



Instructional Planning Council AGENDA

MEETING TYPE:

X

Staff
Product/Project
Special

Date: March 13, 2019
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: AA-140

Chair: Dr. Jack S. Kahn

Members: Richard Albistegui-Dubois, Michelle Barton, Mark Bealo, Glyn Bongolan, Sarah DeSimone, Kelly Donaghy, Kelly Falcone, Katy Farrell, Marlene Forney, Margie Fritch, Juan Gonzalez, Barb Kelber, Michael Large, Pearl Ly, Susan Miller, Zeb Navarro, Jim Odom, Nichol Roe, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Angela Smith, and Susan Snow.

Recorder: Michelle LaVigueur

Agenda Item	Outcome
I. Announcements a. IPC Timeline reminders b. MOSTRA Coffee main campus project	Information
II. Comments from Constituencies	Information
III. Approve minutes – February 27, 2019	Action
IV. Program Review this spring – update and process (II.A.2) a. Overview of Initiatives b. Include Student Services (Instructional areas)	Information
V. New Programs 1. Noncredit Computer Skills for ESL - Attachment A	Action Item/1 st Reading
VI. IPC New Programs subcommittee – Attachment B	Action Item/1 st Reading
VII. SPPF IPC Funds update – FY 2018-19 in the amount of \$41,884 (0811909)	Information
VIII. Textbook Adoption update – Dean Ly	Information
IX. Perkins/Strong Workforce updates – Dean Fritch	Information
X. Accreditation – Instructional Programs II.A and Library & Learning II.B - Attachment C - https://tinyurl.com/PalomarAccreditationApp	Discussion
XI. Certificate and Degree Review (II.A.1) – Richard Loucks	Information
XII. Community College Survey of Student Engagement (CCSSE) Faculty Survey Results – Michelle Barton	Discussion
XIII. Feedback on PRP's post Jack	Discussion
XIV. New Programs – List of Standard Questions – Attachment D (II.A.1)	Discussion
XV. Faculty Center in PeopleSoft – Dr. Kelly Falcone & Dr. Barb Kelber	Information
XVI. Waitlists Workgroup Update - Dr. Kelly Falcone & Dr. Barb Kelber	Information
XVII. Scheduling Improvement – Workgroup Update (II.A.6)	Information
XVIII. <u>Standing Reports</u> A. AB 705 B. Accreditation C. Enrollment	Information

D. Guided Pathways (II.C.6) E. LOC & Curriculum F. Student Equity and Achievement program (SEA) G. SPC H. CTEE I. PD J. ROC update	
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Next Meeting:
April 10, 2019 in AA-140



Instructional Planning Council Minutes

MEETING TYPE:

X

Staff
Product/Project
Special

Date: February 27, 2019
Start Time: 2:30 p.m.
End Time: 4:30 p.m.
Location: AA-140

Chair: Dr. Jack S. Kahn

Members Present: Dr. Richard Albistegui-Dubois, Mark Bealo, Dr. Glyn Bongolan, Sarah DeSimone, Kelly Falcone, Katy Farrell, Jenny Fererro, Marlene Forney, Margie Fritch, Dr. Barb Kelber, Dr. Pearl Ly, Jim Odom, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Angela Smith and Susan Snow.

Members Absent: Michelle Barton, Kelly Donaghy and Dr. Jack S. Kahn

Guests: Michael Large and Nichol Roe

Recorder: Michelle LaVigueur

Dean Smiley called the meeting to order at 2:35 p.m.

I. Announcements -

- a. Spring 2019 Outcomes Assessment Project – Katy Farrell provided information regarding the Ethical Awareness and Civic Knowledge & Engagement project she is leading. She encouraged more faculty and student participation and closed with circulating a sign-up sheet.
- b. “New” definition of Tutoring and fall FTES claim – Dean Sivert reported that during winter break, the Chancellor’s Office released new information for tutoring apportionment that is retroactive to fall 2018. Instead of tutoring apportionment based on basic skills coded classes, apportionment will now be based on the need in three areas; quantitative, literacy and critical thinking. Because of this criteria change, the tutoring center is changing the way it collects student information. Dean Sivert recently met with a consultant to determine the best way to gather this student data from PeopleSoft.
- c. MOSTRA Coffee main campus project – Tabled.
- d. University of Redlands project with Business program – Dean Smiley summarized a potential partnership with University of Redland’s School of Business that would allow Palomar College students to enroll in their two-year BA program offered on our campus. An 18-month MBA program partnership may also be available. The University of Redland’s will accept all of Palomar College class credits and they will provide a 30% tuition reduction to our students. The University of Redlands will offer classes as eight-week sessions with multiple entry points per year. They will allow students to be concurrently enrolled at Palomar College and their university to make required classes more cost-effective.
- e. Block exceptions – Dean Smiley reported that VPI Kahn is looking for a faculty volunteer to assist him with developing a rule to create block exceptions for high demand classes (labs and longer classes) that present scheduling challenges for students. Mark Bealo volunteered.

II. Comments from Constituencies – None

III. Approve minutes – February 13, 2019

MSC – (Fritch/Gonzalez): The minutes for February 13, 2019 were approved and accepted into the record with abstentions from Jim Odom and Suzanne Sebring.

IV. Program Review this spring – update and process (II.A.2) – Michael Large provided a brief overview of what to expect on the new PRP link that will be available within the next couple of weeks. The form itself is more user-friendly with the necessary data readily available. Dean Smiley stated that PRP instructions, training videos and links are almost complete and the deadlines will be moved forward two weeks to accommodate the change. Once completed, information will be emailed and made available on the Instructional Services website. Dean Smiley added that the rotation schedule will be emailed out as well. He added that Non-Instructional PRP’s will be available in the Cognito format with the same timeline. The approval process has changed slightly, and additional training will be provided. Dean Smiley closed with reminding members that New Faculty Request Forms are now included as part of the PRP form and the normal PRP cycle will resume in fall 2019.

- V. IPC subcommittee for New Programs – Dean Smiley reported that a new IPC subcommittee for New Programs will be created to evaluate new program proposals. This subcommittee will utilize guiding questions and make recommendations to IPC. The New Instructional Program Proposal is available on the Curriculum website: <https://www2.palomar.edu/pages/curriculum/credit-programs/> Dr. Glyn Bongolan, Mark Bealo and Dr. Pearl Ly volunteered to be on this subcommittee. Two additional members will be recruited from the Curriculum Committee and/or campus community.
- VI. SPPF IPC Funds update – FY 2018-19 in the amount of \$41,884 (0811909) – Dean Smiley reported that the Council will vote on how the funds will be spent and the following suggestions were made:
- AC in Old Library
 - Software to integrate systems
 - Service to text students
 - Update systems for Student Services
 - Improve TracDat (Katy to research)
 - Emergency notification for loud instructional areas (Art, Music, CFT, etc.) – Suzanne mentioned that Sprint has something
 - House of Humanities
 - Outreach – Program Materials
 - AB705 training for faculty
- VII. Faculty Hiring update (III.A.2) – Dean Smiley announced that this is now a part of the PRP process.
- VIII. Accreditation – Instructional Programs II.A and Academic Quality I.B – Dean Smiley reported that the accreditation standards assigned to IPC are not available yet. A new app has been designed which will make the process much easier for all councils involved with this process.
- IX. Middle College concept – Dean Smiley reported that our college currently has six (6) CCAP partnership agreements. Dr. Glyn Bongolan explained that two Middle College models exist. The first is high school students attend high school classes during the regular school day and attend college classes in the evening on the college campus. The second model has an independent high school on a college campus. This last model comes with process concerns regarding grading, admissions, calendars, etc. Ongoing discussions have occurred with Bonsall High School regarding placement of their high school at the Fallbrook Education Center. Committee members expressed concern regarding Ed Code, age of students, social aspects, parental involvement and more. There was discussion around San Diego Mesa High School located on Mesa College's campus and a suggestion to ask the team who created this model to share insights at IPC.
- X. New Program Approvals – The Council made suggestions to update the New Instructional Program Proposal to include questions around labor market data, demand for courses and FTEF funding. Jenny Fererro reminded the Council that all new program proposals presented today include classes that are already offered, just a re-packaging of existing classes. Motions were presented and actions are as follows:
- International Business –
MSC – (Bongolan/Albistegui-Dubois)
Motion carried.
 - Small Business Entrepreneurship
MSC – (Bongolan/Sebring)
Motion carried.
 - Musical Theatre Preparation
MSC – (Bongolan/Fererro)
Motion carried.
 - Social Media Content: Certificate of Achievement
MSC - (Bongolan/Sebring)
Motion carried.

5. Blogging: Certificate of Achievement (Request pulled by Erin Hiro)
 6. Digital Journalism: Certificate of Achievement now combined with Online Journalism: Certificate of Achievement
MSC - (Sebring/Bongolan)
Motion carried.
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- XI. New Programs
 - a. Noncredit Computer Skills for ESL – Dean Smiley presented a new instructional program proposal for three classes titled Computer Skills for ESL. Dean Sivert explained that these classes are to assist ESL students who need basic computer skills to navigate a computer. The three classes requested will replace NESL 983.
 - XII. Certificate and Degree Review (II.A.1) – Tabled.
 - XIII. Community College Survey of Student Engagement (CCSSE) Faculty Survey Results – Tabled.
 - XIV. Feedback on PRP's post Jack – Tabled.
 - XV. New Programs – List of Standard Questions – Attachment D (II.A.1) - Dean Smiley presented the list of standard questions and asked members to review each question and provide feedback. The following suggestions were made:
 - Update question #4 to include a sub-question on where the “demand” data came from (i.e.: labor market) and ensure that it is a consistent, sustainable demand.
 - Update question #12, to include a question asking if a Palomar College advisory group has been consulted, and if so to explain recommendations.
 - Add an additional question to ask if the new proposed course(s) are replacing an existing class or program.There was consensus among the Council to update the questions as open-ended questions rather than questions that illicit a yes/no response. The questions will be updated and reviewed at the next IPC meeting.
 - XVI. Faculty Center in PeopleSoft – Tabled.
 - XVII. Waitlists Workgroup Update – Tabled.
 - XVIII. Scheduling Improvement – Workgroup Update (II.A.6) – Tabled.
 - XIX. Librarian/Counselor Hiring Practice – Tabled.
 - XX. Standing Reports – Tabled.
 - a. AB705
 - b. Accreditation
 - c. Enrollment
 - d. Guided Pathways (II.C.6)
 - e. LOC & Curriculum
 - f. Student Equity and Achievement program (SEA)
 - g. SPC
 - h. CTEE
 1. Perkins/Strong Workforce updates – Dean Fritch
 - i. PD
 - j. ROC update
 - k. Tutoring

The meeting was adjourned at 4:40 pm.

New Instructional Program Proposal

Phase 1 - Planning

Discipline: ESL Title: Computer Skills for ESL

Award Type: ☐ AA/AS Degree ☐ AA-T/AS-T ☐ Cert. of Achieve (18+) ☐ Cert. of Achieve. (12-17) ☐ Cert. of Prof. ☒ Cert. of Completion

Program Goal: ☐ Transfer Only ☐ CTE/Transfer ☐ Career Tech. Only ☐ Other (Local Need) ☐ Community Ed.

T.O.P. Code (CB03) Click for TOP Codes T.O.P. Code 4931.00 Vocational ESL

ICAM Code (CB09) ☐ E=Non-Occupational ☒ D=Possible Occupational ☐ C=Occupational ☐ B=Advance Occupational ☐ A=Apprenticeship

Justification/
Evidence of Need: We want to create shorter courses (8 weeks instead of 16) so that there are more entry points for the students. Also, there are no pre-regs so students can enter at any point. The last course includes updated technology.

How does this program meet the mission of the district?
Click for Palomar College Mission The courses will prepare students to be more confident performing basic computer tasks in the workplace or college level courses for career, associate or transfer degree programs.

Description: The three computer skills courses are designed to equip non-native speakers of English with basic computer literacy and skills needed to be successful in today's digital world.

Courses (List courses): Existing: NESL 983 New: NESL 982, 983, 984

Faculty: Existing: 7 New (FTEF): none needed Special Minimum Quals: none

Staff: Existing: 7.45 New (FTE): none needed Titles: _____

Enrollment: Expected: 30 FTES: _____

Overlap (District): Departments: no ESL overlap

Outcome of Overlap _____

Discussion: _____

Similar Programs in our Area: NESL 81 Mira Costa offers a computer class for ESL, but not a certificate Colleges where overlap may exist: none Program Name: none

Requirements: Classroom: ☒ Lecture ☐ Lab Software: Office, Typing Space: Computer Lab (H-121)

Computers/Macs/PCs: MAC PC Other Equipment: ☐ Yes ☒ No

Outside Accreditation: _____ Licensure: Office, Typing CTE Regional Approval: ☐ Yes ☒ No

Is this a General Education Program? ☐ Yes ☒ No Is this a Transfer Program? ☐ Yes ☒ No

51% or more courses transfer) ☐ Yes ☒ No

Funding: General Fund: _____ Grant (Name): _____ Length of Grant: _____

Service/Maintenance _____

Resources: Startup Costs: _____ Ongoing: _____ Agreements: _____

Post Grant Funding Plans: _____

Phase 2 - Validity, Cost, Mission

Comments required (Indicate support or potential problems/recommendations. Overlap should be considered.)

Faculty (Originator) Vickie Mellos Vickie Mellos

Dept. Chair Tracy Fung Tracy Fung

Articulation Officer Benjamin Mudgett Benjamin Mudgett

Dean Shayla Sivert Shayla Sivert

Instruct. Svcs. Rep Cheryl D. Kears Cheryl D. Kears

Overlap: ☐ Yes ☒ No

Recommendation: ☐ Move to IPC ☐ Return ☐ Not Viable at this Time

Phase 3 - Instructional Planning Council

The program addresses the District's global instructional and enrollment management needs: ☐ Yes ☐ No

The District has the resources to initiate and sustain the program: ☐ Yes ☐ No

Outside Funding and/or Institutionalization of Program's Budget into General Fund (Sustainability) _____

Feedback/Comments

Recommendation: ☐ Build in Curriculum ☐ Return Reason _____

Phase 4 - Curriculum Input and Pre-Launch



GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Jack S. Kahn, Ph.D.					Date: 3/13/19		
Proposed Name of Requested Group: IPC New Programs Subcommittee							
	Council		Committee	X	Subcommittee		Task Force
Action Requested:		X	Add		Delete		Change
Role: <ul style="list-style-type: none"> To review and make recommendations to IPC about New Programs. Products: <ul style="list-style-type: none"> Decisions to make recommendations to Curriculum Committee. 							
Reporting Relationship: Instructional Planning Council							
Meeting Schedule: As needed							
Chair: Dean, Social and Behavior Sciences Members: <ul style="list-style-type: none"> Two Faculty representatives appointed by IPC One representative from Curriculum Committee One representative from another division 							

Reviewed by Strategic Planning Council:

[illegible]

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Accreditation Standards

(Adopted June 2014)

Introduction¹

The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

¹ The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

New Programs – List of Standard Questions

1. Which Palomar College location(s) will offer this program?
2. Does Palomar College have facility space for the program?
3. What is the anticipated annual enrollment (FTES)?
4. Is there a high demand for this program?
 - a. Explain where the “demand” data came from.
 - b. Is the demand consistent and sustainable?
5. What types of high paying jobs will students become eligible for?
6. How efficient are your current programs?
7. Do you have any programs currently with low completion rates?
 - a. If so, what is your plan to deal with those?
8. Will we be adding any new curriculum for new courses or any new sections?
9. Can the program be completed in 30 units?
10. Does it link to a pathway from high school or a CSU?
11. What are the expenses to the college?
 - a. Will they be one-time expenses or recurring?
12. Explain your advisory group’s recommendation for adding this new program.
13. Will this program be in direct competition with any existing programs at Palomar College?
 - a. If yes, which programs?
14. Will this program be in direct competition with other colleges?
 - a. If yes, what colleges?
15. Does the program need regional approval?
 - a. If yes, do you have approval?
16. Is this certificate or program eligible for Financial Aid?
17. Are there potential external accrediting agencies?
 - a. If so, are there expenses associated with them?
18. Identify full-time faculty who will champion this program.
19. Who will monitor the program?
 - a. Who will be responsible for the Learning Outcomes?
20. What kind of instructional support will be needed (tutoring, counseling, etc.)?
21. Will this program replace existing classes or programs?
 - a. If so, which ones?