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2022 Annual Report
Final Submission
04/07/2022

Palomar College
1140 W. Mission Road
San Marcos, CA 92069-1487

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Michelle Barton
3.	Phone number of person preparing report:	760-744-1150 x 2534
4.	E-mail of person preparing report:	mbarton@palomar.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 36,846 2019-20: 35,821 2020-21: 30,239
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-3% -16%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 33,728 2019-20: 32,817 2020-21: 28,761
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. Credit Programs Increased by 50%: Waste Water Technology (WWT) Family and Consumer Sciences (FCS) Credit Programs Decreased by 50%: Welding (WELD) Reading (READ) Physical Science (PHSC) Entertainment Technology (ENTT) Disability Resource (DR) Diesel Mechanics Technology (DMT)	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Do you offer Distance Education?	Yes						
8a.	Total unduplicated headcount enrollment in distance education in last three years:	<table> <tr> <td>2018-19</td> <td>15,301</td> </tr> <tr> <td>2019-20</td> <td>16,023</td> </tr> <tr> <td>2020-21</td> <td>28,423</td> </tr> </table>	2018-19	15,301	2019-20	16,023	2020-21	28,423
2018-19	15,301							
2019-20	16,023							
2020-21	28,423							
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	5% 77%						
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: The College moved predominately to online instruction for 2020-21 due to the pandemic.							

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examination on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	29 %
10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/ . Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."		

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>70 %</td> <td>70 %</td> <td>70 %</td> </tr> </table>	2018-19	2019-20	2020-21	70 %	70 %	70 %
2018-19	2019-20	2020-21						
70 %	70 %	70 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>71 %</td> <td>71 %</td> <td>71 %</td> </tr> </table>	2018-19	2019-20	2020-21	71 %	71 %	71 %
2018-19	2019-20	2020-21						
71 %	71 %	71 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>72 %</td> <td>71 %</td> <td>71 %</td> </tr> </table>	2018-19	2019-20	2020-21	72 %	71 %	71 %
2018-19	2019-20	2020-21						
72 %	71 %	71 %						

13. Additional Instructions and Data Definitions:

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

Certificates

14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,700</td> <td>1,700</td> <td>1,700</td> </tr> </table>	2018-19	2019-20	2020-21	1,700	1,700	1,700
2018-19	2019-20	2020-21						
1,700	1,700	1,700						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>2,300</td> <td>2,300</td> <td>2,300</td> </tr> </table>	2018-19	2019-20	2020-21	2,300	2,300	2,300
2018-19	2019-20	2020-21						
2,300	2,300	2,300						
14c.	List actual number or percentage of certificates:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>2,345</td> <td>2,463</td> <td>2,330</td> </tr> </table>	2018-19	2019-20	2020-21	2,345	2,463	2,330
2018-19	2019-20	2020-21						
2,345	2,463	2,330						

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>1,600</td> <td>1,600</td> <td>1,600</td> </tr> </table>	2018-19	2019-20	2020-21	1,600	1,600	1,600
2018-19	2019-20	2020-21						
1,600	1,600	1,600						

15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		2,000	2,000	2,000
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		2,333	2,470	2,260

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		1,600	1,600	1,600
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		2,000	2,000	2,000
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		1,736	1,802	1,847

Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Nursing	National	85 %	90 %	92.75 %	90.28 %	92.31 %
	Registered Dental Assistant	State	80 %	90 %	100 %	100 %	100 %
	Emergency Medical Technician	National	70 %	100 %	77 %	75 %	74 %
	Paramedics	National	80 %	100 %	89 %	91 %	88 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Nursing	72.26 %	80 %	98.11 %	90 %	100 %
	Dental	72.26 %	80 %	96.15 %	95.24 %	96.15 %
	Emergency Medical Technician	72.26 %	80 %	100 %	84 %	93.94 %
	Paramedics	72.26 %	100 %	83.33 %	79.4 %	79.93 %

19. Additional Instructions and Data Definitions:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.)

Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

20.

Enrollment declines of more than 50% are reflect the impact of COVID to specific career education programs that have been difficult to transition to an online format.

In prior years, the College did not include "EW" grade notations in its calculations of success rates, but it did include "W" grades as an unsuccessful grade per standard methodology. As a result of COVID, the use of "EW" grades increased substantially and in 2020-21 all withdraws were assigned an "EW" grade making it difficult to compare success rates over time. For 2019-20 and 2020-21 only, success rates have been calculated utilizing EW in the denominator.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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