Status: **Read**   Status: **Submitted**

Entry #: 3

Date Submitted: 10/15/2021 9:47 AM

2021-2022 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 review of and reflection on key program elements, Program Review and Planning identifies program strengths and 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.**

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC UNIT INFORMATION

Program/Unit Name
Articulation

Department Name
Articulation

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

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 0.00	**Total Number of Permanent Part-time Staff** 0.00
Number of Classified Staff 0.00	**FTE of Part-time Staff (2x19 hr/wk=.95)** 0.00
Number of CAST Staff 0.00	**FTEF of Part-time Faculty** 0.00
Number of Administrators 0.00	
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)
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 changed in any way over the past year?
No

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 (SAOs).

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 doing the following:

1) Log in to Nuventive Improve (previously TracDat) https://idmpg.palomar.edu/_layouts /PG/login.aspx?ReturnUrl=%2Fsso%2Fdefault.aspx. Your Palomar username and password is your login.

2) Check your SAOs for **currency**. SAOs should be assessed at least once every three years. **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, if appropriate.

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?

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 Articulation Office facilitated the approval of the three social justice ADTs; American Indian Studies; Chicana and Chicano Studies; Women, Gender and Sexualities Studies. These 3 ADTs brings us to a total of 30 active ADTs available to students. Moreover, the Articulation Office is facilitating the creation of a new Global Studies ADT and the ADT in Business 2.0. The Articulation Office has also collaborated with stakeholders in ADT program review to update related ADTs as needed to facilitate transfer.

The Articulation Office surveyed General Counseling to assess ADT awareness. We received a 52% response rate where 75% of respondents indicated they are completely aware of ADT opportunities and 16% somewhat aware.

This last cycle, Palomar awarded 23 less ADTs than the previous reporting cycle. Overall, looking at the trend of ADT awards of the last four years, Palomar's trajectory was steadily increasing from 445 to 731. The data suggests we may have plateaued on our ADT program awards. One contributing factor is COVID-19 and the loss of enrollment we experience as a result of the pandemic.

Reflection of Results: The majority of General Counselors have robust awareness of ADT opportunities; however, there is an opportunity for improvement where 25% are somewhat aware.

SAO 2

SAO Title
Campus community awareness of Articulation

Assessment Status
Assessed

SAO Summary and Reflection
Establish and maintain google analytics report to measure the campus community awareness of the articulation website and resources used.

According the the 2020/2021 Articulation website analytics report produced by the Academic Technology Resource Center, the Articulation website experienced 42,042 visits compared to 34,291the year prior. This is a 22% increase and exceeds the goal of a 5% increase. The top two hits were the pages of general education and the associate degree for transfer representing a total of more than 27,000 visits

Reflection of Results: The articulation site proves to be an effective resource for students, staff, faculty, and administration and the public in navigating transfer and articulation. The substantial increase in visits may be attributed to the pandemic and remote work.

The Articulation Office surveyed General Counseling to assess ADT awareness. We received a 52% response rate.
66% are well aware of C-ID curricula and resources
100% are very well aware of ASSIST resources
90% are well aware of CSUGE and IGETC standards
100% are well aware of articulation's role in facilitating new academic programs and courses for transfer
58% are well aware of articulation's role in curricula development at the course level and 40% somewhat aware
92% awareness of articulation resources

Reflection of Results: Articulation is doing well on areas related to transfer articulation related resources Areas of growth include curricula development and C-ID.

OTHER ASSESSMENT DATA

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

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!
The Articulation Office collaborated with Ethnic Studies and American Indian Studies to create nine new courses approved for the CSU Ethnic Studies requirement. We were successful in 100% of our proposals being approved to satisfy the new CSU Ethnic Studies requirement.

Articulation continues to facilitate the ADT programs with 30 programs and their stakeholders

The Articulation Office participates with and Co-Chairs the General Education workgroup of the subcommittee discussing culturally relevant and responsive GE curriculum and drafted general education changes to better support guided pathways. These options for students will allow students to choose the general education that best serves their goal.

The Articulation Office collaborated with Counseling and respective discipline faculty to improve the University Studies program. Through backward redesign, we improved upon the program outcomes and restructured the programs. These programs facilitate transfer for students. With improved program outcomes, these degrees will provide meaningful pathways toward the baccalaureate

The Articulation Office collaborated with the credit for prior learning initiative leading the California Community Colleges as the pilot district. In collaboration with the credit for prior learning coordinator, we worked to build a robust program, transcribe CPL, and collaborate with our four year partners in transfer challenges.
.
Guided Pathways: The Articulation Office continues to collaborate with Guided Pathways pillars I-IV.

The Articulation Office collaborated in the equity framework of Board Policy and Administrative Procedure 4025 The Philosophy and criteria of the Associate Degree and General Education

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?
AB 1460 Ethnic Studies requirement
Title 5 55063 Ethnic Studies requirement
AB 928 will require students declaring a major where an ADT exists to be placed on that ADT pathway
AB 1111 Common course numbering
Competency Based Education
Credit for Prior Learning

All of the above initiatives, legislative changes, and programs will require articulation participating in the construction and implementation. Each of these has impacts on articulation and transfer and articulation will play a critical role in how we design and implement these changes.

In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?
None at this time.

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
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.

With COVID-19 and the priority of completed our ISER, disaggregated data to identify transfer gaps is slow to develop.

Describe Outcomes (if any)
As of year 2, we're still 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
Articulation services met regularly with the university studies task force to evaluate current program assessment outcomes and the need for continuous improvement. We developed program outcomes informed by the area of knowledge and used backward design to then structure the program and course requirements. These changes have been changed in META to be effective Fall 2022.

The Articulation Office presented the findings and changes to the Curriculum Committee to solicit feedback for continuous improvement. Discussion continues on where to house these degrees in the future.

Describe Challenges
The PCAH 7th ed. limits new programs and program changes to either transfer needs or employment needs. These degrees are designed to facilitate transfer. Since these degrees are intended to serve as "area of interest or knowledge" degrees, there are many course selections and possibilities to where it is impossible to demonstrate the majority of courses satisfy transfer in a similar major. The options are many. The challenge in the future may be our system office making recommendations to University Studies that no longer align with the intent of the program.

Describe Outcomes (if any)
Improved program learning outcomes (PLO) informed by area of knowledge
Improved program structure and course requirements aligned with PLO
Consolidated 5 university studies degrees

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

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

RESOURCES

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

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

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

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?
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/Lead Academic Records Analyst

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.

In coordination with the Senior Director of Enrollment Services, we have written a new Articulation Specialist job description and I look forward to soon prioritizing the hiring of this critical support position. This position is a hybrid position to support Articulation 50% and Evaluations 50%. This position will provide the support services necessary to increase articulation and maintain our partnerships with four-year universities and support students in understanding how their courses transfer into Palomar and out to four year partners.

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?

Yes, because this position is a hybrid position supporting both Articulation and Evaluations/Enrollment Services, it is possible to reorganize existing vacant positions or reclassify an existing position. I realize funds are limited, and this hybrid position supporting both Instructional Services and Student Services would be funded by both divisions. Moreover, technology is so important in Articulation support, and using technology will increase efficiency of Articulation.

The Evaluations area is experiencing capacity constraints where there is more demand for evaluation services than resources. This position at .5 support for Evaluations will help solve that gap by providing lead level expertise combined with Articulation expertise.

Articulation will finally restore support at .5 to enable articulation capacity to levels prior to 2016. While this is not 100%, it's a start to restoring capacity. Coupled with changes in technology and efficiency, I believe the .5 is sufficient to bring articulation at robust levels.

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?

Please note, to create a robust articulation for a large comprehensive college support is necessary for Articulation. The Articulation Office hasn't had support since 2015. For the last six years, we've been operating at 1.0 eleven month Articulation Officer capacity. Prior to 2015, there was a 1.0 support staff position and and the supervisor of enrollment services provided about .25-.5 support.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, and 2021. 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.

I have a small $5,000 budget for travel, workshops, and conferences. I need to maintain the budget as is. Articulation interfaces with both Instruction and Student Services. It is common for Articulation Officers to travel and attend many workshops and conferences throughout the year related to transfer, C-ID, Academic Senate Plenary, Student Learning Outcomes, Curriculum Institute, Academic Academies, the CSU Counselor Conference, the UC Transfer Success Conference, the California Intersegmental Articulation Conference, and many regional meetings throughout the year. Since the pandemic, these are virtual, and consequently, the budget has not been used. This does not mean the budget is not needed though.

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

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

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

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

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page).

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

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

PART 3: TECHNOLOGY

Will you be requesting any technology (hardware/software) this upcoming year?
No

Note about technology requests:

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

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your director no later than 11/19/2021.*
  - *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

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

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

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the 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:	**Date Reviewed**
Jack S. Kahn Ph.D.	11/11/2021

FEEDBACK

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Review

Strengths and successes of of the discipline as evidenced by the data and analysis:
There have been numerous successes of the articulation office including education the campus about articulation, keeping is on track with legislative changes (as discussed) and moving forward many opportunities for students. the PRP itself is extremely well written, logical, easy to follow and has great goals and objectives for the next year. This is an area of strength for Palomar as clearly summarized here.

Areas of concern, if any:
No areas of concern. I would ask at this time if any administrative help is needed to work with my office until other solutions are found.

Recommendations for improvement:
None.

VP Name:	**Signature Date:**
Jack S. Kahn Ph.D.	11/11/2021