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
Noncredit: N
ABED/BASC/CTED/CTZN/DSAB/ESL/MUS

Department Chair Name
Suzanne Sebring

Division Name
Career, Technical and Extended Education

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

Discipline Mission statement
Our Noncredit programs are supported through the California Adult Education Program and Workforce Innovation and Opportunity Act (WIOA) funding sources. We work collaboratively through the Education to Career Network (ETCN) of North San Diego County consortium to serve our students. We have identified the shared mission below:

The Education to Career Network will promote student achievement and preparation for employment by providing relevant educational programs that allow adults to contribute productively in their communities.

In collaboration with our community partners, we will create pathways and seamless transitions to postsecondary education and/or the workforce.

We will ensure students have the support services to accommodate their needs.

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

Does your discipline have at least one degree or   **Are any of your programs vocational (CTE/CE)?**

certificate associated with it?   No
Yes

List all degrees and certificates offered within this discipline.
N ABED
N ESL

Please list the names and positions of everyone who helped to complete this document.
Suzanne Sebring, Director of Occupational and Noncredit Programs

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
3.26	19.5

Classified & other staff positions that support this discipline
Administrative Specialist II, AEBG, 12 month, 100% - vacant

Additional hourly staff that support this discipline and/or department
Kristin George, STH, <= 32 hours per week
Camilo Riveros, STH, <= 30 hours per week

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.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
In the past, many noncredit courses were not associated with programs and/or disciplines. In the past two years the noncredit department has been working collaboratively with faculty disciplines to properly align discipline noncredit courses. In example, the basic skills mathematics and reading/language arts courses offered at CPPEN were labeled as N BASC courses. By working with discipline faculty to edit the CORs and tie them to the appropriate disciplines, it ensures the classes align with discipline standards and can be an effective on-ramp to credit courses. In addition, it allowed us to create a Career Development and College Preparation (CDCP) program which will enable the college to receive the higher apportionment allocation from the state to better serve the students. ESL has also been hard at work to sequence their noncredit ESL courses into CDCP programs. In addition, two new noncredit programs have completed the curriculum approval cycle and conclude with program certificates - N BGMT (Project Management) and N AP-PRE (Pre-Apprenticeship)

Describe your program's plan for assessing program learning outcomes.
Outcomes are assessed both through the discipline and through pre/post CASAS assessments, dependent on noncredit area. All Noncredit ESL take the CASAS assessment which identifies level gains. In addition, we are working to add COAPPs for the population. COAPPs are Civic Objectives and Additional Assessment Plans which help to track these learning objectives.

Active duty Marines take the noncredit reading/language arts & mathematics classes (currently N BASC) to increase their scores on the TABE test. The TABE test is the requirement that allows Marines to access educational benefits. We have a crosswalk to convert the TABE scores into CASAS scores, which allows both the military and Palomar CCD to get the data we require and ensure learning.

Summarize the major findings of your program outcomes assessments.
N ESL had an average learning gain of 3.3, most moving from Low Intermediate ESL to High Intermediate ESL on the CASAS assessment.

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

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.
Noncredit courses support all GE/ILOs:

N ESL: Communication (students are learning English): Creative, Critical, and Analytical Thinking (Tasks are embedded in curriculum); Community, Multicultural/Global Consciousness and Responsibility (N ESL is offered throughout the community and helps with community integration); Foundation Knowledge of Discipline (N ESL is a pathway to credit ESL)

N BASC: Includes math, reading, and English coursework meeting the Computation as well as Creative, Critical, and Analytical Thinking GE/ILOs

N AP PRE: Pre-Apprenticeship is offered as integrative learning with language supports as well as hands-on training.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
N ESL and N BASC experienced overall gains.

N AP PRE has had 100% retention and students have already received their Level 1 certificate.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major

goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
N ESL had 67 completions in FY 17-18, as compared to 87 in FY 16-17.

N CTED (CERT) had 70 completions in FY 17-18, as compared to 21 in FY 16-17.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

What factors have influenced your completion trends?
For N ESL, a strong economy and the current political climate have negatively impacted enrollment in the noncredit program. Therefore, the program completions have decreased due to a decrease in the number of overall students.

For N CTED, more class sections were offered. In FY 16-17 only San Marcos had an offering. In FY 17-18, Poway and Vista also had offerings.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
70.0%

Why did you choose this standard?
District standard

What is your Stretch goal for program completion?
85.0%

How did you decide upon your stretch goal?
We always want more completers, however; life does get in the way for many noncredit students. For this reason, more short term certificates in addition to clear on/off ramps are being developed.

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?
Data is not available for noncredit

What factors have influenced your efficiency trends?
Data is not available for noncredit

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?
Data is not available for noncredit

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?
70.0%

Why did you choose this standard?
District standard

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

Was this expected?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

What is your Stretch goal for COURSE success rates?

How did you decide upon the goal?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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

Was this expected? Please explain.
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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?
N/A

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

How have you improved course-level assessment methods since the last PRP?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

Summarize the major findings of your course outcomes assessments.
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

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)?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

How do you work with other departments that require your course(s) for program completion?
Data not available for noncredit - Noncredit that fall under disciplines will include information in their PRPs

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
Noncredit curriculum still has to go through the Chancellor's office for approval. With the timeline there and the timeline at Palomar, it takes over a year to get curriculum approved. This does not make noncredit an attractive option when we need to be responsive.

Are there courses that should be added or removed from your program - please explain?
We are in the process of adding more noncredit courses and programs.

How is the potential need for program/course deactivation addressed by the department?
We are trying to get away from using N BASC and instead have these courses fall under the appropriate disciplines,

Is your department pursuing non credit or not-for credit options at this time?
Yes

Are there areas you would like to expand?
Short term CTE
Older adults programs

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 want to and did offer one last semester than learned the attending tracking method for online noncredit

courses is not established at Palomar. We are meeting on May 28th to discuss ways to get this issue resolved.

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?
N/A

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
N/A

How does your program help students build these KSA's?
N/A

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?
Advertisement through the ETCN consortium using CAEP funding

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
Convert N BASC classes at CPPEN to CDCP-eligible Math/Language Arts college prep courses

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Work with discipline faculty to ensure COR for each class meets discipline standards. Rename courses to align with appropriate disciplines. Package courses in a CDCP College Prep program.

Outcome(s) expected (qualitative/quantitative)
Added discipline support for noncredit instructors
Approximately 40% increase in funding level for these courses

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
These changes provide clear paths for our students and this is within our mission.

Expected Goal Completion Date
8/1/2019

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?
No