2018-19 Action on Council Recommendations
IVA-12	BP 3100 Organizational Structure
IVA-13	AP 3100 Organizational Structure
IVA-14	President's Office Webpage - Governance and Planning Councils
IVA-15	BP 2510 Participation in Local Decision Making
IVA-16	Integrated Planning Model
IVA-17	AB 705 Work Group Purpose and Membership
IVA-18	The Telescope 4/18/21 - Chatbot
IVA-19	Overview and Timeline - Governance Structure Process and Revision
IVA-20	SPC Minutes 9/17/19 - Governance
IVA-21	Governance Task Force Membership
IVA-22	SPC Minutes 10/1/19 - Governance
IVA-23	Governance Survey Report 2017
IVA-24	Governance Task Force Notes
IVA-25	Governance Structure Flow Chart 2021
IVA-26	SPC Minutes 12/1/20 - Governance
IVA-27	New Governance Structure Handbook
IVA-28	Governance Council Minutes and Agendas Spring 2021
IVA-29	Institutional Effectiveness Council Structure
IVA-30	Equity Education and Student Success Council Structure
IVA-31	Employees, Community, and Communication Council Structure
IVA-32	Infrastructure and Sustainability Council Structure
IVA-33	Guided Pathways Webpage
IVA-34	Plenary Agendas - Guided Pathways
IVA-35	Guided Pathways Newsletters
IVA-36	Guided Pathways Input Form
IVA-37	Professional Development Committee Minutes May 25, 2021 - Caring Campus

Number	Name
IVA-38	Workforce, Community & Continuing Education Webpage - Military Leadership Apprenticeship Program
IVA-39	Palomar News 7/9/20 - Military Leadership Apprenticeship Program Launch
IVA-40	New Program Application - Military Leadership
IVA-41	Program Summary - Military Leadership
IVA-42	Pathways Webpage - Credit for Prior Learning
IVA-43	Campus Feedback - Cost Saving Ideas
IVA-44	Budget Communication - Budget Workshop
IVA-45	President's Sample Daily Updates
IVA-46	President's Email to Students
IVA-47	AP 2510 Participation in Local Decision Making
IVA-48	BP 3250 Institutional Planning
IVA-49	AP 3250 Institutional Planning
IVA-50	PFF Collective Bargaining Agreement
IVA-51	Draft Constitution and Bylaws CCE AFT Local 4522
IVA-52	CCE Call to Serve Sample Email
IVA-53	CCE Presentation - "Get Involved"
IVA-54	AA Constitution - Article IV Committee Representatives
IVA-55	CAST Webpage
IVA-56	ASG Webpage
IVA-57	ASG Constitution
IVA-58	Council and Committee Membership
IVA-59	BP 2410 Board Policies and Administrative Procedures
IVA-60	AP 2410 Board Policies and Administrative Procedures
IVA-61	BP 6200 Budget Preparation
IVA-62	AP 6200 Budget Preparation
IVA-63	BP 6250 Budget Management
IVA-64	AP 6250 Budget Management
IVA-65	BP 6300 Fiscal Management
IVA-66	AP 6300 Fiscal Management
IVA-67	Governance Structure Handbook - Constituency Groups: Types and Roles
IVA-68	Governance Structure Handbook - Roles of Council Members
IVA-69	Governance Structure Handbook - Processes for Recommendations
IVA-70	BP 7120 Recruitment and Hiring
IVA-71	BP 4020 Program, Curriculum, and Course Development
IVA-72	BP 4022 Curricular Matters
IVA-73	BP 3200 Accreditation
IVA-74	Curriculum Committee Structure
IVA-75	AP 4020 Program, Curriculum, and Course Development
IVA-76	BP 4021 Program Development Revitalization and/or Discontinuance
IVA-77	AP 4021 Program Development Revitalization and/or Discontinuance
IVA-78	BP 4225 Repetition of Courses
IVA-79	AP 4225 Repetition of Courses
IVA-80	BP 4260 Prerequisites Corequisites and Advisories
IVA-81	AP 4260 Prerequisites Co-requisites and Advisories

Number	Name
IVA-82	The COR Curriculum Reference Guide
IVA-83	Curriculum Webpage - Program Development
IVA-84	California Community Colleges Curriculum Webpage
IVA-85	IPC Meeting Minutes 10/23/19 - New Program Subcommittee Recommendations
IVA-86	Curriculum Approval Process
IVA-87	Tutoring Services PRP 2020-21
IVA-88	MSE Division PRP 2018-19
IVA-89	Instructional Divisional Organizational Charts
IVA-90	Instructional Dean Job Description
IVA-91	Automotive Technology PRP 2020-21
IVA-92	Geology PRP 2020-21
IVA-93	DRC PRP 2020-21
IVA-94	PRP Form and Process Refinement Meetings
IVA-95	PRP Revision Meeting Notes 2020-21
IVA-96	President's Calendar of Meetings
IVA-97	Sample Faculty Senate Minutes 2020-21 - Curriculum Action
IVA-98	Governing Board Sample Minutes - Reports from Constituencies
IVA-99	Faculty Senate Constitution
IVA-100	PFF Collective Bargaining Agreement
IVA-101	CCE/AFT Bargaining Agreement
IVA-102	Screenshot of Councils
IVA-103	Governance Structure Handbook - Governance Groups
IVA-104	Governance Structure Handbook - Consensus Building in Governance Councils
IVA-105	Covid-19 Website
IVA-106	Fiscal Stewardship Webpage - State of the Budget Reports
IVA-107	Student COVID Q&A Sessions Videos
IVA-108	IEPI Grant Agreement 2017
IVA-109	IEPI Grant Agreement 2019
IVA-110	IEPI Progress Report Final 2017 Grant
IVA-111	Campus Forum February - Governance Structure
IVA-112	Faculty Senate Agenda 11/2/20 - Governance
IVA-113	IPC Meeting Minutes 10/28/20 - Governance
IVA-114	Open Forums Invitation - Participatory Governance
IVA-115	Campus Feedback - Governance
IVA-116	College Council Agenda 5/27/21 - Governance Transition

Standard IV.B: Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Per Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President the Superintendent/President, the Governing Board delegates the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action to the Superintendent/President (CEO) ([IVB-1](#)). According to the job description, the primary roles of the Superintendent/President are to “oversee the administration of the College and the District; assure the College is administered in accordance with the policies adopted by the Governing Board; maintain community, legislative and external College relations; develop strategic plans; assure fiscal responsibility and provide overall leadership to the College programs and activities” ([IVB-2](#)).

Chapter Two of the Board Policies, titled “Governing Board,” contains policies that further detail the selection, succession, and evaluation of the Superintendent/President to ensure the hiring of qualified candidates, timely replacement of the position when vacated, and evaluation of the Superintendent/President to measure performance and adherence to Board Policies. These include BP 2431 Superintendent/President Selection, BP 2432 Superintendent/President Succession, and BP 2435 Evaluation of the Superintendent/President ([IVB-3](#); [IVB-4](#); [IVB-5](#)).

The Superintendent/President provides effective leadership in all College areas, including planning, organizing, budgeting, selecting and developing personnel, and evaluating institutional effectiveness.

Planning

The Superintendent/President leads the overall planning of the College and serves as the Chair of the Strategic Planning Council (SPC), the principal governance body that is charged with approving all College planning and making recommendations to the Governing Board. SPC oversees the Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), including the Educational Master Plan (EMP), Facilities Master Plan, bond measures and planning, the Strategic Plan. It also reviews all College plans that are overseen by SPC’s reporting councils, such as fiscal plans, technology plans, Guided Pathways and Vision for Success (VfS) Goals, Accreditation Standards, and the Equity Plan ([IVB-6](#); [IVB-7](#); [IVB-8](#); [IVB-9](#); [IVB-10](#); [IVB-11](#); [IVB-12](#)).

Organizing

The Superintendent/President meets weekly with the Executive Cabinet (comprised of the Superintendent/President, the Assistant Superintendents/Vice Presidents, and the Superintendent/President’s direct reports) to receive updates from and provide guidance to each of their direct reports. The Executive Cabinet consists of the Assistant Superintendents/Vice Presidents of Finance and Administrative Services, Human Resource Services, Instruction, and Student Services; Senior Director, Planning, Research, Institutional Effectiveness, and Grants; the Executive Director of the Palomar College Foundation; and the Public Information Officer (PIO).

In addition, the Superintendent/President meets regularly with constituency group leadership to provide direction to divisions, departments, and employee groups ([IVB-13](#)).

Budgeting, and Selecting and Developing Personnel

Per BP/AP 6100 Delegation of Authority, Business and Fiscal Affairs, the Superintendent/President delegates responsibility for budget oversight to the Assistant Superintendent/Vice President, Finance and Administrative Services ([IVB-14](#); [IVB-15](#); [IVB-16](#)). The selection and development of personnel is delegated to the Assistant Superintendent/Vice President, Human Resource Services (HRS) ([IVB-17](#)). The development of personnel is supported by the Professional Development (PD) program and a PD Committee that reports to the Human Resource Services Planning Council (HRSPC) and meets bi-weekly to design PD opportunities for faculty and staff ([IVB-18](#); [IVB-19](#); [IVB-20](#)).

The Superintendent/President meets with all the vice presidents and other direct reports in weekly Executive Cabinet meetings to discuss high-level administrative matters including, but not limited to, the College's budget, finances, and staffing needs. They also meet weekly with representatives of Fiscal Services and HRS for negotiations planning.

In 2019, the College contracted with the Fiscal Crisis and Management Assistance Team (FCMAT) to assess the fiscal health of the College. As a result of this assessment, the College adopted a plan to ensure its fiscal health and assembled a leadership team to implement it. The Superintendent/President meets monthly with this leadership team to review and monitor progress.

Assessing Institutional Effectiveness

The Senior Director, Planning, Research, Institutional Effectiveness, and Grants reports to the Superintendent/President. The reporting relationship communicates the importance of a culture of evidence and data-guided decision making to support student learning. The Senior Director implements an annual research agenda that includes the preparation and distribution of institutional effectiveness (IE) metrics and performance evaluations relating to the College's locally aligned VfS student outcomes goals, institution-set standards, and stretch goals ([IVB-21](#)). As a member of the President's Executive Cabinet and the SPC, the Senior Director assists the Superintendent/President in the facilitation and implementation of the IPM. Most recently, a new Diversity, Equity, and Inclusion (DEI) website and dashboard have been created to monitor progress on the College's efforts to implement an antiracist framework ([IVB-22](#); [IVB-23](#)).

Communication to the Campus

The Superintendent/President is intent on maintaining clear and consistent communication with the Governing Board, campus community, and community at large, in accordance with the CEO job description ([IVB-2](#)). Communication includes monthly meetings with Trustees; monthly reports to the Governing Board that include highlights from each division; pre-Board meetings with the President and Vice President of the Board and representatives from all constituent groups; and monthly all-campus State of the Budget meetings that provide detailed information about the College's fiscal outlook ([IVB-14](#)).

The Superintendent/President also oversees the Public Affairs Office, a part of the Executive Cabinet, which facilitates additional communication to the campus and surrounding community.

Campus news is shared with the community via multiple channels, including the Palomar News e-newsletter, the Palomar News website, social media (Facebook and Twitter), and through a monthly Three Minutes of News e-newsletter ([IVB-24](#); [IVB-25](#); [IVB-26](#)). The Director of Marketing, Communications, and Public Affairs manages the production and distribution of the College's annual report ([IVB-27](#)). The Superintendent/President posts a monthly Report to the Board on the President's Office website and links to information on accreditation and strategic planning ([IVB-28](#); [IVB-29](#)).

In July of 2018, the Board instituted a new Board Report to the Community to summarize activities taking place at Palomar. The reports are distributed to the campus community as well as regional leaders and are made available on the Governing Board website ([IVB-30](#)). The Palomar College Foundation hosts an annual Community Showcase to provide a State of the College Report to internal and external stakeholders ([IVB-31](#)). The intent of the College Mission is clear in all electronic and in-person communications to the Board, campus, and community ([IVB-32](#)).

The Superintendent/President sends daily email updates to campus personnel that include new initiatives, legislative changes, updates to new and evolving campus programs, and recognition of "Palomar Champions" who have done exceptional work for the College. These emails showcase not only individual, departmental, program, and institutional successes, but also communicate and demonstrate institutional values and goals like transparency, inclusion, and innovation ([IVB-33](#)).

Communication from the Superintendent/President has increased during the COVID-19 pandemic. Weekly Zoom meetings, for example, have been held to provide an "in-person" update from the Emergency Operations Center (EOC) ([IVB-34](#)). These meetings highlight local and state level data and provide evidence for the Superintendent/President to consider in decision making. They also provide an opportunity for attendees to ask questions and share stories, thus serving not only as a source of data driven decision making, but of community building during the pandemic. Communication to students has also increased with monthly emails to students from the Superintendent/President ([IVB-35](#)).

Analysis and Evaluation

The Superintendent/President has primary responsibility for the quality and operation of the College. They provide effective leadership and regularly communicate with the campus and community with clarity and transparency, in collaboration with the Public Affairs Office. Messaging focuses on student success and institutional effectiveness, promotes a culture of student learning, highlights program and institutional achievements, and recognizes employees for contributions that support the College Mission.

The Superintendent/President leads the College's planning efforts as the Chair of SPC and meets regularly with the Executive Cabinet and all constituency groups to facilitate effective budgeting and organizing practices. Per BP/AP 6100, the Superintendent/President delegates responsibility for budget oversight to the Assistant Superintendent/Vice President, Finance and Administrative Services.

The Superintendent/President also works closely with the Senior Director, Planning, Research, Institutional Effectiveness, and Grants to ensure that institutional effectiveness is regularly assessed.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President is responsible for leadership and the overall structure of the College, which includes four divisions (Finance and Administrative Services; Human Resource Services; Instruction; and Student Services) and other areas that report directly to the President's Office, including the Public Affairs Office, the Palomar College Foundation, and the Office of Institutional Research and Planning (IR&P). The Superintendent/President delegates responsibility and oversight to the Assistant Superintendents/Vice Presidents of each division, the Faculty Senate, and other parties as needed, per Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President and BP/Administrative Procedure (AP) 2510 Participation in Local Decision Making ([IVB-1](#); [IVB-36](#); [IVB-37](#)).

The Executive Cabinet meets weekly to discuss current projects, trending issues, and other matters. Other regular monthly meetings are held with various constituencies to discuss staffing, finances, planning, and other matters. Information is regularly shared with the campus community and feedback is solicited from all constituencies ([IVB-13](#)).

The College has policies and procedures that provide for the delegation of authority from the Superintendent/President to administrators and others, consistent with their roles and responsibilities. These include BP/AP 6100 Delegation of Authority, Business and Fiscal Affairs and BP/AP 7110 Delegation of Authority ([IVB-14](#); [IVB-15](#); [IVB-38](#); [IVB-39](#)). The Superintendent/President is responsible for maintaining an organizational structure that delineates lines of responsibility and prescribes the general duties of employees within the College, per BP 3100 Organizational Structure ([IVB-40](#)).

The College's Staffing Master Plan, one of the College's three master plans, is developed primarily by Human Resource Services (HRS), but the Strategic Planning Council (SPC), which is chaired by the Superintendent/President, has ultimate responsibility for the Plan's design and implementation ([IVB-41](#); [IVB-42](#)). The Superintendent/President works with the Assistant Superintendents/Vice Presidents to review and prioritize positions in alignment with the College's plans and priorities quarterly ([IVB-43](#)). Additional information on assuring staffing levels appropriate to the College's size and complexity can be found in [Standard III.A](#).

Analysis and Evaluation

The Superintendent/President oversees the administrative structure of the College and delegates responsibility appropriately to ensure effective administration. The College's organizational structure is evaluated annually to ensure that it meets the purpose, size, and complexities of the institution. The Superintendent/President includes campus leadership and constituency groups when appropriate to facilitate improvements to the overall functioning of the College.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- a. establishing a collegial process that sets values, goals, and priorities;**
- b. ensuring the college sets institutional performance standards for student achievement;**
- c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- e. ensuring that the allocation of resources supports and improves learning and achievement; and**
- f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Superintendent/President uses established Board Policies (BPs) and Administrative Procedures (APs) to guide improvements in the teaching and learning environment and is responsible for leading the planning and operations of the College. They delegate appropriate authority to administrators in areas including, but not limited to, Fiscal and Administrative Services, Human Resource Services (HRS), Instruction, Student Services, the Faculty Senate, and the Office of Institutional Research & Planning (IR&P) ([IVB-14](#); [IVB-15](#); [IVB-38](#); [IVB-39](#)).

BP/AP 2510 Participation in Local Decision Making codifies the College's commitment to participatory governance. AP 2510 explains that "the Governing Board delegates authority to the Superintendent/ President who in turn solicits and receives input through the shared governance decision-making process." In short, the Superintendent/President is responsible for establishing and evaluating the collegial processes by which constituents consider and then recommend the College's values, goals, and priorities ([IVB-36](#); [IVB-37](#)).

The Superintendent/President chairs the Strategic Planning Council (SPC), which sets and implements the College's values, goals, and priorities through the Integrated Planning, Evaluation and Resource Allocation Decision-Making Model (IPM). SPC also oversees the development of the Master Plan (which includes the Educational and Facilities Master Plans) and the Strategic Plan (a three-year plan focused on institutional improvement) ([IVB-6](#); [IVB-44](#)). As part of the IPM, the Strategic Plan documents the College's goals and objectives over a three-year time frame. The Strategic Plan's focus is on improving institutional effectiveness and student outcomes and is aligned with other College plans and initiatives, such as the Strategic Enrollment Management (SEM) Plan, the Equity Plan, and Guided Pathways ([IVB-45](#); [IVB-46](#); [IVB-47](#); [IVB-48](#); [IVB-49](#); [IVB-50](#)).

The Superintendent/President and SPC review the College's institution-set standards and student achievement data annually, such as Palomar's locally aligned Vision for Success (VfS) goals ([IVB-51](#)). SPC recommends updates to the standards and stretch goals based on the data provided. After review, the Strategic Plan's goals and objectives are refined and updated. Plans and goals that require Board approval move forward from SPC as recommendations to the Superintendent/President to either accept and move forward, return for more discussion, or decline.

Recently, under the interim Superintendent/President's leadership, the IPM was revised to more clearly align planning with resource allocation decisions. The College's Strategic Plan and Program Review and Planning (PRP) process now lead to recommendations for funding and are considered and prioritized as part of the budget development process ([IVB-52](#); [IVB-53](#); [IVB-44](#)).

As part of the IPM, the College's PRP process is informed by the Strategic Plan. Taking place at the unit level, the PRP process is designed to lead to improvement in the teaching and learning environment. College programs/units complete their PRPs over a three-year cycle by evaluating their performance and then developing a three-year plan. Once the plan is developed and aligned to the Strategic Plan, programs/units identify resources needed to implement their plans. These resources include staffing, technology, facility needs, and equipment. Requests for resources are moved forward and considered for allocation based on available budget through a prioritization process that seeks input from faculty, staff, and the Budget Committee ([IVB-54](#)).

The Superintendent/President is responsible for monitoring the impact of institutional planning efforts and evaluating the IPM. As the chair of SPC, the Superintendent/President utilizes the governance process to complete this work. SPC reviews progress on the Strategic Plan and SEM Plan ([IVB-55](#); [IVB-56](#)). Evaluation of the planning process is built into the IPM and planning cycles. Research analysts from IR&P also serve as advisors on councils and committees that rely heavily on student success and institutional effectiveness data, such as the Guided Pathways workgroup and the Student Success and Equity Council (SSEC), to provide and interpret the data that drives the decision-making of these bodies ([IVB-57](#)). IR&P reports to the Superintendent/President to ensure that all planning and evaluation processes rely on high quality research. The Senior Director of Planning, Research, Effectiveness, and Grants sits on the SPC and supports the Superintendent/President as they lead the College's planning and evaluation process ([IVB-22](#)).

Analysis and Evaluation

Through established policies and procedures, the Superintendent/President guides institutional improvement of the teaching and learning environment. To this end, the Board has delegated authority to the Superintendent/President to lead the planning and operations of the College. Through appropriate delegation, the Superintendent/President assures that all operations and governance bodies are focused on providing quality instruction and student support services that are appropriate to higher education and aligned with the College's Vision, Mission, and Values.

As chair of the SPC, the Superintendent/President facilitates the implementation of the College's Integrated Planning Model (IPM). Research and analysis of internal and external conditions guide all plan development. Institutional performance standards and goals for student achievement, such as the College's locally aligned Vision for Success (VfS) goals, are incorporated into institutional plans. The outcomes of the planning process guide resource allocation decisions at all levels. A significant outcome of this work, which has been led by the Superintendent/President, is the successful realization of the College's long-range educational and facilities master plan, including full implementation of a \$654 million bond initiative.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President has the primary leadership role for accreditation, ensuring that the College is compliant with accreditation processes and ACCJC standards, as well as with the independent accreditation requirements for certain instructional programs. Per BP 3200 Accreditation, the Superintendent/President keeps the Governing Board apprised of matters related to accreditation, involves the Board in the accreditation process where appropriate, and provides the Board with a summary of accreditation reports and actions to be taken in response ([IVB-58](#)).

The Superintendent/President appoints and delegates responsibility of accreditation-related matters to the Accreditation Liaison Officer (ALO), who is the College's Senior Director of Planning, Research, Institutional Effectiveness, and Grants. The ALO reports directly to and meets regularly with the Superintendent/President to discuss the accreditation process and needs of the College. The Superintendent/President has included a standing item on the Strategic Planning Council (SPC) agenda to keep the Council updated on all matters related to accreditation. Each of the completed accreditation reports is presented to SPC for first and second reading prior to being sent to the Governing Board for approval ([IVB-59](#); [IVB-60](#)). The Institutional Self-Evaluation Report (ISER) must receive approval from the Governing Board before submission to ACCJC ([IVB-61](#)).

As a formal group within the participatory governance structure, the Accreditation Steering Committee (ASC) oversees the planning, guidance, and preparation of all reports to ACCJC and is responsible for coordinating and organizing content for accreditation reports and site visits; making recommendations on any issues related to accreditation; maintaining currency with Accreditation Standards and procedures; and communicating and distributing information related to Standards and procedures to the College community. The ASC is comprised of representation from all College planning councils and constituency groups, and the ASG ([IVB-62](#)).

To support the Accreditation Steering Committee (ASC), the College has created the Accreditation Writing Leadership Team (AWLT). AWLT is comprised of the ALO, ASC Tri-Chairs (one member from administration, faculty, and classified staff, respectively), and members of the College selected by the Tri-Chairs for their expertise in relevant areas. AWLT provides overall preparation for the comprehensive Self-Evaluation, Midterm Report, and other report requirements from ACCJC, along with self-identified actionable improvement plans ([IVB-61](#)). AWLT meets twice monthly to prepare accreditation reports and provide structure to accreditation processes.

AWLT is intentional in fostering campus-wide accreditation participation from all constituency groups, especially for the ISER. It provides ISER updates and trainings to all planning councils leading up to each ISER and drafts a campus-wide newsletter, "The Accreditation Update," to teach the campus community about the purpose of accreditation, familiarize them with ACCJC standards, provide progress reports on accreditation processes, and engage them in activities to support learning about accreditation ([IVB-63](#)). AWLT also recruits participation on ISER writing teams to reflect the perspectives of all constituency groups ([IVB-64](#)).

Unique to Palomar is the position of Accreditation Coordinator. In order to ensure adequate support for the College's efforts in meeting and exceeding Accreditation Standards, the College created the permanent full-time position of Accreditation Coordinator in 2018. The position provides support to the ALO, the ASC, and accreditation writing teams by developing and monitoring timelines and organizing workflow and structure for report development. The Accreditation Coordinator is also responsible for other tasks including, but not limited to, coordinating, organizing, and supporting accreditation processes; maintaining the accreditation website and accreditation updates to the campus; assisting in training college staff on accreditation processes and standards; and providing assistance to support student learning outcomes (SLOs) and service area outcomes (SAOs) ([IVB-65](#); [IVB-66](#); [IVB-67](#); [IVB-63](#); [IVB-68](#)).

Analysis and Evaluation

The Superintendent/President has the primary leadership role for accreditation and delegates responsibility to the ALO. The Superintendent/President meets regularly with the ALO to provide direction on accreditation matters throughout the College, including policy changes from ACCJC, accreditation updates to the Governing Board, and institutional processes that ensure that the College meets or exceeds Accreditation Standards. Faculty, staff, and administrative leaders also have responsibility for assuring compliance with accreditation requirements.

The College has made significant strides in weaving accreditation into the culture of the College by incorporating Standards into each of the planning councils, with presentations to councils on Standards and processes leading up to the ISER; maintaining campus-wide constituency group representation on the ASC and ISER writing teams; leading accreditation trainings for the Governing Board and ISER writing teams; and distributing bi-monthly newsletters to the campus community.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent/President has the executive responsibility for administering the policies adopted by the Governing Board and executing all Board decisions requiring administrative action. They also ensure compliance with all relevant laws and regulations and ensure that required reports are submitted in a timely fashion. The Superintendent/President provides regular communication to the Strategic Planning Council (SPC) and the Governing Board on statutory and compliance expectations for informed decision making. Decision making by governance bodies aligns with the College Mission, as is evident in the respective charges of the Board and planning councils ([IVB-1](#)).

The College subscribes to the Community College League of California (CCLC) policy updates service, which provides institutions with recommended policy updates in response to updated laws and regulations ([IVB-69](#); [IVB-70](#); [IVB-71](#)). Board Policy (BP) and Administrative Procedure (AP) recommendations by the CCLC are reviewed by the Policies and Procedures Committee, chaired by the Superintendent/President, which decides what changes should be brought to the Board for approval.

The Superintendent/President has the authority to establish and supervise the College's general business procedures to ensure effective controls of budget and expenditures. They also ensure that all transactions and operations are legal, in accordance with state regulations, and in compliance with the *California Community Colleges Budget and Accounting Manual* ([IVB-14](#)). The Superintendent/President delegates this authority to the Assistant Superintendent/Vice President, Finance and Administrative Services ([IVB-15](#)). The Superintendent/President meets weekly with the Executive Cabinet to ensure that planning and operations align with laws and regulations and to ensure effective budget and expenditure controls. The Superintendent/President also meets with the leadership working to implement the College's fiscal health plan.

Analysis and Evaluation

The Superintendent/President works closely with the Assistant Superintendents/Vice Presidents, SPC, and the Governing Board to ensure effective budget control and that all statutes, regulations, policies, and practices are properly implemented and are consistent, effective, and in alignment with the College Mission. Duties relating to this role are codified in BP 2430 Delegation of Authority to the Superintendent/President.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President is a visible and active leader in the community and maintains regular and effective communication with communities served by the institution ([IVB-2](#)). For example, they serve as a member of regional and local organizations to support partnerships aimed at improving student success. One such group is the San Diego and Imperial Counties Community Colleges Association (SDICCCA), which aims to identify issues of concern and implement programs to benefit projects in the region. SDICCCA is a collaboration among six community college districts in a two-county area, representing more than 230,000 students. The ten community college districts work closely with San Diego State University (SDSU), the University of California San Diego (UCSD), California State University San Marcos (CSUSM), and other four-year universities to develop and maintain effective programs that ensure student success, serve the community, and train workers ([IVB-72](#)).

The Superintendent/President meets with the mayors of San Marcos, Escondido, and Vista monthly. These meetings are held to discuss shared initiatives and urgent issues and to provide updates on the College. At least three times per year the Public Information Office schedules a meeting with two county Boards of Supervisors and six mayors who serve constituents within the District. These meetings are collaborative, and discussion covers College initiatives and larger regional concerns such as student housing insecurities, economic and workforce trends, and the state of the county and cities. The Superintendent/President, Trustees, students, and the public information officer (PIO) join other colleges throughout the region at the annual legislative conferences held by the Community College League of California (CCLC) and Association of Community College Trustees. During the conferences, attendees from throughout the region meet with their state and federal elected representatives. Throughout the year, the Public Information Office schedules meetings with state and federal legislators for the Superintendent/President and Trustees to engage one-on-one. The meeting allows for specific advocacy on concerns surrounding community colleges, community college students, and employee relations ([IVB-73](#)).

The Superintendent/President also maintains regular communication and partnerships with the K-12 school districts served by the District, Marine Corps Base Camp Pendleton, multiple universities, the Native American Advisory Council, local industry leaders, and with a college advisory board ([IVB-74](#)).

The Superintendent/President and Palomar College Foundation hold an annual Community Showcase and present a State of the College address to gather support and donations for College programs. The Superintendent/President provides a monthly report to the community that is posted on the Governing Board website and a monthly report to the Board that is posted on the President's Office website ([IVB-32](#); [IVB-28](#)).

Beginning in 2020, the Superintendent/President formed education center advisory groups comprised of community members living within the service areas of each education center. The advisory groups supply input and feedback related to each center's plans and services.

The PIO reports directly to and meets weekly with the Superintendent/President to ensure timely communications to the public through a variety of media outlets (press releases, social media sites, etc.). The Superintendent/President ensures that all requests for information are handled by the PIO or an appropriate senior administrator ([IVB-75](#); [IVB-76](#)). Information on accreditation, bond oversight, and fiscal stewardship is posted to the President's Office website.

Analysis and Evaluation

The Superintendent/President holds membership with several local and regional organizations and provides monthly reports to the Governing Board and to the communities served by the College. All reports to the Governing Board and community are posted to the College website. The College's PIO meets regularly with the Superintendent/President, and communication from the Superintendent/President is presented to the public through various media outlets.

Conclusion

Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President delegates responsibility for the daily operations of the College to the Superintendent/President, whose duties are clearly described in their job description. The Superintendent/President is integrated into the shared governance structure as the chair of the Strategic Planning Council (SPC), the College's principal governing body. They also oversee an Executive Cabinet that meets weekly to discuss important College matters and delegate authority to the Assistant Superintendents/Vice Presidents of each division, the Faculty Senate, and to other parties as needed.

As the chair of SPC, the Superintendent/President has a direct role in leading and overseeing the Master Plan; Strategic Plan; Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM). They are actively engaged in the accreditation process, providing regular updates to the Governing Board, and delegating responsibility to the Accreditation Liaison Officer (ALO). Per BP 2430, the Superintendent/President is responsible for policies adopted by the Board and for executing all decisions made by the Board that require administrative action. This is done in close consultation with SPC and the Assistant Superintendents/Vice Presidents.

The Superintendent/President maintains relationships and regular communication with the communities served by the College and with representatives of those communities, including elected officials, leaders of local K-12 school districts, and presidents of neighboring colleges

and universities. They work closely with the Public Information Officer (PIO) to ensure that all information pertaining to college affairs is communicated regularly to the public.

Evidence List

Number	Name
IVB-1	BP 2430 Delegation of Authority to the Superintendent/President
IVB-2	CEO Job Description
IVB-3	BP 2431 Superintendent/President Selection
IVB-4	BP 2432 Superintendent/President Succession
IVB-5	BP 2435 Evaluation of the Superintendent/President
IVB-6	SPC Governance Structure
IVB-7	SPC Minutes 4/16/19 - Vision for Success
IVB-8	SPC Minutes 9/3/19 - SP 2022
IVB-9	SPC Minutes 9/4/18 - EMP
IVB-10	SPC Minutes 9/4/18 - FMP
IVB-11	SPC Minutes 9/6/16 - Accreditation Reports
IVB-12	SPC Minutes 3/21/17 - Technology Master Plan
IVB-13	President's Calendar of Meetings
IVB-14	BP 6100 Delegation of Authority, Business, and Fiscal Affairs
IVB-15	AP 6100 Delegation of Authority, Business, and Fiscal Affairs
IVB-16	Vice President, Finance and Administrative Services Job Description
IVB-17	Vice President, Human Resource Services Job Description
IVB-18	Human Resource Services Organizational Structure
IVB-19	PD Curated Courses
IVB-20	Professional Development Committee Sample Minutes 2016-21
IVB-21	Annual Research Agenda
IVB-22	Director Institutional Research, Planning and Grants, Job Description
IVB-23	DEI Webpage and Dashboard
IVB-24	Palomar College News Webpage
IVB-25	Palomar College Sample Social Media Posts
IVB-26	Three Minutes of News Sample Posts
IVB-27	College Annual Report 2019-20
IVB-28	President's Reports to Governing Board
IVB-29	President's Office Webpage
IVB-30	Governing Board Community Report Sample
IVB-31	Community Showcase Agendas 2018-21
IVB-32	Community Showcase News Story Samples
IVB-33	President Daily Updates Samples
IVB-34	COVID Weekly Meeting Invitation
IVB-35	President's Sample Emails to Students 2020-21
IVB-36	BP 2510 Participation in Local Decision-Making
IVB-37	AP 2510 Participation in Local Decision-Making
IVB-38	BP 7110 Delegation of Authority, Human Resources
IVB-39	AP 7110 Delegation of Authority, Human Resources

Number	Name
IVB-40	BP 3100 Organizational Structure
IVB-41	Staffing Master Plan 2018-23
IVB-42	SPC Minutes 11/6/18 - Staffing Master Plan
IVB-43	Hiring Priorities Memo June 2021
IVB-44	Integrated Planning Model
IVB-45	BP 3250 Institutional Planning
IVB-46	AP 3250 Institutional Planning
IVB-47	Strategic Plan 2022
IVB-48	SEM Plan 2020-22
IVB-49	Student Equity Plan 2019-22
IVB-50	Guided Pathways
IVB-51	SPC Minutes 3/15/19 - Integrated Planning
IVB-52	Integrated Planning Budget Memo 5/2021
IVB-53	Prioritized PRP Resource Request List
IVB-54	Raw Data Resource Requests 2020
IVB-55	SPC 2/18/20 - SP and SEM Review
IVB-56	SPC Minutes 3/15/19 - SP and SEM Review
IVB-57	Governance Structures with Research Representation
IVB-58	BP 3200 Accreditation
IVB-59	SPC Minutes 2016-19 - Accreditation Report Review
IVB-60	Governing Board Minutes 2/12/19 - Midterm Report
IVB-61	AP 3200 Accreditation
IVB-62	Accreditation Steering Committee Structure
IVB-63	Accreditation Updates
IVB-64	ISER Writing Team Membership
IVB-65	Accreditation Coordinator Job Description
IVB-66	Accreditation Timeline
IVB-67	Accreditation Webpage
IVB-68	Accreditation Trainings Schedule and Presentation
IVB-69	CCLC Subscription Service Sample
IVB-70	BPs Snapshot in Time
IVB-71	APs Snapshot in Time
IVB-72	SDICCCA
IVB-73	Elected Officials Sample Meetings
IVB-74	MOU Samples
IVB-75	Director, Communication and Marketing Job Description
IVB-76	Public Affairs Webpage - Public Requests for Information

Standard IV.C: Governing Board

IV.C.1: The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Governing Board is comprised of five Trustees elected to four-year terms by voters in the Palomar Community College District. The Board is authorized by state law to establish policies for the College, approve long-range plans and programs, and oversee the administration of the College ([IVC-1](#)). The legal authority of the Governing Board is outlined in Board Policy (BP) 2410 Board Policies and Administrative Procedures ([IVC-2](#)). In addition, BP 2200 Board Duties and Responsibilities defines Board authority and responsibilities in assuring the academic quality, integrity, effectiveness, and financial stability of the College ([IVC-3](#)).

The Policies and Procedures Committee, which was established by the Governing Board, is charged with ensuring that BPs and Administrative Procedures (AP) are regularly reviewed and updated ([IVC-4](#)). All BPs and APs are posted on the College website for public viewing ([IVC-5](#)).

The Governing Board engages in an annual Institutional Effectiveness and Review Cycle. By way of this cycle, the Board establishes annual goals and related tasks that align with the Strategic Plan. The 2020-21 Board goals speak to the College's commitment to maintaining a quality and effective learning environment ([IVC-6](#); [IVC-7](#); [IVC-8](#); [IVC-9](#)).

Analysis and Evaluation

The Governing Board has demonstrated effectiveness in exercising authority over its duties and responsibilities, which are codified in BP 2410 and BP 2200. It addresses institutional quality and academic integrity through the College Mission, BPs, and related planning documents. The Board delegates responsibility to the Policies and Procedures Committee to ensure that all BPs and APs are regularly reviewed and updated. It focuses on continuous improvement by engaging in its own cycle of evaluation and improvement.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Board members are elected officials representing five subdistricts within a geographically large and diverse community. Board composition and election procedures are outlined in Board Policy (BP) 2010 Governing Board Membership and BP 2100 Governing Board Elections ([IVC-10](#); [IVC-11](#)).

The Governing Board acts as a collective entity after full and open discussion of matters relating to college business have taken place and votes have been held. BP 2330 Quorum and Voting states that Board actions require a majority vote for a resolution to pass ([IVC-12](#)). It also identifies resolutions that require a unanimous vote. The practice of acting as a unified and collective voice is supported by BP 2715 Code of Ethics/Standards of Practice, which states that

Governing Board members will work with one another in a spirit of harmony and cooperation despite differences of opinion that may arise during vigorous debates ([IVC-13](#)).

Analysis and Evaluation

The College has policies that establish the Board as an independent policy-making body that serves as the final authority for governance of the institution. Per BP 2715, Board members are charged with voting their honest conviction and not being swayed by partisan bias. The Board accepts split decisions with no negative statements being aired publicly.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Per Board Policy (BP) 2200 Board Duties and Responsibilities, the Governing Board has responsibility for hiring and evaluating the Superintendent/President ([IVC-3](#)). BP 7120 Recruitment and Hiring further outlines hiring provisions ([IVC-14](#)). Per BP 2431 Superintendent/President Selection, the Board establishes a search process that includes, at minimum, 13 components, two of which are a search timeline and recruitment guidelines ([IVC-15](#)). The search committee is comprised of representatives of the various campus constituencies and is responsible for screening and interviewing all qualified candidates ([IVC-16](#)). The committee co-chairs keep the Board informed throughout the process. The Board interviews finalists, selects the Superintendent/President, and enters contract negotiations prior to approving a contract. The Board also appoints an Acting Superintendent/President in accordance with BP 2432 Superintendent/President Succession, if necessary ([IVC-17](#)).

The Board conducts annual evaluations of the Superintendent/President as stipulated in BP 2435 Evaluation of the President ([IVC-18](#)). The process for annual evaluations is developed jointly by the Board and the Superintendent/President and is outlined in the employment contract (Evaluation and Performance Objectives) with the Superintendent/President ([IVC-19](#)). During one or more closed session meetings, the Board reviews the results of its formal performance evaluation with the Superintendent/President ([IVC-20](#)).

Analysis and Evaluation

The Governing Board follows established policies in both selecting and evaluating the Superintendent/President. The Board and Superintendent/President establish mutual goals that support the College Mission, and the Superintendent/President reports to the Board on the institution's performance. The Superintendent/President is evaluated following established procedures.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Governing Board is an independent, policy-making body with five members (or Trustees), each representing defined areas within the District, along with a non-voting Student Trustee

([IVC-10](#); [IVC-21](#)). The Trustees are elected by specific voting districts to help ensure that Governing Board members are familiar with and advocate for the needs of their electorate, as well as the needs of all residents within the District ([IVC-11](#)). Board Policy (BP) 2200 Board Duties and Responsibilities asserts the Board's authority to govern on behalf of the District in accordance with the authority granted and duties defined by California Education Code Section 70902 ([IVC-1](#); [IVC-3](#)). The Governing Board is committed to fulfilling its responsibilities to

- represent the public interest;
- establish policies that define the institutional mission and set prudent, ethical, and legal standards for District operations;
- hire and evaluate the Superintendent/President;
- delegate power and authority to the Superintendent/President to effectively lead the District;
- assure fiscal health and stability;
- monitor institutional performance and educational quality; and
- advocate for and protect the District ([IVC-22](#)).

BP 2715 Code of Ethics/Standards of Practice and BP 2716 Political Activity provide a framework and guidance for preventing undue influence or political pressure ([IVC-13](#); [IVC-23](#)). BP 2716 states that it is unlawful for any elected or appointed member of the Governing Board, as well as employees and District consultants, to use, or permit others to use, public resources for a campaign activity, or personal or other purposes that are not authorized by law.

The public interest is served through regular Governing Board meetings that are open to the public and announced at least ten days in advance. In accordance with the Brown Act and local Board Policy, agendas are posted 72 hours prior to all meetings ([IVC-24](#); [IVC-25](#)). The Board also provides time for public comment at the beginning of meetings. Public comment provides a consistent forum for public interaction with the Board and for voicing community concerns regarding any component of college operations. BP 2345 Right to Public Participation requires the inclusion of public participation at Board meetings ([IVC-26](#)).

Analysis and Evaluation

The Governing Board represents the public interest of all constituents and residents within the College's service area, not simply those within the elected districts of each Trustee. Public feedback on the quality of education and college operations is expressed through public comment at Board meetings and through the Board's consistent adherence to open meeting laws and principles. Minutes of meetings provide examples of public input and comments. A student Trustee is elected to the Board annually.

Policies and procedures on conflict of interest, prohibition of gifts, and ethics and standards of practice define expectations for trustees to act as an independent body. Board meeting agendas and minutes demonstrate that policy matters discussed, actions taken, and information requested for future board discussion are not based on undue influence or pressure but relate directly to policy matters focused on institutional quality and service to students and the community.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Per Board Policy (BP) 2200 Board Duties and Responsibilities, the Board is responsible for defining the College Mission and setting prudent, ethical, and legal standards for District operations ([IVC-3](#)). BP 1200 District Mission articulates the Mission Statement and affirms that it is to be evaluated and reviewed on a regular basis. It was last reviewed by the Board in January 2018. A newly revised Mission Statement moved through the governance process in spring 2021 and is scheduled to be approved by the Board in summer 2021 ([IVC-27](#); [IVC-28](#); [IVC-29](#)). In accordance with BP 2410 Board Policies and Administrative Procedures, the Governing Board establishes policies consistent with the Mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them ([IVC-2](#)). Legal matters are addressed in closed session per BP 2315 Closed Sessions ([IVC-30](#); [IVC-31](#)).

BP 2200 also establishes that the Board is responsible for monitoring institutional performance and educational quality. BP 2715 Code of Ethics/Standards of Practice establishes the Board's responsibility in understanding and evaluating the College's educational programs and business operations ([IVC-3](#); [IVC-13](#); [IVC-32](#); [IVC-33](#)).

BP 4020 Program, Curriculum, and Course Development (revised December 2018) stipulates that College programs and curricula shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IVC-34](#)). Consistent with the College Mission and BP 2510 Participation in Local Decision Making, the Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters ([IVC-35](#)). Academic programs are evaluated regularly through the Curriculum Committee and Program Review and Planning (PRP) processes to ensure quality and currency.

Throughout the year, the Board approves all new courses and programs and all course and program deletions ([IVC-36](#); [IVC-37](#)). BP/Administrative Procedure (AP) 3250 Institutional Planning establish the College's Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model (IPM), which links resources to planning ([IVC-38](#); [IVC-39](#); [IVC-40](#)). Continuous implementation of the College's IPM ensures that ongoing planning, evaluation, and resource allocation are broad-based, integrated, and focused on improving student learning programs and services, as well as institutional structures. The Board monitors the implementation of the IPM ([IVC-41](#)).

Through its annual Institutional Effectiveness and Review Cycle, the Governing Board establishes a set of yearly goals and tasks ([IVC-7](#); [IVC-8](#)). The Board's goals address long-range institutional targets, respond to current issues, and improve Board performance. As part of its annual Self-Evaluation and Effectiveness Review Cycle, the Board monitors progress on its goals and tasks ([IVC-42](#)). The Board's goals are aligned with the Strategic Plan and can be found on its website ([IVC-43](#)).

As part of the annual Institutional Effectiveness and Review Cycle, the Governing Board engages in a yearly institutional effectiveness workshop that includes a discussion and review of the institutional effectiveness metrics the College monitors throughout its planning cycles

([IVC-44](#)). The College has incorporated the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) goals into its set of institutional metrics ([IVC-45](#)). In addition, the College sets and monitors institution-set standards and stretch goals per ACCJC requirements and guidelines. These metrics are clearly identified and discussed as part of the Board's annual institutional effectiveness workshop ([IVC-9](#)). Throughout the year, the Board receives reports (as part of its annual goal setting workshop and as requested) describing work the College is completing to improve student learning and outcomes ([IVC-46](#)).

Additionally, one of the Board's primary responsibilities is to guarantee the institutional integrity and financial health of the College, as described in BP 2200 ([IVC-3](#)). The Board receives quarterly reports on the status of the College budget, reviews and ratifies the College's expenditures, and reviews and approves construction contracts, change orders, and the hiring of contractors ([IVC-47](#); [IVC-48](#); [IVC-49](#); [IVC-50](#); [IVC-51](#)).

The College maintains a dedicated internal auditor position and two annual external audits are performed and presented to the Governing Board ([IVC-52](#); [IVC-53](#); [IVC-54](#); [IVC-55](#)). An external audit is completed on all funds, books, and accounts, and a capital audit is completed annually ([IVC-56](#)). The executive administration oversees compliance with all federal, state, and local policies in relation to student financial aid and other special fiscal programs for which the Board is responsible. Through its fiscal role and related policies, the Board ensures that necessary resources exist to support the quality, integrity, and improvement of student learning programs and services. The Board has actively engaged in reviewing the College's performance in addressing its fiscal health. This has included a Board subcommittee on Budget, as well as participation in workshops detailing the College's fiscal health ([IVC-57](#); [IVC-58](#); [IVC-59](#)).

Analysis and Evaluation

The College has BPs affirming that the Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. The Board approves all new programs and courses and relies upon the Faculty Senate for other academic and professional matters. It oversees the institutional planning process and implementation to ensure that resources are allocated responsibly. These and other relevant functions of the Board are codified in BP 2200. The Board delegates various responsibilities as needed and provides oversight when it does so. It has taken an active role in monitoring and ensuring that the College is appropriately maintaining its fiscal health.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The College publishes its Board Policies (BPs) and Administrative Procedures (APs) on its website. Chapter 2 of the College's policies and procedures define the Board's size, structure, duties, responsibilities, and operating procedures ([IVC-22](#)). Also included in Chapter 2 are policies and procedures relevant to Board membership, elections, vacancies, meetings, policy making and administrative procedures, delegation of authority to the Superintendent/President, code of ethics/standards of practice, education and new Trustee orientation, and self-evaluation.

Analysis and Evaluation

All BPs and APs are posted on the Governing Board website, which is easily accessible through the navigation menu on the homepage of the College website. Chapter 2 of the Board Policies and Procedures outlines the Board's size, duties, responsibilities, structure, and operating procedures.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Policies and Procedures Committee is a standing committee charged with maintaining and evaluating Board Policies (BPs) and Administrative Procedures (APs). The Committee is comprised of representation from each division and each constituency group, as well as one Governing Board member ([IVC-5](#); [IVC-4](#)). The Committee consults biannual updates from the Community College League of California (CCLC) and incorporates recommended changes that are legally required, advised, or suggested as good practice ([IVC-60](#)). All BPs and APs are reviewed for currency and accuracy on a four-year cycle ([IVC-61](#); [IVC-62](#)).

The Policies and Procedures Committee seeks input and recommendations through appropriate groups and advances these recommendations to the Strategic Planning Council (SPC). In some cases, SPC will return the recommendations to the Committee for further revision. After SPC approves revisions, additions, and deletions, recommendations for changes in policy proceed to the Governing Board for approval ([IVC-63](#)). The Committee most recently reviewed/updated the BPs pertaining to the Governing Board in January 2018, and the APs pertaining to the Governing Board in December 2017. The Board also conducts workshops to help train incoming members on BPs and APs ([IVC-64](#)).

BP 2410 Board Policies and Administrative Procedures states that “all Governing Board policies are the responsibility of and established by the Governing Board” and that “the Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission” ([IVC-2](#)). The Board ensures that the approval of any action is in alignment with the College Mission ([IVC-65](#)).

Analysis and Evaluation

The Governing Board adopts policies as authorized by law, in alignment with Accreditation Standards, and/or as determined by the Board to be necessary for the effective and efficient operation of the College. Policies are adopted, revised, or amended at regular Board meetings. The Governing Board adheres to its policies and acknowledges the importance of maintaining their currency. Board minutes reflect adherence to Board Policies. The Board has implemented a system for evaluating and revising its policies on a regular basis.

The Policies and Procedures Committee, which includes a member of the Governing Board, meets monthly and is responsible for ensuring that all policies and procedures are reviewed and updated on a regular basis. The College receives updates from the CCLC twice annually to ensure that BPs and APs are current. Updates are categorized as legally required, legally advised, or suggested as good practice. The College reviews all chapters of its policies and procedures

on a four-year cycle. When the College moves to its new governance structure in fall 2021, the College Council will be responsible for implementing the policies and procedures review cycle.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board has established an institutional focus on continuous quality improvement that aligns with the College Mission. This focus is maintained through adherence to and consultation with Board Policies (BPs), planning documents, and the Board's annual Institutional Effectiveness and Review Cycle. BP 4020 Program, Curriculum, and Course Development states that "programs and curricula of the College shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency" ([IVC-34](#)). The College Mission in place through 2020-21, and the new proposed Mission, define the College's educational purposes, intended student population, and dedication to achieving student learning. The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission ([IVC-65](#)).

As part of its annual Institutional Effectiveness Review and Evaluation Cycle (described fully in [Standard IV.C.10](#)), the Board engages in an annual workshop where it reviews and discusses student performance data and the progress the College is making to address its goals specific to student learning and achievement, such as its locally aligned Vision for Success (VfS) goals, equity goals, and institution-set standards and stretch goals ([IVC-66](#); [IVC-7](#)).

The metrics reviewed follow the student journey, beginning with application and enrollment counts through to student progress measures such as completion of transfer-level math and English, term-to-term persistence, course success rates, student outcome measures such as degrees and certificates earned, and transfer counts to public and private universities. Included in the reports are measures of student equity. While the Board engages in this institutional effectiveness workshop annually, it also receives reports throughout the year focused on student data and performance ([IVC-32](#); [IVC-66](#)). Examples include reports on the results of student surveys, such as surveys on housing, the impact of COVID-19, and student engagement. Often the Board will review and discuss reports specific to student cohorts, such as the Palomar Promise Program ([IVC-67](#)).

As part of its Institutional Effectiveness Review and Evaluation Cycle, the Board considers the information learned during the workshop and throughout the year as it sets its annual goals ([IVC-46](#)). It also assesses its access to and understanding of student achievement data as part of its self-evaluation ([IVC-66](#)).

Analysis and Evaluation

For more than 15 years, the Board has implemented its annual Institutional Effectiveness and Evaluation Cycle. As part of this cycle, the Board engages in an annual workshop where student learning and achievement data are reviewed and discussed. As part of its ongoing review and evaluation, the Board considers this data as it sets annual goals. It also receives and discusses student learning and achievement data throughout the year.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Governing Board is committed to its ongoing development and ensures that new Board members are adequately trained per Board Policy (BP) 2740 Governing Board Member Education and New Trustee Orientation, which is administered by the Superintendent/President ([IVC-68](#)). In 2020, in response to the Board's previous self-evaluation, the College revised its Governing Board orientation and established an extensive onboarding program for new Trustees covering multiple topics over several months, including trainings on *California Code of Regulations, Title 5*, BPs and Administrative Procedures (APs), accreditation, the Brown Act, ethics, and several other topics ([IVC-64](#)). The College also created a Board-specific online curriculum that can be accessed by all members of the campus community through the professional development (PD) training portal ([IVC-69](#)). Further interactive training on legal issues via the Community College League of California (CCLC) has been added to the onboarding package, along with training on antiracism and budget-related topics like structural deficit.

The Governing Board is committed to engaging in workshops and study sessions available through resources provided by the following: CCLC, which holds three conferences each year and maintains an Excellence in Trusteeship Program (ETP) and certification; Association of Community College Trustees (ACCT), which holds an annual conference; ACCJC; Academic Senate for California Community Colleges (ASCCC); Fair Political Practices Commission; and other entities. The Board also attends local, regional, state, and national conferences and trainings, as well as campus PD opportunities and workshops that provide education on California Education Code, Accreditation Standards, and other matters relating specifically to College and Board functions ([IVC-64](#)).

The Board assesses the quality and effectiveness of its PD activities and local, regional, and state workshops as a component of its annual self-evaluation process and its Institutional Effectiveness and Review Cycle ([IVC-70](#); [IVC-7](#)). As a part of the self-evaluation, the Board also identifies areas for PD that support Accreditation Standards, improve institutional effectiveness, and facilitate the achievement of Board goals.

Governing Board elections are held every two years to appoint Trustees to four-year terms. Appointment terms are staggered in order to maintain continuity of leadership as new members are onboarded ([IVC-11](#)). BP/AP 2110 Vacancies on the Governing Board are used to address and fill vacancies on the Board in alignment with California Education Code Sections 5090 et seq. and Government Code Section 1770 ([IVC-71](#); [IVC-72](#)). On April 9, 2019, the Board adopted Resolution 18-21555, which changed the method of election from at-large to by Trustee area ([IVC-73](#)). On May 20, 2019, the California Community Colleges Board of Governors approved Resolution 2019-10 to make the change official.

Analysis and Evaluation

The Governing Board adheres to its own policy of ongoing training and Board development and provides a comprehensive orientation to its newly elected Board members. Members of the Board attend regular trainings/workshops to maintain current knowledge of Board roles and

responsibilities, policies, and Accreditation Standards. The Board also participates in monthly workshops on matters directly related to the College. The College has a mechanism, documented in BP 2100 Board Elections and BP/AP 2110, to ensure the continuity of Board membership via staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Governing Board's evaluation process is defined by Board Policy (BP) 2745 Governing Board Self-Evaluation ([IVC-6](#)) and involves an Institutional Effectiveness and Review Cycle that includes its self-evaluation as one component. The Trustees' cycle includes a review of their own performance as a Board (self-evaluation) and a review of the College's institutional effectiveness as a means of informing the establishment of their goals ([IVC-7](#)). Each year the cycle begins with a workshop where the Board establishes its annual goals and related Board tasks ([IVC-74](#)). The Trustees meet mid-year to review progress on their goals ([IVC-42](#)). During the spring term, the Board engages in an Institutional Effectiveness Workshop, where Trustees review measures of institutional effectiveness, including student enrollment and demographic patterns, student progress, and student achievement outcomes such as degree, certificate, and transfer counts. The workshop also includes a discussion of the College's progress on state accountability metrics and institution-set standards tracked through accreditation ([IVC-32](#); [IVC-33](#)). During the workshop and throughout the year, members of the campus community provide updates to the Board describing strategies the College is employing to address student learning and success. At the end of the academic year, typically in April and May, the Board reviews its self-evaluation instruments and processes and then engages in its self-evaluation ([IVC-76](#)).

As part of the self-evaluation, the Board assesses its own performance in areas such as BPs goals, roles, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board secretary compiles the data and the Superintendent/President and Senior Director, Planning, Research, Institutional Effectiveness, and Grants provide a report of the results to the Board that lists its self-reported accomplishments, strengths, areas for improvement, and items to address in the upcoming year ([IVC-74](#); [IVC-75](#); [IVC-76](#); [IVC-77](#)). Reports are made public through open meetings of the Governing Board and are summarized in the minutes. Areas for improvement and items to address in the upcoming year, along with the Board's institutional effectiveness planning and Accreditation Standards, are referenced when the Board begins its next annual cycles by setting its goals for the upcoming year ([IVC-8](#)).

Analysis and Evaluation

The Board conducts an annual self-evaluation to review performance in accordance with BP 2745 and uses these results to assess its own performance, the academic quality of the College, and institutional effectiveness. The Board uses assessments from its self-evaluation to establish

its goals and related tasks for the upcoming year. Examples of actions taken as result of self-evaluation include increased Board training on its policies and fiscal role.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy (BP) 2715 Code of Ethics/Standards of Practice establishes the Board's Code of Ethics ([IVC-13](#)). The Policy includes expectations for Board practice and a well-defined process to address any violation of the policy. BP 2715 states that violations will be addressed by the Board President, who will first discuss the violation with the relevant Board member to reach a resolution. If a resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc committee comprised of two Board members to examine the matter and recommend further courses of action. Sanctions will be determined by the Board officers (or committee) and may include a recommendation to the Governing Board to censure the Board member. If the Board President is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution.

BP 2715 further states that the Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General.

BP 2710 Conflict of Interest instructs Board members not to engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or is inimical to their duties as an officer of the College ([IVC-78](#)). Administrative Procedure (AP) 2710 Conflict of Interest identifies areas specific to incompatible activity, financial interest, employment, gifts, representation, and contracts in which Board members must not engage ([IVC-79](#)).

Analysis and Evaluation

BP 2715 includes the Board's Code of Ethics, which consists of 12 statements articulating each Board member's responsibility to act in accordance with their oath of office. It also establishes a process for addressing behavior that falls outside the Board's code. BP/AP 2710 define the areas in which a Board member must not engage to ensure there is no real or perceived conflict of interest in the decision making of the Board. The Board reviews these policies regularly.

The Board orientation has been revised to ensure that all members receive a copy of the Code of Ethics as part of their new Trustee information packet. The College has a policy to address any conflicts of interest involving Board members. Any potential conflicts of interest are disclosed, and records of the disclosure are secured. Each year Board members must file a Form 700 with the San Diego County Registrar of Voters to disclose gifts and potential conflicts of interest.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Per Board Policy (BP) 2430 Delegation of Authority to the Superintendent/President, the Board delegates to the Superintendent/President “the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Governing Board requiring administrative action” ([IVC-80](#)). The Superintendent/President provides regular updates to the Governing Board regarding the state of the College, including a monthly written update and reports that are provided at the monthly Board meetings ([IVC-81](#)). The Board also delegates authority to the Superintendent/President in matters related to human resources to “authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed” ([IVC-82](#)). The Superintendent/President meets with each Board member monthly (during the COVID-19 pandemic this has been a phone call or Zoom meeting, in lieu of a personal face-to-face meeting) ([IVC-83](#)). The Board evaluates the Superintendent/President annually ([IVC-18](#)).

Analysis and Evaluation

The Governing Board delegates authority to the Superintendent/President to implement and administer BPs. Through this authority, the Superintendent/President serves as the leader responsible for the development and implementation of all Administrative Procedures (APs) in alignment with adopted BPs.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is both informed about and actively engaged in the accreditation process. It holds accreditation workshops that include training on eligibility requirements, accreditation Standards, and updates on commission policies and accreditation processes ([IVC-84](#)). Per Board Policy (BP)/Administrative Procedure (AP) 3200 Accreditation, the Governing Board receives regular updates on accreditation reports and ACCJC actions or policy updates that impact the College through the Superintendent/President and the Accreditation Liaison Officer (ALO) ([IVC-85](#)). The ALO maintains a standing item on the Superintendent/President’s Report to the Board, which is provided monthly. The Superintendent/President provides updates as part of their report during Board meetings ([IVC-86](#); [IVC-87](#)).

The Board reviews all accreditation reports submitted to ACCJC for approval, including the Institutional Self-Evaluation Report (ISER), Follow-up and Midterm Reports, and substantive change proposals ([IVC-88](#); [IVC-89](#); [IVC-90](#)).

The College includes accreditation recommendations and actionable improvement plans in the Strategic Plan, as well as in the Governing Board Annual Goals ([IVC-91](#); [IVC-92](#); [IVC-93](#); [IVC-8](#)). The Board participates in regular workshops, in which they review and provide feedback on the Strategic Plan and Board Goals ([IVC-94](#)). Per Board Policy (BP) 2745 Governing Board Self-Evaluation, the Board participates in an annual self-evaluation of its roles and functions in the accreditation process ([IVC-95](#); [IVC-33](#)). Board members also attend professional development (PD) opportunities throughout the year, both through in-house/on-campus workshops and regional conferences offering sessions on Accreditation Standards, most specifically those that are related to [Standard IV.C](#). The Board was actively engaged in ACCJC ISER training in February 2020 ([IVC-64](#); [IVC-96](#)).

Analysis and Evaluation

The Governing Board participates in workshops and PD opportunities and receives regular updates to policies and processes related to accreditation. The Board is fully engaged in annual self-evaluation to ensure compliance with Accreditation Standards and to improve institutional efficiency.

Conclusion

The Governing Board is comprised of five elected Trustees and a student representative. Board Policy (BP) 2410 Board Policies and Administrative Procedures outlines the legal authority of the Board, and the Policies and Procedures Committee ensures that BPs and APs are updated regularly. BP 2200 Board Duties and Responsibilities defines Board authority and responsibilities in assuring the academic quality, integrity, effectiveness, and financial stability of the College. BP 2715 Code of Ethics/Standards of Practice describes the Board's obligation to act as a unified body by working cooperatively and collectively supporting Board decisions that have been established by a majority vote. BP 2200 Board Duties and Responsibilities codifies the Board's responsibility for hiring and evaluating the Superintendent/President. BP 2431 Superintendent/President Selection, BP 2435 Evaluation of the Superintendent/President, and AP 7120 Recruitment and Hiring further outline the structured and thorough hiring and evaluation processes.

BP 2715 and BP 2716 Governing Board Member Political Activity outline the Board's ethical obligations, which include refraining from political bias and representing the public interest. BP 2200 affirms that the Board is responsible for assuring institutional performance and educational quality, and BP 2715 affirms that the Board is responsible for understanding and evaluating the College's educational programs and business operations. The Board relies primarily upon the advice and judgment of the Faculty Senate in academic and professional matters and uses its annual Institutional Effectiveness Review and Evaluation Cycle to review student performance data and institutional progress made toward student learning and achievement goals.

New Board members are onboarded in accordance with BP 2740 Governing Board Member Education and New Trustee Orientation by the Superintendent/President and members participate in regular training by attending workshops, conferences, and other events. The Board participates in a regular self-evaluation process and upholds a code of ethics that is codified in BP 2715.

While the Board delegates responsibility for the daily operations of the College to the Superintendent/President, it plays an active part in the accreditation process, focusing on its role as a policy-making Board. This includes evaluating its performance against accreditation

standards, maintaining and understanding Commission policies, and supporting the ongoing accreditation activities of the College.

Evidence List

Number	Name
IVC-1	Education Code 70902
IVC-2	BP 2410 Board Policies and Administrative Procedures
IVC-3	BP 2200 Board Duties and Responsibilities
IVC-4	Policies and Procedures Committee Structure
IVC-5	Governing Board Policies and Procedures Webpage
IVC-6	BP 2745 Governing Board Self-Evaluation
IVC-7	Institutional Effectiveness Review Cycle
IVC-8	Governing Board Goals 2020-21
IVC-9	Institutional Effectiveness Workshops
IVC-10	BP 2010 Governing Board Membership
IVC-11	BP 2100 Governing Board Elections
IVC-12	BP 2330 Quorum and Voting
IVC-13	BP 2715 Code of Ethics/Standards of Practice
IVC-14	BP 7120 Recruitment and Hiring
IVC-15	BP 2431 Superintendent/President Selection
IVC-16	Presidential Search Committee Request and Timeline 2020
IVC-17	BP 2432 Superintendent/President Succession
IVC-18	BP 2435 Evaluation of the Superintendent/President
IVC-19	Governing Board Agenda 7/6/21 - CEO Employment Contract
IVC-20	Superintendent President Performance Instruments
IVC-21	BP 2105 Election of Student Trustee
IVC-22	BP Chapter 2 - Governing Board
IVC-23	BP 2716 Political Activity
IVC-24	BP 2310 Regular Meetings of the Governing Board
IVC-25	BP 2340 Agendas
IVC-26	BP 2345 Right to Public Participation
IVC-27	BP 1200 District Mission
IVC-28	SPC Minutes 5/18/21 - Mission Approval
IVC-29	Governing Board Report 7/6/21
IVC-30	BP 2315 Closed Sessions
IVC-31	Board Sample Agendas - Closed Sessions
IVC-32	Governing Board Minutes 4/20/21 - IE Workshop
IVC-33	Governing Board Presentation 4/20/21 - IE Workshop
IVC-34	BP 4020 Program, Curriculum, and Course Development
IVC-35	BP 2510 Participation in Local Decision Making
IVC-36	Curriculum Approval Process
IVC-37	Governing Board Sample Minutes - Curriculum Actions
IVC-38	BP 3250 Institutional Planning
IVC-39	AP 3250 Institutional Planning

Number	Name
IVC-40	Integrated Planning Model
IVC-41	Governing Board Report 5/4/21
IVC-42	Governing Board Agenda 1/19/21 - Mid Year and End of Year Reports
IVC-43	BP 3000 Antiracism
IVC-44	Institution-set Standards and Stretch Goals
IVC-45	Vision for Success Goals
IVC-46	Governing Board Agenda 4/6/21 - Reports as Requested
IVC-47	Governing Board Minutes 2/2/21- Quarterly Budget Reports
IVC-48	Fiscal Services Webpage - Quarterly Reports
IVC-49	Governing Board Minutes 6/1/21 - Ratification of Agreements
IVC-50	Governing Board Minutes 11/10/20 - Approval of Purchases
IVC-51	Governing Board Minutes 3/3/2 - Construction and Facilities Planning
IVC-52	Internal Auditor Job Description
IVC-53	External Audit Report 2021
IVC-54	External Audit Report 2019
IVC-55	External Audit Report 2018
IVC-56	General Obligation Bond Audit 2020
IVC-57	Governing Board Minutes 3/10/20 - FCMAT
IVC-58	Sample Reports from Fiscal Monitor
IVC-59	Governing Board Minutes 8/17/21 Budget Workshop
IVC-60	Policies and Procedures Sample Meeting Minutes 2016-21
IVC-61	BPs Snapshot in Time
IVC-62	APs Snapshot in Time
IVC-63	Addressing Revisions to Policies and Procedures
IVC-64	Governing Board Onboarding Plan
IVC-65	Palomar College Mission Statement
IVC-66	Governing Board Minutes 2020 Institutional Effectiveness Workshops
IVC-67	Governing Board Sample Minutes
IVC-68	BP 2740 Governing Board Member Education and New Trustee Orientation
IVC-69	Professional Development Portal - Board Trainings
IVC-70	Governing Board Self Evaluation 2021 - Professional Development Assessment
IVC-71	BP 2110 Vacancies on the Governing Board
IVC-72	AP 2110 Vacancies on the Governing Board
IVC-73	Governing Board Minutes 4/9/19 - Public Hearings
IVC-74	Governing Board Minutes 7/20/21 - Year End Report
IVC-75	Governing Board Goal Setting Worksheet Redacted 2021
IVC-76	Governing Board Sample Minutes - 2021 Self Evaluation
IVC-77	Governing Board Sample Minutes - 2018-20 Self Evaluation
IVC-78	BP 2710 Conflict of Interest
IVC-79	AP 2710 Conflict of Interest
IVC-80	BP 2430 Delegation of Authority to Superintendent/President
IVC-81	Job Description Superintendent/President
IVC-82	BP 7110 Delegation of Authority, Human Resources

Number	Name
IVC-83	President's Calendar of Meetings
IVC-84	Governing Board Sample Agendas - Accreditation Workshops
IVC-85	President's Report to Governing Board 12/12/20 - Accreditation
IVC-86	BP 3200 - Accreditation
IVC-87	AP 3200 - Accreditation
IVC-88	Governing Board Minutes 1/22/19
IVC-89	Governing Board Minutes 9/13/16 - Follow-up Report Approval
IVC-90	Accreditation Timeline
IVC-91	Strategic Plan 2022
IVC-92	Strategic Plan 2019 and Action Plan
IVC-93	Strategic Plan 2016 and Action Plan
IVC-94	Board Workshop Minutes 8/25/20 - SP 2022 and Goals Feedback
IVC-95	BP 2745 Governing Board Self-Evaluation
IVC-96	Governing Board Agenda 2/19/20 - ACCJC Training



PALOMAR COMMUNITY COLLEGE DISTRICT

QUALITY FOCUS ESSAY



H. QUALITY FOCUS ESSAY

Introduction of Projects

Palomar College has established significant student completion and equity goals in alignment with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (VfS) ([Vision for Success Goals](#)). As writing teams completed the Institutional Self-Evaluation Report (ISER), they evaluated evidence related to student achievement and success and examined current plans and initiatives intended to affect the College's VfS goals. In partnership with the Assistant Superintendents/Vice Presidents for Instruction and Student Services, the Accreditation Steering Committee (ASC) recommended three projects focused on increasing student completion and transfer. These projects include the following:

- Project #1: Math/English (ME) First - Completion of math and English in the first year
- Project #2: Focus on Completion 1 - Removing Barriers to Degrees
- Project #3: Focus on Completion 2 - Program Pathways to Transfer and Beyond

Data Reflecting Need

Math and English in the First Year

Students must complete their quantitative reasoning and written communication requirements to earn a degree or transfer. In response to the implementation of California Assembly Bill (AB) 705, which seeks to increase completion of math and English in the first year, the College has made significant progress in improving first-year math and English completion rates. Table 22 shows that completion of transfer-level math and English for first-time students has increased from 7.1% to 15.1% over the past four years. Even so, additional efforts are needed to further increase rates and address disparities across race/ethnicity. The College has completed a comprehensive evaluation of the initial implementation of AB 705 and has used these results to make improvements and identify the steps listed in this Quality Focus Essay.

Table 22. *Math and English One-Year Throughput for First-Time Students by Ethnicity*

Ethnicity	Fall 2015-16		Fall 2019-20	
	#	Throughput	#	Throughput
American Indian/Alaska Native	---	---	---	---
Asian	158	22.2%	173	32.9%
Black/African American	190	2.6%	164	5.5%
Filipino	98	17.3%	95	29.5%
Hispanic	2,215	4.7%	2,296	12.1%
Pacific Islander	---	---	---	---
White	1,722	8.1%	1,343	17.1%
Multi Ethnic	296	10.8%	274	20.1%
Total	4,652	7.1%	4,345	15.1%

Source: Office of Institutional Research and Planning Note: Categories with N<40 are suppressed

Completion

Average Units to Completion

According to the CCCC Student Success Metrics Dashboard, in 2018-19 the average number of units for all students who earned an associate degree was 80, which is 33% more than required. Considering that the average unit load of students per semester is nine, this represents at least one year's worth of excess units for many of the College's associate degree earners. As the College continues to implement its Guided Pathways initiative, a focus on establishing clear program pathways with intentional and timely student support is critical.

Students with 60+ Units

Many students who earn 60 units or more leave the College without transferring or receiving a degree or certificate. Table 23 shows the number of students with 60+ units who

- attended the College in 2018-19;
- did not earn a degree, certificate, or transfer; and
- did not return in 2019-20.

Review of this data suggests that the distribution of students disaggregated by ethnicity who earn 60 units or more, yet do not complete, correlates to the overall distribution of the College. While disproportionate impact is not evident, the number of students who earn significant units yet do not earn a degree, certificate, or transfer, requires follow-up and action so any identified barriers may be removed.

Table 23. 2018-19 Former Students with 60+ Units, No Award or Transfer

Ethnicity	60+ Units	
	#	%
American Indian/Alaska Native	11	1.1%
Asian	48	4.8%
Black/African American	18	1.8%
Filipino	32	3.2%
Hispanic	389	39.1%
Pacific Islander	6	0.6%
White	392	39.4%
Multi Ethnic	49	4.9%
Unknown	50	5.0%
Total	995	100.0%

Source: Office of Institutional Research and Planning

Project #1: Math/English (ME) First - Completion of Math and English in the First Year

Background and Overview

The College has made significant progress implementing AB 705 by moving from placement tests as a means for guiding students into their appropriate math and English coursework to using high school performance (i.e., high school GPA and related course success) through a multiple measures approach.

Math

The Math Department has reduced remedial class offerings and adopted a corequisite model to give all students the opportunity to take transfer-level courses during their first year. Two-unit support courses are concurrently offered with certain transfer-level courses to bridge knowledge gaps. To prevent excessive unit accumulation, the Math Department developed an “enhanced model” for a precalculus sequence that includes zero-unit labs for just-in-time support.

Additional remedial support includes free month-long *Bridge* classes for students enrolled in Intermediate Algebra, College Algebra, Statistics, Precalculus, and Calculus. Students who do well in a *Bridge* course can opt out of taking a corequisite class. The Department also introduced *Math Jam*, a week-long workshop series that reviews major math concepts. To help Math faculty transition to the corequisite model, 16 hours of professional development (PD) training is required. Topics include equity, mindset, and active learning pedagogy.

English

The English Department has moved to a corequisite model and eliminated pre-transfer-level composition courses. Students can enroll directly into a transfer-level English course (English 100) or take that same transfer-level course with a two-unit supplemental support corequisite course (English 49).

The English Department also offers Umoja and Puente learning community courses to support the College’s equity goals. Students in those cohorts are provided with extra resources in the form of additional counseling, more instructor interaction, and supplemental tutoring, when possible.

To support the work being done in the classroom, the English Department has established a Community of Practice (CoP) where faculty meet two to three times per semester to discuss approaches for supporting student completion of transfer-level English. A CoP Canvas site provides a forum for faculty to post and access relevant resources and ideas, and also features modules that contain “plug-and-play” activities for its English 100+49 class.

English as a Second Language (ESL)

ESL has moved to a fully accelerated two-year path through academic ESL (shorter than California’s required three-year path). The Department created an ESL 110 transfer-level composition course to support nonnative speakers of English, which received Intersegmental General Education Transfer Curriculum (IGETC) approval for California State University (CSU)/University of California (UC) transferability beginning fall 2020.

The Department also established an ESL Humanities course, which was IGETC approved for CSU/UC Humanities beginning fall 2019. The development of this course is in keeping with another AB 705 recommendation to make high-level ESL classes transferable. The Department stopped using a standardized placement tool and moved to guided self-placement for all ESL classes, and students who have studied in US high schools are able to place directly into ESL transfer-level composition using multiple measures in the same way that they receive math and English placements. ESL has created a five-week summer bridge program designed to help ESL students move ahead more quickly in the ESL sequence, potentially skipping ESL levels/courses in order to advance to transfer-level English at a faster pace.

Evaluation and Planning

The Office of Institutional Research and Planning (IR&P) completed a comprehensive analysis of the initial implementation of AB 705 that examined student placement, enrollment, success rates, and throughput data. The evaluation also included student and faculty surveys addressing all aspects of the process, from communication and understanding of placement, to enrollment decisions, to perceived levels of course preparedness. IR&P has shared results with the AB 705 Subcommittee and workgroup. Results suggest that, while the College has made considerable progress in facilitating student completion of their math and English requirements, there are areas that need to be addressed to further increase student completion.

QFE Project

Qualitative and Quantitative Data

The College will establish goals for throughput rate increases over time and develop strategies for monitoring and achieving these goals. Continual and systematic evaluation will be conducted to include feedback from students, faculty, and the campus community where appropriate. Student progress will be tracked, and satisfaction surveys disseminated according to established timelines. In addition, the action plan calls for ongoing evaluation of student placement and the multiple measures placement rules to ensure that students are placed in courses that support their completion.

Findings from the comprehensive evaluation suggest that students did not understand their placement recommendation and, in some cases, were not sure if they even knew what it was and where/how to find it. In response, the Math Department developed a web placement tool to help students identify the right math course based on their placement and academic path. A significant component of this action plan is to improve communication about math and English placements to new students.

Academic and Student Services Support

The College plans to increase the collaboration, consistency, and sustainability of academic and student support services across all locations. Tutoring data will be collected and analyzed to encourage data-driven decision making related to service redesign and implementation. Tutoring locations will continue to explore new opportunities to improve virtual practices implemented quickly with the onset of COVID-19. A Career Development and College Preparation (CDCP) Certificate will be established to provide training to tutors in order to mainstream tutor training practices and provide an opportunity for students to obtain a professional certificate.

The action plan includes strategies to bridge gaps between Instruction and Student Services. Specifically, the action calls for streamlining the communication processes and strategies used to communicate math/English placements and how these placements apply to overall academic pathways. Communication strategies to support student enrollment and completion in math and English in their first year needs to be integrated into the College's outreach and onboarding processes. Cross-training of hourly employees, such as student tutors, ambassadors, and peer mentors is essential to expand support to students across campus and navigate away from traditional program silos.

Professional Development

Both the English and Math Department plan to continue their PD activities, such as the CoP workshop series (English) and corequisite training (Math), with a focus on equity. Improvement in throughput (completion of transfer-level math and English in the first year) and other data metrics will be established for future discussions and strategies related to program improvement and sustainability.

Action Plan

Activity	Description of Work	Responsible Parties	Timeline
Establish goals for completion of math and English in the first year (ESL to English within two years).	<ul style="list-style-type: none"> •Review baseline data. •Establish goals (include “sub” goals for each discipline that consider disparities of completion across specific equity categories [i.e., disproportionately impacted groups]). •Continue to evaluate math placement rules. •Monitor progress on goals. •Implement strategies for increasing completion of ME in the first year. •Evaluate effectiveness of strategies. 	<ul style="list-style-type: none"> •English, Math, and ESL Chairs •IR&P for data •AB 705 Workgroup 	Fall 2021: Set goals Spring 2022 and ongoing: Implement strategies Fall 2022-Spring 2023: Evaluate impact

Action Plan (cont.)

Activity	Description of Work	Responsible Parties	Timeline
Implement an integrated approach that ensures students understand their placement and encourages completion of math and English in their first year (ME First).	<ul style="list-style-type: none">•Review and update placement information posted on college website to ensure consistency across sources and improve understanding of process and placement.•Integrate Counseling Department into discussions and PD activities related to placement and alignment of courses to pathways.•Ensure student-focused communication to promote an understanding of math and English placements are integrated into student outreach and onboarding activities, with a focus on ME First and alignment of math courses with program pathways. Ensure that ESL students understand the process to review and select appropriate ESL courses.•Integrate math placement information into Palomar College Program Mapper.•Evaluate effectiveness of strategies.	<ul style="list-style-type: none">•English, Math, ESL Counseling Chairs•Instruction Office Mgr•Sr. Dir Enrollment Services•Guided Pathways Pillar Leads•IR&P•AB 705 Workgroup	Fall 2021 – Fall 2022
Ensure that quality tutoring is available to meet students' needs.	<ul style="list-style-type: none">•Task the Tutoring Committee with analyzing practices and delineating core methods.•Regularly evaluate the impact of tutoring on student completion of ME.•Increase pool of peer tutors.	<ul style="list-style-type: none">•Tutoring Committee•Tutoring Center directors, coordinators, and managers•English, Math, ESL chairs	Fall 2021 and ongoing
Develop STEM pilot program to facilitate completion of math requirements for students in STEM.	<ul style="list-style-type: none">•Form a cohort of students with specific cocurricular and support requirements.•Increase connectivity among peers, faculty, industry, and student services.•Evaluate impact of cohort on math completion.	<ul style="list-style-type: none">•Dean of MSE•Dean of Counseling•STEM and Math Center staff	Fall 2021 planning with first cohort start fall 2022. Evaluation spring 2023
Continue to implement equity-focused PD activities to support and increase completion of ME in the first year.	<ul style="list-style-type: none">•Hold 2-3 Community of Practice meetings per semester.•Continue corequisite training.•Evaluate impact of new learning methods on student success.	<ul style="list-style-type: none">•English, Math, Counseling, and ESL chairs and faculty	Fall 2021 and ongoing

Project #2: Focus on Completion 1 - Removing Barriers to Degrees

Background and Overview

The College has identified that students who earn a degree often accumulate 33% more units than needed. Further, many complete a substantial number of units, leave the College without a degree, and either do not return or transfer to another institution. In response, the College has entered into an agreement with the Institute for Higher Education Policy (IHEP) to participate in the Degrees When Due (DWD) Initiative. DWD provides the College with supportive services in reviewing, transforming, and determining tools and resources to establish or enhance current degree reclamation efforts. Through this partnership the College will identify challenges that underserved populations face toward degree completion.

QFE Project

The DWD core team is comprised of Counseling Services, IR&P, and Enrollment Services, with subgroup formations comprised of additional constituents relevant to the initiative. While the program with IHEP lasts only one year, the College has created an action plan to take lessons learned from the initiative and apply them to policies, practices, and procedures that may constitute a barrier for student completion. The College intends to implement a plan that 1) follows up with students who have left the institution without earning their degrees, 2) addresses institutional barriers for completion, and 3) institutionalizes outreach to current students close to completion who may benefit from additional support.

The project will be completed in three phases. In Phase One, or the pilot phase, the College will create and implement a process for engaging an initial cohort of students who have accumulated a significant number of units and left the college without a degree and no record of transfer. This cohort has been identified and an initial degree audit has been completed. In this first phase, the College will establish its process and create an infrastructure for reengaging these students. Specifically, Counseling Services, with support from Enrollment Services and the Evaluations Office, will reach out to students in the pilot cohort to 1) communicate where they are in the degree process, awarding their degree if all requirements are met, 2) provide a path to completion, 3) identify supports to help students reach their goals, and 4) identify barriers and practices the College should address to better support students in completing their degrees.

During Phase Two, the College will identify practices that create systemic barriers for students on their path toward earning their degree or certificate in a timely manner. It will also explore how refinements in policies, processes, and procedures like auto-awards, course substitutions, local degree requirements, addressing holds on students' records, and credit for prior learning (CPL) might facilitate the degree process. The College will work to reengage a second cohort, this time focusing on students who have earned 45 units or more.

During Phase Three, the College will institutionalize its processes for engaging and following up with students who are close to completing their degrees. In particular, the College plans to establish a process by which degree audits are regularly completed and the results are communicated to students along with additional guidance and support. Throughout the project, the College will monitor the impact of student reengagement and changes to policies and procedures on student completion.

Action Plan

Activity	Description of Work	Responsible Parties	Timeline
Identify student cohort for pilot study.	<ul style="list-style-type: none"> •Identify cohort of students who have completed 60+ units without transferring or receiving a degree. •Disaggregate to determine disproportionate impact. •Develop database for collecting information from students and following up with them. 	<ul style="list-style-type: none"> •IR&P 	Completed Spring 2021
Phase I.A: Complete degree audit.	<ul style="list-style-type: none"> •Run degree audit processes for students in pilot cohort. •Identify students eligible for degree. •Identify students close to degree. •Codify approach for enhancing/simplifying running the degree audit procedures. 	<ul style="list-style-type: none"> •Enrollment Services •Records and Evaluation •Counseling 	Spring 2021: Initial run completed Summer 2021-Fall 2021: As needed to guide student follow-up
Phase I.B: Conduct follow up with students in pilot cohort.	<ul style="list-style-type: none"> •Identify strategies for contacting and following up with students in cohort. •Contact students with personalized follow-up depending upon their status (e.g., eligible for an award, close to an award). •Award degree, if eligible. •Reengage students close to degree through updated education planning and enrollment services. •Collect information on barriers for completion. •Develop report documenting barriers. 	<ul style="list-style-type: none"> •DWD Team •Enrollment Services •Records and Evaluation •Counseling 	Summer 2021-Fall 2021
Phase I.C: Develop draft of “auto” award policy and procedures.	<ul style="list-style-type: none"> •Define policy/procedure for auto-awarding degrees/certificate degree awards to eligible students from cohort with the option to opt out. •Implement policy/procedure. •Track effectiveness of auto awards process. 	<ul style="list-style-type: none"> •Enrollment Services •Records and Evaluation •DWD consulting support •College governance 	Summer 2021 - Fall 2021: Draft Spring 2022: Finalize Summer 2022: Implement “auto” award process Summer 2023 and ongoing: Evaluate

Action Plan (cont.)

Activity	Description of Work	Responsible Parties	Timeline
Phase II.A: Follow up on barriers for completion.	<ul style="list-style-type: none">•Review policies/procedures identified as barriers for completion.•Refine, address, or modify policies to remove barriers where appropriate.•Develop and implement strategies for addressing barriers.	<ul style="list-style-type: none">•DWD Team•Appropriate operational and constituent governance groups	Spring 2022 - Spring 2023
Phase II.B: Expand cohort.	<ul style="list-style-type: none">•Expand initial cohort to students who have completed 45+ units or more.•Run degree audit.•Conduct follow up.•Re-engage students close to degree, including updated education planning.•Continue to identify and address barriers to completion.•Codify structure for ongoing follow up with students close to degree (45+ units).	<ul style="list-style-type: none">•DWD Team•Enrollment Services•Records and Evaluations•Counseling	Fall 2022 - Spring 2023
Phase III: Institutionalize degree audit and follow-up practices for students reaching the 45-unit threshold.	<ul style="list-style-type: none">•Institutionalize best practices derived from Phases I & II and apply to current students through the development of a consistent degree audit process and by refining policies and procedures to support student success.	<ul style="list-style-type: none">•Enrollment Services•Records and Evaluation	Spring 2023 and ongoing
Evaluate impact of practices on completion.	<ul style="list-style-type: none">•Evaluate impact of follow-up, removal of barriers, and strategies for reengaging and supporting students.	<ul style="list-style-type: none">•IR&P	Spring 2021-Spring 2024

Project #3: Focus on Completion 2 - Program Pathways to Transfer and Beyond

Background and Overview

In June 2020, the College launched the Palomar Pathways Mapper, a tool that provides the campus community with program course sequences. Palomar Pathways are designed to help students choose a path to an associate degree or certificate, transfer to a four-year institution, or gain the skills needed to start their career. The Palomar Pathways Mapper is an interactive tool to help guide students to a field of study that will help them achieve their educational goals in a reasonable timeframe. Students can review certificate and degree program maps that show them the semester-by-semester course plan by program from start to finish. They can also view information on occupations, careers, salaries, and the demand for workers in their chosen field. The maps represent one possible pathway to completion. To date the College has

established program maps for all its programs and it is working with California State University San Marcos (CSUSM) on the next step to establish seamless pathways to transfer.

To support the CSU Graduation Initiative 2025 goal to increase graduation rates for transfer students, the College Futures Foundation provided grant funding to both the CSUs and California Community Colleges (CCC) to capitalize on the success of the Associate Degree for Transfer (ADT) pathways. The initiative aims to advance the explicit goal of improving partnerships between the CSUs and CCC to increase the percentage of students who transfer with an ADT. The goal of the CSU-CCC Transfer Pathways Mapper Project is to empower and equip faculty, counselors, and advisors with the structure and technical tools needed to improve transfer pathways by making course sequences and requirements for degree programs clear from beginning to end.

To accomplish this goal, faculty, staff, and administrators from both Palomar College and CSUSM are working together to develop digital maps that outline and clarify established ADT pathways and pathways for other high-demand transfer majors between the two campuses. Faculty, staff, and administrators met several times to establish a timeline and plan to accomplish the project's goals. Both institutions worked on two-year maps for ten ADT pathways. Palomar College had already implemented most of its ADT maps in the mapper tool. However, the College had to adjust the maps for CSUSM specific requirements. Once both institutions finalized most of the maps, a meeting was planned to connect faculty members in the specific disciplines from both campuses to review the maps and discuss the courses and requirements.

QFE Project

The Palomar Pathways Mapper tool is nearing completion. Now, the College needs to fully implement the tool, make it visible to students, and build integrated support processes for each Pathway. As part of the QFE action plan, the College will finalize the Mapper tool by adding more videos, developing a better landing page in conjunction with the Academic Technology Resource Center (ATRC) to ensure that students can find it easily, and ensuring its ongoing maintenance.

In addition, the College will build systematic student support around each Palomar Pathway by creating student success teams designed to offer students assistance with advising, financial aid, career counseling, and more. The College will explore the use of Canvas to implement the success teams by identifying team members, creating steps to completion, and evaluating the product. Planning will include implementing marketing and outreach support for both the Mapper and the student success teams.

The College will finalize the development of the CSU-CCC Pathways by starting a communication campaign with CSUSM to inform students that the Mapper will enable them to view their entire four-year pathway from Palomar to CSUSM, thus facilitating a seamless transfer experience. Additional discussions will occur between the two institutions to develop more transfer maps and ensure that more students will remain on the ADT pathway or in a similar major after transfer. Palomar will track the success of students and calculate on-path percentage for students entering the pathway at Palomar College and completing the Bachelor's Degree at CSUSM.

Action Plan

Activity	Description of Work	Responsible Parties	Timeline
Develop Descriptions of Meta Majors and logos for each pathway.	<ul style="list-style-type: none"> •Review Palomar Pathways, research other colleges. 	<ul style="list-style-type: none"> •Pillar 1 leads and advisory group •Creative Services 	Fall 2021 and ongoing
Develop videos.	<ul style="list-style-type: none"> •Write scripts and work with vendor. 	<ul style="list-style-type: none"> •Pillar 1 leads and advisory group •Comevo (software consultant) 	Fall 2021 and ongoing
Work with ATRC on website implementation.	<ul style="list-style-type: none"> •Research other colleges, create a plan. 	<ul style="list-style-type: none"> •Pillar 1 leads and advisory group •ATRC 	Fall 2021 - Spring 2022
Begin discussions about creating Student Success Teams to support Palomar Pathways.	<ul style="list-style-type: none"> •Develop a plan of who, how, and what will be involved in the teams. •Consider how we will assign and pay team members. 	<ul style="list-style-type: none"> •Pillar 1 leads, advisory group, Counseling Dept., financial aid, dept. chairs 	Fall 2021 - Spring 2022
Create and implement student success teams in Canvas.	<ul style="list-style-type: none"> •Develop Canvas shells for each Palomar Pathway and promote to students. 	<ul style="list-style-type: none"> •Pillar 1 leads and advisory group, •ATRC 	Fall 2022 - Spring 2023
Create marketing/outreach plan.	<ul style="list-style-type: none"> •Develop a plan to market the Mapper and transfer pathways to CSUSM. 	<ul style="list-style-type: none"> •Pillar 1 leads and advisory group •Marketing Director •Creative Services •Outreach 	Fall 2021 - Spring 2022
Institutionalization of the Mapper.	<ul style="list-style-type: none"> •Develop a plan to ensure that the Mapper is updated and evaluated regularly. 	<ul style="list-style-type: none"> •VPI •VPSS •Instruction, Curriculum Co-Chair 	Fall 2021 - Spring 2022
Add more transfer maps to the four-year mapper.	<ul style="list-style-type: none"> •Create a next steps plan for adding more transfer maps to the Mapper. 	<ul style="list-style-type: none"> •VPI •Pillar 1 Leads •CSUSM 	Spring 2022 -Spring 2023
Communicate four-year mapper to students.	<ul style="list-style-type: none"> •Create communication campaign. 	<ul style="list-style-type: none"> •Pillar 1 Lead •Marketing Director 	Fall 2022
Track success of students entering and completing Bachelor's Degrees at CSUSM.	<ul style="list-style-type: none"> •Develop a plan to track student success. 	<ul style="list-style-type: none"> •IR&P 	Spring 2023 and ongoing
Evaluate implementation of the Guided Pathways Mapper and Student Success Teams.	<ul style="list-style-type: none"> •Develop and implement a plan to evaluate the impact of the Mapper and Student Success Teams on student completion, transfer, and average unit /time-to-completion. 	<ul style="list-style-type: none"> •IR&P •Pillar 1 Lead 	Spring 2024 and ongoing

Anticipated Impact on Student Learning and Achievement

Taken together, the College expects these three initiatives to result in a significant increase in completion and transfer and a decrease in overall average units and time to completion. By addressing the challenges students face in completing their math and English requirements, the College will place students on a more effective path to completion. If students do not complete their math and English requirements, they cannot earn a degree or transfer; without addressing this barrier and the varying rates of completion across equity categories, the College cannot fully reach its goals of decreasing equity gaps and increasing student completion of degree and transfer. Implementation of the QFE action plan will lead to clear placement processes and communication of placement to students. Integrating ME First messages into the College's outreach and onboarding processes will help students understand and enroll in the right math, English, and ESL courses for their academic pathway. Establishing specific goals to increase throughput rates, implementing improved tutoring and instructional strategies, and including PD and assessment of new teaching and learning methods will support equitable completion.

The College expects the impact of the Degrees When Due (DWD) project to be significant. Through this project the College will learn about and address barriers students face when nearing completion. Addressing these barriers and creating an infrastructure for conducting and communicating the results of degree audits early in students' careers will lead to increased completions and a decreased average number of units to completion.

By partnering with CSUSM to create clear maps and pathways between the College's ADT programs and CSUSM, along with establishing student support teams, the College expects to fully implement its Guided Pathways plans. Ensuring that the pathways are clearly stated and promoted will help students get on the path to completion. Providing student success support teams will help students stay on the path. Overall, this work will increase transfers and decrease average number of units to completion.

Assessment Plan to Evaluate Outcomes

IR&P representatives are embedded within the first two projects and provide support to the third project through the College's Guided Pathways initiative and work. IR&P has established methods and procedures for monitoring student math and English completion throughput rates overall and by equity category. Once throughput goals are established, the rates will be examined by semester and annually and compared to the target or goal. Student and faculty surveys will be administered over time and results will be compared with the baseline survey results captured in the initial AB 705 evaluation. Results will be shared with the Math and English Departments and the AB 705 work groups.

To evaluate the impact of the DWD Project and Project Mapper, the College will continue to monitor outcomes metrics including the average number of units to complete degrees and completion counts. In addition to quantitative metrics, evaluation strategies will include qualitative tools including surveys, which is similar to the approach the College has taken in evaluating its AB 705 implementation. Institutional practices will be refined in response to these results.

APPENDIX:

Palomar College ISER Acronym List

Acronym	Name	Acronym	Name
2FA	Multi-Factor Authentication	ASC	Accrediting Commission for Schools
3PD	Palomar Powered Professional Development Program	ASC	Accreditation Steering Committee
3SP	Student Success and Support Program	ASCCC	Academic Senate for California Community Colleges
AA	Administrative Association	ASC WASC	Accrediting Commission for Schools, Western Association of Schools and Colleges
AA	Associate of Arts Degree	ASG	Associated Student Government
AA-T	Associate of Arts for Transfer Degree	ASL	American Sign Language
AAUP	American Association of University Professors	AS-T	Associate of Science for Transfer Degree
AB	Assembly Bill	ATC	Access Technology Center
ACCJC	Accrediting Commission for Community and Junior Colleges	ATRC	Academic Technology Resource Center
ACCT	Association of Community College Trustees	AV	Audio Visual
ACRL	Association of College and Research Libraries	AWLT	Accreditation Writing Leadership Team
ADA	Americans with Disabilities Act	BAM	Budget and Accounting Manual
ADT	Associate Degree for Transfer	BC	Budget Committee
AED	Automated External Defibrillators	BIPOC	Black, Indigenous, People of Color
AICE	Association of International Credential Evaluators	BP	Board Policy
ALASS	Association of Latinos and Allies for Student Success	CA	Certificate of Achievement
ALO	Accreditation Liaison Officer	CalWORKs	California Work Opportunity and Responsibility to Kids
AP	Administrative Procedure	CARE.	Cooperative Agencies Resources for Education
AP	Advanced Placement	CAST	Confidential and Supervisory Team
APCD	Air Pollution Control District	CBA	Collective Bargaining Agreement
APR	Annual Performance Report	CCAP	College and Career Access Pathways
AS	Associate of Science Degree		

Acronym	Name	Acronym	Name
CCC	California Community Colleges	COVID-19	2019 Novel Coronavirus or 2019-nCoV
CCCAA	California Community College Athletic Association	CP	Certificate of Proficiency
CCCApply	California Community Colleges Apply	CPL	Credit for Prior Learning
CCCCO	California Community Colleges Chancellor's Office	CPPEN	Marine Corps Base Camp Pendleton
CCIA	Community College Internal Auditors	C&RL	College and Research Libraries
CCEAL	Community College Equity Assessment Lab	CRLA	College Learning and Reading Association
CCLC	Community College League of California	CSIT	Computer Science and Information Technology
CCSSE	Community College Survey of Student Engagement	CSU	California State University
CCE	Council of Classified Employees	CSUSM	California State University San Marcos
CCE/AFP	Council of Classified Employees/American Federation of Teachers		Career Technical Education
CDCP	Career Development and College Preparation	CTEE	Career Technical and Extended Education
CDR	Cohort Default Rates	CVC-OEI	California Virtual Campus-Online Education Initiative
CENIC	Corporation for Education Network Initiatives in California	DAS	Division of Apprenticeship Standards
CEO	Chief Executive Officer	DBIA	Design-Build Institute of America
CFT/AFT	California Federation of Teachers/ American Federation of Teachers	DE	Distance Education
CHDV	Child Development	DEI	Diversity, Equity, and Inclusion
C-ID	Course Identification (Numbering System)	DI	Disproportionately Impacted
CLEP	College Level Examination Program	DNS	Domain Name Server
CN	Non-credit Certificate of Completion	DRC	Disability Resource Center
COLA	Cost of Living Adjustment	DSA	Division of the State Architect
COMET	Course Offering Management & Enrollment Toolkit	DSOs	Designated School Officials
CoP	Community of Practice	DWD	Degrees When Due
COR	Course Outlines of Record	EADA	Equity in Athletics Disclosure Act

Acronym	Name	Acronym	Name
EAP	Employee Assistance Program	FYRST	Foster Youth Retention Success and Transition
EBSCO	Elton B. Stephens Company	GASB	Governmental Accounting Standards Board
EEO	Equal Employment Opportunity	GB	Governing Board
EESSC	Education, Equity, and Student Success Council	GE	General Education
EH&S	Environmental Health & Safety	GE/ILO	General Education/Institutional Learning Outcomes
EME	Emergency Medical Education	GIS	Geographic Information Systems
EMP	Educational Master Plan	GP	Guided Pathways
EOPS	Extended Opportunity Programs and Services	GPA	Grade Point Average
ERP	Enterprise Resource Planning	GTF	Governance Task Force
ESL	English as a Second Language	HEERF	Higher Education Emergency Relief Funds
FA&S	Finance and Administrative Services	HRS	Human Resource Services
FASFA	Free Application for Federal Student Aid	HRSPC	Human Resource Services Planning Council
FASPC	Finance and Administrative Services Planning Council	HVAC	Heating, Ventilation, and Air Conditioning
FC	Fallbrook Center	IB	International Baccalaureate
FCMAT	Fiscal Crisis Management Action Team	ICOC	Independent Citizens' Oversight Committee
FEC	Fallbrook Education Center	IE	Institutional Effectiveness
FERPA	Family Educational Rights and Privacy Act	IEHP	Institute for Higher Education Policy
FMP	Facilities Master Plan	IEPI	Institutional Effectiveness Partnership Initiative
FON	Faculty Obligation Number	IGETC	Intersegmental General Education Transfer Curriculum
FRC	Facilities Review Committee	ILL	Interlibrary Loan
FTES	Full-time Equivalent Students	ILO	Institutional Learning Outcomes
FTEF	Full-time Equivalent Faculty	IOP	Improving Online Pathways
FUSION	Facility Utilization Space Inventory Option Net	IPC	Instructional Planning Council

Acronym	Name	Acronym	Name
IPM	Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model	NACCC	National Assessment of Collegiate Campus Climates
IR&P	Institutional Research and Planning	NACES	National Association of Credential Evaluation Services
IS	Information Services	NSF	National Science Foundation
ISER	Institutional Self-Evaluation Report	NURS	Nursing
JPA	Joint Powers Authorities	OEI	Online Education Initiative
LEED	Leadership in Energy and Environmental Design	OMB	Office of Management and Budget
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning	OPEB	Other Post-Employment Benefits
LL	Library and Learning	OPT	Optional Practical Training
LLC	Library and Learning Resource Center	OS	Operating System
LMI	Labor Market Information	PAT	Positive Attendance Tracking
LMS	Learning Management System	PC3H	Pride Center Committee to Combat Hate
LOSC	Learning Outcomes Subcommittee	PCAC	Pacific Coast Athletic Conference
LP	Limited Palomar	PCPD	Palomar College Police Department
LRC	Learning Resource Center	PCTV	Palomar College Television
LSP	Library Systems Platform	PD	Professional Development
MD	Multidisciplinary	PFF	Palomar Faculty Federation
ME	Math/English	PII	Personally Identifiable Information
MIL	Military Leadership	PIO	Public Information Officer
MLP	Military Leadership Apprenticeship Program	POCR	Peer Online Course Review
MSE	Math, Science, and Engineering	POET	Palomar Online Education and Training
MOU	Memorandum of Understanding	Prop M	Proposition M Bond Measure
MQ	Minimum Qualifications	PRP	Program Review and Planning
		PRT	Partnership Resource Team

Acronym	Name	Acronym	Name
QFE	Quality Focus Essay	SOAR	Strengths, Opportunities, Aspirations, and Results
QQ	Quick Questions	SPC	Strategic Planning Council
RAM	Resource Allocation Model	SPPF	Strategic Plan Priority Funding
RBEC	Rancho Bernardo Education Center	SSC	Student Services Center
SAO	Service Area Outcome	SSEC	Student Success and Equity Council
SAOAC	Service Area Outcome Assessment Cycle	SSM	Student Success Metrics
SAP	Satisfactory Academic Progress	SSPC	Student Services Planning Council
SB	Senate Bill	SSSP (3SP)	Student Success and Support Program
SCFF	Student-Centered Funding Formula	STAR	Students Taking Academic Responsibility
SDCOE	San Diego County Office of Education	STEM	Science, Technology, Engineering, and Mathematics
SDICCCA	San Diego and Imperial Counties Community Colleges Association	SWACC	Statewide Association of Community Colleges
SDICCLRC	San Diego and Imperial Counties Community Colleges Learning Resources Cooperative	SWF	Strong Work Force
SDSU	San Diego State University	SWOT	Strength, Weakness, Opportunities, and Threat
SEAL	Success, Equity, Advocacy, Leadership	SWP	Strong Workforce Partnership
SEM	Strategic Enrollment Management	SWPPP	Stormwater Pollution Prevention Plan
SERP	Supplemental Employee Retirement Plan	TABE	Test of Adult Basic Education
SEVIS	Student and Exchange Visitor Information System	TAG	Transfer Admission Guarantee
SEVP	Student Exchange and Visitor Program	TEC	Tenure and Evaluations Committee
SI	Supplemental Instruction	TERB	Tenure & Evaluations Review Board
SI/P	Superintendent/President	TLC	Teaching and Learning Center
SLO	Student Learning Outcomes	TLC-FEC	Teaching and Learning Center – Fallbrook Education Center
SLOAC	Student Learning Outcome Assessment Cycle	TLC-SM	Teaching and Learning Center – San Marcos
		TMP	Technology Master Plan

Acronym	Name	Acronym	Name
TOEFL	Test of English as a Foreign Language	USC	University of Southern California
TRANS	Tax Revenue Anticipation Notes	USC/CCC	University of Southern California/ California Community Colleges
TRIO SSS	Upward Bound, Educational Talent Search, VDI and Student Support Services		Virtual Desktop Infrastructure
UC	University of California	VfS	Vision for Success
UCSD	University of California San Diego	VPFAS	Vice President for Finance and Administrative Services
Umoja	“UNITY” in Swahili	VPN	Virtual Private Network
UPS	Uninterruptible Power Supply	VRC	Vision Resource Center