

Status: **Reviewed**

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Cooperative Education

Discipline Name
Cooperative Education (CE)

Department Chair Name
Jason Jarvinen

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/cooped/>

Discipline Mission statement

The mission of the Cooperative Education Department is to help Palomar's students advance their career and technical training goals by providing work experience opportunities. Through structured work experience, students improve existing job skills, learn new job skills, expand their professional networks, and combine what they learn through coursework with what they learn on-the-job or through internships. Work experience also affords our students the opportunity to consider how their work reflects their values and interests and how they balance work with other priorities in their lives. This type of reflection is critical to Palomar's mission of helping students contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs TOP coded as vocational (CTE/CE)?
No

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

Jason Jarvinen, Assistant Professor/Work Experience Coordinator

Kat Balouch, Academic Department Assistant

Nichol Roe, Associate Dean, Workforce Community & Continuing Education

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

1

Part-time faculty (FTEF)

6

Classified and other permanent staff positions that support this discipline

Kat Balouch, Academic Department Assistant

Additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How do they align with employer and transfer expectations?

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

How have these factors presented challenges for your program(s)?

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

87.0%

Why did you choose this standard?

We chose this standard because it seems reasonable given historical performance. The success rate in Cooperative Education classes ranged from 84% to 89% over the past five years.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

We decided upon this goal because we want to improve performance while maintaining high standards for performance in our classes.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

In the fall of 2019, there was a 2.9% gap in the success rates between female students (85.4%) and male students (82.5%). This represents a narrowing of the gap in success rates between female and male students compared to the fall of 2018 (7.6%). This is consistent with six-year trends. Between fall of 2014 and fall of 2019, there has been an average difference in success rates of 5.9%. Female students have had an average success rate of 88.5% and male students have had an average success rate of 82.6%. The gap has been as high as 10% in 2016 and as low as 2.9% in 2019.

In fall of 2019, there was a 0.3% gap in the retention rate between female students (93.7) and male students (93.4). This represents a narrowing of the gap in the retention rates between female and male students compared to the fall of 2019 (4%). This is also consistent with six-year trends. Between the fall of 2014 and the fall of 2019, there has been an average difference in success rates of 2.6%. Female students have had an average retention rate of 94.5% and male students have had an average success rate of 91.9%. The gap has been as high as 4.4% in 2015.

The key to reducing the gap in success and retention rates is early and comprehensive follow-up with students when they miss an assignment, particularly early on in the class. In the past, department practice has been to send the student an email reminder about late/missing assignments. If the instructor did not receive a response after a week, the instructor would then escalate to a phone call and ultimately a text message. Following the "Be Intrusive" guidance from the Professional Development team, we have taken an even more proactive approach this semester. When students miss an assignment, we now email, call, and text immediately. Reaching out through a variety of platforms as soon as possible increases the likelihood of reaching the student earlier, which is critical for increasing both success and retention.

Age: Why do you think age differences exist? What do you need to help close the gap?

In the fall of 2019, students between the ages of 25 and 49 had a higher success rate (88.9%) than students under 19 (84.9) and students between the ages of 20 and 24 (78.2%). Between the fall of 2014 and the fall of 2019 there has been some fluctuation, with students 19 and under more often having a higher success rate than older students. The average success rate for students 19 and under was 87.4%, the average success rate for students between the ages of 20 and 24 was 83.3% and the average success rate for students between 25 and 49 was 85.9%.

There is a similar pattern with retention rates. In the fall of 2019, students between the ages of 25 and 49 had a higher retention rate (96.3%) than students under 19 (94.3) and students between the ages of 20 and 24 (89.7%). Between the fall of 2014 and the fall of 2019 there has been some fluctuation, with students 19 and under more often having a higher retention rate than older students. The average retention rate for students 19 and under was 95%, the average retention rate for students between the ages of 20 and 24 was 90.9% and the average retention rate for students between 25 and 49 was 93%.

The reason for the gaps in success and retention rates may be because younger students as a group have fewer external commitments such as full-time work and family commitments and are thus more able to focus on coursework. The data from fall of 2014 to fall of 2019 clearly indicate that students between the ages of 20 and 24 are at the most need for intervention to improve success and retention rates.

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Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

In the fall of 2019 there were differences in success rates based on ethnicity. The success rates were: 90% for Asian American students; 79.4% for Latinx students, 90.7% for White students, and 81.3% for Multi-Ethnic students. The overall success rate was 84.2%. There were fewer than 10 American Indian/Alaskan Native, African American, Filipino, and Pacific Islander students so data were not available for them.

The gaps in success rates for fall of 2019 is similar to the six-year trends. The average success rates for fall 2014-2015 through fall 2018 were: 87.8% for Asian American students; 87.3% for African American students; 100% for Filipino students; 81.8% for Latinx students; 91.2% for White students; 86% for Multi-Ethnic students; and 64.9% for students of unknown ethnicity. The overall average success rate was 85.8%.

Differences in retention rates based on ethnicity also exist but are less pronounced. In the fall of 2019 the retention rates were: 90% for Asian American students; 92.3% for Latinx students, 96.9% for White students, and 87.5% for Multi-Ethnic students. The overall retention rate was 93.6%. There were fewer than 10 American Indian/Alaskan Native, African American, Filipino, and Pacific Islander students so data were not available for them.

The gap in retention rates for the 2018-2019 academic year is similar to six-year trends. The average retention rates for the fall of 2014 through the fall of 2019 were: 87.8% for Asian American students, 87.3% for Black or African American students, 100% for Filipino students, 91.7% for Hispanic students, 96.2% for White students; 92.2% for Multi-Ethnic students; and 76.8% from students with unknown ethnic identity. The average overall retention rate for the fall of 2014 to the fall of 2019 is 93.3%.

The reasons for the gaps in success and retention rates by ethnicity are complex. Ethnicity acting as a proxy for socioeconomic status, first-generation college attendance, and access to other critical resources is likely a major factor.

The key to reducing the gap in success and retention rates is early and comprehensive follow-up with students when they miss an assignment, particularly early on in the class. In the past, department practice has been to send the student an email reminder about late/missing assignments. If the instructor did not receive a response after a week, the instructor would then escalate to a phone call and ultimately a text message. Following the "Be Intrusive" guidance from the Professional Development team, we have taken an even more proactive approach this semester. When students miss an assignment, we now email, call, and text immediately. Reaching out through a variety of platforms as soon as possible increases the likelihood of reaching the student earlier, which is critical for increasing both success and

retention.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?

The Cooperative Education Department has added to our course-level assessment since our last PRP. We added a course survey in Canvas in the spring of 2020. For spring 2020, 89.8% of responding students reported that the class helped them to clarify their career goals. 95% reported that the class helped them develop or improve relevant job skills. 33% reported that the class helped them obtain a promotion or raise at work. 127 students responded to the survey in spring of 2020 out of 157 students enrolled.

In addition to the surveys we continue to use the following Student Learning Outcomes:

(1) Identify employment skills: students will (a) identify skills they want to develop, skills they want to improve, and/or a new project that they want to complete at their work experience site during the semester and (b) be able to explain why the skills or project are important for the organization.

(2) Develop employment skills: students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their work experience site.

Summarize the major findings of your course outcomes assessments.

We assessed these Student Learning Outcomes by reviewing the files of 10 random students in CE 100 and CE 110 and 8 random students enrolled in CE 150 enrolled in Fall of 2017 (only 8 students were enrolled in CE 150 in Fall 2017).

For CE 100 80% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 70% documented acquisition of new job skills based on feedback and assessment by their supervisors.

For CE 110 80% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 90% documented acquisition of new job skills based on feedback and assessment by their supervisors.

For CE 150 75% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 88% documented acquisition of new job skills based on feedback and assessment by their supervisors.

Our assessment identified some administrative issues and student retention as some potential reasons for why some students did not meet the learning objectives. Some students, for example, brought in Statements of Cooperation (the form we use to document supervisor feedback on learning objectives) with concluding comments from supervisors but no final rating on the learning objectives. It seemed as if this was at least partially due to confusion about how to fill out the form so we re-designed the Statement of Cooperation to make it more clear that supervisors need to rate students on each objective at the end of the class.

We continue to work to improve student retention by proactively reaching out to students who are missing paperwork as soon as possible to keep them engaged with the class. Canvas has proven to be a helpful tool in this task.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Cooperative Education can work with students across all disciplines. It provides an opportunity to build employment skills that are important for any field.

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

In Cooperative Education courses students set learning objectives that are specific to the job and field.

How does your program help students build these KSA's?

The learning objectives that students set in Cooperative Education help them to develop specific employment skills. The courses also help students to learn about the general practice of setting objectives, soliciting feedback, and using that feedback to improve performance.

Work Based Learning

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

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Work-based learning is essential to Cooperative Education. We have been working to increase internship opportunities for Palomar students.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Work-based learning allows our students to interact with employers and sharpen the skills that they will need on-the-job.

How do you engage with the community to keep them apprised of opportunities in your program?

The Cooperative Education Department engages directly with businesses, government agencies, and nonprofit organizations to develop internships for Palomar students. We attend meetings with Chambers of Commerce and economic development organizations to make connections. We have a form on our website that allows organizations to submit internship opportunities for Palomar students. We then follow up on these postings with a phone call and email.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Work with regional directors for employer engagement to develop internships in priority sectors and connect to programs at Palomar College.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Palomar College's work experience coordinator, job placement case manager, and work-based learning coordinators will collaborate with the regional directors for employer engagement through the regional Work-Based Learning and Job Placement Working Group. Regional directors represent the following priority sectors: advanced manufacturing; advanced transportation and logistics; agricultural, water, and environmental technologies; business and entrepreneurship; energy efficiency, construction, and utilities; global trade; healthcare; information, communication technology and digital media; and life sciences and biotechnology.

Outcome(s) expected (qualitative/quantitative)

An increase in the number of internship and work-based learning opportunities for Palomar students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience.

Expected Goal Completion Date

5/31/2021

Goal 2

Brief Description

Work with Career Center Director, Job Placement Case Manager, Service Learning Coordinator, and other staff members to identify a software platform that connects community college students to jobs, internships, and other work-based learning opportunities.

Is this a new or existing goal?

New

How will you complete this goal?

As part of our work with the Region 10 Work-Based Learning and Job Placement Work Group, we piloted Jobpeakr in the spring and fall of 2019. Ultimately the region decided not to move forward with Jobspeakr. It will be essential for Palomar College to identify another software platform to connect students with job, internship, and work-based learning opportunities. We are currently exploring the Handshake platform.

Outcome(s) expected (qualitative/quantitative)

- An efficient process for posting job, internship and work-based learning opportunities online for Palomar students
- An efficient process for marketing job, internship and work-based learning opportunities to Palomar students based on their fields of study and course completion
- A tool that faculty can use to connect their students with a whole host of work-based learning opportunities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience. It is also in line the goals of a regional initiative to increase work-based learning opportunities for students.

Expected Goal Completion Date

5/31/2021

Goal 3**Brief Description**

Partner with Career Center Director, Job Placement Case Manager, Service Learning Coordinator, and other stakeholders to develop the Palomar College Career Continuum and identify ways to align work-based learning goals with the Guided Pathways Initiative

Is this a new or existing goal?

New

How will you complete this goal?

The Work Experience Coordinator/Cooperative Education Faculty member has been meeting regularly with the Career Center Director, Job Placement Case Manager, Service Learning Coordinator, Counseling Faculty, and the Pillar 2 lead to draft a proposed Career Continuum for Palomar College. This is part of the Guided Pathways Initiative. The purpose of the Career Continuum is to help students through several stages: self awareness, career awareness, career exploration, and career preparation and training. We will continue to consult with a wide range of stakeholders - faculty, students, staff members, campus constituent groups - to further refine the Career Continuum.

Outcome(s) expected (qualitative/quantitative)

- Identify classes in which different types of work-based learning (career awareness, career exploration, and career preparation and training) make sense.
- An increase in Work-Based Learning activities for students
- Students with increased awareness of career paths, the subjective experience of working in careers, labor market information (LMI), and educational requirements in their fields of interest

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience.

Expected Goal Completion Date

12/31/2021

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)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

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

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](#).

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 review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

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

Yes

Technology Request

Technology Request 1

What are you requesting?

Handshake - software to help connect students to jobs, internships, and other work-based learning activities

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Handshake is the largest education to employment network, reaching across 1,100 higher education institutions and over 500,000 employers. Handshake would provide Palomar students with access to jobs and internships posted by member employers. Handshake would all also allow our company partners to post job and internship opportunities specifically for Palomar College students and help us to promote these opportunities to students who would be most interested in them.

Employers are currently able to post job and internship opportunities for Palomar students through gravity forms, but keeping these opportunities organized in a way that is easily accessible to students is challenging and laborious. Job and internship opportunities are not consistently posted online and we do not have an effective way to market job and internship opportunities to the students who would be most interested in them (say, by major or expressed field of interest). Handshake would automate many of these processes.

Handshake would also help us to manage appointments, reporting and analytics, case management, employer management, and virtual career fairs/workshops.

Handshake is used by California State University, San Marcos and all of the University of California system. By increasing our students' familiarity with the system, we would be easing their transition to the CSU and UC systems.

Handshake would be used not just by Cooperative Education. The Career Center, Job Placement Case Management, and Service Learning are all interested in the platform. It would be a significant benefit to faculty members, staff, and students. If a faculty member wanted to learn about local job/internship opportunities related to their discipline, for example, that faculty member could easily search Handshake.

Handshake would help the college meet the SCFF Student Success "Attainment of Regional Living Wage" Metric. Handshake also assist with institutional reporting of the SG21 Work-Based Learning data element, which is now required by the Chancellor's Office.

Handshake aligns directly with all three of the Cooperative Education Department's PRP goals: it will facilitate our work with regional directors to build relationships with employers in priority sectors; it will better connect students to job, internship, and work-based learning opportunities; and it will serve as a key resource for the Palomar College Career Continuum.

The estimated amount of request of \$20,000 would be for a 3-year period.

Estimated Amount of Request.

\$20,000.00

Will you fund the request through your budget or other sources?

Strong Workforce

What PRP plan goal/objective does this request align with?

Increasing job and internship opportunities for Palomar College Students

What Strategic Plan 2022 Goal/Objective does this request align with?

2:2

3:4

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

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

- Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).
- You must complete this checklist and return it to your dean no later than 10/30/2020.
- Once the dean approves the form and the request, the dean 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 dean and chair with feedback.
- The dean 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.

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

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

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

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

Yes

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

jjarvinen@palomar.edu

Review

Chair Review

Chair Comments

Chair Name
Jason Jarvinen

Chair Sign Date
10/30/2020

Dean Review

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

The Cooperative Education discipline has done a lot of work over the last few years to improve internal processes that impact the student experience. This is highlighted by the incorporation of a course survey in canvas, the redesign of the Statement of Cooperation form, and proactive outreach to students. In addition, something that was not mentioned in the PRP, was the creation of a Canvas shell that all Cooperative Education instructors are now using to connect with students and collect required documents. This also improves the student experience by creating a seamless experience for all students and allows for the submission of electronic documents.

Areas of Concern, if any:

As the discipline requested, a technology platform is necessary for the scalability of Workforce Development. Currently, there is no single place for internship and employment postings to students. This would be a valuable investment of Strong Workforce funding.

Recommendations for improvement:

The discipline has started working very closely with the career center and other workforce development departments to include service learning and job placement. Continued collaboration will be key in developing a career continuum that is easily accessible for all students.

Dean Name

Nichol Roe

Dean Sign Date

11/6/2020

IPC Review**Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

early intervention with students who are struggling; good focus on SLOs; active in development of Career Continuum, including its connection to region

Areas of Concern, if any:

no response on PLOs

Recommendations for improvement:

complete program learning outcomes this spring; continue to build out SLOs; identify ways to track students post-Palomar (as part of Career Continuum?); consider how to connect with more departments in an effort to provide internships, job connections, etc.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020