



STRATEGIC PLANNING COUNCIL AGENDA

Date: February 6, 2007
Starting Time: 2:00 p.m.
Ending Time: 3:45 p.m.
Place: **SU-18**

CHAIR: Deegan

MEMBERS: Barton, Bishop, Colwell, Cuaron, Doran, Dowd, Eichelberger, Faulkner, Fernandez, Frady, Giese, Gowen, Halttunen, Hogan-Egkan, Ivey, Lienhart, Madrigal, McCluskey, O'Brien, Plotts, Thompson, Tortarolo, Van Engel

RECORDER: Ashour

	Attachments	Time
A. <u>MINUTES</u>		5 min.
1. Approve minutes of December 5, 2006		
B. <u>ACTION ITEMS/SECOND READING</u>		5 min.
1. Technology Resources Committee Membership Change		
C. <u>DISCUSSION/INFORMATION ITEMS</u>		60 min.
1. AIP Progress Reports	Exhibit C1	
2. 3-Year Accreditation Budget		
3. Institutional Review	Exhibit C3	
4. Revised ASG Smoking Resolution		
5. AB1417	Exhibit C5	
6. Title 5 Grant/HIS Update		
D. <u>REPORTS OF PLANNING COUNCILS</u>		15 min.
1. Administrative Services Planning Council – Bonnie Ann Dowd		
2. Human Resource Services Planning Council – John Tortarolo		
3. Instructional Planning Council – Berta Cuaron		
4. Student Services Planning Council – Joe Madrigal		
E. <u>REPORT FROM RAC</u>		10 min
F. <u>REPORT FROM TRC</u>		
G. <u>REPORTS OF CONSTITUENCIES</u>		15min.
1. Administrative Association – Tom Plotts		
2. Associated Student Government – Curtis Van Engel		
3. Confidential/Supervisory Team – JoAnne Giese		
4. CCE/AFT – Becky McCluskey		
5. Faculty Senate – Brent Gowen		
6. PFF/AFT – Shannon Lienhart/Julie Ivey		
H. <u>OTHER ITEMS</u>		



**STRATEGIC PLANNING COUNCIL
MEETING MINUTES
February 6, 2007**

The regular meeting of the Palomar College Strategic Planning Council was held on Tuesday, February 6, 2007, in SU-18. The meeting was called to order at 2:00 p.m. by Robert Deegan.

ROLL CALL

Members Present: Barton, Bishop, Colwell, Cuaron, Deegan, Doran, Dowd, Eichelberger, Faulkner, Fernandez, Frady, Gowen, Ivey, Lienhart, Madrigal, McCluskey, O'Brien, Owens, Plotts, Tortarolo
Recorder: Cheryl Ashour
Members Absent: Eichelberger, Giese, Halttunen, Hogan Egkan, Madrigal
Guests: Herman Lee for Joseph Madrigal, Jayne Conway

A. MINUTES

1. Approve Minutes of December 5, 2006

MSC (Bishop) to approve the Minutes of December 5, 2006 as written

B. ACTION ITEMS/SECOND READING

1. Technology Resources Committee Membership Change

Brent Gowen pulled this item and requested it be put on hold indefinitely. It will be added to the pending section of the SPC Agenda.

C. DISCUSSION/INFORMATION ITEMS

1. AIP Progress Reports (Exhibit C1)

A copy of the Annual Implementation Plan was distributed. Everyone was asked to review the information. This item will return for discussion at the next meeting.

2. 3-Year Accreditation Budget

Berta Cuaron stated that she had planned to bring a summary of projected expenses for accreditation; however, she needs to do additional analysis. She will bring the expense summary at the next meeting for discussion. In the meantime an accreditation workshop will be held this Friday. Additional SPC representatives are needed and anyone from SPC is welcome to attend as a guest.

3. Institutional Review (Exhibit C3)

Berta Cuaron reported that she reconvened the Institutional Review Committee. The Committee is waiting for feedback from the Planning Councils. The Councils are being asked to make recommendations that will take the information being gathered one step further, to satisfy the accreditation standard that shows that we directly tie resource allocation to our institutional planning. The Council's recommendations will be incorporated into a revised document. It will come to SPC for endorsement and then a timeline will be established to begin a new cycle in the fall.

4. Revised ASG Smoking Resolution

An ASG representative is not in attendance to speak to this item. The item was pulled and will be added to the pending items.

5. AB1417 (Exhibit C5)

Michelle Barton stated that a district level accountability model was developed by the Chancellor's office according to the requirement of AB1417, in order for the community college system to receive \$31 million. A technical advisory group took the model and defined the measures within the model. A pilot report has been released. Districts are required to evaluate the report and respond within 30 days with a 500 word response. Ms. Barton distributed and discussed the report.

6. Title 5 Grant/HSI Update

Michelle Barton presented an update to the College's efforts to qualify for the Title 5 Grant. The College is very close to reaching the 25% FTES Hispanic enrollment at the Federal level (we are at 24.99%).

Additionally, new submissions are being granted 25 points for this year only. Discussion ensued. It was decided that a group will be put together this year to see if a plan can be developed by the deadline.

D. REPORTS OF PLANNING COUNCILS

1. Administrative Services Planning Council – no report

2. Human Resource Services Planning Council

John Tortarolo reported that HRSPC is meeting this afternoon. At their last meeting they discussed the College's implementation of the model for Equal Opportunity Plan; an optimal organization for Human Resources; reports from Team Life; discussion on a smoke-free campus; and needs for various training activities in preparation for reactivation of the Staff Development and Training Committee.

3. Instructional Planning Council – no report

4. Student Services Planning Council

Herman Lee reported that SSPC met on January 24, 2007. They heard presentations addressing Title 5 Grant/HSI; the peer ambassador program; the outreach projects by Financial Aid targeting high school students; the process for requesting new classified positions; and the non-smoking resolution.

E. RESOURCE ALLOCATION COUNCIL

Bonnie Ann Dowd reported that there has been ongoing budget development training. Each unit is developing their budgets, which are due to the Planning Councils late February.

F. REPORT FROM TECHNOLOGY RESOURCE COMMITTEE

Bonnie Ann Dowd reported that TRC is on hiatus until April.

G. REPORTS OF CONSTITUENCIES

1. Administrative Association – no report

2. Associated Student Government – no report

3. Confidential/Supervisory Team – no report

4. CCE/AFT – no report

5. Faculty Senate

Brent Gowen reported that the Faculty Senate expanded the ROP workgroup, looking into the feasibility of the transition of these programs and faculty. They also expanded their own academic technology committee and are eager to dialogue with TRC. A standing sub-committee on distance education within curriculum and a workgroup to advance the concept and practice of student responsibility for their education was established. The Faculty Senate is working on a textbook library to address the problems students have regarding access to textbooks. Lastly, they hosted a discussion on the search for the new athletic director.

6. PFF/AFT

Julie Ivey reported that the PFF is in the process of electing board members for the E-Board and delegates to the CFT convention to be held March 16-18.

H. OTHER ITEMS

Herman Lee presented an enrollment update.

Robert Deegan discussed the upcoming building projects.

I. ADJOURNMENT

There being no remaining items the meeting was adjourned at 4:00 p.m.



Strategic Plan 2009 Annual Implementation Plan 2006-2007

“The Strategic Planning Council recognizes the importance of using the governance process to identify, prioritize, and allocate funding to ensure the success of the Objectives and Activities listed in this Annual Implementation Plan. While the SPC may not be named as an assigned group on each Objective and Activity, its role is implicit throughout.”

Objective/Activity 1 Goal: Student Success	Develop and implement an institution-wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion).	Primary Person(s): Vice President, Student Services; Vice President, Instruction Assigned Groups: Student Services Planning Council; Instructional Planning Council; Student Learning Outcomes Council * IPC and SSPC should consider establishing a working group to prepare a draft plan for review by May, 2007 Funding Source:
Estimated Cost:	One Time Ongoing	Time Line: Plan due May, 2007
November, 2006 Student Services The Athletic Department has developed a broad based Student Support Program that includes: • Electronic assessment of academic status in each class; • Tutoring referrals based on assessment results; • Peer and staff tutoring to support general tutoring services; and • Supervised study hall based upon	Feb., 2007	May, 2007

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referrals from individual members of our staff. Enrollment Services sent postcard mailers to students previously enrolled in Spring & Summer 2006 to promote enrollment and financial aid. The Registration Committee: • Approved an earlier start Spring registration to coincide with an earlier publication of the class schedule; • Established a working group to implement an Early Acceptance Program; • Approved Summer registration to start three (3) weeks earlier and Fall registration to start one (1) week earlier - class schedules will be available earlier to students. Initiated the EOPS/CARE/CALWorks integration into PeopleSoft Student Administration. Latino Outreach / Pre-Enrollment Services Project hired six (6) Financial Aid Student Mentors to identify students in local high schools and assist with pre-enrollment services including the financial aid process. Funded by Non Credit Matriculation and Financial Aid. Non-Credit Matriculation hosted a conference on October 20th for high schools ESL / ELD Counselors, Teachers and support staff to		
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increase awareness of our ESL Program, Latino Outreach, Early Acceptance program, etc.; and to exchange information on how we can better serve second language learners. On October 25th, Lynda Haltunen presented the Early Acceptance program service and retention details to the Instructional Planning Council. On November 1st, the Counseling Department created a work group to look at retention activities to include the Puente Program. A report is forthcoming. The Office of Student Affairs provides financial assistance to students in need of a short term loan up to \$50.00 and/or up to \$200.00 to purchase textbooks. Student Affairs also supports a variety of student activities and clubs that are designed to foster a closer relationship between students and Palomar College, thereby, increasing the student's commitment to education. <u>Instruction</u> IPC discussed this goal at its October 11 and October 25 meeting and developed an initial list of ideas/recommendations to address this goal. Discussion and strategies to continue in Spring 2007 semester.		
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Objective/Activity 2 Goal: Student Success	Primary Person(s): Vice President, Student Services; Vice President, Instruction		
Increase instructional faculty's awareness and referral of students to services that support student success.	Assigned Groups: Student Services Planning Council; Instructional Planning Council		
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006	Feb., 2007		May, 2007
<u>Student Services</u> The first two (2) weeks of classes, the Athletic Department provides information to each faculty member with an athlete in their class. They are asked to communicate with the Athletic counselor should academic or social issues arise with any student athlete. They will be contacted three (3) additional times during the semester, electronically and using the assessment cards. Financial Aid Sponsorship and Presentation at the High School ESL / ELD Conference. Health Services provided services to faculty and reminded them to inform students about Health Services. Counseling Services Department participated in full-time and part-time faculty Plenary			

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sessions to share "Nuts and Bolts" of services available, and how to make appropriate referrals. Conversations have begun on plans to add a session for part-time non-instructional counseling faculty. The Office of Student Affairs regularly provides workshops for faculty on dealing with problems involving students. These workshops are designed to increase faculty awareness and utilization of the services provided for faculty and students by the Office of Student Affairs. <u>Instruction</u> IPC discussed this goal at its October 11 and October 25 meeting and developed an initial list of ideas/recommendations to address this goal. Discussion and strategies to continue in Spring 2007 semester.		
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Objective/Activity 3 Goal : Student Success		Primary Person(s): Vice President, Student Services; Vice President, Instruction	
Define and communicate classroom and college expectations of students that foster shared responsibility for learning outcomes.		Assigned Groups: Student Services Planning Council; Instructional Planning Council; Learning Outcomes Council; Associated Student Government	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006		Feb., 2007	
<u>Student Services</u> If a tutor is not available or there are limited services in a particular area for athletes, a member of the Athletics Academic Support Team will contact the instructor in an attempt to identify potential resources through coursework or to arrange one-on-one contact with the faculty member. Several faculty members from the Counseling Services Department (including one EOP&S Counselor) attended the Strengthening Student Success Conference. A dialog on developing Student Learning Outcomes and creating a systematic assessment cycle continued at the October 18th Division meeting. The Office of Student Affairs is a regular contributor at faculty orientations and professional development workshops to present information specifically related to college expectations of students.		May, 2007	

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<u>Instruction</u> This goal has not yet been discussed by IPC.		
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Objective/Activity 4 Goal : <i>Student Success</i>	Primary Person(s): Vice President, Student Services; Vice President, Instruction		
Increase student awareness and use of services that support student success.	Assigned Groups: Student Services Planning Council; Instructional Planning Council; Associated Student Government		
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line:	
November, 2006	Feb., 2007		May, 2007
<u>Student Services</u>			
The Athletics & Competitive Sports 50 (Introduction to Collegiate Athletics) curriculum includes information on support services for students. Student athletes are taken on tours of the college campus to identify locations and resources.			
Campus Police proposed, funded, and implemented an information kiosk in front of the Palomar College main campus. Community Service Officers provide information to students and visitors on District services, including the			

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escort program available to all students, employees and visitors. Campus Police has increased visibility on campus and the parking lots by implementing bike patrols to deter crime and assist students with general information. Crime statistics are now provided on demand. Campus Police continues to work collaboratively with the Director of Student Affairs on disciplinary referrals. Campus Police developed and implemented a free Rape Awareness Defense (RAD) course for women. A Transfer Awareness Study was conducted as a baseline. Intervention strategies are being developed to increase student's understanding of accurate transfer information. The Office of Student Affairs secured funding and facilitated the installation of a large electronic marquee for the Student Union. The marquee provides a significant means of communicating information to students related to various support services available to them. <u>Instruction</u> IPC discussed this goal at its October 11 and October 25 meeting and developed an initial list of ideas/recommendations to address this goal. Discussion and strategies to continue in Spring 2007 semester.		
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Objective/Activity 5 Goal : Student Success		Primary Person(s): Vice President, Instruction	
Align scheduling, course and program offerings to meet the needs of students.		Assigned Groups: Deans; Instructional Planning Council; Director, Extended Education; Instructional Department Chairs and Directors; Associated Student Government	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006	Department Chairs, faculty, and Division deans continue to review enrollment information and trends with each schedule development process. As student demand changes, the scheduling of class sections may be adjusted. In addition, departments are encouraged to periodically review and update a 4-semester sequence of scheduling courses to ensure that classes necessary to complete a certificate, degree, or preparation for the major are offered. This overall discussion takes place each year at a Chairs/Directors meeting.		Feb., 2007 May, 2007

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Objective/Activity 6 Goal : Student Success		Primary Person(s): Superintendent/President; Vice President, Human Resource Services	
Increase the number of full-time faculty while recognizing the need to increase the diversity among full-time faculty.		Assigned Groups: Strategic Planning Council; Human Resource Services Planning Council for Model EEO Plan; Faculty Senate	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006 Recruitment for 5 additional full-time faculty positions has been initiated The current faculty obligation calculations indicate that when these recruitments are completed the college will be 8 full time faculty over obligation. Work on the 2006-07 EEO plan to increase faculty diversity has been initiated with the Equal Opportunity Advisory Committee and the Human Resource Services Planning Council. Human Resources Services has begun compilation of the EEO Plan and is performing a gap analysis to determine the additional plan elements to be recommended to HRSPC through the EEO Advisory Committee. A presentation on the EEO plan has been made to the Faculty Senate and the Governing Board.		Feb., 2007	May, 2007

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Objective/Activity 7 Goal : Teaching and Learning		Primary Person(s): Faculty Senate President; Academic Technology Coordinator	
Integrate campus discussions related to on-line teaching.		Assigned Groups: Faculty Senate Academic Technology Committee; Technology Resources Committee; Academic Technology Group; Professional Development; PFF; Associated Student Government; TERB	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006		Feb., 2007	May, 2007
The Senate is considering expanding greatly its Academic Technology Committee to consolidate discussions of non-curricular academic and professional matters in on-line education. (2) The Senate is establishing a new standing committee within the Curriculum Committee to consolidate discussions of curricular matters in online courses. Academic Technology publishes a weekly podcast that contains timely technology news and information as well as a "Teaching With Technology" segment that focuses on online teaching Academic Technology publishes a weekly newsletter that contains information pertinent to online teaching Faculty Senate has sponsored several round table type discussions about online teaching			

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The Technology Resources Committee formed an Instructional Subgroup which has just begun to meet to consider how to implement the Technology Master Plan Technology Resources Committee has formed sub-groups to begin dialogue one of which is the Instructional Technology Sub-Group chaired by Haydn Davis who is the Academic Technology Coordinator	
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Objective/Activity 8 Goal : Teaching and Learning		Primary Person(s): Co-Chairs of Technology Resources Committee
Estimated Cost:	One Time	Assigned Groups: Technology Resources Committee; Strategic Planning Council; Faculty Senate Academic Technology Committee (ATC)
	Ongoing	
November, 2006 Block Grant funds rec'd by state have been allocated for Faculty computers. Instructional and Operation Technology Sub-Groups formed in TRC have begun looking at needs of support for instructional purposes. Also Information Services role is to provide up to date technical support for District PC's and software. The District did set aside funds to upgrade computer labs & classrooms (data, AV, etc.)	Feb., 2007	May, 2007

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Objective/Activity 9 Goal : Teaching and Learning		Primary Person(s): Academic Technology Coordinator; Professional Development Coordinator	
Provide comprehensive technology training for instructional purposes.		Assigned Groups: Academic Technology Group; Professional Development; Technology Resources Committee	
Estimated Cost:	One Time	Funding Source: PD and AT Budgets	
	Ongoing	Time Line: May, 2007	
November, 2006 Academic Technology offers, in consultation with Professional Development, an extensive program of technology training workshops and tutorials The Academic Technology Weekly Newsletter publicizes training opportunities available to Palomar faculty and staff through Adobe, Apple, CCC Confer, Horizon Wimba, Microsoft, the @ONE system and others The Technology Resources Committee formed an Instructional Subgroup to examine existing training opportunities and to suggest other options The Instructional Technology Sub-Group of TRC will assess technology training.		Feb., 2007	May, 2007

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Objective/Activity 10 Goal : Teaching and Learning		Primary Person(s): Co-Chairs of Learning Outcomes Council	
Enculture the discussion and implementation of learning outcomes cycles.		Assigned Groups: Learning Outcomes Council; Institutional Review Committee	
Estimated Cost:		Funding Source:	
	One Time		
	Ongoing	Time Line: May, 2007	
November, 2006		Feb., 2007	May, 2007
The Learning Outcomes Council is actively working on several projects to advance the Outcomes Initiative: • To facilitate discussion new edition of the Learning Outcomes newsletter, <i>Conversations and Information</i> was recently published. • To support student learning the Learning Outcomes Council is investigating the creation of a Student Success center. Members of the council are visiting colleges that have centers in place and developing an implementation plan. • To identify learning cycles the Departmental Liaisons are visiting individual departments and collecting outcomes and assessment data. • To facilitate students' registration process the Learning Outcomes Council is working with the Counseling Department to address "Front Door Issues."			

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- To enhance student engagement the Learning Outcomes Council continues to support the Campus Explorations project. - To provide more opportunities for our students the Learning Outcomes Council is investigating the possibility of creating an Honors program.	
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Objective/Activity 11 Goal : Teaching and Learning		Primary Person(s): Professional Development Coordinator	
Advance the faculty-to-faculty mentoring program		Assigned Groups: Faculty Senate	
Estimated Cost:		Funding Source:	
	One Time	Time Line: November, 2006	
	Ongoing		
November, 2006 Matched 16 new faculty members with 16 faculty mentors. Supported faculty mentors via email reminders. Consulted with Professional Development Advisory Board regarding revising the Faculty Mentor Handbook. Planned end-of-the-semester lunch/meeting to discuss successes and challenges of the program.		Feb., 2007	May, 2007

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Objective/Activity 12 Goal : Teaching and Learning		Primary Person(s): Vice President, Instruction; Vice President, Student Services	
Develop and implement a plan to provide financial and institutional support to facilitate faculty skill development, knowledge, research and innovation in on- and off-campus venues.		Assigned Groups: Instructional Planning Council; Student Services Planning Council; Professional Development	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006	Feb., 2007	May, 2007	
<u>Student Services</u> At the September 29, 2006 Counseling Services Department Annual retreat, the counselors brainstormed a list of training activities for counselors that would improve services to students. On October 18 th , the Counseling Services Division met to begin a strategic planning process for the division tied to the Annual Implementation Plan.			
<u>Instruction</u> IPC has not yet discussed this goal.			

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Objective/Activity 13 Goal : Organizational and Professional Development		Primary Person(s): Vice President, Human Resource Services	
Develop and implement a plan to establish and fund on-going employee training programs for technical and professional skills to assess needs, assure competencies, and identify appropriate delivery methods.		Assigned Groups: Human Resource Services Planning Council; Information Services; Professional Development; Council of Classified Employees (CCE); Technology Resources Committee	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006 Human Resource Services Planning Council has initiated discussion of staff training for technical and professional skills. Additional state funding for faculty and staff professional development has been identified. Staff Development Committee co-chairs are scheduled to meet and convene the committee. The Instructional Technology Sub Group of TRC will assess training needs of staff. Also, IS provided training to PS financial upgrade. Functional Specialists within divisions provide training.		Feb., 2007	May, 2007

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Objective/Activity 14 Goal : Organizational and Professional Development		Primary Person(s): Superintendent/President	
Evaluate formal communication channels and improve the vertical and horizontal communication within the governance structure.		Assigned Groups: Strategic Planning Council; Instructional Planning Council; Student Services Planning Council; Human Resource Services Planning Council; Administrative Planning Council; Research and Planning	
Estimated Cost:		Funding Source:	
	One Time	Time Line: May, 2007	
	Ongoing		
November, 2006	Feb., 2007	May, 2007	
Administrative Services IS Department provided PeopleSoft Financial Upgrade Training (H&V)			
Fiscal provided Budget Training using PS (H&V)			
Installed display cases by A-4C to provide campus wide F/AS information (H & V)			
F/AS directors have joint meeting monthly with mgrs. & supvs. (H)			
H = Horizontal/V=Vertical			

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Objective/Activity 15 Goal : Resource Management		Primary Person(s): Superintendent/President; Director, Research and Planning	
Develop and implement a process for submitting, approving, and managing grants.		Assigned Groups: Strategic Planning Council; Research and Planning; Director, Grant Funded Student Programs; Director, Fiscal Services	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006 During the 10/17 SPC meeting, M. Barton requested volunteers to form a workgroup to address this objective. The workgroup will meet on the first and third Tuesday of each month beginning in December. During our first meeting, the workgroup will identify our goals and plan for completing work on this objective.		Feb., 2007	May, 2007

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Objective/Activity 16 Goal : Resource Management		Primary Person(s): Vice President, Instruction; Vice President Finance & Administrative Services	
Develop a comprehensive process that addresses the financial implications of program development and implementation.		Assigned Groups: Deans; Director, Fiscal Services; Strategic Planning Council	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006 In Spring 2006, the Curriculum Committee developed a process that will address the financial implications of new instructional programs. The process was approved by the Faculty Senate and presented to SPC for information during this Fall 2006 semester and is now in effect for any new instructional programs proposed that will require general funding and District resources. The process parallels the information required to receive approval from the CCC System Office.		Feb., 2007	May, 2007

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Objective/Activity 17 Goal : Facilities Improvement		Primary Person(s): Vice President, Finance & Administrative Services; Director, Facilities	
Identify and provide appropriate levels of funding to support and ensure implementation of the facilities plan and the ongoing maintenance of buildings and grounds.		Assigned Groups: Administrative Services Planning Council; Facilities Review Committee	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006 The 2005-06 AIP's for Facilities Improvements is currently in progress. Staffing & funding levels remain the same as the 2004-05 budget. For the 2004-05 Facilities Improvement Plan 116 construction projects have been completed. For 2005-06 18 projects have been completed and 19 have been scheduled or are in the works. Funding and staffing levels continue to be inadequate for volume of projects.		Feb., 2007	May, 2007

**Strategic Plan
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Objective/Activity 18 Goal : Facilities Improvement		Primary Person(s): Vice President, Finance & Administrative Services	
Complete the master signage plan for all district facilities		Assigned Groups: Administrative Services Planning Council	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006	A "way-finding" prototype has been installed in front of Student Services bldg. ADA & standard door signs are identified throughout the District. Directional signs are displayed on light poles on San Marcos campus. In addition "curb appeal" signs are being evaluated for Escondido Center. The working group has done what it can with available resources & without outside professional assistance.		Feb., 2007 May, 2007

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Objective/Activity 19 Goal : Facilities Improvement		Primary Person(s): Manager, Facility Planning/Environmental Health & Safety	
Continue to develop procedures to respond to emergency situations.		Assigned Groups: Safety and Security Committee; Campus Police Committee	
Estimated Cost:	One Time	Funding Source:	
	Ongoing	Time Line: May, 2007	
November, 2006	NIMS & SIMS training has been completed for the management team. Add'l training will be provided to building coordinators & response teams. Supplies have been purchased for the Emergency Command Center and a plan is being developed for strategic placement throughout the District.	Feb., 2007	May, 2007

PALOMAR COLLEGE INSTITUTIONAL REVIEW 2005 INSTRUCTIONAL PROGRAMS DATA COLLECTION FORM

PLEASE READ "2005 Instructional Programs Guidelines Form" BEFORE PROCEEDING.

Name of Instructional Program Reviewed in this Document: _____

1. Progress Report. Review previous year's institutional review. Describe the progress made on any recommendations or areas of need identified in your previous year's review. Specifically, describe progress made toward the areas of program assessment, current program goals and objectives, and learning outcomes.

2. Insert quantitative data for this program. Access this data at <http://sharepoint.palomar.edu/ir>

Program Data Elements	Fall 02	Fall 03	Fall 04
Enrollment			
WSCH			
FTES			
WSCH/FTEF			
Retention Rate			
Success Rate			
% Enrollment to Max	N/A		

Staff Data Elements	Fall 02	Fall 03	Fall 04
Contract FTE			
Overload FTE			
Hourly FTE			
Total FTE			

3. Program assessment. Assessment of program offerings, faculty/staff needs, etc.

PALOMAR COLLEGE INSTITUTIONAL REVIEW
2005 INSTRUCTIONAL PROGRAMS DATA COLLECTION FORM

4. List accomplishments program has made in the last academic year.

5. List current program goals and objectives. (2-3 measurable goals that are congruent with Palomar College Strategic Planning Goals)

6. Learning outcome goal and objective. Identify one learning outcome that has been incorporated in one course in the program and identify a measure for determining whether the learning outcome has been achieved.

This Report Prepared By: _____
Name (print and initial) Date

This Report Submitted To: _____
Name (print) Date

FEEDBACK & SUGGESTIONS TO INSTITUTIONAL REVIEW COMMITTEE FOR NEXT REVIEW:

PALOMAR COLLEGE INSTITUTIONAL REVIEW

-2005 NON-INSTRUCTIONAL PROGRAMS DATA COLLECTION FORM-

PLEASE READ "2005 NON-INSTRUCTIONAL PROGRAMS GUIDELINES FORM" BEFORE PROCEEDING.

Non-Instructional Program Reviewed in this Document: _____

1. Progress Report. Review previous year's institutional review. Describe the progress made on any recommendations or areas of need identified in your previous year's review. Specifically, describe progress made toward current department goals and objectives, and learning outcomes.

2. Provide effective data sources to evaluate this department. Insert qualitative and quantitative data elements that can be used to evaluate this department—what information do you typically use to document your success and justify expanding your department or budget.

3. Program assessment. Assess needs of your department dictated by changes in staffing, equipment, training, software/technology and facility needs.

PALOMAR COLLEGE INSTITUTIONAL REVIEW

4. List accomplishments department has made in the last year.

5. List the department's current goals and objectives. (2-3 measurable goals that are congruent with Palomar College Strategic Planning Goals)

This Report Prepared By: _____
Name (print and initial) Date

This Report Submitted To: _____
Name (print and initial) Date

FEEDBACK & SUGGESTIONS TO INSTITUTIONAL REVIEW COMMITTEE FOR NEXT REVIEW:

**Chancellor's Office
California Community Colleges**

Accountability Reporting for the Community Colleges: Draft Report

**A Report to the Legislature, pursuant to AB 1417
(Pacheco, Statutes of 2005, Chapter 581)**

January 2007



California Community Colleges Chancellor's Office
<http://www.cccco.edu>

Introduction

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417. The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this new reporting system *Accountability Reporting for the Community Colleges* (or *ARCC*). As required by the Legislature, the CCC System Office will produce this report each year and disseminate it so that each college will share it with its local board of trustees. The System Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in six specific areas of effort and to inform the public about overall system performance. Because the 2007 report is a pilot phase in ARCC, a seventh performance indicator, improvement in ESL (English as a Second Language), will not be usable for evaluation purposes until we have completed the 2008 report. In fact, it will help the reader of this report to remember that the entire 2007 report functions as a pilot phase to prepare the state for the first definitive report in 2008. Joint efforts by the colleges and the System Office are currently under way to improve the quality of the performance data, and many of the colleges will have changes to their data in 2008.

Furthermore, readers will observe that this pilot report omits coverage of non-credit courses. The System Office and the Legislature agree that reporting on non-credit instruction needs further examination, and the 2008 ARCC report will begin to address performance in the area of non-credit instruction as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631).

This 2007 report drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the System Office. We list in Appendix G the individuals who played these important roles in helping to formulate the ARCC.

How to Use This Report

We acknowledge that a variety of people will see this pilot report, and we recognize that these viewers will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college-level performance. Readers should read the brief introductions to each of these sections (system and college-level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader. However, as we noted earlier, readers should act cautiously with the 2007 report's results, given the pilot nature of this report.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The extensive section that follows system performance lists the community colleges alphabetically and presents six pages of information for each college. The first two pages for each college display how that college performed over time on seven basic indicators. Of the seven indicators shown on these first two pages, we emphasize that the sixth one, the ESL improvement rate, should not be used in any evaluation because of the incomplete information that existed for the ESL indicator during this pilot year. Therefore, year-to-year figures for six of these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress, if any, in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the six indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California community colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college-level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification.

In fact, the sixth page for each college shows each college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college.

The best use of this report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

Additional information about ARCC is available at the following website:
http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm

If you have any questions or comments about the report, please e-mail them to: arcc@cccco.edu.

ARCC 2007 Report: An Introduction to the Systemwide Indicators

The AB 1417 Performance Framework for the California Community Colleges (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

Tables 1 through 17 and Figures 1 through 8 in the following section of the 2007 ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting. These performance indicators are organized into four major categories:

- Student Progress and Achievement – Degree/Certificate/Transfer
- Student Progress and Achievement – Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates.

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by program
5. The increase in total personal income as a result of receiving a vocational degree/certificate
6. The annual number of Basic Skills improvements
7. Statewide participation rate (by selected demographics).

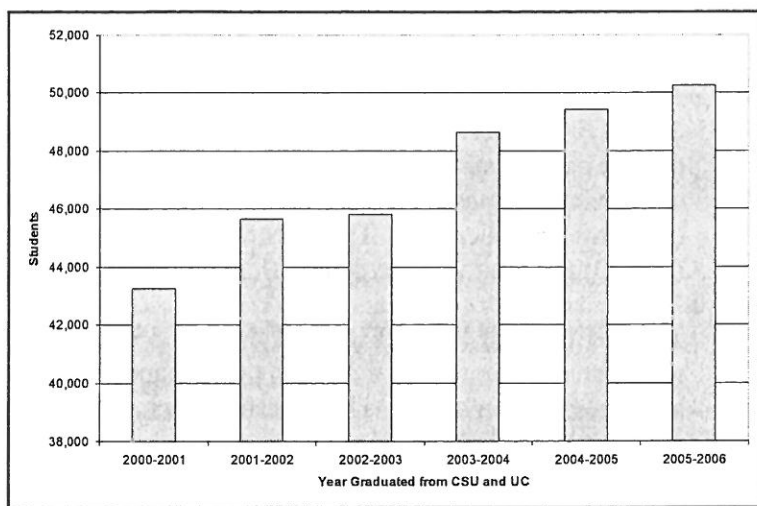
The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure. The Data Source and Methodology for each of the indicators can be found in Appendix B. A brief Results summary immediately follows the table(s) or figure(s) for each indicator.

Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer or attend courses across multiple community colleges during their studies and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 1:

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)

**Table 1:**

Annual Number of California State University (CSU) and University of California (UC) Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a California Community College (CCC)

	Year Graduated From CSU or UC					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total BA/BS (CSU & UC)	93,050	96,179	98,837	104,320	107,630	110,990
Total Who Attended CCC	43,253	45,641	45,826	48,657	49,439	50,248
CSU and UC Percent	46.5%	47.5%	46.4%	46.6%	45.9%	45.3%

Table 2:

Annual Number and Percentage of CSU Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	Year Graduated From CSU					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total BA/BS from CSU	59,983	61,463	61,712	65,741	66,768	69,350
Total Who Attended CCC	33,790	35,792	35,315	37,329	37,316	38,365
CSU Percent	59.3%	58.2%	57.2%	56.8%	55.9%	55.3%

Table 3:

Annual Number and Percentage of UC Baccalaureate Students from 2000-2001 to 2005-2006 Who Attended a CCC

	Year Graduated From UC					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total BA/BS from UC	33,067	34,716	37,125	38,579	40,862	41,640
Total Who Attended CCC	9,463	9,849	10,511	11,328	12,123	11,883
UC Percent	28.6%	28.4%	28.4%	29.4%	29.7%	28.5%

Results:

Figure 1 presents an increasing six-year trend of the annual number of California State University (CSU) and University of California (UC) baccalaureate students who attended a California Community College (CCC). Table 1 shows the number of CSU and UC baccalaureate students, and of those, the total who attended a CCC. The table also reflects the percentage of graduates who originally attended a CCC across the six-year period. The percentage slightly decreases in 2002-2003 and 2004-2005. Table 2 displays the annual number and percentage of CSU students and Table 3 portrays the UC students.

For Methodology and Data Source, see Appendix B.



Chancellor's Office
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ARCC website: http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm

Student Progress and Achievement: Degree/Certificate/Transfer

Figure 2:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2000-2001 to 2005-2006

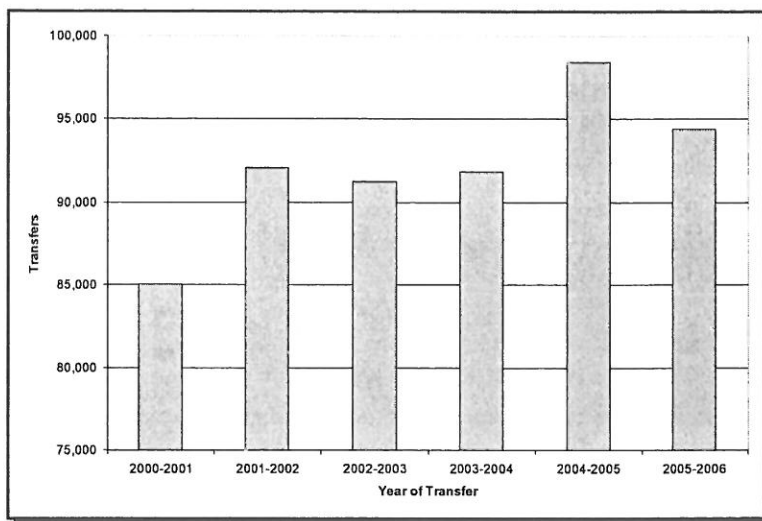


Table 4:
Annual Number of California Community College
Transfers to Four-Year Institutions
from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total Transfers	85,035	92,082	91,246	91,870	98,414	94,418

Table 5:
Annual Number of California Community College
Transfers to California State University (CSU),
University of California (UC), In-State Private (ISP) and
Out-of-State (OOS) Four-Year Institutions

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
CSU	47,900	50,473	50,746	48,321	53,695	52,642
UC	11,215	12,291	12,780	12,580	13,211	13,462
ISP	15,302	17,838	16,548	19,117	18,179	15,466
OOS	10,618	11,480	11,172	11,852	13,329	12,848

Results:

Figure 2 and Table 4 feature the annual number of California Community College (CCC) transfers to four-year institutions across six years. Although there is a general increase over time, the overall number of transfers decline in 2002-2003 and 2005-2006. Table 5 displays the annual number of transfers for four segments: California State University (CSU), University of California (UC), In-State Private (ISP) and Out-of-State (OOS) four-year institutions.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Figure 3:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2000-2001 to 2005-2006

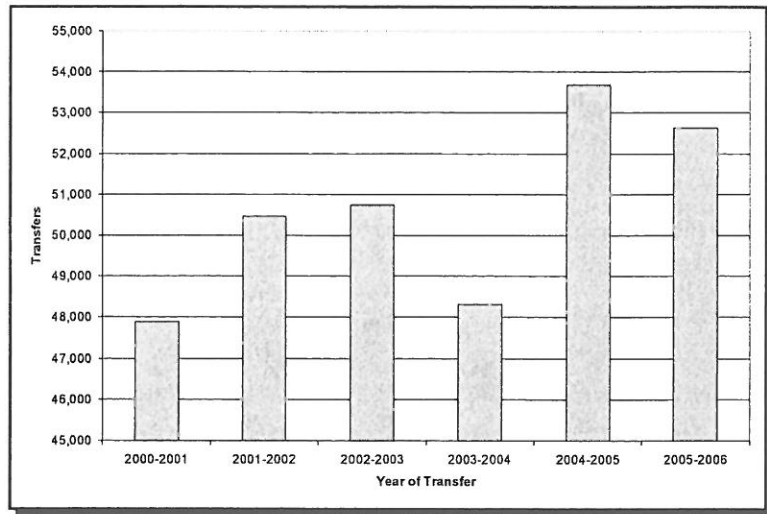


Table 6:
Annual Number of California Community College
Transfers to California State University (CSU)
from 2000-2001 to 2005-2006

		Year of Transfer					
		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
CSU Transfers		47,900	50,473	50,746	48,321	53,695	52,642

Results:

Figure 3 and Table 6 and display the annual number of California Community College (CCC) transfers to California State University (CSU). The number of transfers increases from 2000-2001 to 2002-2003 before decreasing in 2003-2004. A substantial increase of transfers is evident in 2004-2005 followed by a slight decline in 2005-2006.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Figure 4:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2000-2001 to 2005-2006

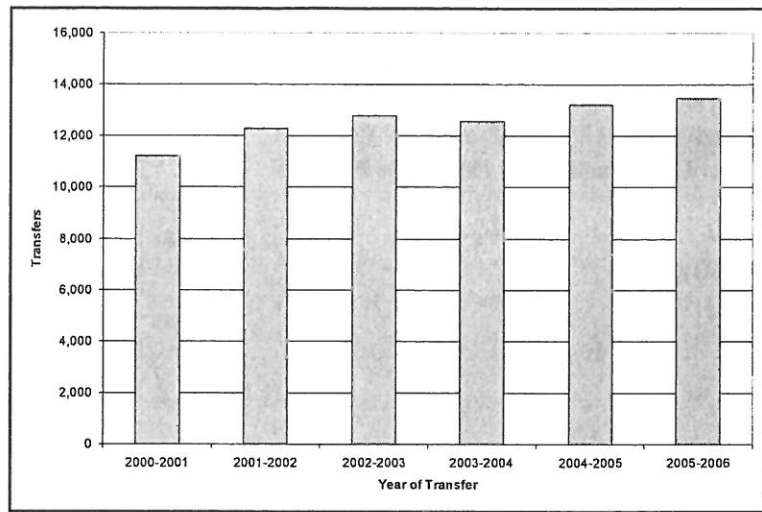


Table 7:
Annual Number of California Community College
Transfers to the University of California (UC)
from 2000-2001 to 2005-2006

Year of Transfer						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
UC Transfers	11,215	12,291	12,780	12,580	13,211	13,462

Results:

Figure 4 and Table 7 illustrate the annual number of California Community College (CCC) transfers to University of California (UC). With the exception of a slight decrease in 2003-2004, the numbers of transfers increases over the six-year period from 2000-2001 to 2005-2006.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Figure 5:
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2000-2001 to 2005-2006

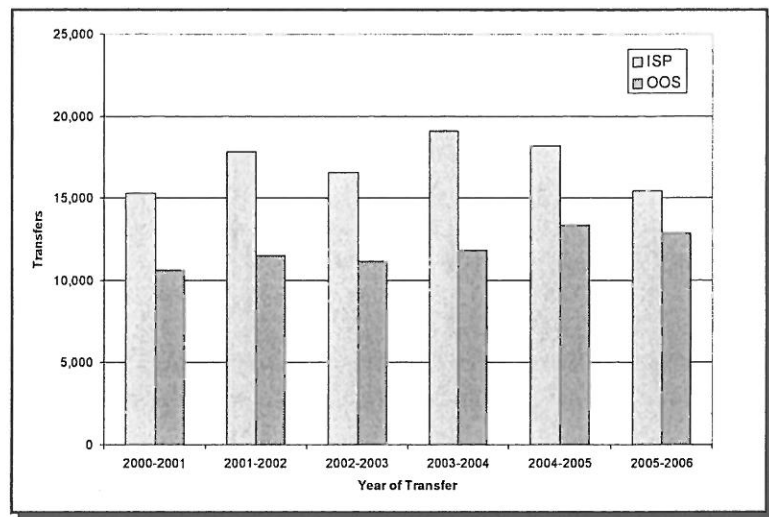


Table 8:
Annual Number of California Community College
Transfers to In-State Private (ISP) and Out-of-State (OOS)
Four-Year Institutions from 2000-2001 to 2005-2006

	Year of Transfer					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ISP Transfers	15,302	17,838	16,548	19,117	18,179	15,466
OOS Transfers	10,618	11,480	11,172	11,852	13,329	12,848

Results:

The annual number of California Community College (CCC) transfers to In-State Private (ISP) and Out-of-State (OOS) four-year institutions is displayed in Figure 5 and Table 8. The numbers for transfers declines for both segments for the most recent academic year, 2005-2006.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Degree/Certificate/Transfer

Table 9:
Transfer Rate to Four-Year Institutions

Percentage of first-time students with a minimum of 12 units earned who attempted transfer-level Math or English during enrollment who transferred to a four-year institution within six years.

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Transfer Rate	40.9%	40.9%	40.7%

Results:

Table 9 reflects the statewide transfer rate to four-year institutions for three different cohorts of first-time students. The cohorts include students with at least 12 units earned who attempted transfer-level Math or English during the six-year enrollment period. The transfer rate is consistent at 40.9% for the 1998-1999 and 1999-2000 cohorts. The rate of transfer to four-year institutions for the 2000-2001 cohort decreased to 40.7%.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 10: Annual Number of Vocational Awards by Program from 2003-2004 to 2005-2006
 (Program Title based on four-digit TOP Code, Alphabetical Order)

Includes Certificates Requiring Fewer Than 18 Units

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Accounting	2,308	2,472	2,500	968	1,060	995	1,340	1,412	1,505
Administration of Justice	5,814	5,969	5,612	1,686	1,675	1,736	4,128	4,294	3,876
Aeronautical and Aviation Technology	555	353	383	125	61	59	430	292	324
Agricultural Power Equipment Technology	216	33	39	10	4	11	206	29	28
Agriculture Business, Sales and Service	45	71	44	23	65	38	22	6	6
Agriculture Technology and Sciences, General	45	20	36	35	17	17	10	3	19
Animal Science	467	472	502	273	289	317	194	183	185
Applied Photography	187	174	191	66	65	63	121	109	128
Architecture and Architectural Technology	224	263	304	101	115	129	123	148	175
Athletic Training and Sports Medicine	7	20	25	7	14	18		6	7
Audio/Visual Technician	6						6		
Automotive Collision Repair	91	125	134	3	16	16	88	109	118
Automotive Technology	1,648	1,906	2,071	235	301	300	1,413	1,605	1,771
Aviation and Airport Management and Services	84	168	223	54	112	139	30	56	84
Banking and Finance	61	57	68	31	26	26	30	31	42
Biotechnology and Biomedical Technology	78	132	167	17	38	36	61	94	131
Business Administration		2,288	2,419		1,971	2,129		317	290
Business and Commerce, General	3,666	1,303	1,229	3,095	1,068	984	571	235	245
Business Management	1,595	1,446	1,737	904	767	920	691	679	817
Cardiovascular Technician	92	133	152	30	25	29	62	108	123
Chemical Technology	6	8	15	5	2		1	6	15
Child Development/Early Care and Education	6,597	7,494	7,943	1,783	1,932	1,926	4,814	5,562	6,017
Civil and Construction Management Technology	501	404	416	86	88	82	415	316	334
Commercial Art	43	28	27	31	16	15	12	12	12
Commercial Music	202	257	265	35	44	48	167	213	217
Community Health Care Worker		1	2					1	2
Computer Information Systems		805	612		461	409		344	203
Computer Infrastructure and Support		580	560		223	229		357	331
Computer Software Development	697	551	347	252	219	133	445	332	214



Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Construction Crafts Technology	846	870	914	76	85	95	770	785	819
Cosmetology and Barbering	1,187	1,409	1,365	46	58	71	1,141	1,351	1,294
Custodial Services	14						14		
Dance			2						2
Dental Occupations	773	817	833	268	314	336	505	503	497
Diagnostic Medical Sonography	48	52	55	15	9	13	33	43	42
Diesel Technology	104	183	195	23	28	43	81	155	152
Digital Media		616	536		229	203		387	333
Drafting Technology	523	540	579	169	171	190	354	369	389
Educational Aide (Teacher Assistant)	92	45	55	24	18	17	68	27	38
Educational Technology			4			2			2
Electro-Diagnostic Technology	36						36		
Electro-Mechanical Technology	20	34	33	4	10	6	16	24	27
Electro-Neurodiagnostic Technology		1	11					1	11
Electrocardiography		14	23					14	23
Electronics and Electric Technology	1,086	891	991	376	314	287	710	577	704
Emergency Medical Services	2,367	2,310	1,895	65	2	2	2,302	2,308	1,893
Engineering Technology, General	32	17	36	21	11	28	11	6	8
Environmental Control Technology (HVAC)	360	359	339	50	57	49	310	302	290
Environmental Technology	404	439	267	18	27	22	386	412	245
Family and Consumer Sciences, General	120	126	108	115	125	108	5	1	
Family Studies		26	16		18	10		8	6
Fashion	333	427	422	100	138	135	233	289	287
Film Studies		62	123		31	72		31	51
Fire Technology	2,591	3,011	2,904	702	830	896	1,889	2,181	2,008
Food Processing and Related Technologies			64			32			32
Forestry	28	31	48	20	19	27	8	12	21
Geography		49	57		12	17		37	40
Gerontology	49	37	45	14	11	15	35	26	30



Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Graphic Art and Design	656	404	390	240	167	166	416	237	224
Health Information Technology	300	297	278	95	98	90	205	199	188
Health Occupations, General	49	4	9	9	1	2	40	3	7
Health Professions, Transfer Core Curriculum	88	104	150	88	104	146			4
Horticulture	569	499	517	172	138	141	397	361	376
Hospital and Health Care Administration			1						1
Hospital Central Service Technician	18	14	18				18	14	18
Hospitality	278	284	325	100	92	83	178	192	242
Human Services	1,842	1,673	1,639	474	441	462	1,368	1,232	1,177
Industrial Systems Technology and Maintenance	18	58	68	4	15	8	14	43	60
Information Technology, General	1,792	306	218	792	14	6	1,000	292	212
Instrumentation Technology	4	6	3	3	4	1	1	2	2
Interior Design and Merchandising	388	390	432	125	126	149	263	264	283
International Business and Trade	171	151	166	65	62	47	106	89	119
Journalism	76	66	77	57	51	55	19	15	22
Labor and Industrial Relations	18	16	17	3	4	6	15	12	11
Laboratory Science Technology	29	12	20	13	7	11	16	5	9
Legal and Community Interpretation		19	25		3	1		16	24
Library Technician (Aide)	191	174	149	34	33	39	157	141	110
Logistics and Materials Transportation	54	76	60	2	2	1	52	74	59
Manufacturing and Industrial Technology	832	830	831	112	108	121	720	722	710
Marine Technology	50	2	33	4	1	7	46	1	26
Marketing and Distribution	343	273	284	98	83	100	245	190	184
Mass Communications		6	3		6	2			1
Massage Therapy		82	62		11	15		71	47
Medical Assisting	670	949	876	129	135	125	541	814	751
Medical Laboratory Technology	22	16	62	14	9	18	8	7	44
Mortuary Science	78	89	58	14	40	23	64	49	35
Natural Resources	53	46	48	27	30	29	26	16	19



Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Nursing	6,551	6,859	7,080	4,068	4,442	4,726	2,483	2,417	2,354
Nutrition, Foods, and Culinary Arts	1,028	1,156	1,195	126	143	139	902	1,013	1,056
Occupational Therapy Technology	15	21	21	15	21	21			
Ocean Technology	1	6	9	1	3	4		3	5
Office Technology/Office Computer Applications	2,306	1,774	2,122	612	549	541	1,694	1,225	1,581
Optical Technology			1						1
Orthopedic Assistant	11	8	6	5	4	2	6	4	4
Other Agriculture and Natural Resources	32	9	4	14	4	1	18	5	3
Other Architecture and Environmental Design	10	3	1	1			9	3	1
Other Business and Management	19	176	276	6	113	216	13	63	60
Other Commercial Services	2	44	37				2	44	37
Other Education	189	4	1	81		1	108	4	
Other Engineering and Related Industrial Technologies	155	55	49	73	42	31	82	13	18
Other Family and Consumer Sciences	1						1		
Other Fine and Applied Arts	270	31	15	109	3	1	161	28	14
Other Health Occupations	146	131	104	21			125	131	104
Other Information Technology	1,085	95	96	339		4	746	95	92
Other Media and Communications	218	19	14	50			168	19	14
Other Public and Protective Services	112	52	61	14	1		98	51	61
Paralegal	761	898	885	328	385	396	433	513	489
Paramedic		373	402		85	75		288	327
Pharmacy Technology	155	152	176	42	43	52	113	109	124
Physical Education	1	87	96	1	10	10		77	86
Physical Therapist Assistant	71	76	67	71	76	66			1
Physicians Assistant	68	81	67	4	18	18	64	63	49
Plant Science	23	12	14	20	8	10	3	4	4
Polysomnography		9	1					9	1
Printing and Lithography	77	87	89	18	12	16	59	75	73
Psychiatric Technician	353	475	504	29	41	45	324	434	459



Table 10 (continued)

Program Title	Total Credit Awards			AA/AS Degrees			Certificates (Credit)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Public Administration	14	31	44	13	9	14	1	22	30
Radiation Therapy Technician		15	9		15	9			
Radio and Television		230	310		125	152		105	158
Radio, Motion Picture, and Television	381			175			206		
Radiologic Technology	534	598	679	315	379	426	219	219	253
Real Estate	463	502	593	109	168	198	354	334	395
Recreation	16		3	12			4		3
Respiratory Care/Therapy	251	420	511	171	275	353	80	145	158
School Health Clerk		2						2	
Sign Language		134	153		64	73		70	80
Special Education	42	32	48	8	8	12	34	24	36
Speech/Language Pathology and Audiology	31	45	55	22	31	37	9	14	18
Surgical Technician	43	36	46	2	5	13	41	31	33
Technical Communication	30	24	18	2	4	4	28	20	14
Technical Theater	43	21	29	14	7	8	29	14	21
Travel Services and Tourism	307	286	257	66	55	48	241	231	209
Viticulture, Enology, and Wine Business		36	28		17	18		19	10
Water and Wastewater Technology	97	98	164	16	31	43	81	67	121
World Wide Web Administration		45	65		16	16		29	49
Total	60,749	61,993	63,167	21,608	22,188	23,133	39,141	39,805	40,034

Results:

Table 10 reflects the breadth of the System's vocational programs. This table shows the numbers of awards issued by 135 vocational programs across the three most recent academic years, organized alphabetically by program title. The columns under "Total Credit Awards" (i.e., columns 2, 3, and 4) are the sums of degrees plus certificates for the specified years. Totals for all programs are presented in the last row of the table. Degrees represent about 36 to 37 percent of the credit awards issued, with certificates making up the remaining 63 to 64 percent.

For Methodology and Data Source, see Appendix B.



Student Progress and Achievement: Vocational / Occupational / Workforce Development

Table 11: "Top 25" Vocational Programs in 2005-2006, by Volume of Total Awards
(Program Title based on four-digit TOP Code)

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2005-2006	AA/AS Degrees 2005-2006	All Certificates (Credit) 2005-2006
1	Child Development/Early Care and Education	7,943	1,926	6,017
2	Nursing	7,080	4,726	2,354
3	Administration of Justice	5,612	1,736	3,876
4	Fire Technology	2,904	896	2,008
5	Accounting	2,500	995	1,505
6	Business Administration	2,419	2,129	290
7	Office Technology/Office Computer Applications	2,122	541	1,581
8	Automotive Technology	2,071	300	1,771
9	Emergency Medical Services	1,895	2	1,893
10	Business Management	1,737	920	817
11	Human Services	1,639	462	1,177
12	Cosmetology and Barbering	1,365	71	1,294
13	Business and Commerce, General	1,229	984	245
14	Nutrition, Foods, and Culinary Arts	1,195	139	1,056
15	Electronics and Electric Technology	991	287	704
16	Construction Crafts Technology	914	95	819
17	Paralegal	885	396	489
18	Medical Assisting	876	125	751
19	Dental Occupations	833	336	497
20	Manufacturing and Industrial Technology	831	121	710
21	Radiologic Technology	679	426	253
22	Computer Information Systems	612	409	203
23	Real Estate	593	198	395
24	Drafting Technology	579	190	389
25	Computer Infrastructure and Support	560	229	331

Results:

As shown in Table 11, Child Development/Early Care and Education programs issued the highest total number of awards in 2005-2006 (i.e., degrees plus certificates), primarily in the form of certificates. Nursing programs issued the second highest number of awards (degrees plus certificates), followed by Administration of Justice programs. The highest number of AA/AS degrees was issued in Nursing, followed by Business Administration.

For Methodology and Data Source, see Appendix B.

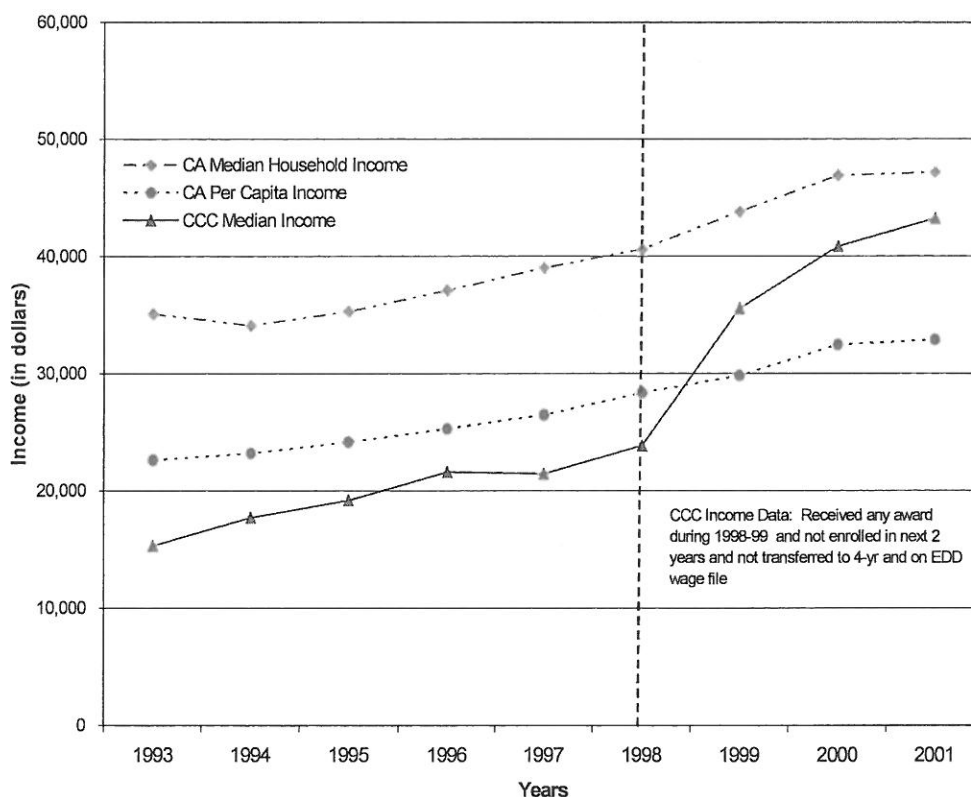


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Student Progress and Achievement: Vocational / Occupational / Workforce Development

Figure 6: Income Trend for Students Attaining Degree or Certificate in 1998-1999
(N = 4,253)



	1993	1994	1995	1996	1997	1998	1999	2000	2001
CA Median Household Income	35,100	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177
CA Per Capita Income	22,635	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882
CCC Median Income	15,337	17,715	19,188	21,626	21,464	23,841	35,565	40,850	43,206

Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable "jump" in median income that occurs following receipt of an award. This "jump" takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.

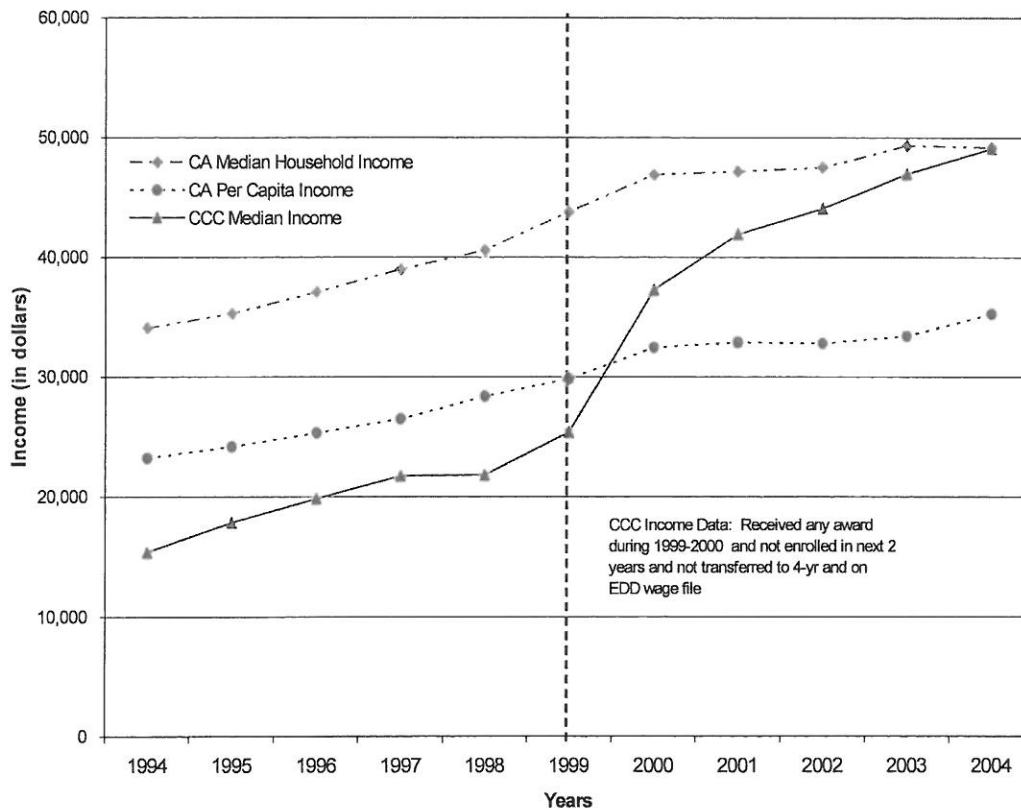


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Student Progress and Achievement: Vocational / Occupational / Workforce Development

Figure 7: Income Trend for Students Attaining Degree or Certificate in 1999-2000
(N = 4,127)



	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
CA Median Household Income	34,100	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
CA Per Capita Income	23,203	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
CCC Median Income	15,378	17,840	19,824	21,750	21,797	25,360	37,287	41,925	44,084	46,955	49,083

Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable "jump" in median income that occurs following receipt of an award. This "jump" takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.

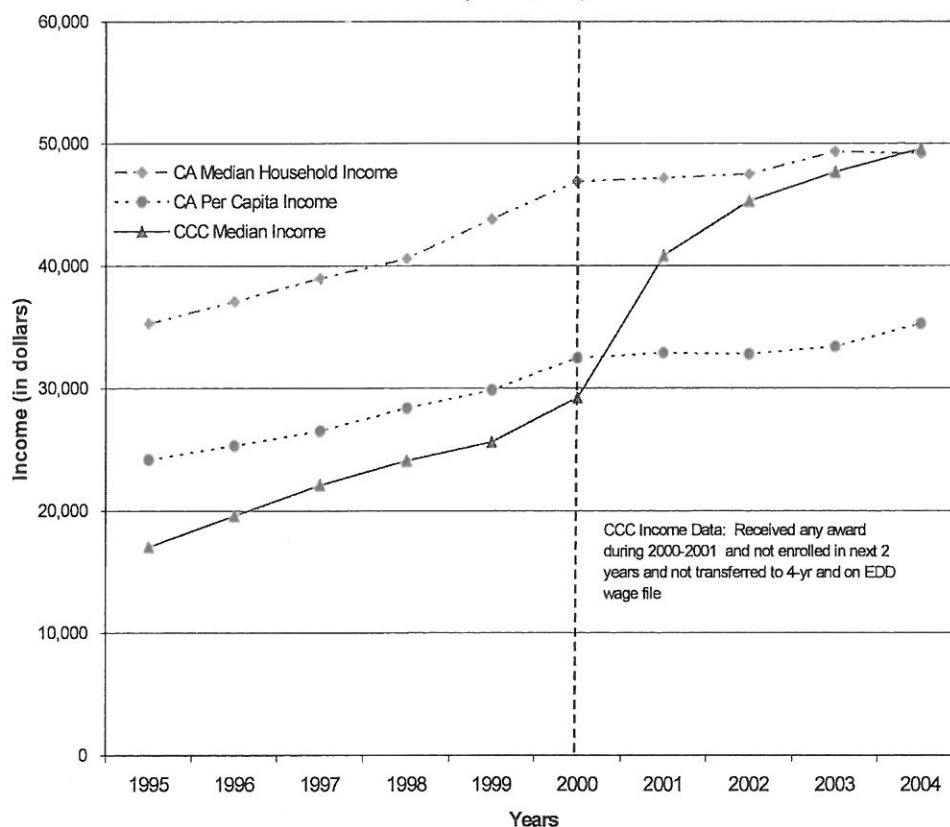


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Student Progress and Achievement: Vocational / Occupational / Workforce Development

Figure 8: Income Trend for Students Attaining Degree or Certificate in 2000-2001
(N = 4,853)



	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
CA Median Household Income	35,300	37,100	39,000	40,600	43,800	46,900	47,177	47,500	49,320	49,185
CA Per Capita Income	24,161	25,312	26,490	28,374	29,828	32,463	32,882	32,803	33,406	35,278
CCC Median Income	17,059	19,591	22,094	24,099	25,600	29,211	40,845	45,284	47,571	49,534

Results:

The trend lines for CCC Median Income in Figures 6, 7, and 8 suggest that students receiving awards from community college programs generally experience wage gains in the years following vocational award attainment for which wage data are available. While there are several important caveats to the CCC Median Income trends shown in these figures, the lines indicate a noticeable "jump" in median income that occurs following receipt of an award. This "jump" takes place for all three wage cohorts (1998-1999, 1999-2000 and 2000-2001). The wage trends continue at that higher level across the years for which we have post-award wage data. We include trend lines for California Median Household Income and California Per Capita Income to provide additional perspective on wage gains following award attainment. The award year for each cohort is indicated by the dashed vertical line in each figure.

For Methodology and Data Source, see Appendix B.



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Pre-Collegiate Improvement: Basic Skills and ESL

Table 12:
Annual Number of Credit Basic Skills Improvements

The number of students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
Number of Students	124,362	128,408	125,670

Results:

As Table 12 indicates, the statewide annual number of students completing credit coursework at least one level above their prior credit Basic Skills enrollment coursework peaked for the middle cohort (2002-2003 to 2004-2005), but declined by 2,738 students for the latest cohort (2003-2004 to 2005-2006).

For Methodology and Data Source, see Appendix B.



Participation Rates

Table 13:
Systemwide Participation Rate Per 1,000 Population

	2003-2004	2004-2005	2005-2006
Systemwide Participation Rate	67.7	66.0	66.2

Table 14:
Participation Rates by Age Group Per 1,000 Population

	2003-2004	2004-2005	2005-2006
Under 18	14.5	14.1	15.5
18 to 19	354.7	353.5	352.5
20 to 24	257.3	252.5	248.5
25 to 29	124.4	121.6	122.1
30 to 34	79.5	75.8	75.2
35 to 39	62.0	59.5	59.6
40 to 49	52.2	49.0	48.2
50 to 64	35.5	33.7	34.0

Table 15:
Participation Rates by Gender Per 1,000 Population

	2003-2004	2004-2005	2005-2006
Female	75.9	73.9	73.7
Male	59.5	58.1	58.6

Table 16:
Participation Rates by Ethnicity Per 1,000 Population

	2003-2004	2004-2005	2005-2006
Asian	95.7	91.1	89.4
Black/African American	75.0	74.1	74.5
Hispanic	55.1	54.0	54.3
Native American	85.0	77.3	72.1
Pacific Islander	128.3	125.2	126.7
White	58.2	56.3	56.4

Results:

For Methodology and Data Source, see Appendix B.



Participation Rates

Table 17: Participation Rates by Age, Gender, and Ethnicity Per 1,000 Population

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
Under 18	Female	Asian	30.6	30.3	33.3
Under 18	Female	Black/African American	16.5	16.9	19.3
Under 18	Female	Hispanic	8.8	9.4	10.8
Under 18	Female	Native American	18.5	17.1	17.2
Under 18	Female	Pacific Islander	29.6	28.0	31.0
Under 18	Female	White	17.5	16.5	17.3
Under 18	Male	Asian	24.7	24.8	27.0
Under 18	Male	Black/African American	12.4	11.8	13.8
Under 18	Male	Hispanic	6.6	6.9	7.9
Under 18	Male	Native American	13.3	12.8	12.2
Under 18	Male	Pacific Islander	24.2	21.9	24.4
Under 18	Male	White	13.4	12.2	12.6
18 to 19	Female	Asian	525.9	508.8	503.7
18 to 19	Female	Black/African American	374.4	374.9	372.8
18 to 19	Female	Hispanic	311.9	314.8	315.2
18 to 19	Female	Native American	366.7	354.1	331.8
18 to 19	Female	Pacific Islander	809.6	796.4	802.0
18 to 19	Female	White	367.0	358.4	348.2
18 to 19	Male	Asian	484.2	477.5	477.0
18 to 19	Male	Black/African American	306.0	310.0	317.2
18 to 19	Male	Hispanic	245.5	249.8	257.7
18 to 19	Male	Native American	288.5	272.1	253.8
18 to 19	Male	Pacific Islander	702.0	763.9	812.0
18 to 19	Male	White	312.0	309.9	305.2



Table 17 (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
20 to 24	Female	Asian	415.1	401.6	388.3
20 to 24	Female	Black/African American	290.0	286.0	274.6
20 to 24	Female	Hispanic	217.5	215.6	213.5
20 to 24	Female	Native American	296.2	267.2	235.3
20 to 24	Female	Pacific Islander	510.3	504.0	505.6
20 to 24	Female	White	273.2	266.3	256.2
20 to 24	Male	Asian	374.0	361.4	352.1
20 to 24	Male	Black/African American	219.1	210.2	203.8
20 to 24	Male	Hispanic	157.5	156.6	160.1
20 to 24	Male	Native American	231.8	205.5	192.3
20 to 24	Male	Pacific Islander	477.5	469.9	477.5
20 to 24	Male	White	234.7	229.1	223.1
25 to 29	Female	Asian	196.9	188.0	184.3
25 to 29	Female	Black/African American	185.0	184.9	176.6
25 to 29	Female	Hispanic	107.5	104.1	104.7
25 to 29	Female	Native American	194.8	174.1	169.3
25 to 29	Female	Pacific Islander	210.5	207.5	200.5
25 to 29	Female	White	127.0	126.0	128.4
25 to 29	Male	Asian	157.8	145.5	138.4
25 to 29	Male	Black/African American	116.2	117.0	114.7
25 to 29	Male	Hispanic	77.4	74.6	75.5
25 to 29	Male	Native American	159.6	143.7	126.1
25 to 29	Male	Pacific Islander	193.8	175.4	178.6
25 to 29	Male	White	106.1	106.3	109.2



Table 17 (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
30 to 34	Female	Asian	123.4	115.3	111.1
30 to 34	Female	Black/African American	128.0	124.5	123.1
30 to 34	Female	Hispanic	73.4	70.3	68.8
30 to 34	Female	Native American	123.3	116.8	104.0
30 to 34	Female	Pacific Islander	121.7	119.0	120.3
30 to 34	Female	White	75.8	72.3	71.2
30 to 34	Male	Asian	87.9	80.2	77.2
30 to 34	Male	Black/African American	78.9	76.1	78.6
30 to 34	Male	Hispanic	50.1	48.5	49.3
30 to 34	Male	Native American	109.6	100.0	98.3
30 to 34	Male	Pacific Islander	113.5	108.4	110.2
30 to 34	Male	White	61.5	59.5	59.9
35 to 39	Female	Asian	90.5	86.6	85.0
35 to 39	Female	Black/African American	102.3	99.3	100.4
35 to 39	Female	Hispanic	60.3	57.4	55.6
35 to 39	Female	Native American	91.9	89.9	88.7
35 to 39	Female	Pacific Islander	87.4	79.1	86.1
35 to 39	Female	White	60.9	58.3	58.3
35 to 39	Male	Asian	57.4	53.2	53.4
35 to 39	Male	Black/African American	58.7	58.6	61.3
35 to 39	Male	Hispanic	39.6	37.6	37.4
35 to 39	Male	Native American	78.0	75.4	79.0
35 to 39	Male	Pacific Islander	87.2	78.9	86.1
35 to 39	Male	White	45.4	44.5	45.9



Table 17 (continued)

Age	Gender	Ethnicity	2003-2004	2004-2005	2005-2006
40 to 49	Female	Asian	70.6	65.7	63.5
40 to 49	Female	Black/African American	82.6	78.0	75.7
40 to 49	Female	Hispanic	51.0	48.1	46.8
40 to 49	Female	Native American	81.7	71.5	62.5
40 to 49	Female	Pacific Islander	73.9	69.6	70.2
40 to 49	Female	White	55.2	51.0	50.0
40 to 49	Male	Asian	41.1	37.3	35.6
40 to 49	Male	Black/African American	48.6	48.3	49.1
40 to 49	Male	Hispanic	31.0	29.5	29.5
40 to 49	Male	Native American	67.5	58.1	54.2
40 to 49	Male	Pacific Islander	66.5	60.9	57.7
40 to 49	Male	White	35.8	33.8	33.6
50 to 64	Female	Asian	44.3	41.6	41.6
50 to 64	Female	Black/African American	43.7	42.3	42.8
50 to 64	Female	Hispanic	29.3	28.4	27.9
50 to 64	Female	Native American	54.8	48.6	45.7
50 to 64	Female	Pacific Islander	43.8	38.2	36.9
50 to 64	Female	White	39.1	37.0	37.3
50 to 64	Male	Asian	29.0	26.7	26.0
50 to 64	Male	Black/African American	29.4	28.7	30.6
50 to 64	Male	Hispanic	18.3	17.8	17.9
50 to 64	Male	Native American	40.7	36.6	34.5
50 to 64	Male	Pacific Islander	36.2	38.0	34.7
50 to 64	Male	White	24.4	22.9	23.1

Results:

For Methodology and Data Source, see Appendix B.



ARCC 2007 Report: An Introduction to the College Level Indicators

The *AB 1417 Performance Framework for the California Community Colleges* (the March 2005 report to the Legislature pursuant to AB 1417) specified that community college performance data would be aggregated and analyzed at two levels: the individual college level (college core indicators) and across the community college system (systemwide indicators). The Accountability Reporting for the Community Colleges (ARCC) program was developed from the AB 1417 performance framework.

The following section of the 2007 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.10. The methodology for performance indicators and college profile demographics is found in Appendix B. Appendix C specifies the uncontrollable variables and regression methodology. A list of the peer groups appears in Appendix A. Finally, Appendix D contains the methodology for peer grouping.

Tables 1.1 to 1.10 are organized under three main categories: College Performance Indicators, College Profile Summaries, and College Peer Grouping. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development and Pre-Collegiate Improvement (Basic Skills and ESL).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Vocational Courses
5. Annual Successful Course Completion Rate for Basic Skills Courses
6. Improvement Rates for ESL Courses
7. Improvement Rates for Basic Skills Courses
8. College profile summaries (e.g., headcounts, percentages of student enrollments by various demographics)
9. Summary of the college’s peer groups for each indicator

This college level section includes data for each of the 109 colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the three most recent academic years (2003-04, 2004-05, and 2005-06); however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Palomar College

Palomar Community College District

College Performance Indicators**Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Student Progress and Achievement Rate	51.7%	51.7%	51.5%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Percent of Students Who Earned at Least 30 Units	66.8%	68.6%	70.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
Persistence Rate	68.0%	68.5%	67.7%



Palomar College

Palomar Community College District

College Performance Indicators**Student Progress and Achievement: Vocational/Occupational/Workforce Development**

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Vocational Courses	73.9%	81.8%	81.5%

Pre-Collegiate Improvement: Basic Skills and ESL

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Basic Skills Courses	55.9%	58.8%	61.7%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
ESL Improvement Rate *	44.2%	42.1%	40.5%
Basic Skills Improvement Rate	54.5%	52.4%	52.5%

* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustration purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



Palomar College

Palomar Community College District

College Profile

Table 1.6:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
Annual Unduplicated Headcount	46,399	46,115	46,771
FTES*	18,779	19,349	19,337

Source: Chancellor's Office, Management Information Systems and 320 Report

*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

Table 1.7:
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
Under 18	6.3%	5.8%	6.6%
18 - 24	45.6%	46.7%	46.7%
25 - 49	33.5%	32.3%	31.8%
Over 49	14.5%	15.2%	14.8%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information Systems

Table 1.8:
Gender of Students

	2003-2004	2004-2005	2005-2006
Female	52.8%	52.6%	51.8%
Male	46.5%	46.6%	47.1%
Unknown	0.7%	0.9%	1.1%

Source: Chancellor's Office, Management Information Systems



Palomar College

Palomar Community College District

College Profile**Table 1.9:**
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
Asian	5.0%	4.8%	4.7%
Black/African American	3.3%	3.2%	3.2%
Filipino	2.6%	2.7%	2.8%
Hispanic	25.8%	25.5%	26.7%
Native American	1.2%	1.3%	1.2%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.8%	0.8%	0.7%
White	52.4%	52.9%	51.8%
Unknown/Decline to State	8.9%	8.8%	8.8%

Source: Chancellor's Office, Management Information Systems



Palomar College

Palomar Community College District

College Peer Grouping**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.5	58.1	50.3	66.3	A3
B	Percent of Students Who Earned at Least 30 Units	70.4	72.0	66.3	80.8	B3
C	Persistence Rate	67.7	70.7	66.3	76.6	C4
D	Annual Successful Course Completion Rate for Credit Vocational Courses	81.5	84.4	74.8	94.3	D4
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.7	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	52.5	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



Appendix A: Peer Groups

Introduction

This appendix contains additional information about the composition of the peer groups that the main report cites in the college-level analysis (Table 1.10: Peer Grouping). There is one table for each of the six performance indicators (outcomes). For information about the peer grouping methodology, we refer readers to Appendix D, which gives the essential statistical specifications for the ARCC peer grouping. For information about the analysis that preceded and supported the peer grouping process, we refer readers to Appendix C, which documents the regression analyses that the System Office research staff used.

Appendix A should help readers by presenting them with four types of information. The first type of information is the average value for each of the uncontrollable factors (labeled as “Means of Predictors”) that theoretically influence a given performance indicator in the ARCC. We show these averages for each peer group in the second, third, and fourth columns (reading from the left) of each of the six tables in this appendix. The second type of information is the basic statistical summary of the outcome (the lowest rate, the highest rate, and the average rate) within each peer group. These figures appear in the three columns to the right of the shaded border in each table. The third type of information concerns the composition of each peer group. The two rightmost columns of each table display the number of colleges within each peer group as well as the names of the colleges within each peer group. Finally, the fourth type of data is the state-level figures for each of the uncontrollable factors and performance indicators. These state-level figures will appear in the last row of each of the tables in this appendix.

Users of this report may use these four types of information to help them establish a context for interpreting the peer group results in the main body of the report. The information about the uncontrollable factors, the performance indicators, and the peer group composition allows the user to weigh these different aspects of the peer grouping as they try to evaluate college performances.

Finally, we note some specific details for clarity’s sake. The leftmost column of each table displays codes such as “A1” or “E5.” These codes only signify a different peer group for each performance indicator. The letter in the code (A through F) denotes the specific performance indicator, and the number in the code (1 through 6) denotes a specific group of colleges for a specific performance indicator. Users should avoid attaching any further meaning to these codes. That is, the colleges in group “A1” are not higher or better than the colleges in group “A2” (and vice versa). We used this coding convention to facilitate the cross-referencing of results in the main report’s college pages to this appendix and nothing more.

Appendix A: Peer Groups

Users should also remember that the composition of each peer group resulted only from our statistical analysis of the available uncontrollable factors related to each outcome. Therefore, the peer groupings may list some colleges as peers when we customarily would consider them as quite dissimilar. For example, we often consider geographic location and level of population density as factors that distinguish colleges as different (or similar). So, in Table A1 users may note that our peer grouping for Student Progress & Achievement classifies Yuba as a peer for L.A. City, and this tends to clash with our knowledge of the high density southern California setting of L.A. City and the rural northern California setting of Yuba. However, population density and geographic location within the state are not predictors of this outcome in our statistical analyses (see Appendix C). Furthermore, our historical perception of similar colleges tends to rely upon many controllable factors (which we do not consider in our peer grouping procedure), and this perception can also make the reported peer groups seem counter-intuitive.

For some performance indicators, a few colleges will lack a peer group. This is indicated by a letter for the peer group (but no number) in Table 1.10. Also, for some colleges, there may be a peer group but no figure for a particular indicator. Both situations occurred in the ARCC peer grouping analysis as a result of insufficient data at the time of this report's release. Naturally, some of these situations relate to newly established colleges that lack the operating history to produce sufficient data for the ARCC analyses.

Appendix A: Peer Groups

Table A1: Student Progress & Achievement: Degree/Certificate/Transfer
 Student Progress and Achievement Rate Peer Group

Means of Predictors				Student Progress and Achievement Rate			Peer Group Colleges	
Peer Group Number	Pct Students Age 25+ Fall 2003	SAAP Index	Bachelor Plus Index	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
A1	47%	42.44	0.20	30.3	53.3	45.9	34	Alameda; Bakersfield; Cerritos; Chabot; Chaffey; Compton; Contra Costa; Desert; East L.A.; Fresno City; Gavilan; Hartnell; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Trade-Tech; L.A. Valley; Long Beach City; Merced; Oxnard; Porterville; Reedley; Rio Hondo; Riverside; San Bernardino; San Joaquin Delta; Santa Ana; Sequoias; Southwest L.A.; Southwestern; West Hills; West L.A.; and Yuba.
A2	60%	50.07	0.17	39.5	57.3	50.7	13	Allan Hancock; American River; Barstow; Cerro Coso; Columbia; Cuyamaca; Feather River; Lake Tahoe; Lassen; Mendocino; Napa Valley; Santa Rosa; and Siskiyou.
A3	43%	52.43	0.20	50.3	66.3	58.1	23	Cabrillo; Cuesta; De Anza; Diablo Valley; Glendale; Grossmont; L.A. Pierce; Las Positas; MiraCosta; Moorpark; Ohlone; Orange Coast; Palomar; Sacramento City; San Diego Mesa; San Diego Miramar; San Jose City; San Mateo; Santa Barbara City; Santa Monica City; Sierra; Skyline; and West Valley.
A4	59%	52.55	0.33	57.0	66.1	60.7	6	Berkeley City College; Foothill; Irvine Valley; Marin; Saddleback; and San Francisco City.
A5	69%	43.70	0.44	33.7	56.5	48.1	8	Canada; Coastline; Laney; Merritt; Mission; Monterey; Palo Verde; and Taft.
A6	43%	49.22	0.28	42.8	59.3	51.3	22	Antelope Valley; Butte; Canyons; Citrus; Cosumnes River; Crafton Hills; Cypress; El Camino; Evergreen Valley; Fullerton; Golden West; Los Medanos; Modesto; Mt. San Antonio; Mt. San Jacinto; Pasadena City; Redwoods; San Diego City; Shasta; Solano; Ventura; and Victor Valley.
Overall	49%	47.60	0.24	30.3	66.3	51.1	106	

Appendix A: Peer Groups

Table A2: Student Progress & Achievement: Degree/Certificate/Transfer

Students Who Earned at Least 30 Units Rate Peer Group

Peer Group Number	Means of Predictors			Students Who Earned at Least 30 Units Rate			Peer Group Colleges	
	Student Count Fall 2003	Average Unit Load, Fall 2003	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
B1	9,398.2	6.8	\$21,938	56.5	72.8	65.4	29	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Cuyamaca; Evergreen Valley; Hartnell; Irvine Valley; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Palo Verde; Rio Hondo; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Skyline; and West L.A.
B2	13,125.6	8.4	\$18,993	55.6	78.6	69.3	55	Antelope Valley; Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Compton; Contra Costa; Copper Mountain; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; East L.A.; Feather River; Fresno City; Fullerton; Gavilan; Glendale; Golden West; Grossmont; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Merced; MiraCosta; Modesto; Mt. San Jacinto; Oxnard; Porterville; Redwoods; Reedley; Sacramento City; San Bernardino; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sequoias; Shasta; Sierra; Siskiyou; Solano; Southwest L.A.; Southwestern; Ventura; Victor Valley; West Hills; and Yuba.
B3	29,917.7	7.5	\$21,725	66.3	80.8	72.0	10	American River; El Camino; Long Beach City; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; and Santa Rosa.
B4	22,588.8	8.7	\$30,839	73.7	78.0	75.6	6	De Anza; Diablo Valley; Moorpark; Orange Coast; Saddleback; and Santa Monica City.
B5	11,005.2	7.2	\$36,081	71.6	75.1	72.9	6	Canada; Foothill; Las Positas; Marin; San Mateo; and West Valley.
B6	7,816.5	4.1	\$19,980	54.3	63.6	59.0	2	Coastline and Taft.
Overall	13,989.0	7.7	\$21,662	54.3	80.8	68.9	108	

Appendix A: Peer Groups

Table A3: Student Progress & Achievement: Degree/Certificate/Transfer
Persistence Rate Peer Group

Peer Group Number	Means of Predictors			Persistence Rate			Peer Group Colleges	
	Pct Students Age 25+ Fall 2004	Student Count Fall 2004	ESAI Household Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
C1	49%	7,440.7	\$ 39,110	45.6	67.4	59.6	20	Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Mendocino; Merritt; Napa Valley; Siskiyou; Southwest L.A.; Taft; and West L.A.
C2	60%	14,100.6	\$ 43,032	52.1	78.9	66.6	53	Alameda; Antelope Valley; Bakersfield; Butte; Canyons; Cerritos; Chaffey; Citrus; Compton; Contra Costa; Copper Mountain; Cosumnes River; Crafton Hills; Cuesta; Cypress; Desert; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Golden West; Grossmont; Imperial Valley; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Long Beach City; Merced; Modesto; Mt. San Jacinto; Orange Coast; Oxnard; Porterville; Redwoods; Reedley; Rio Hondo; Sacramento City; San Bernardino; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sequoias; Shasta; Sierra; Solano; Southwestern; Ventura; Victor Valley; West Hills; and Yuba.
C3	41%	11,306.3	\$ 64,805	57.6	78.8	69.3	20	Cabrillo; Canada; Chabot; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Los Medanos; Marin; MiraCosta; Mission; Ohlone; Saddleback; San Diego Miramar; San Jose City; San Mateo; Santiago Canyon; Skyline; and West Valley.
C4	51%	30,357.7	\$ 49,184	66.3	76.6	70.7	9	American River; Mt. San Antonio; Palomar; Pasadena City; Riverside; San Francisco City; Santa Ana; Santa Monica City; and Santa Rosa.
C5	48%	19,627.0	\$ 71,123	71.0	77.2	74.4	3	De Anza; Diablo Valley; and Moorpark.
C6	35%	9,448.0	\$ 48,614	40.8	53.0	48.2	3	Coastline; Monterey; and Palo Verde.
Overall	48%	13,660.0	\$ 47,786	40.8	78.9	65.8	108	

Appendix A: Peer Groups

Table A4: Student Progress & Achievement: Vocational/Occupational/Workforce Development
Vocational Course Completion Rate Peer Group

Peer Group Number	Means of Predictors			Vocational Course Completion Rate			Peer Group Colleges	
	Pct Male Fall 2005	Pct Students Age 30+ Fall 2005	Miles to Nearest UC	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
D1	38%	42%	28.8	66.2	85.6	73.8	34	Allan Hancock; Barstow; Berkeley City College; Canada; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Folsom Lake; Gavilan; Glendale; Irvine Valley; L.A. City; L.A. Mission; Laney; Marin; Merced; Merritt; MiraCosta; Mission; Monterey; Mt. San Jacinto; Napa Valley; Saddleback; San Bernardino; San Francisco City; San Jose City; Santa Rosa; Southwest L.A.; Victor Valley; West L.A.; West Valley; and Yuba.
D2	43%	27%	24.2	66.7	85.6	74.6	40	Alameda; Cabrillo; Cerritos; Chabot; Chaffey; Citrus; Cosumnes River; Crafton Hills; Cypress; De Anza; Diablo Valley; East L.A.; El Camino; Fullerton; Golden West; Grossmont; L.A. Harbor; L.A. Pierce; L.A. Valley; Las Positas; Long Beach City; Los Medanos; Modesto; Moorpark; Mt. San Antonio; Orange Coast; Oxnard; Pasadena City; Riverside; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Santa Monica City; Sierra; Skyline; Solano; Southwestern; and Ventura.
D3	40%	28%	108.1	66.2	85.4	75.7	13	Antelope Valley; Bakersfield; Butte; Copper Mountain; Cuesta; Desert; Fresno City; Imperial Valley; Porterville; Reedley; Sequoias; Shasta; and West Hills.
D4	53%	38%	27.5	74.8	94.3	84.4	13	American River; Canyons; Evergreen Valley; Foothill; Hartnell; L.A. Trade-Tech; Ohlone; Palomar; Rio Hondo; San Diego Miramar; San Mateo; Santa Ana; and Santiago Canyon.
D5	42%	48%	176.1	71.8	83.2	79.4	7	Cerro Coso; Feather River; Lake Tahoe; Lassen; Mendocino; Redwoods; and Siskiyou.
D6	74%	60%	140.9	93.4	96.5	94.9	2	Palo Verde and Taft.
Overall	43%	35%	48.0	66.2	96.5	76.4	109	

Appendix A: Peer Groups

Table A5: Pre-Collegiate Improvement: Basic Skills
Basic Skills Course Completion Rate Peer Group

Peer Group Number	Means of Predictors			Basic Skills Course Completion Rate			Peer Group Colleges	
	Miles to Nearest CSU	Nearest CSU SAT Math 75 Percentile	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
E1	10.6	573.4	\$ 20,126	52.4	69.0	61.4	32	Allan Hancock; American River; Bakersfield; Butte; Chabot; Citrus; Coastline; Cosumnes River; Cuesta; Cuyamaca; Cypress; Fresno City; Fullerton; Golden West; Grossmont; Hartnell; L.A. Mission; L.A. Valley; Long Beach City; Modesto; Mt. San Antonio; Oxnard; Palomar; Redwoods; Sacramento City; San Diego City; San Diego Mesa; San Diego Miramar; Santa Ana; Santiago Canyon; Southwestern; and Ventura.
E2	21.5	554.0	\$ 25,900	51.3	73.0	62.2	30	Alameda; Berkeley City College; Cabrillo; Canyons; Columbia; Contra Costa; Diablo Valley; Evergreen Valley; Gavilan; Irvine Valley; L.A. Pierce; Laney; Las Positas; Los Medanos; Merritt; MiraCosta; Mission; Monterey; Moorpark; Napa Valley; Ohlone; Orange Coast; San Francisco City; San Jose City; Santa Barbara City; Santa Monica City; Santa Rosa; Sierra; Skyline; and Solano.
E3	71.5	550.5	\$ 16,614	43.0	72.6	57.0	20	Antelope Valley; Barstow; Cerro Coso; Copper Mountain; Desert; Feather River; Imperial Valley; Lake Tahoe; Lassen; Mendocino; Merced; Porterville; Reedley; San Joaquin Delta; Sequoias; Shasta; Siskiyou; Taft; West Hills; and Yuba.
E4	18.9	564.3	\$ 36,139	60.2	83.1	67.2	7	Canada; De Anza; Foothill; Marin; Saddleback; San Mateo; and West Valley.
E5	13.9	493.3	\$ 17,485	44.7	68.3	56.4	18	Cerritos; Chaffey; Compton; Crafton Hills; East L.A.; El Camino; Glendale; L.A. City; L.A. Harbor; L.A. Trade-Tech; Mt. San Jacinto; Pasadena City; Rio Hondo; Riverside; San Bernardino; Southwest L.A.; Victor Valley; and West L.A.
E6	228.0	550.0	\$ 18,529	48.8	48.8	48.8	1	Palo Verde
Overall	28.0	550.0	\$ 21,663	43.0	83.1	60.3	108	

Appendix A: Peer Groups

Table A6: Pre-Collegiate Improvement: Basic Skills

Basic Skills Improvement Rate Peer Group

Means of Predictors				Basic Skills Improvement Rate			Peer Group Colleges	
Peer Group Number	Pct on Need Based Fin'l Aid F04	Average Unit Load Fall 04	Nearest 4 Yr SAT Verbal 25 Pctl.	Lowest Peer	Highest Peer	Average	Number of Peers	Colleges in the Peer Group
F1	8%	7.4	405.8	36.8	76.5	51.4	38	American River; Barstow; Canada; Canyons; Cerritos; Cerro Coso; Chabot; Chaffey; Cuyamaca; East L.A.; El Camino; Evergreen Valley; Folsom Lake; Foothill; Hartnell; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Trade-Tech; L.A. Valley; Las Positas; Marin; Mendocino; Mission; Monterey; Napa Valley; Ohlone; San Diego City; San Diego Mesa; San Francisco City; San Jose City; San Mateo; Santa Rosa; Santiago Canyon; Skyline; Southwest L.A.; Ventura; and West L.A.
F2	9%	6.2	558.3	32.7	52.0	42.0	6	Alameda; Berkeley City College; Coastline; Laney; Merritt; and San Diego Miramar.
F3	7%	8.2	532.5	39.6	57.1	50.9	12	Allan Hancock; Cabrillo; Contra Costa; Cuesta; Diablo Valley; Irvine Valley; Los Medanos; Orange Coast; Saddleback; Santa Barbara City; Santa Monica City; and Solano.
F4	10%	8.6	429.1	37.2	64.3	50.9	23	Citrus; Cosumnes River; Crafton Hills; Cypress; De Anza; Desert; Feather River; Fullerton; Gavilan; Golden West; Grossmont; MiraCosta; Modesto; Moorpark; Mt. San Antonio; Mt. San Jacinto; Oxnard; Palomar; Riverside; Shasta; Sierra; Southwestern; and West Valley.
F5	4%	4.8	415.0	43.6	54.5	48.6	4	Lake Tahoe; Palo Verde; Santa Ana; and Taft.
F6	18%	8.6	406.9	28.1	55.0	48.0	26	Antelope Valley; Bakersfield; Butte; Columbia; Compton; Copper Mountain; Fresno City; Glendale; Imperial Valley; L.A. City; Lassen; Long Beach City; Merced; Pasadena City; Porterville; Redwoods; Reedley; Rio Hondo; Sacramento City; San Bernardino; San Joaquin Delta; Sequoias; Siskiyou; Victor Valley; West Hills; and Yuba.
Overall	10%	7.9	434.0	28.1	76.5	49.8	109	