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?
Comprehensive

Department Name
Trade and Industry

Discipline Name
Public Works Management (PWM)

Department Chair Name
Anthony Fedon

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/ti/public-works-management/

Discipline Mission statement
The Public Works Management program provides an overview for field personnel of basic elements in the public works industry
and introduces students to administrative responsibilities and planning. This program prepares field personnel for lead worker
positions in both public works and utility agencies.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
A.S Degree and Certificate of Achievement in Public Works Management Level II

Please list the names and positions of everyone who helped to complete this document.

Anthony Fedon

Full-time faculty (FTEF)   **Part-time faculty (FTEF)**
0   4

Classified & other staff positions that support this discipline
ADA shared with Trade and Industry Programs   Anel Gonzalez.

Additional hourly staff that support this discipline and/or department

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?
All of our adjunct instructors are in the Public Works business and our SLO's reflect the needed skills necessary to compete and attain gainful employment in the field. The Public Works Industry is needing new employees and we have the necessary classes to enter into the industry as entry level, up to the advanced classes for the currently employed. There are no transfer expectations at this point, however we are discussing with our industry partners and CSUSM to see if there is a need.

Describe your program's plan for assessing program learning outcomes.
Learning outcomes are reviewed annually for updates and to verify the outcomes we have planned for. We have an SLO coordinator that is building a schedule to review our SLO's on a regular basis and Kevin should be discussing at our next department meeting April 30th.

Summarize the major findings of your program outcomes assessments.
Students in this program have a strong likelihood of promotion within the company they are employed. Many of the employers
offer tuition reimbursement for their workers to attend these classes and receive the certificate. Our classes are providing the necessary skills to enter the industry, maintain certifications in the industry, and provide the advanced training so those in the field currently can gain the necessary training/skills to advance.

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?
We need a pipeline from the high schools to the college. There is little outreach due to the program being online with no full time faculty to support this program. We are utilizing Tony Ulloa from Menifee City to help with the outreach and flyer distribution.

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.
The PWM Program is for the public employee to gain the necessary skills to move up the ladder in the Public Organization and most of the time this includes supervision of other employees. Communication is an essential outcome from this program,
1) Communication
a. Written
 b. Oral
 c. Visual

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
All of our courses involve the communication skills necessary to provide both internal and external communication for the successful student.
Supervision, Public Works Inspection, Public Works Administration,Plan Interpretation and Cost Estimating, Street Construction and Maintenance.

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.
0 degrees
2 certificates

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

Decreased

What factors have influenced your completion trends?
lack of enrollment, lack of focus for this program, online program without any full time lead instructor. WE have moved to a fully online program with the last class being transcribed into a distance ed class. When this is complete, we can compete up and down California with a full on line AS/Certificate program.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
Supervision

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

What is your program standard for program completion?
10.0%

Why did you choose this standard?
It is a marked increase and the program is now on line and will be reviewed after this spring for Fall 20 which is the time we have chosen to decide if the program is worth keeping.

What is your Stretch goal for program completion?
15.0%

How did you decide upon your stretch goal?
50% higher than my standard

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?
FTEF - Fall

	2014-15	2015-16	2016-17	2017-18	2018-19
Full-Time FTEF					
Part-Time FTEF	0.33	0.17	0.17	0.17	0.33
Hourly FTEF	0.33	0.17	0.17	0.17	0.33
Overload FTEF					
Total FTEF	0.33	0.17	0.17	0.17	0.33

What factors have influenced your efficiency trends?
NO new classes offered, and two per semester.

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?
We are marketing through the city industry publications with Tony Ulloa and we will review this spring.

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?
We are still trying to meet the Palomar College Standard

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

Was this expected?
No Information on this program for the last 6 years in the data mart

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
5% better is all I can commit to at this time.

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

Was this expected? Please explain.
No Information on this program for the last 6 years in the data mart

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?
No Information on this program for the last 6 years in the data mart

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
No full time faculty and I will be reviewing SLO's in the spring due to the other tasks this fall

How have you improved course-level assessment methods since the last PRP?
None have been improved to my knowledge. We are going to an annual schedule to review. We are getting that information from Kevin Powers our SLO coordinator on April 30th during our department meeting.

Summarize the major findings of your course outcomes assessments.
They will be updated this year.

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?
No full time faculty and I will be reviewing SLO's in the spring due to the other tasks this fall

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?
No full time faculty and I will be reviewing SLO's in the spring due to the other tasks this fall

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?
No full time faculty and I will be reviewing SLO's in the spring due to the other tasks this fall

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?
2 courses per semester and all classes are not like scaffolding, and the courses are stand alone for

personal development at each public agency.

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)?
The program was just made all online last semester and we will review the progression in the Spring of 20

How do you work with other departments that require your course(s) for program completion?
Supervision is scheduled every semester so both programs have plenty of seats

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
Just adding parks and recreation if this program survives into the fall of 20

Are there courses that should be added or removed from your program - please explain?
Just adding parks and recreation if this program survives into the fall of 20

How is the potential need for program/course deactivation addressed by the department?
in Fall of 20 we will decide the fate of this program by the awards given.

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

Are there areas you would like to expand?

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

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
not at this time, just trying to provide 2 different classes per semester with completions in 2 years.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI

- [LaunchBoard](#)

- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)

- [San Diego Workforce Partnership](#)

- [State of CA EDD](#)

- [Career One Stop](#)

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?
Public Works management, Street workers, Plan Checkers, City Engineering Work

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

Show all 5 of 18 displayed

Show fewer

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. See more occupations related to this knowledge.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. See more occupations related to this knowledge.
Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. See more occupations related to this knowledge.
Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions. See more occupations related to this knowledge.
Chemistry — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods. See more occupations related to this knowledge.

Skills

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. See more occupations related to this skill.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. See more occupations related to this skill.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents. See more occupations related to this skill.

Speaking — Talking to others to convey information effectively. See more occupations related to this skill.

Writing — Communicating effectively in writing as appropriate for the needs of the audience. See more occupations related to this skill.

Abilities

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense. See more occupations related to this ability.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). See more occupations related to this ability.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. See more occupations related to this ability.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.

How does your program help students build these KSA's?
Included with all the outcomes for the courses

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?

What is the regional three-year projected occupational growth for your program(s)?

Not Specified in the Centers of Excellence

What is being done at the program level to assist students with job placement and workforce preparedness?
Nothing

When was your program's last advisory meeting held? What significant information was learned from that meeting?
None Held, but a steering meeting was held April 2019 with the Dean and Department Chair and Tony Ulloa and decision was to put all the courses online and monitor for completions

What are the San Diego County/Imperial County Job Openings?
Cannot find in the Centers of Excellence

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
Get the program all on-line or distance ed

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
have one more class written and bring back one class that was archived. Parks and Recreation is getting reactivated. By Fall 20

Outcome(s) expected (qualitative/quantitative)
20 - 30 awards per year vs 2 from the last year.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
doing more with less! go paperless and online

Expected Goal Completion Date
9/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
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:
This is a good program that not many know about. it is designed as a working adults program so moving it

totally online should help increase the number of completers and not just course takers.

Areas of Concern, if any:
Outreach to high school students to build pipeline

Recommendations for improvement:
Better marketing for completely online program

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:
A very good review- I appreciate the comments above- this program needs to be totally revamped.

Areas of Concern, if any:

Recommendations for improvement:

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