



PALOMAR COMMUNITY COLLEGE DISTRICT

ACCREDITATION MIDTERM REPORT MARCH 2026





Midterm Report

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

 _____ Dr. Tina Recalde, Interim Superintendent/President	Mar 9, 2026 Date
 Michelle Barton (Mar 9, 2026 17:05:52 PDT) _____ Michelle Barton, ALO Senior Director, Institutional Effectiveness, Research, Planning, and Grants	Mar 9, 2026 Date
 _____ Beth Pearson, Faculty Senate President	Mar 9, 2026 Date
 Adam Meehan (Mar 9, 2026 17:40:33 PDT) _____ Dr. Adam Meehan, Faculty Tri-Chair	Mar 9, 2026 Date
 Justin Smiley (Mar 10, 2026 07:24:15 PDT) _____ Justin Smiley, Administrative Association/Confidential and Supervisory Team Tri-Chair	Mar 10, 2026 Date
 _____ Cheryl Kearse, Council of Classified Employees Tri-Chair	Mar 10, 2026 Date
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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Since the time of the last comprehensive peer review, the College has worked to implement the self-improvement plans identified in its Institutional Self Evaluation Report. Significant portions of this work are complete, with ongoing progress described below.

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)

In response to Improvement Plan #1, the College convened a cross-functional task force composed of faculty and staff from Information Services, Institutional Research, and Instruction to evaluate assessment platforms ([Governance Structure – Outcomes Technology Taskforce](#)). As a result of this work, the College is finalizing an upgrade of its long-standing Nuventive system to the Nuventive Improvement Platform. This upgrade significantly enhances the College's ability to coordinate, implement, and report on Student Learning Outcomes (SLO) assessment.

To support equity goals, the new platform includes advanced reporting and visualization tools that enable disaggregation of results by student demographics and instructional modality when assessments are completed within Canvas, the College's learning management system (Note: All courses, regardless of modality, have an associated Canvas shell).

As part of the upgrade process, the College reviewed and verified the alignment of SLOs between the curriculum and assessment systems, resulting in a more accurate and centralized documentation process. SLOs are now locked in the Nuventive Improvement Platform and may only be revised through the formal curriculum review and development process. The new system also features improved menus, clearer report labels, and built-in data privacy protections.

To simplify assessment across Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs), the College updated its ILOs and remapped course and program outcomes to ensure alignment ([Mapped Learning Outcomes –ACCT](#)). This remapping was embedded into the Nuventive upgrade, with faculty from across disciplines collaborating to ensure consistent alignment among CLOs, PLOs, and ILOs.

This process has been further streamlined by the use of a new standardized assessment rubric that was approved by the Curriculum Committee in 2024 ([Outcomes Assessment General Rubric; Curriculum Committee Minutes 3/20/2024](#)). When uploaded into Canvas, this rubric can be applied across all courses. With the updated mapping and rubric in place, course-level assessments in Canvas now automatically populate aligned PLOs and ILOs in Nuventive. This replaces the previous model in which outcomes were evaluated independently at each level.

Once the data populates, faculty can reflect on results at the appropriate level and enter their analysis directly into Nuventive. An added benefit is that programs with cross-disciplinary outcomes can now display and reflect on all assigned SLOs in a single, centralized location.

This Canvas-based assessment approach represents a shift from previous practices, where assessments were completed outside the learning management system and later summarized in Nuventive. To support adoption of the new system, the College provided faculty training during the Spring 2025 semester, and a pilot group assessed CLOs using Canvas with guidance from training materials and embedded prompts in both Canvas and Nuventive. Nuventive was also enhanced with reflection prompts to support analysis of overall and disaggregated results ([Nuventive CLO Results Page](#)). Faculty participating in the pilot found the integrated workflow more efficient and accessible. Based on these positive outcomes, the College plans to expand the Canvas-based assessment approach to additional programs and disciplines.

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)

The College hired a new Assistant Superintendent/Vice President of Human Resource Services (VPHRS) in January 2024. The VPHRS has reviewed the College's long-range *Educational and Facilities Vision Plan 2035 (Vision 2035)*. They will work with the Employees, Community, and Communication Council (ECCC) to update the College's Staffing Plan, in alignment with *Vision 2035* and its Equal Employment Opportunity (EEO) Plan. The plan is expected to be completed during the 2025-26 academic year ([Staffing Plan Timeline](#)).

The College has also restructured two of its divisions, Student Services and Instructional Services, to better support student success and institutional effectiveness. The restructuring of Instruction was led by the Assistant Superintendent/Vice President of Instruction (VPI), who conducted extensive public meetings that engaged constituents across the College to gather feedback and recommendations. These meetings were open to all members of the college community to ensure that many perspectives were considered. The VPI met with the Faculty Senate and held meetings with deans, department chairs, and staff within each division to share the feedback and recommendations received. The organizational structures of similar

colleges were also evaluated to inform decision-making and identify best practices ([Instructional Services Design Presentation](#); [Reimagining Instruction Presentation](#)).

The College also created three new leadership roles within Instructional Services: Associate Dean of Nursing, Dean of Library & Learning Resources, and Dean of Instruction ([Governing Board Exhibit Personnel Report 2/4/2025](#); [Governing Board Exhibit Personnel Report 5/14/2024](#); [Governing Board Exhibit Personnel Report 2/13/2024](#)). All three positions received Board approval, and both the Dean of Instruction and Associate Dean of Nursing have now been hired ([Governing Board Exhibit Personnel Report 6/11/2024](#); [Governing Board Exhibit Personnel Report 7/8/2025](#)). To support the restructuring, accompanying support staff positions were added, and two existing manager roles, Media Operations Manager and Arts Operations Manager, were reauthorized.

These developments have been accompanied by a process of transformation and reimagining within the Division of Student Services. The first change was hiring a Dean of Student Life & Leadership after the retirement of the Director of Student Life & Leadership ([Governing Board Exhibit Personnel Report 10/10/2023](#)). Elevating the position to an academic educational administrator and moving the Student Health Center and Behavioral Health Services under the new dean has created a structure that will more effectively foster student engagement on campus by creating a stronger collaboration between the work of the Associated Student Government (ASG) and the Office of Student Life & Leadership surrounding student conduct and basic needs ([Student Services Organizational Structure](#)).

Student Services also made changes in its outreach unit. During the 2023-24 academic year, a new Outreach Manager and three Outreach Specialists were hired, and the College engaged Huron Consulting Group to conduct a comprehensive assessment of the Outreach Department. The consultants identified strengths and opportunities, developed a marketing and outreach strategy, and provided actionable recommendations ([Governing Board Minutes 4/9/2024](#); [Governing Board Presentation 4/9/2024](#)). Key changes already underway include renaming the unit “Office of Student Recruitment,” purchasing Customer Relationship Management (CRM) software to track prospective students, and collaborating with campus partners to create a unified branding message.

Finally, following the retirement of the Senior Director of Enrollment Services in September 2024, Student Services reclassified the position as Dean of Enrollment Services to reflect its expanded scope and strategic significance. The new dean oversees core enrollment functions including Admissions, Financial Aid, Records and Evaluations, Student Recruitment, Veteran Services, Scholarships, International Student Services, Dual Enrollment, and the Palomar Promise program. This change enables a more cohesive and focused approach to enrollment management and supports the College’s efforts to streamline access, improve onboarding processes, and enhance the overall student experience from initial inquiry through enrollment.

As part of its broader organizational review, the College recently hired an interim full-time Center Director for the growing Rancho Bernardo Education Center (previously a shared assignment with the Escondido Education Center) and a new Associate Dean of Early College

Credit is being hired to strengthen oversight of the expanding early-college programs. These strategic appointments align with the College's commitment to maintaining robust instructional and student services leadership, as well as enhancing support for students, employees, and the community ([Interim Director, Education Center Employment Posting](#); [Associate Dean, Instructional \(Early College Credit\) Employment Posting](#)).

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)

The College addressed Self-Improvement Plans #3 and #4 as part of its follow-up report to ACCJC, which was submitted in November 2023 ([Follow-up Report 2023](#)).

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

The 2022 Peer Review Team Report included three recommendations for improving institutional effectiveness, including one that the Commission elevated to a requirement to meet standard, with a follow-up report due November 2023. The College submitted its follow-up report, and the Commission reviewed and determined that the College met the related standards. The Commission acted to reaffirm the accreditation status of the College for the remainder of its cycle in January 2023 ([ACCJC Action Letter 1/16/2024](#)).

The remaining two institutional effectiveness recommendations are presented below.

Recommendation 2: In order to increase effectiveness, the Team recommends the College's Governing Board strengthen its new member orientation and ongoing training programs for board development. ([Evaluation Team Report](#))

Recommendation 3: In order to increase effectiveness, the Team recommends the Governing Board reinforce protocols to ensure the Superintendent/President is delegated full responsibility and authority to oversee the operations of the College. ([Evaluation Team Report](#))

The College has taken several steps in response to these recommendations, beginning with a review and update of the new board member orientation with a focus on supporting trustees to accomplish the following three objectives:

1. Understand trustee roles and responsibilities.
2. Learn about the College.
3. Understand the California Community Colleges system in which the College operates.

A Board of Trustees Orientation Checklist ensures that trustees engage in internal and external activities and experiences to gain the knowledge they need to govern effectively ([Orientation Checklist](#)). In 2023-24, as part of the Board's self-evaluation, all five members of the Board indicated that the trustee orientation was effective ([Governing Board Self Evaluation; Governing Board Minutes 6/22/2024](#)).

Additionally, the trustees regularly participate in professional development opportunities, such as the Community College League of California's (CCLC) Excellence in Trusteeship Workshop and Board Chair Workshop, the CCLC Annual Legislative Conference, the CCLC Annual Trustee Conference, the CCLC Annual Convention, the Association of Community College Trustees (ACCT) National Legislative Summit, and the ACCT Leadership Congress Conference. These conferences provide engaging networking opportunities and sessions to further trustee knowledge of their roles and responsibilities. The Board is also registered through the CCLC Excellence in Trustee Program (ETP), a certificate program that facilitates the ongoing education of all trustees by providing a solid foundation for effective Board governance. Trustees also engage in professional development sessions through various Special Governing Board workshops that focus on topics such as Accreditation, Fiscal Responsibility, the Brown Act, Governance and Policy, and Ethics ([Board PD Engagements](#)).

In January 2024, to reinforce protocols that ensure the Superintendent/President is delegated full responsibility and authority to oversee the operations of the College, the trustees engaged in an on-campus workshop facilitated by the American Association of Community Colleges (AACC) ([Governing Board Minutes January 20, 2024](#)).

In November 2024, two new members were elected to the Governing Board and are currently participating in onboarding activities guided by the Board of Trustees Orientation Checklist ([Board Orientation Checklist Completed](#)). As part of its 2024-25 self-evaluation process, the Board identified several focus areas to help ensure it continues to govern in the best interest of students and the broader community. These focus areas align with and are responsive to the institutional effectiveness recommendations from ACCJC. During the Board's annual retreat, members also engaged in a session during which they discussed their roles and responsibilities (including their policy role and delegation of authority to the Superintendent/President for operations), reinforcing their shared commitment to effective governance. The Board has agreed to monitor and review progress on its focus areas throughout the 2025-26 academic year ([Governing Board Focus Areas](#)).

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The actions described above demonstrate the College's sustained efforts to strengthen institutional effectiveness and support continuous improvement, consistent with the 2024 Accreditation Standards.

In response to Improvement Plan #1, the College upgraded its assessment system to Nuventive Improvement Platform and launched a pilot that integrates Course Learning Outcome (CLO) assessment within Canvas. This integration allows faculty to assess student work in Canvas using a standardized rubric, with results automatically transferred to the Nuventive system, which provides reports that can be viewed in aggregate or broken down by student demographic and instructional modality ([Nuventive 2024-25 Outcomes Proficiency Sample Report](#)).

The improved system structure, with validated CLO-to-PLO-to-ILO mapping and standardized rubrics, lays the groundwork for more efficient outcome reporting with more time for reflection. For the first time, faculty can review disaggregated CLO and PLO assessment data, which can inform reflections and follow-up designed to address equity gaps. While this work is still in progress, the pilot has demonstrated the potential to streamline data collection and support additional reflection and action based on assessment results.

Over the coming year, the College will expand training and adoption of the new assessment model, strengthening its capacity to evaluate learning outcomes, reflect on results, and use findings to inform planning and instructional improvement. These efforts directly support the 2024 Accreditation Standards, particularly Standard 1.3, which calls for the regular review of relevant and disaggregated data to evaluate progress and guide ongoing improvement, as well as Standards 2.2 and 2.9, which emphasize the alignment of curriculum with learning outcomes and the continuous evaluation and enhancement of instructional programs and strategies.

The continued review of staffing and organizational structures is designed to enhance student support and institutional effectiveness in alignment with the College's *Vision 2035* plan and the 2024 Accreditation Standards, emphasizing appropriate staffing to support student success (Standard 3.1). Key actions, such as the creation of new dean positions, the reorganization of outreach services, and the elevation of the Student Life & Leadership role, aim to provide targeted leadership and better serve the diverse needs of students. These initiatives reflect the College's commitment to improving services, fostering collaboration, and ensuring a structure that is responsive to both student needs and long-term institutional goals, ultimately enhancing its ability to meet accreditation standards and support student success.

The updated Board of Trustees orientation provides new members with many opportunities to engage and learn about their roles, the College, and the California Community Colleges system, thereby promoting effective governance. Ongoing professional development, additional workshops, and conferences further support the Board's capacity to govern effectively. The work completed by the College to address its institutional effectiveness recommendations aligns directly with the 2024 Accreditation Standards relating to board development and reinforcing Board policy and oversight roles (i.e., Standards 4.5 and 4.6).

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Per ACCJC requirements, the College has established the following institution-set standards to monitor student achievement and ensure that it remains on track with its educational goals:

- Annual Course Success Rates
- Annual Count of Certificates Awarded
- Annual Count of Degrees Awarded
- Annual Count of Transfers to Four-Year Institutions

Table 1 (page 8) shows the institution-set standards, stretch goals, and actual performance data for the past four years. The College has consistently met or exceeded the standards, and in many instances achieved its stretch goals. Course success rates continue to increase over time.

Notably, while the pandemic was expected to negatively impact student enrollment and outcome metrics, the College saw a significant increase in the number of certificates awarded. This increase in certificates is largely attributed to the College's Military Leadership Program which provides military students with a path toward earning certificates or associate degrees, with the potential to advance to a bachelor's degree (see Figure 1, page 9). In addition to completing coursework, enrolled students receive Credit for Prior Learning based on completion of the Sergeant School and earn work experience credit commensurate with their leadership roles and rank. The College has also established articulation agreements with National University and Arizona State University for students in the Military Leadership Program who are interested in pursuing bachelor's degrees in organizational leadership ([Articulation Agreements](#)).

Each year, the Faculty Senate reviews and refines the institution-set standards and stretch goals, as needed. For example, in response to increases in the performance metrics tracked, the Faculty Senate has adjusted institution-set standards and goals for course success rates and associate degree completion. It also increased the institution-set standard for certificate

completion ([Faculty Senate Minutes 3/17/2025 and 3/31/2025](#)). At the program level, disciplines also establish their own standards and stretch goals for course success rates and student completions during the program review and planning (PRP) process ([Comprehensive 2024-25 PRP](#)).

Table 1. Palomar College Institution Set Standards and Stretch Goals

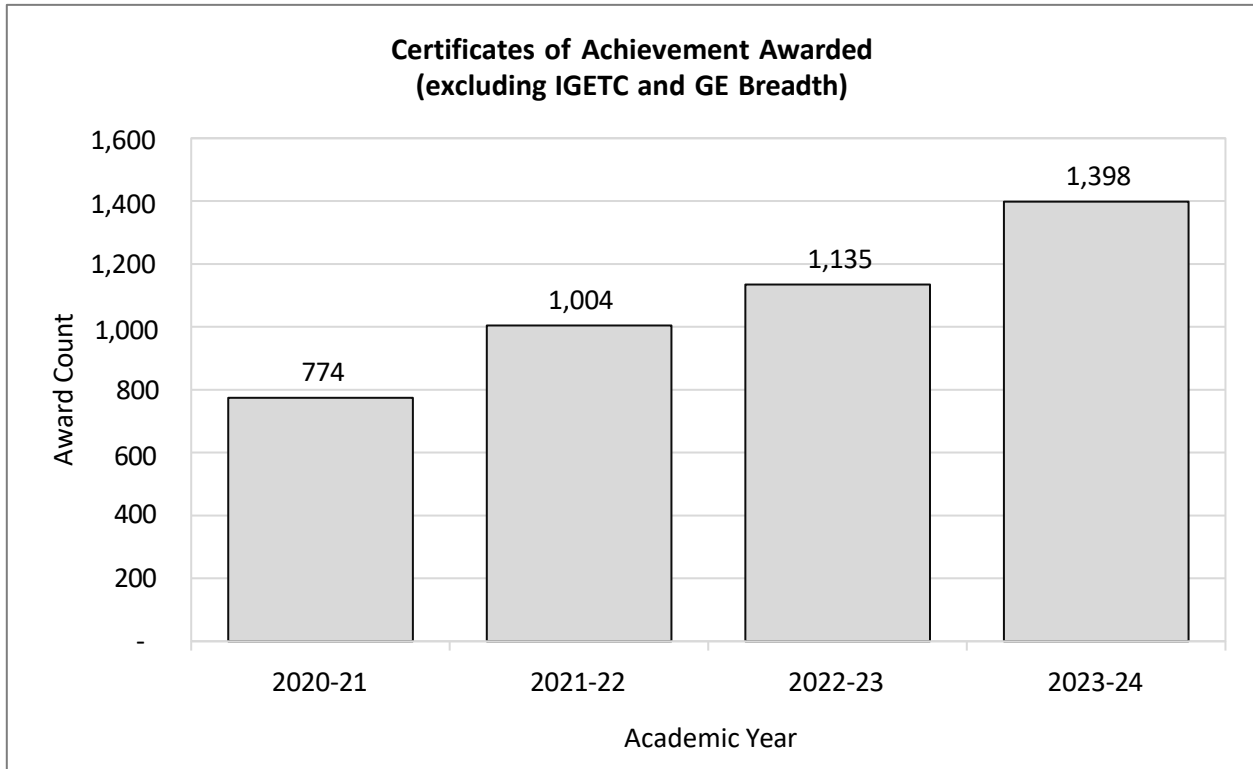
Course Success Rates				
Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	70.0%	70.0%	71.0%	71.0%
Stretch Goal	71.0%	71.0%	72.0%	72.0%
Actual	71.6%	72.0%	73.8%	74.3%

Certificate Completions				
Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	1,700	1,700	2,000	2,000
Stretch Goal	2,300	2,300	2,300	2,300
Actual	1,913	2,141	2,098	2,298

Associate Degree Completions				
Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	1,600	1,600	2,000	2,000
Stretch Goal	2,000	2,000	2,300	2,300
Actual	2,260	2,319	2,128	2,051

Transfers to Universities				
Standard/Goal/Performance	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	1,600	1,600	1,600	1,600
Stretch Goal	2,000	2,000	2,000	2,000
Actual	1,849	1,618	1,618	1,486

Figure 1. Palomar College Certificates of Achievement Excluding IGETC and GE Breadth.



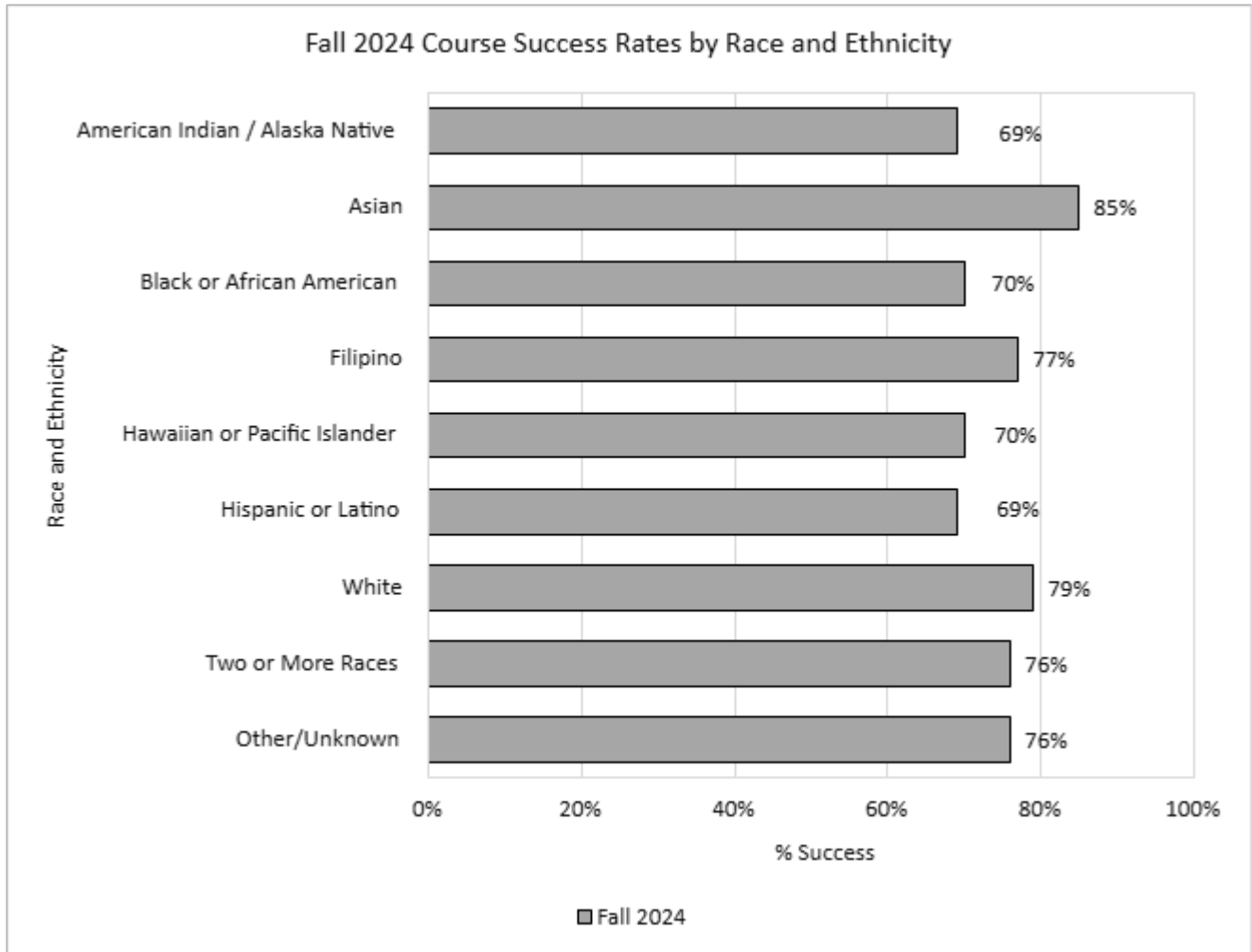
2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

The College systematically disaggregates student achievement data to inform planning, resource allocation, and decision-making aimed at advancing equitable student outcomes. This includes evaluating metrics such as course success rates, retention, completion, and transfer disaggregated by student demographics, course attributes, and special populations (e.g., first generation, students with disabilities, etc.).

Course Success Rates by Student Demographic

The College disaggregates course success rates by various student demographic variables (e.g., age, gender, race and ethnicity, etc.). For example, when disaggregating course success rates by race and ethnicity, equity gaps are evident (Figure 2). In Fall 2024, students identifying as Asian (85%), Filipino (77%), Two or More Races (76%), and White (79%) exceeded the College's stretch goal of 72%. In contrast, students identifying as American Indian/Alaskan Native (69%), Black or African American (70%), Hawaiian or Pacific Islander (70%), and Hispanic/Latino/a (69%) had success rates just below the institutional standard of 71%. These gaps reflect systemic challenges and emphasize the need for sustained interventions to support disproportionately impacted populations.

Figure 2. Fall 2024 Course Success Rates by Race/Ethnicity

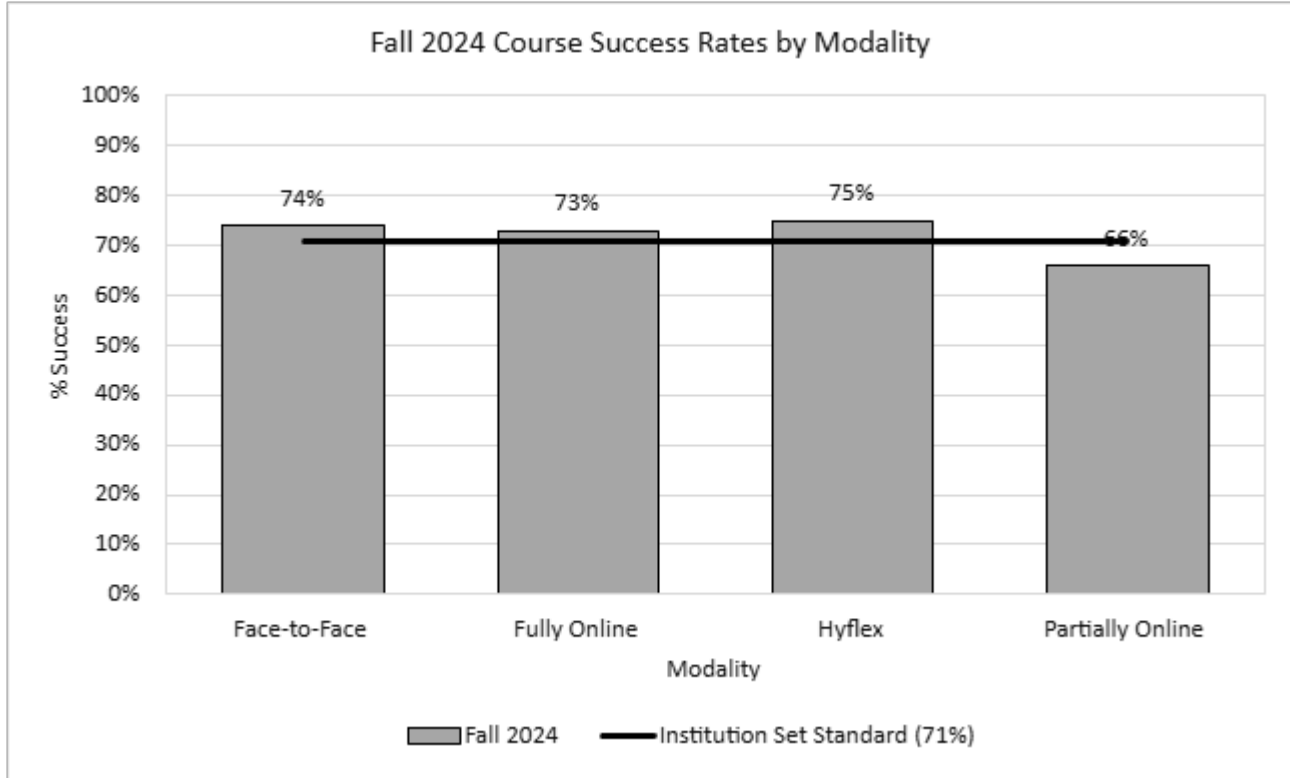


Course success is defined as earning a grade of C or better. Several groups fall below the institutional standard (71%), while others exceed the College’s stretch goal (72%).

Success Rates by Course Attribute

The College also disaggregates course success data by course attributes, such as instructional modality. As shown in Figure 3, Fall 2024 data reveal that success rates for Face-to-Face, Fully Online, and Hyflex courses all meet or exceed the 71% institutional standard. Over time, gaps across modalities have narrowed. However, Partially Online courses fall below the 71% threshold, indicating a modality-specific challenge. These hybrid formats may present unique challenges and/or represent consistently challenging course content. The College continues to analyze and reflect on student performance across modalities, including Partially Online, and has created a robust distance education dashboard for faculty and staff ([Distance Education Dashboard](#)).

Figure 3. Fall 2024 Course Success and Rates by Modality



Success rates across most modalities exceed the institutional standard, but success in Partially Online courses continues to lag.

Equity Planning and Disproportionate Impact

The Equity Planning process examines disproportionate impact among specific student groups, such as those defined by gender, race and ethnicity, income level, first-generation status, students receiving disability support services, veterans, and LGBTQ students, across five state-mandated student success metrics:

- Successful Enrollment
- Retention (first term to second term persistence)
- Completion of Transfer-Level Math and English Within One Year (Student Centered Funding Formula metric)
- Program Completion (unduplicated degrees & certificates)
- Transfer

When developing Equity Plan 2025, the College identified persistent disproportionate impact across these metrics over time for Black or African American and Hispanic/Latino/a students. As a result, the plan prioritized these two groups for support ([Student Equity Plan 2025](#)). The

College continues to evaluate performance across all metrics, comparing baseline data to Year One and Year Two outcomes. Broadly speaking, student achievement has improved across most metrics, except for completion of transfer-level math and English within one year, where outcomes declined ([Student Equity Plan Analysis 2024 Table 3](#)).

Equity Plan 2025 Student Group: Black or African American Students

Among Black or African American students, retention has improved, increasing from 53.6% in the baseline year to 68.2% in Year Two, nearly eliminating the gap. However, math and English throughput remains low. Program completion has shown modest progress but the gap still exists ([Student Equity Plan Analysis 2024 Table 5](#)).

Equity Plan 2025 Student Group: Hispanic/Latino/a Students

For Hispanic/Latino/a students, program completion and transfer rates have improved and, while equity gaps persist, they have narrowed over time. However, retention and math and English throughput gaps have not changed ([Student Equity Plan Analysis 2024 Table 8](#)).

Students Receiving Disability Support Services

In addition to those student populations specifically highlighted in the Equity Plan, the College continues to monitor outcomes for other student groups. For example, recent data show notable progress among students receiving disability support services. While this group experienced a decline in math and English throughput like other groups, their retention rate in Year Two was 81.0%, much higher than the 68.3% observed among students not receiving services. Additionally, transfer rates improved from 18.9% in the baseline year to 25.8% in Year Two, representing positive movement on this metric ([Metrics Rates by DSPS Status](#)).

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

The College is excited to highlight the success of its Military Leadership Program, which leverages Credit for Prior Learning to support military students as they complete their service and plan their transition to civilian life. In Fall 2024, the College was awarded a Title V Hispanic Serving Institutions (HSI) grant aimed at improving outreach, enrollment, and student success. As an infrastructure grant focused on improving the College's capacity to support Hispanic/Latino/a and low-income students, many of the grant's activities are intended to support all students. One of the grant's key objectives is to expand the availability of Credit for Prior Learning and integrate it into the enrollment and registration process, making it easier for students to access streamlined educational pathways ([Title V Grant Abstract](#)).

The Title V grant will also support the establishment of a Welcome Center designed to strengthen student onboarding by providing essential enrollment assistance and tailored support for the College's diverse student population. Finally, the grant will provide support to advance math completion, which is identified as a challenge across all student groups, through professional development and additional tutoring support (Note: The College was notified in September 2025 that the Department of Education was terminating Title V, Part A grant awards. The College is currently reviewing activities included in the grant and assessing whether it can provide alternative support for the planned activities and how to move forward).

The College is piloting Student Success Teams, which provide holistic support and targeted interventions based on student performance and need ([Office of Student Success Website](#)). It has revised its program review and planning process to focus more intentionally on student success outcomes, such as course success rates that are disaggregated by demographics and course attributes, including distance education and session length. While faculty have been required to analyze this type of disaggregated data for many years, the updated process includes enhanced reflection questions to ensure that identified gaps are reviewed and goals for improvement are identified ([Comprehensive PRP Form](#)).

To assist faculty in using disaggregated data effectively, the College regularly participates in the regional Strong Workforce Faculty Institute and is also participating in a Culturally Responsive Pedagogy and Practices grant from the Chancellor's Office. These initiatives provide faculty with class-level data disaggregated by demographic and course attributes (e.g., modality, session length), enabling them to reflect on their teaching practices; align them with revised policies, practices, and pedagogy; and to develop action plans aimed at eliminating gaps in enrollment and course success rates ([Culturally Responsible Pedagogy and Practices Grant Dashboards](#)).

Finally, the College is addressing math and English completion using state funding provided under California's AB 1705 legislation, which supports student access and success in transfer-level courses. This funding is expanding professional development for math and English faculty, increasing tutoring in co-requisite and transfer-level courses, and supporting the development of additional co-requisite options. Faculty are working to modify curriculum to strengthen pathways to completion. In addition, federal HSI funding is supporting math faculty in analyzing course-level data, identifying equity gaps, and implementing strategies to close those gaps. Together, these efforts are designed to improve completion and success rates, particularly for disproportionately impacted student groups ([Equitable Placement and Completion Grant Progress Report](#)).

Each of the actions described above includes an evaluation component to monitor and assess impact. The Student Success Teams project will use formative feedback and quantitative data to refine how Success Teams are organized. The pilot will be expanded if it proves successful.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

Course and Program Learning Outcomes Assessments

The College follows a three-year cycle for assessing its Student Learning Outcomes (SLOs), with faculty assessing their Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) at least once during that period. Assessment results are recorded and reflected upon in Nuventive Improvement Platform. Faculty confirm compliance with the cycle as part of the Program Review and Planning (PRP) process. They also highlight actions they are taking in response to their assessments through the PRP process ([AODS PRP 2024-25](#); [AIS PRP 2024-25](#)).

As described above, the College is upgrading its assessment platform and introducing an integrated approach to assessment through Canvas. During this transition, faculty continue to assess according to the prescribed cycle and are entering their reflections into the new upgraded system.

In Spring 2025, the College launched the upgraded platform and Canvas-based assessment approach. This enabled faculty to directly assess in Canvas and then review their results through visualizations in Nuventive Improvement Platform. Faculty from several disciplines, including Accounting, Biology, Child Development, Library Technology, and Math participated in a pilot of the new process. As part of the pilot, faculty assessed at least one CLO in Canvas using the new standardized rubric approved by the Curriculum Committee and Faculty Senate.

A high-level review of the pilot assessment results shows that 80% of submitted assessments met expected performance levels for targeted CLOs, with most achieving desired benchmarks ([CLO Pilot Benchmark Achievement](#)). While overall results were positive, student performance varied across specific CLOs. As a pilot, participation was limited and sample sizes were small, but the findings highlight the potential of the new assessment approach. Faculty found the system easy to use and emphasized the need for continued data collection to support conclusions and facilitate more in-depth reflection.

Beyond the pilot, the new system, rubric, and training were made available to all faculty during a pre-rollout phase. An analysis of all CLO assessments submitted through Canvas in Spring 2025 showed that over 84% of assessments met the targeted outcomes ([Course Learning Outcomes Criterion Achievement](#)).

All faculty used Nuventive Improvement Platform during the 2024-25 academic year to document and reflect on their assessment results, regardless of whether assessments were conducted in Canvas. While specific results cannot be obtained via the rubric, among assessments completed outside of the Canvas process the “criterion met” rate was 83%. ([CLO Nuventive CLO Criterion Achievement](#))

As with the pilot, assessment results vary across specific CLOs. Faculty are asked to reflect on each outcome assessed and identify any needed actions or follow-up. Selected actions are highlighted in the response to prompt #3 below.

Institutional Learning Outcomes Assessment

Prior to the implementation of Nuventive Improvement Platform and the integration of course-level assessments in Canvas, Institutional Learning Outcomes (ILOs) were assessed through a separate process in which one or two ILOs were selected to be assessed each semester. Historical ILO assessment results indicate that students generally meet expected outcomes. For example, in Spring 2024, the College assessed Oral Communication and Intercultural Competency. Students consistently met the expected standards across multiple dimensions of each ILO (see Table 2 below). These results generally cohere with the results from other ILO assessments.

Table 2. Outcomes Results for Oral Communication and Intercultural Competency ILOs.

ILO - Oral Communication (2024)	Meets Outcome	Outcome Nearly Met	Outcome Not Met	Total
Central Message & Organization	92.3%	6.0%	1.7%	519
Supporting Material	94.5%	4.4%	1.1%	271
Delivery	96.9%	2.1%	1.0%	286

ILO - Intercultural Competency (Spring 2024)	Meets Outcome	Outcome Nearly Met	Outcome Not Met	Total
Cultural Self-Awareness	85.5%	12.4%	2.2%	372
Cultural Worldview Framework	74.7%	20.9%	4.4%	344
Empathy	83.5%	14.5%	2.0%	248
Verbal and Nonverbal Comm	80.9%	16.1%	3.0%	267
Curiosity	84.9%	13.4%	1.7%	292
Openness	79.1%	17.3%	3.7%	301

While the approach of assessing one to two ILOs across the College each year yields useful insights, it is labor-intensive and the number of ILOs that can be assessed is limited. With the recent upgrade to Nuventive Improvement Platform and streamlined assessment processes, CLOs are directly linked to ILOs, and assessment results completed through Canvas automatically populate ILO data. As the new process is rolled out, this integration will enable annual data collection across all ILOs, allowing for increased data collection, more meaningful reflection, and targeted planned action.

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Course and Program Learning Outcomes Assessments

With the upgrade to Nuventive Improvement Platform and the integration of assessment through Canvas, faculty now have access to disaggregated assessment results in ways not previously available. For example, faculty participating in the pilot were able to review results by student demographics (e.g., as gender, race/ethnicity, and age), as well as by instructional modality (e.g., face-to-face, fully online, hybrid).

Preliminary review of the results from the pilot suggests potential differences in student performance across certain demographic groups and instructional modalities depending on the CLO assessed. However, both faculty and the Office of Institutional Research, Planning, and Grants emphasize that because of small sample sizes, which become even more limited once results are disaggregated, more robust data are needed before drawing conclusions. Evidence of disaggregated data contained in this report is provided as an example of the College's new ability to disaggregate at the CLO and PLO level ([Accounting 2024-25 CLO and PLO Proficiency Report](#)).

Institutional Learning Outcomes Assessments

The College has identified a set of Institutional Learning Outcomes and assesses these outcomes according to a cycle. Historically, ILO assessments are disaggregated by student demographic (gender, race/ethnicity, and age). While caution is recommended when interpreting and generalizing ILO assessment results due to sampling and participation rates, the following patterns were noted for the Spring 2024 ILO assessments.

Oral Communication

Assessment results for the Oral Communication ILO indicate strong performance across all three dimensions (Central Message and Organization, Supporting Material, and Delivery), with 92% to 97% of students meeting the outcome in each area. Given the overall high achievement rates, disaggregating the data by demographic variables yields limited additional insight. However, female students consistently outperformed other gender groups, achieving the highest success rates across all dimensions. Students under the age of 30 also demonstrated slightly higher success rates. Due to the limited number of assessments within some disaggregated groups, differences by race/ethnicity should be interpreted with caution. In cases where sample sizes exceeded 50, no meaningful differences were observed ([Oral Communication Assessment Report Spring 2024](#)).

Intercultural Competency

Spring 2024 assessment results for the Intercultural Competency ILO indicate that most students met the expected outcome in all six assessed dimensions (Cultural Self-Awareness, Cultural Worldview, Empathy, Verbal and Nonverbal Communication, Curiosity, and Openness), with outcome achievement rates ranging from 75% to 86%. Students demonstrated the highest levels of achievement in Cultural Self-Awareness and the lowest in Cultural Worldview Framework. While small sample sizes limited analysis across all demographic groups, several patterns emerged where sufficient data were available. No notable differences were observed across gender. Younger students, particularly those 17 and under, consistently met the outcomes at higher rates across dimensions. White, non-Hispanic/Latino/a students also showed higher outcome rates than Hispanic/Latino/a students across the six assessed areas ([Intercultural Competency Assessment Report Spring 2024](#)).

As the College transitions to the streamlined assessment system and more faculty adopt the Canvas-based approach, annual data collection across all the ILOs will expand. This will allow for larger sample sizes, resulting in the ability to better disaggregate across demographic groups and instructional modalities.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

When examined overall, assessments of student learning outcomes indicate that students generally meet established criteria. However, the value of assessment lies in reflecting upon specific course, program, and institutional learning outcomes where performance may vary, creating opportunities to enhance teaching, learning, and support strategies. As part of the assessment cycle, faculty and departments are asked to review their learning outcomes assessments and determine whether instructional, curriculum, assessment, or support adjustments may be needed. Some highlights of actions being taken as a result of faculty assessments of student learning outcomes appear below.

Discipline Assessments and Action Plans

Accounting (Canvas/Nuventive pilot participant)

Students in Accounting courses consistently met all CLOs assessed during the 2024-25 academic year, with at least 70% of students achieving 70% or higher across outcomes. However, faculty noted a significant modality gap: Fully online sections achieved a 91.7% success rate while in-person sections averaged 78.8%. Faculty are examining how to preserve rigor in online delivery while also strengthening in-person outcomes, including piloting a fast-track hybrid modality that balances structure and flexibility with in-person checkpoints.

Additionally, while most CLOs exceeded benchmarks, the outcome focused on preparing financial statements showed only 71% of students achieving mastery. Because this assessment is more comprehensive, faculty are exploring ways to scaffold the learning process and are discussing the development of a more standardized evaluation assignment so that results can be compared more consistently across sections. Using Canvas for assessment and Nuventive for reporting, the department will continue to monitor outcomes, modality gaps, and equity trends ([Accounting CLO Assessment Analytics 2024-25](#)).

American Indian Studies (Non-Pilot Example)

While students in American Indian Studies courses demonstrated strong attainment of CLOs related to foundational knowledge and critical engagement with Indigenous frameworks, assessments revealed ongoing challenges with synthesizing multiple identity categories and interpreting complex legal or policy structures. In response, faculty are revising selected assignments and rubrics to provide clearer scaffolding for these higher-order tasks, updating course content to reflect current Indigenous scholarship, and integrating guest speakers and real-world case studies to support applied learning.

PLO assessments showed improved student understanding of sovereignty and governance concepts, particularly through scenario-based assignments. However, students continued to face challenges when analyzing the intersections of identity within historical and policy contexts. In response, faculty are developing more structured assignments and guided discussions to support intersectional analysis and will continue to assess progress using targeted prompts and scenario-based assessments across key courses ([American Indian Studies 2024-25 PRP](#)).

Biology (Canvas/Nuventive pilot participant)

The Biology Department participated in the Canvas-assessment pilot in Spring 2025 and noted that students consistently met the CLOs assessed as part of the study. A central component of learning outcomes assessment cycles is not only reviewing results but also evaluating the impact of change implemented in response to those results. Biology faculty have consistently used CLO results to drive course improvements. Assessment data reviews have led to targeted interventions, such as a remedial workbook in Microbiology and Physiology that raised average course GPAs and a redesigned research project format that boosted performance in scientific literacy. In addition, Biology faculty have engaged in campus-wide diversity and equity initiatives where they have addressed lower course success rates for Hispanic/Latino/a students. As a result, they have implemented strategies like using welcoming syllabus language, incorporating flexible deadlines, and encouraging proactive engagement. Building on these efforts, the department plans to convene faculty discussions, develop coordinated strategies, and gather additional data through the Canvas-based learning outcomes assessment methodology to confirm trends and continue to evaluate the impact of interventions ([Biology CLO Summary](#)).

Child Development (Canvas/Nuventive pilot participant)

Based on Spring 2025 Canvas assessments, faculty reported that students in Child Development (CHDV) courses consistently met CLOs assessed with 96.9% of students demonstrating mastery across outcomes. Given the overall high achievement rates and limited data, disaggregating the data by demographic variables yields limited additional insight. However, faculty noted that students under age 19, those identifying as Filipino, and students in partially online modalities showed slightly lower mastery rates, prompting exploration of strategies such as enhanced orientation, culturally responsive materials, and increased instructor presence.

To strengthen comprehension of foundational theories and other complex course content, particularly in CHDV 100 and CHDV 145 where mastery was lowest, faculty are considering evidence-based active learning strategies such as case-based learning, scaffolding, and concept mapping to strengthen comprehension and engagement. Using Canvas for assessment and Nuventive for reporting, the department will continue to monitor outcomes, modality differences, and equity trends, while encouraging broader faculty participation in CLO assessment to support continuous improvement ([Child Development CLO Assessment Analytics 2024-25](#)).

Library Technology (Canvas/Nuventive pilot participant)

Students in Library and Information Technology (LT) courses consistently met CLOs assessed during the 2024-25 academic year. Faculty noted, that while students were able to use related technology tools to complete tasks, they did not consistently demonstrate critical thinking about their use. In response, faculty are revising CLOs to emphasize not only the use of emerging technologies, such as generative artificial intelligence (AI), but also the ability to critically evaluate their purpose and performance. This change will be monitored through outcomes data collected in both the LT 100 (Introduction to Libraries and Information Services) course and in subsequent courses that build on students' technological and critical thinking skills. Using Canvas for assessment and the Nuventive Improvement Platform for reporting, faculty will track progress and examine equity gaps related to technology-focused outcomes ([LIBTECH CLO Outcome Scores](#)).

The transition to Nuventive Improvement Platform expands access to SLO reports and visualizations, allowing faculty to more easily identify outcome trends. The system also includes updated reflection prompts to support deeper analysis and documentation. While the reports are user-friendly, faculty participating in the pilot noted the need for broader data collection to enable more meaningful disaggregated analysis. In the coming year, the College will review its assessment cycle with the goal of supporting continuous data collection throughout the three-year cycle and fostering deeper reflection. Curricular and instructional changes will be tracked

through the program review process and Nuventive Improvement Platform reporting. As implementation of the new system continues, the College will offer additional professional development to support effective assessment practices and encourage meaningful use of results.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

As the College approaches its next comprehensive self-evaluation, it anticipates a changing landscape shaped by internal innovation and external shifts at both the state and federal levels. Guided by its *Educational and Facilities Vision Plan 2035*, the College is addressing emerging challenges and opportunities that will impact institutional planning, operations, instruction, and student support while maintaining a strong focus on its diverse student population and their success. The College is also transitioning to the new ACCJC standards, which emphasize transparency, storytelling, and an evidence-informed approach to self-evaluation grounded in continuous improvement, equity, learning, and institutional effectiveness.

Enrollment Growth and Student Access

Per its *Educational and Facilities Vision Plan 2035*, the College is committed to returning to pre-pandemic enrollment levels by 2029-30 then pursuing intentional growth through 2035. As a single-college district serving a large and geographically diverse region, the College is working to ensure that all students, whether attending in-person or online, have access to high-quality instruction and comprehensive support services.

The College continues to expand Dual Enrollment opportunities that provide high school students with early exposure to college-level instruction and support. As participation grows, the College remains focused on maintaining academic quality and ensuring that students receive the guidance they need to succeed.

At the same time, demographic shifts, especially projected declines in high school graduates, underscore the need to serve adult learners, veterans, justice-involved individuals, and working professionals. To meet this need, the College is expanding Credit for Prior Learning (CPL), particularly within its Military Leadership Program, and aligning CPL with career education pathways to accelerate completion. To support some of these student populations, the College has drafted a Correspondence Education Policy. The current focus is on incarcerated students, though the policy could also support active military students who may be deployed in the future. Additionally, a noncredit strategic plan is in development to guide the expansion of workforce-aligned programs that help adult learners gain the skills and credentials needed to earn a living wage and advance professionally.

Innovation in Instruction: Bachelor's Degree and Program Expansion

In March 2025, The California Community Colleges Chancellor's office awarded provisional approval of the College's new Bachelor of Science in Building Performance and Environmental Design (BSBPED), the College's first bachelor's degree program ([CCCCO BDP Decision Letter](#)). In May 2025, ACCJC's Substantive Change Committee approved the College's application ([ACCJC New Program Approval Letter](#)). Grounded in LEED and U.S. Green Building Council standards, the program, which will be housed at the College's Rancho Bernardo Education Center, prepares students for sustainability-focused careers in the built environment. This bachelor's degree program represents a significant step forward for the College, as it expands access to affordable higher education for students who may not otherwise pursue a four-year degree. The College will launch the program in Fall 2026 and will ensure alignment with accreditation expectations for bachelor's degree programs.

Impact of Artificial Intelligence (AI) on Instruction, Student Support, Administration, and Operations

The College recognizes that Artificial Intelligence (AI), including Generative AI, is rapidly changing how we teach, learn, and operate. The College has taken early steps to address both the opportunities and significant challenges AI presents, focusing on innovation and academic honesty, and the responsible use of AI technologies. For example, an Academic Integrity Taskforce updated Administrative Procedure 5505: Academic Integrity to reflect AI's impact on both in-person and online learning. The Distance Education Committee continues to advise the Faculty Senate on AI-related pedagogy in online courses and support faculty training to address emerging technologies. Professional Development programs are helping instructors use AI tools responsibly and design assignments that promote critical thinking and integrity. And, in Fall 2025, the campus community participated in a book club reading of *The Opposite of Cheating*, which explores assessment and the use of AI in the classroom. Looking ahead, the Faculty Senate nominated a Special Projects Coordinator to explore the challenges and opportunities of AI in teaching and learning and provide resources for faculty. In addition, a new task force will develop guidance and protocols for using AI across instruction, student support, and operations.

State and Federal Funding and Policy

The evolution of the California Community College Student Centered Funding Formula presents both opportunities and uncertainties. As funding is tied to enrollment, student outcomes, and equity metrics, the College must ensure that its initiatives are aligned with, and effectively leverage, the formula's funding model. At the federal level, anticipated policy changes related to postsecondary education may also impact the College's planning and operations. As described above, in Fall 2024, the College was awarded a Title V Hispanic Serving Institutions (HSI) grant aimed at improving outreach, enrollment, and student success. In September 2025, the College received notification that the U.S. Department of Education would no longer support the grant program. The College continues to monitor policy changes and developments closely and will adapt as needed to support students and advance its mission

Looking Ahead

The College's next comprehensive self-evaluation will occur during a period of significant transformation marked by innovation in instruction, demographic shifts, evolving student needs, and the implementation of new accreditation standards. The College is excited to meet its challenges and opportunities through a commitment to continuous improvement and a focus on student learning and success.












2026 Accreditation Midterm Report 03-09-2026

Final Audit Report

2026-03-10

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