



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Information Technology
Department Name:	Computer Science and Information Systems
Division Name:	Mathematics and the Natural and Health Sciences

Please list all participants in this Program Review:

Name	Position
Ronald Burgher	Full-time Faculty
Terrie Canon	Full-time Faculty & Department Chair

Number of Full Time faculty	2	Number of Part Time Faculty	7?
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Please list the Classified positions (and their FTE) that support this discipline:

Academic Department Assistant (30%), CSIT Systems Analyst (30%)

What additional hourly staff support this discipline and/or department:

Student Workers in IT Labs, Lab Tutors

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the Information Technology Discipline in the Department of Computer Science and Information Systems is to offer a comprehensive transfer program and training opportunities in the field of Information Systems to the diverse Palomar College community. This mission is accomplished through courses of study that focus on the knowledge and skills required by Information System employers and transfer institutions to which our students will apply. Students of the Palomar College Information Systems program will be well-rounded professionals who are experienced in a variety of programming languages, database technologies and computer applications. These graduates will have a professional work

ethic and will be adept in both academic and professional arenas.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Computer Information Systems AS, Computer Information Systems CA, Management Information Systems AS, Management Information Systems CA, Information Technology AS, Information Technology CA

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Enrollments in the field of Information Technology are always very closely tied to the business climate in the industry. Enrollments rise in periods of downturn in the industry and decline in improving markets. Our enrollments over the past year (2016-2017) show this relationship very clearly. As improvement in the economy has led to dramatically increased business activity, students have migrated from education to work. This has resulted in a decrease of enrollments from 830 in the 2015-16 academic year to 658 in the 2016-2017 period.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Fill rates within the Information Technology discipline have remained fairly consistent over the past several years. These rates are generally around 80%, falling slightly over the past year from 81% in 2015 to 79% in 2016-17.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	423

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The Information Technology discipline has been working for the past several years to improve the WSCH/FTEF ratio. Over the past 3 years we have gone from 395.47 to 423.84. This has been in a time of fluctuating enrollments. Probably one of the most limiting factors in increasing our FTES/FTEF is the number of seats in our classrooms. The labs in the MD building design were established at 32 seats per lab. This puts a limit on the number of students in the classroom at any one time.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Unfortunately the number of FTEF taught by part-time faculty has risen dramatically from 53% in 2015-2016 to almost 66% in 2016-2017. One of the contributing factors to this condition is the specialized nature of the Information Technology industry. There are courses and technologies that must be taught by experts in the industry that have the most current knowledge. These experts are almost always working in industry rather than present among full-time faculty. Contract faculty overload rates have returned to a more normal 1.02 after a single year reduction to 0.60.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

After examining the data from the last several years, it is evident that no large trends or changes are obvious. We have had a better retention rate for students in age group 50+ (33% to 60%) but the small number of actual students raises questions about the validity of that statistic. One area that does indicate some attrition is in age group 20 - 24 where the actual numbers fell from 160 to 97. This is probably in line with the earlier mentioned effect of an improved economy on enrollment. Students in this age group would be the most inclined to take a job and postpone education. Both the numbers of hispanic students enrolling (10 to 77) and being retained (20% to 79%) is significantly higher in 2016-2017 than in 2015-2016.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	The number of female students in CSIT continues to be much smaller than male enrollments. This is a problem faced by all of the tech industries. Enrollments in 2015-16 for females went from 116 to 106 and enrollments by males went from 274 to 204.
Age	Overall retention of students by age remained almost constant between 2015-16 and 2016-17 at 74.9% and 74.7% respectively. Our largest increase in age retention was in the 50 and over category.
Ethnicity	Our Black/African American retention and success rates need improving. We have gone from a retention rate for Black or African American of 92.3% in 2014-15 to 66.7% in 2016-17. During that same period our Black/African American success rate fell from 37.5% to 25.0%. While the numbers are fairly small, there might be an opportunity to utilize equity funds to improve these scores.
Special Population (examples- veteran, foster youth, etc)	The retention rates broken down by GPA shows a very strong indication that students with higher GPAs are retained at a much higher rate. Those students with a GPA greater than 3.50 have retention rates of 90% while those students with GPAs between 3.00 and 3.49 exhibit retention rates in the mid 70s.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

One statistic that stands out among other types of variables is the retention rate of returning students. In the 2015-16 academic year we retained 76.2% of students. That rate jumped to 80.0% in the 2016-17 year. This value has hovered around 75% or lower in previous years so this jump is a positive in a year where enrollments were generally down. Another variable that shows very little change is in the population of students on financial aid. The retention and enrollment rates for this group of students has remained almost constant for the last two academic years.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.

Standard for Discipline Course Success Rate:	68.8%
Why?	
<p>Academic success is affected by many factors. Some of which we have metrics on (GPA, age, gender, ethnicity) and some we don't (self image, ambition, assistance). Technology students at Palomar are generally attending for one of two reasons, attainment of the Associate Degree in order to transfer to a 4 year school or to gain specific skills that they need in the workplace. Students that are seeking to transfer to a 4 year school have a more general interest in completing the classes that will contribute to transfer and they may not be as interested in performing at a very high level. Those students that are attending Palomar to gain a specific skill are very motivated to gain the knowledge but may not be as concerned about the grade level they achieve. In setting the Discipline Course Success Rate we have to balance both of these motivations.</p>	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Completions in the Information Technology certificate and Associate degree areas were up in the 2015-16 year to their highest level in two years and much higher than in the academic years between 2009 and 2013. The department's completion rate for the new degree programs in Information Systems and Management Information Systems are not reflected in this data. The improved completion rate for the Information Technology AS and Information Technology certificate program is almost certainly due to the department's efforts at modernizing and streamlining the degree/certificate programs.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

The completions reported in the data shows an upswing in the number of students achieving the degree or certificate. Our effort to deactivate unpopular programs has resulted in a more successful and accurate result. Our new degrees and certificates are not yet reported in the data.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

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SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

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

The three-year projected growth for Computer and Information Systems Managers as listed in the Labor Market Information from the Centers for Excellence website is 6.5% with annual openings in the San Diego and Imperial County area of 150 positions. Computer Systems Analysts are projected to grow at a 9.2% rate between 2015 and 2018. Computer programmers are predicted to shrink at the rate of 0.3% during the same three-year time frame.

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

The department is active in promoting the CSIT programs offered to local high schools. In addition, several of our entry level classes are being offered in local high schools.

During the summer, we offer programs to high school students to get them interested in the field of Information Technology and the opportunities for careers in the field.

We are currently in the process of renewing our IC3 certification opportunities that students can use to achieve a very well respected IC3 digital literacy certification.

Updating curriculum to reflect the latest demand in technology in the field of data analytics.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

No externally mandated regulations are required in the discipline.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

Advisory meetings of local members of the Information Technology industry are held twice a year. These meetings are held at various higher education locations throughout the county and often draw 40- 50 members of both local faculties and industry representatives. The last meeting was held in May of 2017 and the next meeting is on November 4 of 2017. These meetings always provide a forum for local employers to convey the latest industry trends and directions in the Information Technology industry. These forums also enable faculty members to get input on course offerings and proposed changes to curriculum.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

The field of Information Technology is always in a state of change. New technologies are developed and introduced while older technologies lose favor and are discarded constantly. This churning of what graduates of the programs are required to know in order to become employed puts a constant strain on equipment, software, and most importantly, on personnel. Both faculty and

support staff are required to maintain a very high level of current knowledge in the industry. For this reason, additional budget and increased staff resources remain a high priority in the discipline. Support for much higher levels of professional development than currently available is critical to maintaining and improving academic outcomes.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The SLO assessment effort has resulted in faculty examining how they insure that students as a whole, rather than as individuals are achieving. This cross-section view has enabled the instructor to abstract away from the specifics of the material to look at the overall process of what the students are learning. In some cases, this has led faculty to modify their teaching style in order to be able to monitor class achievement in the aggregate rather than by individual students. Within the department, the SLO process is not universally accepted as a valid methodology for measuring achievement. SLO results have been used to document the need for additional lab support within the department. Department discussion of the SLO process generally revolve around techniques for measuring SLO item achievement. For example, students in CSIT 180, C# Programming are assessed by evaluating how successful they are in implementing looping programming structures to re-accomplish sections of programming code. In the last assessment cycle, 88% of students were able to create a program that used iteration (looping) to solve the problem presented. In another course, CSIT 150 - Introduction to SQL, students are assessed by how well they demonstrate industry-accepted coding standards. For the last assessment period, 76.6% of the students were successful in meeting these standards.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The CSIT discipline has continued to develop new methods and procedures for assessing the success of our learning outcomes. In general, SLO course outcomes are done by embedding questions and activities within the course assessment efforts. By determining the level of performance of the class members as a whole, a measure of outcome achievement can be recorded. These techniques, while being adjusted as needed, continue to provide an accurate picture of student success. Some faculty have experimented with more project-based activities rather than questions to gauge student SLO achievement. The actual assessment methods employed by faculty for this type of evaluation included examining individual student programming projects for evidence of language specific techniques, for example, creating loops in programs, and tracking what percentage of students accomplished using these features. When results indicated more attention needed to be directed toward teaching these techniques, subsequent evaluation methods led the way in indicating increased success. In some courses traditional use of testing is used to assess achievement. For example, in CSIT 105, the final exam held questions which asked the student to identify and define five concepts of computer literacy. Examination of student performance on these questions enabled the calculation of SLO accomplishment.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Program SLOs in the Information Technology discipline are focused on demonstrating that students will gain competence in analysis of IS problems, understanding potential solutions and actually creating those solutions while gaining an understanding and appreciation of the ethics and social issues relating to information technology. The constantly changing

nature of the field require constantly changing preparation in terms of our educational efforts. Continuous improvement is measured by student success in the workforce. Previous students report that our efforts in this area are succeeding. One of the most common evaluation activities about the success of our program SLOs both formal and informal discussions with local employers of our graduates. These discussions often take place during industry trade shows, conferences and workshops. One such event is the SD4C bi-annual meetings that are attended by many local industry leaders as well as educators from local higher educational institutions. It is during these meetings that we learn of the success our graduates are demonstrating. Employers and educators at transfer institutions often report our graduates exhibit high levels of expertise and a professional work-ethic.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

As mentioned earlier in this review, the Information Technology field is in a state of constant flux. New technologies arise and old ones are sunsetted. Changes in our programs are undertaken every curriculum cycle to keep the professional knowledge, skills, and competencies of our students in line with the type and level of degree and certificates offered. Every curriculum cycle faculty review what courses need to be changed, upgraded or deactivated. Just within the last cycle, changes within the programming profession have led to the deactivation of the CSIT Active Server Pages class and the development of two new programs, Computer Information Systems and Management Information Systems.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

There is a very definite need for a great majority of the course material within our discipline to be accomplished in a sequential order. For this reason, we work very hard at scheduling courses so students can complete prerequisite coursework before the succeeding classes are normally offered. Sometimes institutional goals and guidelines can interfere with this scheduling. When the need for college level adjustments to enrollment impact the student’s ability to take courses in the prescribed sequence it results in serious problems for, not just students, but also for full and part time staffing, classroom availability, software licensing and other issues.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

There are only a small number of other departments that require our courses within their programs. Generally speaking, it is our programs that require completion of courses from other departments. Issues with scheduling are addressed in an ad-hoc fashion as they arise.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

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Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	The Information Technology discipline faculty are very professional in the approach they take toward the college and the field of Information Technology. All of the members of the discipline have student success in the field as their highest goal. Maintaining currency in the field is one of the ways this effort is demonstrated. Working with outside agencies and other educational institutions is also a serious focus.
Weaknesses:	Student frustration with the availability of assistance in lab settings as well as the inability to complete the courses required in the major rate as weaknesses within the discipline.
Opportunities:	Adding to the support staff in labs would enable the discipline to provide a better level of assistance to students in the program. Support for classes that students need to complete their degree even in the face of lower enrollments would increase the number of successful students.
Threats:	Frustration with the level of student support and assistance may threaten to decrease the number of students in the program or drive them to other institutions.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Improve service to students through additional lab support and tutoring services. Recent additions to tutoring services have proven to be very helpful.		X	
Fund a minimum of 2 full-time faculty to attend additional training and/or professional development.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1

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Program or discipline goal	Secure a dedicated computer lab and support for use by CSIT students.
Strategies for implementation	Request designation of dedicated lab through PRP process and adjusted scheduling. Request increased staffing of both tutor and administrative personnel. Enrollment is high in entry level classes, our goal is to assist in their entry level classes to improve enrollment/retention in our advanced and capstone classes.
Timeline for implementation	Fall semester 2018.
Outcome(s) expected (qualitative/quantitative)	Improvements to CSIT student retention and success.
Goal #2	
Program or discipline goal	Ensure CSIT degrees are current with changing technology demands.
Strategies for implementation	Update the CIS degree to include data analytics. Train full time faculty in these new courses developed.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased enrollment in CSIT and create strong CTE programs to enable students to find gainful employment in high demand fields in San Diego County.
Goal #3	
Program or discipline goal	Outreach is critical to increasing enrollment. Having leading edge technology including Robots, Raspberry Pi, Boards, and current laptop computers will allow faculty to demonstrate and allow students to explore current technology offered at Palomar College.
Strategies for implementation	Submit Resource Requests.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	
Goal #4	
Program or discipline goal	Hire STEM CSIT Tutors. Place tutors in our CSIT courses.
Strategies for implementation	Faculty are recommending their best students to work with faculty and students in the introductory level classes.
Timeline for implementation	2018
Outcome(s) expected (qualitative/quantitative)	Computer Technology is notoriously difficult, particularly at the beginning stages, so having qualified tutors in the introductory level classes will significantly improve student success.
Goal #5	
Program or discipline goal	Hire permanent, full-time Instructional Support Assistant/ISA3 lab assistant position.

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	A new Instructional Support Assistant position has long been required to work in the CSIT Department computer labs. Essential duties include support of computing resources in the labs; support of student learning in the labs.
Strategies for implementation	Requesting position.
Timeline for implementation	2018
Outcome(s) expected (qualitative/quantitative)	Assist CSIT Systems Analyst in setups and configurations of CSIT computer labs.

3. How do your goals align with your discipline’s mission statement?

In keeping with the mission of the Information Technology discipline at Palomar College, these goals will enable the discipline to continue to focus on the knowledge and skills required by employers of our students. Changes in the required knowledge and skills that students will need dictate that these changes and enhancements be made to our program.

4. How do your goals align with the College’s Strategic Plan Goals?

Our discipline’s mission aligns with the Palomar’s Strategic Plan for Goal 2: Strengthen efforts to improve outreach, persistence, and student success. By improving the program offerings we will be enhancing student interest, enrollment and retention so they can successfully find employment when they graduate from Palomar or go on attain additional higher education.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Terrie Canon
Date	2/28/18

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Margie Fritch
Date	1/12/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Good analysis of the data

2. Areas of Concern, if any:

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3. Recommendations for improvement:	
Use rubric for SLO section	

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	James Odom, smd
Date	12/15/17; 12/18/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
2. Areas of Concern, if any:	
3. Recommendations for improvement:	
4. Recommended Next Steps:	
X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/18/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Good description and rationale in the enrollment section 2. Good data included in fill rates 3. Also good discussion of wsch/ftef 4. Demographic differences section is excellent- just be sure you include success rates for each section 5. Good points about retention 6. Curriculum section is thorough and really well done. Captures the context very well with advisory boards, challenges etc. Also LMI data is presented very well. 7. I know support staff issue has been a problem- I think there may be some overall revamps necessary to improve this very important program- this semester we should discuss and set some timelines and plans- we need to do so given our current population of students which is less than before (obviously) 8. Goals are excellent and express sentiment above 9. Well done summary, includes data, strong narrative, includes LMI and other contextual data 	
2. Areas of Concern, if any:	

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a. SLO narrative is great and interesting but isn't following the rubric- please see rubric and change

3. Recommendations for improvement:

See #7 above

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.