

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Palomar College			
Address:	1140 W. Mission Rd			
ALO name:	Michelle Barton	Phone: 760-744-1150 x2534	Email: mbarton@palomar.edu	

Select the type of Distance Education approval:

- ☒ 50 percent or more of all the institution's students enrolled in at least one course offered through distance education

20,143 Total number of students | 11,362 Total number of students enrolled in at least one distance education course

- ☐ 50 percent or more of all the institution's courses available to be offered in the distance education modality

____ Total number of courses in catalog | ____ Total number of courses, not sections, available to be offered in distance education modality

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

¹ 34 CFR § 602.16(a)

Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

The College's Distance Education (DE) courses and programs increase access and provide opportunities to all community members. Robust DE course offerings support students pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong learning, all of which are reflected in the College's Mission and core values ([Palomar College Mission Statement](#)).

All courses and programs offered, regardless of delivery method, are within the scope of the College's Mission to provide 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 DE courses, adhere to the same standards as traditional face-to-face courses ([BP 4020](#); [AP 4105](#)). As part of its review process, the College has updated AP 4105. At the time of this report, the Curriculum Committee and Faculty Senate have approved the update, and it is under review by the Education, Equity, and Student Success Council. It will go to the College Council in the fall for final approval ([AP 4105 Update](#)).

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 Coordinator before being brought before the Curriculum Committee as part of the curriculum approval process ([Curriculum Approval Process](#)). Through the curriculum development and review process, all courses and programs are reviewed to ensure alignment with the College Mission and are identified as fulfilling at least one area of academic focus. All courses and programs are reviewed and approved by the Curriculum Committee, Faculty Senate, Governing Board, and California Community Colleges Chancellor's Office (CCCCO) ([Curriculum Committee Minutes 6/6/2024](#)).

Describe how distance education will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

The College integrates the review of disaggregated data, including data related to distance education, throughout its planning and continuous improvement cycles.

All instructional and noninstructional programs/units engage in an annual Program Review and Planning (PRP) process ([Instructional Program Review and Planning Website](#); [Non-Instructional Program Review and Planning Website](#); [Completed PRPs Website](#)). 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 (online and on campus). 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 student learning outcome (SLO) reviews are utilized as part of the assessment ([Nursing PRP 2022-23](#); [PRP Sample Disaggregated Data](#)).

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 DE students, and enforcing deadlines with less rigidity ([German PRP 2020-21](#)).

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (*Standard 2.6*).

Any course offered in a hybrid or fully online modality must go through a curricular review process overseen by the Curriculum Committee ([Curriculum Committee Actions February 21, 2024](#)). Faculty who propose that a course be taught in a DE format submit a Distance Education Addendum to the Curriculum Coordinator, who reviews the request to ensure that all learning objectives and other aspects of the course are comparable to those of the face-to-face format and the College's curriculum standards, including those surrounding regular and substantive interaction and accessibility ([Sample Distance Ed Addendum](#)).

Work surrounding distance education is facilitated by the DE Committee, a subcommittee of the Faculty Senate ([Distance Education Committee Structure](#)). The DE Coordinator, who chairs the committee, assists faculty in the design, development, and implementation of information technology ([Faculty Senate Call for Representation - DE Coordinator](#)). The DE Committee also oversees the Peer Online Course Review (POCR) process, which the College uses to identify and badge courses that are considered "Quality Reviewed," meaning they have met the requirements of the CVC Course Design Rubric ([Peer Online Course Review Website](#)). To accompany this process, the College recently launched "Quality Quest," a course specific to Quality Online Course Design to prepare faculty pursuing a POCR badge.

All faculty teaching online must validate their preparedness before being assigned to teach an online course. 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 ([POET](#)).

In 2023-24, the College also hired a full-time faculty instructional designer. The instructional designer assists faculty in the design, development, and on-time delivery of accessible instructional content for all courses, including online and hybrid courses ([Job Announcement Instructional Designer](#)).

As described above, to ensure DE offerings meet student needs and promote equitable student learning and achievement, instructional departments review disaggregated student data as part of the PRP process. In addition, students were surveyed regarding their interest in online, hybrid, and face-to-face courses as part of the College's Vision Planning process ([Vision Plan 2035 Student Survey Summary](#)).

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (*Standard 2.7*).

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 ([Enrollment Services Website](#); [Student Services Website](#); [Financial Aid Website](#); [Social Media Postings](#); [Palomar College Facebook page](#)).

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 ([College Catalog - Student Services](#); [Student Services by Location and Format](#)). Library services are also available onsite and online. When physical library locations are closed, virtual services are available 24/7 through an online consortium called LibChat ([Lib Chat](#)).

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. 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 limited ([Tutoring Services Website](#)). Together, the College's on-site and online tutoring provide access to all students regardless of location or instructional delivery method.

Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors (*Policy on Distance Education and Correspondence Education*).

The College's approach to distance education 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 ([AP 4105; AP 4105 Update](#)).

The Curriculum Committee ensures that all courses, regardless of format, adhere to the same set of standards, and follow all state and federal regulations. To offer courses in a 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 Coordinator before advancing to the Curriculum Committee as part of the curriculum approval process ([Sample Distance Ed Addendum](#)).

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. The CVC-OEI Course Design Rubric establishes standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility ([CVC OEI Course Design Rubric](#)). 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 ([Canvas Modules](#)).

The Tenure and Evaluations Review Board (TERB) has revised online evaluation forms to match the CVC-OEI Course Design Rubric and has improved its process for evaluating faculty teaching online ([TERB Evaluation Process](#)). The College provides ample professional development support through the POET program and adoption of the CVC-OEI rubric, and faculty also have access to the College's full-time instructional designer, who holds expertise in online content delivery.

Describe how the institution authenticates students in distance education courses (*Policy on Distance Education and Correspondence Education*).

Administrative Procedure (AP) 4105 Distance Education specifies the College's process for authenticating students in DE courses ([AP 4105](#), [AP 4105 Update](#)):

"The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the students' identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification."

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).

The College ensures the integrity and quality of its programs and services, including distance education, 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 and AP 7120A Faculty Hiring Procedures ([BP 7120](#); [AP 7120](#), [AP 7120 A](#)). These practices are consistent with all relevant federal and state hiring regulations, including *California Code of Regulations, Title 5*, Sections 53000 et seq., which are the equal employment opportunity regulations for California community colleges.

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 California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) ([CCCCO Minimum Qualifications](#); [CCC Handbook - Minimum Quals for Faculty/Administrators](#)). The College ensures that job descriptions accurately reflect position duties, responsibilities, authority, and teaching skills to support its mission and goals. All faculty job announcements list online teaching as a potential aspect of the teaching assignment and most faculty job announcements include online competency as a preferred qualification ([Full Time Faculty Job Announcement](#)).

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 ([Title 5 53006](#); [Title 5 53022](#)).

Full-time faculty and staff position needs are evaluated by individual programs and requested through the Program Review and Planning (PRP) process ([Instructional PRP Form - Faculty Position Request](#); [Noninstructional PRP Form - Staff Position Request](#)). Staffing needs for part-time faculty are evaluated by individual departments each semester and position announcements are developed and posted in collaboration with Human Resource Services (HRS).

Describe the institution's fiscal resources to support and sustain the distance education modality (Standard 3.4).

The 2023-24 Palomar Community College District Adopted Budget illustrates the College's resources and capacity to build and sustain an exceptional distance education (DE) program ([2023-24 Palomar CCD Adopted Budget](#)).

The College's fiscal resources to support and sustain the DE modality include budget allocations for technology infrastructure, faculty and staff training, student support services, and program development.

The College's on-going budget includes funds for:

Management

- All instructional, student services, and information technology management lead different aspects of DE to ensure it is seamlessly incorporated into the student experience

Faculty

- Instructional Designer at 1.0 FTE, with an emphasis on online and hybrid courses
- DE Coordinator at 0.6 FTE
- Professional Development Coordinator at 0.8 FTE, which includes support for DE
- Compensation for faculty to receive training for accessibility, online teaching, and related activities

Classified Staff support DE as follows:

- Academic Technology Resource Centers (ATRC) for students to receive technical support in online and hybrid courses. Specifically,
 - 2.0 FTE to support Canvas
 - 2.0 FTE to provide student support

Additional fiscal resources support the following:

- A comprehensive library technology lending program, plus a subscription to LibChat for 24/7 library assistance
- Learning Resource Center (LRC) with personnel resources (including online tutoring through NetTutor and Zoom) to support student success in various modalities
- Appropriate technology systems, hardware, and other software to maintain a reliable and robust infrastructure for online learning

The College's financial audit reports can be found on the Fiscal Services Annual Financial Reports website ([Annual Financial Reports Website](#); [Financial Audit 2023](#)).

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

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 that include 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 ([TRACE3 LL Purchase Orders](#)).

The College's distance education (DE) program is supported by the Academic Technology Resource Centers (ATRC) ([Academic Technology Resource Center Website](#)), which facilitate and enhance teaching and learning through the use of technology. For students, the ATRC has a Help Desk with designated space for two full-time Instructional Computer Lab/Helpdesk Specialists who provide in-person, telephone, and email support. ATRC staff, along with the College's instructional designer and Professional Development Office, are housed in the Employee Development and Growth Exchange (EDGE) center. EDGE faculty and staff support the College's DE program by providing a central hub for employees to receive technical support and pursue professional development training in both face-to-face and online formats ([ATRC Professional Development Trainings](#)). The EDGE includes computer workstations, collaborative spaces, and a classroom that can be used by employees for independent or group learning, support, and training.

The College also has several open computer labs at the main campus and at its three main education centers that are designed to support online students' academic needs. These labs offer a wide variety of instructional and productivity software used by students, along with internet access, printing, scanning, and copy services ([Technology Help for Student's Website](#); [Virtual Lab Software](#)). Additionally, the College has ten larger group study rooms available for student use by reservation in the Library and Learning Resource Center (LRC) building. Each of these group student rooms are equipped with a large whiteboard and a desktop computer connected to a simple-to-use audio-visual system that includes a high-resolution web camera and 86" mounted display that can be used for online classes, meetings, or other purposes.

All full-time instructors have either a dedicated desktop computer or a laptop computer (most with either an attached webcam or a docking station that includes a built-in webcam), monitor, and keyboard, and all part-time instructors have access to comparable equipment as needed. Webcams are now standard on all new computers and laptops as they are replaced or updated. Additionally, most classrooms across each of the College's locations have an up-to-date audio-visual system. The College has recently added Hyflex technology, consisting of PTZ cameras and in-ceiling speakers and microphones, to over thirty large classrooms and other instructional areas across the College, which has drastically enhanced hybrid class meetings by allowing remote and in-room participants to engage fully with each other.

Equipment and supplies are available to the DE team as needed. Requests for equipment and supplies by instructional department members are made through the regular technology refresh plan, or through the Program Review and Planning (PRP) process ([Sample PRP with Technology Requests](#)).

Describe the institution's technology resources to support and sustain the distance education modality (Standard 3.9).

The College's technology services are led by Information Services (IS) and the Academic Technology Resource Centers (ATRC) ([Information Services Website](#); [ATRC Website](#)). IS, ATRC, 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 ([PeopleSoft Financials Website](#); [Software Systems Catalog](#)).

Technology services and support for operational functions, academic programs, teaching and learning, and support services are coordinated through a centralized IS Help Desk ([Information Services Website](#)). The IS Help Desk applies standard operating procedures to technical support requests from students, faculty, and staff across all campus locations that include opening work orders and assigning support teams or specific technicians to provide technical assistance when needed.

ATRC uses a work order system to track and manage requests for support ([IS Remedy Report 2022-23](#); [ATRC Work Orders](#)). A dedicated Academic Technology Help Desk team provides direct support to students who need help with the online learning platform. Students have 24/7 support through the Canvas Chat feature and have access to a dedicated lab and onsite or virtual Help Desk team in the ATRC ([Canvas Chat](#)).

The Academic Technology Resource Centers website features key resources for distance education support for both students and faculty ([ATRC Website](#)). It contains information about ATRC staff and how to utilize their support, along with pages dedicated to student and faculty support, help topics, instructions, FAQs, and other extensive resources.

Professional support is provided to faculty and staff through a robust professional development training resource called Palomar Purposeful 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 ([ATRC Professional Development Trainings](#)).

Institutional and instructional software is standardized and maintained at current release/version levels ([IS Maintenance Sheet](#)). Requests for computer lab (including virtual labs) 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.

The Palomar Information Services Team has invested heavily in expanding and maintaining a robust and secure virtual technology environment to support online teaching and learning ([Virtual Technology Environment Login](#)). This architecture includes a virtual network, servers, labs, and clients/workstations where remote access is needed for instruction or class assignments.

The College offers its online tutoring via NetTutor, which connects students with a real, live tutor at their moment of need ([Tutoring Services Website](#)). Students can also access NetTutor asynchronously by submitting questions and returning later for tutor feedback.

The Palomar Online Proctoring Service (POPS) offers faculty and students an online proctoring solution that is less invasive than traditional third-party proctoring programs. POPS provides virtual proctoring for online assessments via Zoom and facilitated by paid in-house proctors ([POPS Website](#)).

Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (*Standard 4.3*).

The college's decision-making structure supports innovation and equitable student outcomes in the distance education modality in several ways. All constituent groups, including students, faculty, staff, and administrators are represented on the College's four councils. Through legislation, the Governing Board relies on the College's Faculty Senate for academic and professional matters ([BP 2510](#)).

The College maintains a hierarchical governance structure that emphasizes diverse representation, effective communication, and efficient decision-making ([Governance Structure and Participation Handbook](#)). The principal governing body is the College Council, which is chaired by the Superintendent/President and represents all constituent groups. The College Council 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. Most recently, the College Council completed the College's long-range educational and facilities vision plan, Vision Plan 2035 ([Vision Plan 2035](#)). This plan identifies the role and importance of distance education in meeting the educational needs of the College.

Four councils 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

Initiatives and innovations that support equitable outcomes in distance education may come through any of the councils. For example, the Equity, Education, and Student Success Council (EESSC) supports and leads innovative campus strategies that strengthen student access, success, and equity. The Instructional Program Review Committee is a joint committee that reports to EESSC and the Faculty Senate. Program Review and Planning (PRP) forms require programs to examine disaggregated data by modality and demographics. The Equity, Education, and Student Success Council completes peer reviews of instructional PRPs and discusses how PRP plans connect to equity and equitable student outcomes.

In addition to the Curriculum Committee, which ensures that all courses adhere to the same standards regardless of instructional modality, the Faculty Senate has an established Distance Education (DE) Committee. This committee coordinates faculty interest in all areas of academic technology and advises the Senate on relevant technology matters. It is charged with:

1. Discussing issues surrounding technology as it relates to student equity (access)
2. Coordinating with faculty on technology governance committees
3. Coordinating with the Curriculum Committee on developing DE courses
4. Discussing pedagogical issues relating to online courses and changes in technology
5. Discussing issues of training for online instructors
6. Advocating for faculty concerns regarding technology
7. Discussing academic and professional issues, such as percentages of faculty and department loads, related to courses taught in non-traditional formats

The College's governance structure centers around collaboration and open communication

throughout the decision-making process. The College's DE program is integrated into its governance structure, ensuring a continued focus on innovation, equity, and access.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).

[Current Student Website](#)

[College Catalog](#)

[Accreditation Website](#)

[Curriculum Website and Sample COR](#)

- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

[BP 5530 Student Complaints and Grievances](#)

[AP 5530 Student Complaints and Grievances](#)

- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
 - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
 - Evidence of timely corrective action taken in response to any Title IV audits or program reviews

See [Policy on Institutional Compliance with Title IV](#)

[Federal Student Aid Experimental Sites](#)

[Independent Auditors Reports on State Compliance 2022 and 2023](#)

[Cohort Default Rate](#)

[Inceptia Performance Report](#)

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.

Evidence

[Palomar College Mission Statement](#)

[BP 4020](#)

AP 4105
AP 4105 Update
Curriculum Approval Process
Curriculum Committee Minutes 6/6/2024
Instructional Program Review and Planning Website
Non-Instructional Program Review and Planning Website
Completed PRPs Website
Nursing PRP 2022-23
PRP Sample Disaggregated Data
German PRP 2020-21
Curriculum Committee Actions February 21, 2024
Sample Distance Ed Addendum
Distance Education Committee Structure
Faculty Senate Call for Representation - DE Coordinator
Peer Online Course Review Website
POET
Job Announcement Instructional Designer
Vision Plan 2035 Student Survey Summary
Enrollment Services Website
Student Services Website
Financial Aid Website
Social Media Postings
Palomar College Facebook page
College Catalog - Student Services
Student Services by Location and Format
Lib Chat
Tutoring Services Website
AP 4105
Sample Distance Ed Addendum
CVC OEI Course Design Rubric
Canvas Modules
TERB Evaluation Process
BP 7120
AP 7120
AP 7120 A
CCCCO Minimum Qualifications
CCC Handbook - Minimum Quals for Faculty/Administrators
Full Time Faculty Job Announcement
Title 5 53006
Title 5 53022
Instructional PRP Form - Faculty Position Request

<u>Noninstructional PRP Form - Staff Position Request</u>
<u>2023-24 Palomar CCD Adopted Budget</u>
<u>Financial Audit 2023</u>
<u>Annual Financial Reports Website</u>
<u>TRACE3 LL Purchase Orders</u>
<u>Academic Technology Resource Center Website</u>
<u>ATRC Professional Development Trainings</u>
<u>Virtual Lab Software</u>
<u>Technology Help for Student's Website</u>
<u>Sample PRP with Technology Requests</u>
<u>ATRC Website</u>
<u>Information Services Website</u>
<u>PeopleSoft Financials Website</u>
<u>Software Systems Catalog</u>
<u>IS Remedy Report 2022-23</u>
<u>ATRC Work Orders</u>
<u>Canvas Chat</u>
<u>Tutoring Services Website</u>
<u>ATRC Professional Development Training</u>
<u>IS Maintenance Sheet</u>
<u>Virtual Technology Environment Login</u>
<u>BP 2510</u>
<u>Palomar Online Proctoring Service</u>
<u>Governance Structure and Participation Handbook</u>
<u>Vision Plan 2035</u>
<u>Current Student Website</u>
<u>College Catalog</u>
<u>Curriculum Website and Sample COR</u>
<u>BP 5530 Student Complaints and Grievances</u>
<u>AP 5530 Student Complaints and Grievances</u>
<u>Federal Student Aid Experimental Sites</u>
<u>Independent Auditors Reports on State Compliance 2022 and 2023</u>
<u>Cohort Default Rate</u>
<u>Inceptia Performance Report</u>