**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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** | **9/21/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 211 | 264 | 225 | 345 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 31.31% | 27.79% | 26.47% | 26.95% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 642 | 686 | 491 | 758 | Weekly Student Contact Hours | |
| **FTES** | | 21.39 | 22.87 | 16.35 | 25.25 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 3.05 | 1.74 | 1.74 | 2.28 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 210 | 394 | 282 | 332 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 0.34 | 0.34 | 0.14 | 0.94 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 2.36 | 1.10 | 1.30 | 1.04 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.36 | 0.30 | 0.30 | 0.30 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 2.71 | 1.40 | 1.60 | 1.34 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 88.86% | 80.46% | 91.95% | 58.76% | 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** | | 98.29% | 97.44% | 97.77% | 95.86% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 58.29% | 61.54% | 60.89% | 57.93% | 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** | | - | - | - | 90.54% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | 79.73% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 1 | 4 | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 1 | 7 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | 5 | 4 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 1 | 2 | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **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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| **Enrollment is up; however, retention and success rates are slightly lower than 2010 data. The ongoing discrepancy between the retention rate and the success rate, shown over a four-year period, is being addressed in a complete curriculum review that is being undertaken currently in 2012-2013 and may extend to 2014. The Enrollment at Census Divided By Sum of Caps in the twenty percent range can be partially explained by the cap (denominator) set at 60 students.**  **With the planned transition from self-paced labs to face to face and online classes, these numbers will change - the goal is, of course, to increase success rates.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **The Course SLO for OIS 80 Medical Terminology/Anatomy is: Master the construction, pronounciation, and spelling of medical terminology associated with each body system. Master the anatomy of each body system. The means of assessment is: Frequent terminonlogy tests throughout the course. Students must pass terminology tests at a minimum of 90% before moving on to new vocabulary. The course will be assessed at a later date.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **The Program SLO for Receptionist is: Students are prepared for an entry-level receptionist office position in business and industry. The means of assessment will be added later. The program will be assessed at a later date.** |

| **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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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **The Coure SLO for OIS 80 will be assessed at a later date.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **The Program SLO for Receptionist will be assessed at a later date.** |

| **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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| **For receptionts the statistics are:**  **Occupational Projections of Employment (also called "Outlook" or "Demand") [Top]**  **Area Estimated Year-Projected Year Employment Employment Change Annual Avg Openings**  **Estimated Projected Number Percent**  **California 2010 - 2020 100,100 118,100 18,000 18.0 4,840**  **The four major areas that will be addressed in the curricululm review are areas that address increases in demand in the job market:**  **1) Bilingual programs: in our area over 50% of the population speaks Spanish as a first or second language - in particular students who combine this ability with a) computer skills b) bilingual receptionist and administration skills c) bilingual medical office skills and d) bilingual health records, will find higher student/employment success rates.**  **2) Social networking. This is a basic skill that is expected of most office workers.**  **3) Electronic portfolio building. This is a WASC mandate as well as a current industry expectation.**  **4) Project management. This is a skill that is highly sought in industry.** |

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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.)** |
| --- |
| **Again, we have excellent retention, but need to strengthen student success significantly. See the above discussion involving a program review for OIS.**  **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 2012-2013 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 effect.**  **In addition, lab staff has discussed a Business Information Systems major and changing the name of the OIS program to Business Office Systems or something similar (BOS!!) We are constantly aware of industry needs and keep up as best as we can considering all factors involved!! Beginning Summer 2011 session, we upgraded our BUS software applications courses to MicroSoft Office 2010.**  **Part of the revision of the OIS area may include the addition of MYIT software for the Office Suite classes. This testing mimics testing in industry and will prepare our students well for online application tests such as MSOffice; also for industry testing when applying for jobs. There will be no cost associated with this transition.**  **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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| **In the revision of OIS curriculum, there will be testing, placement, sequencing of courses, an increase in foundational classes such as keyboarding and the Office Suite, which will lead to higher level and more specialized classes and certificates, and AA degrees, with specialized certificates. Additional courses should be added at Escondido in keyboarding, and the Microsoft Office classes, with bilingual components, when growth permits.**  **It is important to note that for the 2012-13 academic year, that revision to the OIS program will primarily involve scheduling of those classes that are popular and not scheduling those that are low enrolled. In the 2013-14 academic year, curriculum changes will be made as well.** |

| **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 Professor Judy 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 were teaching the courses. From 1981-1992, Dolan was the only FT faculty member who coordinated (with no release time or additional pay) and taught in the OIS/BUS self-paced lab. Another FT faculty member for the self-paced lab was hired in 1992—that person retired in 2002—so again Dolan was the only FT faculty member who coordinated the OIS/BUS self-paced lab. Jackie Martin transitioned from the ROP program in 2011 into the self-paced lab ; thus, two FT faculty have been in the program since then. However, Dolan plans to retire at the end of the Spring 2013 semester, so Martin will be the only FT faculty member in the OIS/BUS program coordinating and teaching in over 20, 1- or 2-unit courses; in addition, Martin will coordinate 12 BUS online software courses.**  **Nine part-time faculty members comprise the balance of teaching in the self-paced lab, at the ESC Center, and online; Dolan plans to teach PT as well beginning with the Fall 2013 semeser.**  **It is noteworthy to mention that there is great enthusiasm about bringing forth positive changes to this area…the delivery method of the courses will change from open entry/exit, to F2F and online, with thriving foundational classes in Keyboarding and Office being the springboard to advertise and fill other classes. We anticipate having approximately 30 classes in this area in the future.**  **Another noteworthy issue: with the reinstatement of the Medical Office Specialist program and five 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 the OIS and BUS classes.** |

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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.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *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?** |
| **b1.** |  |  |  |  |  |  |  |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *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?** | |
| **d1.** |  |  | |  | |  | |  | |  | |  | |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **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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| **Not at this time. Looking forward to an economic growth period…** |

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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.** |
| **We successfully added two one-unit courses to our area. 1) Contemporary Job Search Techniques is a class that will prepare students for transition to employment and has been approved by all department members as an elective in their areas, with the intent of becoming a required "exit" class. 2) Microsoft Outlook was resurrected from the ROP program and added to the curriculum - calendaring is a job skill that is in high demand. We look forward to marketing these classes in the spring. We have initiated meetings with the Department Chair and our Dean to move forward in the OIS revision process, we are moving quickly to action plans.**  **There is an increased awareness among all staff, faculty and students of the SLO and Assessment process.**  **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.**  **It is noteworthy that this the DIL committee work and assessment is an agenda item for the Academic Technology Committee this year.** |

| **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.** |
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| **N/A** |

| **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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| **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.**  **Public typing tests continue to be offered as a service to our community and students, each Tuesday of the semester.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Jackie Martin *Name*** | **Judy Dolan *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 September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**