



SPECIAL MEETING

December 14, 2023

EXHIBITS

Item I. from BoardDocs Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2024:

I.1. ACTION: Credit Program Changes - effective fall 2024

Program Title	Disci.	Award	Units	Justification	Orig.
A. Alcohol and Other Drug Studies	AODS	AS/CA	37-39	PSYC 100 moved to electives AODS 165, 270, 298, 298I added to requirements PSYC 225 removed	James Fent
B. Anthropology	ANTH	AA-T	18-22	Added ANTH 103, Bones: Human Osteology, to list C.	Marlo Willows
Cloud Computing and Virtualization	CSNT	AS	24	Updated SLOs to match current SLO verbiage standards	David Meske
C.					
D. Cybersecurity	CSNT	AS	24	This program change includes: - Added existing program SLOs from TracDat.	David Meske
E. Guitar Making Technology	CFT	AS/CA		The proposal is to slightly downsize the program in order to funnel more students to completion. The plan is to:	Jennifer Anderson
F. Mathematics	MATH	AS	25-26	MATH/CSCI 146 was deactivated. Technical update to correct the degree/cert. by removing CSCI/MATH 146.	Craig S. Chamberlin
G. Multimedia Design	GCMW	A.S. Degree Majo		The Multimedia certificate give students the skills working with video, web and graphic design for multiple platforms from computers to handheld devices.	Lillian S. Payn
H. New Media Compositing, Authoring, and Distribution	GCMW	A.S. Degree Majo		Technical update addressing impacts; GCMW 112 is being removed from the electives list; it is no longer relevant and is being de-activated. GCIP 249 is being removed from the required courses list, since it has not been offered in recent years. The consequences of this removal is to reduce the Certificate to 24 units.	Lillian S. Payn
I. Registered Dental Assisting	DA	AS/CA	35-36	DA 90 will be deactivated and two courses are proposed to replace the one class. There will be no additional hours for the two courses which will total 304 hours, but the former DA 90 will become DA 91 to be scheduled during intersession for 48 hours and the remaining 256 hours will be completed in the sequential course DA 92. It can be stressful for students to have a six-week break from clinical instruction and practice before being placed at a clinical site. This will allow students to attend the clinical rotation during intersession. Students have requested this change reporting that the break was too long between fall and spring semester for clinical continuity. This will also allow more time in the spring semester for students to complete clinical hours.	Denise E. Rudy

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- J. [Social Work and Human Services](#) AODS A.A. 27-28 The SWHS program was launched in Fall 2020. During Fall 2022, the San Diego-Imperial Valley Region Consortium to support the Southern Border Region Social Worker Pathway/RERP Grant was developed. During Spring 2023, the consortium worked together to create a program list to align all Social Work programs that were in development or currently offered. The changes necessary for our program are to make it align with the agreed upon coursework by the consortium. Nicole Rose

I.2. ACTION: New Credit Courses - effective fall 2024

Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	AODS	165	Law and Ethics	Yes	Yes	G/P/NP	No	This course is being developed to meet the 45 hours of education in Law and Ethics required by the State of CA for substance use disorder specific education. This course will be a required course in the AODS program as a stand-alone course. This topic was previously connected with another course regarding case management.	No	Nicole Rose
B.	AODS	270	Co-Occurring Disorders	Yes	Yes	G	No	This course meets the education requirements set by the California Department of Health Care Services (DHCS) and it's designated certifying agencies: The California Association of DUI Treatment Programs (CADTP), The California Consortium of Addiction Programs and Professionals (CCAPP), and The California Association for Alcohol and Drug Educators (CAADE).	No	James Fent
C.	CE	102	Work Experience and Team D	CSU	No	G/P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
D.	CE	103	Work Experience and Organizational Culture	CSU	No	G/P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen
E.	CE	104	Work Experience and Industry Exploration	CSU	No	G/P/NP	No	This course is being created to comply with recent Title V updated to work experience courses.	No	Jason Jarvinen

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F.	DA	91	Clinical Rotation I	No	No	P/NP/SP	No	This is an introductory class that serves as a prerequisite to the intensive DA 90 Clinical Rotation II. This course will be offered during the intersession to facilitate program and course continuity, as opposed to a six-week break from fall to spring semester. Students will benefit and gain confidence in an introductory class before enrollment in the intensive clinical rotation during spring semester.	<u>Prerequisite: D A 75</u>	Denise E. Rudy
G.	DA	92	Advanced Clinical Rotation	No	No	P/NP/SP	No	This class will replace DA 90 and will be a sequential course with DA 91, an introductory clinical rotation course. This class, DA 92 will be the advanced portion of the clinical rotation, allowing students to practice advanced dental procedures.	<u>Prerequisite: D A 91</u>	Denise E. Rudy
H.	PHYS	210	Matlab for Science and Engineering	Yes	Yes	G	No	Many science and engineering degrees at CSU, UC and other universities are requiring Matlab skills. In fact, a lower-division Matlab class is currently part of many of those majors (including at CSUSM, SDSU and UCSD, among others). Our students are currently at a disadvantage because they are supposed to have knowledge of Matlab when they transfer, since many of their upper-division classes assume prior coursework on Matlab.	<u>Prerequisite: (Completion of, or concurrent enrollment in): MATH 141</u>	Hector Garcia Villa

I.3. ACTION: Credit Course Reactivations - effective fall 2024

Subj	Nmbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	OCN	295	Directed Study in Oceanography	UC/CSU	No	G/P/NP	No	The course is updated to be reactivated for Spring 2024. Prerequisites are updated to remove OCN 101 (deactivated course) and include OCN 100L (Oceanography Laboratory). SLO's are updated to reflect course objectives.	<u>Prerequisite: O CN 100 and OCN 100L</u>	Nina Shmorhun

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I.4. ACTION: Credit Course Changes - effective fall 2024										
Subj	Nbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator	
A.	AODS	255	Case Management	CSU	Yes	G/P/NP	No	This course is being changed to align with the requirements for SUD education and the 45 hour requirement for case management specific education. Additionally, the course is on the AODS certificate and the SWHS certificate, so it is being redesigned to become more inclusive of skills needed for all helping professions.	No	Nicole Rose
B.	AODS	298L	Directed Field Experience I	CSU	No	G/P/NP	No	The Title V change simplified the work experience hours requirement to 54 hours of work experience per each unit of credit. There is no longer a distinction between paid and unpaid positions.	Prerequisite: (Completion of, or concurrent enrollment in): AODS 298	James Fent
C.	AODS	299	Directed Field Experience II	CSU	Yes	G/P/NP	No	Course prerequisites need to be updated.	Prerequisite: AODS 298 <u>and</u> AODS 298L <u>and</u> AODS 250 and AODS 255 and <u>AODS 165</u> Corequisite (Course required to be taken concurrently): AODS 299L	Nicole Rose
D.	AODS	299L	Directed Field Experience II Lab	CSU	Yes	G/P/NP	No	The Title V change simplified the work experience hours requirement to 54 hours of work experience per each unit of credit. There is no longer a distinction between paid and unpaid positions.	Prerequisite: (Completion of, or concurrent enrollment in): AODS 298	James Fent
E.	ASL	100L	American Sign Language I	No	Yes	P/NP	No	Remove ASL 100 as a co-requisite	No	Mary Mendoza
F.	ASL	101L	American Sign Language II (Lab)	UC/CSU	Yes	P/NP	May be	Remove ASL 101 as a co-requisite and align SLOs to the new curriculum.	No	Mary Mendoza

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G.	ASL	205L	American Sign Language III (Lab)	No	Yes	P/NP	May be	Remove ASL 205 as a co-requisite and align SLOs with new curriculum.	No	Mary Mendoza
H.	ASL	206L	American Sign Language IV (Lab)	No	Yes	P/NP	May be	To remove ASL 206 as a co-requisite and align SLOs with new curriculum.	No	Mary Mendoza
I.	AT	215	Automotive Emission Control	CSU	Yes	G/P/NP	No	Modernization of the program. The school lost certification with the Bureau of Auto Repair in 2021. We are obtaining certification to offer Palomar students the California Smog Check program.	Recommended Prep: AT 115; Prerequisite: AT 105; AT 110	Luz Ferro
J.	CFT	135A	Acoustic Guitar Making I	CSU	Yes	G/P/NP	No	Course number change from 135 to 135A. Change prerequisite.	Updated Course Description. Removed, "First course in series"	Terrie Lynn Canon
K.	CFT	135B	Acoustic Guitar Making II	CSU	Yes	G/P/NP	No	Course number change from 136 to 135B. Update prerequisite.	Updated Course Description. Removed, "Second course in series"	Terrie Lynn Canon
L.	CHDV	205A	Internship in Child and Family Services Lab	CSU	Yes	G/P/NP	No	Updated Units and hours according to the Title V changes for work experience hours to 54 hours per each unit of credit. Textbooks updated	Corequisite (Course required to be taken concurrently): C HDV 205	Lauel Anderson
M.	CSCI	212	Machine Organization and Assembly Language	UC/CSU	Yes	G/P/NP	No	We are updating this course curriculum to include additional script writing instructions in a Linux environment.	Prerequisite: CS CI 114	Terrie Lynn Canon
N.	CSCI	222	C++ and Object-Oriented Programming	UC/CSU	Yes	G/P/NP	No	The course description is updated to include incorporation of concepts in development of C++ software to scale according to system and hardware demands including algorithm design optimization, efficient memory handling, and efficient coding techniques.	Prerequisite: CSCI 114	Terrie Lynn Canon
O.	PHOT	100	Black and White Film Photography	UC/CSU	No	G/P/NP	No	The previous title is confusing and misleading as to the effort and craft required to be successful in the course. Updated CPL. This course-	No	Scott Klinger
P.	PHOT	210	Advanced Black and White Photography	UC/CSU	No	G/P/NP	No	This course is being reviewed for currency and updating the SLO's as we review our curriculum-	Prerequisite: PHOT 105	Scott Klinger

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I.5. ACTION: New Non-Credit Courses - effective fall 2024

Subj	Nbr	Title	Trnsf.	Dist. Ed.	Grad. Basis	Open Entry/Exit	Justification	Reqs.	Originator
A.	N MUS 934	Palomar Treble Chorus for Older Adults	No	No	No	No	Establish a non-credit course for Adult 50+ community participants	No	John Russell
B.	N MUS 959	Musical Theatre Orchestra for Older Adults	No	No	P/NP/SP	May be	Establish non-credit course for Adult 50+ community participants	<u>Limitation on Enrollment: Student must proficiently read and perform music on an orchestra instrument.</u>	

I.6. ACTION: Course Deactivations - effective fall 2024

Subj	Nmbr	Title	Trnsf.	Dist. Ed	Grad. Basis	Open Entry/	Justification	Originator
A.	CSIT 145	Introduction to Programming using Java	CSU	Yes	G/P/NP	May be	This course is no longer offered due to lack of interest	Stephen R. Perry
B.	DA 90	Clinical Rotation	No	No	P/NP	No	Created two new courses DA 91 and DA 92 to replace DA 90.	Denise E Rudy
C.	DMT 196	Special Problems In Diesel Technology	CSU	No	G/P/NP	No	A special problems course has not been offered in over ten years.	Sergio Hernandez
D.	DMT 197	Diesel Mechanics Technology Workshop	CSU	Yes	G/P/NP	No	I have not offered a special topic course in over ten years.	Sergio Hernandez
E.	GC 102	History of the Book and Publishing: Papyrus to Pixels	UC/CSU	Yes	G/P/NP	No	Content is not currently relevant for our programs.	Lillian S. Payn
F.	GCIP 249	Page Layout and Design II	CSU	Yes	G/P/NP	No	Not in a program.	Kenneth Dodson
G.	GCMW 112	Mobile Devices/Web Page Layout	CSU	Yes	G/P/NP	No	No longer relevant	Lillian S. Payn
H.	MATH 56	Beginning/Intermediate Algebra	No	Yes	G/P/NP	No	This course is no longer being offered due to AB1705 requirements. The SLOs for this course would be required to be assessed this 2023-2024 school year. If we keep these in the course catalog, we will be out of compliance with Accreditation.	Shelbi Hathaway

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I.	MATH	60	Intermediate Algebra	No	Yes	G/P/NP	No	This course is no longer being offered due to AB1705 requirements. The SLOs for this course would be required to be assessed this 2023-2024 school year. If we keep these in the course catalog, we will be out of compliance with Accreditation.	Mark D. Clark
J.	MUS	149	Spectrum Pop/Jazz Singers	UC/CSU	No	G/P/NP	No	This course has not been offered in several years.	Madelyn R Byrne
K.	MUS	157	Guitar Ensembles	UC/CSU	No	G/P/NP	No	This course has not been offered in several years.	Madelyn R Byrne
L.	MUS	179	Beginning Flamenco Guitar	UC/CSU	No	G/P/NP	No	This course has not been offered in several years.	Madelyn R Byrne
M.	MUS	223	Premier Chamber Ensembles	UC/CSU	No	G/P/NP	No	This course has not been offered in several years. Though this was a beneficial class for our students, due to full-time faculty	Madelyn R Byrne
N.	MUS	250	Choral Conducting	CSU	No	G/P/NP	No	This course has not been offered in several years even though it has been beneficial to our students. Due to the prevailing	Madelyn R Byrne
O.	WELD	117	Print Reading and Geometric Dimensioning and Tolerance		No			Cross listing with DT 117 has been removed. This course needs to be deactivated.	Kevin Powers

I.7. ACTION: Requisites - effective fall 2024
The establishment of the following advisories meets Title 5 Regulation 55003, effective fall 2024

Course Number	Course Title	
A.	DA 91	Clinical Rotation I <u>Prerequisite: DA 75</u>
B.	DA 92	Advanced Clinical Rotation <u>Prerequisite: DA 91</u>
C.	AODS 299L	Directed Field Experience II Lab Prerequisite: (Completion of, or concurrent enrollment in): AODS 298
D.	CHDV 205A	Internship in Child and Family Services Lab Corequisite (Course required to be taken concurrently): CHDV 205
E.	PHOT 210	Advanced Black and White Photography <u>Prerequisite: PHOT 105</u>
F.	N MUS 959	Musical Theatre Orchestra for Older Adults <u>Limitation on Enrollment: Student must proficiently read and perform music on an orchestra instrument.</u>
G.	PHYS 210	Matlab for Science and Engineering <u>Prerequisite: (Completion of, or concurrent enrollment in): MATH 141</u>
H.	OCN 295	Directed Study in Oceanography <u>Prerequisite: OCN 100 and OCN 100L</u>
I.	AODS 298L	Directed Field Experience I Prerequisite: (Completion of, or concurrent enrollment in): AODS 298
J.	AODS 299	Directed Field Experience II Prerequisite: AODS 298 and AODS 298L and AODS 250 and AODS 255 and <u>AODS 165</u> Corequisite (Course required to be taken concurrently): AODS 299L
K.	AODS 299L	Directed Field Experience II Lab Prerequisite: (Completion of, or concurrent enrollment in): AODS 298
L.	AT 215	Automotive Emission Control Recommended Prep: AT 115; Prerequisite: AT 105; AT 110
M.	CFT 135 A	Acoustic Guitar Making I Prerequisite: CFT 100
N.	CFT 135B	Acoustic Guitar Making II Prerequisite: CFT 135A
O.	CHDV 205A	Internship in Child and Family Services Lab Corequisite (Course required to be taken concurrently): CHDV 205

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P.	CSCI	212	Machine Organization and Assembly Language	Prerequisite: CSCI 114
Q.	CSCI	222	C++ and Object-Oriented Programming	Prerequisite: CSCI 114
R.	PHOT	210	Advanced Black and White Photography	Prerequisite: PHOT 105
S.	N MUS	959	Musical Theatre Orchestra for Older Adults	<u>Limitation on Enrollment: Student must proficiently read and perform music on an orchestra instrument.</u>

I.8. ACTION: Distance Education - effective fall 2024
The following courses may be offered as distance learning and meet Title 5 Regulation 55200-55210, effective fall 2024

Course Number	Course Title
A.	AODS 165 Law and Ethics
B.	AODS 270 Co-Occurring Disorders
C.	PHYS 210 Matlab for Science and Engineering
D.	AODS 255 Case Management
E.	AODS 299 Directed Field Experience II
F.	AODS 299L Directed Field Experience II Lab
G.	AT 215 Automotive Emission Control
H.	ASL 100L American Sign Language I (Lab)
I.	ASL 101L American Sign Language II (Lab)
J.	ASL 205L American Sign Language III (Lab)
K.	ASL 206L American Sign Language IV (Lab)
L.	CHDV 205A Internship in Child and Family Services Lab
M.	CFT 135A Acoustic Guitar Making I
N.	CFT 135B Acoustic Guitar Making II
O.	CHDV 205A Internship in Child and Family Services Lab
P.	CSCI 212 Machine Organization and Assembly Language
Q.	CSCI 222 C++ and Object-Oriented Programming

Item J. from BoardDocs Agenda

J.1. ACTION: Distance Education and Course Reviews
The following courses have completed the course review approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 5200-5521 and are indicated below. Since these updates have no impact on catalog or college data, they are effective spring 2024.

Subj	Nmbr	Title	Dist.	Originator
A.	DNCE 137	Cuban and Brazilian Drumming I	Yes	Margaret M. Faulkner
B.	DNCE 138	Cuban and Brazilian Drumming II	Yes	Margaret M. Faulkner
C.	DNCE 148	Afro-Cuban/Brazilian Drum and Dance Ensemble/Production I	Yes	Margaret M. Faulkner
D.	DNCE 149	Afro-Cuban/Brazilian Dance I	Yes	Margaret M. Faulkner

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E.	DNCE	158	Hawaiian and Tahitian Dance I	Yes	Margaret M. Faulkner
F.	DNCE	237	Cuban and Brazilian Drumming III	Yes	Margaret M. Faulkner
G.	DNCE	238	Cuban and Brazilian Drumming IV	Yes	Margaret M. Faulkner
H.	DNCE	248	Afro-Cuban/Brazilian Drum and Dance Ensemble/Production II	Yes	Margaret M. Faulkner
I.	DNCE	258	Hawaiian and Tahitian Dance III	Yes	Margaret M. Faulkner
J.	DNCE	259	Hawaiian and Tahitian Dance IV	Yes	Margaret M. Faulkner
K.	DNCE	283	Musical Theatre Scenes III	Yes	Margaret M. Faulkner
L.	DNCE	284	Musical Theatre Scenes IV	Yes	Margaret M. Faulkner
M.	GCMW	106	Multimedia for Social Networking	Yes	Wade E. Rollins
N.	GCMW	204	Motion Graphics for Multimedia	Yes	Wade E. Rollins
O.	GEOG	145	LiDAR Data Processing and GIS Integration		Wing H. Cheung
P.	GERM	201	German III	Yes	Beatrice Manneh
Q.	IBUS	100	Introduction to International Business and Management	Yes	Brian Roppe
R.	IBUS	120	Essentials of Import/Export Procedures	Yes	Brian Roppe
S.	ID	141	Commercial Interior Design	Yes	Jessica Newman
T.	ID	145	Kitchen and Bath Design	Yes	Jessica Newman
U.	N READ	949	Introduction to College Reading Skills	Yes	Erin Feld
V.	NUTR	100	Introduction to Nutrition and Food Professions	Yes	Solange Wasef
W.	NUTR	120	Food and Culture	Yes	Solange Wasef
X.	NUTR	165	Fundamentals of Nutrition	Yes	Solange Wasef
Y.	OCN	100	Oceanography Lecture	Yes	Nina Shmorhun
Z.	SPCH	170	Small Group Communication	Yes	Marquesa Cook-Whearty

Item K. from BoardDocs Agenda

The following technical corrections, pending appropriate approvals, will be effective as indicated:

K.1. ACTION: Credit Course Technical Corrections - effective as indicated									
Subj	Nmbr	Title	Trnsf.	Dist.	Grade	Open	Justification	Effective Date	Originator
				Ed.	Basis	Entry/ Exit			

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A. DA 91 [Clinical Rotation I](#) No No P/NP/SP No Approved Nov. 15, 2024. This is an introductory class that serves as a prerequisite to the intensive DA 90 Clinical Rotation II. This course will be offered during the intersession to facilitate program and course continuity, as opposed to a six-week break from fall to spring semester. Students will benefit and gain confidence in an introductory class before enrollment in the intensive clinical rotation during spring semester.
12/8/2023 - Course needs to be 3 hours lab for 1 unit.

Prerequisite: D Denise E. Rudy
A 75

Item I. from BoardDocs December 6, 2023 Curriculum Committee Agenda

The following curriculum changes, pending appropriate approvals, will be effective fall 2024:

I.1. ACTION: Credit Program Changes - effective fall 2024						
	Program Title	Disci.	Award	Units	Justification	Orig.
A.	Nursing	NURS	AA	69.5-75.5	This program change is part of the new curriculum. The third semester of the nursing program was divided into 3 five-week semesters and needs to be	Juliane Van Houten
B.	Nursing	NURS	AS	63.5-69.5	This program change is part of the new curriculum. The third semester of the nursing program was divided into three 5 week semesters and needs to be	Juliane Van Houten



2023-2024 Instructional Program Review and Planning

Basic Information

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Department Name

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Department Chair email

Please list the names and positions of everyone who helped to complete this document.

Website address for your discipline

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Course

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Increased Stayed the same Decreased

Was this expected? Please explain.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased Stayed the same Decreased

Was this expected? Please explain.

Are there differences in success or retention rates in the following groups? (choose all that apply)

- | | |
|------------------------------------------------------------------------|------------------------------------|
| <input type="checkbox"/> When or where (time of day, term, location) | <input type="checkbox"/> Age |
| <input type="checkbox"/> Modality (Online, Face to Face, Hyflex, etc.) | <input type="checkbox"/> Ethnicity |

Gender

Special Pop. (Veteran, foster youth, etc.)

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes No

If you answered no, please explain.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

Program

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes No

If you answered no, please explain.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Career and Labor Market Data

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Link: <https://www.onetonline.org/>

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

What is being done at the program level to assist students with job placement and workforce preparedness?

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

What are the San Diego County/Imperial County Job Openings?

Include short- term # of projected job openings and long -term # of projected job openings

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

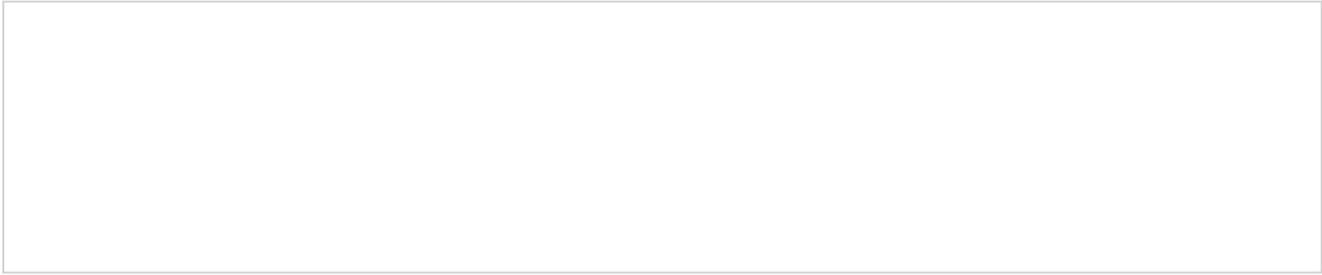
Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes No

What have you done to integrate work-based learning?

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

How do you engage with the community to keep them apprised of opportunities in your program? For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).



Goals

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Goal Status

Completed Ongoing No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

Yes No

Resources

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes No

Are you requesting AA, CAST for Classified Staff?

Yes No

PART 2: BUDGET REVIEW

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Do you have any ongoing needs or needs to augment your regular budget?

Yes No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

Yes No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

Yes No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

Yes No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

Review