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## **2021-2022 COMPREHENSIVE 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 and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

## BASIC UNIT INFORMATION

**Program/Unit Name**

Instruction Office

**Department Name**

Instruction Office

**Division Name**

Instructional Services

**Name of Person responsible for the Program/Unit**

Jack Kahn

**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/classsscheduling\\_information/](https://www2.palomar.edu/pages/instruction/classsscheduling_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/formsapplications/>

**Webpage URL 6****Unit webpage**

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

**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/guidedpathways/>

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

Participant	Title
Lucia Aguilar	Administrative Specialist II
Rebecca Diaz	Senior Class Schedule Technician
Jack Kahn	Assistant Superintendent/Vice President of Instruction
Cheryl Kearse	Curriculum Specialist
Barbara Llamas	Administrative Specialist I
Richard Loucks	Instruction Office Manager
Krista Lough	Business Systems Analyst

**PROGRAM/UNIT MISSION STATEMENT****What is you Program/Unit's mission statement?**

The mission of Instructional Services is to help students achieve their educational goals. We do this by supporting faculty, staff, and administrators with the many processes and services essential for Class Schedule Development, Curriculum, Catalog, Professional Development, Part-time Faculty work Center, Tenure and Evaluations Review, Sabbatical Leaves, Evening Administration, Title V/HSI, and Basic Skills.

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

Our mission aligns with the College's Vision and Mission by assisting faculty and staff with the most up to date information in regards to all areas of Instruction. The Instruction Office provides systems and procedures to support the delivery of teaching and learning. We provide timely responses to requests and are open to suggestions on any process improvements. We work hard to incorporate best practices into our daily operations.

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## PROGRAM/UNIT DESCRIPTION

### Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required 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

**Number of Classified Staff**

5.00

**Number of CAST Staff**

1.00

**Number of Administrators**

2.00

**Number of Full-time Faculty**

0.00

#### Part-Time Staff

**Total Number of Permanent Part-time Staff**

1.00

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

0.50

**FTEF of Part-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 Faculty Senate Office, works approximately 20 hours per week.

**As part of the PRP cycle, Human Resource Services has provided [organizational charts](#) for all non-instructional units. Please review the charts and answer the following questions:**

**In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?**

Strengths: Clearly defines the breadth of responsibilities, and contacts for Instructional operations. Logically sub-divides activities into key areas of control. The organizational chart provides opportunity to reflect on the responsibilities expected, the depth of the support available. There is opportunity to identify areas of excess or deficient resources as well untethered responsibilities. The organizational chart can foretell common areas of concern and available communication channels.

**In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)**

The current structure has not kept pace with evolving student preferences towards learning modalities, added non-funded mandates, and does not adequately prepare the division for success. Without dedicated resources to orchestrate a purposeful distance learning environment the college struggles to acknowledge a significant community need and to appreciate related compliance expectations. Adding a dedicated unit to administrate distance education would set the college on a better course. Legislatively, instructional reporting expectations are steadily increasing year-over-year while the administrative resources of the division have stayed static or dwindled. Increasing the division's reporting and technical expertise is not debatable to meet existing requirements and to bring on new technologies. The President has opined that some deans are tasked with running what would be an entire instructional division at some colleges. There is a need to spread existing administrative workload from the VPI on down. Chronically overburdened staff along with moderately, adequate technical infrastructure are hamstringing otherwise heroic and well intentioned efforts with other divisions and departments to improve student completion and operational efficiency.

### Program/Unit Description

**Who utilizes your services**

Faculty, students, staff, administrators, community, Governing Board, outside school districts, colleges, universities, and potential students.

**What services does your program/unit provide (Describe your program/unit)?**

We support faculty, staff, and administrators with the many processes and services essential for Class Schedule Development, Curriculum, Catalog, Professional Development, Part-time Faculty work Center, Tenure and Evaluations Review, Sabbatical Leaves, Evening Administration, Title V/HSI, and Basic Skills.

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**PROGRAM/UNIT ASSESSMENT****SERVICE AREA OUTCOME ASSESSMENT****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://idmpg.palomar.edu/\\_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx..](https://idmpg.palomar.edu/_layouts/PG/login.aspx?ReturnUrl=%2Fssso%2Fdefault.aspx..) 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](mailto: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](mailto: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](#)

SERVICE AREA OUTCOMES TEMPLATE					
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?**

## SAOs SUMMARIES AND REFLECTIONS

For each SAO in Nuventive Improve summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

### 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**

Assessed

**SAO Summary and Reflection**

A process has been developed to compare key data fields across META, PeopleSoft, and COCI. It is helpful to be sure, but much too manual. The process does validate a proof of concept and represents a start towards a more automated solution. A process to extract course data from META and load directly into PeopleSoft has been initiated and we have the ability to extract and stage META data. Progress has stalled for technical complications, competing priorities, staffing shortages, and COVID emergencies and distractions.

#### SAO 2

**SAO Title**

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

**Assessment Status**

Assessed

**SAO Summary and Reflection**

instructional departments have direct access to a large number of pre-defined scheduling reports with which to validate class offerings and to monitor enrollment. Additionally, departments have access to many supporting queries where data can be downloaded into Excel worksheets. The COMET and SPT reports assist schedule development. Challenges for continued report development are to better understand the data needed for schedule planning and to increase collaboration with Institutional Research to improve data models.

#### SAO 3

**SAO Title**

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

**Assessment Status**

Assessed

**SAO Summary and Reflection**

The following online forms have been implemented: Class Cancellation Request, Sabbatical Leave Application. The following forms are nearing the end of development: Class Schedule Information Sheet (SIS), and the Sabbatical Leave Application revision.

## OTHER ASSESSMENT DATA

### Quantitative Data

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

## Measures, Descriptions, and Annual Values

### Measure 1

#### Name of Measure

Curriculum validation tools

#### Description of Measure

Data tracking

Year	Year	Year	Year
Value	Value	Value	Value

*List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.*

### Reflect on your quantitative data and summarize your findings or interpretations.

- 1) Curriculum - database compare: Developed v.1.0 of two master spreadsheets that compare either course or program data across META, PeopleSoft, and COCI. The course spreadsheet analyzes 23 different data elements. The program spreadsheet analyzes 6 key data elements directly pertaining to the District's Program Participation Agreement. Spreadsheet formulas identify the volume of data discrepancies between the systems that are candidates for manual research and possible action.
- 2) Curriculum - data feed: In development as an automated process to migrate META course data directly into PeopleSoft.
- 3) Scheduling: A preregistration checklist has been implemented that guides the Senior Class Technician through a number of data analysis techniques that find common data issues for research and possible action.
- 4) Curriculum - Mapper: Implemented a Mapper checklist and spreadsheet to prepare program and course data before being uploaded into the Mapper database.

## Qualitative Data

### Describe any qualitative measures you use and summarize the results.

- 1) The number of 'FALSE' matches in the worksheets determines the quality gap that needs to be addressed. As examples, the program worksheet for 2021/2022 shows 7 programs having titles that do not match between META and COCI. The course worksheet shows 13 courses that have titles not matching between META and PeopleSoft. Each compared data element can have its own unique number of mismatches
- 2) The programming for the META data feed of course data to PeopleSoft is a work in progress. No specific results to report at this time. META course data is being extracted and inserted into PeopleSoft staging tables. The focus now is to move the data from the staging tables into the proper catalog records.
- 3) The preregistration checklist is identifying common data problems associated with grading basis, ACCT coding, MOI coding, and other data elements. The number of corrections found is not tallied although any perceived jump in a error rate is noted.
- 4) The Mapper checklist is a validation of mapper data elements across META, PeopleSoft, and COCI. When ready, formulas are used to prepare the spreadsheet of course and program data uploaded to ConcentricSky.

### What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

- 1) The last day for curriculum to receive Curriculum Committee approval sets the stage for curriculum validation. Historically, for years, the District has allowed curriculum actions to continue into March and April, not allowing enough time to effectively validate catalog data. Moving the last date for approval to mid-February in the last cycle did not have a significant impact in the ability to validate new and changing catalog data. This year, the last date for approval is mid-December. For 2021/2022, the preparation of the curriculum validation spreadsheets has been moved up to October from February. The extra time is expected to allow a more focused approach to data validation and management.

Data quality plan ... responsabilites/actions/communications/metrics

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## 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!**

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, CCCCCO 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).

**Describe any 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?**

Legislation:

SCFF - Need to know student pathways and progress so classes can be scheduled to enable timely completion.

Common course numbering - will complicate curriculum development for a short while and historical reporting for a longer term.

CSU/IGTC GE merge - will complicate curriculum development for a short while and impact class attribute assignments.

State Authorization - a continued competing priority with undefined support.

Sate Licensure - a continued competing priority with undefined support.

COVID emergency - continued disruption to schedule planning, data entry and revision.

SF-320 - a competing priority to revise and update how the FS-320 and related reports collect and calculate data.

Distance Education - a continued competing priority to meet various local, state, and accreditation data mandates.

Procedures/Processes:

Curriculum Alignment: Improvement to curriculum development; the setting of meaningful and appropriate deadlines; the creation and adoption of data quality tools; improvement in communication to stake holders; and training stake holders how to find information.

Class scheduling: The adoption of an annual calendar and timeline for planning and data entry; improve integration between PeopleSoft and COMET.

Technology:

SLOs - research, and adoption/implementation of a new SLO solution. Impact to curriculum is unknown. Manager, BSA, and Curriculum Specialist support will be needed against competing priorities.

HighPoint: Student Service application to replace Starfish. BSA and Sr. Curriculum Technician support will be needed against competing priorities.

Program Mapper: Continuing BSA support.

AdAstra: Continued use to be determined. Haven't had the resources to engage against other competing priorities; Also, the cost/benefit is questionable. To be decided this year.

META course data transfer to PeopleSoft: A continuing project being impacted by scarce resources and competing priorities in IS.

Distance Education: Need to develop an automated solution to identify level of program offerings scheduled as DE; need to add visibility to courses that can be offered as DE.

Program Licensure: Need to develop a student messaging system.

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

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## **PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

**Program Evaluation and Planning is completed in two steps.**

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

**Section 1: Overall Evaluation of Program**

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

**Section 2: Establish Goals and Strategies for the Next Three Years**

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

**OVERALL EVALUATION OF PROGRAM**

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

**Strengths:**

- a) Leadership that encourages and supports the reimagining of existing process.
- b) Resource for legal and technical issues involving curriculum, class scheduling, and budgeting information.
- c) Provide one-on-one and group support to our customer base advising and correcting curriculum and class scheduling data entry.
- d) Able to adjust our workflow to the immediate priorities of the district or departments.

**Opportunities:**

- a) Streamline processes - mail, scheduling, catalog.
- b) Provide an accessible and intuitive website, including online access to forms.
- c) Educate the campus community regarding scheduling and curriculum legal requirements.

**Aspirations:**

- a) Evaluate work and task assignments and rebalance to appropriate positions.
- b) Establish a minimal level of cross-training so the most basic office responsibilities can be accomplished during staff absences and vacations.
- c) Morph from a correction-centered focus of operation to a training, analysis, and advisory mode of operation.
- d) Foster a "do it right the first time" atmosphere and transfer data audit responsibilities to those that input data.
- e) Publish a robust and student-centered online catalog.
- f) Simplify the publication of the printed class schedule.
- i) Provide more time to plan and create the class schedule.
- ii) Reduce the time spent auditing the class schedule data entry.
- g) Convert static forms to online workflow.
- h) Have the ability to quickly compare planned scheduling to actual.
- i) Remove barriers that hinder data analysis.
- i) Integrate Ad Astra into daily operations.
- i) Encourage improved facility usage.
- ii) Encourage the reduction of low use meeting patterns.
- j) Initiate partnerships with other divisions and departments.
- i) Find common ground in the areas of:
  - (1) Financial Aid and program offerings.
  - (2) Counseling/Starfish degree planning.
  - (3) Evaluations degree audit.
  - (4) District-wide involvement in support of catalog accuracy.
  - (5) Public Affairs and a PeopleSoft-produced class offerings section.
  - (6) Guided Pathways integrated into the catalog and class schedule.
  - (7) District student-centered initiatives into the catalog and class schedule (e.g. 3 to degree, etc.)

**Results:**

- a) Annual satisfaction survey.
- b) Publication of a true online catalog -- not a .pdf.
- c) Higher facility usage numbers.
- d) Simplify the production of the printed class schedule.
- e) Web site is updated & annual audit process to keep data current is in place.

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## PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an “X” in the appropriate status box.

### Prior PRP Goals

#### Goal 1

**Goal**

Streamline processes - mail, scheduling, catalog.

**Choice**

Completed

Outcome(s) expected (qualitative/quantitative)

Improved mail, scheduling, and catalog process. More work time spent on analysis and advising of our customers.

#### Goal 2

**Goal**

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

**Choice**

Completed

Outcome(s) expected (qualitative/quantitative)

Growing inventory of online forms.  
Reorganization and improved presentation of forms.

#### Goal 3

**Goal**

Educate the campus community regarding scheduling and curriculum legal requirements.

**Choice**

Completed

Outcome(s) expected (qualitative/quantitative)

Will have hosted training and informational workshops on scheduling, catalog publication, and curriculum.  
An organized web site.

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

## ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

**New Goals:** Please list all goals for this three-year planning cycle.

### Goal 1

**Description**

Review progress on Program Alignment.

**Strategies for implementation**

Assess work done this year to determine if we have made necessary progress.

**Timeline for implementation**

Summer 2022.

Final review spring 2023.

**Outcome(s) expected (qualitative/quantitative)**

Identification of any tangible improvements and reworking of calendar if needed.

**How does this goal align with your unit's mission statement?**

Ensures data integrity, and that students are given accurate information about choices and options.

**How does this goals align with the College's Strategic Plan 2022?**

Fits completion goals.

**Expected Goal Completion Date**

6/30/2023

### Goal 2

**Description**

Improve SLO process at Palomar by supporting faculty to create DEI philosophy, obtain new technology, and identify collaborative efforts between the district and the senate and union for faculty work on SLO projects.

**Strategies for implementation**

Meetings regularly with SLO coordinators, establish new task forces, research other schools etc.

**Timeline for implementation**

Fall 2022.

**Outcome(s) expected (qualitative/quantitative)**

New technology, DEI SLO white-paper, strengthened calendar for work on outcomes.

**How does this goal align with your unit's mission statement?**

Assures learning through appropriate assessment of outcomes.

**How does this goals align with the College's Strategic Plan 2022?**

Addresses completion.

**Expected Goal Completion Date**

10/15/2022

**How do your goals align with the College's values of equity and inclusion?**

Assures all have access to information.

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. Click here to access Strategic Plan 2022.

Supports completion goals.

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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

Data Support Specialist

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

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.

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?

Yes, 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 and data focused in addition to some routine office support duties.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

This position replaces a 10-month Admin Specialist I. The difference in expenditure is minimal or negligible due to the longevity of the incumbent that held the admin position. The new job description has been submitted to HR for review and next steps.

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



**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?**

Yes, 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: Distance Education Administrator

**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 grow online program as appropriate, work with faculty to develop online programs, 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?**

Yes, 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 and licensure disclosure are 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 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.**

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. \$8,000/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 review 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?

An outcomes technology solution to record, maintain, assess, and tie SLOs and SAOs to institutional goals.

**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.**

For educators, outcome assessments enrich and support accreditation requirements, help evaluate and validate curriculum programs, and prepare students for industry roles. At the program and institutional level, learning outcomes increase transparency, credibility and comparability of standards for transfer and quality assurance purposes. Learning outcomes simplify credit transfer and facilitate student mobility by identifying various progression routes through and between different education systems, particularly in the context of lifelong learning. In order to manage, assess, and evaluate outcomes a specialized technology solution is being requested.

**Estimated Amount of Request.**

\$70,000.00

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

\$70,000 one-time implementation

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

**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 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?

Yes

### Facilities Requests

#### Facility Request 1

What are you requesting?

Workstation - Data Support Specialist (new position, based on previous Adin Asst I)

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, 8,000

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

Minimal

## 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.**

#### Request 2

**What are you requesting?**

In the past, the Instruction office had funding in our account to pay part-time faculty to do outcome assessments as well as funding for faculty to do general education outcome assessment. Because this is such a crucial piece of accreditation and compliance, we are requesting restoring funding to help to ensure this work is done well and timely.

We are requesting \$40,000 annually and will re-evaluate after a cycle or two to determine if this is sufficient.

**Estimated Amount of Request.**

\$40,000.00

**Will you accept partial funding?**

Yes

**Budget Category**

Operating Expenses

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

SAO 1 & 2. Improving data and reporting/communication capabilities.

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.

Please upload a copy of the quote, if available.

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

**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:

Sign Date

## 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 the discipline as evidenced by the data and analysis:

I worked with the team to develop.

Areas of concern, if any:

All looks good, we have a lot of needs right now that are expressed well here.

Recommendations for improvement:

VP Name:

Jack S. Kahn Ph.D.

Signature Date:

11/11/2021