

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

Instruction Office

Department Name

Instruction Office

Division Name

Instructional Services

Name of Person responsible for the Program/Unit

Shayla Sivert

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**

<https://www2.palomar.edu/pages/instruction/>

Webpage URL 2**Unit webpage**

<https://www2.palomar.edu/pages/instruction/class-scheduling.information/>

Webpage URL 3**Unit webpage**

<https://www2.palomar.edu/pages/catalog/>

Webpage URL 4**Unit webpage**

<https://www2.palomar.edu/pages/curriculum/>

Webpage URL 5**Unit webpage**

<https://www2.palomar.edu/pages/instruction/forms-applications/>

Webpage URL 6**Unit webpage**

<https://www2.palomar.edu/pages/instruction/sabbatical-leave/>

Webpage URL 7**Unit webpage**

<https://www2.palomar.edu/pages/pd/>

Webpage URL 8

Unit webpage

<https://www2.palomar.edu/pages/tenureandevaluations/>

Webpage URL 9**Unit webpage**

<https://www2.palomar.edu/pages/articulation/>

Webpage URL 10**Unit webpage**

<http://www2.palomar.edu/pages/pathways/guided-pathways/>

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

Participant	Title
Victoria De La Torre	Short-Term Hourly - Instruction, Guided Pathways
Rebecca Diaz	Senior Class Schedule Technician
Cheryl Kearse	Curriculum Specialist
Michelle LaVigueur	Executive Assistant to the Vice president for Instruction
Barbara Llamas	Administrative Specialist I
Richard Loucks	Instruction Office Manager
Krista Lough	Business Systems Analyst
Sandra Richtmyer	Administrative Specialist I
Shayla Sivert	Acting Asst. Superintendent/Vice President Instruction

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
7.00

Part-Time Staff

Total Number of Permanent Part-time Staff
1.00

Number of Classified Staff

4.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.50

Number of CAST Staff

1.00

FTEF of Part-time Faculty

0.00

Number of Administrators

2.00

Number of Full-time Faculty

0.00

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

1. Part-time employee to support the Guided Pathways Initiative, works 20-25 hours per week.
2. Part-time employee to support the Faculty Senate Office, works approximately 20 hours per week.

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

- 1.) One-half of permanent part-time Admin I time is being loaned to the President's Office, which occurred after the college moved to the remote work environment. As such, the impact has been less pronounced than if we were working on campus. Once we are back on campus, the expectation is that the position will transition back fully within the Instruction Office to receive the hands-on training necessary to become proficient in entering curriculum data and proofing scheduling data.
- 2) The Articulation Officer now reports directly to the VPI.

Program/Unit Description

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

Remote work has changed communication methods, the collection of data, the proofing of work, and the day-to-day staff interaction with those we serve and with each other.

Over 6 months after going remote, CCCCO directives to accommodate the challenges of COVID-19 continue to disrupt work, cause misunderstandings, throw planned tasks off schedule, and generate a tremendous amount of re-work. The good news is that a very much needed shift to electronic forms has happened, and the benefits of electronic data collection will remain a permanent part of our work environment within the Instruction Office.

The District has invested in an eForms solution that will continue to gain traction across all divisions. The Instruction Office BSA will need to divert a significant amount of attention towards the buildout of eForms as we go forward.

The college catalog has gone electronic. The Instruction Office purchased the CurriQunet META catalog module and is in the process of converting the 2020/2021 catalog into an electronic format. The first-ever fully web-based catalog was published November, 2020. The eCatalog marks the end of manually maintained course and program data in the WordPress environment -- a big step towards a more efficient publication process.

The Ad Astra suite of schedule planning tools is being released for first use during October 2020. The Ad Astra tools are web-based applications that will assist department chairs, deans, and the VPI in reviewing class offering history and understanding program path implications for the purpose of designing student-focused scheduling patterns. The new tools do have a learning curve to be addressed, but class scheduling is heading towards a more holistic planning process.

The Instruction Office is working with the Enrollment Management Task Force (EMTF) to tie the budget cycle to schedule planning with an annual calendar of scheduling and budgeting/finance milestones being drafted to allow for a true review of scheduled FTEF costs against budgeted costs.

Guided Pathways has become more focused on tracking work called out in the 4 pillars but done elsewhere on campus; we also have 4 Faculty Pillar Leads and have assigned Student Service partners for each.

Learning Outcomes Subcommittee LOSC has been focused on evaluating GEILOs (College Outcomes).

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](#)

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?

No

If NO, describe why and identify a date by which they will be entered.

The SAOs in place are outdated and will sunset this evaluation period. New SAOs are being created and will be entered into Nuventive by 11/30/2020.

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

Instruction Office staff will have the tools necessary to validate curriculum system of record data across different, non-integrated databases (SIS, COCI, etc.).

Assessment Status

Not assessed

Next planned assessment

2021/2022

SAO 2

SAO Title

Instructional departments will have access to a library of defined and scheduled curriculum and scheduling reports and analytics.

Assessment Status

Not assessed

Next planned assessment

2021/2022

SAO 3

SAO Title

The Instructional Services website includes accurate and useful information that is easy to navigate.

Assessment Status

Not assessed

Next planned assessment

To sunset

SAO 4

SAO Title

The Palomar College catalog includes accurate and useful information that is easy for students to navigate.

Assessment Status

Not assessed

Next planned assessment

To sunset

SAO 5

SAO Title

The Palomar College class schedule includes accurate and useful information that is easy for students to navigate.

Assessment Status

Not assessed

Next planned assessment

To sunset

SAO 6**SAO Title**

The Instruction Office will provide online forms for all major and basic processes.

Assessment Status

Not assessed

Next planned assessment

2021/2022

OTHER ASSESSMENT DATA

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

N/A

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!

A detailed Distance Education Report/addendum was designed, created, and implemented. The addendum may be run for each course to display the DE elements. The reports consolidate all the relevant DE characteristics of a course in one document.

Program Review and Planning (PRP) revisions: Technology and Facilities requests were integrated into the form, and updates were made for ease of workflow. Instructional and Non-Instructional programs were brought together, using the same form for consistency. The budget review process is now being used to drive the PRP process.

Office Migration to Remote Office Work: The entire office should take a bow! The unexpected move off-site was stressful. The office staff pulled together to develop the instructions and help needed to work cohesively. Much was learned along the way, and it is more than apparent that help for each other will be forthcoming when needed.

Online catalog: Coordinating and supplying technical wizardry to transform the college catalog to a web-based online experience was no small undertaking. The first fully online catalog was published November 2020. The change brings with it the end of a fully disconnected and manual catalog publication process. Curriculum information is extracted from META, and informational content will be updated online in real time.

Printed class schedule: The Instruction Office long has been a champion of discontinuing the printed class schedule. The dream became a reality this past year. The savings in time formerly associated with preparing the class data for publication is being reallocated to better uses such as schedule planning and quality control. The online My Class Finder has replaced the printed class schedule as the go-to source for our students.

Program Mapper: Comprehensive technical support was provided to the Mapper Team. Going live this past spring, the Palomar Pathways Mapper project supports the Guided Pathways initiative, helping students choose their path and providing clear curricular roadmaps for students to reach their career and educational goals within their chosen paths.

Requisite Enforcement: Project coordination and technical support were provided to the workgroup. The work has resulted in a remarkable increase in electronic enforcement of course requisites to 87% compliance. Consistent enforcement will protect the academic integrity of the requisites, help ensure students are prepared for the academic requirements of the course, and show a firm commitment to comply with Title V Section 55003.

Online Catalog: We developed in-house communications and tools to assist remote learning related to the proofing and editing of the catalog. Detailed hard copy instructions that were easy to follow were prepared and distributed. Team work, even remotely, made this project go smoothly. Data corrections were identified and fixed ASAP.

DATA Transfer and Clean-up: In house, a review of COCI, META, and Peoplesoft went well. Detailed instructions and screenshots were prepared to help define the task. Instructions were easy to follow and moved the project along at a good pace. The work uncovered that some of the key date fields were either not updated or not part of the database. As a follow up, it is recommended that the curriculum date fields receive more attention. Researching the minutes of Board Meetings is time consuming. It is recommended that a "BOG Approval Date" be added and filled in as Curriculum is approved.

Online forms: The pandemic brought with it the need to complete and process standard forms online. The office responded quickly and purposefully. Adobe Sign and Adobe Fill & Sign were the applications chosen to meet the immediate, short-term need. Clear instructions were created and published; the flow of forms continued.

eForms: The Instruction Office successfully built District-wide support for the adoption of Gideon-Taylor eForms. Ahead of the pandemic and move to remote work, the need for online forms was very apparent. The pandemic only underscored the need to move all forms online. The application has been purchased, installed, all District BSAs have received training, and all divisions have prioritized the forms they want to convert. The Instruction Office has a number of forms to convert, but our first effort has been to bring the Nursing application online. The work crosses divisions and will aid both Enrollment Services and the Nursing Department in time for January 2021 applications.

Integration of scheduling timeline with fiscal checks: The Instruction Office is working with EMTF and Fiscal Services to put together a long awaited calendar that integrates schedule planning with fiscal planning. The timeline is drafted and being reviewed. The result will be a integrated planning calendar that depicts the absolute need to match schedule planning objectives against fiscal realities.

Rewriting of AP 4021 -- Program Development, Revitalization, and Discontinuance: The VPI has led a workgroup through the arduous task of rewriting policy and procedures related to program development and review. The new

procedure includes recognition of the need to tie program growth to community need and District fiscal stability. Carefully crafted steps are in place to guide the addition of new programs and to determine the health and viability of existing programs. Resources for program support and revitalization are to be made available. Additionally, unsustainable programs can be identified and a way forward determined.

Move to remote learning: The unexpected move to remote learning pushed the coordination and communication skills of the office to its limits. Thousands of individual meeting patterns, class notes, and other data elements had to be manually updated for a spring semester in progress, a finalized summer semester, and a nearly complete fall semester. CCCCCO emergency memos had to be interpreted against local practices and implemented in short order. My Class Finder had to be reprogrammed to accept coding schemes that are traditionally noncompliant to Title 5. The behind-the-scenes, hands-on work needed to accomplish the transformation of the class schedule was nothing short of amazing.

Curriculum management: As a process improvement to bring more curriculum data under one roof, the use of META was expanded to store supporting documents for the submission and approval of programs.

Curriculum management: A long troubling aspect of program approval by the CCCCCO has been a delay while program narratives were supplied. More often than is acceptable, the narrative was an afterthought even though it is a required element. This year, the Instruction Office drove the creation and implementation of an automated narrative report based upon a compilation of program data entered by the program originator. No more waiting for the manual creation and submittal of the information.

Curriculum management: Emergency DE Addendums/DE approvals have been an unexpected and mandatory curriculum focus since the early stages of the pandemic. Working shoulder to shoulder with the Curriculum Committee and the DE Coordinator, our office met the requirement to produce course and program lists for the CCCCCO and ACCJC approval for all courses and programs offered as DE during Spring 20, Summer 20, and Fall 20. The current focus is to push for formal DE approval of all courses submitted in the three emergency addendums.

Guided Pathway Integration: The focus that has been in placed on the development of purposeful and student-friendly program pathways gained strength as GP became part of Palomar's Governance Structure. As of Fall 2020, those with a stake in GP have a voice to the SPC through the creation of the GP Advisory Taskforce.

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?

Environment: COVID-19 - the pandemic has permanently reshaped the work of the Instruction Office in both very obvious and very obscure ways. Work that was done had to be redone. Work that was planned had to be re-planned. Timelines were broken and had to be rethought. Vague or generalized directives from the CCCCCO had to be interpreted. Electronic forms processing will be the shining star outcome of the crisis. We have much to learn about electronic forms processing, workflow, and the collection of signatures, but the increase in dependence on electronic forms is here to stay.

SCFF – the revision of the funding formula to reward the closure of achievement gaps and student success continues to have far reaching effects on curriculum development, scheduling planning, and scheduling patterns. COVID-19 managed to upset the SCFF timeline, but the focus on completions, DI students, and closure of equity gaps will require a shift in curriculum development and class scheduling.

Guided Pathways: This large scale project has required that the Instruction Office provide leadership and administrative support. This far reaching initiative challenges faculty, administrators, and staff to rethink many college-wide processes and the ways in which curriculum is developed and offered.

State Authorization/Licensure Disclosure: How State Authorization of online education is addressed is an institutional responsibility. COVID has exacerbated the need to review exposure to state authorization requirements. Allowing out-of-state enrollment brings with it significant overhead and compliance requirements that will require resources. International enrollment is also regulated and should be addressed. Licensure disclosures are also growing more complex. Instructional Services must continue to inform the District leadership of the administrative challenges that are part and parcel of online education.

Technology: The addition of the CurriQunet META catalog application will transform the publication of the college catalog. The 2020/2021 pdf catalog has been transferred to an electronic format and is in the process of being proofed and readied for publication. The eCatalog will reduce publication time and distribute content responsibility back to the departments.

The Ad Astra implementation took a shift in direction with focus placed on Align and Monitor. These two applications will provide schedule planners with new tools to plan and manage class schedules and enrollments. The tools are being rolled out for first use between October and November 2020. There will be a learning curve to adjust to the applications and to understand the information being provided. The tools will supplement Summer 2021 scheduling and be ready for Fall 2021 scheduling.

Gideon Taylor eForms was added to the District tool box in early Spring 2020. The Instruction Office is leading the development of a Nursing application process powered by eForms. The new application is on track to be available during the annual January registration process. The office has a priority list of forms to be converted to eForms and will diligently work through the list as resource availability permits.

A technical solution is needed to view and use the curriculum data locked in META; we will also need to validate data manually moved to other systems such as PeopleSoft or COCI. This is a high priority need and is being addressed. A JSON data file is being used to extract data out of META; also, Oracle data tables have been created to receive the information. More resource time is needed to keep this task moving forward.

The adoption of the online, interactive Palomar program pathway tool has been completed. The Palomar Mapper will require a significant commitment to maintain beyond what this office can supply alone. The Instruction Office is working with the Curriculum Committee co-chair to find a solution.

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

The availability of data is not an issue; there is pent up desire to improve upon the presentation and distribution of operational data. Resources are needed to build a library of defined, accurate, and repeatable reports and presentations.

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

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

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

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

Streamline processes - mail, scheduling, catalog.

Choice

Not Started

Describe Progress

To sunset.

Describe Challenges**Describe Outcomes (if any)**

Goal 2

Goal

Provide an accessible and intuitive website, including online access to forms.

Choice

Not Started

Describe Progress

To sunset.

Describe Challenges**Describe Outcomes (if any)**

Goal 3

Goal

Educate the campus community regarding scheduling and curriculum legal requirements.

Choice

Not Started

Describe Progress

To sunset.

Describe Challenges**Describe Outcomes (if any)**

Goal 4

Goal

Devise a methodology to verify accuracy of data in META. Then get data out of META to feed to or be compared against other systems.

Choice

Not Started

Describe Progress

New for 2021/2022. Learned how to create a JSON file from the META database. The JSON file has been largely decoded. Beginning to understand the data tables that need to be built within the PeopleSoft database to accept the data from META.

Describe Challenges

Resource attention is an issue. Mapping META data to PeopleSoft data. Effective date conflicts between systems. Additionally, the validation and transfer of program data is most difficult; consulting services are anticipated to be necessary.

Describe Outcomes (if any)

The ultimate outcome would be automating the feed of META curriculum data to other systems such as PeopleSoft or COCI. At minimum, we will have an accessible database of curriculum data that can be queried and compared against other systems to validate consistency.

Goal 5**Goal**

Scheduling planners are to have term specific and annual reports on key performance indicators pertaining to class scheduling and curriculum development.

Choice

Not Started

Describe Progress

New for 2021/2022. Have many reports

Describe Challenges

Knowledge transfer from schedule planners to report writers as to how reports and specific data elements are used for planning. Developing common data definitions. Determining a small, defined set of key performance indicators. The high use of combined classes, large and diverse volume of programs and courses muddies data reporting and term-to-term comparison. Coping with curriculum churn impacts report comparability. Cross-department buy-in to integrate COMET and SPT with PeopleSoft.

Describe Outcomes (if any)

Move from a predominately ad-hoc reporting structure to a reliance on a selection of focused reports for schedule planning, enrollment monitoring, and curriculum planning. Ad-hoc reporting will always be available, but it should become the exception as opposed to the rule. Report writers have sufficient knowledge of planning needs to develop supporting reports.

Goal 6**Goal**

Develop action plans for each of the Instruction Office projects to inform employee work schedule with priorities, focused time on task, and time to manage emergencies.

Choice

In progress

Describe Progress

Instruction Office Manager has discussed intention with Instruction Office Employees to manage time such that normal, routine work requests, urgent/emergency tasks, and office-specific goals can all be worked. It is important to make time to focus on and to make progress on office goals. The practice is akin to the unpopular-but-necessary short closure of freeway lanes in order to make real and long lasting improvement to traffic flow.

Describe Challenges

Changing the way we work can be a challenge in and of itself. One particular challenge is altering the way we respond to "emergency" requests by stepping away from routine and focused project time. Setting aside time for responding to emergencies as well as defining what an "emergency" is will help in this effort. Understanding that office goals exist to improve efficiency and effectiveness and must be worked is a change in long standing practice. We will need to develop a way to prioritize emergency tasks without losing sight of office goals.

Describe Outcomes (if any)

Employees have identified time on their calendars to work on office goals for 5 hours per week. Progress towards goals is quantifiable. "Emergency" situations are identifiable, continue to be met. Routine processes are on time.

Goal 7**Goal**

Determine best practices for routine, repetitive activities/workflows, and standardize processes and expectations across offices, departments, and divisions.

Choice

Not Started

Describe Progress

Work with areas across Instructional Services and the college to examine current processes, allow for changes to streamline processes, and implement consistency in campus-wide. Working with HR to rework NOHE and Time and Effort. Working with Finance to integrate budgeting and schedule planning.

Describe Challenges

Different areas may be doing things very differently. Reluctance to give up existing practices. Working in silos prevents transparency of processes. Real need to specialize within departments drives need to deviate from 'standard' practice.

Describe Outcomes (if any)

Routine processes and tasks are standardized across departments and divisions. Results are comparable and/or predictable. Exceptions to 'standard' processes are identifiable and explainable and common knowledge.

Goal 8**Goal**

Move all forms online for routine data and information collection and signatures.

Choice

In progress

Describe Progress

Gideon Taylor eForms has been purchased. The Office BSA has received training. A list of forms to be converted online has been created. Work on the transition of the Nursing application to online is in progress.

Describe Challenges

Creating easy to complete forms. Designing proper workflow and distribution of forms. Obtaining data housed in separate databases (HR, Student, or Finance). Need form technical support while local expertise grows.

Describe Outcomes (if any)

All major forms curated by the Instruction Office will be online.

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.

All V4S outcomes depend upon the proper use of the District's data systems and the availability of useful information. The Instruction Office supports the recording of all curriculum and scheduling data. A key strategy for this office is to build the tools needed to proof data for accuracy across various non-integrated systems and to report out.

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

This annual update is being presented from the perspectives of data integrity and data availability. The comprehensive report of 2018/19 and the annual report of 2019/20 had the viewpoint of data output. Switching to more fundamental SAOs and goals requires the sunseting of those presented in the earlier reports. This PRP stresses the importance of planning our work, setting timelines, setting aside time to manage emergencies, building tools to strengthen data integrity, and the identification of key performance indicators for regular, calendared, and consistent reporting of those metrics. Before we turn our attention to how data is presented as in previous PRPs, we must first be confident the data is correct and consistently reported.

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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

Systems Support (new classification? ISA?)

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.

Provide data entry and data quality support to the curriculum and scheduling sectors of the Instruction Office. Relieve BSA, Sr. Class Schedule Tech, and Curriculum Specialist of routine data entry. Background in business/ fiscal services support. Ability to accurately enter data across various systems, assist BSA with quality controls, and reconcile data activity across systems. Enhanced data integrity support will assist with accreditation, CCCCCO, and local reporting requirements.

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

Possibly, through streamlining workflow (time on task, priorities) along with restructuring. Extra resources are needed to better use existing technology as it is intended to be used. This position is technology focused in addition to data entry support.

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.

Key to our next 3-year plan are planning, data integrity, and data dissemination. Extra resources are needed to ensure data is recorded accurately, proofed, and validated across non-integrated systems. Current technology staffing levels are not sufficient to keep pace with reporting obligations, District information needs, curriculum churn, and data consistency across non-integrated systems.

Strategic Plan 2022 Objective

2:3

5:2

If the position is not approved, what is your plan?

We are moving forward with a data integrity strategy to get data out of META and exported to Oracle data records. Those data records will be key to validating META data against that in PeopleSoft and other systems. Not having the requested position will not shut down the work being done, but it will significantly slow progress towards the objective. Additionally, the use of the data in the tables will be impeded significantly, if not fatally. The availability of the data tables brings with it new work; work that must be assigned to a position. This new position is to also support curriculum data entry and validation. Our Curriculum Specialist possesses the understanding and skill to proof data for accuracy and to better inform curriculum development through the education of the Curriculum Committee and curriculum developers. Due to the volume of curriculum produced and the depth of hands-on support provided to the Curriculum Committee, the Curriculum Specialist sees little time to validate the integrity of the curriculum data recorded and to report out production metrics. Downstream effects of poor data integrity can impact student transcript records and financial aid eligibility. If this position is not approved, the District 's scheduling and curriculum volume will continue to outpace the resources needed to effectively administrate it.

Staff, CAST, AA request 2**Title of position**

ADA or Class Schedule Technician

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.

Provide class scheduling support. Transfer routine data entry and helpdesk-type work from the Sr. Class Schedule Technician to allow that position to take on data quality tasks and to provide scheduling planning support.

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

Possibly, through restructuring or reorganization. Extra resources are needed to better use existing technology as it is intended to be used. This position is focused on data entry and help-desk-type support.

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.

Key to our next 3-year plan are planning, data integrity, and data dissemination. Extra resources are need to ensure data is recorded accurately, proofed, and validated. The current class schedule staffing levels are not sufficient to keep pace with the reporting obligations and District information needs.

Strategic Plan 2022 Objective

2:3

5:2

If the position is not approved, what is your plan?

The reasoning to request additional support is to align positions to work expectations while increasing support to the schedule planning process. Our Sr. Class Schedule Technician posses the understanding and the skills to better inform the scheduling planning process. Due to the volume of work, the Sr. Class Schedule Technician is essentially left out of the planning process and is inundated with data entry and basic data proofing. With additional support, the Sr. Class Schedule Technician could turn significant focus towards data integrity, the reporting of key metrics, and interaction with schedule planners. If this position is not approved, the District 's scheduling volume will continue to outpace the resources needed to effectively administrate it at the VPI level.

Staff, CAST, AA request 3**Title of position**

Program Coordinator: DE/State Authorization/Licensure Administrator (Fed Grants Admin???)

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.

Compliance need. To administrate and provide guidance for the growth of distance education and evolving licensure requirements. To be responsible for specialized/complicated reporting requirements. State authorization and licensure notifications are serious compliance issues the can impact Title IV funding -- currently, the District does not have an expert in this area, is years behind in addressing requirements, and has severe exposure.

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

Possibly, through restructuring. A resource is needed to address District exposure related to State Authorization and Licensure disclosure. Currently, the District does not have an expert to efficiently and proactively absorb all aspects of the obligation.

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.

State Authorization is a compliance reality and an institutional responsibility that lies outside the specific charge of the Instruction Office. It incorporates enrollment management, matriculation, pathway development, and curriculum development. Non-compliance exposes Financial Aid funding and program availability to out of state students, including military personnel. Compliance is an organizational goal.

Strategic Plan 2022 Objective

5:2

If the position is not approved, what is your plan?

I will continue to advocate for resources to be allocated to address State Authorization and Licensure Disclosure. Non-compliance is not an option. Current resources are not able to absorb the responsibility.

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?

Yes

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.

Salaries/Benefits: Okay for current staffing levels. \$242,302/yr is needed to provide needed quality control and compliance support to curriculum and class scheduling units. Temporary Workforce funding will provide minimal relief through 12/2021 to the curriculum unit and postpone the need for one year. \$115,786 for an ADA/Class Schedule Technician would mitigate the existing need within the scheduling unit and could provide some level of support to the curriculum unit. \$132,032 is needed to fund a new Program Coordinator position to coordinate State Authorization and Licensure Disclosure requirements as well as other administrative needs associated with distance education. The Program Coordinator for DE State Authorization/Licensure may or may not be an Instructional Division cost; the District should plan for it in some division.

General Unrestricted: Available funds not being utilized. Looking at a \$50,000 unspent balance to either be expensed or made available for other uses. \$5,000/year directed towards eForms consultation services to build out and improve online forms environment.

Capital Outlay: Should plan for the replacement of 2-3 office workstations. If one new position becomes available, there is 1 unused office space available. If two positions become available, 1 desk and workstation will be needed. If 3 positions become available, 2 desks, workstations and portioning will be necessary. Anywhere from \$3,000 - \$7,500 for capital outlay. New heavy duty network copier/printer @ \$5,000.

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?

Yes

Technology Request

Technology Request 1

What are you requesting?

Report writing application (Crystal Reports or similar)

2 licenses

Provide a detailed description of the technology 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.

The native report writing tool supplied with PeopleSoft does not provide the flexibility to manipulate data with complex formulas; it is also cumbersome to use requiring 3 steps to create, convert, and publish every report. The tool takes a considerable amount of time to master yet does not meet the need of the Instruction Office to supply complex reporting. Crystal Reports allows the inclusion of complex formulas and grouping and filtering of data is easy and intuitive. PeopleSoft used to support Crystal Reports, so a number of existing reports that had to be discontinued could be revitalized. One SAO is to develop a library of standardized, class scheduling reports. Having an intuitive and easy to use a report writing tool is key to meeting that outcome.

Estimated Amount of Request.

\$1,000.00

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

Existing Budget

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

SAO 1 & 2; Goals 4 & 5

Note: Annual license agreement @ 1,000/yr.

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

5:2

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

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 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?

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Workstation - Systems Support (new position)

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

SAO 1 & 2; Goals 4 & 5

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

5:2

Provide a detailed description of the facilities item or space 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.

Desk, Computer station, phone, partitions

Is there an associated cost with this request?

Yes

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

One Time Request

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Minimal

Facility Request 2

What are you requesting?

Workstation - ADA or Class Schedule Technician (new position)

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

SAO 1 & 2; Goals 4 & 5

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

5:2

Provide a detailed description of the facilities item or space 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.

Desk, Computer station, phone, partitions

Is there an associated cost with this request?

No

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Minimal

Facility Request 3

What are you requesting?

Workstation - Program Coordinator: State Authorization/Licensure Disclosure (new position)

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

SAO 1 & 2; Goals 4 & 5

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

5:2

Provide a detailed description of the facilities item or space 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.

Desk, Computer station, phone, partitions

Is there an associated cost with this request?

No

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Minimal

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?

Yes

Requests

Request 1

What are you requesting?

Online Conference attendance.

HEUG (PeopleSoft), Ad Astra, Starfish, Curriculum Academy

Estimated Amount of Request.

\$6,000.00

Will you accept partial funding?

Yes

Budget Category

Travel Expenses for Faculty

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

SAO 1 & 2.

Learning about the data in non-integrated systems and building crosswalks for data quality control. Building of reports and analytics to evaluate the consistency of data across systems.

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

5:2

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.

Conference attendance builds a better understanding of our various databases and leads to user connections that enable better use of our systems. We have a urgent need to build confidence that data across the District's systems is consistent and accurate. Understanding the systems and connections with others in similar situations helps to build solutions.

Please upload a copy of the quote, if available.

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, Acting VPI

Date Reviewed

11/16/2020

FEEDBACK

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

1. collaborative spirit within the Instruction Office as we worked to move instruction online
2. volume of work undertaken, forward movement achieved, and tasks completed in responding to statewide, institutional, and divisional needs

Areas of Concern, if any:

1. lack of detail for goals that haven't been started yet

Recommendations for improvement:

1. Please address potential challenges and desired outcomes so that we have a baseline set from the start for each goal, even if the statements are minimal at this point.

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

rloucks@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:

Thank you for the follow up with detail on goals and outcomes.

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Shayla Sivert

Signature Date:

12/29/2020