Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

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 AP PRE
N ESL

Please list the names and positions of everyone who helped to complete this document.
Suzanne Sebring, Acting Associate Dean, Workforce, Community & Continuing Education

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
3.3	18.5

Classified & other staff positions that support this discipline
Administrative Specialist II, CAEP, 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.

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.](#)

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 94 completions in FY 18-19, as compared to 67 completions in FY 17-18.

N CTED (CERT) had 36 completions in FY 18-19, 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?
Increased

What factors have influenced your completion trends?
For N ESL, expanded programs and offering courses at new sites within our service area positively

impacted enrollment in the noncredit program. Therefore, the program completions have increased due to an increase in the number of overall students.

For N CTED, in FY 18-19, classes were offered in San Marcos & Vista. In 17-18, Poway also had offerings. In FY 16-17 only San Marcos had an offering.

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

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

COURSE OUTCOMES

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

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?	**Goal Status**
Existing	Completed

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?	**Are you requesting additional Staff, CAST or AA?**
No	No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

 Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

 Are there ongoing needs in your department budget that you currently do not have the resources for?
No

 Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

Chair Name   **Chair Sign Date**

Dean Review

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

Areas of Concern, if any:

 Recommendations for improvement:
Need to have a strategic plan for Continuing Education (non-credit) programming. Difficult to sustain a continuing education program without a plan.

Dean Name   **Dean Sign Date**
Margie Fritch   11/12/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great outcomes section and goals. Also strong goals.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name   **Vice President Sign Date**
Jack S. Kahn Ph.D.   1/17/2020