**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Office Information Systems** | **03/08/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 295 | 329 | 436 | 383 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 33.00% | 38.52% | 45.89% | 45.06% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 574 | 642 | 686 | 491 | Weekly Student Contact Hours | |
| **FTES** | | 19.14 | 21.39 | 22.87 | 16.35 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 2.58 | 3.25 | 1.74 | 1.74 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 222 | 197 | 394 | 282 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 0.33 | 0.34 | 0.34 | 0.14 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 1.95 | 2.56 | 1.10 | 1.30 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.30 | 0.36 | 0.30 | 0.30 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 2.25 | 2.91 | 1.40 | 1.60 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 87.10% | 89.55% | 80.46% | 91.95% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 97.18% | 98.33% | 97.46% | 97.70% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 47.46% | 56.67% | 61.93% | 62.07% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 90.91% | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 54.55% | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 2 | 1 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) | |
| **Certificates Awarded:** | | 5 | 1 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | 2 | - | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | 3 | 1 | 2 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **It is encouraging to see the increases listed especially in Enrollment, Retention Rate and Success Rate! (1) Of the total OIS course offerings in a typical Fall semester, 68% are offered as OIS self-paced lab courses; 32% are offered on-campus, offsite, or online (this figure differs in the Spring semester). The self-paced lab Census date is set by Rick Gommel and is the 13th week of the semester (for example, the Fall 2010 Census date was 11/19 with 4 weeks left in the semester. The hope is that this date is the date at which the enrollment stats are recorded. This date could make a difference in the enrollment numbers and may not be a true reflection of the total numbers of students who are enrolled by the end of the semester; for example, in the 2007-2008 Institutional Review and Planning form, Fall 2007 Enrollment at Census was 256; on this current 2010-2011 form, the enrollment number is 295. (2) There is only one full-time faculty member in OIS but it is not reflected in Full-time FTEF; it looks like all OIS is taught by part-time faculty. The reason is that the one full-time faculty member is assigned to BUS self-paced lab sections and part-time faculty are assigned to OIS sections so that they can teach 12 hours a week versus the BUS sections where they would only be able to teach 9 hours a week. The lab staff--full-time faculty member, part-time faculty members, and instructional support staff--meet at the beginning and at the end of each semester; we have been meeting like this for over 25 years. Recent discussions have been analyzing how online classes affect onsite enrollments regarding retention.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Course SLO: OIS-101 Beginning Keyboarding: Students will key a minimum of 25 net words a minute for 1-, 3-, and 5-minute timed writings with a maximum error allowance of 1 error per minute. As mentioned above, faculty and staff review the end results of each class section in OIS-101 to determine the percentage of students who meet the minimum course requirement, who exceed the minium course requirement, and who fail to meet the minimum course requirement. We also review the previous year's statistics especially if we have changed textbooks to compare results. For other lab courses, we follow a similar analysis. We inevitably change something--more recently, it has been in offering more Jing lectures posted on the Blackboard course sites.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **In the example above, the minimum keyboarding speed and accuracy requirements for beginning keyboarding from the Fall 2010 semester, we found that only 25% of the students met the minimum course requirements; the remaining 75% either received D, F, NP, or FW. Our discussion always starts with the grading scale and the percentages with which we evaluate students on the total course; we will sometimes change the grading scale, but not the minimum keyboarding speed because of industry mimimum requirements for entry-level employment--we cannot go lower than 25 nwpm--and, actually think that 30 nwpm should be the minimum! OIS majors always succeed and exceed minimum course requirements in this OIS-101 course and move on to OIS-102 Intermediate Keyboarding and OIS-103 Advanced Keyboarding with successful results as well. OIS-101 students range from highly motivated OIS majors, BUS majors who value keyboarding and document formatting skills, and the general student body who value the same skill development in order to type reports for their other classes. The problem as we see it is that self-discipline and the ability to schedule 6-8 hours a week on course requirements for the entire semester in this 2-unit lab course wains as the semester moves on and other courses that students are taking demand more of their time--thus, their elective course will go by the wayside. The lab staff spends more time on this one course (out of a total of 20 lab courses) than any other lab course!!! We are constantly re-evaluating how to motivate students to succeed; how to encourage them to stay with the course for future benefit; how to help them schedule their time, etc.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Without even having to go the labor market site, we know that basic keyboarding skills transcend all careers. Students themselves know that basic keyboarding skills are necessary for them to be competitive in any career--and, that many careers require more advanced keyboarding and document formatting skills.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Within the last three years we have not been able to add new classes to our OIS programs or BUS software applications course offerings without sacrificing current curriculum so that has been a deflating issue for us! Plans to increase BUS-180 Access Basic to two more units to include Access Intermediate and Access Advanced have been on hold--and students are inquiring as to more Access training. We have deleted some OIS course offerings effective with the Fall 2011-2012 catalog, so that will help in adding new courses next year. We have also reinstated our Medical Office Specialist certificate/AA degree program after the demise of the Administrative Medical Assisting program in Spring 2010. We were able to take existing MA courses and rework them into OIS courses without sacrificing existing OIS courses; we look forward to an increase in OIS statistics beginning in the Fall 2011 semester when this program takes affect! In addition, lab staff has discussed a Business Information Systems major and changing the name of the OIS program to Business Office Systems (BOS!!) We are constantly aware of industry needs and keep up as best as we can considering all factors involved!! Beginning in the Summer 2011 session, we will upgrade our BUS software applications courses to MicroSoft Office 2010.**  **Our programs fall into the Mission Statement: …career and technical training, …; all of the Values listed; and, the overall goal of: Goal 2: Strengthen programs and services in order to support our students’ educational goals.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **This has never been an issue for the OIS courses and BUS software applications courses! One- and two-unit OIS and BUS courses are offered in a self-paced, open-entry/open-exit lab that is onsite on the main campus, Room MD-335. Because of budget constraints, lab hours have been cut back from 8 a.m.- 9 p.m. M-TH, 8 a.m.-3 p.m. on Fridays, and 9 a.m. to 2 p.m. on Saturdays to the current schedule of 10 a.m.-7 p.m. M-TH and 10 a.m.-1 p.m. on Fridays and Saturdays; this has been a cut from 58 hours/week down to 42 hours/week, a cut of 16 hours/week for student learning! Students have requested more open lab hours earlier in the morning and later at night--we hope to be able to accommodate an extended lab schedule in the near future (and, offering more lab time for students may help to increase retention and success in our OIS-101 Beginning Keyboarding course!)**  **Beginning and intermediate keyboarding courses are also offered at the Escondido Center; BUS software classes are offered online in the Fall and Spring semesters and some are offered in the Summer session. Three-unit OIS lecture courses are rotated between day and night offerings in the Fall and Spring semesters; some courses are offered only once a year; and, some courses are offered only online or offered only onsite.**  **Beginning with Fall 2011 and with the termination of the ROP classes, there will be an audience that would benefit by transitioning into OIS/BUS training. This impacts approximately 300-500 students per academic year, who will be looking for further training in office skills, including keyboarding and software applications. We look forward to a year when we can add the classes that are in demand by our student population as the local and global economies rely more heavily on office-related emerging technologies.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **When I (Dolan) was hired in 1981, there were 5 full-time faculty members teaching secretarial courses. As these faculty retired, no one was hired to replace them and part-time faculty (of which I was one!) were teaching the courses. From 1981-1992, I was the only FT faculty member; we hired another FT faculty member for OIS in 1992—that person retired in 2002—so I am the only FT faculty member that coordinates (with no released time or additional pay) and teaches in the OIS program. In the self-paced, OE/OE lab, I coordinate and teach in 20 1- or 2-unit OIS and BUS courses; in addition, I coordinate 12 BUS online software courses, teaching in two of them as overload; four 3-unit online or onsite lecture courses; and, two keyboarding courses at the ESC Center.**  **Six part-time faculty members make up the balance of teaching in the self-paced lab, at the ESC Center, and online.**  **In the Fall 2011 semester, Jackie Martin will be transferring from ROP into the self-paced lab. During this transition time, there will be two full-time faculty members in the self-paced lab; however, this will be short-lived as retirement is looming for one of us!**  **Another noteworthy issue: with the reinstatement of the Medical Office Specialist program and 5 new OIS classes for that program, an additional time and scheduling burden will be placed on the two full-time faculty members.**  **Referring to II. B. above, Program Needs, there will be a great need to hire at least one more full-time faculty member to help in coordinating and teaching in the OIS program and self-paced, open-entry/open-exit lab.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
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| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **No additional requests at this time** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
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| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **No additional requests at this time; we are OK with the computer rotation schedule.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **No requests as this time** |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
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| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **No additional requests at this time; we are OK with the ongoing software licensing and version upgrades** |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **No requests at this time** |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **No requests at this time** |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **NA** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **The OIS discipline continues offering the MOS (Microsoft Office Specialist) Certification onsite in the MD-335 lab; students as well as community members do come to take the exam with us and many do pass on the first try! We also continue to be a test site for the CAP (Certified Administrative Professional) exam the first weekends of November and May each year; Judy Dolan proctors that exam on behalf of IAAP (International Association of Administrative Professionals). In addition, we are always encouraging students to become student members of the professional organizations within their majors: ie., IAAP (administrative assistant majors); AHDI (medical transcription majors); LSI (for legal support assistant majors); IVA (for virtual assistant majors); and AAMA (for administrative medical assistants), etc.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
| --- |
| **NA** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Of noteworthy mention is a subcommittee that Jackie Martin and Judy Dolan have been working on for five+ years: the Digital Information Literacy (DIL) committee. With the implementation of this plan, students will be mapped into various courses, certificates and degrees within OIS/BUS. This is a change that may significantly increase enrollment, thereby creating another rationale for additional full-time faculty.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Judith L. Dolan *Name*** | **Jackie Martin *Name*** | ***Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**