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Palomar College – Program Review and Planning Non-Instructional Programs Academic Year 2018-2019

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Articulation

11/16/2018

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2013-2014	2014-2015	2015-2016	2016-2017	<<Prelim<< 2017-2018	Definitions
Articulation oversight of curriculum including course changes, reviews, reactivations, deactivations, new programs, program changes, and program deactivations			336	276	476	Articulation oversight of all curriculum launched in Palomar's curriculum management system Curricunet (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	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	98	244	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	<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	<p>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.</p> <p>²It should be noted, ASSIST data integrity has disabled access to current articulation. 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	<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. 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	Articulation agreements providing students with options beyond state universities. 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.
Associate Degree for Transfer (ADT)		12	18	23	24	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.
C-ID approvals			161	200	205	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.

I. A. Reflect upon and provide an analysis of the four years of data above

Curriculum development is monitored by the Articulation Officer and feedback is provided to each discipline faculty ranging from prerequisite recommendations, objectives and content suggestions, textbook recommendations, and unit value. These final changes are approved by the college's Curriculum Committee in consultation with the Articulation Officer. Any substantive changes to CSU transferable courses and new CSU transferable courses are approved by the Articulation Officer in consultation with discipline faculty, per CSU Executive Order 167. The Articulation Officer informs the CSU of these changes via ASSIST. These changes are then carried over to the annual University of California Transfer Course Agreement (UCTCA) where the UCOP will make the final decision on transferability. The Articulation Officer communicates

I. A. Reflect upon and provide an analysis of the four years of data above

the UCOP decisions to the respective faculty. In the event the UC does not approve the course, recommendations are made for the Articulation Officer to work with respective faculty for future UCTCA approval.

The Articulation Officer, in collaboration with discipline faculty, proposes general education breadth areas to be considered for CSU and IGETC GE Breadth. The proposal is submitted on an annual basis and published the spring of each year. The Articulation Officer works with discipline faculty and provides the necessary resources to meet the CSU and/or UC requirements. In the event the course is not approved for GE, the Articulation Officer works with respective faculty for future approval.

The Associate Degree for Transfer (ADT) is mandated by SB 1440/440 requiring each California Community College to create an ADT where the college has a matching TOP code. Palomar College increased the ADT program from 12 to 24 within three years. The Articulation Officer, in collaboration with discipline faculty, divisional Deans, and Instructional staff, facilitated numerous workgroups and special meetings. These meetings included changes to the coursework required of the ADT in order to gain C-ID approval, the structure of the ADT program, and offering suggestions for the program narrative including program objectives and goals. The leadership of the Articulation Officer, discipline faculty, divisional Deans, and staff provided the necessary resources to receive approval of one additional ADT program this year and three in development. These include History, Physics, Law and Public Policy, and Film, Television and Electronic Media.

Moreover, several ADT programs underwent substantive changes where the Articulation Officer facilitated discussions with discipline faculty to help launch official curriculum changes for these degrees. These changes required the Articulation Officer to collaborate with faculty in the development of new program narratives, templates, launching the program in CurricUNET (META), and ensuring the program receives approval by the Chancellor's office in time for catalog publication. These programs include Sociology and Business with Psychology in progress.

I. B. Please summarize the findings of SAO assessments conducted.

Goal 1: 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, private institutions, and high school articulation.

Objective 1.1:

Increase the number of visitors to the Articulation website by 5% by developing and maintaining the Articulation website to display articulation agreements, partnerships, Associate Degree for Transfer, C-ID, and ASSIST.

Result: 230% increase in Articulation page visits. The Articulation site includes ADT, C-ID, ASSIST, and Faculty Resources for curriculum development and articulation. Additional resources were added to include CSU and UC program and curricular changes due to ASSIST challenges of not providing articulation agreements to the public. Most notably, there were close to 17,000 ADT page views.

Object 1.2:

Build an Articulation 101 professional development program to be offered once per semester for faculty and staff with at least 10 attendees via online or in person workshops.

I. B. Please summarize the findings of SAO assessments conducted.

Result: Articulation professional development workshops provided including Articulation/Transfer breakout sessions during Chairs and Directors. Approximately four to five faculty attended Chairs and Directors Articulation breakout sessions. I've also provided Articulation professional development to our part-time counselors each semester.

Goal 2: Promote the Associate Degree for Transfer as a pathway to the California State University

Objective 2.1:

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

Result: 16,976 visits to the Articulation ADT page representing a 230.7% increase from last year

Objective 2.2:

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 Transfer Model Curriculum Template.

Result: One ADT approved in an area not mandated and three in development; these include the approved program in History with Film Television and Electronic Media pending at the Chancellor's office, Physics in development, and Law and Public Policy beginning the curriculum approval process after recently being approved by Instructional Planning Council. Multidisciplinary discussions continue to explore the feasibility of Social Justice facilitated by the Articulation Officer.

Objective 2.3:

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

Result: 37.7% increase in Palomar College ADT awards compared to last year

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Goal 1: Campus Community Understanding of Articulation

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.

Objective 1.1:

Increase the number of visitors to the Articulation website by 5% by developing and maintaining the Articulation website to display articulation agreements, partnerships, ADT, C-ID, ASSIST, Curricular changes while current ASSIST articulation is unavailable, and faculty resources. The previous goal of increasing the number of visits to the site by 5% was well accomplished. Articulation website visits increased by 230% compared to last year. This can be attributed to the ADT resource page which experienced the greatest number of views. Additional resources such

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

as the faculty resource page and the CSU/UC program change page are also being visited. The dramatic increase may be attributed to CSUSM announcing the ADT being used for admission screening. I believe we reached a plateau in site visits for the ADT resources and I expect the number of visits to increase moderately as faculty, students, and staff continue to have access to resources.

Objective 1.2:

Continue building an Articulation 101 professional development program to be offered once per semester by faculty and staff.

The Chairs and Directors Articulation breakout session allowed me to meet with Chairs from various departments to discuss their needs and collaborate together on programmatic planning and curricular development. Articulation training was also provided to part time counselors. These engaging sessions had approximately 10-15 counselors in attendance each semester where up to date articulation information was shared.

Goal 2: Associate Degree for Transfer Awareness

Promote the Associate Degree for Transfer as a pathway to the California State University

Objective 2.1:

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.

The ADT resource page is published on the Articulation site as evidenced by close to 17,000 visits. This remarkable number of page visits has informed me of the ongoing interest in the ADT programs. I expect the visits to begin moderating.

Objective 2.2:

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

I've been collaborating with several departments to raise awareness of the potential ADT in their program. These efforts resulted in a new AAT in History. Collaboration continues with Physics, Law and Public Policy, and Social Justice.

Objective 2.3:

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

The previous goal of increasing ADT program awards was met. In fact, Palomar awarded 37% more ADT degrees this last reporting period. This can be attributed to a greater understanding of ADT programs, a 100% increase in the number of ADT programs Palomar offers since 2015, and an increased awareness of the benefits of the ADT among faculty, staff, and students.

Goal 3: Develop methodologies to map GEILOs to University Studies program learning outcomes (PLO)

Objective 3.1: Work with Research and Planning to map GEILOs

Objective 3.2: Develop program learning outcomes (PLO) for University Studies and map GEILOs to the PLO.

Objective 3.3: By the end of 2017/2018, at least two program learning outcomes will be developed and mapped to GEILOs

These were accomplished and all University Studies programs were assess in 2018.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Future discussion to consider moving these to an Instructional PRP

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2019, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The data demonstrates a cross section of the leadership work required of the Articulation Officer in working with faculty, administration, and staff in developing and maintaining articulation and articulation opportunities. Articulation yields partnerships with public and private institutions with the goal of providing defined pathways for student success and transfer. Moreover, these partnerships and pathways align with the strategic plan 2019 goals 2 and 5; Strengthen efforts to improve outreach, persistence, and student success; Ensure the fiscal stability of the college and increase enrollments through partnerships with four year and private universities. These pathways involve the leadership and collaboration of the Articulation Officer, in consultation with discipline faculty as the experts in their field, to define pathways that may begin with dual enrollment in the high school and articulate beyond with the goal of workforce development and transfer.

The ASSIST site is undergoing significant technical challenges as the system migrated to a new platform with articulation data unavailable since 2016. This is causing significant strain on articulation resources across the state within the community colleges and four-year universities. I am collaborating with four year universities in providing curricular changes to our campus and translating them for faculty, staff, and students. These change reports are available on the articulation site. It should be noted, new articulation is not readily accessible due to these challenges and is anticipated to be corrected by summer 2019. Once ASSIST is fully functional, professional development will be provided to campus stakeholders.

The University Studies program represents over 29% of Palomar's program awards reported to the state. These degrees are now under the purview of the Articulation Officer for program development and assessment. Each program learning outcome was assessed during the spring 2018 semester.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

Refine the methodologies in mapping GEILOs to University Studies program learning outcomes (PLO)

Continue collaborating with Research and Planning to map GEILOs

Collaborate with academic departments in curricular changes to university studies

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Articulation Support Position	1		Supports strategic plan 2 and 3. Throughout the program review and planning process, I've demonstrated the need for an articulation support position, as this position was vacated prior to 2015 and not replaced. The	100,787	Ongoing	N

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				<p>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. Throughout last year, I collaborated with Enrollment Services and Human Resources to create a new job description in order to begin prioritizing the hiring of this support position. As a result, a job description and salary schedule was created, and I look forward to further collaborative efforts in prioritizing the hiring of this position.</p> <p>Several technology platforms supporting student transfer and curriculum development are undergoing 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 course content, program requirements, and timely curriculum and program approval at</p>			

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				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			
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

Curriculum and Program Development

This was an exciting year of robust curricular and program development. In fact, 476 curricular reviews and/or changes came forward to the Curriculum Committee requiring me to review and approve each for articulation impact. Moreover, I continued my collaborative efforts with discipline faculty in curricular and program changes including:

- RS 103 – Religion and American Political Institutions to integrate the role of religion related to U.S. federal, social, and foreign policy including civil rights, immigration, LGBTQ rights and same sex marriage, labor rights, and women's rights. This course is pending GE approval effective fall 2019.
- SOC 175 – Introduction to LGBTQI Studies examining a range of gay, lesbian, bisexual, transgender, intersex and queer issues from a multicultural perspective. This course recently received University of California (UC) transferability and GE approval in the area of social and behavioral sciences for Palomar College, the California State University (CSU), and the UC.
- GERM 225 and ITAL 202, 225 – Conversational German and Italian and fourth semester Italian to complete the curriculum necessary to offer an Associate's in German and Italian. These courses are pending GE approval effective fall 2019 and have already been widely articulated with CSU and UC campuses.
- ASL 205, 206 – American Sign Language III and IV were the only third and fourth semester language courses not approved for general education in the humanities for the Intersegmental General Education Breadth Pattern (IGETC). Consequently, I collaborated with the discipline faculty to ensure the curriculum is aligned to the IGETC standards of the humanities and successfully articulated these courses effective Fall 2018. This resulted in equitable GE approval for our deaf studies students completing ASL 205/206 and pursuing transfer to the University of California.
- ASL 110 – Awareness of Deaf Culture was recently approved for the social and behavioral sciences effective fall 2018 after collaborating with faculty to integrate a multicultural perspective including the deaf gay and lesbian community, deaf women, deaf African-Americans, deaf Latinas and Latinos, and the blind.
- New programs were approved including the Associate's and Certificate of Achievement in Deaf Studies, Japanese, German, Italian, and Spanish.

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

- RS 103 Religion and American Political Institutions
- GERM 225 German Reading and Conversation
- ITAL 202, 225 German IV and Conversation
- SOC 175 Introduction to LGBTQI Studies
- BUS 204 Quantitative Business Analysis
- ASL 101L, 205L, 206L American Sign Language II, III, IV Lab
- CSWB 180 Python Programming
- PSYC 211 Introduction to Cognitive Psychology

The collaborative efforts of the discipline faculty and myself resulted in integrated course outline of records with appropriate prerequisite validation ensuring the outcomes of the course meet the rigorous expectations of the University of California.

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 provides Palomar College architecture students the option of staying within the region of San Diego. Architecture remains a competitive and impacted program, and New School of Architecture enables students to compete for admission locally. The updated agreement is reflective of the architecture program changes includes enhanced benefits such as a tuition discount for students transferring into their third year at New School of Architecture.
- Savannah College of Art and Design Bachelor of Fine Arts in Painting is an option for students completing the AA in Pictorial Arts with an emphasis in painting to transfer to a regionally accredited private non-profit university with locations in Georgia, Hong Kong, and France to continue studies in the creative arts.
- Marshall Ketchum University School of Optometry prerequisite articulation agreement updated for students interested in transferring directly into optometry.
- University of California San Diego Extension Paralegal Studies provides opportunities for our legal studies students to satisfy three required courses and transfer to the UC San Diego Extension Paralegal Studies program.
- University of California San Diego Extension Business Management Certificate was recently articulated with our Drone Technology and GIG Economy program in response to a National Science Foundation grant led by discipline faculty.
- National University continues to be a choice and destination for students interested flexible scheduling. National University provides adult learners the opportunity to continue their baccalaureate upon transferring with flexible four-week classes, year round scheduling, and enhanced advising.
- Arizona State University (ASU) has partnered with California Community Colleges and continues to reach out to expand articulation. Although ASU does not provide articulation agreements, robust equivalencies have been established to provide a more successful transfer experience in programs such as Geography, Graphic Information Technology, Nutrition, Business, and Community Health.

California State University and the University of California Articulation

California State University San Marcos (CSUSM) launched a new Bachelor's degree in American Indian Studies (AIS). This provided the opportunity for Palomar College's AIS department to enhance their partnership in the community and provide AIS students a direct pathway into the baccalaureate. My collaborative efforts resulted in 100% lower division major preparation articulation into the major. These courses include AIS 102, 105, 150, and 175.

Moreover, CSUSM sponsored an Engineering retreat to begin our partnership in Engineering. The university recently launched a new Engineering program as a result of a Hispanic Servicing Institution Science Technology Engineering and Mathematics (STEM) grant to increase the number of Engineers in North County from disproportionately impacted backgrounds. These collaborative efforts resulted in full articulation with the new Software and Electrical Engineering programs. I've also partnered with their program coordinator to ensure Engineering is connected to Palomar College's Puente and Umoja program as well as our STEM Center. These exciting partnerships include goals and objectives to connect the community to STEM by providing outreach activities in helping young students identify as a STEM major, develop self-efficacy, and help students feel a sense of belonging within postsecondary education. The articulation with CSUSM Engineering and STEM remains a vital part of North County's economic growth and I am proud to engage and collaborate in these efforts.

Additional CSU and UC articulation include:

San Diego State University PSYC 211; BUS 204; GERM; ITAL; CS

UC San Diego: PSYC 211

Cal Poly Pomona: ART; BUS; ENG; NUTR; CSCI

Cal Polly SLO: PHIL; ENG; JOUR

CSU Chico BUS; CHEM; ITAL; OCN

CSU Fullerton: BUS; CINE/DBA, MUS

CSU Long Beach: CHDV, ID

CSU Northridge: AJ; BUS; CSIT; TA

San Francisco State: BUS; CHEM; CSCI; ITAL; SPCH; GERM

San Jose State: CSCI; GERM; BUS

UC Irvine: CSCI; PHIL

UC Santa Barbara: BIOL; RS; SPAN

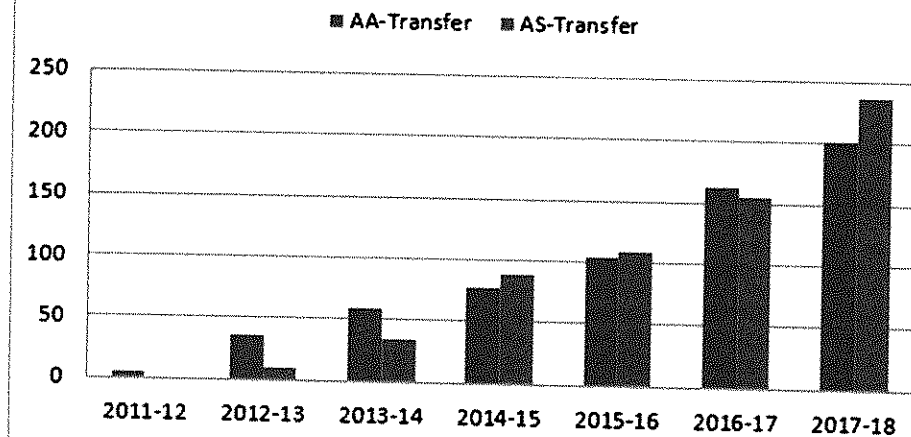
UC Riverside: BUS; DNCE

Associate Degree for Transfer

Since 2015, Palomar College has doubled the number of Associate Degree for Transfer (ADT) programs led by my collaborative efforts with discipline faculty. Together, we've provided clear and guaranteed pathways to students transferring to the CSU in a similar program of study. As demonstrated in Table 1, the college recently conferred 438 ADT awards representing a 37% increase from last year and a 106% increase since 2015 when the institution offered twelve ADT programs.

Table 1. Awards by Sub Type

Awards By Sub Type



Overall AAT/AST

Sum of Awards

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
AA/AS	5	45	94	166	212	318	438
Grand Total	5	45	94	166	212	318	438

This last year, we completed the curricular development of the ADT in History and Film, Television, and Electronic Media. Collaborative discussions continue in the development of Political Science, Physics, Social Justice, and Law and Public Policy. In fact, through a collaborative North County Higher Education (NCHEA) grant, I joined discipline experts from MiraCosta College, Palomar College, and CSU San Marcos to determine the feasibility of Chemistry and Computer Science. As a result of this joint effort, discipline faculty are engaging in collegial dialogue on whether these degrees adequately prepare a student for upper-division study with articulation expertise joined in the conversation.

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:

- CalWORKS ADT program awards increased by 29%
- DSPS ADT program awards increased by 36%
- EOPS ADT program awards increased by 52%
- Puente ADT program awards increased by 60%

- Umoja ADT program awards increased by 36%
- Veterans ADT program awards increased by 40%

Our collaborative efforts of delivering access to 24 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, I have been extensively engaged in partnering with English, Mathematics, Business, and Psychology in response to AB705. I've participated in robust and creative dialogue in how to adequately prepare our students to be successful in completing transfer level English and Math within one year while balancing articulation with the CSU and UC. We have successfully created an immersion English preparation course to accelerate students into transfer level English within one year while maintaining our articulation with the University of California. Collaborative discussions continue with discipline faculty as we work toward additional support courses to ensure student success and transfer readiness while balancing our university partnership agreements.

- Center Advisory Group

The center advisory workgroup continued meeting last year to develop and finalize their curricular and program offerings. The South Center was identified as a Science, Technology, Engineering, Arts, and Math (STEAM) center. As a result, I provided STEAM gateway courses articulated to over 50 programs at UC San Diego, CSU San Marcos, and San Diego State University. These gateway courses helped inform the advisory group for future course scheduling.

- Integrated Teacher Education Pathways

CSU San Marcos and San Diego State University continue in their efforts of creating integrated teacher education pathways to either integrate the teaching credential with the baccalaureate or be approved as an eligible program to waive standardized credential exams. These efforts impact curricular development and potential articulation changes and I continue to collaborate in these important regional initiatives that provide streamlined access to future educators.

Program Learning Outcomes – University Studies

As I noted in my last self-evaluation, the Curriculum Committee approved the University Studies program to be housed under the leadership of the Articulation Officer. This resulted in each program learning outcome being assessed by mapping the following general education institutional learning outcomes (GEILO) to the previously assessed GEILO in collaboration with Research and Planning and Student Learning Outcomes:

- Critical and Creative Thinking
- Written and Oral Communication
- Quantitative Literacy

These collaborative efforts assisted in the institutional goals to assess program learning outcomes. I am continuing to collaborate with Institutional Research and Planning and Student Learning Outcomes to better improve the assessments of University Studies for a meaningful approach to inform the effectiveness of each program in preparing students for transfer in specific areas of study.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

Benjamin Mudgett
Name


Name

Name

Name

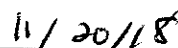
Name

Name


Department Chair/Designee Signature


Date


Division Dean Signature


Date


Division Vice President Signature


Date