Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Workforce, Community & Continuing Education

Discipline Name
Commuity Education (formerly Workforce and Community Development

Department Chair Name
N/A: Associate Dean Nichol Roe

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/wcd/

Discipline Mission statement
Palomar College's Community Education office serves the diverse and changing needs of our community by cooperating with, and complementing, other offerings and programs of Palomar College. The Community Education office links the community to the college by providing short-term, not-for-credit classes, workshops, career-training programs and events designed for professional development and/or personal enrichment.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Associate Dean Nichol Roe

Full-time faculty (FTEF)

Part-time faculty (FTEF)

0   0

Classified & other staff positions that support this discipline
1 Administrative Coordinator (CAST) position assigned to Workforce, Community and Continuing Education department.
-Workforce Development programs include Apprenticeship, Pre-apprenticeship, Cooperative Education, Service Learning and Job Placement programs)
-Community Education and Contract Education (formerly known as Workforce and Community Development programs)
-Continuing Education programs include Adult Education/WIOA, Noncredit, Transitions, CTE Transitions

Additional hourly staff that support this discipline and/or department
1 Short-term hourly (technically assigned to apprenticeship programs but helps as needed with Community Education)

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
Community Education offerings are able to serve the diverse and changing needs of our community by having the flexibility to respond quickly to requests for offerings. Offerings can range from enrichment workshops to professional certifications.

Community Education Offerings can strengthen the college credit and noncredit programs by developing fee-based feeder classes which, in turn, point their completers to the credit or noncredit programs for further education. Additionally, in some cases Community Education Offerings can also serve as "incubators" for new programs that may eventually convert to credit or noncredit.

 Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Not applicable.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
Not applicable.

What factors have influenced your efficiency trends?
Not applicable.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
The Community Education department has done quite a bit of work to increase the number and variety of class offerings. However, the largest challenge has been marketing these new offerings to the community without a large budget for brochure production and mailing. Community Education has been marketed on the Palomar College Facebook page, emails have been sent through "General Information" and flyers are created in partnership with Creative Services to be provided to instructors for distribution. We still struggle, however, in mass marketing our offerings in a way that secures enough enrollment to run many of the Community Education courses.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
0.0%

Why did you choose this standard?
Not applicable.

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

Was this expected?
Not applicable.

What is your Stretch goal for COURSE success rates?
0.0%

How did you decide upon the goal?
Not applicable.

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

Was this expected? Please explain.
Not applicable.

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

Are there differences in success/retention between on-campus and online courses?
N/A

Do you have any best practice methods you use for online courses to share with the community?
Not applicable.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
Not applicable. However participants do complete an evaluation of the workshop at completion

How have you improved course-level assessment methods since the last PRP?
Not applicable.

Summarize the major findings of your course outcomes assessments.
Not applicable. While evaluations are completed and submitted to the Community Education office at the completion of a course, there is room for improvement to evaluate and analyze results. There is currently no database in which the results are inputted, so something could be developed that would capture the data electronically. As Community Education continues to grow, tracking individual evaluations on paper will become unsustainable.

Overall, participants are very happy with the workshops they have participated in.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

Not applicable.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
Not applicable.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
Not applicable.

The Community Education offerings that are most successful are the diesel certifications. Community Education works closely with the Diesel program to offer industry certification classes that diesel mechanics need through out their career. These are designed for professionals already working in the field (some are even former Palomar Diesel Technology students.) These certifications allow participants to further their skills and abilities and stay up to date on the latest regulations in the industry.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
Most courses are offered evenings or weekends to accommodate working professionals. Classes that are offered during the day are only done so if it makes sense for a particular certification.

How do you work with other departments that require your course(s) for program completion?
Not applicable. Community Education does collaborate with many departments to offer classes that compliment our credit and noncredit classes. Examples of these complimenting classes include: diesel industry certifications, native American monitoring workshops for local tribal members, Advanced Officer Training for current police officers looking to upskill, etc.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
Not applicable

How is the potential need for program/course deactivation addressed by the department?
Not applicable

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
Community Education would definitely like to expand, however we face some challenges as any new "small business" would. Since a Community Education program should be self-sufficient, it should not be a cost to district revenues or staffing costs. This can make the growth of a program difficult when course scheduling, contracts and marketing often require significant staff time.

The Community Education department has done quite a bit of work to increase the number and variety of class offerings. However, the largest challenge has been marketing these new offerings to the community without a large budget for brochure production and mailing. Community Education has been marketed on the Palomar College Facebook page, emails have been sent through "General Information" and flyers are created in partnership with Creative Services to be provided to instructors for distribution. We still struggle, however, in mass marketing our offerings in a way that secures enough enrollment to run many of the Community Education courses.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
We have not yet offered Community Education classes online. Community Education students do not receive a Palomar Student ID, account, etc. and while we have discussed options with the ATRC for a "community" function in Canvas, it will ultimately require additional staff time to research.

Describe other data and/or information that you have considered as part of the evaluation of your program

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.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Not applicable. Community Education courses can be offered in any discipline, in many ways, ranging from personal enrichment to full professional certifications.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Not applicable.

How does your program help students build these KSA's?
The most successful offerings are those in which participants are able to upskill and earn an industry

certification at the completion of the community education offering. These certifications can often lead to an increase in wages for participants.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Most partnerships that may have been in place when the former Venture and Contract Education programs were offered, no longer existed in 2017. The first major task was to market these new services both internally to on campus faculty and externally to potential new partners. Over the last 18 months, the Associate Dean for Workforce Development has conducted outreach through presentations at department meetings, chairs and director meetings, as well as one-on-one planning meetings to inform faculty and staff across campus of the opportunities available in offering these differentiated courses. It is through this outreach that we have been able to increase the number and variety of approved Community Education offerings.

External outreach has also led to increased opportunities in Contract Education. Palomar College continues to develop relationships with local Chambers of Commerce, Community Colleges in our region and a variety of other community partners, which has led to an increase in the referrals from organizations looking to work with Palomar. These have ranged from Dr. Bronner's, Palomar Health and most recently Northrup Grumman. Contract Education proves to be more effective in growing not-for-credit services, since the funding model must be self-sustaining.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Establish new "classification" to allow hiring of FT faculty to participate in Community Education.

Is this a new or existing goal?
New

How will you complete this goal?
We continue to work with Human Resources on best practices for hiring Community Education instructors. We do not yet have an approved way to fund current faculty at rates other than their approved instructional rates, which can be very challenging in a self-sustaining funding model. Most programs at other Community Colleges hire instructors as temporary employees of the district, or as

independent contractors or on a cost-sharing basis. While we have done some of that here at Palomar over the last 18 months, we value working closely with our current faculty to develop Community Education courses.

Outcome(s) expected (qualitative/quantitative)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
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Expected Goal Completion Date
12/31/2019

Goal 2

Brief Description
Establish annual marketing plan for Communtiy Education.

Is this a new or existing goal?
New

How will you complete this goal?
Staffing is one of the largest hurdles for Community Education. Community Education would like to hire a consultant to create an annual marketing strategy that would sustainable for a staff of this size.

Outcome(s) expected (qualitative/quantitative)
Annual marketing strategy/plan created.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The Community Education department has done quite a bit of work to increase the number and variety of class offerings. We still struggle, however, in mass marketing our offerings in a way that secures enough enrollment to run many of the Community Education courses. We are unable to serve the community, if they do not know these offerings exist.

Expected Goal Completion Date
6/30/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).

2. See [Data](#).

3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
Loss. There are currently no staff solely assigned to Community Education

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting
Coordinator

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Our mission is to serve the changing needs of our community, as well as compliment and contribute to Palomar College's credit and noncredit programs. Having a full time staff member would allow Community Education to flourish. The biggest challenge we face is the lack of staffing available to develop new offerings, market the offerings and collaborate with other Community Colleges and Community partners.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Yes. Community Education is a unique set of programming that requires the ability to think and plan creatively, while understanding the "box" of the system we work within. This also requires a unique skill to outreach and "sell" our services and programs to community partners.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No