

# ACCJC Annual Report Survey 2026

## General Information

1. Confirm college name: Palomar College
2. Name of Individual preparing report: Michelle Barton
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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 19.*

- a. Year-to-year Increase/Decrease: % Change from Prior Year:  
2022-23 (n/a)  
2023-24 5.42%  
2024-25 3.93%
- b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.  
N/A

## Enrollment Data: Unduplicated Headcount Enrollment

6. Total unduplicated headcount enrollment for the 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 19.*

2022-23: 27,831  
2023-24: 29,339  
2024-25: 30,493

- a. Year-to-Year Increase/Decrease: % Change from Prior Year:  
2022-23: (n/a)  
2023-24: 4.71%  
2024-25: 3.99%
- b. 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.)  
Increase: JOUR IBUS GBST  
Decrease: n/a

7. Do you offer Distance Education?

Yes

- a. 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 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.*

- 2022-23: 18,489  
 2023-24: 18,473  
 2024-25: 18,935
- b. Year-to-Year/Decrease: % Change from Prior Year:  
 2022-23: (n/a)  
 2023-24: -0.09%  
 2024-25: 2.50%
- c. 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.  
 n/a
- d. Total unduplicated degree-applicable 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 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.*  
 2022-23: 17,868  
 2023-24: 1.06%  
 2024-25: 18,585
- e. Year-to-Year Increase/Decrease: %Change from Prior Year:  
 2022-23: (n/a)  
 2023-24: 18,057  
 2024-25: 18,585
- f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.  
 n/a
- g. % of all students that took at least one degree-applicable distance education course:  
 2022-23: 64.2%  
 2023-24: 61.5%  
 2024-25: 60.9%
- h. % 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.*  
 2022-23: 43.1%  
 2023-24: 40.9%  
 2024-25: 40.4%

## Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?  
 No

- 9.
- a. Does your institution participate in Title IV funding?  
Yes
  - b. List the current Graduation Rate per the US Education Department College Scorecard  
25%
  - c. List the current Transfer Rate per the US Education Department College Scorecard  
32%
- 10.
- a. Please select the resource used by your college below for review of student achievement data.  
N/A
  - b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.  
N/A
  - c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-23 academic year.  
N/A
- 11.
- a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:  
<https://www.palomar.edu.irdp/our-students-publicly-available-data>
  - b. Please review and score your institution's website on the Rubric for Effective Institutional Outcome Transparency.  
Score: 6

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?

The College provides an annual Institutional Effectiveness report to the Board that also serves as a public update with context for key metrics. The College recently launched a public data webpage and is working to simplify the information presented to improve readability and interpretation. Feedback indicates community members value data that are clear and easy to understand. As the webpage continues to develop, additional context will be added in a concise and accessible format

## **Institution-set Standards: Course Completion**

12. *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.*

- a. Institution-Set Standard (floor):  
2022-23: 71%  
2023-24: 71%  
2024-25: 71%
- b. Stretch Goal (aspirational):  
2022-23: 72%  
2023-24: 72%  
2024-25: 72%
- c. Actual successful course completion rate:  
2022-23: 74%  
2023-24: 74%  
2024-25: 76%

## **Institution-Set Standards: Certificates**

13. Do you offer Certificates for 16 or more unitse/credits?

Yes

- a. Type of Institute-set standard for certificates:  
Number of certificates
- b. List your Institution-Set Standard (floor):  
2022-23: 2,000  
2023-24: 2,000  
2024-25: 2,000
- c. List your stretch goal (aspirational):  
2022-23: 2,300  
2023-24: 2,300  
2024-25: 2,300
- d. List actual number or percentage of certificates:  
2022-23: 2,098  
2023-24: 2,300  
2024-25: 2,281

## **Institution-Set Standards: Associate Degrees**

14. Type of Institution-set standard for associate degrees:

Number of degrees

- a. List your Institution-Set Standard (floor) for associate degrees:  
2022-23: 2,000  
2023-24: 2,000  
2024-25: 2,000
- b. List your stretch goal (aspirational) for associate degrees:  
2022-23: 2,300  
2023-24: 2,300  
2024-25: 2,300

- c. List actual number or percentage of associate degrees:1  
 2022-23: 2,128  
 2023-24: 2,054  
 2024-25: 2,175

Institution-Set Standards: Baccalaureate Degrees

- 15. Does your college offer a baccalaureate degree?  
 No  
 Institution-Set Standards: Direct Assessment Programs

- 16. Does your college offer a Direct Assessment Program?  
 No

Institution-Set Standards: Transfer

- 17. Does your college offer Transfer Programs?  
 Yes

- a. Type of Institute-set standard for transfers: (Please select one option from the menu)  
 Number of Transfers
- b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:  
 2022-23: 1,240  
 2023-24: 1,240  
 2024-25: 1,240
- c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:  
 2022-23: 1.385  
 2023-24: 1,385  
 2024-25: 1,385
- d. List actual number or percentage of students who transfer to a 4-year college/university:  
 2022-23: 1,255  
 2023-24: 1,227  
 2024-25: 1,233

Institution-Set Standards: Licensure Examination Pass Rate

- 18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?  
 Yes
  - a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)

Nursing	National	85	90	96	98.41	93.65
Registered Dental Assistant	State	80	90	100	100	100
Emergency Medical Technician	National	70	80	80	73	77
Paramedics	National	70	100	81	85	90

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

Yes

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

*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 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. 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 – but please describe your definition and methodology in Question 19.*

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Nursing	72.26	80	78.95	92.86	100
Registered Dental Assistant	72.26	80	100	95.24	90
Paramedic	72.26	100	92.89	89.62	89.74
Business Management	65.03	72.26	79.41	69.70	87.56
Media and Communications	65.03	72.26	80.00	62.96	63.64
Information Technology	65.03	72.26	72.00	81.48	65.22
Engineering and Industrial Technologies	65.03	72.26	92.99	93.42	95.32
Fine and Applied Arts	65.03	72.26	N< 10	N< 10	66.67
Health	65.03	72.26	92.21	89.96	90.49

Family and Consumer Sciences	65.03	72.26	69.23	67.74	85
Library Sciences	65.03	72.26	73.33	N< 10	92.31
Public and Protective Services	65.03	72.26	88.89	93.2	91.39

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

Historically, the College has established transfer standards using counts from the California State University (CSU), University of California (UC), in-state private (ISP), and out-of-state (OOS) universities. ISP and OOS transfer data are provided annually by the California Community Colleges Chancellor's Office through its National Student Clearinghouse match process. This year, the Chancellor's Office transfer data release was delayed. The initial ISP and OOS counts showed significant decreases statewide and for Palomar. Following inquiries from the field, the Chancellor's Office reran the counts using an updated methodology, resulting in higher than expected totals. While the Chancellor's Office has indicated that it will release a memo describing the methodological changes, that guidance has not yet been provided. Because the College has not yet had the opportunity to review the updated methodology or validate the revised counts, this year's transfer standards were temporarily established using only CSU and UC transfer data. This approach was reviewed as part of the Accreditation Steering Committee's review of the annual report. Once the updated methodology is released, the College will review and test its local match process with the intention of reincorporating ISP and OOS transfer data into next year's standards.

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.

The Faculty Cultural Curriculum Teaching Institute (FCCTI) supported instructional faculty in improving student completion and retention by integrating course-level data to inform dialogue and updates to teaching practices. Through a partnership between faculty and the Office of Institutional Research, Planning, Effectiveness, and Grants (IRP&G;), participants examined dashboards showing enrollment, course success, and disaggregated outcomes for their own classes. As part of the institute, faculty completed a Student Data Worksheet, revised course syllabi, and redesigned up to five course assessments or learning activities to strengthen student engagement and success. More than 200 faculty participated, including 140 part-time faculty. This work strengthened faculty capacity to use data-informed approaches to support student success and improve outcomes across student groups?

22. What professional development can the Commission coordinate to support you institution in achieving its student success goals within the next three-year cycle?

The Commission can continue to provide guidance and support related to evolving expectations for program-level outcomes, including how they may be measured and how colleges can prepare for upcoming changes. This includes consideration of labor market outcomes that extend beyond simple return-on-investment measures. Examples from colleges are especially helpful, particularly from institutions serving large and diverse student populations across a wide range of programs.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

I reviewed the program listings and all of my institution's programs are correctly listed

