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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

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 PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Cooperative Education

Department Chair Name

Jason Jarvinen

Discipline Name

Cooperative Education (CE)

Department Chair email

jjarvinen@palomar.edu

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

Jason Jarvinen, Associate Professor/Work Experience Coordinator

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 structured work experience opportunities.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The mission of the Cooperative Education Department aligns with the college's vision and vision. 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?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

Cooperative Education/Work Experience does not offer degrees or certificates. Occupational work experience classes are part of a variety of disciplines. General work experience classes help students with transferable skill development and career exploration.

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0.6

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

0.58

List the classified and other permanent staff positions that support this discipline.

Academic Department Assistant

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Cooperative Education/Work Experience (CE) is not a program because our department does not award degrees or certificates. Rather, CE courses are part of many different programs at Palomar College. CE courses contribute to the program outcomes of other disciplines by helping students gain work experience related to the field of study. Through CE courses, students develop job-specific learning objectives and work towards the achievement of those objectives.

How do they align with employer and transfer expectations?

The Cooperative Education/Work Experience (CE) course SLOs align directly with employer expectations. Our course student learning outcomes are focused on students developing employment skills (technical skills or 21st/Century/Soft skills), articulating the skills they develop, and evaluating their work experience to draw connections to future education and career goals.

Describe your program's plan for assessing program learning outcomes.

For Cooperative Education/Work Experience, outcome assessment occurs at the course level.

Summarize the major findings of your program outcomes assessments.

This will be discussed in the course section.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Cooperative Education/Work Experience courses support the oral/written communication and teamwork/problem solving GE/ILOs. Students demonstrate oral communication during a site visit with their professor and job/internship supervisor. Students demonstrate written communication when they write learning objectives that are specific, measurable, achievable, relevant, and time-bound, and in discussion posts in which they articulate the skills they are developing evaluate how their current work experience relates to future education and career goals. Students demonstrate teamwork on-the-job and in their internships.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The new course SLOs are the following: (1) develop skills through work experience (technical skills or 21st Century/soft skills) and relate them to specific achievements and (2) evaluate current work experience and draw connections to future education and career goals.

We assessed these learning objectives by reviewing written assignments submitted in Canvas. We randomly selected students and reviewed their written assignments in Canvas. Of the selected students, 76% met the first SLO and 63% met the second SLO. Students who did not successfully meet the learning objective typically spoke about their work experience in general terms. Their responses lacked specific examples of how they demonstrated new skills on-the-job or specific examples from their work environment.

These findings are related to the written communication GE/ILO. Improving students ability to articulate the skills they are developing and relate those skills to specific achievements will help them to improve their communication overall.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Cooperative Education/Work Experience (CE) is not a program because our department does not award degrees or certificates. Rather, CE courses are part of many different programs at Palomar College. CE courses contribute to the program outcomes of other disciplines by helping students gain work experience related to the field of study. Through CE courses, students develop job-specific learning objectives and work towards the achievement of those objectives.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

What factors have influenced your completion trends?

Not applicable.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for program completion?

Why did you choose this standard?

Not applicable.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

How did you decide upon your stretch goal?

Not applicable.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Stayed the same

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Decreased

Were these trends expected? Please explain.

Enrollment trends for Cooperative Education/Work Experience (CE) classes have stayed the same between fall of 2015 (298 students) and fall of 2019 (299 students). Enrollment dropped significantly in fall of 2020 due to the pandemic.

WSCH per FTEF declined between the fall of 2015 (450) and the fall of 2019 (372). This reflects a greater proportion of students taking lower-unit CE classes. CE classes are typically available as 2, 3, and 4-unit classes (1-unit and 0.5 unit classes are available in special circumstances). The number of units students earn is related to the number of work experience hours they need to complete. If the position is paid students need to complete 75 hours of work experience per unit of credit. If the position is unpaid students need to complete 60 hours of work experience per unit of credit.

It is not completely clear why students are taking a greater proportion of lower-unit CE courses. It could reflect a more coordinated effort at the college to ensure that students are not taking more units than necessary to graduate or transfer.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Canvas has significantly improved Cooperative Education/Work Experience classes. We began using Canvas prior to the pandemic to make it more convenient for students to submit assignments, to increase engagement among students and instructors, and to increase engagement among students. Prior to Canvas, when all assignments were submitted on paper, instructor/student and student/student contact was very limited. Instructors met with students at orientation and at the final interview. Students interacted only at the class orientation. Through Canvas, instructors can give timely feedback to student on all assignments. Students can also submit discussion posts and engage with one another about what they are learning at their work places/internship sites. Students sometimes have recommendations for one another about how to deal with challenges at work.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

As with many programs, the pandemic has presented a significant challenge. Our enrollment has decreased significantly, from around 300 students/semester to fewer than 100. This reflects a number of factors: many students lost their jobs due to the pandemic; many internship programs were suspended due to the pandemic; and for many students who work, it has become difficult to manage coursework during the pandemic and they are waiting for a fuller return to in-person classes when conditions permit.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The overall course success rate has more or less stayed the same, varying only by 2 or 3 percentage points from one year to the next. The only exception was fall of 2020, when the overall success rate was 92%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Course retention rates have essentially stayed the same since the fall of 2016, varying between 94% and 95%.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Gender

Age

Ethnicity

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

In the fall of 2020, there was a 4% gap in the success rates between male students (94%) and female students (90%). This represents an inversion of the success rate gap that we typically see based on gender. Between fall of 2015 and fall of 2019, the success rate for female students was on average 6 percentage points higher than for male students.

In the fall of 2020, retention rates were essentially the same for female (94.8%) and male students (95.5%). In recent years the gap in retention rates based on gender has been very small.

We should be cautious about drawing strong conclusions based on the fall 2020 success and retention data. The pandemic has significantly reduced enrollment in Cooperative Education/Work Experience classes.

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. 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 2020, students 19 and under had a success rate of 93%, students between the ages of 20 and 24 had a success rate of 86% and students between the ages of 25 and 49 had a success rate of 94%. This is consistent with trends in previous years – students between the ages of 20 and 24 tend to have lower success rates than the other two age groups.

In the fall of 2020, retention rates were pretty consistent among students under 19 (95%), students between the ages of 20 and 24 (94%), and students between the ages of 25 and 49 (95%).

The data from fall of 2014 to fall of 2019 indicate that students between the ages of 20 and 24 are at the most need for intervention to improve success and retention rates.

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. 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.

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

In the fall of 2020 there were differences in success rates based on ethnicity for Latinx (89%) and White students (94%). There were fewer than 10 American Indian/Alaskan Native, Asian, African American, Filipino, multi-ethnic students so data were not available for these groups.

The gap in success rates between Latinx and White students was narrower in 2020 (5.6%) than the average gap between 2015 and 2019 (10%).

There were also differences in retention rates based on ethnicity for Latinx (94.3%) and White students (97.1%). There were fewer than 10 American Indian/Alaskan Native, Asian, African American, Filipino, multi-ethnic students so data were not available for these groups.

The gap in retention rates between Latinx and White students was narrower in 2020 (2.8%) than the average gap between 2015 and 2019 (4.8%).

While it's promising that the gaps in success and retention rates for Latinx and White students were narrower in fall of 2020, we should be cautious about drawing strong conclusions based on the fall 2020 success and retention data. The pandemic has significantly reduced enrollment in Cooperative Education/Work Experience classes.

The reasons for the gaps in success and retention rates by ethnicity are complex. 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. 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.

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

We endeavor to create a learning environment in which students feel supported, competent, and challenged by assignments that have relevance and importance for their long-term education and career goals. We follow-up quickly after students miss an assignment, especially early in the class. Email, phone, and text are all important. Increase engagement among students through discussion posts.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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/Work Experience (CE) classes has ranged from 84% to 92% over the past five years. The average has been 86.5%.

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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

We recently modified the student learning outcomes for Cooperative Education/Work Experience (CE) classes to better assist students with the transition to the workforce. While working with students to apply for internships, I have seen that while they have developed valuable skills through coursework or previous work experience, they often struggle to articulate those skills and relate them to specific achievements. The college's job placement case manager has made a similar observation.

The new course SLOs are the following: (1) develop skills through work experience (technical skills or 21st Century/soft skills) and relate them to specific achievements and (2) evaluate current work experience and draw connections to future education and career goals.

We assessed these learning objectives by reviewing written assignments submitted in Canvas. We randomly selected students and reviewed their written assignments in Canvas. Of the selected students, 76% met the first SLO and 63% met the second SLO. Students who did not successfully meet the learning objective typically spoke about their work experience in general terms. Their responses lacked specific examples of how they demonstrated new skills on-the-job or specific examples from their work environment.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

We are still looking for ways to more effectively engage students to use tools available through partners such as the Career Center and local workforce organizations to consider how their current work experience is preparing them for their future education and career goals. We are looking to pilot an assignment in spring of 2022 that guide students through labor market information made available through the San Diego Workforce Partnership's Career Coach tool.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We have made improvements to our courses to address our SLO assessment findings. We have added techniques for describing skills developed and achievements on-the-job. These techniques can be useful during job interviews or in job application materials (e.g. cover letter). We have also added rubrics to all assignments to make the standards of successful performance clear to students.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The Cooperative Education/Work Experience Department schedules classes to meet the needs of students and employers. We began offering 12-week and 8-week fast-track classes because many students who are interested in internships do not have one when the semester begins. 12-week and 8-week classes can accommodate students who get internships during the semester. Similarly, if an employer partner reaches out during the semester about an internship opportunity, we are better able to accommodate the request.

How do you work with other departments that require your course(s) for program completion?

We work closely with faculty and staff in other departments include work experience courses in their program. We ensure that classes are conducted in alignment with Title V requirements for Cooperative Work Experience Education courses and that we collect all required documentation.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

No.

Are there courses that should be added or removed from your program - please explain?

No.

How is the potential need for program/course deactivation addressed by the department?

No.

Are there areas you would like to expand?

We would always like to expand to serve more students and encourage more disciplines to incorporate work experience classes into their offerings.

Describe any data and/or information that you have considered as part of the evaluation of your program.

We survey all students enrolled in Cooperative Education each semester. For fall 2020, 88% students reported that the class helped them to clarify their career goals. 96% reported that the class helped them develop or improve relevant job skills. 26% reported that the class helped them obtain a promotion or raise at work.

We also ask students for qualitative feedback. The majority of comments are positive, such as "I like how this class makes us set 3 goals in the workplace. It adds motivation and helps me stay focused at work" or "Positive experience with this class. Helped me organize my goals and keep track of the progress throughout the semester."

We also learn about aspects we can improve. One student noted confusion about scheduling the site visit with the supervisor. We will look for ways to continue to improve communication on this front.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We have started considering how to embed diversity-related issues into our curriculum, but training and assistance would also be welcome. It would be helpful to be able to brainstorm with more faculty in other areas about this. I've read Derald Wing Sue's "Race Talk: The Psychology of Racial Dialogues" and Bari Williams "Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias" as starting points.

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? 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?

Cooperative Education/Work Experience courses are work-based learning by definition.

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

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.

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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

5/31/2022

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?

Existing

Goal Status

Ongoing

How will you complete this goal?

We have made significant progress on this goal since last year. We entered into a service agreement Handshake, an online platform for connecting students with jobs, internships, service learning, and other types of work-based learning opportunities. We are in the process of implementing the software. We will complete a soft launch in November of 2020 and gradually build on that launch through Spring of 2022.

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

5/21/2022

Goal 3**Brief Description**

Pilot new assignment to engage students with career information and labor market data to help them evaluate their current work experience and make connections to future education and career goals.

Is this a new or existing goal?

New

How will you complete this goal?

We will pilot the assignment in spring or summer of 2022.

Outcome(s) expected (qualitative/quantitative)

Implementation of the assignment with modifications based on student participation.

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

12/20/2022

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 fiscal year 2019, 2020, 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.

During the pandemic, we zeroed our budget line item to compensate faculty for mileage driven to complete their site visits. When we return to in-person site visits, we will need to bring this line item back. It is especially important for part-time faculty.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?

No

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

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