

Status: **Reviewed**

Entry #: 15

Date Submitted: 10/30/2020 4:25 PM

2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON- INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

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.

BASIC UNIT INFORMATION

Program/Unit Name

ATRC

Department Name

Academic Technology Resources Center

Division Name

Social and Behavioral Sciences

Name of Person responsible for the Program/Unit

Najib Manea

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/atrc/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
Najib Manea	Manager
Chris Norcross	ATRC Systems Admin
David Gray	ATRC Systems Admin
Shay Phillips	ATRC Systems Admin
Kelly Helming	Web Coordinator
Brian Chan	Instructional Computer Lab/Help Desk Specialist
Myrna Valencia	Instructional Computer Lab/Help Desk Specialist
Erin Hiro	Faculty DE Coordinator

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff**Total Number of Full-time Staff**

8.00

Number of Classified Staff

6.00

Part-Time Staff**Total Number of Permanent Part-time Staff****FTE of Part-time Staff (2x19 hr/wk=.95)**

Number of CAST Staff

0.00

FTEF of Part-time Faculty**Number of Administrators**

1.00

Number of Full-time Faculty

1.00

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

Recently, Shanon Beach from the Students Services division was approved to work for us around 20 hours/week to help us during Covid-19 peek time.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

Yes, we used to have 1 short term Hourly employee (20 Hours/Week) and 2 Student workers (20 Hours/Week) to help us proctoring computer labs. We condensed our staff covering the computer labs and gave the hourly budget back to help Palomar College remedy our budget crisis.

Program/Unit Description

Have the services your unit performs change in any way over the past year?

In response to COVID-19, our college transformed teaching modalities from 90% F-2-F and only 10% online to almost a fully online college. This change increased the demand for ATRC services by more than four folds:

1. Helpdesk tickets: We provide technical support to faculty and students through an online helpdesk system, email support, open computer labs, direct telephone calls, and in-person and online appointments. Through our online helpdesk system, we handled 3,094 support requests from October 1, 2019, to September 30, 2020. 48.8% of requests were related to Canvas, 33.2% were website-related issues, and the remainder a variety of other educational technology issues. Over 100 days (24-hour day) of work was clocked in the helpdesk system from October 1, 2019, to September 30, 2020. Our ongoing satisfaction survey shows the support service satisfaction rate is 96.7%.
2. Professional Development Trainings: October 1, 2019 through September 30, 2020, we communicated with 2,854 faculty and staff participants through our 355 training workshops (durations vary from .5 to 2.5 hours). During the first three weeks of Covid-19, we designed and delivered training sessions that addressed the needs for more than 600 faculty members. During, the third week of Covid-19 we completely transformed all of our training sessions to Zoom sessions.
3. One-On-One Zoom Meetings: We established an online option for the One-On-One training using Calendly service to satisfy the huge demand of advanced training for faculty and staff. Since the beginning of Covid-19, we conducted more than 165 30-minutes sessions.
4. Canvas: Faculty adoption of Canvas has continued to increase, showing published course ratios of 69% for Fall 2019, 76.7% for Spring 2020, 77.9% for Summer 2020, and 84.9% so far for Fall 2020. We implemented and integrated many services within Canvas such as Canvas Studio, Starfish, Blackboard Ally, Labsters, Respondus, Microsoft Teams, Adobe CC suite...
5. Website: We created a Covid-19 website that we update almost daily. This website has guidelines for students, staff, and faculty. We have a huge wealth of info for instruction, safety, and Covid-19 updates. Due to COVID-19, significant MCF application updates were completed to handle the switch to remote learning and the class scheduling changes that occurred. As requested by EOC, and also to satisfy the need for more robust, secure, and interactive web forms, we added many WordPress plugins to satisfy the huge needs for interactivity for students, faculty, and staff.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PROGRAM/UNIT ASSESSMENT

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 Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

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

1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

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

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
Yes

SAOs Summaries / Reflection

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 assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title

Websites and Web Servers

Assessment Status

Assessed

SAO Summary and Reflection

1) WordPress:

As of October 1, 2020, the Academic Technology Resource Center (ATRC) is supporting 481 websites on the district web servers compared with 802 reported in our previous PRP report. The decrease can be attributed to the removal of unused staff and faculty websites. Of the 481 websites managed by ATRC, 89% of them use WordPress. The remaining 55 non-WordPress sites are static HTML sites used primarily by faculty. Multiple new WordPress plugins were deployed in the last year to enhance the capabilities of Palomar College websites. The high utilization of WordPress by the District shows the need to ensure that the infrastructure WordPress depends on always remains fully functional.

2) Website Accessibility.

At this time, Palomar.edu's WCAG Level A/AA accessibility scores as reported by Siteimprove are: Level A Errors, 97.11%, Level AA Errors, 87.62%, overall WCAG warnings, 95.17%. The overall accessibility high score is 79.5% (compared to 76.2% last year), an increase of 2.3%. While still above our industry benchmark of 76.6%. Since the percentage is produced by Siteimprove's proprietary algorithm, the actual number counts will be provided going forward. The onboarding of content managers to Siteimprove improved after authentication was added to the college's single sign-on portal. The Siteimprove user count grew from 220 to 343. ATRC workshops that are predicated upon the user being on-boarded have been well-attended. Since March 2020 (COVID-19), there has been more interest in site clean-up.

3) Web Page Development Guidelines - Appendix A. This supporting document to the guidelines, updated on an annual basis, the new version of Appendix A will be postponed until the completion of the site administration migration plan. This plan was underway in February of 2020 and placed on hold the following month, due to the COVID-19 pandemic.

4) Web Page Development Guidelines - Web Advisory Group. An important component of the Web Guidelines, the Web Advisory group is to be consulted by the PAO "for significant changes to the structure, navigation, or look of the website." The group consists of the following: the web coordinator, the PAO director, 2 classified staff, 1 student, 2 faculty, and the DE coordinator. Monthly meetings commenced in April 2020. The first task of this group is to analyze and implement the recommendations from the Students First Web Optimization Project.

5) Students First Web Optimization Project. Palomar College's engagement with Civilian Agency to shift and streamline the information architecture and content of Palomar.edu to a student-first attitude concluded in March 2020. Funded by the CCC Regional Consortium, this project included the following items: student experience data collection/gap study; set of core messaging priorities (CMP); identification of the top 100 pages for CMPs; recommended sitemap of the top 500 pages; recommended page candidates for migration to a faculty/staff intranet; recommended wireframes for student-centric information delivery; suggestions to enhance the alignment of CMPs on the homepage. It is expected that the Web Advisory Group will implement a new web design based on this work by May 2021.

6) Web Server Cluster:

ATRC manages a six server Linux cluster and a Windows server. All database services are hosted on the Linux cluster. We are in the process of moving web services to the Linux cluster. Our initial plan was to finish moving web services to the Linux cluster by the end of Fall 2019. Due to workload issues that goal was not met. Increases to ATRC staff workload due to COVID-19 have prevented us from making much progress with this project in 2020.

7) My Class Finder:

For the period October 1, 2019, to September 30, 2020, My Class Finder (MCF) was used to search for open classes 471,075 times. Due to COVID-19, significant MCF application updates were completed to handle the switch to remote learning and the class scheduling changes that occurred. The wide use of My Class Finder by students makes keeping the MCF application updated and servers operating critical.

SAO 2

SAO Title

Canvas LMS

Assessment Status

Assessed

SAO Summary and Reflection

Faculty adoption of Canvas has continued to increase, showing published course ratios of 69% for Fall 2019, 76.7% for Spring 2020, 77.9% for Summer 2020, and 88.3% so far for Fall 2020. As of September 30, 2020, the Canvas LMS is serving 19,046 students attending published courses by 803 faculty members. This year ATRC has received 1,479 tickets relating to the LMS during this reporting period. The total time spend dealing with support tickets concerning the LMS works out to 45.5 days of labor.

The support ticket count increased (from 739 to 1,479) to roughly double, and the labor increased (from 31 days to 45.5 days) by about 150% of prior levels, which can largely be attributed to the massive push to shift most classes to distance ed in reaction to COVID-19. Additionally, in May 2020 we instituted an online booking process for individual Zoom meetings, which have resulted in 54 "half-hour" appointments related to the LMS. (Naturally many of these appointments actually do require longer than half an hour.) Since an ever-increasing number of support requests are coming from faculty, the ATRC has increased efforts to publicize our synchronous group and one-on-one training sessions. We strive to ensure that faculty feel well supported during the unusual events in 2020.

SAO 3**SAO Title**

Computer Labs and Support Tickets

Assessment Status

Assessed

SAO Summary and Reflection

We provide technical support to faculty and students through an online helpdesk system, email support, open computer labs, direct telephone calls, and in-person and online appointments. Through our online helpdesk system, we handled 3,094 support requests from October 1, 2019, to September 30, 2020. 48.8% of requests were related to Canvas, 33.2% were website-related issues, and the remainder a variety of other educational technology issues. Over 100 days (24-hour day) of work was clocked in the helpdesk system from October 1, 2019, to September 30, 2020. Our ongoing satisfaction survey shows the support service satisfaction rate is 96.7%, with only 9 responses out of 337 indicating somewhat or very dissatisfied.

SAO 4**SAO Title**

Streaming Media

Assessment Status

Assessed

SAO Summary and Reflection

We continue to collaborate with the Library to process faculty streaming services requests. This collaboration allows the faculty to submit their media requests to ATRC Helpdesk that will be handled by the two Palomar Departments. The Library vets the media request, ATRC digitizes the media and handles the closed captioning, and at the end, faculty allows students access from within the LMS. Using the Streaming Services Process, we received and processed 13 Streaming Media Submissions for addition to our Kaltura Shared Repository. From October 2019 - September 2020, 1746 media entries were played 72224 times for more than 27381 hours. This service allows the students to access the media from very diverse geographical areas within the USA and overseas.

SAO 5**SAO Title**

Palomar Online Education Training (POET)

Assessment Status

Assessed

SAO Summary and Reflection

Palomar's original online training course, called Palomar Online Education Training (POET) was created over 10 years ago to address the burgeoning online course offerings. It was updated over time but in April 2020, it was completely overhauled to address the Corona Virus pandemic.

The self-paced Canvas course gives faculty members the experience of being a student in an online class. The POET course teaches and models the theories and organization of the CVC-OEI rubric as well as equity, access, and online pedagogy.

Since its release in late April, 466 faculty members have taken and completed the new POET course compared to the 70 faculty who were certified through the previous course. Of the total 642 faculty who are certified through POET or other means, 183 are full-time and 458 are part-time faculty.

OTHER ASSESSMENT DATA

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

In response to COVID-19, our college transformed teaching modalities from 90% F-2-F and only 10% online to almost a fully online college. This change increased the demand for ATRC services by more than four folds: 1. Helpdesk tickets: We provide technical support to faculty and students through an online helpdesk system, email support, open computer labs, direct telephone calls, and in-person and online appointments. Through our online helpdesk system, we handled 3,094 support requests from October 1, 2019 to September 30, 2020. 48.8% of requests were related to Canvas, 33.2% were website-related issues, and the remainder a variety of other educational technology issues. Over 100 days (24-hour day) of work was clocked in the helpdesk system from October 1, 2019 to September 30, 2020. Our ongoing satisfaction survey shows the support service satisfaction rate is 96.7%. 2. Professional Development Trainings: October 1, 2019 through September 30, 2020, we communicated with 2,854 faculty and staff participants through our 355 training workshops (durations vary from .5 to 2.5 hours). During the first three weeks of Covid-19, we designed and delivered training sessions that addressed the needs for more than 600 faculty members. During, the third week of Covid-19 we completely transformed all of our training session to Zoom sessions. 3. One-On-One Zoom Meetings: We established an online option for the One-On-One training using Calendly service to satisfy the huge demand of advanced training for faculty and staff. Since the beginning of Covid-19, we conducted more than 165 30-minutes sessions. 4. Canvas: Faculty adoption of Canvas has continued to increase, showing published course ratios of 69% for Fall 2019, 76.7% for Spring 2020, 77.9% for Summer 2020, and 84.9% so far for Fall 2020. We implemented and integrated many services within Canvas such as Canvas Studio, Starfish, Blackboard Ally, Labsters, Respondus, Microsoft Teams, Adobe CC suite... 5. Website: We created Covid-19 website that we update almost daily. This website has guidelines for students, staff, and faculty. We have a huge wealth of info for instruction, safety, and Covid-19 updates. Due to COVID-19, significant MCF application updates were completed to handle the switch to remote learning and the class scheduling changes that occurred. As requested by EOC, and also to satisfy the need for more robust, secure and interactive web forms, we added many WordPress plugins to satisfy the huge needs for interactivity for students, faculty, and staff.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

1. Covid-19 successful response and transition

In response to COVID-19, our college transformed teaching modalities from 90% F-2-F and only 10% online to almost a fully online college. This change increased the demand for ATRC services by more than four folds:

1) Helpdesk tickets: We provide technical support to faculty and students through an online helpdesk system, email support, open computer labs, direct telephone calls, and in-person and online appointments. Through our online helpdesk system, we handled 3,094 support requests from October 1, 2019, to September 30, 2020. 48.8% of requests were related to Canvas, 33.2% were website-related issues, and the remainder a variety of other educational technology issues. Over 100 days (24-hour day) of work was clocked in the helpdesk system from October 1, 2019, to September 30, 2020. Our ongoing satisfaction survey shows the support service satisfaction rate is 96.7%.

2) Professional Development Trainings: October 1, 2019, through September 30, 2020, we communicated with 2,854 faculty and staff participants through our 355 training workshops (durations vary from .5 to 2.5 hours). During the first three weeks of Covid-19, we designed and delivered training sessions that addressed the needs of more than 600 faculty members. During the third week of Covid-19 we completely transformed all of our training sessions to Zoom sessions.

3) One-On-One Zoom Meetings: We established an online option for the One-On-One training using Calendly service to satisfy the huge demand for advanced training for faculty and staff. Since the beginning of Covid-19, we conducted more than 165 30-minutes sessions.

4) Canvas: Faculty adoption of Canvas has continued to increase, showing published course ratios of 69% for Fall 2019, 76.7% for Spring 2020, 77.9% for Summer 2020, and 84.9% so far for Fall 2020. We implemented and integrated many services within Canvas such:

- a. Starfish,
- b. Canvas Studio (Still installed)
- c. Respondus Lockdown Browser (Removed)
- d. Labster (Still installed)
- e. Microsoft Teams Meetings (Still installed)
- f. Blackboard Ally (Still installed)
- g. Adobe Creative Cloud integration
- h. Microsoft Teams

5) Website: We created a Covid-19 website that we update almost daily. This website has guidelines for students, staff, and faculty. We have a huge wealth of info for instruction, safety, and Covid-19 updates. Due to COVID-19, significant MCF application updates were completed to handle the switch to remote learning and the class scheduling changes that occurred. As requested by EOC, and also to satisfy the need for more robust, secure, and interactive web forms, we added many WordPress plugins to satisfy the huge needs for interactivity for students, faculty, and staff.

2. WordPress Sites

During 2019-2020, twenty two sites were created by ATRC staff at the request of faculty, staff, or administration. Four of these sites not public due to privacy settings or development status, and four are faculty or staff sites. The following are the remaining thirteen public institutional WordPress sites:

- 1. Palomar Black Faculty and Staff Association (PBFSA)
- 2. Equity, Diversity, and Inclusion
- 3. Palomar Energized
- 4. Social Work and Human Services
- 5. Chairs and Directors
- 6. Palomar Pathways Mapper
- 7. Palomar Performing Arts
- 8. Coronavirus (COVID-19) Updates
- 9. Teach Anywhere
- 10. Palomar College Foundation - Development Site
- 11. Palomar Art Department
- 12. Future Educators
- 13. Accelerated Programs at Palomar College
- 14. Evening Programs at Palomar College
- 15. Weekend Programs at Palomar College
- 16. Job Placement Assistance
- 17. Internal Audit
- 18. Credit for Prior Learning

3. My Class Finder (<https://www2.palomar.edu/myclassfinder>)

We continued to enhance and maintain the service that is getting heavy use from students, and Palomar staff. For the period January 1, 2019, to October 7, 2019, My Class Finder (MCF) was used 399,602 times. We added a filter to enhance the search for Zero Textbook Cost/Low Textbook Cost (ZTC/LTC).

4. Students-First Web Optimization Overview

In March 2019 Palomar College agreed to partner with Civilian Agency to shift and streamline the information architecture and content of Palomar.edu to a student-first attitude concluded in March 2020. Funded by the CCC Regional Consortium, this project brings value to the college through the following intended outcomes:

1. student experience data collection/gap study;
2. set of core messaging priorities (CMP);
3. identification of the top 100 pages for CMPs;
4. recommended sitemap of the top 500 pages;
5. recommended page candidates for migration to a faculty/staff intranet;
6. recommended wireframes for student-centric information delivery;
7. Suggestions to enhance the alignment of CMPs on the homepage.

As a result of Covid-19, the overall timeline for this project was delayed. We create a Web advisory Board to help ATRC staff layout a plan to deploy the approved recommendations and we are in the midst of the deployment process. Currently, we are using Google free search engine, and one of the project recommendations is Enhancing our Search Engine Optimization (SEO). It is expected that the Web Advisory Group will implement a new web design based on this work by May 2021.

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?

The California Consumer Privacy Act (CCPA), which took effect at the beginning of 2020, protects the privacy of consumers including students by giving them greater control over institutions' use of their personal information.

The CCPA grants California students the rights to:

1. Know what personal information institutions are collecting about them, whether the institutions are disclosing that information to third parties.
2. Request the institutions to delete their personal information.
3.

These new changes will force us to audit and review all our agreements with the third-party vendors that we are using including Canvas.

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

Update the privacy policy to reflect CCPA changes.

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal

Maintain students and faculty satisfaction using Canvas, web services, ATRC Helpdesk, computer labs, and streaming services.

Choice

In progress

Describe Progress

1. We will continue to keep our services up to date and add SSO to all the services
2. We will continue to Enhance the feedback channels.
3. We will continue to add third-party services to Canvas to enhance students and faculty teaching and learning experiences

Describe Challenges

Lack of recurring funding for new technologies, tools, and services.

Describe Outcomes (if any)

ATRC Average Satisfaction Rates by Department
Department Average of Survey Total Score
Academic Spotlight 2.00
Accessibility 10.00
Canvas 9.74
ConferZoom 10.00
Directory 10.00
General 9.64
Siteimprove 10.00
Websites 9.64
WordPress 10.00
Grand Total 9.73

Goal 2

Goal

Students First Web Optimization Project

Choice

In progress

Describe Progress

In March 2019 Palomar College agreed to partner with Civilian Agency to shift and streamline the information architecture and content of Palomar.edu to a student-first attitude concluded in March 2020. Funded by the CCC Regional Consortium, this project brings value to the college through the following intended outcomes:

1. student experience data collection/gap study;
2. set of core messaging priorities (CMP);
3. identification of the top 100 pages for CMPs;
4. recommended sitemap of the top 500 pages;
5. recommended page candidates for migration to a faculty/staff intranet;
6. recommended wireframes for student-centric information delivery;
7. Suggestions to enhance the alignment of CMPs on the homepage.

As a result of Covid-19, the overall timeline for this project was delayed. We create a Web advisory Board to help ATRC staff layout a plan to deploy the approved recommendations and we are in the midst of the deployment process. Currently, we are using Google free search engine, and one of the project recommendations is Enhancing our Search Engine Optimization (SEO). It is expected that the Web Advisory Group will implement a new web design based on this work by May 2021.

Describe Challenges

We managed to make savings this year and pay for Cludo subscription but we need a \$4,788 annual subscription fee for Cludo – Advanced Search Plugin for our website- to provide advanced search capabilities for our students, give us deep analytics into our site users' search journey to make more data-driven content placement choices, and give us control over relevancy.

Describe Outcomes (if any)

We met with the Civilian team many times during the course of last year. They interviewed all the stakeholders identified by the Palomar side including students, faculty, admins, and staff. They shared with us some of the progress they made so.

DISCOVERY

- Identified challenges to overcome and opportunities to take advantage of
- Developed key core messages for target audiences
- Created a globally consistent navigation structure and nomenclature

CONTENT STRATEGY

- Determined what the website is currently comprised of, as well as what is out-of-date, wrongly prioritized, or missing
- Delivered first draft content wireframes
- Reviewed with us the first draft content wireframes
- Delivered final draft content wireframes

IMPLEMENTATION

- Created the web advisory board to discuss the wireframes and implementations.

Goal 3**Goal**

Increase website and LMS accessibility and quality

Choice

In progress

Describe Progress

LMS Accessibility: Canvas LMS is designed to be accessible but content accessibility depends on the content designers (primarily faculty) and we are working to increase a culture of accessibility awareness. We are currently offering online accessibility workshops and we will continue to offer a variety of training and support for our faculty and staff.

LMS Accessibility

- 1) We continue to assist faculty with making content more accessible
- 2) We work with DRC monthly workshops attended by mostly faculty
- 3) We facilitate the review of courses for accessibility purposes
- 4) We will continue to offer accessibility training sessions and maintain resources, video tutorials, and step-by-step instructions on how to identify and resolve accessibility issues
- 5) We maintain an Accessibility checklist for faculty self-evaluation
- 6) We are working with the DRC to vet third-party contents/services/tools (VPAT)
- 7) We integrated Blackboard Ally with Canvas that generates accessible alternative formats files for students to download.
- 8) We will continue to train faculty in the use of the following accessibility checkers: WebAim Wave, Canvas built-in checker, and UDOIT accessibility checker within Canvas.

Describe Challenges

Blackboard Ally is funded by CVC-OEI until the end of 2020 and we do not have any info about funding this tool beyond 2020. If it not funded by CVC-OEI then will have to pay for the license or shud down the service.

Describe Outcomes (if any)

At this time, Palomar.edu's WCAG Level A/AA accessibility scores as reported by Siteimprove are: Level A Errors, 97.11%, Level AA Errors, 87.62%, overall WCAG warnings, 95.17%. The overall accessibility high score is 79.5% (compared to 76.2% last year), an increase of 2.3%. While still above our industry benchmark of 76.6%. Since the percentage is produced by SiteImprove's proprietary algorithm, the actual number counts will be provided going forward. The onboarding of content managers to Siteimprove improved after authentication was added to the college's single sign-on portal. The Siteimprove user count grew from 220 to 343. ATRC workshops that are predicated upon the user being on-boarded have been well-attended. Since March 2020 (COVID-19), there has been more interest in site clean-up.

Goal 4**Goal**

Web Server Cluster Migration to Red-Hat Linux Environment

Choice

In progress

Describe Progress

We made many improvements to the web services cluster:

1. We established two Linux Web servers' clusters (Test, Production)
2. We Removed the extra subdomains and eliminated the obsolete sites.
3. We already moved our databases to the Linux cluster,
5. We are now transitioning to Linux and gradually moving websites from the Windows environment to the Linux environment.

Describe Challenges

Increases to ATRC staff workload due to COVID-19 have prevented us from making much progress with this project during 2020.

Describe Outcomes (if any)

We already moved our databases to the Linux cluster. We are now transitioning to Linux and gradually moving websites from the Windows environment to the Linux environment. Our ATRC helpdesk website already moved to the new cluster and it is functioning as expected.

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.

The ATRC functions (LMS, Web Services, Computer labs, and helpdesk) are among of the core services of the college that can allow us to support the College's Vision for Success (VfS) outcomes. We work with students, faculty, staff, and admins.

We can support the goals as follows.

1. Increasing student access, progress, and completion through the websites, LMS, and Helpdesk,
2. Decreasing the equity gaps by enhancing the accessibility and usability of both the website and the LMS.
3. Participate and implement an integrated and comprehensive outreach strategy through the communication tools like the website and the LMS.
4. We are partnering with the Civilian Agency to shift and streamline the information architecture and content of Palomar.edu to a student-first attitude to help streamline the onboarding process for students and remove barriers to registration and enrollment. We are in the process to implement these recommendations by end of May 2021.

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

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

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

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

No

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the **Benefits Worksheet for additional costs related to benefits for the position.**

PART 2: BUDGET REVIEW

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

We managed to make savings this year and pay for Cludo subscription but we need a \$4,788 annual subscription fee for Cludo – Advanced Search Plugin for our website- to provide advanced search capabilities for our students, give us deep analytics into our site users' search journey to make more data-driven content placement choices, and give us control over relevancy.

So I need this budget line item

500010 12 315100 7990 10 1612025 73000.00

to increase to

500010 12 315100 7990 10 1612025 78000.00

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: 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 under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

FEEDBACK AND FOLLOW-UP

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

Confirmation of Review by Division / Planning Council

Person/Group/Council who reviewed PRP:

Shayla Sivert

Date Reviewed

11/14/2020

FEEDBACK

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

Wow! Your PRP is inspiring. Happy to see the collaboration with DE Faculty Coordinator in preparing the report. Great work for all of the support you've provided to faculty and staff as we moved to the COVID-19 remote environment while, at the same time, being able to report such high customer satisfaction. Nice work cleaning up the website, and excellent job on continuing to improve accessibility. The updates made to POET have helped so many faculty with improving their perspectives and, I suspect, the outcomes of their work with students in the OL environment. Your responsiveness to the increased needs of our campus is so very appreciated.

Areas of Concern, if any:

We will, I imagine, always have some concerns around ongoing funding needs.

Recommendations for improvement:

Be sure to have a list of detailed costs, separated into one-time and ongoing needs -- those that exist and those that you need and then those that would be nice to have. Prioritize and discuss with your supervisor in anticipation of budget development.

Enter your email address to receive a copy of the PRP to keep for your records.

nmanea@palomar.edu

I confirm that the Program Review is complete and ready to be submitted.

Yes

Vice President Review

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

See above.

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Shayla Sivert

Signature Date:

12/30/2020