Status: **Reviewed**

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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
Articulation

Department Name
Instructional Services

Division Name
Instructional Services

Name of Person responsible for the Program/Unit
Benjamin Mudgett

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
https://www2.palomar.edu/pages/articulation/

Please list all participants and their respective titles in this Program Review

Participant	Title
Benjamin Mudgett	Articulation Officer

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	**Part-Time Staff**
Total Number of Full-time Staff	**Total Number of Permanent Part-time Staff**
Number of Classified Staff	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff	**FTEF of Part-time Faculty**
Number of Administrators	

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)
N/A

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

Program/Unit Description

Have the services your unit performs change in any way over the past year?
In addition to existing services noted in the prior comprehensive PRP, the Articulation Officer is involved in:
Credit for Prior Learning Articulation advisory
Curriculum Technical Review two Wednesdays each month from 3:00-5:00
Co-Chair of the Curriculum Committee GE Workgroup 1st and 3rd Fridays 9am-10am
Tech Review DE addendum and changes
Facilitate sections six and seven of the electronic catalog workflow
Facilitate professional development for Curriculum Committee trainings and the Curriculum Institute
Collaborate in the revision of Chapter 4 Board Policy and Procedures

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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

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
Associate Degree for Transfer Awareness and Success

Assessment Status
Assessed

SAO Summary and Reflection
The Associate Degree for Transfer (ADT) program awards increased almost 15% from 644 in 2018/2019 to 754 in 2019/2020. This is a result of Palomar College now offering 30 transfer degrees facilitated and maintained by Articulation Services. This year, Articulation facilitated the ADT development in Political Science, History, and three Social Justice programs; American Indian Studies; Chicana and Chicano Studies; and Women, Gender, and Sexuality Studies. It should also be noted, Articulation is working with several departments to maintain existing ADTs in Mathematics, Journalism, English, Anthropology, Administration of Justice, Early Childhood Education, Geography, Geology, Law and Public Policy, Music, Nutrition, Spanish, Studio Arts, and Theatre Arts. Moreover, Articulation Services continues to increase ADT awareness amongst the campus community as demonstrated by the website data analytics report produced by Academic Technology and Resource Services showing 18,638 visits to the Articulation Associate Degree for Transfer website, compared to 16,976 the year prior. It should also be noted, Articulation Services, in partnership with the Transfer Center continues to message the campus community the importance of CSU transfer students earning the ADT where applicable for impacted CSU campuses, majors, and several private and independent colleges and universities such as National University where a substantial tuition discount is given to ADT earners. This tuition discount reduces tuition equivalent to the CSU fees. Consequently, in collaborating with departments, creating new ADT programs, and partnering with public and private/independent universities, our campus is engaging in ADT awareness.

SAO 2

SAO Title
The campus community will be able to identify articulation resources to support the delivery of instructional and student support services to advance the Palomar College Strategic Plan 2022 and Vision for Success, Guided Pathways, and the Student Success Funding Formula (SCFF).

Assessment Status
Assessed

SAO Summary and Reflection
According the the 2019/2020 Articulation website analytics report produced by the Academic Technology Resource Center, the Articulation website experienced 34,291 visits compared to 32,172 the year prior. This is a 6% increase and exceeds the goal of a 5% increase. Notable categories include the Associate Degree for Transfer at 18,638, External Exams such as Advanced Placement and CLEP at 1,670, and general education at 1,526, This year was the first year Associate Degree for Transfer (ADT) curricular requirement links to META were removed to allow the catalog to be the official source for degree requirements. It was anticipated the visits would decrease, yet they increased. This increase demonstrates an increased demand for ADT resource information. It should also be noted 2,621 visits to private university articulation, international articulation, out of state articulation, and community college were recorded signaling a steady demand for alternative transfer options other than the CSU and UC.
An additional assessment method is being developed to measure the campus community baseline understanding of the campus community awareness of articulation resources available to support the delivery of instructional and student support services to advance the Palomar College Strategic Plan 2022 and Vision for Success, Guided Pathways, and the Student Success Funding Formula (SCFF). A baseline will be recorded in the 20/21 academic year.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.
The quantitative and qualitative data this cycle compared to the comprehensive has stayed relatively steady. The Articulation Office is responsible for providing curricular recommendations to all courses and programs intended for transfer and each of these changes are approved by the Articulation Officer within Palomar's curriculum management system, META. The college's curricular development then informs C-ID, the CSU, the UC, and other accredited colleges and universities for potential articulation opportunities. These opportunities yield additional transfer degree feasibility studies due to C-ID and major preparation articulation. Moreover, major preparation articulation allows our subject matter experts to explore creative and innovative programs tied to major and vocational career preparation. The end result supports a seamless transfer experience for our students aligned with Palomar's mission of transfer readiness and equitable access to educational and career opportunities for our community.

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!

Articulation Services facilitated the creation of three new social justice transfer degrees in American Indian Studies, Chicana and Chicano Studies, and Women, Gender and Sexuality Studies. Articulation also supported the facilitation of the new transfer degree in Political Science and History, bringing our total Associate Degree for Transfer offerings to 30. The facilitation of these degrees supports the Vision for Success and Strategic Plan goals 1,2,3,5. ESL 110 is fully approved for CSUGE and IGETC and is being articulated to numerous CSU and UC campuses to further support student transfer whose native language is other than English. MATH 126 and 127 are fully approved for CSUGE and IGETC. These courses are designed to accelerate students to Calculus by shortening the pathway by one semester. These efforts further support goals 1,2,3,5 of the Strategic Plan aligned Vision for Success goals.

Articulation supported Credit for Prior Learning and collaborating in writing for a $100,000 grant to pilot this initiative for the CCC system. We secured the grant, and as a result, Palomar continues to be the CCC leader in prior learning assessment. Articulation has partnered with stakeholders across campus, the community, state, and nation to further advance this initiative. Moreover, Articulation cofacilitated professional development opportunities and partnered with the CCC Chancellor in systemwide webinars designed to help the system in effective CPL design and framework. These efforts support the strategic plan goals 1,2,3,5.

Articulation, in partnership with Counseling Services, underwent an extensive evaluation of the university studies program. The Articulation Officer assessed university studies program outcomes in 2018 by mapping GEILOs in written and oral communication, critical and creative thinking, and quantitative literacy. The office of Institutional Research and Planning mapped all university studies courses to these three outcomes to assess program effectiveness in these areas. The assessment informed the need to better improve outcomes related to the area of knowledge for each of the ten university studies program area of emphasis. The university studies workgroup, consisting of the veteran's counselor and a general counselor and chaired by the Articulation Officer, created new program area outcomes related to the knowledge area and redesigned each program to crosswalk back to the applicable learning outcome. It is expected the vetting process for the draft changes will be completed by May 2020 for a program change launch in fall 2021 to be effective fall 2022. Articulation Services facilitation of university studies supports strategic plan goals 1,2,3.

The Articulation Officer is a standing member of the Curriculum Committee and now co chairs a curriculum committee general education workgroup responsible for the philosophy of the associate's degree and general education, academic policy around general education, the academic and equity framework of general education, and identifying general education outcomes assessible and available to the campus community at large. Moreover, the Articulation Officer supports the technical review committee of the curriculum committee in providing oversight of articulation related matters. This facilitation supports strategic plan goals 1,2,3,5.

Curricula Design
AIS 180A/B: New American Indian Studies language courses; Uto-Aztecan Languages of San Diego County IA and IB. These courses combine our current AIS languages into one course sequence reflective of the indigenous languages of San Diego County. These courses are approved for UC transferability and AIS 180B is expected to be approved for humanities and language other than English (strategic plan goals 1,2,5)

ESL 103/106 course reviews to enhance the humanities for IGETC approval (strategic plan goals 1,2,5)

Data Science and Analytics program development - Continued collaboration with CSIT, CSCI, and MATH in the development of a data science and data analytics program designed to meet industry and transfer needs (strategic plan goals 1.2.3,5)

Facilitate the Associate Degree for Transfer 5 year review and curricular modifications in Administration of Justice, Early Childhood Education, English, Geography, Geology, Journalism, Law and Public Policy, Mathematics, Music, Nutrition, Spanish, Studio Arts, Theatre Arts (strategic plan goals 1,2,3)

Transfer/Articulation (strategic plan goals 1,2,3,5)
National University - updated articulation agreements in over 35 majors and a new MOU for military science pathways developed granting military leadership degree earners a scholarship that reduces tuition comparable to the CSU fees
Arizona State University - Military Leadership pathway created into the Bachelor's in Organizational Leadership
Woodbury University Architecture
KANDA Institute of Foreign Languages (In Progress)

Examples of CSU/UC ongoing articulation:
CSU Long Beach American Sign Language and Deaf Culture English Interpreting
CSU Long Beach Music
San Diego State University: SOC 175, Introduction to LBGTQ Studies; SWHS 100, 120 (New Social Work program);

NUTR/BIOL 185 articulation retained; PSYC/SOC 105, CSCI 212, 112,
CSU San Marcos ANTH 100, 101, 137, 110
San Francisco State GCIP 100, ART 163, BIOL 212, POSC 110, PHIL 111, MATH 245, BIOL 134; AS 102, ESL 110
Cal Poly Pomona MATH 110, 126, 127, 135
UC Santa Barbara PSYC 230
UC San Diego PSYC 230, GEOG 120

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?
Assembly Bill 1460 CSU Ethnic Studies - Palomar College will need to develop a new Ethnic Studies general education area for the CSUGE and IGETC pattern. Link to the CSU Ethnic Studies requirement and learning outcomes may be located at this link:
https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/FAQ-on-Ethnic-Studies.pdf

Correspondence Based Education
Competency Based Education
Credit for Prior Learning
Title 5, 55063
CSU Executive Orders 1100, 1036; IGETC Standards; CSUGE Guiding Notes
PCAH
Culturally responsive and relevant curriculum
CCCCO Call to Action related to equitable practices in articulation, transfer, and curricula design
Board Policy and Procedures 4050, 4021, 4025
ACCJC standards IIA.1, 3, 8, 9 , 10, 11, 12, 13, 16
Student Centered Funding Formula (ADT degrees ranked highest on point scale)
Guided Pathways, meta majors, major mapping
AB705, 2B1440
C-ID
ASSIST
META

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?
Board Policy and Procedures 4050, 4021, 4025

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and sumarize 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
Aligned articulation and transfer opportunities using a data driven equity informed process to increase transfer attainment of disproportionately impacted student groups identified in Palomar College's equity plan.

Choice
In progress

Describe Progress
IRP developed a program award data file primarily focused on university studies to understand the degree attainment patterns of university studies students and their transfer rates. IRP mapped transfer velocity of university students using National Clearinghouse four year transfer data. The data tells us the four year destination of university studies earners. The data is continues to be worked on to disaggregate transfer volume to identify race, ethnicity, gender, and other demographics of student transfer behavior.

Describe Challenges
The data referenced is limited to university studies and general studies students. Moreover, many students do not earn a degree before transferring. The need still exists to develop a report to better understand the general population of transfer student behavior to identify articulation focus areas. Another challenge is that articulation approvals are the purview of the university faculty. Many times, articulation requests will stay at the university departmental level for many months, and sometimes years, before receiving a response. This requires persistence and professional engagement to help close articulation gaps. It should also be noted, many CSUs are limiting articulation beyond their immediate service area. This is adding to the challenge of closing articulation gaps.

Describe Outcomes (if any)
As of year 1, we're able to identify transfer institutions university and general studies students transfer to. This is the beginning of a data driven articulation process to help identify transfer patterns in order to focus our resources to those top destination institutions.

Goal 2

Goal
Improved University Studies degree outcomes to ensure transfer preparation in the area of emphasis is met

Choice
In progress

Describe Progress
This past cycle, Articulation Services created a university studies task force to evaluate current program assessment outcomes and the need for continuous improvement. The need for more meaningful assessment methods assessing area of knowledge was evident. The taskforce met throughout the year and redesigned the outcomes according to the knowledge, skills, and abilities students should gain from these degrees while planning for transfer. The degrees were then improved based upon this framework and consolidated from ten to five. These remain in draft form with the goal to launch program changes by October 2021.

Describe Challenges
These degrees have not been changed since 2009 and many constituents are concerned the changes could have negative consequences. Collaboration continues with stakeholders to refine the drafts to meet the needs of all stakeholders while also satisfying ACCJC program assessment requirements, CCCCO PCAH 7th edition requirements, Title 5, and acknowledging the need for continuous improvement of programs.

Describe Outcomes (if any)
University Studies changes are in draft form with new outcomes around area of knowledge and program changes consolidating from ten to five. The structure of these draft changes is based upon the framework of program outcomes and area of knowledge while understanding the degrees facilitate transfer, financial aid, and athletic needs.

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.
Articulation Services supports goals 1, 2, 3, 5. Articulation reduces unit accumulation as a result of curricula and program design aligning with CSU and UC programs. This reduction in unit accumulation increases time to completion. The end result is progress toward eliminating regional equity gaps by increasing degree and transfer attainment. Articulation continues to collaborate with departments and divisions across the district to enable quality academic programs supporting transfer and career readiness.

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

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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?
Yes

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.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Articulation Specialist

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.
This position has been vacated since 2015 The 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. I have written a new Articulation Specialist job description and I look forward to soon prioritizing the hiring of this critical support position. This position will provide the support services necessary to increase articulation and maintain our partnerships with four-year universities. Several technology platforms supporting student transfer and curriculum development continue to undergo significant technical challenges. These include:
• ASSIST
• C-ID
• The Chancellor's office curriculum management
system - COCI 2.0
• Palomar College's new curriculum management
system - META
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 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.
I have also advocated the Articulation Specialist support Starfish Degree Planner as articulation is integrated throughout educational planning. This type of support ensures curricular changes are followed and updated, CSUGE and IGETC are well understood and updated throughout Starfish, transfer pathways are considered when maintaining curricula within Starfish, ADT requirements are reflective of curricular and transfer requirements, PeopleSoft attributes are accurate and integrated into Starfish, and graduation requirements are met.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
NA

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This position supports strategic plan goals 1, 2, 3 by providing analytical support to the Articulation Officer to enable robust growth in articulation services.

Strategic Plan 2022 Objective

1:3	1:5	2:1	2:4
3:2	3:4	3:5	

If the position is not approved, what is your plan?
Continue forward as is.

PART 2: BUDGET REVIEW

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?
No

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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

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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, Acting VPI

Date Reviewed
11/15/2020

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
1. work done in support of increasing ADTs
2. increased visibility on the part of Articulation
3. Articulation support of AB 705, Credit for Prior Learning, Curriculum

Areas of Concern, if any:
None. Thank you for the consistent thoroughness of work done in this area.

Recommendations for improvement:

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

Areas of concern, if any:

Recommendations for improvement:

VP Name:
Shayla Sivert

Signature Date:
12/29/2020