

Program Review & Planning (PRP)

COMPREHENSIVE

PART 1: BASIC UNIT INFORMATION

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:

Date:	October 8, 2019
Unit Name:	Articulation
Department Name:	Counseling Services
Division Name:	Student Services
Name of person responsible for the Program/Unit:	Benjamin Mudgett
Website address for your unit:	https://www2.palomar.edu/pages/articulation/

Please list all participants in this Program Review:

Name	Position
Benjamin Mudgett	Articulation Officer

SECTION 1: Program/Unit Mission Statement

What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):

The articulation office at Palomar College supports students becoming transfer ready by establishing and maintaining articulation agreements with accredited colleges and universities to ensure student access to a seamless transfer experience. The articulation office also supports faculty in curricular and program development to meet the diverse needs of our region and four year partner colleges and universities.

The articulation office is dedicated to providing equitable access to diverse transfer opportunities while meeting the needs of our local region. We are guided by core values of:

- Access
- Inclusion
- Cultural Competency
- Communication and Collaboration
- Innovation and Creativity
- Data-informed decision making
- Lifelong Learning

Describe how your mission aligns with and contributes to the College's Vision and Mission.

Palomar College is a comprehensive community college meeting the diverse needs of its service community. These include transfer readiness, lifelong learning, and technical training. Moreover, Palomar College values access, equity and inclusiveness while being creative and innovative in our curricular and programmatic planning. Articulation supports these values by collaborating with faculty in curricular and programmatic design. This design process provides continued access to innovative programs and employment needs in our community. As a result, students are supported with meaningful transfer pathways leading to further lifelong learning, employment training, and the baccalaureate.

SECTION 2: Program/Unit Description**Staffing**

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	0	Total Number of Permanent Part-time Staff	0
Number of Classified Staff	0	FTE of Part-time Staff (2X19 hr/wk = .95)	0
Number of CAST Staff	0	FTEF of Part-time Faculty	0
Number of Administrators	0		
Number of Full-time Faculty	1		

Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)

N/A

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. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.

OR

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 ☐ Provide web link ☐ Describe organizational structure

Student Services organizational chart also follows the PRP on the last page.

Program/Unit Description

Who utilizes your services?

Students, faculty, staff, administrators, CSU and UC campuses, private universities, other community college faculty and staff

What services does your program/unit provide (Describe your program/unit)?

- Develop and maintain articulation agreements between Palomar College and other accredited colleges and universities
- Develop, maintain, and distribute general education to counselors, Enrollment Services, students, faculty, and other users
- Facilitate the Associate Degree for Transfer program and coordinate collaborative discussion with faculty in the creation and maintenance of these programs including C-ID
- Support faculty in curricular and programmatic design including course design, program design, and narrative requirements for the Chancellor's office
- Provide recommendations to faculty in curricular and program design to ensure high level cognitive outcomes within critical thinking are achieved at the baccalaureate level
- Collaborate with CSU and UC articulation officers to develop and maintain articulation agreements
- Collaborate with other accredited colleges and universities to develop and maintain articulation agreements
- Collaborate with the Office of Instruction in curriculum management
- Maintain Palomar College curriculum changes on the state's official articulation repository – ASSIST
- Provide the California Intersegmental Articulation Council annual curriculum changes
- Participate on the Curriculum Committee including the Curriculum Committee Technical Review team
- Maintain the Articulation website
- Maintain external exam policy including Advanced Placement, International Baccalaureate, and CLEP
- Maintain Associate Degree and Transfer information in the catalog and schedule
- Maintain C-ID approvals
- Coordinate, collaborate, and facilitate the approval of Palomar College general education curriculum
- Serve as a liaison for Enrollment Services, Counseling, Instruction, all CSU and UC campuses and other accredited colleges and universities
- Communicate and execute important changes occurring at the CSU Chancellor's office and University of California Office of the President
- Communicate and execute important legislative updates affecting transfer and articulation
- Collaborate with faculty at our local feeder CSU and UC including CSU San Marcos, San Diego State University, and UC San Diego and facilitate intersegmental departmental meetings as appropriate to identify and/or maintain articulation
- Assess University Studies Program Learning Outcomes and provide recommendations to better improve the goals and outcomes of these programs
- Facilitate workshops and other professional development opportunities
- Attend professional develop workshops and conferences to stay current on CSU, UC, ASCCC, C-ID, ADT, CCCC changes impacting

transfer and articulation

- Collaborate with the Faculty Senate on academic and professional matters
- Collaborate with the Transfer Center to ensure a seamless transfer experience for students
- Resolve student transfer challenges with the appropriate college or university
- Advocate on behalf of students at forums such as ASCCC Plenary
- Participate in County Articulation Council meetings to ensure regional articulation issues and concerns are addressed to increase transfer success
- Participate in the California Intersegmental Articulation Council to ensure local and statewide challenges are addressed alleviating barriers to transfer success
- SLO Facilitator for University Studies to assess program learning outcomes per ACCJC standard IIA.1, 3.9
- Articulation supports the institution's commitment toward meeting ACCJC standards IIA.3, 8, 10, 11, 12, 13, 16

COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes and Assessment

GOT SERVICE AREA OUTCOMES?

Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted TracDat as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in TracDat by:

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

NEED HELP?

TracDat:

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in TracDat: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1. [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
2. Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?	YES X	NO
If NO, describe why and identify a data by which they will be entered.		

For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

1) Campus Community Understanding of Articulation (sunsetting 2019/2020):

Faculty, Staff, and Students will be informed of articulation by illustrating the collaborative partnership that exists between Palomar, the California State University, University of California, and private and out of state colleges and universities

Results Summary: The Articulation site visits this reporting cycle totaled 34,291. This represents a 6.5% increase in visits. It's important to note, the data summary .aspx needs to be added to the sum of the field without the .aspx for an accurate count.

Results Analysis: The Articulation site is proving to be a useful communication tool to the Palomar College community. This is likely attributed to the integration of the Associate Degree for Transfer information, articulation agreements with other accredited colleges and universities, AP, IB, and CLEP up to date policy, and CSU and UC major updates in the absence of a functional ASSIST articulation major agreement repository. As a result, I will continue to ensure the most up to date communication regarding articulation, Associate Degree for Transfer, GE, External Exams, and faculty resources for curricular and program development.

Build an Articulation professional development program for faculty and staff

Results Summary: Provided Articulation training to approximately 25 faculty related to curricular and program planning at the Palomar College Curriculum Institute.

Results Analysis: This is the second year Palomar College has hosted a Curriculum Institute early fall semester for faculty to learn best practices in curricula and program development. The Articulation session was integrated with the Curriculum Chair and prerequisite session to provide faculty with up to date information from the CSU and UC and our Chancellor's office Title 5 requirements. The interactive session was followed by an open curriculum development lab using META. Integrated course outline of records are introduced and discussed as the heart of articulation, since articulation is a result of a well written course outline. Furthermore, local degrees and certificates must demonstrate labor market need and/or a majority of transfer requirements being satisfied for at least one CSU or UC campus the student is likely to transfer to. This involves the identification of transfer articulation opportunities or existing articulation agreements by major to inform the design of academic programs. This SAO will continue to evolve as the needs of faculty inform the professional development provided.

2) Associate Degree for Transfer Awareness (sunsetting 2019/2020): Promote the Associate Degree for Transfer as a pathway to the California State University.

Publish and maintain A Degree with a Guarantee pathways on the Articulation website. Raise awareness by measuring an increase of 5% in the number of visits to the Articulation website a Degree with a Guarantee page.

Results Summary: This cycle reported 18,638 visits to the Associate Degree for Transfer page of the Articulation website. This represents an increase of 9.7%.

Results Analysis: The Associate Degree for Transfer is becoming an increasingly popular option for students in their transfer planning. Many CSU campuses are using these degrees as an additional selection criteria, preferring students with the ADT in the admission selection criteria. As a result, students are most prepared for transfer to the CSU in similar programs upon the ADT being conferred. It's important to note, the data summary .aspx needs to be added to the sum of the field without the .aspx for an accurate count.

Collaborate with departments to create new ADT programs in areas not mandated by the state as evidenced by ongoing consultation with at least one applicable department and/or division as applicable to a related ADT TMC template.

Results Summary: 5 new ADT programs have been developed this reporting cycle and are going through the local approval process before the Chancellor's office approves them. They are Social Justice Chicana/Chicano Studies, American Indian Studies, Women Gender and Sexuality Studies, Political Science, and Law and Public Policy.

Results Analysis: Due to an outcomes driven funding formula, the needs of student transfer success, programmatic planning, and resource allocation, many departments on campus are realizing the value of the ADT and are collaborating with Articulation to develop pathways in appropriate areas.

Broaden campus awareness of the ADT program as evidenced by an increase of 5% in ADT program awards.

Results Summary: This reporting cycle there were 644 ADT awards representing a 47% increase from last year.

Results Analysis: The Associate Degree for Transfer program continues to demonstrate considerable success amongst disproportionately impacted groups. According to the California Community College DataMart, the following student groups increased ADT attainment compared to last year:

- DSPS ADT program awards increased by 26%
- EOPS ADT program awards increased by 73%
- First Generation ADT program awards increased by 29%
- Military ADT program awards increased by 73%
- Veteran ADT program awards increased by increased by 12%

New SAOs beginning 2019/2020

- 1. The Articulation Office will participate in increasing the number of Associate Degree for Transfer program awards by 5% each year**
 - a. Build and/or maintain ADTs with appropriate faculty
 - i. Curriculum management efforts to build and/or maintain degrees is occurring
 - b. Improve ADT awareness across the campus community by surveying counselors to first establish a baseline understanding of ADT awareness. Establish and maintain google analytics reports of website traffic to the articulation ADT site.
 - i. 80% of counselors will have an increased understanding of ADTs
 - Create baseline survey of counselors understanding of ADT programs
 - Assess counselors each year
 - ii. - 5% increase in website visits to the Articulation ADT site demonstrating increased ADT awareness
 - Use existing google analytics report to measure website traffic
- 2. The campus community will demonstrate an understanding of articulation in relationship with the strategic plan vision for success goals (VfS), Guided Pathways, student centered funding formula (SCFF), program and curricular development, and four year partnerships**
 - a. 10 faculty each year will participate in articulation related professional development with an 80% satisfaction rate
 - i. Offer PD workshop each year in partnership with other activities such as plenary and curriculum institute
 - ii. Survey faculty participation
 - b. Faculty will demonstrate an increased understanding of articulation by 5%
 - i. Create baseline survey to assess faculty's existing understanding of articulation
 - ii. Survey faculty participating in articulation related workshops each year
 - c. The Articulation site will increase the number of visitors accessing articulation information by 5%
 - i. Use existing google analytics report to measure website traffic

SECTION 2: 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

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
Articulation oversight of curriculum including course	336	276	476	404	Articulation oversight of all curriculum launched in Palomar's curriculum

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

changes, reviews, reactivations, deactivations, new programs, program changes, and program deactivations					management system Curriconet (now META), and proposed and approved at the Curriculum Committee. The Articulation Officer is responsible for providing input and recommendations to discipline faculty related to any changes to existing curriculum that may impact articulation and offer suggestions to new curriculum in order to gain course to course and major preparation articulation with the CSU/UC systems and private colleges and universities.
Curriculum Changes submitted to the California Intersegmental Articulation Council	114	204	250	119	The Articulation Officer creates, maintains, and distributes an annual update to colleges and universities of new and/or deleted or inactivated courses and substantive changes to transferable courses.
Curriculum changes including new courses submitted to the ASSIST curriculum management site for articulation	49	96	244	79	New courses, deleted courses, course title changes, and course unit changes are submitted to ASSIST by the Articulation Officer. This includes the new CSU/UC transfer courses and GE approved by Palomar College.
Active courses in ASSIST	1576	2013	1877 ¹	1877 ¹	<p>The number of Palomar College courses active in the ASSIST database. ASSIST is the official repository of transfer coursework. The Articulation Officer is responsible for the maintenance and oversight of these courses. These courses include General Education for CSU and IGETC as well as lower division major preparation, CSU baccalaureate, and UC transferable curricula.</p> <p>¹ ASSIST is undergoing significant data integrity issues. The data reflected in 2015/2016 is the most accurate data until such time ASSIST data integrity is resolved.</p>
Lower Division major articulation agreements with the CSU	1531	1506	1506 ²	1506 ²	Lower division transfer agreements established and maintained for the CSU system. The Articulation Officer monitors these agreements for any changes and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

					<p>²It should be noted, ASSIST data integrity has disabled access to current articulation.</p> <p>²This data will be carried over until ASSIST data is accurate. The data reflected in 2015/2016 is the most accurate data until such time ASSIST is able to provide current articulation agreements.</p>
Lower Division major articulation agreements with the UC	862	866	866 ²	866 ²	<p>Lower division transfer agreements established and maintained for the UC system. The Articulation Officer monitors these agreements for any changes and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns.</p> <p>²It should be noted, ASSIST data integrity has disabled access to current articulation.</p> <p>²This data will be carried over until ASSIST data is accurate. The data reflected in 2015/2016 is the most accurate data until such time ASSIST is able to provide current articulation agreements.</p>
Private, Out of State, Extension, International, CCC Articulation Agreements	40	42	49	45	<p>Articulation agreements that are advantageous to the district provide students with options beyond state universities. The Articulation Officer identifies opportunities, monitors agreements for changes and collaborates with respective faculty to ensure the pathway provides a seamless transfer experience for students and is aligned with the college mission and values.</p>
Associate Degree for Transfer (ADT)	18	23	24	25	<p>The Articulation Officer is the faculty lead in facilitating the discussion, development, and approval of the Associate Degree for Transfer program. The Articulation Officer monitors Transfer Model Curriculum in coordination with C-ID for any state regulation changes and C-ID curricular changes to the curriculum and engages faculty in their development and maintenance.</p>

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

C-ID approvals	161	200	205	212	The Articulation Officer is the faculty lead in facilitating the discussion, development, and approval of C-ID curriculum for the ADT program. The Articulation Officer monitors C-ID curriculum descriptors and Transfer Model Curriculum for changes and engages faculty in their development and maintenance.

Reflect on your quantitative data and summarize your findings or interpretations.

As illustrated in the quantitative data, substantial oversight is required to create and maintain our articulation throughout the year. The Articulation Office is responsible for providing curricular recommendations to all courses and programs intended for transfer and each of these changes are approved by the Articulation Officer within Palomar's curriculum management system, META. The college's curricular development then informs C-ID, the CSU, the UC, and other accredited colleges and universities for potential articulation opportunities. These opportunities yield additional transfer degree feasibility studies due to C-ID and major preparation articulation. Moreover, major preparation articulation allows our subject matter experts to explore creative and innovative programs tied to major and vocational career preparation. The end result supports a seamless transfer experience for our students aligned with Palomar's mission of transfer readiness and equitable access to educational and career opportunities for our community.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above.

- Participation on the new curriculum technical review committee for additional oversight of our curriculum development to facilitate in the creation of integrated course outlines tied to student learning outcomes including higher level thinking within Blooms Taxonomy of critical thinking and analysis
- Data analytics delineating for efficient curriculum management including new curriculum, deactivations, changes, C-ID approvals, Palomar GE, CSUGE, IGETC, CSU/UC Transferability, future articulation opportunities, Articulation, CIAC summary page, UC Transfer Summary page
- Hosting CSU and UC updates on Articulation site as a tool for the public in response to ASSIST technical challenges
- Articulation Blog on website to provide up to date easy to find information concerning articulation
- Direct link to resources included on Articulation site including C-ID, HBCU, UC Pathways, and faculty resource pages
- Integrated Articulation professional development into large scale professional development programs such as the Curriculum Institute at Palomar College
- Articulation training to counselors using scenarios ranging from the beginner level of articulation and transfer to advanced level articulation and transfer issues

SECTION 3: Achievements and Other Relevant Information

Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!

The articulation office reviews and approves each transferable credit course and program throughout the year, resulting in hundreds of course changes and reviews, new courses and programs, as well as program changes.

- MATH 101 Quantitative Reasoning: MATH 101 is a new course designed to introduce students to quantitative reasoning skills such as compounding interest, fiscal management, and descriptive statistics. This course recently received UC transferability and is proposed to satisfy quantitative reasoning for the Associate's degree and transfer effective Fall 2020.
- MATH 126, STEM Precalculus I – College Algebra and MATH 127 STEM Precalculus II – Trigonometry and Analytic Geometry: A new sequence leading STEM students to calculus in a shorter amount of time, resulting in an accelerated time to completion in preparation for transfer in majors such as engineering, physics, mathematics, and computer science. This sequence recently received UC transferability and is proposed to satisfy quantitative reasoning for the Associate's degree and transfer effective Fall 2020.
- READ 105 Academic Reading: This course is a dynamic course supporting students in any subject to improve their reading comprehension skills resulting in an improved psychological, sociological, and physiological well-being. This course is proposed to satisfy lifelong learning for transfer effective Fall 2020.
- SPCH 170 Small Group Communication is a new speech course introducing students to small group communication theory and skills. This course recently received UC transferability and is proposed to satisfy oral communication for transfer effective Fall 2020.
- ESL 103 Written Communication III and ESL 106 Accelerated Written Communication II: These courses underwent substantive changes for AB705 to reduce the time to complete transfer level English. These changes included robust inclusion of the humanities and literature. This course recently received approval in the humanities for transfer and Palomar College is one of the very few colleges whose ESL curriculum received such approval. This approval was a result of the articulation office initiating a technical appeal to an original decision denying approval in the humanities. During the appeal, the articulation office successfully demonstrated the approach the courses take in introducing the humanities. As a result of the appeal, our denial was reversed by the CSU and UC and we continue to share our best practices with other college ESL program and curricular development.
- ESL 110 College Composition for Non-Native Speakers: This is a new course developed as part of AB705 and allows ESL students to enter transfer level English in the discipline of ESL and satisfy the local Associate's degree and transfer requirements in English Composition. This course recently received UC Transferability and UC admission eligibility in English and is proposed to satisfy English Composition effective Fall 2020. Again, Palomar College is one of a few colleges initiating these progressive changes and the articulation office collaboration with ESL faculty create successful articulation resulting in increased access for students to have transfer opportunities.
- MATH 54 Algebra for Success: The articulation officer's collaborative efforts with math faculty, the CSU and the UC resulted in the inclusion of MATH 54 finally being an eligible prerequisite option for MATH 120, Statistics, effective Fall 2019 and PSYC/SOC 205, Statistics for the Behavioral Sciences, effective Fall 2020. Palomar College retained articulation of MATH 120 and I fully expect articulation retention of PSTC/SOC 205. These changes allow veteran students access to GI benefits while completing MATH 54 and increase access to transfer level mathematics.
- MATH and ENG support courses for AB705: The articulation officer collaborated throughout the year with math faculty in the design and implementation of math and English support courses for AB705 while protecting the existing articulation. As a result, several support courses were created and articulation remains uninterrupted.
- SWHS 100 Introduction to Social Work and Human Services and SWHS 120 Social Work Fields of Service: These two new social work courses introduce students to social work and human services and provide students field work study in this area. The courses are part of a new Social Work degree designed to prepare students into entry level social work and human services jobs and/or transfer to San Diego State University Social Work.
- Military Studies (MIL) is a new transferable apprenticeship program designed for active service Marines to satisfy active service requirements and earn a certificate of achievement and/or associates degree coupled with the local or CSU transfer general education. This program introduces theory in leadership, well-being, transitioning from active service to civilian life, and combat theory.

The articulation office facilitated the collaborative development and design of new programs including:

1. Associate Degree for Transfer (AAT) in Social Justice American Indian Studies, Chicana and Chicano Studies, and Women, Gender, and Sexuality Studies. These degrees provide students with a comprehensive lower division experience in the area of emphasis in preparation for transfer to the CSU in various related majors.
2. AAT in Political Science designed to prepare students to transfer in related areas at the CSU

3. AAT Law, Public Policy and Society is designed to prepare students for transfer to San Diego State University Public Administration and/or Pathways to Law School. *Pathways to Law School* is a new program at Palomar College to provide support services to underrepresented student groups in preparation for law school.
4. AAT Film, Television and Electronic Media was recently approved and is available to students preparing for transfer in related areas of study at the CSU.
5. Changes to the AAT in Psychology and AST in Business to include additional courses necessary for transfer including cognitive psychology and business statistics.
6. An overhaul to the existing AS in Kinesiology to parallel lower division transfer requirements to CSU San Marcos and Long Beach, our two top feeder schools accepting Palomar College Kinesiology students. This redesign provides an alternative to the AST in Kinesiology, since few CSU campuses accept this pathway. Our newly designed pathway is a lower division sequence of courses to prepare students for transfer while earning an AS in Kinesiology.
7. Social Work and Human Services is a new program undergoing curricular approval to prepare students for entry-level jobs in social services and/or transfer into the BA in Social Work at San Diego State University.

Moreover, through collaborative efforts with discipline faculty, the following courses were approved for transfer to the University of California

- BUS/FCS 136 Money Management and Planning for the Future
- CHDV 104 Guidance for Young Children
- CHDV 110 Introduction to Special Education
- CHDV 115 Child, Family, and Community
- CHDV 172 Teaching in a Diverse Society
- ESL 110 College Composition for Non-Native Speakers
- MATH 101 Quantitative Reasoning
- MATH 126 STEM Precalculus I – College Algebra
- MATH 127 STEM Precalculus II – Trigonometry and Analytic Geometry
- SPCH 170 Small Group Communication

In consultation with discipline faculty and the Curriculum Committee, the following courses received general education approval by the CSU and UC:

- BUS 204 Quantitative Business Analysis
- ESL 103 and 106 Written Communication II and Accelerated Written Communication II
- GERM 225 German Reading and Conversation
- ITAL 202 and 225 Italian IV and Italian Reading and Conversation
- PSYC 211 Cognitive Psychology
- SOC 175 Introduction to LGBTQI Studies

Private and Out of State Articulation Agreements

Palomar College enjoys articulation with numerous private and out of state universities providing our students diverse choices in advancing toward the baccalaureate. This last academic year, the following articulation agreements were revised and updated to reflect curricular changes:

- New School of Architecture Interior Design
- Woodbury school of Architecture San Diego with enhanced MOU to provide scholarships and grants to architecture students transferring to Woodbury's San Diego location
- Brandman University articulation agreements and a new Integrated Social Science GIS
- National University: 34 majors within the College of Letters, Business and Management, Sanford College of Education, School of Engineering and Computing, Health and Human Services, and Professional Studies. Ongoing efforts include the integration of a future AS in Military Studies coupled with the CSUGE guaranteeing admission into a BA in Organizational Leadership with a ~40% tuition discount for active service members and veterans.
- University of Redlands School of Business with future onsite BA and BS program offering Palomar students a 30% discount in tuition
- Arizona State University (ASU): full articulation into the BA and BS in Geography and Geographic Information Systems (GIS)

CSU San Marcos

PHYS 230, 231, 232 - As a result of last year's CSUSM Engineering retreat, our three semester physics series articulation continued to be interrogated since the articulation required two of our physics courses to articulate to one of CSUSM's physics course. This placed a tremendous burden on our students, causing a delay in STEM preparation. Through collaborative efforts with the discipline faculty and Deans at both campuses, the articulation was re-evaluated and approved as course-to-course articulation. This effort removed transfer barriers for STEM students.

New major articulation in Arts, Media, and Design – Art and Visual Culture and Digital and Media Art, Music, and Theatre

San Diego State University (SDSU)

Engineering articulation – SDSU notified Palomar College ENGR 235 and 236, Statics and Dynamics would be discontinued beginning Fall 2019. To maintain articulation, the university requested an extraordinary amount of information and data including midterm and final exams, pass rates, and grade distribution. After lengthy discussions with Palomar and SDSU stakeholders, the articulation office successfully facilitated a meeting at SDSU with discipline faculty and Deans to further discuss the challenges of our articulation. After lengthy discussions, SDSU agreed to continue articulation of our engineering articulation. Our efforts successfully secured access for north San Diego County resident to study engineering and remain local by transferring to SDSU.

Humboldt State University

Palomar College received a grant to increase transfer students in STEM pathways to Humboldt State University. As a result, 16 new course to course articulations were created in various STEM majors.

CSU Bakersfield

In collaboration with Anthropology faculty to design a new archaeological field study certificate, it was necessary to connect the certificate to transfer preparation for Chancellor's office approval. In partnership, we identified, and articulated anthropology curricula to a new Cultural Resource Management degree offered at CSU Bakersfield. These efforts satisfied Title 5 requirements in major preparation for a certificate, provided the department the necessary articulation to launch a new program, and offered students a new pathway in cultural resource management.

CSU Long Beach

American Sign Languages initiated curricular changes to enforce a lab corequisite in ASL I-IV. In doing so, the newly approved AA in Deaf Studies would increase to 27 semester units. This substantive change required additional articulation by major to demonstrate to the Chancellor's office 51% of the major is articulated at a CSU or UC in a similar major. In close collaboration with our faculty and CSU Long Beach faculty, we articulated all four semesters of ASL, Deaf Culture, and Interpretation, resulting in 22 units articulated. This placed the program well over 51% articulation required by the Chancellor's office upon placing the corequisite labs in the Deaf Studies major.

University of California San Diego Extended Studies

Working within a National Science Foundation (NSF) grant, the articulation office collaborated with subject matter experts in Unmanned Aircraft Systems to create a pathway for students earning our certificate or associate degree in unmanned aircraft systems to transfer into a business management certificate to gain entrepreneurship skills necessary for the gig economy.

Additional CSU and UC articulation include:

This year, Palomar College successfully articulated 191 courses to CSU and UC campuses across the state. These collaborative efforts between the articulation office and subject matter experts resulted in articulation to include, but not limited to:

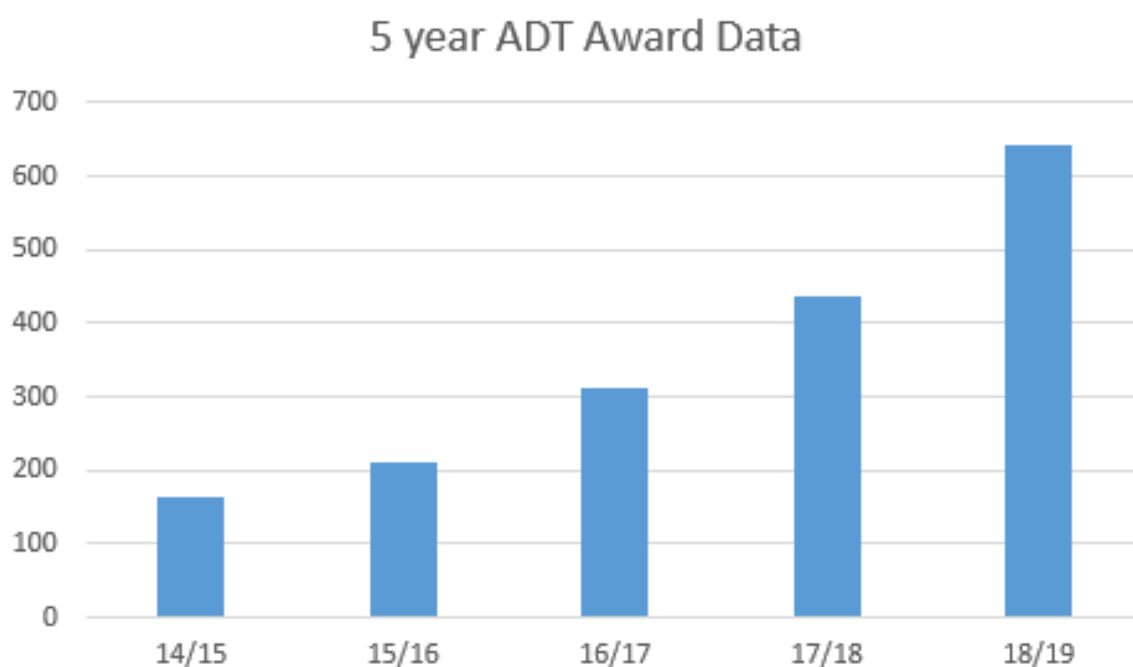
- Cal Poly Pomona: BUS; CSCI; GEOG; POSC; ARCH
- Cal Poly SLO: PHIL; POSC/LS 24
- CSU East Bay: AJ
- CSU Fresno: ASL
- CSU Fullerton: BUS; MATH
- CSU Long Beach: ASL; BUS; COMM; JOUR
- CSU San Marcos: ART; CINE; PHYS; FIRE
- San Diego State University AIS; DNCE
- San Francisco State: ART; BUS; CHDV; CS; CSCI; GCIP; ITAL; PHOT; BIOL; CSCI
- San Jose State: BUS; PHYS; PSYC

- UC Irvine: CSCI
- UC Los Angeles: AIS; AMS; AS; ENG; MCS
- UC Riverside: CSWB; CHDV
- UC San Diego: BUS; GEOG; BMGT (Ext)
- UC Santa Barbara: BUS; SPAN
- UC Santa Cruz: BUS; CSCI

Associate Degree for Transfer

Since 2015, Palomar College has more than doubled the number of Associate Degree for Transfer (ADT) programs led by the collaborative efforts of the articulation office and discipline faculty. Together, we've provided 25 guaranteed pathways to students transferring to the CSU in a similar program of study. As demonstrated in Table 1, the college continues to confer ADT degrees at noteworthy increasing rates throughout the last five years. This last year, the college awarded 644 ADT awards representing a 47% increase from last year and a 290% increase since 2015 when the institution offered twelve ADT programs.

Table 1 5 year ADT Award Data



The Associate Degree for Transfer program continues to demonstrate considerable success amongst disproportionately impacted groups. According to the California Community College DataMart, the following student groups increased ADT attainment compared to last year:

- DSPS ADT program awards increased by 26%
- EOPS ADT program awards increased by 73%
- First Generation ADT program awards increased by 29%
- Military ADT program awards increased by 73%
- Veteran ADT program awards increased by increased by 12%

Our collaborative efforts of delivering access to twenty five transfer degrees provide our students clear pathways with guaranteed benefits such as prioritized admission, the CSU California Promise of completing within two years after transfer, and enhanced academic advising. Underrepresented students are earning the ADT at higher rates than the year before, resulting in increased access to the baccalaureate. This partnership across systems is aligned with the Vision for Success to increase transfer rates by 35%, decrease equity gaps among underrepresented groups, and reduce regional achievement gaps by increasing the level of educational attainment of adults within ten years.

Initiatives

AB705

This last year, the articulation office continued engaging with English, Mathematics, Business, and Psychology in response to AB705. Our discussions and creativity resulted in English and Math support courses to increase the success in transfer level English and Math.

Integrated Teacher Education Pathways

Articulation continues to engage with CSU San Marcos and San Diego State University to align curriculum with the integrated teacher education pathways (ITEP). Through the North County Higher Education Alliance conversation with colleagues grant, we have formed partnerships with new staff in teacher pathways at CSUSM to better integrate our curriculum for articulation into ITEP.

Credit for Prior Learning (CPL)

The Articulation Officer is co-chairing the credit for prior learning workgroup, a workgroup of the curriculum committee. Our workgroup wrote and secured a \$100,000 grant awarded by the California Community College Foundation and Success Center to design and implement new Board Policy and Administrative Procedure around Title 5 changes by Fall 2020.

Program Learning Outcomes – University Studies

This last year, articulation collaborated with Student Learning Outcomes to design gain skills questions for each area of emphasis to assess knowledge gained within the area of the University Studies. Coupled with mapping these programs to the General Education Institutional Learning Outcomes (GEILO), this assessment is expected to provide additional insight as to whether a student is achieving knowledge within the emphasis.

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?

- ACCJC standards IIA.1, 3, 8, 9, 10, 11, 12, 13, 16
- Student Centered Funding Formula (ADT degrees ranked highest on point scale)
- Guided Pathways, meta majors, major mapping
- Palomar College equity plan
- AB 705, SB 1440, SB 1071, AB 1786, Title 5, Education Code, Program Course Approval Handbook (PCAH)
- CSU Executive Orders 1100 and 1036
- UC Regulations and Board of Regents recommendations
- ASSIST, C-ID
- ASCCC resolutions
- Degree Audit, Starfish Degree Planner
- CCCCCO Memos AA-1933 periodic curriculum review, AA 19-35 annual curriculum approval certification and streamlining process
- CCCCCO COCI 2.0, Curricunet META

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?

- BP/AP 4235, 4050 high school articulation grading policy and district articulation
- ADT audit by CCCCCO periodic review process
- University Studies audit per Title 5 changes and CCCCCO periodic review
- Credit for prior learning integration with articulation to ensure students a seamless transfer experience and grant credit for learning demonstrated via credit by exam, industry certification, portfolio assessment, military joint service transcripts, and external exams.

COMPREHENSIVE**PART 3: 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 your 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. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

SECTION 1: Overall Evaluation of Program**1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.**

Strengths:	Data driven, equity minded, collaborative, creative, innovative, efficient, engaged, bridging student services and instruction, integrated with transfer center, liaison to all faculty, staff, and administration, well connected to system offices at the CSU, UC, ASCCC, and CCCCCO
Opportunities:	Guided pathways, meta majors, and mapping, identifying articulation opportunities connected to the Palomar College equity plan, a fully functioning ASSIST providing access to current major requirements for articulation, integrating with the Transfer Center for shared goals
Aspirations:	Articulation opportunities identified through a data driven process focused on students identified in the equity plan and their identified transfer institutions as reported in reported data such as national clearing house, the CSU, the UC, and/or CCCCCO Transfer Center and Articulation Office shared goals and resources to leverage existing staff and other resources Guided Pathways - Robust engagement between student services and instruction to leverage resources to enhance our articulation and partnerships with four year universities while meeting the needs of our regional employers
Results:	College has aligned articulation and transfer opportunities using a data and equity informed process focused on intersegmental coherence Improved intersegmental communication within the region Well-developed regional faculty advisory groups to meet on a biannual basis staggered fall and spring

SECTION 2: Progress on Prior Goals

List current or prior goals your program/unit has been working on and provide an update by placing an "X" in the appropriate status box.

Goal	Completed	Ongoing	No longer a goal
Update Board Policy and Administrative Procedure 4050 Articulation		x	
Collaborate with faculty on initiatives impacting articulation such as AB705 and credit for prior learning		x	
University Studies Program Learning Outcomes assessment – direct assessment methods and knowledge of discipline/emphasis assessment methods developed to better improve outcomes of university studies		x	
GE guide changes to be user friendly		x	
Collaborate with Creative Services to integrate Articulation as the central repository for GE distribution in the schedule and catalog		x	

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

SECTION 3: Establish Goals and Strategies for the Next Three Years

1. New Goals: Please list all goals for this three-year planning cycle:

Goal #1	
Goal	Aligned articulation and transfer opportunities using a data driven equity informed process to increase transfer attainment of disproportionately impacted student groups identified in Palomar College's equity plan.
Strategies for implementation	<ul style="list-style-type: none"> ➤ Collaborate with Research and Planning and SEA to identify equity gaps in transfer attainment ➤ Identify transfer data associated with student groups in the equity plan ➤ Identify articulation gaps in targeted transfer institutions ➤ Initiate intersegmental collaboration to close articulation gaps
Timeline for implementation	Year 1 collaborate with Research and Planning to identify data Year 2 develop a strategic data equity informed process to identify articulation and transfer opportunities with accredited colleges and universities Year 3 Aligned transfer and articulation opportunities identified
Outcome(s) expected (qualitative/quantitative)	College has aligned articulation and transfer opportunities using a data and equity informed process focused on intersegmental coherence
How does this goal align with your unit's	Aligned articulation using an equity informed data driven process will

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

mission statement?	increase access and degree completion
How does this goals align with the College's Strategic Plan 2022?	<p>This goal is aligned with the VfS Goal 1: Completion, VfS Goal 2: Transfer, VfS Goal 3: unit Accumulation, VfS Goal 5 Equity by increasing articulation, reducing equity gaps, resulting in unnecessary unit accumulation, increased degree completion, and decreased equity gaps in degree attainment and transfer.</p> <p>This goal is also aligned with Goal 1: Students increase access, progress, and completion, while decreasing equity gaps by increasing articulation and transfer preparation, improving access, reducing unit accumulation resulting in better persistence and graduation rates. Goal 2 is integrated as a result of improved articulation allowing for clarified pathways, improved retention, and access.</p> <p>This goal is also aligned with Goal 3: Communication and Community as a result of increased intersegmental collaboration and partnerships.</p>
Goal #2	
Goal	Improved University Studies degree outcomes to ensure transfer preparation in the area of emphasis is met
Strategies for implementation	<ul style="list-style-type: none"> ➤ Create assessment outcomes mapped to University Studies using general education institutional outcome data ➤ Create qualitative assessment of the area of emphasis to ensure students have adequate preparation in transfer related to their area of focus ➤ Compare and contrast results to the program goals ➤ Adjust program curricula and goals as needed
Timeline for implementation	<p>Year 1: Collaborate Research and Planning, Student Learning Outcomes, and Enrollment Services for assessment methodology</p> <p>Year 2: Collect and analyze data to make recommendations to the Curriculum Committee</p> <p>Year 3: Appropriate degree modifications in effect to study new outcomes for next cycle</p>
Outcome(s) expected (qualitative/quantitative)	Qualitative data collected via GEILO assessment and gain skills assessment surveys to determine effectiveness of program outcomes
How does this goal align with your unit's mission statement?	Improving the outcomes of University Studies ensures a seamless transfer experience. Moreover, the assessment and improvement process supports faculty in curricular and program development to meet the diverse needs of our region and four year partner colleges and universities.
How does this goal align with the College's Strategic Plan?	<p>This goal is aligned with the VfS Goal 1: Completion, VfS Goal 2: Transfer, VfS Goal 3: unit Accumulation, VfS Goal 5 Equity by ensuring meaningful outcomes and adequate preparation in university studies for students transferring in related areas of emphasis, reduced unit accumulation as a result of a potential redesign, and degree completion of a program that represents close to 25% of awards conferred by Palomar College.</p> <p>This goal is also aligned with Goal 1 and 2: Students increase access, progress, and completion, while decreasing equity gaps and Implementing instructional strategies that strengthen teaching and learning across the college by improving area of emphasis preparation, reducing unnecessary unit accumulation and improving graduation rates. Goal 2 is aligned as a</p>

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	result of strengthening learning outcomes of university studies and clarifying the pathway within the area of emphasis.
Goal #3	
Goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
How does this goal align with your unit's mission statement?	
How does this goals align with the College's Strategic Plan 2022?	
Goal #4	
Goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
How does this goal align with your unit's mission statement?	
How does this goals align with the College's Strategic Plan 2022?	

How do your goals align with the College's value of equity and diversity?

The goals are well aligned with the college's value of equity and diversity by ensuring increased access to the associate's degree and transfer using an equity focused data approach in the identification of articulation and transfer partnerships, improved learning outcomes of a program representing close to 25% of our program awards, improved persistence and retention rates, and increased degree attainment.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).

Goal 1: Completion, VfS Goal 2: Transfer, VfS Goal 3: unit accumulation, VfS Goal 5 Equity by ensuring meaningful outcomes

Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student has taken the appropriate course and received the necessary instruction and preparation. The articulation process enables the student to progress to the next level of instruction at the receiving institution. The articulation process further ensures that completed courses satisfy college or university

transferability standards, general education breadth, and/or major preparation and are advantageous to the District. Articulation agreements shall be designed to reduce the loss of credit or repetition of coursework from one institution to another, be aligned with major preparation and general education, and include the appropriate academic preparation for upper division university level coursework.

The articulation office is committed to improving access and retention through articulation and transfer partnerships, collaboration with intersegmental faculty and colleagues, collaboration with Palomar College stakeholders, and advocating on behalf of students to improve degree completion and transfer rates. The articulation office supports the VfS goals for completion, transfer, and reduced unit accumulation through the creation and maintenance of thousands of articulation agreements, 25 transfer degrees to date, UC transfer pathways, C-ID, and university studies. These pathways help students stay on the path toward their educational goals, improve degree completion and transfer while reducing unnecessary unit accumulation resulting in decreased equity gaps.

COMPREHENSIVE PART 4: RESOURCES

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

SECTION 1: Reallocation or Reassignment of Resources

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

SECTION 2: Need for Additional Resources

STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	New / Vacant / Modified / Temporary	Describe Need:
1) Articulation Specialist	#1 #2	Goal 1, objective 1, 2, 3, 5 Goal 2, objective 1 and 5 Goal 3, objective 5	New	<p>This position has been vacated since 2015. The vacancy has shifted the support and administrative tasks to the Articulation Officer while the Articulation Office serves the college in its strategic efforts in expanding our university and community partnerships while engaging with the campus community as we collaborate together on important initiatives to increase the educational attainment of North County residents. I have written a new Articulation Specialist job description and I look forward to soon prioritizing the hiring of this critical support position. This position will provide the support services necessary to increase articulation and maintain our partnerships with four-year universities.</p> <p>Several technology platforms supporting student transfer and curriculum development continue to undergo significant technical challenges. These include:</p> <ul style="list-style-type: none"> • ASSIST • C-ID • The Chancellor's office curriculum management system - COCI 2.0 • Palomar College's new curriculum management system - META <p>These challenges are requiring additional oversight and time as the need to validate data is necessary to ensure accurate</p>

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

				<p>course content, program requirements, and timely curriculum and program approval at the Chancellor's office. The prioritization of this critical position will further enable me to ensure these systems provide accurate data to ensure Palomar College's curriculum and program inventory is seamlessly approved and articulated across the CSU, UC, and C-ID.</p> <p>I have also advocated the Articulation Specialist support Starfish Degree Planner as articulation is integrated throughout educational planning. This type of support ensures curricular changes are followed and updated, CSUGE and IGETC are well understood and updated throughout Starfish, transfer pathways are considered when maintaining curricula within Starfish, ADT requirements are reflective of curricular and transfer requirements, PeopleSoft attributes are accurate and integrated into Starfish, and graduation requirements are met.</p>
2) Lead Academic Records Analyst (aspirational)	#1	Goal 1, objective 1, 2, 3, 6 Goal 3, objective 4	New or Modified	<p>A Lead Evaluator working within Articulation will allow the Articulation office to serve counseling and other stakeholders in the evaluation of student records associated with the Associate Degree for Transfer. The college has seen an impressive 290% increase in ADT completion as the CSU continues to grant admission preference to ADT earners. In order to clarify the path and keep students on the path, we need to begin upfront evaluations for students identified as an ADT earner. This position will assure students an accurate education plan, reduce units toward completion, increase ADT completion while reducing equity gaps. Moreover, the college will experience an increase in SCFF points as a result of increased ADT earners. This position, working in direct partnership with the articulation officer may also support curricular management related to degree planner/degree audit to, provide curricular changes to necessary units, and troubleshoot curricular related issues affecting degree planner, degree audit, and evaluation related</p>
3)				

TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	Strategic Plan 2022 Goal/Obj.	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.
1)					
2)					
3)					

EQUIPMENT (Other than technology)

If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

OTHER RESOURCES

If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

COMPREHENSIVE PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

Confirmation of Review by Division / Planning Council

Person/Group/Council Who Reviewed PRP	Aiden Ely, Acting VPSS Olga Diaz, Interim Dean of Counseling
Date	12/17/19, 12/19/19

Feedback

1. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

Very experienced and knowledgeable Articulation Officer.

2. Areas of Concern, if any:

3. Recommendations for improvement:

SERVICE AREA OUTCOMES TEMPLATE

Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

**Student Services Leads
Organization Chart**

