



ACCREDITATION MIDTERM REPORT

MARCH 2019



PALOMAR COMMUNITY
COLLEGE DISTRICT

1140 WEST MISSION ROAD
SAN MARCOS, CALIFORNIA 92069





Midterm Report 2019
Palomar Community College District
<https://www.palomar.edu/>

Midterm Report 2019



Submitted by

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

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 2019

Palomar Community College District

Governing Board

Mark Evilsizer, President
John Halcón, Ph.D., Vice President
Nancy Ann Hensch, Secretary
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Norma Miyamoto, Trustee
Amber Bancroft, Student Trustee

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Joi Lin Blake, Ed.D.

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CERTIFICATION OF THE MIDTERM REPORT

Certification of the Midterm Report 2019

Date: January 8, 2018

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Blvd., Suite 204
Novato, CA 94949

From: Palomar Community College District
1140 W. Mission Road
San Marcos, CA 92069

This Midterm Report 2019 is submitted for the purpose of addressing each of the College's self-improvement plans, as well as the Commission's recommendations to the College to improve institutional effectiveness. We certify that there was broad participation by the campus community, and we believe that the Midterm Report 2019 accurately reflects the nature and substance of this institution.

Signatures:

| | |
|--|--|
| President, Governing Board Mark Evilsizer | |
| Superintendent/President Dr. Joi Lin Blake | |
| Senior Director, Institutional Research & Planning Michelle Barton | |
| Assistant Superintendent/ Vice President for Instruction Dr. Jack Kahn | |
| Faculty Senate President Dr. Travis Ritt | |
| Accreditation Tri-Chair/Faculty Dr. Lori Waite | |
| Accreditation Tri-Chair AA and CAST Justin Smiley | |
| Accreditation Tri-Chair/CCE Aaron Holmes | |
| ASG President Amber Bancroft | |

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Palomar College

Midterm Report 2019

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Statement on Report Preparation



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Statement on Report Preparation

On June 29, 2015, Palomar College received the Commission's Action Letter reaffirming its accreditation. In this letter, the Commission issued two recommendations to resolve deficiencies and comply with accreditations standards, to be addressed in a Follow-Up Report by October 1, 2016. The Commission also issued six recommendations to increase institutional effectiveness to be fully addressed in a Midterm Report due in Spring 2018. The College submitted a Follow-Up Report to the Commission on October 1, 2016, correcting the deficiencies noted in the 2015 Action Letter. On February 3, 2017, Palomar College received the Commission's Action Letter affirming that the College has addressed Recommendations 1 and 2, corrected the deficiencies, and meets the Standards.

In February of 2017, the College received a letter from the Commission stating that its next comprehensive review would be moved from Spring 2021 to Spring 2022. In response, the College requested that the due date for the Midterm Report be extended from Spring 2018 to Spring 2019. On May 31, 2017, the Commission approved the College's request.

In Fall 2017, the President's Cabinet met to review Recommendations 3 through 8 and discuss institutional set standards and goals, which were shared with the Strategic Planning Council and Faculty Senate. In January 2018, the Accreditation Writing Leadership Team (AWLT), the group that establishes processes for creating accreditation reports, was charged with the responsibility of forming workgroups to prepare the College's self-improvement plans and the Commission's six Institutional Effectiveness recommendations and setting a timeline for developing the Midterm Report. The AWLT met regularly between January 2018 and August 2018 to lead and oversee the report development process. During this time, the AWLT also met with the Accreditation Steering Committee, the College's participatory governance body responsible for facilitating accreditation activities, to review progress on the report, seek input, and address questions. The Accreditation Steering Committee reviewed and accepted the final draft of the report on October 12, 2018. The AWLT presented the first draft of its responses to the Commission's recommendations to improve institutional effectiveness to the Strategic Planning Council (SPC), the College's principle participatory governance body, and to the broader campus community for review and feedback in September 2018. The final draft of the complete Midterm Report was reviewed and then approved by the Strategic Planning Council at its October 2018 meeting.

The Accreditation Liaison Officer submitted the Midterm Report to the Governing Board for first reading on January 8, 2019. The Governing Board approved the Midterm Report at its meeting on February 12, 2019.

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Institutional Reporting on Improvement Plans



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Institutional Reporting on Improvement Plans

Improvement Plan #1 – Participation in Governance

The planning councils (1) will better communicate to members of the College the nature and significance of the dialogue that occurs at their meetings—especially the dialogue centering on the evaluation/planning cycles and the decisions this dialogue leads to. The Planning Councils also (2) will provide members more opportunity to participate in their processes—and especially in the evaluation/planning cycles.

Overall Summary

Palomar College is dedicated to a campus culture that encourages the opportunity for all employees to participate and be represented in a robust, representative, and effective governance and planning structure. While the College has a sound governance infrastructure, it has identified areas within the process that need to be strengthened (Ev. [IP.1 - Palomar College Governance and Administrative Structure Handbook](#)). Working from the premise that the structure in place is sound, the College adopted a comprehensive strategy to provide better communication to its members and more opportunity to participate in governance.

The College assessed actual and perceived participation in governance and decision-making processes. Based on formal and informal assessments several actions were taken. These actions included, but were not limited to, the following items:

- The College took action to ensure administrators and managers allow and support participation of employees in governance activities.
- To promote wider participation, constituent bodies have adopted term limits on governance council and committee membership.
- The Superintendent/President instituted more frequent and regular constituent group meetings.
- The executive team instituted regular department meetings.
- The Superintendent/President implemented regular college-wide forums to share and discuss topics of importance, such as those related to significant planning initiatives, budget, and legislative mandates.
- The College implemented improvements in its communications strategies and methods such as *Three Minutes of News*, *Where's the Comet*, General Information email system, and utilization of communities in its new Professional Development software.
- The College implemented the Comet Information Exchange (CIE), a one-stop site to learn about the discussions and actions taken by planning councils.
- The College improved governance and communication through an Institutional Effectiveness Partnership Initiative Grant.

- The College established a mechanism for increasing staff participation in the non-instructional program planning and review process.

Finally, Palomar is implementing BoardDocs to manage and store Board of Trustees meeting agendas and minutes. In the spirit of continuous improvement, once implemented for the Board, the College will phase in implementation of this management system across all planning councils.

Each action summarized in the bullets above directly addresses Improvement Plan #1 – Participatory Governance. Further, the College has established a methodology and ongoing survey to track and monitor progress on efforts to improve participatory governance and communication.

Resolution and Analysis

Assessment of Participation and Perception

The College assessed actual employee participation and the perception of participation in regards to governance, planning, and communication processes. The College determined there was objective evidence of broad staff participation across the major councils and committees. However, Palomar noted that the actual level of participation was incongruent with employee perceptions of participation identified in its accreditation employee survey (Ev. [IP. 2 - Governance Survey Report 2017](#)). This led to additional formal and informal assessment activities.

In March 2016, the Interim Vice President for Instruction facilitated a dialogue with staff during the opening session of the Classified Staff Development Day (Ev. [IP.3 - Classified Staff Development Day 2016 Shared Governance Presentation](#)). The following questions were posed:

- “What do you think Palomar does well to foster your participation in shared governance?”
- “How can Palomar improve or strengthen the governance process?”
- “How satisfied are you with your own level of participation/engagement in governance at Palomar?”
- “How would you like to be more involved?”

Employees were clustered into small groups and asked to respond to the questions. A recorder from the group documented their responses and provided them to the Office of Instructional Services (Ev. [IP.4 - Classified Staff Development Day Shared Governance Survey Results](#)). The responses guided campus-wide discussions between the Interim Vice President for Instruction and the administrative and constituent group leadership shortly thereafter.

In addition, the new Superintendent/President arrived July 11, 2016 and initiated campus “Listening Tours” to clearly hear the needs and concerns of all employee groups and to evaluate the impact of actions taken prior to her arrival (Ev. [IP.5 - SPC Orientation Fall 2016](#)). From these discussions, the Superintendent/President formulated strategies and implemented actions to ensure the College has an encouraging and participatory environment in regards to governance.

Strategies and actions taken as a result of these assessment activities are described in the following sections. Many of these actions promote both increased participation and improved communication. However, for ease of presentation, those actions focused solely on addressing formal opportunities to participate on councils and committees are presented first.

Actions Taken to Increase Opportunities for Participation on Governance Councils and Committees

During the initial assessments of employee participation in the governance process, members of the classified employee group expressed concern about the support they received from supervisors and managers in relation to participating on governance councils/committees. The College immediately addressed this concern. The Interim Superintendent/President directed managers to facilitate and support participation in governance and related college activities for all employees at his initial manager's meeting in July 2015. The executive team revisited this directive with deans, directors, managers, and department chairs (Ev. [IP.6 - Chairs and Directors Meeting Minutes – March 4, 2016](#); [IP.7 - President's Memorandum February 1, 2016](#)). During one-on-one meetings with constituency leaders, the Interim Superintendent/President emphasized issues related to governance and the importance of maximum participation. These groups included the following employee leadership teams:

- Council of Classified Employees (CCE)
- Confidential and Supervisory Team (CAST)
- Administrative Association (AA)
- Faculty Senate
- Palomar Faculty Federation (PFF)

Another concern cited by classified staff was the lack of opportunity for employees to participate in governance because some individuals serve on a number of councils/committees and/or individuals serve for extended time periods. The Faculty Senate has longstanding term limits for council/committee membership. However, at the time of the College's Self Evaluation, the CCE and AA did not. The leadership of both groups changed their bylaws to establish term limits on council/committee membership, and those changes were adopted by their membership in August 2016 (Ev. [IP.8 - CCE Meeting Minutes August 29, 2016](#); [IP.9 – Administrative Association Constitution](#)). Finally, the Instructional Planning Council, the governance body responsible for instructional planning and implementation added another classified representative to its membership, so that all planning councils have the same number of classified unit representatives.

Actions Taken to Improve Communication, Dialogue, and Engagement on Topics Discussed within the Governance Councils

As a result of the new Superintendent/President's listening tours, the assessment of classified participation conducted during Classified Staff Development Day, and the outcome of a governance and communication survey completed in December 2016, the following actions were taken:

- Governance councils established specific time on agendas for constituent group input and feedback (Ev. [IP.10 - Sample Minutes – Reports from Constituencies](#)).
- The College scheduled campus forums for staff called *Classified Speaks!* Sessions alternate between the mornings and afternoons to accommodate the schedules of staff. The *Classified Speaks!* agendas have included an overview of governance and planning, what “participation” means to staff, a look at the Comet Information Exchange (CIE), and a brainstorming session on how staff can participate beyond avenues previously identified (Ev. [IP.11 - Classified Speaks! Meeting Announcements](#)).
- The executive team established regular “all staff” department meetings to ensure employees have continued opportunities to discuss important college-wide and departmental topics (Ev. [IP.12 - Comprehensive Department Meeting Schedules](#)).
- The Superintendent/President instituted regular meetings of AA and CAST members to ensure information is broadly disseminated to managers. This information is then discussed during their regularly scheduled, “all staff” department meetings (Ev. [IP.13 - Superintendent/President and Leadership Meeting Schedule](#)).
- The Superintendent/President implemented regular, college-wide forums to share and discuss topics of importance, such as significant planning initiatives, the budget, and legislative mandates (Ev. [IP.14 -Town Hall Meeting Announcements](#)).
- The Superintendent/President and Communications Staff implemented enhancements to college-wide communications processes. *Where’s the Comet*, a video-update on important events and topics was implemented; *Two Minutes of News* formatting and presentation was modified to *Three Minutes of News*. In addition, the Strategic Planning Council supported a proposal to organize General Information emails as a feed in the College’s new Professional Development portal system (Ev. [IP.15 - Three Minutes of News](#); [IP.16 - Where’s the Comet May 2017](#); [IP.17 - Palomar General CONNECTIONs Update](#)).

The Comet Information Exchange (CIE)

To improve communication from the planning councils to the campus community, the College developed and implemented the Comet Information Exchange (CIE) (Ev. [IP. 18 - CIE Website](#); [IP.19 - SPC Minutes September 15, 2015](#)). The CIE was launched in November 2015 and was refined as discussions continued. Initially, the CIE was viewed as a one-stop-shop to find information related to governance processes. Employees were encouraged to visit the CIE to keep abreast of ongoing activities by accessing meeting summaries, links to official council webpages, the governance structure, and related information.

The College realized that the CIE could serve, not only as an interface for information, but also as a means of participation and engagement. To facilitate this, the CIE includes email links to council/committee constituent representatives (and council/committee chairs, if they so choose), where employees can easily provide feedback to their representatives on issues currently being discussed or request future topics be brought forward for consideration (Ev. [IP.20 - CIE Web Page - Feedback/Questions to Representatives](#)). The site allows employees to participate in a CIE blog and receive email notifications of recent posts, provides a “clickable” word cloud that presents themes dominating discussions and links to all of the council/committee reports related to that topic, and includes a link to a narrated power point presentation outlining the governance structure and process, as well as how to participate in governance (e.g., how to introduce a topic for consideration by a council or committee) (Ev. [IP.21 - CIE Web Page – Governance and How to Participate](#)).

The College continues to assess the impact of the CIE, which acts as a technological support creating an environment of communication and participation for employees. One significant challenge of this platform is the additional level of effort needed to maintain and update the information and documents within the CIE. To keep the site current, support staff must both summarize and post information and prepare formal minutes, which leads to redundant efforts. Over time, the commitment to its use has declined. While in concept, the CIE seemed to represent a feasible option for increasing communication and engagement, in practice it has not worked as expected.

The College learned many lessons from its attempt to create and use the CIE and, while the effort has fallen below expectations, the need for a consistent standardized approach for communicating the work of planning councils has been emphasized. For the Board of Trustees agendas and minutes, the College is transitioning to BoardDocs, a policy management system that provides a platform for publishing, managing, and delivering content for the College (Ev. [IP. 22 - Governing Board Minutes April 10, 2018](#); [IP.23 - Governing Board Exhibit April 10, 2018](#)). BoardDocs allows the campus community and the public greater access to information than is provided in minutes and agendas. The Board of Trustees completely transitioned to BoardDocs at the end of Summer 2018. The College has assessed the feasibility of transitioning all councils from CIE to BoardDocs, finding initially that this will improve on the original mission of the CIE to provide the campus community better access to planning and governance information, as well as encourage increased participation in the process. It will also eliminate the redundancy of posting

similar information on planning council websites and in the CIE. In Fall 2018, the College began transitioning the planning councils to the BoardDocs management system (Ev. [IP.24 BoardDocs Implementation Communications](#)).

Institutional Partnership Effectiveness Initiative (IEPI) Partnership Resource Team (PRT) Grant

To further support the College's efforts to improve its governance and communication processes, the College participated in an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) Grant. Through this grant, the College received technical support and funding to address three Institutional Effectiveness goals. One of the goals involved assessing and improving communication within the governance process (Ev. [IP.25 - IEPI PRT Request and Approval](#)). To this end, the College held summer retreats for the leadership of each of the constituent groups (e.g., AA, CAST, CCE/AFT, and PFF). The retreats were used to discuss the upcoming work for the year, encourage teamwork through the College's campus theme, "Better Together," and identify ways to improve communication (Ev. [IP.26 Leadership Retreat Materials August 2017](#)).

In addition, the College developed a process to collect feedback across the campus to measure the perception of participation and engagement in governance-related activities. A campus-wide survey was launched in December 2016 that addressed noted ambiguity in previous governance survey responses and all types of participation and engagement in college governance and planning (Ev. [IP.27 - Governance Survey Report 2017](#)). The College used the results of the survey to refine and improve its strategies for engaging all staff in governance. For example, one of the clear findings reflected staff interest in learning about initiatives and participating in conversation through department meetings. As described above, this led to the executive team ensuring that departments are holding regular, "all staff" department meetings.

This survey, or a modified version of this survey, will be administered bi-annually to ensure that the College is effectively maintaining an environment that embraces participation of all campus community members. The next scheduled administration is in December 2019.

Non-Instructional Program Review and Planning Process

As part of the College's efforts to improve Institutional Effectiveness (see Institutional Effectiveness Recommendation #5 later in this document), the College has re-envisioned its Non-Instructional Program Review and Planning (PRP) Process. This process now aligns with the instructional process. However, as it relates specifically to the Self-Improvement Plan on governance, the process has established a mechanism to ensure that PRPs are completed as a departmental effort rather than by a single individual within the department (Ev. [IP.28 - Non-Instructional Annual PRP Form](#)).

Analysis

Palomar is committed to fostering an environment that embraces participation in college governance. The College deliberately assessed perceptions and realities around governance and took action to remove barriers to participation through administrative and governance avenues. The College directed management to facilitate and encourage participation; improved flow of information throughout the governance infrastructure; launched a technology solution to increase participation and access via BoardDocs; implemented targeted activities to engage all constituent groups, specifically classified employees; and created an ongoing assessment process to measure institutional effectiveness in the area of participatory governance. These comprehensive strategies, along with a strong commitment by leadership to create and maintain an environment of participation, have improved the dialogue between members of the College and the planning councils and have provided more opportunity to participate in their processes.

The College has addressed this Improvement Plan.

Additional Plans

None.

Improvement Plan #2 – Diversity in Staffing

The Assistant Superintendent/Vice President of Human Resource Services will gather input and recommendations from the Faculty Senate, Human Resource Services Planning Council, and other constituent groups to develop and implement a plan beginning FY 2014-15 to improve the diversity of faculty, staff, and administrators to support the student community and to respond to legislative expectations.

Overall Summary

Palomar College values and recognizes diversity as a strength toward building mutual respect, understanding, and innovation. It is committed to hiring a diverse population as recognized through Board Policy 7100 – Commitment to Diversity (Ev. [IP.29 - BP 7100 – Commitment to Diversity](#)). The College's Strategic Plan 2019 and the annual goals of its Board of Trustees reflects the College's commitment to improving the diversity of its faculty, staff, and administration (Ev. [IP.30 - Strategic Plan 2019](#); [IP.31 Strategic Plan – Action Plan Year 1](#)). Palomar's current Equal Employment Opportunity (EEO) Plan (2016) outlines the various goals and objectives the College strives to meet in building a more diverse employment population.

In 2013, the College increased its focus on improving the diversity of its staff, as reflected in its earlier EEO Plan. Over time, and with the update of its EEO Plan, this focus and actions taken to address staff diversity have become more intentional. In 2016, the College sent a team comprised of classified staff, faculty, supervisors, and administrators to the "Equity in Faculty Hiring Institute," hosted by the Center for Urban Education at the University of Southern California. In addition, the College provided diversity training to employees and is implementing targeted recruitment strategies, per its EEO Plan, to increase the number of applicants in specific areas of concern.

In addition, the College has engaged in activities to support its goal of improving the diversity of its staff. This includes examining and streamlining the hiring process and offering Career Institute workshops covering employment tracks to faculty and employment tracks to administration. In 2017-2018, 44.4% of the 108 new hires came from underrepresented groups. A comparison of staff demographics between 2013-14 and 2017-18 reflects positive changes in diversity across faculty, staff, and administrators. With changes to its hiring processes and ongoing training and support, the College continues to make strides in its goal to improve the diversity of its faculty, staff, and administration.

Resolution and Analysis

Equity in Faculty Hiring Institute

In September 2017, the College sent a team, comprised of classified staff, faculty, supervisors, and administrators to the "Equity in Faculty Hiring Institute," hosted by the Center for Urban Education at the University of Southern California. This two-day institute focused on the faculty hiring practices in

California Community Colleges and provided tools, resources, and data to support equity-minded recruitment practices (Ev. [IP.32 - Institute for Equity in Faculty Hiring](#); [IP.33 - HRSPC Meeting Minutes October 11, 2017](#)).

Increased Number of District Compliance Officers

To strengthen hiring practices, the department trained seventeen (17) new District Compliance Officers to serve on hiring committees (Ev. [IP.34 - Compliance Officer List](#)). District Compliance Officers ensure that the hiring process is equitable for all applicants and protect the College from liability. They receive extensive training on EEO regulations and the College's hiring procedures (Ev. [IP.35 - District Compliance Officer Training](#)). This brings the total of District Compliance Officers to 62. In addition, the College is identifying external compliance officers to bring a “fresh” set of eyes to the hiring process and to ensure that a compliance officer is always ready to serve on a committee. This will help the College meet its hiring timelines, as it will eliminate adjustments to timelines that sometimes arise from the need to identify a compliance officer who has the time to devote to a specific hiring process.

Diversity Trainings

In 2017-18, the College embraced an enriched diversity training for hiring committees. The training is facilitated by an expert in the field and includes training on implicit bias. Prior to the new training, all hiring committee members participated in a one-hour online webinar, which communicated legislative hiring requirements and provided an overview of the hiring process. As with the previous training, the new training includes an overview of the hiring process and legislative requirements. However, it also focuses on broadening the perspectives of hiring committees and emphasizes the importance of how new hires can support a diverse student population. The training is interactive. Participants identify cultural biases and focus on fully understanding applicant profiles. They engage in case studies to practice screening applications and evaluate interview questions and responses (Ev. [IP.36 - EEO Hiring Committee Training](#)). At the time of this report, the College has trained approximately 60 employees, and in 2018-19, the new diversity in hiring training replaced the one-hour online webinar and become the required training for hiring committees.

Targeted Recruitment

The College's Equal Employment Opportunity (EEO) Plan directly tracks and monitors progress on the College's goals and expectations related to diversity in hiring (Ev. [IP.37 – Equal Employment Opportunity Plan 2016](#)). To ensure new practices and approaches were implemented to improve diversity in hiring, Human Resource Services and the EEO Advisory Committee jointly identified and targeted recruitment to address areas where the College would like to improve, in regards to increasing its diversity of staff. Over the course of a year, the College participated in a series of recruitment fairs focusing specifically on diverse populations in all areas of staffing. These fairs included but were not limited to the following:

- CCC Registry 1/27/18
- Recruit Military (focus on for veterans) 2/1/18
- A2MEND (African American Male Education Network & Development) 2/28/18-3/2/18
- APAHE (Asian Pacific Americans in Higher Education) 4/12-4/13/18
- LULAC (League of United Latin American Citizens) 7/17/18-7/20/18

The College will continue to implement the goals and strategies included in its EEO Plan. This includes continued expansion of the targeted recruitment efforts that began in 2018-19. For example, beginning this year the College is reaching out to local doctoral programs to recruit for faculty positions in STEM (Ev. [IP.38 - STEM Faculty Recruitment](#)). In building these relationships, the College has placed a specific emphasis on recruiting underrepresented doctoral students nearing completion of their studies, who are also interested in gaining or extending their teaching experience.

Additional Supporting Activities

As described earlier, to support its efforts to improve the diversity of faculty, staff, and administrators, the College participated in an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) Grant (Ev. [IP.39 -IEPI PRT Request and Approval](#)). Through this grant, the College received technical support and funding to address three Institutional Effectiveness goals. One of the goals involved completing a Business Process Analysis (BPA) of the College's hiring processes (Ev. [IP.40 - IEPI Innovation and Effectiveness Plan - BPA](#)). The intent of the BPA was to identify areas of improvement within the hiring process with a special emphasis on streamlining recruiting and hiring. By simplifying the hiring process, the College hopes to decrease the time from position authorization to hire. This will allow for earlier recruitments and greater opportunities to seek out and recruit diverse faculty, staff, and administrators.

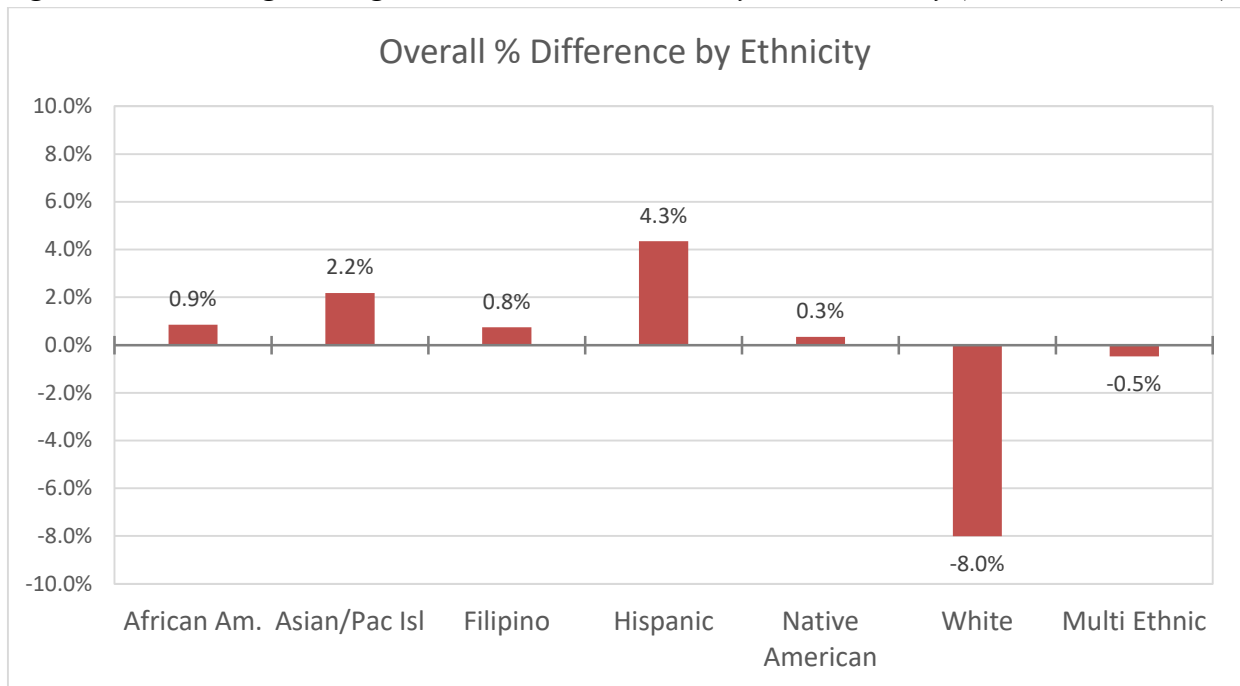
In addition to improving hiring processes and addressing training needs, the College partnered with the Western Regional Council on Black American Affairs (WRCBAA) to co-host Career Institute Workshops, which provided professional development on how to improve application and interview techniques (Ev. [IP.41 - Career Institute Workshop – Track to Faculty/Track to Administrator](#)). The workshops included separate tracks for those interested in moving into faculty and/or administrative positions. The workshops were open to both employees and the public.

Administrative Procedure 7120 titled “Recruitment and Hiring” lays out the College’s hiring process. It is organized by specific task or step within the hiring process (e.g., announcements, recruitment, and interview). The Human Resource Services Planning Council (HRSPC) is currently working with College constituent groups to revise and reorganize this procedure. Once completed, AP7120 will be organized by specific employee group and address diversity throughout.

Tracking and Monitoring Progress

The College regularly reviews standard reports to assess the impact of its efforts to improve the diversity of its staff. Specifically, as part of its EEO Plan, the College annually tracks staff demographic information and assesses this information by employee group. A recent comparison of staff demographics between 2013-14 and 2017-18 shows that the distribution of staff in terms of race/ethnicity is increasing for underrepresented groups. Figure #1 shows the percentage point change by race/ethnicity category for all employee classifications. Review of the figure indicates, when excluding unknowns, the percentage of college staff who identify as African American, Asian/Pacific Islander, Hispanic, Filipino, or Native American has increased by 8.5 percentage points overall. The College prepares a staff demographics report that breaks out demographics by classification (i.e., Educational Administrators, Classified Administrators, FT/PT Faculty, and Classified staff). Review of this report shows changes in diversity across all categories (Ev. [IP.42 - Staff Demographic Comparison](#)).

Figure #1- Percentage Changes in Overall Distribution by Race/Ethnicity (2013-14 to 2017-18).



In addition, Palomar College produces a recruitment report, which tracks demographic information throughout the hiring process from application to interview to hire (see *Table #1*). The report provides a breakdown by gender and race/ethnicity and is used as part of the College's reporting on its EEO Plan. For 2017-18, the recruitment report shows that 44.4% of the 108 hires overall were from traditionally underrepresented employee groups. This report is also available by employment classification.

INSTITUTIONAL REPORTING ON IMPROVEMENT PLANS

Table #1 - 2017-18 Palomar College Recruitment Report

| Total Applicants: 5,447 | | | | |
|---------------------------------------|---------------|-------------|--------------------------------|------------------------------------|
| Ethnicity | Female | Male | Decline to State Gender | Underrepresented Applicants |
| Decline to State Ethnicity | 193 | 119 | 70 | |
| White | 1,649 | 1,049 | 3 | |
| African American/Black | 323 | 228 | 0 | |
| American Indian or Alaskan Native | 28 | 11 | 0 | 551 |
| Asian or Pacific Islander | 333 | 245 | 0 | 39 |
| Hispanic or Latino | 744 | 452 | 0 | 578 |
| Total Underrepresented: | | | | 1,196 |
| % Underrepresented Applicants: | | | | 2,364 |
| | | | | 43.4% |

| Total Interviewees: 706 | | | | |
|---|---------------|-------------|--------------------------------|------------------------------------|
| Ethnicity | Female | Male | Decline to State Gender | Underrepresented Applicants |
| Decline to State Ethnicity | 17 | 12 | 5 | |
| White | 179 | 175 | 0 | |
| African American/Black | 25 | 32 | 0 | |
| American Indian or Alaskan Native | 2 | 4 | 0 | 57 |
| Asian or Pacific Islander | 32 | 38 | 0 | 6 |
| Hispanic or Latino | 90 | 95 | 0 | 70 |
| Total Underrepresented: | | | | 185 |
| % Underrepresented Interviewees: | | | | 318 |
| | | | | 45.0% |

| Total Hires: 108 | | | | |
|------------------------------------|---------------|-------------|--------------------------------|-------------------------------|
| Ethnicity | Female | Male | Decline to State Gender | Underrepresented Hired |
| Decline to State Ethnicity | 1 | 1 | 0 | |
| White | 29 | 29 | 0 | |
| African American/Black | 2 | 5 | 0 | |
| American Indian or Alaskan Native | 0 | 0 | 0 | 7 |
| Asian or Pacific Islander | 6 | 4 | 0 | 0 |
| Hispanic or Latino | 14 | 17 | 0 | 10 |
| Total Underrepresented: | | | | 31 |
| % of Underrepresented Hires | | | | 48 |
| | | | | 44.4% |

The College has an EEO Plan in place to improve diversity in its hiring practices. As part of this plan, it has established and implemented targeted recruitment strategies. In addition, the College is implementing a face-to-face training for hiring committees, which emphasizes how new hires can support a diverse student population. Finally, the College has formalized a mechanism for tracking and reporting on its goals to increase the diversity of its faculty, staff, and administration through regular recruitment reports. In the future, the College will disaggregate the data from these reports further by division and department. While the faculty, staff, and administration do not necessarily reflect the demographics of students, the College is noting improvements over time and is committed to implementing processes and strategies to increase the diversity of its staff.

In summary, the College has developed its EEO Plan and is noticing progress on its diversity in regards to staff demographics. The College will continue to refine the plan and evaluate its impact. These actions, along with continued campus-wide activities focused on embracing diversity and building cultural competency, support the College's goals to improve the diversity of its staff.

The College has addressed this Improvement Plan.

Additional Plans

None.

Improvement Plan #3 – Fiscal Planning

The Assistant Superintendent/Vice President of Finance and Administrative Services will gather input and recommendations from the Strategic Planning Council and the Budget Committee to develop a fiscal plan beginning FY2015-16 that aligns projected revenues with expenditures while allowing for the contingencies created by staffing needs and legislative mandates.

Overall Summary

Palomar College is committed to providing high-quality instructional and student support services, while maintaining its fiscal viability by aligning its revenues and expenditures. To this end, the College plans to finalize a Fiscal Recovery Plan in 2018-19. The Plan focuses on: (1) increasing revenue through enrollment growth and alternative revenue sources, (2) decreasing expenditures as a result of improved efficiencies, (3) connecting enrollment management activities to resource allocation, and (4) aligning forecasted revenues to expenditures per the Resource Allocation Model (RAM). A critical component of the Fiscal Recovery Plan is the implementation of the College's Strategic Enrollment Management (SEM) Plan. Through the implementation of these two plans, the College expects to align its projected revenues with expenditures by 2019-20.

Resolution and Analysis

In 2009-10, the College established a Resource Allocation Model (RAM) integrating planning with resource allocation (Ev. [IP.43 - Resource Allocation Model](#)). The RAM laid out an overarching budget development process in which projected revenues were compared to projected or estimated expenditures. If projected revenues did not equal expected expenditures, a process was to be implemented for making adjustments and bringing the budget into balance.

Historically, the College has received the majority of its funding based on student enrollment. Over the past eight years, as a result of actions taken to address revenue reductions from the State, the College has experienced a significant downward trend (approximately 26% decline) in enrollments. While available funding from the State has returned, enrollments have not rebounded at the same rate. Ongoing expenditures such as salaries, health and welfare and statutory benefits, liabilities (STRS, PERS, OPEB), and building maintenance costs continue to rise. The College has relied on reserves, one-time funds, and shifting FTES from one year to another to assist in balancing its operational budget. This practice is not sustainable, and the College has taken action.

In 2017-18, the College tasked the Budget Committee with developing a Fiscal Recovery Plan with the goal of *aligning forecasted revenue with expenditures*. Finance and Administrative Services has taken the lead to construct an initial draft of the plan with each division providing input (Ev. IP.44 - 2019 Fiscal Recovery Plan – Draft). After the initial draft was prepared, the state of California changed the funding formula for California Community Colleges. Where the old funding formula provided colleges with funding based primarily on enrollment (Full-time Equivalent Students), the new Student-Centered Funding Formula funds colleges based on student enrollment, student need (e.g., financial aid), and

student outcomes. Finance and Administrative Services is now reviewing the original draft and updating it to reflect the new funding formula. Once complete, the initial draft plan will move into the governance process and be presented to the Budget Committee for review in Spring 2019. At present, the Plan includes a detailed review and analysis including, but not limited to, the following:

- Analysis of revenues, expenditures, and deficit spending over time
- Instructional metrics
- Faculty hiring and instructional expenditures over time
- Staff hiring and expenditures over time
- Enrollment management practices

The Plan is comprehensive and has an institutional focus with each division (i.e., Instruction, Student Services, Human Resources, and Finance and Administrative Services) is tasked with evaluating its use of resources and identifying strategies for improving efficiencies.

As a result of the analysis and review, the Plan identifies a set of strategies for achieving fiscal stability and setting the College on a path toward long-term solvency. Examples of strategies include, but are not limited to, the following:

- Decrease health benefits expenditures through restructuring the benefits program.
- Leverage college resources across its funding categories.
- Identify and secure alternative revenue streams.
- Connect enrollment management, FTES forecasting, and schedule development to the budget development process.
- Address the District's compliance obligations for STRS, PERS and OPEB.
- Develop and implement contingency plans if projected revenues are not realized or expectations of decreased expenditures through improved efficiencies are not achieved.

In addition, the Plan will include strategic goals and action plans to address each component in the new funding formula (e.g., FTES, Equity/Student Need, and Student Outcomes).

Critical to the Fiscal Recovery Plan is the College's recently completed SEM Plan (Ev. [IP.45 -SEM Plan](#)). Completed in 2017-18, the SEM Plan identifies targeted student enrollment goals and addresses the entire student experience, from outreach and enrollment to persistence and student completion. It also addresses the fiscal viability of the College by including strategies connecting budgeting and resource allocation to schedule development. An action plan for implementation has been created (Ev. [IP.46 – SEM Action Plan](#)). For each strategy in the SEM Plan, the Action Plan identifies the individuals responsible for leading work, planned action items, timelines, and expected outcomes. The SEM Plan and accompanying action plan are designed to create an enrollment management infrastructure to support the College during times of needed enrollment growth, stability, or decline.

Based on the College's current environment, the SEM Plan seeks to *increase revenue* through growing enrollments and improving student persistence rates. Five targeted student groups are identified within

the plan. It incorporates outreach, recruitment, scheduling, and support strategies to achieve identified enrollment goals. Specifically, the Plan's targeted enrollment goals include:

- Increasing the number of concurrently enrolled high school students.
- Increasing the number of online students.
- Regaining the percentage of recent high school graduates who attend Palomar College,
- Improving persistence of continuing students.
- Building programs and services for older adults, including non-credit and Career Technical Education options.

In addition, the SEM Plan has strategies to improve the infrastructure and fiscal viability of the College. For example, the Plan identifies a strategy *to connect enrollment management activities to resource allocation* through a Full-Time Equivalent Faculty (FTEF) allocation model. Assignment of faculty (FTEF) to teach courses represents one of the most significant expenditures of the College. To address this strategy, the College has established an allocation model that determines an annual amount of FTEF allocated to the schedule based on the College's Full-Time Equivalent Students (FTES) and efficiency (FTES generated per FTEF) targets. This allocation is used to inform College budgeting and connects the College's budget to FTES forecasts and scheduling.

As described above, while many of the SEM Plan's goals and strategies seek to increase enrollments and FTES, the full plan focuses on the entire student experience, including persistence and completion. It is well positioned to address the new Student-Centered Funding Formula, which, as described above, will provide revenue to the College based on enrollments, student need, and completion.

In summary, the College is committed to aligning its projected revenues with expenditures. In Spring 2019, a draft Fiscal Recovery Plan will be taken through the consultation process. The College will also undergo a final review of the SEM Plan to ensure consistency and alignment between plans. The College expects to align revenue and expenditures by 2019-20.

Additional Plans

Finalize the Fiscal Recovery Plan by the end of Fiscal Year 2018-19.

Improvement Plan #4 – Governance Communication and Reporting

The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes). This plan presumes that a uniform format will be adopted for the navigation to and presentation of councils' and committees' agendas and minutes on the College's website, that these documents will be posted in a timely manner, and that they will reflect the discussions and report the recommendations that are of college-wide interest and impact.

Overall Summary

As described in the College's response to Improvement Plan #1 - Participatory Governance, Palomar College is dedicated to a campus culture that encourages the opportunity for all employees to participate and be represented in a robust, representative, and effective governance and planning structure. Much of the content presented in response to the College's Improvement Plan #1 applies to Improvement Plan #4.

The focus of Improvement Plan #4 is on communications regarding the topics and issues discussed during councils meetings. It emphasizes the need for a standard, uniform format for presenting agendas and minutes to facilitate the campus community's access to the work of the councils. To address this plan, the College implemented several tasks to improve communication, including developing a one-stop technological approach (i.e., CIE) to storing and presenting information related to the work of councils and increasing face-to-face meetings and discussions across campus. Further, the College is moving to BoardDocs as a way to ensure the uniform format and navigation of councils' and committees' agendas and minutes. In addition, the College has implemented processes to encourage and ensure participation in shared governance processes within department and disciplines. Specifically, all unit Program Review and Planning efforts require broad participation across the departments, disciplines, and units.

Resolution and Analysis

Improvement Plan #4 – Governance Communication and Reporting is similar to the College's Improvement Plan #1 - Participatory Governance presented earlier in this report. The focus of Improvement Plan #4 is on improving communication and ensuring campus community members can easily and consistently access information discussed, issues addressed, and the outcomes of the shared governance process. The Plan also establishes the importance of encouraging all staff to become involved in shared governance processes, in particular Program Review and Planning (PRP) (Ev. [IP.28 - Non-Instructional Annual PRP Form](#); [IP.47 - Instructional Annual PRP Form](#); [IP.48 - Comprehensive Review PRP Form](#)). Much of the content presented in the College's response to Improvement Plan #1 applies to this Improvement Plan. For example, all of the actions taken as a result of assessments and evaluation of governance and communications apply to this plan (Ev. [IP.2 - Governance Survey Report 2017](#)). Further, the CIE, and now the

College's transition to BoardDocs, clearly address this Improvement Plan. The sections below build on the College's response to the related Improvement Plan presented earlier.

Effectively Communicating Discussions, Issues, and Outcomes of Shared Governance

To address this plan, the planning councils initially established a procedure of briefly summarizing the actions and outcomes of their meetings and sending these summaries via email to the campus within a week of each meeting. This provided the campus community with a brief (i.e., quick summary) on what the councils were discussing without having to wait for formal minutes to be posted on each council's website. It also allowed campus community members the opportunity to follow up with their constituent representatives on a topic of interest prior to the next meetings of each of the councils.

The idea of providing meeting highlights, promoting broader engagement in discussions, and creating a single location for learning about the work of all councils, led to the creation of the Comet Information Exchange (CIE) (Ev. [IP.18 - CIE Website](#); [IP.19 - SPC Minutes September 15, 2015](#)). As described earlier, launched in 2015, the CIE was created as a one-stop-shop to find information related to governance processes. Employees were encouraged to visit the CIE to keep abreast of ongoing activities by accessing meeting summaries, links to official council webpages, the governance structure, and related information.

At the time of its launch, the CIE was utilized broadly by the campus community. However, since 2015, its use has decreased significantly. One significant challenge is the additional level of effort needed to maintain and update the CIE. When the CIE was initially created, constituent groups expressed concerns that information posted to the CIE should not take the place of formal and approved minutes. Support staff must summarize and post information on the CIE, in addition to preparing formal minutes. These efforts are somewhat redundant and lead to extra time and work. As the CIE is not part of the formal governance documentation process, it needs consistent and diligent promotion. Finally, the College has increased face-to-face opportunities for dialogue and discussion, which may also be leading to infrequent use of the system (Ev. [IP.12 - Comprehensive Department Meeting Schedules](#)).

As mentioned under Implementation Strategy #1, the College is transitioning to BoardDocs to post, manage, and deliver the Board of Trustees agendas and minutes. BoardDocs is a management system that allows greater access by the campus community and the public to the information that is provided in agendas and minutes. It also ensures a uniform format for all agendas and minutes. This transition was completed in Summer 2018, and the College has assessed the feasibility of transitioning all councils to BoardDocs (Ev. [IP.22 - Governing Board Minutes April 10, 2018](#); [IP.23 - Governing Board Exhibit April 10, 2018](#); [IP.24 - BoardDocs Implementation Communications](#)). The College's initial assessment of BoardDocs is that it will improve on the mission of the CIE to provide the campus community better access to planning and governance information in a well-organized, uniform, and searchable database. All campus community members will have access to agendas and minutes in a standard format and single location. Further, the system will allow members to search for specific topics of interest across all agendas and minutes, regardless of Council. Finally, constituent representatives will be able to identify their representatives on each of

the councils. As this will be an institutional approach, timelines for establishing agendas and posting minutes will be implemented and training provided for staff responsible for interacting with the system.

The College began transitioning the planning councils to the BoardDocs management system in Fall 2018. The Strategic Planning Council (SPC), the College's principal participatory governance body, and the Accreditation Steering Committee will be the first groups to move to the management system. BoardDocs will not only improve the consistency of meeting agendas and minutes in a searchable database, it will also allow the College to link/align Board Goals, Strategic Plan Goals, and Accreditation Standards with meeting agendas, content, and minutes. Now that SPC has transitioned, action will be taken to move all other councils to the system.

Encouraging Involvement in Shared Governance Processes

Review of the College's Self Evaluation reveals that this portion of Self-Improvement Plan #4 stemmed from inconsistent participation of faculty and staff in Program Review and Planning (PRP) processes. Since 2015, the College has continued to refine its Instructional PRP processes and has re-envisioned its Non-Instructional PRP processes. Each process requires that the names of participants are listed on the front page of the PRP forms and that the level of participation be affirmed by planning councils to ensure the PRP process broadly engages department, discipline, and unit staff (Ev. [IP.28 - Non-Instructional Annual PRP Form](#); [IP.47 - Instructional Annual PRP Form](#); [IP.48 - Comprehensive Review PRP Form](#); [IP. 49 - IPC Meeting Minutes January 31, 2018](#); [IP.50 - SSPC Meeting Minutes December 13, 2017](#)).

In conclusion, the College has crafted comprehensive approaches to communicating and discussing the outcomes of planning council meetings. While the CIE has not worked out as expected, its development emphasized the importance of ensuring timely and easy access to information. As planning councils move to BoardDocs, they will monitor this platform's impact and use to ensure it continues to meet the spirit of this Improvement Plan.

The College has established mechanisms for broadly engaging in governance conversations and dialogue. At the college-wide level, council meeting agendas and minutes will be easily accessed through BoardDocs. At the program/discipline level, the College has instituted regular department meetings and ensured that staff have the opportunity to participate in the PRP process (Ev. [IP.12 - Comprehensive Department Meeting Schedules](#)). Finally, based on the evaluation of participation and perceptions of participation, the College has instituted approaches to increase opportunities for face-to-face conversation and discussion on topics that are of college-wide interest and impact (see Self-Improvement Plan #1).

Additional Plans

None.

Improvement Plan #5 – Distance Education Online Tutoring

The College will research options and develop and implement a plan by Fall 2015 that provides students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services.

Overall Summary

Palomar College's self-improvement plan to provide students, particularly those enrolled in Distance Education classes, with regular access to online tutoring services aligns with the recommendation to meet accreditation standards received by the College as part of its last self-evaluation and external site visit in 2015.

“To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites.”

In response to the recommendation to meet accreditation standards and address its self-improvement plan, the College adopted a comprehensive online tutoring program to support its Distance Education students and students taking classes at remote locations. The program was implemented in Fall 2015 and has been institutionalized. All Palomar College students have access to tutoring support services.

Resolution and Analysis

The College's response to the recommendation can be found in its Follow-Up Report 2016 (Ev. [IP.51 - Follow-Up Report 2016](#)). Based on the work completed by the College, as described in the follow-up report and then evaluated by the follow-up visiting team, the Commission determined that the College now meets the standard in this area (Ev. [IP.52 - ACCJC Follow-Up Report Action Letter February 3, 2017](#)). The College continues to offer all students access to online and in-person tutoring. All online students and students attending courses at remote sites are notified and provided access to NetTutor, an online tutoring service contracted by the College.

The College has addressed this Improvement Plan.

Additional Plans

None.

Evidence: Institutional Reporting on Improvement Plans

| Hyperlink | Name |
|-----------------------|--|
| IP.1 | Palomar College Governance and Administrative Structure Handbook |
| IP.2 | Governance Survey Report 2017 |
| IP.3 | Classified Staff Day 2016 Shared Governance Presentation |
| IP.4 | Classified Staff Day 2016 Shared Governance Survey Results |
| IP.5 | SPC Orientation Fall 2016 |
| IP.6 | Chairs and Directors Meeting Minutes March 4, 2016 |
| IP.7 | President's Memorandum February 1, 2016 |
| IP.8 | CCE Meeting Minutes August 29, 2016 |
| IP.9 | Administrative Association Constitution |
| IP.10 | Sample Minutes - Reports From Constituencies |
| IP.11 | Classified Speaks! Meeting Announcements |
| IP.12 | Comprehensive Department Meeting Schedules |
| IP.13 | Superintendent/President and Leadership Meeting Schedule |
| IP.14 | Town Hall Meeting Announcements |
| IP.15 | <i>Three Minutes of News</i> |
| IP.16 | <i>Where's the Comet?</i> May 2017 |
| IP.17 | Palomar General CONNECTIONs Update |
| IP.18 | CIE Website |
| IP.19 | SPC Minutes September 15, 2015 |
| IP.20 | CIE Web Page - Feedback/Questions to Representatives |
| IP.21 | CIE Web Page - Governance and How to Participate |
| IP.22 | Governing Board Minutes April 10, 2018 |

INSTITUTIONAL REPORTING ON IMPROVEMENT PLANS

| | |
|------------------------------|---|
| <u>IP.23</u> | Governing Board Exhibit April 10, 2018 |
| <u>IP.24</u> | Board Docs Implementation Communications |
| <u>IP.25</u> | IEPI PRT Request and Approval |
| <u>IP.26</u> | Leadership Retreat Materials August 2017 |
| <u>IP.27</u> | Governance Survey Report 2017 |
| <u>IP.28</u> | Non-Instructional Annual PRP Form |
| <u>IP.29</u> | BP 7100 Commitment to Diversity |
| <u>IP.30</u> | Strategic Plan 2019 |
| <u>IP.31</u> | Strategic Plan 2019 - Action Plan Year 1 |
| <u>IP.32</u> | Institute for Equity in Faculty Hiring |
| <u>IP.33</u> | HRSPC Meeting Minutes October 11, 2017 |
| <u>IP.34</u> | Compliance Officer List |
| <u>IP.35</u> | District Compliance Officer Training |
| <u>IP.36</u> | EEO Hiring Committee Training |
| <u>IP.37</u> | Equal Employment Opportunity Plan 2016 |
| <u>IP.38</u> | STEM Faculty Recruitment |
| <u>IP.39</u> | IEPI PRT Request and Approval |
| <u>IP.40</u> | IEPI Innovation and Effectiveness Plan - BPA |
| <u>IP.41</u> | Career Institute Workshop - Track to Faculty / Track to Administrator |
| <u>IP.42</u> | Staff Demographic Comparison |
| <u>IP.43</u> | Resource Allocation Model |
| <u>IP.44</u> | 2019 Fiscal Recovery Plan - Draft |
| <u>IP.45</u> | SEM Plan |
| <u>IP.46</u> | SEM Action Plan |

INSTITUTIONAL REPORTING ON IMPROVEMENT PLANS

| | |
|------------------------------|---|
| <u>IP.47</u> | Instructional Annual PRP Form |
| <u>IP.48</u> | Comprehensive Review PRP Form |
| <u>IP.49</u> | IPC Meeting Minutes January 31, 2018 |
| <u>IP.50</u> | SSPC Meeting Minutes December 13, 2017 |
| <u>IP.51</u> | Follow-Up Report 2016 |
| <u>IP.52</u> | ACCJC Follow-Up Report Action Letter February 3, 2017 |

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Institutional Reporting on Quality Improvements



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Institutional Reporting on Quality Improvements

Recommendation #3 – Strategic Enrollment Management

To increase institutional effectiveness, the Team recommends the College develop and implement a comprehensive district-wide enrollment management plan to ensure enhanced student access and success and maintain the fiscal viability and integrity of the institution by reducing its reliance on reserves to balance its annual budget.

Overall Summary

Palomar College recognizes the importance of ensuring its community has access to quality programs and services that lead to student goal completion. The College also acknowledges the need to offer its programs and services in a sustainable and fiscally prudent way. To address this recommendation, the College established a Strategic Enrollment Management (SEM) Task Force and developed a holistic SEM Plan with a corresponding action plan. The SEM Plan addresses the entire student life cycle from pre-entry to completion and includes goals and strategies to ensure the College remains fiscally viable.

Resolution and Analysis

In 2017-18, the College engaged an Institutional Effectiveness Partnership Initiative (IEPI) Professional Resource Team (PRT) to provide technical assistance in the areas of enrollment management, governance communications, and HR business process re-engineering (Ev. [R.1 – IEPI PRT Request and Approval](#)). The team met with the College three times. As a result of this engagement, the College established an Innovation and Effectiveness Plan (Ev. [R.2 - Innovation and Effectiveness Plan](#)). The Innovation and Effectiveness Plan included an objective and timeline for completing and implementing a Strategic Enrollment Management (SEM) Plan.

An Enrollment Management Advisory Committee was established through The College's Strategic Planning Council (SPC) (Ev. [R.3 - SEM Governance Structure](#)). During Fall 2017, the Advisory Committee met to create the College's first ever SEM Plan, which includes targeted enrollment goals for the following student groups:

- Dual/Concurrent or current high school students
- Direct matriculants
- Distance Education students
- Noncredit and re-entry adults

The Plan's focus areas and related objectives address the entire student life cycle from pre-entry to completion. The College's fiscal viability represents an additional focus area included in the Plan. The SEM Plan is integrated with the College's Strategic Plan, and an implementation plan and enrollment management dashboard have been established to monitor progress and completion of the goals and

strategies included in the Plan. For each strategy in the SEM Plan, the Action Plan identifies the individuals responsible for leading work, planned action items, timelines, and expected outcomes (Ev. [R.4 - SEM Plan](#)).

The College secured funding from IEPI to support the development and implementation of the SEM Plan. Funds are being used to create college marketing materials and implement outreach activities to help meet the Plan's targeted enrollment goals. Funds are also being used to support the purchase of software to facilitate optimal scheduling of courses across facilities and a business process analysis of the student registration and orientation processes (Ev. [R.5 - 2017-18 IEPI Grant Budget Expenditures Summary](#)). In addition, as part of the SEM's Action Plan, the College recently opened the North and South Education Centers, renamed Fallbrook and Rancho Bernardo Education Centers to better reflect their location in the District, and has created intentional schedules at both sites to allow students to complete their studies within two years of entry (Ev. [R.6 – Fallbrook and Rancho Bernardo Centers Scheduling Grids](#)). It has also created a plan to support the implementation of Guided Pathways to ensure students have clear program maps with intentional support.

As part of the SEM Plan, the College has established a Full-Time Equivalent Faculty (FTEF) allocation model that sets the FTEF allocation based on District Full-Time Equivalent Students (FTES) and efficiency targets (Ev. [R.7 – SEM Plan – Allocation Model](#)). This allocation is used to inform college budgeting and connects the College budget to FTES forecasts and scheduling.

A new scheduling process has been implemented, which distributes the FTES and efficiency targets and FTEF allocation across divisions and departments. Deans work with their department chairs to establish a proposed schedule to meet FTES and efficiency targets within their FTEF allocation. Once individual departments have completed their work on the proposed schedule, a team, consisting of the Vice President for Instruction, division deans, the Faculty Curriculum Committee Co-Chair, Institutional Research & Planning, and Counseling faculty, reviews the overall proposed schedule and conducts a holistic assessment of the schedule (Ev. [R.8 – SEM Plan – Scheduling Process](#)). Scheduling for the College's two new centers has been completed in this manner to ensure appropriate courses are offered, which will allow students to complete their studies within two years of entry.

The College has clearly connected its FTES forecasting and scheduling to budget processes, is working to improve its scheduling process to ensure fiscal viability, and is implementing its new SEM Plan. These actions working in tandem with the College's Fiscal Recovery Plan (see Improvement Plan #3), will help ensure the College provides enhanced student access and success and maintains its fiscal viability by reducing its reliance on reserves to balance its annual budget.

The College has addressed this Institutional Effectiveness Recommendation.

Additional Plans

None.

Recommendation #4 – Staffing

To increase institutional effectiveness, the Team recommends the College develop a college-wide process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes.

Overall Summary

Palomar College is addressing this recommendation through its new Staffing Master Plan 2023 (referred to as the Staffing Plan). The new Staffing Plan is the College's second comprehensive Staffing Master Plan and one of Palomar's three Master Plans (Master Plan 2022, which includes the College's Educational and Facilities Master Plans, Technology Master Plan 2022, and Staffing Plan 2023). Over the five-year planning cycle, the Staffing Plan will serve as a guide for the College in determining sufficient staffing levels and identifying and prioritizing the College's specific staffing needs for Classified, Confidential and Supervisory Team, and Administrative Association positions in alignment with its vision, mission, and values. Full-time faculty will continue to be filled according to the established procedures discussed in detail in the Staffing Plan.

The Staffing Plan connects to the College's other broad plans through Palomar's Integrated Planning Model (IPM) and its Resource Allocation Model (RAM) to determine optimum staffing levels, prioritize and approve requested positions, and align staffing need with available fiscal resources (Ev. [R.9 – Integrated Planning Model](#); [R.10 – Resource Allocation Model](#)). These plans include:

- Master Plan 2022 (which includes both the Education and Facilities Master Plans)
- Technology Master Plan 2022
- Strategic Plan 2019
- Departmental Program Review and Planning (PRP) documents

The Plan includes an analysis of current workforce data to determine the adequacy of current staffing levels. It also includes an evaluation of information, such as an assessment of attrition and diversity data to guide forecasts of future staff needs. A set of planning drivers are identified with complementary recommendations for implementation. Through annual updates, the College will report on its progress toward achieving staffing optimization.

Resolution and Analysis

The College hired a new Assistant Superintendent/Vice President for Human Resources (VPHRS) in Fall 2017. The Superintendent/President charged the new VPHRS with leading the development of a new Staffing Plan and re-envisioning related processes for determining and prioritizing staffing needs. As assigned in the District's Strategic Plan's Action Plan, Human Resource Services (HRS) created the initial draft of the Plan. It is integrated with the College's other major planning mechanisms, and the College will use long- and short-term planning assumptions to drive its staffing projections. The Human Resource Services Planning Council (HRSPC) finalized the draft in Fall 2018.

From a governance perspective, HRSPC, in collaboration with the Strategic Planning Council (SPC), is the body charged with reviewing and accepting the College's Staffing Plan. HRSPC consists of all represented constituent groups, including the Faculty Senate, the Palomar Faculty Federation, Council of Classified Employees (CCE/AFT), the Confidential and Supervisory Team, and the Administrative Association. The VPHRS worked with Human Resource Services and HRSPC to develop the draft Staffing Plan (Ev. [R.11 - Staffing Master Plan 2018-2023](#)). The Strategic Planning Council reviewed and approved the plan in Fall 2018 (Ev. [R.12 - Strategic Planning Council Agenda December 4, 2018](#)).

Determining the Number of Classified Staff and Administrators

One of the first steps in creating the new Staffing Plan included a review of workforce analysis data to determine if the College's current staffing levels, with respect to classified, confidential and supervisory, and administrative employees, are sufficient. Table #2 below depicts the staffing trends for the past five years.

Table #2 - Palomar College Workforce Trends

| Staff | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Faculty (Full-Time) | 252 | 249 | 251 | 275 | 273 |
| Part-Time Faculty | 860 | 900 | 881 | 811 | 765 |
| Classified Staff | 352 | 335 | 371 | 376 | 387 |
| Educational Administrators | 18 | 20 | 14 | 18 | 18 |
| Classified Administrators | 11 | 25 | 28 | 34 | 37 |
| Total | 1,493 | 1,529 | 1,545 | 1,514 | 1,480 |

Review of the table shows a gradual 9% increase (from 352 to 387) in Classified Staff between 2013-14 and 2017-18. Educational Administrators have stayed relatively stable, but Classified Administrators appear to demonstrate an increase. Although Classified Administrators appear to have grown the most, it was identified that during the 2013-14 year, some positions were coded incorrectly and included in the Classified Staff counts. Subsequently, these positions were placed in the correct category of Classified Administration. Nonetheless, this classification shows an approximate 7% increase from 2014-15 to 2017-18.

Staffing levels should align with the needs of the College. HRS recognized that the College has experienced declining enrollment and stability for the past several years, which could have an impact on staffing levels. Therefore, it was important to address whether the College had previously provided adequate staffing to determine the course of action for addressing current and future needs. To assess the level of adequacy, college comparisons were reviewed to determine how single-college districts provided for their staffing needs. HRS examined trend data over time and compared the College's current staffing levels to the staffing levels of single-college districts similar in size. Table #3 provides the comparisons (Ev. [R.13 - Staffing Master Plan 2018-2023 - Comparable College Staffing](#)).

Table #3 – FTES and Staffing Levels of Comparable Colleges

| District | FTES | Educational Administrator | Tenured/Tenure Track | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | District Total |
|-----------------|--------|---------------------------|----------------------|--------------------|--------------------------|-------------------------|--------------------|----------------|
| Cabrillo | 4,489 | 18 | 181 | 375 | 22 | 0 | 217 | 813 |
| Cerritos | 8,249 | 23 | 298 | 584 | 25 | 23 | 297 | 1,250 |
| Chaffey | 7,667 | 19 | 234 | 811 | 20 | 20 | 281 | 1,385 |
| El Camino | 8,655 | 28 | 342 | 613 | 30 | 86 | 343 | 1,442 |
| Glendale | 6,472 | 26 | 203 | 600 | 33 | 10 | 294 | 1,166 |
| Long Beach | 9,227 | 26 | 321 | 687 | 34 | 31 | 502 | 1,601 |
| Mt. San Antonio | 12,813 | 45 | 426 | 895 | 56 | 7 | 601 | 2,030 |
| Palomar | 8,721 | 18 | 275 | 812 | 34 | 64 | 312 | 1,515 |
| Pasadena | 11,308 | 33 | 404 | 831 | 41 | 8 | 315 | 1,632 |
| Rio Hondo | 5,687 | 20 | 200 | 334 | 15 | 3 | 270 | 842 |
| San Joaquin | 6,544 | 15 | 228 | 374 | 4 | 42 | 412 | 1,075 |
| Santa Barbara | 6,892 | 20 | 235 | 494 | 34 | 31 | 284 | 1,098 |
| Southwestern | 6,914 | 27 | 217 | 732 | 28 | 0 | 349 | 1,353 |

In relation to the comparison colleges, Palomar ranks third in FTES generated, falling behind Long Beach, Pasadena, and Mt. San Antonio. However, the closest comparative colleges in relation to FTES are Long Beach (9,227), El Camino (8,655) and Cerritos (8,249). However, total district employees at Long Beach (1,601) and El Camino (1,442) compare closely to Palomar (1,515), while Cerritos has about 300 fewer employees (1,250). When compared with Palomar, the most notable difference in staffing levels among the three colleges is the number of Educational Administrators. Palomar employs 5-10 fewer Educational Administrators than the other three.

When comparing faculty relative to the closest comparative colleges in relation to FTES, which derives from the Faculty Obligation Number (FON), the College has the lowest number of Tenured/Tenure-Track faculty, but employs a range of 200-300 more Academic Temporary faculty. The Classified Administrator comparisons are similar, however, Classified Professionals, which include staff with specialization and expertise in certain fields of study, is the second highest among the other institutions. Classified Support Staff appears to be within the average outside of Long Beach. Thus, while most of the classifications appear similar, the two employee categories with the most distinct differences are within the Academic Temporary and Educational Administrators.

Although the Classified Professional category seems to be on the higher end in comparisons to other institutions, a deeper analysis is needed to determine how other institutions may be categorizing this group of employees within their internal software systems. For example, some institutions may consider certain position types as classified support staff wherein others may deem them more appropriate as classified professionals or administrators.

Drivers for Forecasting and Addressing Future Staffing Needs

To evaluate and forecast future staffing needs, HRS reviewed additional data as part of the development of the Staffing Master Plan. This included a detailed examination of attrition-related data and an evaluation of progress the College is making on increasing the diversity of its staff, as well as consideration of current and long-term budgets and budget projections.

Based on the data analyses and review of the College's plans, including an assessment of the current and future state of the College (e.g., drawn from Master Plan 2022), the Staffing Master Plan identified the following drivers for identifying needed staff:

- Increased staffing due to center openings
- Attrition
- Resource Allocation Model (RAM)
- College comparisons
- Staff diversity
- New and replacement staff by department
- Shifting focus
- Technology
- Geographic Location (Ev. [R.14 - Staffing Master Plan 2018-2023 – Staffing Forecasts](#))

These drivers require the College to address staffing, but also to do so in a way that is more predictable and structured based on data. Each driver includes a set of recommendations for guiding the College in its staff planning over the next five years.

For example, recognizing the potential for significant attrition through retirements over the next five years, the Staffing Plan includes the following recommendations:

- Review organizational charts to analyze current staffing levels.
- Assess all staffing within each department, including permanent and temporary assignments.
- Review job descriptions to assess appropriate staff alignment.
- Determine if succession planning is needed within the departments.
- Based on current or future staffing needs, plan and prepare to address additional staffing needs through the PRP process.
- Provide and support ongoing professional development training to provide current employees with the knowledge, skills, and abilities to further their careers within the District (Ev. [R.14 - Master Staffing Plan 2018-2023 – Staffing Forecasts](#)).

In another example, as a result of college staffing level comparisons, the Staffing Plan includes the following recommendations:

- Review fiscal resources and instructional and student services needs to determine the feasibility of hiring additional full-time faculty beyond the FON (Ev. [R.15 - Master Staffing Plan 2018-2023 – Planning Processes](#)).
- Review the organizational structure and individual educational administrator positions of similarly sized districts and compare to those of the District to determine potential staffing gaps (Ev. [R.16 - Staffing Master Plan 2018-2023 – College Comparisons](#)).

Implementing the Staffing Plan

The Staffing Plan establishes processes for prioritizing hires during times of fiscal uncertainty and during times of fiscal health. It also identifies the College's Program Review and Planning (PRP) process as the methodology for annually reviewing and identifying staffing needs and establishes the importance of succession planning and professional development in planning for future staffing needs.

In conclusion, the College has assessed its current level of staffing, in particular its Administrative and Classified Staff and incorporated the results of the assessment in its new Staffing Plan. The Plan has established recommendations for evaluating organizational structure to identify specific gaps and identifying specific need for Educational Administrators. It also recommends priorities for Classified Staff hiring aligned with institutional plans and establishes a process for prioritizing administrator and classified staff positions. Finally, in assessing the future needs of the College, the Staffing Master Plan includes succession planning as one of several implementation strategies. With the enactment of its new Staffing Plan, the College is positioned to address this implementation recommendation.

Additional Plans

None.

Recommendation #5 – Program Review and Planning

To increase institutional effectiveness, the Team recommends the College create program review plans for Human Resource Services and Finance and Administrative Services that include the same level of detailed narrative and analyses as other College division programs. Additionally, the Team recommends that the College include Program Review Plans for all other College service areas as part of the program review process.

Overall Summary

Palomar College recognizes the importance of assessing and improving institutional effectiveness across the entirety of the College. As a result of this recommendation, the College re-envisioned its Non-Instructional Program Review and Planning (PRP) Process. The new process aligns with the College's Instructional PRP processes. Non-instructional units participate in a three-year review and planning cycle. During the first year of the cycle, units complete a comprehensive review of their operations and develop a three-year plan. The comprehensive review utilizes both quantitative and qualitative data. During the following two years, units review progress on their plans and adjust them, as needed. All non-instructional units in Human Resources, Finance and Administrative Services, and the President's Office use a standard form to complete their reviews. The form ensures a thorough evaluation of both quantitative and qualitative data and information. By the end of the fall term, all areas identified in this recommendation will have completed their first comprehensive reviews.

Resolution and Analysis

In Summer and Fall 2017, a workgroup representing Human Resource Services, Finance and Administrative Services, and the President's Office met to discuss and review examples of program reviews for non-instructional units from other colleges. The workgroup also examined the College's Instructional PRP process and related forms. As a result of their review, the workgroup updated the non-instructional review process and forms (Ev. [R.17 - Non-Instructional Annual PRP Form](#); [R.18 - Instructional Annual PRP Form](#); [R.19 - Comprehensive Review PRP Form](#)). The process now aligns with the College's instructional process. Non-instructional units engage in a three-year PRP cycle. During the first year, units complete a comprehensive review of their operations and develop a three-year plan. In the next two years, units review progress on their plans and adjust them as needed. All non-instructional units in Human Resource Services, Finance and Administrative Services, and the President's Office use a standard form developed to ensure a thorough evaluation of both quantitative and qualitative data and information. The standard form includes the following items:

- Basic Unit Information
 - Program/Unit Mission Statement
 - Program/Unit Description (Staffing and Services provided)
- Program/Unit Assessment
 - Service Area Outcomes
 - Assessment Data (Quantitative and Qualitative)

- Achievements and Other Relevant Information (Proudest Moments and Changes in Legislations, Policies, and Procedures Impacting the Unit)
- Program/Unit Evaluation and Three-Year Planning
 - Overall Evaluation of Program
 - SOAR Analysis (Strengths, Opportunities, Aspirations, and Results)
 - Progress on Prior Goals
 - Goals and Strategies for Next Three Years
 - Alignment of Goals and Strategies to the College's Strategic Plan and Value of Diversity
- Resources
 - Reallocation or Reassignment of Resources
 - Need for Additional Resources
- Feedback and Follow-Up
 - Feedback by Planning Council or Appropriate Division

Additionally, as listed above, all units are required to identify quantitative and qualitative data and/or information that they use to assess their services and plan for the future. Finally, all programs are updating their Service Area Outcomes as part of the comprehensive PRP process.

When completing the PRPs, areas are asked to involve members of their units or programs. The cover page of the PRP document asks for a list of all participants in the process by name and title. This helps address the College's Self-Identified Improvement Plan #4, which states:

"The College will improve members' engagement in shared governance by more effectively (1) communicating discussions, issues, and outcomes of the shared governance process and (2) encouraging involvement in shared governance (such as by including more members of units, disciplines, and departments in Program Review and Planning processes)..."

As with Instruction and Student Services, non-instructional PRPs are posted on the College's research and planning website (Ev. [R.20 - IRP PRP website](#)). Once PRPs are submitted and reviewed, the workgroup will meet to discuss and refine the process and forms.

In conclusion, the non-instructional PRP process has been re-envisioned and a new PRP cycle implemented that aligns with the instructional PRP process. The use of data, both quantitative and qualitative data, with appropriate review and evaluation is required as part of the new process. Non-instructional units identified within this recommendation are participating in the process and engagement by unit staff is required.

The College has addressed this Institutional Effectiveness Recommendation.

Additional Plans

None.

Recommendation #6 – Institutional Set Standards

To increase institutional effectiveness, the Team recommends the College utilize institution-set standards and other student achievement data to develop program-level standards for all College programs.

Overall Summary

Palomar has established institution-set standards at the institutional level and for its Career and Technical Education (CTE) programs. As a result of this recommendation, the Instructional Program Review and Planning (PRP) Process was revised to ensure that all departments established program-level standards. Initially, programs have established an institution-set standard for course success rate and provided a description of how they derived the standard.

Resolution and Analysis

In 2015-16, the College refined and updated its Instructional PRP process. As part of this update, a section on Institution Set Standards was included in the PRP form (Ev. [R.21 - PRP Form 2017-2018](#)). Departments/disciplines established program standards on course success rates. In upcoming cycles, programs will be asked to establish standards on completions, as well as to identify stretch goals that align with the College's institution-set standards and goals. In 2018-19, the PRP forms were revised to include additional program-set standards for completions (degrees and certificates). The form also requires programs to set stretch goals on their standards (Ev. [R.18 - Instructional Annual PRP Form](#)).

The College has established and monitored institution-set standards for course success rates, degrees, certificates, and four-year transfers (Ev. [R.22 – Palomar College Institutional Set Standards and Stretch Goals](#)). In addition, for those CTE programs with external licensure requirements, program-level licensure pass rates and job placement rates have been established. This past year, the College established "stretch goals" for each of these metrics.

Additional Plans

Complete PRP cycle expanding the number of program set standards and stretch goals.

Recommendation #7 – Student Learning Outcomes

To increase institutional effectiveness, the Team recommends the College take steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution.

Overall Summary

Palomar College continues to assess, evaluate, and refine its approach to assessing Student Learning Outcomes (SLOs). The College is comprehensively addressing this recommendation by ensuring SLOs are listed on Course Outlines of Records (CORs); integrating course and program SLOs into its learning management system; launching curriculum planning awareness campaigns and professional development opportunities emphasizing the importance of outcomes, assessment, and objectives in curriculum design; providing clear definitions of course objectives and learning outcomes; and completing a formative assessment of outcomes statements across the curriculum. This comprehensive approach ensures that SLOs listed on the course syllabi represent the learning outcomes adopted by the institution and supports faculty in clearly identifying the differences between objectives and outcomes in their curriculum planning, development, and assessment.

Resolution and Analysis

In Fall 2017, the Curriculum Committee voted to add Student Learning Outcomes (SLOs) to the official Course Outlines of Records (CORs) (Ev. [R.23 - Curriculum Committee Meeting Minutes November 2, 2016](#); [R.24 - Curriculum Committee Minutes September 6, 2018](#)). The Committee also approved an upgrade to the College's curriculum management system, CurriQunet. The upgrade, titled META, was completed in Summer 2018. With this upgrade, CORs now contain the official course SLOs adopted by each department and discipline (Ev. [R.25 - META Website](#); [R.26 - META FAQs](#); [R.27 - META Quick Reference](#)). Department chairs and discipline faculty can refer to the COR to ensure that course syllabi reflect the SLOs and objectives as listed on the COR.

In Spring 2018, the College imported course and program outcomes into its learning management system, Canvas. Now, faculty can easily add their courses' SLOs (as reflected in the COR) to their syllabi section in Canvas. In addition, faculty can use the outcomes module in Canvas to track the assessment of Student Learning Outcomes via rubrics (Ev. [R.28 - LOC Minutes October 12, 2017](#); [R.29 - SLO Canvas Pilot and Report](#); [R.30 - Teaching Excellence Website](#)). In Fall 2017, the Learning Outcomes Council completed a pilot program where faculty used the outcomes module to track assessment of SLOs. This pilot program was expanded in Spring 2018 and was fully implemented in Fall 2018.

The College's SLO coordinators have offered numerous professional development workshops and have attended various committee and department meetings to address this recommendation (Ev. [R.31 - SLO Facilitator Website Fall 2016](#), [R.32 - SLO Facilitator Website Fall 2018](#); [R.33 - Fall 2017 Plenary Agenda](#); [R.34 - Fall 2018 Plenary Agenda](#)). Educational materials have been developed and distributed across campus. The goal of this curriculum

planning campaign is not only to bring awareness of the recommendation, but also to encourage faculty to use outcomes, assessments, and objectives to steer curriculum development using a backwards design approach (Wiggins & McTeigh, 1998) (Ev. [R.35 - Backwards Design Illustration](#)).

In Spring 2018, the Learning Outcomes Council assessed the College's progress in distinguishing between course outcomes and course objectives. The Council evaluated course outcomes and objectives from 40 randomly selected courses to help determine if improvements in the delineation between outcomes and objectives were present (Ev. [R.36 - LOC Meeting Minutes – Draft March 8, 2018](#); [R.37 - Course Outcomes and Objectives Random Sample Evaluation](#)). In the process of developing a rubric to use in this formative assessment, the Learning Outcomes Council realized that the terms “outcomes” and “objectives” still have varying meanings across disciplines. To address this finding, the Learning Outcomes Council created common definitions for the terms outcomes and objectives (Ev. [R.38 - LOC Meeting Minutes – Draft April 12, 2018](#); [R.39 - Teaching Excellence Website – Defining Outcomes](#); [R.40 - Developing Outcomes and Objectives for the COR and Syllabus Form](#)). These new definitions are now being integrated into the course review process. Guiding language and instructional materials have been embedded into the new version of CurriQunet, META, which was released in August 2018. In Fall 2018, the results of the sample study were shared with the College's Curriculum Committee to aid in strengthening the process of reviewing course outcomes and objectives as courses come forward for review. In addition, the Council (now part of the Curriculum Committee) is launching a second awareness campaign to promote the shared definitions; the development of outcomes, assessments, and objectives; and the new systems created to address this recommendation (i.e., integration of outcomes in Canvas and META) (Ev. [R.41 - SLO Coordinator Meeting Notes 2018-2019](#)).

Additional Plans

None.

Recommendation #8 – Discipline Preparation

To increase institutional effectiveness, the Team recommends the College curriculum committee stipulate the discipline preparation appropriate to courses in the College's curriculum within course outlines of record.

Overall Summary

To ensure that all students receive quality instruction across their programs, Palomar College requires faculty who teach courses to meet a set of minimum qualifications as prescribed by the state of California. The chairs of the Curriculum Committee reviewed the External Evaluation Report (2015) and discussed options for documenting the discipline preparation appropriate to courses on the Course Outline of Record (COR) with the rest of the Committee. The recommendation initially stemmed from the lack of a standardized hiring process for part-time faculty. The College has now standardized the part-time faculty hiring procedures with Human Resource Services overseeing the process. The process includes conducting a review of minimum qualifications. In addition, the Curriculum Committee is evaluating cross-listed or interdisciplinary courses. In Fall 2018, the Committee began examining all cross-listed classes by having discipline experts examine CORs and minimum qualifications. The Committee will make recommendations for courses where the minimum qualifications are not identical to ensure that all faculty teaching cross-listed courses have the appropriate discipline preparation.

Resolution and Analysis

The chairs of the Curriculum Committee reviewed the External Evaluation Report (2015) and noted that the recommendation stemmed from the hiring practices for part-time faculty. Specifically, the report noted the following:

"Palomar has made significant improvements in the process for recruiting and hiring full-time faculty since the time of the previous comprehensive visit. Processes for the hiring of part-time faculty are less standardized and begin with the department chair stipulating the appropriate discipline preparation for new part-time faculty to teach courses. Palomar does not stipulate the discipline preparation necessary for the teaching of course in the College's course outlines of record. The College includes a number of interdisciplinary program in which the discipline preparation appropriate to teach the course is not clear. The hiring of faculty with the appropriate expertise would be more consistent were the curriculum committee to stipulate the discipline preparation appropriate to teaching courses in the College's course outlines. (II.A.2.b, III.A.I.a) "

"... hiring practices for part-time faculty vary by department. A new administrative procedure is currently being reviewed and discussed by the faculty senate and administration to standardize part-time faculty hiring practices that mirror full-time faculty hiring procedures. "

Ultimately, the Committee decided that listing the discipline preparation on the COR would not be the best course of action. Minimum qualifications for specific courses are set at the state level. Listing the qualification on the COR would require ongoing updates and approvals to the Course Outlines of Record as minimum qualifications change. Instead, the Committee decided that strengthening the hiring process and evaluating the College's cross-listed classes would ensure discipline preparedness and course assignments (Ev. [R.42 -Curriculum Committee Meeting Minutes April 18, 2018](#); [R.43 - Curriculum Committee Meeting Minutes May 2, 2018](#)).

As described in the External Evaluation Report, at the time of the site visit, responsibility for reviewing applications and ensuring prospective part-time faculty met minimum qualifications rested within each department or discipline. In 2013, the College began work to update its hiring procedures for part-time faculty. This work was completed at the end of 2015, after the Evaluation team visited the College. The process now mirrors that of full-time faculty and is overseen by Human Resource Services (HRS). A ten-step practice covering all aspects of the hiring process is in place and includes, but is not limited to, posting, recruiting, interviewing, checking references, and making an offer. As part of the process, HRS reviews the minimum qualifications for each part-time faculty applicant. If an applicant does not meet minimum qualifications for a discipline, the application is forwarded to the equivalency committee for additional review (Ev. [R.44 - Part-Time Faculty Hiring Procedures](#)).

The Curriculum Committee has created a new process for evaluating cross-listed classes. In Spring 2018, the Committee examined the number and type of cross-listed classes available at the College and discussed why the cross-listing was necessary. The Committee agreed that all cross-listed classes should be evaluated. In addition, the Committee decided that new cross-listings would need prior approval before being cross-listed (Ev. [R.45 - Curriculum Committee Minutes March 21, 2018](#); [R.46 - Curriculum Committee Meeting Minutes October 4, 2017](#)). The Committee is currently examining all cross-listed classes by having discipline experts review CORs and minimum qualifications. The Committee will then make recommendations for courses where the minimum qualifications are not identical to ensure that all faculty assigned to a course have the minimum discipline preparation necessary to teach it.

The College has addressed this Institutional Effectiveness Recommendation.

Additional Plans

None.

Evidence: Institutional Reporting on Quality Improvements

| Hyperlink | Name |
|----------------------|--|
| R.1 | IEPI PRT Request and Approval |
| R.2 | Innovation and Effectiveness Plan |
| R.3 | SEM Governance Structure |
| R.4 | SEM Plan |
| R.5 | 2017-2018 IEPI Grant Budget Expenditures Summary |
| R.6 | SEM Plan - North and South Center Scheduling Grids |
| R.7 | SEM Plan - Allocation Model |
| R.8 | SEM Plan - Scheduling Process |
| R.9 | Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model |
| R.10 | Resource Allocation Model (RAM) |
| R.11 | Master Staffing Plan 2018-2023 |
| R.12 | Strategic Planning Council Agenda - December 4, 2018 |
| R.13 | Master Staffing Plan 2018-2023 - Comparable College Staffing |
| R.14 | Master Staffing Plan 2018-2023 - Staffing Forecasts |
| R.15 | Master Staffing Plan 2018-2023 - Planning Processes |
| R.16 | Master Staffing Plan 2018-2023 - College Comparisons |
| R.17 | Non-Instructional Annual PRP Form |
| R.18 | Instructional Annual PRP Form |
| R.19 | Comprehensive Review PRP Form |
| R.20 | IRP PRP Website |
| R.21 | PRP Form 2017-2018 |
| R.22 | Palomar College Institutional Set Standards and Stretch Goals |
| R.23 | Curriculum Committee Meeting Minutes November 2, 2016 |

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

| | |
|-----------------------------|--|
| <u>R.24</u> | Curriculum Committee Meeting Minutes September 6, 2017 |
| <u>R.25</u> | META Website |
| <u>R.26</u> | META FAQs |
| <u>R.27</u> | META Quick Reference |
| <u>R.28</u> | LOC Minutes October 12, 2017 |
| <u>R.29</u> | SLO Canvas Pilot and Report |
| <u>R.30</u> | Teaching Excellence Website |
| <u>R.31</u> | SLO Facilitator Website Fall 2016 |
| <u>R.32</u> | SLO Facilitator Website Fall 2018 |
| <u>R.33</u> | Fall 2017 Plenary Agenda |
| <u>R.34</u> | Fall 2018 Plenary Agenda |
| <u>R.35</u> | Backwards Design Illustration |
| <u>R.36</u> | LOC Meeting Minutes - Draft March 8, 2018 |
| <u>R.37</u> | Course Outcomes and Objectives Random Sample Evaluation |
| <u>R.38</u> | LOC Meeting Minutes - Draft April 12, 2018 |
| <u>R.39</u> | Teaching Excellence Website - Defining Outcomes |
| <u>R.40</u> | Developing Outcomes and Objectives for the COR and Syllabus Form |
| <u>R.41</u> | SLO Coordinator Meeting Notes 2018-2019 |
| <u>R.42</u> | Curriculum Committee Meeting Minutes April 18, 2018 |
| <u>R.43</u> | Curriculum Committee Meeting Minutes May 2, 2018 |
| <u>R.44</u> | Part-Time Faculty Hiring Procedures |
| <u>R.45</u> | Curriculum Committee Meeting Minutes March 21, 2018 |
| <u>R.46</u> | Curriculum Committee Meeting Minutes October 4, 2017 |

Data Trend Analysis



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Data Trend Analysis

ACCJC Midterm Report Data Reporting Form ANNUAL REPORT DATA Institution-Set Standards

Student Course Completion

(Definition: The course completion rate is calculated based on the number of student completions with a grade of “C” or better divided by the number of student enrollments.

| Category | Reporting Years Since Comprehensive Review* | | |
|---|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 70% | 70% | 70% |
| Stretch Goal | 71% | 71% | 71% |
| Actual Performance | 70.3% | 70.7% | 70.4% |
| Difference Between Standard and Performance | 0.3% | 0.7% | 0.4% |
| Difference Between Goal and Performance | (0.7%) | (0.3%) | (0.6%) |

*The data reported includes information contained in Palomar College’s 2016, 2017, and 2018 annual reports.

Analysis

The College’s institution-set standard for successful student course completion of 70% was derived by reviewing trend data and establishing a “C” pass rate. With over 60,000 grade records contributing to the calculation of success rates, impact of interventions on the overall institutional course success rate are difficult to detect and generate. The College has established a 71% stretch goal as an initial step toward raising success rates.

Review of the data shows that student course completion rates remain stable over time with minor fluctuations. The College has integrated program/discipline level standards into its Program Review and Planning (PRP) process to facilitate meaningful discussion across programs regarding student performance. Course success rate data are disaggregated by variables of interest such as gender, ethnicity/race, age, first generation status, full-/part-time status, method of instruction (e.g. online, face-to-face), and day/evening allowing for programs to closely examine and evaluate their data and create plans to address any gaps within each area. In 2018-19, stretch goals will also be incorporated into program-/discipline-level rates.

Degree Completion

| Category | Reporting Years Since Comprehensive Review* | | |
|---|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 1,100 | 1,400 | 1,600 |
| Stretch Goal | NA | NA | 2,000 |
| Actual Performance | 1,899 | 1,953 | 2,039 |
| Difference Between Standard and Performance | 799 | 553 | 439 |
| Difference Between Goal and Performance | NA | NA | 39 |

*The data reported includes information contained in Palomar College's 2016, 2017, and 2018 annual reports.

Analysis

The College's institution-set standard for degree completion was derived by reviewing ten years of trend data, adjusting for variables of interest, and then setting a floor value which the College is committed to not falling below. Because the volume of awards has maintained at a level significantly above the standard, the College adjusted the institution-set standard to more realistically reflect its floor. Prior to its 2018 Annual Report, the College established a stretch goal of awarding 2,000 degrees annually. As a stretch goal, reaching 2,000 awards would represent the highest number of annual Associates Degrees awarded over time for the College.

Review of the data shows that awards have increased by about 130 per year over the past three years, and the College has surpassed its initial stretch goal. Some of this increase may be attributed to an influx of enrollments during the State's recession, thus resulting in increases in awards a few years after the enrollment upturn. The College has also introduced 24 Associate Degrees for Transfer (ADTs), which guarantee transfer to a CSU when completed. Increases have occurred in those disciplines where ADTs were introduced. In addition, the College is working with its local CSU to establish a program where students who transfer to the university without an AA degree, and then complete the additional one or two courses needed for the award, will be notified of their eligibility to receive the degree. Universities that have implemented similar programs note that the recognition received provides an incentive for the students to persist on to a Bachelor's Degree. The College will continue to monitor and adjust its institution-set standards and stretch goals regarding degree completion.

Certificate Completion

| Category | Reporting Years Since Comprehensive Review* | | |
|---|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 1,200 | 1,400 | 1,700 |
| Stretch Goal | NA | NA | 2,300 |
| Actual Performance | 2,024 | 2,304 | 2,201 |
| Difference Between Standard and Performance | 824 | 904 | 501 |
| Difference Between Goal and Performance | NA | NA | (99) |

*The data reported includes information contained in Palomar's 2016, 2017, and 2018 annual reports.

Analysis

The College's institution-set standard for certificate completion was derived by reviewing ten years of trend data, adjusting for variables of interest, and then setting a floor value which the College is committed to not falling below. Because the volume of certificates has maintained at a level significantly greater than the standard, the College has adjusted the institution-set standard to more realistically reflect its floor. Prior to its 2018 Annual Report, the College established a stretch goal of awarding 2,300 certificates annually. The goal presumes a decrease in specific certificates for transfer as a result of the introduction of ADTs.

Review of the data shows the College continues to meet its institution-set standard even as the standard is adjusted. While the College fell short of its stretch goal, it is implementing and marketing new certificates through its Strong Workforce program and will continue to monitor progress toward reaching the goal. In addition, as part of the Program Review and Planning process, programs are engaging in a targeted program "refresh" review to ensure alignment of degrees and certificates with industry and community needs.

Transfer

| Category | Reporting Years Since Comprehensive Review* | | |
|---|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 1,600 | 1,600 | 1,600 |
| Stretch Goal | NA | NA | 2,000 |
| Actual Performance | 2,139 | 1,948 | 1,818 |
| Difference Between Standard and Performance | 539 | 348 | 218 |
| Difference Between Goal and Performance | NA | NA | (182) |

*The data reported includes information contained in Palomar's 2016, 2017, and 2018 annual reports.

Analysis

The College's institution-set standard for transfer was derived by reviewing ten years of trend data, adjusting for variables of interest, and then setting a floor value which the College is committed to not

falling below. Prior to its 2018 Annual Report, the College established a stretch goal of reaching 2,000 transfers annually in an attempt to regain momentum and reverse what looked like a possible downward trend.

Review of the data shows a decrease in transfers from Year 1 to Year 3. In Year 3, (data based on 2016-17 transfers due to a one-year lag), the College experienced a slight decrease in CSU transfers over the previous year. Preliminary 2017-18 CSU transfer counts show the numbers have rebounded. In addition, the College has experienced a significant decrease in transfers to in-state private and out-of-state universities. Approximately 25% fewer students transferred to an in-state private or out-of-state university between Year 1 and Year 3. This compares to an overall decrease in transfers of California Community College students to similar institutions of about 19% for the same time period. A decrease in overall transfers to in-state private and out-of-state institutions could be a result of enrollment declines over the past several years, where students who might be more likely to select that tract are actively engaged in the workforce. It could also be due to the expense associated with such institutions.

Palomar College continues to assess and evaluate its transfer data and is taking tangible steps towards improving transfer counts and rates. As each program completes the PRP processes, they engage in targeted program “refresh” activities to ensure programs and course offerings are aligned with the College’s top transfer universities and industry. With increases in the number of ADT programs that guarantee transfer to a CSU, the College expects continued growth in transfers to CSU. The College is marketing UC clusters, or sets of courses required for transfer to UC, to make them more visible to students. Further, the College is partnering with a local in-state private university to offer concurrent course offerings as a way of strengthening relationships with private universities. Finally, the College is engaging in the statewide movement to implement Guided Pathways. During 2018-19, all programs will create program maps identifying appropriate course sequences for completion. The intent is to provide clear pathways with integrated support to promote student understanding of requirements and facilitate completion.

Student Learning Outcomes Assessment

| | Reporting Years Since Comprehensive Review* | | |
|----------------------------------|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Number of Courses | 1,577 | 1,499 | 1,201 |
| Number of Courses Assessed | 1,141 | 1,438 | 1,063 |
| Number of Programs | 196 | 203 | 133 |
| Number of Programs Assessed | 148 | 172 | 100 |
| Number of Institutional Outcomes | 4 | 4 | 4 |
| Number of Outcomes Assessed | 1 | 1 | 1 |

*The data reported includes information contained in Palomar College's 2016, 2017, and 2018 annual reports.

Analysis

In 2017, the College strengthened its procedures for reporting ongoing assessment by defining a three-year assessment cycle for all program and course outcomes. This three-year cycle aligns with the College's PRP cycle, which means that every time a full program review is required, programs will have analyzed assessment results for their full set of outcomes. Furthermore, analyses of outcomes assessment results are now integrated throughout the Program Review template. When the Learning Outcomes Council (LOC) developed its three-year assessment cycle, it also changed the College's definition of ongoing assessment to fit within a three-year time period. The change in definition of ongoing assessment accounts for part of the decline in assessment figures reported in the annual reports between Year 2 and Year 3.

Another reason for a decline in the number of programs assessed during Year 2 and Year 3 is a drop in the College's overall number of programs. LOC evaluated the College's course and program offerings by considering how often courses were offered, student demand, and program completion rates. This evaluation led to the deactivation of several courses and programs.

During this period, the College has also embedded Student Learning Outcomes (SLOs) into the curriculum process by adding SLOs to Course Outlines of Record (CORs). As part of this transition, Student Learning Outcomes coordinators have improved the support for faculty who are writing curriculum to ensure clear differentiation between course objectives and course outcomes.

The College is also simplifying the process for faculty to record and share course learning outcomes assessment results. New technology available through the Canvas Course Management System streamlines the process of capturing learning outcomes data, making the data easier to analyze and use. The College is now exploring the capabilities of this technology to facilitate assessments of program and institutional outcomes.

The College is in good position to explore new models like Canvas for assessing institutional outcomes because the LOC has a set of newly revised College Institutional Learning Outcomes that

DATA TREND ANALYSIS

align with the Institution's overall learning goals and a set of General Education Outcomes, which align with the College's general education degrees. This year the College will also re-evaluate methods and timelines for the assessment of institutional and general education outcomes to better inform program review and to coincide with course and program outcome assessment. Finally, the LOC has been integrated into the Curriculum Committee and now serves as a subcommittee to ensure that SLOs are addressed as part of the curriculum development and evaluation process of the College.

Licensure Pass Rate

| Program Name | Institution Set Standard | Actual Performance* | | | Difference | | |
|------------------------------|--------------------------|---------------------|--------|--------|------------|--------|--------|
| | | Year 1 | Year 2 | Year 3 | Year 1 | Year 2 | Year 3 |
| Nursing | 85% | 97.8% | 87.9% | 95.0% | 12.8 | 2.9 | 10.0 |
| Registered Dental Assisting | 80% | 66.7%** | 83.2% | 81.4% | -13.3 | 3.2 | 1.4 |
| Emergency Medical Technician | 70% | 85.0% | 79.0% | 77.0% | 15.0 | 9.0 | 7.0 |
| Paramedic | 70% | 100.0% | 95.0% | 97.0% | 30.0 | 25.0 | 27.0 |

*The data reported includes information contained in Palomar College's 2016, 2017, and 2018 annual reports.

** The current *ACCJC Midterm Report Data Reporting Form* does not include an analysis section for Licensure Pass Rates. However, the College noted the significant drop in its Registered Dental Assisting licensure pass rate below the institution-set standard in Year 1 (which is based on 2014-15 pass rate data) and felt it necessary to respond. The pass rates across the state on the practical portion of the exam decreased significantly in 2014-15. This affected the overall licensure pass rate for that year. The RDA reviewed the results and placed the practical exam on hold. Overall licensure pass rates across the state, including Palomar College's, have since rebounded to match prior performance.

Job Placement Rate

| Program Name | Institution Set Standard | Actual Performance* | | | Difference | | |
|------------------------------|--------------------------|---------------------|--------|--------|------------|--------|--------|
| | | Year 1 | Year 2 | Year 3 | Year 1 | Year 2 | Year 3 |
| Nursing | 72.26% | 64.71% | 78.57% | 88.46% | -7.55 | 6.31 | 16.20 |
| Registered Dental Assisting | 72.26% | 79.17% | 81.48% | 96.15% | 6.91 | 9.22 | 23.89 |
| Emergency Medical Technician | 72.26% | 73.3% | 92.0% | 89.5% | 1.04 | 19.74 | 17.21 |
| Paramedic | 72.26% | N<10 | 80.8% | 83.3% | NA | 8.51 | 11.07 |

*The data reported includes information contained in Palomar College's 2016, 2017, and 2018 annual reports.

Annual Fiscal Report Data

General Fund Performance

| | Year 1 FY 14/15 | Year 2 FY 15/16 | Year 3 FY 16/17 |
|--|----------------------------|----------------------------|----------------------------|
| Revenue | 107,917,836 | 118,828,699 | 124,715,087 |
| Expenditures | 108,384,047 | 110,381,919 | 124,713,851 |
| Expenditures for Salaries and Benefits | 92,989,901 | 94,717,859 | 105,023,220 |
| Surplus/Deficit | (466,211) | 8,446,780 | 1,236 |
| Surplus/Deficit as % of Revenues (Net Operating Revenue Ratio) | (0.43%) | 7.6% | 0% |
| Reserve (Primary Reserve Ratio) | 12.37% | 19.80% | 17.52% |

Analysis

The District has consistently shown fiscal stewardship over the past three reporting years. Reserve ratio is sufficiently about the 5% minimum reserve level set by the California State Chancellor's Office and the District has set a 7% minimum reserve. The District received Stabilization Funding in FY 15/16.

Other Post-Employment Benefits

| | Year 1 FY 14/15 | Year 2 FY 15/16 | Year 3 FY 16/17 |
|---|----------------------------|----------------------------|----------------------------|
| Actuarial Accrued Liability (AAL) for OPEB | 90,841,894 | 90,841,984 | 98,880,070 |
| Funded Ratio (Actuarial Value of Plan Assets/AAL) | ~4.0% | 4.0% | 4.0% |
| Funded Required Contribution (ARC) | 6,845,177 | 6,845,177 | 7,866,793 |
| Amount of Contribution to ARC | 5,140,471 | 5,862,306 | 5,588,742 |

Analysis

Actuarial Accrued Liability for OPEB will decrease as those employees eligible for lifetime benefits decrease in numbers. The District continues to make the ARC and has established an irrevocable trust.

DATA TREND ANALYSIS

Enrollment

| | Year 1 | Year 2 | Year 3 |
|---|--------|--------|--------|
| Actual Full-time Equivalent Enrollment (FTES) | 19,630 | 19,630 | 18,219 |

Analysis

Adopted Budget prior year actuals and projected estimated. The goal of the District is to reach 20,000 FTES by 2020-21. Plans are in place to increase enrollment via opening two new educational centers and implementation of the Strategic Enrollment Management (SEM) plan.

Financial Aid

| | Year 1 | Year 2 | Year 3 |
|---|--------|--------|--------|
| USED Official Cohort Student Loan Default Rate (FSLD – 3 Year Rate) | 32.00% | 16.00% | 19.00% |

Analysis

Since June 2015, Palomar College has entered a third-party contract with Inceptia, a default prevention program. This along with the participation in the Department of Education's Experimental Site initiative, which minimizes borrowing, has resulted in a substantial decrease in the College's Student Loan Default Rate. Although there was an influx in the 2014 three-year official rate, the 2015 three-year draft has reduced to 17% and is expected to go down in the final official report.

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