2022-23 Non-Instructional Program Review and Planning

2022-2023 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

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Comprehensive

Division Name

Instruction

Department Name

INSTR Articulation

Choose your department. If you don't see it, you may add it by typing it in the box.

Program/Unit Name

Articulation

Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.

Name of Person responsible for the Program/Unit

Benjamin Mudgett

Website address(es) for your program(s)/unit(s)

Units need not include each webpages within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

Webpage URL 1

Unit webpage

https://www.palomar.edu/articulation/

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Benjamin Mudgett	Articulation Officer/Associate Professor

PROGRAM/UNIT MISSION STATEMENT

What is your Program's/Unit's Mission Statement?

The articulation office at Palomar College supports students becoming transfer ready by establishing and maintaining articulation agreements with accredited colleges and universities to ensure student access to a seamless transfer experience. The articulation office also supports faculty in curricular and program development to meet the diverse needs of our region and four year partner colleges and universities. The articulation office is dedicated to providing equitable access to diverse transfer opportunities while meeting the needs of our local region. We are guided by core values of:
• Access
• Inclusion
• Cultural Competency
• Communication and Collaboration
• Innovation and Creativity
• Data-informed decision

Click here for How to Create a Mission Statement.

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

Palomar College is a comprehensive community college meeting the diverse needs of its service community. These include transfer readiness, lifelong learning, and technical training. Moreover, Palomar College values access, equity and inclusiveness while being creative and innovative in our curricular and programmatic planning. Articulation supports these values by collaborating with faculty in curricular and programmatic design. This design process provides continued access to innovative programs and employment needs in our community. As a result, students are supported with meaningful transfer pathways leading to further lifelong learning, employment training, and the baccalaureate.

Link: Vision, Mission, and Values

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

PROGRAM/UNIT DESCRIPTION

Staffing

In this section, you will identify how many faculty and staff support your program. 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 link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Faculty and Staff Count

Full-Time Staff	**Part-Time Staff**

Total Number of Full-time Staff

0.00

Total Number of Permanent Part-time Staff

0.00

Number of Classified Staff

0.00

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

0.00

Number of CAST Staff

0.00

FTEF of Part-time Faculty

0.00

Number of Administrators

0.00

Number of Full-time Faculty

1.00

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

NA

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

NA

As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.

- **Finance and Administrative Services**
- **Human Resource Services**
- **Instructional Services**
- **President's Office**

- **[Student Services](#)**

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

The articulation underwent a reorganization in 2020 from the Student Services division with a direct reporting relationship to the counseling chair to the instructional services division with a direct reporting relationship with the VP of Instruction. This reporting relationship allows for a more narrow span of control where communication flow is faster and streamlined to enable the identification of problems, challenges, and opportunities at the local, regional, and state level. Articulation leads and facilitates large initiatives related to the vision for success, guided pathways, and locally the master plan and equity plan. These then feed into local planning to enable the college to carry out these large goals. The new organizational structure streamlines these efforts by enabling communication flow directly between the VPI and AO. The articulation office has been without a full time support specialist for seven years. The new organizational structure presents opportunities where perhaps additional reorganization of positions could take place to identify future articulation support.

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 new structure is working well. There has been a need to replace articulation support staff since 2016 that I will discuss further into the PRP.

Program/Unit Description

Who utilizes your services?

Students, faculty, staff, administrators, CSU and UC campuses, private universities, other community college faculty and staff

What services does your program/unit provide (describe your program/unit)?

- Develop and maintain articulation agreements between Palomar College and other accredited colleges and universities
- Develop, maintain, and distribute general education to counselors, Enrollment Services, students, faculty, and other users
- Facilitate the Associate Degree for Transfer program and coordinate collaborative discussion with faculty in the creation and maintenance of these programs including C-ID
- Support faculty in curricular and programmatic design including course design, program design, and narrative requirements for the Chancellor's office
- Provide recommendations to faculty in curricular and program design to ensure high level cognitive outcomes within critical thinking are achieved at the baccalaureate level
- Collaborate with CSU and UC articulation officers to develop and maintain articulation agreements
- Collaborate with other accredited colleges and universities to develop and maintain articulation agreements
- Collaborate with the Office of Instruction in curriculum management
- Maintain Palomar College curriculum changes on the state's official articulation repository – ASSIST
- Provide the California Intersegmental Articulation Council annual curriculum changes
- Participate on the Curriculum Committee including the Curriculum Committee Technical Review team
- Maintain the Articulation website
- Maintain external exam policy including Advanced Placement, International Baccalaureate, and CLEP
- Maintain Associate Degree and Transfer information in the catalog and schedule
- Maintain C-ID approvals
- Coordinate, collaborate, and facilitate the approval of Palomar College general education curriculum
- Serve as a liaison for Enrollment Services, Counseling, Instruction, all CSU and UC campuses and other accredited colleges and universities
- Communicate and execute important changes occurring at the CSU Chancellor's office and University of California Office of the President
- Communicate and execute important legislative updates affecting transfer and articulation
- Collaborate with faculty at our local feeder CSU and UC including CSU San Marcos, San Diego State University, and UC San Diego and facilitate intersegmental departmental meetings as appropriate to identify and/or maintain articulation
- Assess University Studies Program Learning Outcomes and provide recommendations to better improve the goals and outcomes of these programs
- Facilitate workshops and other professional development opportunities
- Attend professional develop workshops and conferences to stay current on CSU, UC, ASCCC, C-ID, ADT, CCCCO changes impacting transfer and articulation
- Collaborate with the Faculty Senate on academic and professional matters
- Collaborate with the Transfer Center to ensure a seamless transfer experience for students
- Resolve student transfer challenges with the appropriate college or university
- Advocate on behalf of students at forums such as ASCCC Plenary
- Participate in County Articulation Council meetings to ensure regional articulation issues and concerns are addressed to increase transfer success
- Participate in the California Intersegmental Articulation Council to ensure local and statewide challenges are addressed alleviating barriers to transfer success
- SLO Facilitator for University Studies to assess program learning outcomes per ACCJC standard IIA.1, 3.9

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 uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:

1) Login to Nuventive Improve through the Palomar College Single Sign-on.

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 method and/or assessment results, if appropriate.

NEED HELP?

Nuventive Improve:

1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO

info, contact Marti Snyder at msnyder2@palomar.edu.

2) Check out this video on how to enter SAOs in Nuventive Improve: https://youtu.be/b1sRa68wm4c

Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

1) Hartnell's SAO Guide is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at mbarton@palomar.edu. We have a resource support team to help.

A template for entering SAOs can be found on the IR&Ps Non-instructional Program Review and Planning website

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Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?
○ Yes ○ No

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. 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
Click "+Add SAO" below to include additional requests.

SAO 1

SAO Title

Associate Degree for Transfer Awareness and Success

Assessment Status
⊙ Assessed ○ Not assessed

SAO Summary and Reflection

The ADT program offers over 30 diverse transfer degrees. Articulation worked with Instructional Services in the Chancellor approval of the three social justice ADTs and is currently collaborating on the approval of the Global Studies transfer degree. ADT program review allowed for updates to ADT programs in areas such as mathematics, anthropology, English, Journalism, Film Radio and Television, Studio Arts, Art History and Business. Palomar awarded 801 ADT program awards in 2021, almost a 10% increase.

Articulation continues to provide campus wide reports on the impacts of ADTs and how ADTs remain a tool in closing transfer equity gaps for Latinx students. Per the CCC Datamart (2022), Latinx students continue to have ADTs conferred at high rates. According to the Campaign for College Opportunity, ADTs are now closing equity gaps for Black students at the rate we're seeing for Latinx students. More research and discovery in this area is needed at the state level. Continued advocacy with the Transfer Center and discipline experts is needed to ensure ADT awareness and success.

ADT awards represent close to 35% of all associate degrees conferred. In the last five years, we have increased ADT earners by threefold from 320 ADT earners in 2016 to 801 ADT earners in 2021. This increase provides students a degree with a guarantee, legislated protections, and streamlined transfer opportunities that will benefit our SCFF allocation in the future. Palomar College is well positioned with ADTs impacting SCFF.

SAO 2

SAO Title

Campus community awareness of Articulation

Assessment Status

◉ Assessed ○ Not assessed

SAO Summary and Reflection

According the 2021/2022 Articulation website analytics report produced by the Academic Technology Resource Center, the Articulation website experienced 37,432 visits compared to 42,042 the year prior. This is an eleven percent decrease but overall continues to demonstrate an increase in usage over the past several years. The top two hits were the pages of general education and the associate degree for transfer representing a total of 24,779 visits.
This is an eleven percent decrease but overall continues to demonstrate an increase in usage over the past several years. A review of the website may need to be conducted for relevancy, When this outcome was created, a baseline articulation website analytics was identified at 32,000 visits in 2019/2020. Although visits dropped last year, the articulation site experiences over a 5% on average increase in traffic over since 2019.

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
Must have at least two measures. Copy and Paste from previous PRPs or include any new measures

developed this year. The default years for the values to be entered are listed in the table heading. If you chose to use data from different years, please list those years in the first row of the table and proceed to enter your measures, values, and definition /description of measure in in rows two and beyond.

Measure 1

Name of Measure

Articulation oversight of curriculum including course changes, reviews, reactivations, deactivations, new programs, program changes, and program deactivations

Description of Measure

Articulation oversight of all curriculum launched in Palomar's curriculum management system Curricunet (now META), and proposed and approved at the Curriculum Committee. The Articulation Officer is responsible for providing input and recommendations to discipline faculty related to any changes to existing curriculum that may impact articulation and offer suggestions to new curriculum in order to gain course to course and major preparation articulation with the CSU/UC systems and private colleges and universities.

Year	Year	Year	Year
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
476	404	405	465

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

Measure 2

Name of Measure

Curriculum Changes submitted to the California Intersegmental Articulation Council

Description of Measure

The Articulation Officer creates, maintains, and distributes an annual update to colleges and universities of new and/or deleted or inactivated courses and substantive changes to transferable courses.

Year	Year	Year	Year
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
119	152	93	165

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

Measure 3

Name of Measure

Curriculum changes including new courses submitted to the ASSIST curriculum management site for articulation

Description of Measure

New courses, deleted courses, course title changes, and course unit changes are submitted to ASSIST by the Articulation Officer. This includes the new CSU/UC transfer courses and GE approved by Palomar College.

Year	Year	Year	Year
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
79	105	41	138

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

Measure 4

Name of Measure

Active courses in ASSIST

Description of Measure

The number of Palomar College courses active in the ASSIST database. ASSIST is the official repository of transfer coursework. The Articulation Officer is responsible for the maintenance and oversight of these courses. These courses include General Education for CSU and IGETC as well as lower division major preparation, CSU baccalaureate, and UC transferable curricula. *ASSIST is undergoing significant data integrity issues. The data reflected in 2015/2016 is the most accurate data until such time ASSIST data integrity is resolved.

Year	Year	Year	Year
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	Value	Value	Value
1877*	1877*	1877*	1877*

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

values, and descriptions.

Measure 5

Name of Measure

Lower Division major articulation agreements with the CSU

Description of Measure

Lower division transfer agreements established and maintained for the CSU system. The Articulation Officer monitors these agreements for any changes and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns. *It should be noted, ASSIST data integrity has disabled access to current articulation. *This data will be carried over until ASSIST data is accurate. The data reflected in 2015/2016 is the most accurate data until such time ASSIST is able to provide current articulation agreements.

Year	**Year**	**Year**	**Year**
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21
Value	**Value**	**Value**	**Value**
1506*	1506*	1506*	1506*

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

Measure 6

Name of Measure

Lower Division major articulation agreements with the UC

Description of Measure

Lower division transfer agreements established and maintained for the UC system. The Articulation Officer monitors these agreements for any changes and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns. *It should be noted, ASSIST data integrity has disabled access to current articulation. *This data will be carried over until ASSIST data is accurate. The data reflected in 2015/2016 is the most accurate data until such time ASSIST is able to provide current articulation agreements.

Year	**Year**	**Year**	**Year**
2018-19	2019-20	2020-21	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21
Value	**Value**	**Value**	**Value**
866*	866*	866*	866*

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

Measure 7

Name of Measure

Private, Out of State, Extension, International, CCC Articulation Agreements

Description of Measure

Articulation agreements that are advantageous to the district provide students with options beyond state universities. The Articulation Officer identifies opportunities, monitors agreements for changes and collaborates with respective faculty to ensure the pathway provides a seamless transfer experience for students and is aligned with the college mission and values.

Year	**Year**	**Year**	**Year**
		2018-19	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	**Value**	**Value**	**Value**
		45	37

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

Measure 8

Name of Measure

Associate Degree for Transfer (ADT)

Description of Measure

The Articulation Officer is the faculty lead in facilitating the discussion, development, and approval of the Associate Degree for Transfer program. The Articulation Officer monitors Transfer Model Curriculum in coordination with C-ID for any state regulation changes and C-ID curricular changes to the curriculum and engages faculty in their development and maintenance.

Year	**Year**	**Year**	**Year**
		2018-19	2021-22
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21

Value	**Value**	**Value**	**Value**
		25	31

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

Measure 9

Name of Measure

Benjamin Mudgett

Description of Measure

The Articulation Officer is the faculty lead in facilitating the discussion, development, and approval of C-ID curriculum for the ADT program. The Articulation Officer monitors C-ID curriculum descriptors and Transfer Model Curriculum for changes and engages faculty in their development and maintenance.

Year	**Year**	**Year**	**Year**
		2018-19	
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21
Value	**Value**	**Value**	**Value**
		212	229

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.

As illustrated in the quantitative data, substantial oversight is required to create and maintain our articulation throughout the year. The Articulation Office is responsible for providing curricular recommendations to all courses and programs intended for transfer and each of these changes are approved by the Articulation Officer within Palomar's curriculum management system, META. The college's curricular development then informs C-ID, the CSU, the UC, and other accredited colleges and universities for potential articulation opportunities. These opportunities yield additional transfer degree feasibility studies due to C-ID and major preparation articulation. Moreover, major preparation articulation allows our subject matter experts to explore creative and innovative programs tied to major and vocational career preparation. The end result supports a seamless transfer experience for our students aligned with Palomar's mission of transfer readiness and equitable access to educational and career opportunities for our community.

As the facilitator of the ADTs, this program is growing into a robust program that facilitates transfer, streamlines the transfer process, and, according to the CCCDatamart (2022) and the Campaign for College Opportunity, closing equity gaps for Latinx students. Independent articulation agreements are being closely evaluated for relevancy by evaluating student demand data from the transfer volume report provided by the CCCDatamart. In doing so, these agreements are being created to be more intentional for the students we serve.

Please explain.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

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

Expanded C-ID into CTE

General education advising guide clarity

Crafted and collaborated on the approval of four new general education options for students. These GE options are designed to serve their goals, whether it's transfer or local associate degree.

Crafted and collaborated on the approval of waiving general education for baccalaureate degree earners.

Collaborated on the AB705 prerequisite changes where intermediate algebra was required.

Data informed decision making using new ASSIST reports that demonstrate courses available throughout the CCC, CSU and UC as well as specific Palomar courses. This is useful in creating and improving our ADT programs.

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

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!

This was another exciting three years of robust curricular and program development. The articulation office reviews and approves each transferable credit course and program throughout the year, yielding over 1,000 curricular reviews and/or changes this last three-year academic cycle. Articulation continued collaborative efforts with discipline faculty in curricular and program development in areas such as:

Ethnic Studies

Successfully secured 100% approval of our ethnic studies curricula to satisfy the new CSU ethnic studies requirement, per assembly bill 1460. I collaborated and facilitated many discussions with Ethnic Studies and American Indian Studies faculty, the curriculum co-chair, and other stakeholders in the curricular development changes necessary to align existing curricula and student learning outcomes to the core competencies of AB 1460:

Articulation collaborated in discussions to replace the Palomar College multicultural requirement with the new AB 1460 ethnic studies requirement. This discussion was extensive throughout 2021/2022. Moreover, by aligning our ethnic studies requirement with AB 1460, Palomar affirmed that the disciplines eligible to teach ethnic studies must be Africana Studies, American Indian Studies, Chicano Studies, and our future Ethnic Studies discipline soon to be discussed. This affirmation recognizes the credentials and expertise of faculty teaching in these areas and assures robust curricula and pedagogy in this area.

AB 705

AB 705 has been in full implementation. The last three years required extensive curricular changes to interrogate barriers and improve access for students where math and English prerequisites were stated. This required articulation collaboration with faculty in curricular development and changes to English, English as a Second Language, and math. For example, our English literature courses no longer include the prerequisite of ENG 100. Another example is mathematics prerequisite changes to statistics and the development of an accelerated pathway to calculus removing one semester of preparation for students. These efforts improve access, reduce unit accumulation, and increase time to completion for our students. Combined, our efforts either affirmed our GE approval with the CSU and UC or they secured newly approved GE approval for courses such as MATH 126, stem Precalculus I – College Algebra, ESL 110 Composition for Non-Native Speakers.

Most recently, the college needed to respond to the AB 705 improvement plan. The college was no longer able to offer intermediate algebra. This required extensive discussions and collaboration with sociology, psychology, business, mathematics, the AB 705 subcommittee, records, veterans, financial aid, the senate, and the curriculum committee. Articulation collaborated in the revision of our local math competency requirement to change it from MATH 56 or 60 to intermediate algebra or the equivalent or high school intermediate algebra or high school integrated math 3. This major change reduced barriers to transfer level math by recognizing the work our students already completed in high school and progressing our students toward degree and certificate attainment.

Related to AB 705, all courses with MATH 56 or 60 as a prerequisite needed to be changed. This required extensive research and collaboration on my part with the CSU and UC on how best to serve our students while also meeting the transfer regulations set by our four-year partners. We secured new prerequisite language that removed MATH 56 or 60 and recognized intermediate algebra as a level of knowledge needed to access the course. This means students will no longer need to navigate the barriers caused by MATH 56 or 60 in degree and transfer attainment.

In early 2022, discussions began on exploring how to integrate the corequisite support courses into an

PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overalll 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 <u>strengths</u>?
2. What are our best <u>opportunities</u>?
3. What is our preferred future, what do we <u>aspire</u> to do?
4. What are the measurable <u>results</u> 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:

Data driven, equity minded, collaborative, creative, innovative, efficient, engaged, bridging student services and instruction, integrated with transfer center, liaison to all faculty, staff, and administration, well connected to system offices at the CSU, UC, ASCCC, and CCCCO

Opportunities:

Guided pathways, meta majors, and mapping, identifying articulation opportunities connected to the Palomar College equity plan, a fully functioning ASSIST providing access to current major requirements for articulation, integrating with the Transfer Center for shared goals. AB928 presents an opportunity to streamline transfer using a common GE pattern for transfer and placing students on ADT pathways to increase transfer rates and lower equity gaps. AB 1111 is an opportunity to align our curricula course numbering with all CCC campuses to allow for more mobility of units.

Aspirations:

Articulation opportunities identified through a data driven process focused on students identified in the equity plan and their identified transfer institutions as reported in reported data such as national clearing house, the CSU, the UC, and/or CCCCO

Transfer Center and Articulation Office shared goals and resources to leverage existing staff and other resources

Guided Pathways - Robust engagement between student services and instruction to leverage resources to enhance our articulation and partnerships with four year universities while meeting the needs of our regional employers

Results:

College has aligned articulation and transfer opportunities using a data and equity informed process focused on intersegmental coherence

Improved intersegmental communication within the region

Well-developed intersegmental regional faculty collaboration

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

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.

Click on "+Add Goal" below for each additional goal.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Click "+Add Goal" below to include additional goals.

Goal 1

Brief Description

Aligned articulation and transfer opportunities using a data driven equity informed process to increase transfer attainment of disproportionately impacted student groups identified in Palomar College's equity plan.

Select "+ Add Item" to include additional measures.

Choice
○ Completed ⊙ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Goal 1 requires extensive collaboration with Institutional Research and Planning. Over the last three years, resources were committed to Palomar's Institutional Self Evaluation Report for ACCJC. We have created a report of University Studies majors and their transfer outcomes using National Clearinghouse Data. This is a starting point to dig deeper into this data to identify areas of emphasis for transfer. This goal remains an aspirational goal.

Previous Strategies for Implementation
Collaborate with Research and Planning and SEA to identify equity gaps in transfer attainment
Identify transfer data associated with student groups in the equity plan
Identify articulation gaps in targeted transfer institutions
Initiate intersegmental collaboration to close articulation gaps

This goal is aligned with the VfS
Goal 1: Completion, VfS
Goal 2: Transfer, VfS
Goal 3: unit Accumulation, VfS
Goal 5 Equity by increasing articulation, reducing equity gaps, resulting in unnecessary unit accumulation, increased degree completion, and decreased equity gaps in degree attainment and transfer.
This goal is also aligned with Goal 1: Students increase access, progress, and completion, while decreasing equity gaps by increasing articulation and transfer preparation, improving access, reducing unit accumulation resulting in better persistence and graduation rates.
Goal 2 is integrated as a result of improved articulation allowing for clarified pathways, improved retention, and access.
This goal is also aligned with Goal 3: Communication and Community as a result of increased intersegmental collaboration and partnerships.

Goal 2

Brief Description

Improved University Studies degree outcomes to ensure transfer preparation in the area of emphasis is met

Select "+ Add Item" to include additional measures.

Choice
◉ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.

Created assessment outcomes mapped to University Studies using general education institutional outcome data
Created qualitative assessment of the area of emphasis to ensure students have adequate preparation in transfer related to their area of focus
Adjusted program curricula and goals as needed

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, 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.

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

New Goals: Please list all goals for this three-year planning cycle.
Click "+Add Goal" below to include additional goals.

Goal 1

Description

Map new University Studies outcomes to curricula requirements and begin assessment plan.

How will you complete this goal? Include strategies and a timeline for implementation.

Year 1 - Collaborate with Learning Outcomes to map courses to outcomes
Year 2 - Begin assessment
Year 3 - Evaluate assessment and plan for improvement

Outcome(s) expected (qualitative/quantitative)

University Studies will have assessed learning outcomes for Social Science, Scientific Studies, and Arts and Humanities for continuous improvement.

How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?

University Studies provides students another tool for transfer. These degrees are area of emphasis degrees similar to a meta major where students choose from a broad array of courses that fit within their area of focus. These degrees support the vision for success and guided pathways by clarifying the path, keeping them on the path, and ensuring learning. These programs empower students to identify a university studies path that fits their interest, keeps them on the path with a diverse set of course offerings that fit their focus area, and ensures learning is taking place within the area of emphasis using outcome assessment methods.

Expected goal completion date

8/25/2025

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

The goals are well aligned with the college's value of equity and inclusion by ensuring increased access to the associate's degree and transfer using an equity focused data approach in the identification of articulation and transfer partnerships, improved learning outcomes, improved persistence and retention rates, and increased degree attainment.

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.

Goal 1: Completion, VfS Goal 2: Transfer, VfS Goal 3: unit accumulation, VfS Goal 5 Equity by ensuring meaningful outcomes

Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student has taken the appropriate course and received the necessary instruction and preparation. The articulation process enables the student to progress to the next level of instruction at the receiving institution. The articulation process further ensures that completed courses satisfy college or university transferability standards, general education breadth, and/or major preparation and are advantageous to the District. Articulation agreements shall be designed to reduce the loss of credit or repetition of coursework from one institution to another, be aligned with major preparation and general education, and include the appropriate academic preparation for upper division university level coursework.

The articulation office is committed to improving access and retention through articulation and transfer partnerships, collaboration with intersegmental faculty and colleagues, collaboration with Palomar College stakeholders, and advocating on behalf of students to improve degree completion and transfer rates. The articulation office supports the VfS goals for completion, transfer, and reduced unit accumulation through the creation and maintenance of thousands of articulation agreements, 31 transfer degrees to date, UC transfer pathways, C-ID, and university studies. These pathways help students stay on the path toward their educational goals, improve degree completion and transfer while reducing unnecessary unit accumulation resulting in decreased equity gaps.

Link: *Strategic Plan 2022*

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

RESOURCES

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

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify <u>new positions only</u> as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

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.

Are you requesting new Classified, CAST, or AA positions?
◉ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Articulation Specialist

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?
◉ Full Time ○ Part Time
○ _____

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

This position has been vacated since 2015 The vacancy has shifted the support and administrative tasks to the Articulation Officer while the Articulation Office serves the college in its strategic efforts in expanding our university and community partnerships while engaging with the campus community as we collaborate together on important initiatives to increase the educational attainment of North County residents. I have written a new Articulation Specialist job description and I look forward to soon prioritizing the hiring of this critical support position. This position will provide the support services necessary to increase articulation and maintain our partnerships with four-year universities.

Several technology platforms supporting student transfer and curriculum development continue to undergo significant technical challenges. These include:
• ASSIST
• C-ID
• The Chancellor's office curriculum management system - COCI 2.0
• Palomar College's new curriculum management system - META

These challenges are requiring additional oversight and time as the need to validate data is necessary to ensure accurate course content, program requirements, and timely curriculum and program approval at the Chancellor's office. The prioritization of this critical position will further enable me to ensure these systems provide accurate data to ensure Palomar College's curriculum and program inventory is seamlessly approved and articulated across the CSU, UC, and C-ID.

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

n/a

Is there funding that can help support the position outside of general funds?
○ Yes ⊙ No

Describe how this position helps implement or support your three-year PRP plan.

The Articulation Specialist is a hybrid position shared with Student Services Evaluations where 50% of the time is dedicated toward articulation support and 50% toward advanced evaluations work. This position will allow the Articulation office to serve counseling and other stakeholders in the evaluation of student records associated with the Associate Degree for Transfer. The college has seen an impressive 290% increase in ADT completion as the CSU continues to grant admission preference to ADT earners. In order to clarify the path and keep students on the path, we need to begin upfront evaluations for students identified as an ADT earner. This position will assure students an accurate education plan, reduce units toward completion, increase ADT completion while reducing equity gaps. Moreover, the college will experience an increase in SCFF points as a result of increased ADT earners. This position, working in direct partnership with the articulation officer may also support curricular management related to degree planner/degree audit to, provide curricular changes to necessary units, and troubleshoot curricular related issues affecting degree planner, degree audit, and evaluation related

Strategic Plan 2022 Objective

☐ 1:1	☑ 1:2	☑ 1:3	☐ 1:4
☑ 1:5	☑ 2:1	☑ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3

| ☐ 3:4 | ☐ 3:5 | ☐ 4:1 | ☐ 4:2 |
| ☐ 4:3 | ☐ 5:1 | ☐ 5:2 | |

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

The articulation office will continue working with stakeholders to explore opportunities.

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 ⊙ No

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

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER 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 ⊙ No

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

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

| bmudgett@palomar.edu |

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 Immediate Supervisor.

Immediate supervisor who reviewed PRP:	**Sign Date**

If you are both the immediate supervisor and the VP for this area, please skip to the VIce President (or President) Review below.

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 (or President) Review

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

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: