

# Program Review & Planning (PRP)

## ANNUAL UPDATE

### Part 1: General 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.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

- 1) updates to Service Area Outcomes assessment cycle or unit data;
- 2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
- 3) a review of progress on your three-year plan's goals.

<b>Date:</b>	11-06-2019
<b>Unit Name:</b>	Instruction Office
<b>Department Name:</b>	Instruction Office
<b>Division Name:</b>	Instructional Services
<b>Name of person responsible for the Program/Unit:</b>	Jack S. Kahn, Ph.D.
<b>Website address for your unit:</b>	<a href="https://www2.palomar.edu/pages/instruction/?_ga=2.250293060.376990862.1571668811-943836763.1550016582">https://www2.palomar.edu/pages/instruction/?_ga=2.250293060.376990862.1571668811-943836763.1550016582</a>

**Please list all participants in this Program Review:**

Name	Position
Lucia Aguilar	Administrative Specialist II
Victoria De La Torre	Short-Term Temporary - Instruction
Rebecca Diaz	Senior Class Schedule Technician
Marty Furch	Adjunct – Non Instructional
Pam Grasso	Short-Term Temporary - Instruction
Jack Kahn	Assistant Superintendent/Vice President for Instruction

## ANNUAL PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Cheryl Kearse	Curriculum Specialist
Michelle LaVigueur	Executive Assistant to the Vice president for Instruction
Barbara Llamas	Administrative Specialist I
Richard Loucks	Instruction Office Manager
Krista Lough	Business Systems Analyst
Sandra Richtmyer	Administrative Specialist I
Mandy Simon	Short-Term Temporary - Instruction

**SECTION 1: Staffing Updates and Services Updates****Staffing**

Using the table below, describe any changes you have experienced in staff in the past year.

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

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

1. Part-time employee to support the Guided Pathways initiative, works 20-25 hours per week.
2. Part-time employee to support the Faculty Senate office, works approximately 20 hours per week.
3. Part-time employee to support Professional Development office, works 10-15 hours per week.
4. Adjunct faculty member to support the Completion Academy is paid on a monthly stipend.

**Program/Unit Description**
**Has the services your unit performs changed in any way over the past year?**

Added support for Guided pathways, an initiative to provide students clear course-taking patterns toward transfer, and degree and certificate completion. The support from the instruction Office enables faculty, staff, and administrators to integrate guided pathways into institutional planning process such as the Strategic Plan. Implementing and providing technical support for Ad Astra Scheduler and Ad Astra Platinum room and enrollment management tools. Developing an ongoing divisional calendar of annual milestones. Coordinating and implementing a web-based program mapping tool based upon the Bakersfield Mapper and maintaining all programs in an interactive environment. The mapper project is an ongoing commitment. Providing stronger curriculum support to curriculum originators by way of 'drop in' meetings and focused technical review of course and program proposals. Coordinating the review of low performing/at-risk programs. Moving towards merging summer and fall registration cycles and coordinating the effort with Student Services, Curriculum Committee, and Printing Services. Providing leadership to the deans to revamp old scheduling habits and focus on programs and courses students demand and in modes the community prefers. Providing leadership to the deans and department chairs to rethink class scheduling in terms of program completion – sequence class offerings to facilitate program completion (Program Completion Academy). [KS1]

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### PART 2: PROGRAM/UNIT ASSESSMENT

#### SECTION 1: Service Area Outcomes Update

#### 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 will get you in.
- 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](mailto: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](mailto: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
SAOs were defined in 2011 & 2016, may need to be updated or sunset. 12/15/2019		

**If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessment's document why (e.g., SAO was assess last year).**

Have not completed annual assessments. A data collection strategy needs to be determined including the assessment instrument, target audience, and assessment timing. Will develop the assessment protocol by 3/31/2020 and assess by 05/31/2020. [KS2]

Previously, an SAO pertaining to workload evaluation was adopted and evaluated around 2012.

Results of assessment:

1. Current workload allows staff to complete responsibilities in a timely manner and meet deadlines: 3.66 out of 4 rating
2. Adequate training opportunities provided: 3.66 out of 4 rating
3. Adequate cross training and support provided: favorable rating overall. The areas where cross training was identified as lacking are specialized and on-the-job training is required.
4. During Spring and/or Summer 2013, distribution of workload/tasks should be evaluated in order to elevate skill sets and provide broader knowledge of operational issues.
5. Suggestions were made of ways to better support the college.

[less]

**Resource Needs:**

**Reflection of Results:**

Though dated, the results indicate that cross-training was an issue at that time. It remains an issue and can be addressed going forward.

3)

4)

## SECTION 2: Other Assessment Data

**Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.**

N/A

## SECTION 3: Achievements and Other Relevant Information

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

Completed the voluntary CCCCO-sponsored TOP Code Alignment project. The project's outcomes serve our

students by providing additional Perkins funds for properly coded CTE courses. Performed an extensive COCI/META analysis to close data gaps that had arisen over the years as a result of multiple COCI updates and changing data requirements. Held various informational and training workshops for ADAs and department chairs pertaining to class scheduling. The workshops focus on compliance issues. Decentralized and redistributed catalog maintenance tasks to allowing the Instruction Office to refocus time on curriculum support. The VPI provided resources to coordinate marketing, pathway, and completion projects aimed at improving community outreach, defining and recording academic pathways, and identifying scheduling patterns that enable more intuitive and intentional completion. Provided technical and administrative support to develop and implement the curricular, placement, and scheduling changes required of AB 705. [KS3]

**Describe and provide an update on 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?**

Legislation: AB 705 and SCFF. AB 705 – the first phase of implementation was a heavy lift for this department as well as for others. The replacement of assessment with multiple measures was a daunting task for the District and will continue to have impact to this department as Phase II implementation continues for ESL and ongoing scheduling complexities will need to be monitored and managed. SCFF – the revision of the funding formula to reward the closure of achievement gaps and student success has had far reaching effects on curriculum development, scheduling planning, and scheduling patterns. The indoctrination of SCFF principles into various shared-governance councils and ultimately the class offerings is ongoing and resource draining.

Guided pathways (sponsored and championed by the CCCCCO): A large scale project to which the Instruction Office has provided leadership and administrative support. A far reaching initiative that challenges faculty, administrators, and staff to rethink curriculum as it is developed and offered.

Middle College: A large scale effort to partner with K-12 districts and improve college readiness and transition. An intentional expansion of dual enrollment that provides no-cost college-level coursework to high school students. The Instruction Office is providing support to the administrators in charge of the program.

How State Authorization of online education is addressed is an institutional responsibility. The District is rightly moving to expand online education in response to community need. However, the implications of out-of-state enrollments are significant. Instructional Services must continue to inform the District leadership that a stance needs to be made in regards to allowing or disallowing out of state enrollment. Allowing out of state enrollment brings with it significant overhead and compliance requirements that will require resources. International enrollment is also regulated and should be addressed.

Technology: A curriculum management upgrade from CurricUnet to META was a resource drain for the entirety of the year. The Curriculum Specialist has been working weekly and more with the vendor to make implementation corrections. While well intended to redirect some workload, complexity and confusion has been added with the addition of several Curriculum Committee members into the mechanics of software maintenance. Additionally, the startup of a Technical Review Team designed to sideline and fix curriculum data issues ahead of committee review has added 2-3 additional hours per week of the Curriculum Specialist's time.

Ad Astra Scheduler and Ad Astra Platinum applications are being implemented to drive up facility usage and to shape schedule planning to student demand. Though promising, the applications are more labor intensive than envisioned and are slow to implementation due to resource limitations and a need to diminish the reliance on classroom ownership. Ongoing maintenance must also be planned for.

The adoption of Starfish for counseling and student planning will require up-to-date program and course information be available and passed quickly and accurately from META to PeopleSoft to Starfish, as well as reconciled to COCI. No infrastructure exists to facilitate this complex need at any level. Resource commitments from Instruction and Student Services will be required to define a solution, define roles and responsibilities, and establish routine communication tools.

The adoption of an online, interactive program pathway tool is underway. The Palomar Mapper project will require a heavy lift to implement; workload is being assessed and a team assembled to build out the first web presence.

Ongoing maintenance will be significant, a permanent team will be needed to perform annual updates.

Schedule planning tools such as COMET and SPT are maturing and have established their usefulness. The tools lack integration with PeopleSoft and need to be shaped so as to reflect operational details associated with combined classes, new courses, changing disciplines, etc. Focused resources are needed to build the last mile of these tools.

The availability of data is not an issue; there is pent up desire to improve upon the presentation and distribution of operational data. Visualizations and graphics are key to a simplified, yet powerful depiction of district performance. Resources are needed to build accurate and repeatable presentations.

Projects initiated by outside parties such as MyPath, CVC.edu, and the RP Group are requiring nearly direct access to the District's data reservoir. Each of these projects will require input from this department, we have little reserve capacity with which to fully participate and operate in a reactive mode.

Paperwork reduction is key to simplifying and speeding up day-to-day work. This department is the recipient of endless amounts of paper. We do not have a skilled workflow developer to transition us into a paperless environment. As a result, individual departments and divisions are experimenting and going their own way – a centralized plan would be beneficial.

Moving away from the decades old customized payroll interface and using the supplied functionality of PeopleSoft may be a way to tie budgeted and actual FTEF together. Linking Instruction and Finance is a high level need and will require resource commitment from Instruction, Finance, and HR. [KS4]

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

At minimum AP 4105 – Distance Education should be reviewed to ensure the District's stance as to out of state and international enrollment is articulated clearly. If out of state and international enrollments are allowed, the proper infrastructure to comply with federal, state, and international regulations must be defined and supported.

BP/AP 4021 – Discontinuance of Programs currently calls for both faculty and administrator input regarding program sustainability, but does not address how to handle split decisions. Unclear direction has resulted in the retention of numerous programs that are not supported by student demand and drain resources from high demand or emerging programs. To better serve the community, the BP/AP must address at-risk programs where faculty and administrators differ as to the sustainability of a program.

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### PART 3: Progress on Goals

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If the unit has experience barriers for impel in implementing the goals, describe those challenge

#### Goal #1

Goal from Comprehensive Review	N/A		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress	Completed
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			

#### Goal #2

Goal from Comprehensive Review	N/A		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress	Completed
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			

#### Goal #3

Goal from Comprehensive Review	N/A		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress	Completed
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			

#### Goal #4

Goal from Comprehensive Review	N/A		
Goal Status (insert an “X” in box most closely aligned with the status of this goal).	Not Started	In Progress	Completed
Describe Progress			
Describe Barriers to implementation			
Describe Outcomes (if any)			



**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 access [Strategic Plan 2022](#).**

**Completion** – The Instructional Services Division is ultimately responsible for the District's curriculum. Curriculum is the cornerstone of completion. How it is envisioned, organized, marketed, presented, explained, and offered will either enable or hinder completion. The VPI championed the 'Palomar Makes It Possible' campaign. A promotional effort designed to resonate with our community and to explicitly show how our students have benefited from their time here. 'Completion Academy' is an educational and collaborative effort sponsored by the VPI to show case innovative program offerings. The format is collaborative and positive in nature, allowing faculty, as peers, to offer each other suggestions to build more attractive and flexible programs built with completion in mind.

**Transfer** – The Instruction Office staff work with the Curriculum Committee and faculty to respond to the needs of our transfer students by effecting the adoption of ADTs and CIDs as they become available. The Curriculum Specialist has worked with faculty and the Articulation Officer to grow approved ADTs and CIDs to totals of 25 and 212 respectively.

**Unit accumulation** – The Instruction office does have influence in this area and is using it. The Completion Academy is a collaborative effort led by the VPI specifically targeting unit accumulation. By developing more flexible programs and a range of course modalities the District can enable students to reduce their unit accumulation as they choose.

**Workforce** – The Instruction Office is providing leadership in this area. Again, the Completion Academy is a force to match program outcomes to student needs. Identifying where in a program students feel confident in their job skills to leave their educational pathway is key to right-sizing programs to demand. The instructional leaders are in the mix to help their department build programs that fit student need.

**Equity** – Continuing the momentum of AB 705, the Instruction Office leadership and staff collaborate with and support faculty in development of appropriate curriculum intentionally designed to enable student success at college level Math and English. Whether it be advice on hours and units, compliance assistance, or class setup, the Instruction Office is available to serve the District's curriculum developers. Additionally, the VPI envisioned and drives the 'Math Across the Disciplines' initiative, a project aiming to make Math ubiquitous across all manner of subjects and more familiar to our at-risk students.

**Describe any changes to your goals or three year plan as a result of this annual update.**

Need to include schedule planning and data integration as core values of this office.

**ANNUAL UPDATE  
PART 4: RESOURCES**

Reflect upon the three year plan you created as part of your comprehensive review, your annual update, 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. Click here to access the [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 or your annual update, 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	<a href="#">Strategic Plan 2022 Goal/Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1)				
2)				
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	<a href="#">Strategic Plan 2022 Goal/Obj.</a>	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) Data integration across META/PeopleSoft/Starfish	N/A	Goal 5	50k	Develop and implement an integration strategy to align data between META, PeopleSoft, and Starfish. May include consulting work.	1
2) Integrate COMET with PeopleSoft	N/A	Goal 5	5k	Develop and implement an integration strategy to import PeopleSoft data into COMET. Overtime?	2
3) Digital signatures - Online document workflow	N/A	Goal 5	10k	Acquire and implement an online forms presence to enable digital signatures for most common documents.	3
4) Catalog software	N/A	Goal 5	60k	Acquire and implement software and integration tools needed to produce an online and printable catalog.	4

**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	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	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,
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## ANNUAL PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

					<b>Equipment, or Other Resource Requests</b>
1) Laptop/ Tablet	N/A	Goal 5	6k	3 Laptops or tablets for Mgr, BSA, and Cur Spc. Allow improved interaction with peers during collaborative meetings. Meeting notes and information sharing requires online access. These positions also require a full-sized desktop workstation to complete daily tasks (already have).	1
2) Workstations/Office	N/A	Goal 5	\$18K	Add two workstations to the AA-100 suite.	2
3)					

**OTHER RESOURCES**

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

<b>Resource</b>	<b>Three Year Plan Goal</b>	<b><a href="#">Strategic Plan 2022 Goal/ Obj.</a></b>	<b>Cost (\$\$\$)</b>	<b>Describe need:</b>	<b>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</b>
1)					
2)					
3)					

## ANNUAL UPDATE

### 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

<b>Person/Group/Council Who Reviewed PRP</b>	Jack S. Kahn, Ph.D.
<b>Date</b>	11/26/2019

#### Feedback

##### 1. Progress on Goals.

This is an extremely thoughtful and comprehensive update from previous program reviews. The goals make good sense given the large number of tasks this office is engaged in. Thank you for the great work team.

##### 2. Areas of Concern, if any:

Ongoing resources and people to accomplish these tasks.

##### 3. Assistance/Guidance for addressing barriers for goal completion.

We need the dean of Instruction and additional support with scheduling in the office (as noted).

## 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)	Develop and implement an integration/reconciliation strategy to align data between META, PeopleSoft, and Starfish. Data should be between 95-100% aligned for the academic year.	Assess the reconciliation of META, PeopleSoft, and Starfish for level of integration.	A reconciliation reveals no material differences between the data in the different systems.	N/A	Following implementation of integration strategy
2)	Develop self-paced curriculum trainings for faculty and staff.	Number of completions.	Quality improved, less technical review needed. 20% reduction in returned curriculum proposals.	N/A	06/30/2020
3)	Annual survey will show 90% off respondents have a positive view of instructional related web sites.	Rotated monthly assessment of currency and accuracy by page administrator. Periodic survey of targeted groups. Google analytics.	Items are current and validated by page administrator.	N/A	06/30/2020
4)	Convert 6 Instructional Services forms to online workflow and digital signatures.	Count of forms converted to online. Annual survey of forms use.	6 forms online. Users reporting a positive experience.	N/A	06/30/2020
5)					