Non-Instructional Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL AREAS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

[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 UNIT INFORMATION

Academic Year
2018-2019

Division Name
Mathematics, Science and Engineering

Unit Name
MSE Division Office

Name Person Responsible for the Program/Unit
Acting Dean Richard Albistegui-DuBois

Please list all participants in this Program Review:

Name	Position
Richard Albistegui-DuBois	Acting Dean
Debra McBrayer	Divisional Administrative Assistant

Website address for your program or unit
https://www2.palomar.edu/pages/mse/

Program/Unit Mission Statement

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

What is your Program/Unit's mission statement?
We, the faculty, classified staff, and administrators of the Mathematics, Sciences, and Engineering Division, hold as our highest goal the education of our students in the understanding of the natural world. By providing innovative and engaging classes and pedagogy, effective and empathetic student support,

and efficient and responsive administration, we aim to provide our students with the resources they need to grow in their ability to critically analyze the world around them. Our goal is to instill and encourage a sense of wonder and enthusiastic exploration of the laws which govern the functioning of the natural world, its history and structure, and the diversity of life within it. Our students will leave us with an understanding of both nature and technology which is both deep and broad, and be able use what they have learned to act wisely, think creatively, and encourage deeper understanding of the world in others.

Describe how your mission aligns with and contributes to the College's Vision and Mission.
In both cases, the general goal is the same: student learning (we are, after all, an educational institution!). The college's mission statement is very broad and general, as it must be to cover the very broad scope of the college's activities, and the diversity of student goals it supports. Our division's mission statement also is fairly broad, but focuses on the aspects of education most tied to the natural sciences. Both statements focus on both critical and creative thinking, as well as the need for understanding to make decisions which encourage a responsible life.

Program/Unit Description

Staffing

Total Number of Full-time Staff
21

Total Number of Permanent Part-time Staff
0

Number of Classified Staff
21

FTE of Permanent Part-time Staff
0

Number of CAST Staff
1

FTEF of Part-time Faculty
94

Number of Administrators
1

Number of Full-time Faculty
63

What additional temporary hourly or contract staff support this unit and/or department?
5 in the planetarium
5 in the biology department
6 under UASTEP
35 in the STEM Center

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. You have three options to submit your organizational chart:

1. Upload the document (under 5 MB)

2. Provide URL to document.

3. If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

How will you submit your organizational chart?
Upload Document

Upload Organization Chart
Division org chart.pdf

Program/Unit Description

Who utilizes your services?
Faculty and staff teaching and supporting classes in the division, and students taking classes within the division

What services does your program/unit provide (Describe your program/unit)?
Oversight of scheduling of classes within the division
Supervision of faculty and staff within the division
Management of division budget and oversight of departmental budgets, as well as coordination of funds and budget reallocation
Conflict resolution and faculty discipline
Grant management and grant applications
Divisional administrative oversight
Approval or corrections to curriculum

PROGRAM/UNIT ASSESSMENT

Service Area Outcomes

Service Area Outcome 1

Describe this Service Area Outcome
Faculty in MSE division feel they have the financial and staff support needed for their instructional programs

When was this SAO last assessed?
Never

What did you learn from the last assessment?
N/A

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.
N/A

Service Area Outcome 2

Describe this Service Area Outcome
Overall student completions of MSE programs are at least 50% within four years of students beginning

When was this SAO last assessed?
Never

What did you learn from the last assessment?
N/A

Are there improvements you have implemented or plan to implement as a result of this SAO Assessment? If so, please describe.
This is really just an idea, but it seems like a good starting place.

Other Assessment Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit:

Quantitative Data

Measure	2015	2016	2017	2018	Definition/Description of Measure

Are there any comments or notes about this quantitative data?
I don't know that the first SAO can be quantitatively assessed. Perhaps we could do an analysis on which areas have come up short, budget-wise, vs. which areas end the year with unspent funds?

Qualitative Data

Describe any qualitative measures you use and summarize the results.
We will develop a faculty survey seeking feedback and suggestions for improvements in this area

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.
No assessment completed yet

Achievements and Other Relevant Information

Achievements

Describe Achievement
Annual STEM Conference served over 300 community members (mostly students in 6th-9th grade)
Regular communities of practice meetings have improved coordination of curriculum between Palomar and CSUSM

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?
AB 705 will have a dramatic effect on the Mathematics department. It has necessitated a significant revision of curriculum (deactivating all courses below Math 54 and creating support classes for many others) and changes in scheduling (reallocating FTEF to 60, 110, 120, 115).

In addition to (or in response to) the changes listed above, what in-house policies, procedures, and processes need to be updated, created, or deleted?
This is being assessed by the AB705 task force

PROGRAM/UNIT EVALUATION AND THREE YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Reflect on your program/unit, the results of your assessments in Part 2 above, and y**o**ur vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

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.

Overall Evaluation of Program

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths
Excellent and cooperative faculty, good ability to apply for and secure financial resources, strong enrollment in many areas.
Very skilled staff.
Math and STEM Centers are models for student support, even drawing attention from other colleges
New hirings should enhance outreach to local high schools, furthering success of STEM conferences

Opportunities
Strong interest from Growth Sector, national labs, CSUSM, local industry in developing career-oriented curriculum. This can help students move into good jobs in a streamlined way.
New engineering programs at CSUSM give us the opportunity to align and provide good pathways for transfers
Dual enrollment interest in cybersecurity program

Aspirations
I would very much like to see us create a campus makerspace.
I am hoping to find a home for the Mathematics department, where they could have their offices together.
I'd like to rehab the previous library to bring the math department, STEM and Math centers, and makerspace into one facility.

Results
We are actively developing new programs (technologist, for example) to provide some career-oriented opportunities
We had a very successful STEM conference, with great involvement from faculty

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 technologist program and move one student cohort through

Is this a new or existing goal?
New

How will you complete this goal?
Hire student support specialist for Fall 2019
Get curriculum approved ASAP (Fall 2020?)

Timeline for Implementation
Cohort should begin fall 2019, and full-time completers finish in Spring 2021.

Outcome(s) expected (qualitative/quantitative)
I am hoping for 20 students in the first cohort, which will fill a substantial portion of the classes involved.I would like to see at least 50% finish in two years, and 75% within 3. Further, I am hoping to see at least 50% of the cohort either employed or transferred to four year programs within two years of completing the program.

Describe the resources (human, technology, equipment, etc) you will need or will assign to implement this goal.
We will need the student support specialist to be hired, beginning as part-time. Other than that, this will largely make use of existing resources. Funding for program activities will come from Innovations first, and then (hopefully) from the Title V grant.

Of the resources described above, which ones are reallocated and which ones are new or needed?
Innovations is existing but will eventually be gone.
We are applying for a new Title V grant.
The student support specialist is a new position.

How does this goal align with your department mission statement, the college strategic plan, and Guided Pathways?
This program will be a very clear example of Guided Pathways; it will involve making sure classes are scheduled in such a way as to make cohorting possible, and provide a clear map to the end goal. It is specifically designed to help students gain skills and abilities which will foster creative and critical thinking and prepare them for useful careers.

Expected Goal Completion Date
5/31/2021

How do your goals align with the College's value of diversity?
We intend to specifically recruit students from underrepresented groups as part of the cohort. In addition, participation in events such as microaggression workshops will be a part of the program.

RESOURCES

Staffing Needs

If you have a staffing need, Identify if the staffing need is to replace a position of if the need represents a new position. Further explanation /prioritize. How does it align with North and South Centers/ Define what it is you need staff to do.

Are you requesting additional personnel?
Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
FT faculty have changed from 70 in 2009-10 to 63 in 2018-19. Total classified staff has changed from 17 in 2009-10 to 21 in 2018-19.

Request for additional personnel

Position 1

Title of Staff position you are requesting
Student Support Specialist

Which goal/strategy in your three-year plan does this resource request support?
The first goal, for the new technologist program

Strategic Plan 2019 Objective
1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.
2.2: Establish clear educational pathways with integrated student support services per SEM and Guided Pathways plans.
5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Brief description of the need for this resource / Impact on other areas of the college (see technology, equipment, other needs)
Minimal; this position is grant-funded and dedicated to the specific program. In the first year, the position will be part time.

Is this a new position, a vacant position, modification to existing position, or other?
New

Technology, Equipment and Other Needs

Do you have funding requests?
No