

ACCJC Annual Report 2025 – Palomar College

Due: April 11, 2025

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Palomar College

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5. Total unduplicated headcount enrollment for last three years:

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.

2021-2022

27,518

2022-2023

27,831

2023-2024

29,339

5a. The table below shows an auto-calculation of year-to-year changes in unduplicated headcount for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	27,518	27,831	29,339
% Change from Prior Year:		1.14%	5.42%

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

NA

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2021-2022

26,198

2022-2023

25,939

2023-2024

27,159

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6a. The table below shows an auto-calculation of year-to-year changes in degree-applicable enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	26,198	25,939	27,159
% Change from Prior Year		-0.99%	4.70%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

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.

International Business, Geology, Auto Technicians, and Auto Body have experienced a more than 50% increase.

7. Do you offer Distance Education?

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.

Yes

7a. Total unduplicated headcount enrollment in distance education in last three years:

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 offered 100% in the distance education modality 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.

2021-2022

24,466

2022-2023

19,062

2023-2024

18,954

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7b. The table below shows an auto-calculation of year-to-year changes in distance education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	24,466	19,062	18,954
% Change from Prior Year		-22.09%	-0.57%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

NA

7d. Total unduplicated degree-applicable headcount enrollment in distance education in the last three years:

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 offered 100% in the distance education modality 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.

2021-2022

23,506

2022-2023

18,472

2023-2024

18,539

7e. The table below shows an auto-calculation of year-to-year changes in degree-applicable distant education for your institution based on the data entered on the previous page. If these data are incorrect, you may click the “back” button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:	23,506	18,472	18,531
% Change from Prior Year		-21.42%	0.36%

7f: If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in degree applicable distance education courses in a single year, please explain below. Enter N/A if this does not apply.

NA

7g. % of all students that took at least one degree applicable distance education course:

2021-2022

85.4%

2022-2023

66.2%

2023-2024

63.2%

7h. % of all degree applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2021-2022

69.5%

2022-2023

43.4%

2023-2024

40.0%

8. Do you offer Correspondence Education?

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations 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 7, above).

No

8a. Total unduplicated headcount enrollment in all types of Correspondence Education for last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations 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 7, above).

8b. The table below shows an auto-calculation of year-to-year changes in correspondence education enrollment for your institution based on the data entered on the previous page. If these data are incorrect, you may click the "back" button to revise.

	2021-2022	2022-2023	2023-2024
Reported Headcount:			
% Change from Prior Year		%	%

9a. Does your institution participate in Title IV funding?

Yes

9b: List the current Graduation Rate per the US Education Department College Scorecard. The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's 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."

29

9c: List the current Transfer Rate per the US Education Department College Scorecard. The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, click on View School and scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

N/A

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://www.palomar.edu/for-students-publicly-available-data/>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#)

Score

4

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website? (100 words)

Palomar supports continuous improvement and innovation through our program review process, which provides faculty and staff with access to significant disaggregated data along with training and support on how to analyze and interpret the data. Faculty report on their successes and opportunities through that process.

The College also publicly shares disaggregated data on student demographics, progress, achievement, and completion. However, we recognize the need to improve how we contextualize this data and tell our story as part of the public presentation. Enhancing this narrative will be a focus of our work over the next year.

12. Course Completion Rates

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 18.

	2021-2022	2022-2023	2023-2024
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	70%	71%	71%
12b. List your stretch goal (aspirational) for successful student course completion rate:	71%	71%	72%
12c. List the actual successful student course completion rate:	72%	74%	74%

13. Does your college offer Certificates for 16 or more units/credits?

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

Yes

13a. Type of Institutional-set standard for certificates: (Please select one option from the menu):

Number of certificates

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13. Certificates

	2021-2022	2022-2023	2023-2024
13a. List your Institutional-Set Standard (floor) for certificates:	1700	2000	2000
13b. List your stretch goal (aspirational) for certificates:	2300	2300	2300
13c. List actual number or percentage of certificates:	2141	2098	2299

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14. Type of Institutional set standard for associate degrees: (Please select one option from the menu):

Number of degrees

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

	2021-2022	2022-2023	2023-2024
14a. List your Institutional-Set Standard (floor) for degrees:	2000	2000	2000
14b. List your stretch goal (aspirational) for degrees:	2300	2300	2300
14c. List actual number or percentage of degrees:	2319	2128	2051

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

Does your college offer a Direct Assessment Program? (*Direct Assessment is a form of Competency Based Education as discussed in ACCJC's [Policy on Competency Based Education](#). ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students.*)

No

16. Does your college offer Transfer Programs?

Yes

17a. Type of Institute-set standard for transfers (Please select one option from the menu):

Number of transfers

17. Transfer

	2021-2022	2022-2023	2023-2024
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1600	1600	1600
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2000	2000	2000
17c. List actual number or percentage of students who transfer to a 4-year college/university:	1618	1618	1486

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

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.

Our institution has programs that meet these conditions.

18a. 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

Nursing

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

85

Stretch (Aspirational) Goal (%)

90

2021-2022 Pass Rate

86.05

2022-2023 Pass Rate

96.0

2023-2024 Pass Rate

98.41Program

Dental Assisting

Exam (National, State, Other)

State

Institution-Set Standard (%) (Floor)

80

Stretch (Aspirational) Goal (%)

90

2021-2022 Pass Rate

89.0

2022-2023 Pass Rate

100.0

2023-2024 Pass Rate

100.0

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Program

EMT

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

70

Stretch (Aspirational) Goal (%)

80

2021-2022 Pass Rate

75

2022-2023 Pass Rate

80

2023-2024 Pass Rate

78.8

Program

Paramedics

Exam (National, State, Other)

National

Institution-Set Standard (%) (Floor)

70

Stretch (Aspirational) Goal (%)

100

2021-2022 Pass Rate

91

2022-2023 Pass Rate

88

2023-2024 Pass Rate

82

19. Does your college offer Career and Technical Education Programs?

Yes

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 2022-2023 job placement rate will be the number of students who completed the program in 2021-2022.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-2022, you do not need to report a job placement rate for 2022-2023. 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.

Our institution has programs that meet these conditions.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Business Management

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

80

2021-2022 Job Placement Rate

81.41

2022-2023 Job Placement Rate

73.99

2023-2024 Job Placement Rate

73.72

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Program

Media and Communications

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

75

2021-2022

Job Placement Rate

63.64

2022-2023 Job Placement Rate

73.17

2023-2024 Job Placement Rate

71.93

Program

Information Technology

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

80

2021-2022 Job Placement Rate

84.44

2022-2023 Job Placement Rate

76.92

2023-2024 Job Placement Rate

71.70

Program

Engineering and Industrial Tech

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

85

2021-2022 Job Placement Rate

87.93

2022-2023 Job Placement Rate

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87.35

2023-2024 Job Placement Rate

89.30

Program

Fine and Applied Arts

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

75

2021-2022 Job Placement Rate

62.5

2022-2023 Job Placement Rate

71.88

2023-2024 Job Placement Rate

77.42

Program

Nursing

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

80

2021-2022 Job Placement Rate

91.67

2022-2023 Job Placement Rate

78.95

2023-2024 Job Placement Rate

92.86

Program

Family and Consumer Sciences

Institution-Set Standard (%) (Floor)

72.26

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Stretch (Aspirational) Goal (%)

80

2021-2022 Job Placement Rate

77.66

2022-2023 Job Placement Rate

73.91

2023-2024 Job Placement Rate

75.0

Program

Library Science

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

85

2021-2022 Job Placement Rate

86..6

2022-2023 Job Placement Rate

93.33

2023-2024 Job Placement Rate

76.47

Program

Public and Protective Service

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

85.0

2021-2022 Job Placement Rate

83.24

2022-2023 Job Placement Rate

90.23

2023-2024 Job Placement Rate

85.71

Program

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Social Services

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

85.0

2021-2022 Job Placement Rate

66.67

2022-2023 Job Placement Rate

87.50

2023-2024 Job Placement Rate

77.78Program

Registered Dental Assistant

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

80

2021-2022 Job Placement Rate

82.61

2022-2023 Job Placement Rate

100.00

2023-2024 Job Placement Rate

95.24

Program

Paramedic

Institution-Set Standard (%) (Floor)

72.26

Stretch (Aspirational) Goal (%)

100.0

2021-2022 Job Placement Rate

86.74

2022-2023 Job Placement Rate

92.89

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2023-2024 Job Placement Rate

88.30

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

This year, the college refined its methodology for reporting on distance education counts to include only courses that are 100% online (per the annual report form's instructions).

Also, the Faculty Senate completed its annual review of Palomar's institution-set standards and stretch goals, voting to maintain the current benchmarks. While the Senate considered revising the standard and goal for certificates, they opted to wait one more year to allow for a full three years of data since the last revision. The Senate also explored the possibility of incorporating completion rates alongside existing volume-based standards. As part of Palomar's integrated planning model, the College is developing a four-year completion rate metric. The Senate will revisit the proposed goal after the Planning Council concludes its work.

Both the Senate and the College have noted a decline in transfer volume, which has fallen below the current institution-set standard. This trend is likely a delayed impact of the COVID-19 pandemic on student completions. Given the significant drop in enrollment during the pandemic, the College anticipated that some outcome metrics might decline in subsequent years. The current Educational Vision Plan includes objectives designed to support students in reaching their goals, including transfer. Additionally, the College's Midterm Report due to the commission next year, includes a reflection on efforts to improve outcomes for disproportionately impacted student groups.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved. (max 200 words)

The College has seen an increase in the number of certificates awarded, largely attributed to the implementation of the Military Leadership Program, which offers Credit for Prior Learning (CPL). In addition to CPL, students in the program benefit from structured support services. While not formally designated as a success team, the cohort-based, holistic support model has led to significant student outcomes. Building on this success, the College is now identifying additional program pathways that could benefit from CPL and similar support structures.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle? (max 200 words)

The College is always interested in professional development opportunities related to the accreditation cycle and standards, as well as promising practices that demonstrate how institutions are meeting standards and supporting student outcomes.

Final Step

Thank you for completing the survey. Please take a moment to review your submission. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.

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