

Palomar College – Program Review and Planning Non-Instructional Programs Academic Year 2017-18

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Articulation

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

11/17/2017

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2013-2014	2014-2015	2015-2016	<<Prelim>> 2016-2017	Definitions
Articulation oversight of curriculum including course changes, reviews, reactivations, deactivations, new programs, program changes, and program deactivations			336	276	Articulation oversight of all curriculum launched in Palomar's curriculum management system Curriculumet, 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.
Curriculum Changes submitted to the California Intersegmental Articulation Council			114	204	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.
Curriculum changes including new courses submitted to the ASSIST curriculum management site for articulation			49	98	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.
Active courses in ASSIST			1576	2013	The number of 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.
Lower Division major articulation agreements with the CSU			1531	1506		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.
Lower Division major articulation agreements with the UC			862	866		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.
Private, Out of State, International, CCC Articulation Agreements					42	Articulation agreements providing students with options beyond state universities. 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.
Associate Degree for Transfer (ADT)					18	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.
C-ID approvals			161	200		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.

I. A. Reflect upon and provide an analysis of the four years of data above

Curriculum development is monitored by the Articulation Officer and feedback is provided to each discipline faculty ranging from prerequisite recommendations, objectives and content suggestions, textbook recommendations, and unit value. These final changes are approved by the college's Curriculum Committee in consultation with the Articulation Officer. Any substantive changes to CSU transferable courses and new CSU transferable courses are approved by the Articulation Officer in consultation with discipline faculty, per CSU Executive Order 167. The Articulation Officer informs the CSU of these changes via the ASSIST. These changes are then carried over to the annual University of California Transfer Course Agreement (UCTCA) where the UCOP will make the final decision on transferability. The Articulation Officer communicates the UCOP decisions to the respective faculty. In the event the UC does not approve the course, recommendations are made for the Articulation Officer to work with respective faculty for future UCTCA approval.

The Articulation Officer, in collaboration with discipline faculty, proposes general education breadth areas to be considered for CSU and IGETC GE Breadth. The proposal is submitted on an annual basis and published the spring of each year. The Articulation Officer work with discipline faculty and provides the necessary resources to meet the CSU and/or UC requirements. In the event the course is not approved for GE, the Articulation Officer works with respective faculty for future approval.

The Associate Degree for Transfer (ADT) is mandated by SB 1440/440 requiring each California Community College to create an ADT where the college has a matching TOP code. Palomar College increased the ADT program from 12 to 23 within two years. The Articulation Officer, in collaboration with discipline faculty, divisional Deans, and Instructional staff, facilitated numerous workgroups and special meetings. These meetings included changes to the coursework required of the ADT in order to gain C-ID approval, the structure of the ADT program, and offering suggestions for the program narrative including program objectives and goals. The leadership of the Articulation Officer, discipline faculty, divisional Deans, and staff provided the necessary resources to receive approval of five additional ADT programs this year and three in development.

I. B. Please summarize the findings of SAO assessments conducted.

Goal 1: Faculty, Staff, and Students will be informed of articulation by illustrating the collaborative partnership that exists between Palomar, the California State University, University of California, private institutions, and high school articulation.

Objective 1.1 Increase the number of visitors to the Articulation website by 30% by developing and maintaining the Articulation website to display articulation agreements, partnerships, Associate Degree for Transfer, C-ID, and Assist.

Object 1.2 Build an Articulation 101 professional development program to be offered once per semester for faculty and staff with at least 10 attendees via online or in person workshops.

Result: 31% increase in Articulation page visits. Resources were added including ADT, C-ID, ASSIST, and Faculty Resources for curriculum development and articulation.

Result: Articulation professional development workshop and opportunities provided including Articulation/Transfer breakout sessions during Chairs and Directors meetings each month.

Goal 2: Promote the Associate Degree for Transfer as a pathway to the California State University
Plan for Academic Year 2017-2018

I. B. Please summarize the findings of SAO assessments conducted.

Objective 1: Publish and maintain A Degree with a Guarantee pathways on the Articulation website. Measure awareness by monitoring an increase of 80% in the number of visits to the Articulation website A Degree with a Guarantee page.

Objective 2: Collaborate with departments to create new ADT programs in areas not mandated by the state as evidenced by ongoing consultation with at least one applicable department and/or division as applicable to a related ADT Transfer Model Curriculum Template.

Objective 3: Measure campus awareness of the ADT program as evidenced by an increase of 35% in program awards

Result: 5,133 visits to the Articulation ADT page

Result: 1 ADT created in areas not mandated and 2 in development; these degrees are Child and Adolescent Development – approved; History – in progress; Film, Television, and Electronic Media – in progress

Result: 47% increase in Palomar College ADT awards

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Goal 1: Campus Community Understanding of Articulation

Faculty, Staff, and Students will be informed of articulation by illustrating the collaborative partnership that exists between Palomar, the California State University, University of California, and private and out of state colleges and universities.

Objective 1.1 (revised): Increase the number of visitors to the Articulation website by 5% by developing and maintaining the Articulation website to display articulation agreements, partnerships, ADT, C-ID, ASSIST.

The previous goal of increasing the number of visits to the site by 30% was met. This can be attributed to the new ADT resource page, the new faculty resource page, and the new CSU/UC program change page. These are new resources that caused a surge in visits to the Articulation site. I expect the number of visits to increase moderately as faculty, students, and staff now have access to resources. As a result, my goal is to increase the number of visitors to the site by 5% annually.

Objective 1.2 (revised) Continue building an Articulation 101 professional development program to be offered once per semester by faculty and staff.

The articulation workshop has begun as of spring 2017. The previous goal was to have 10 faculty and staff attend the workshop. The first workshop had 2 faculty in attendance. After having discussions with other faculty and professional development, I need to adjust my expected attendance to a more realistic outcome of 2 faculty, staff, or administrators per workshop. I am also providing Articulation breakout sessions during Chairs and Directors.

Goal 2: Associate Degree for Transfer Awareness

Promote the Associate Degree for Transfer as a pathway to the California State University

Objective 2.1 (revised): Publish and maintain A Degree with a Guarantee pathways on the Articulation website. Raise awareness by measuring an increase of 5% in the number of visits to the Articulation website A Degree with a Guarantee page.

The ADT resource page is published on the Articulation site as evidenced by over 5,000 visits. This remarkable number of page visits has informed me of the significant interest in the ADT programs. Since this was a new resource page, I expect the visits to begin moderating. As a result, I've established a goal to increase awareness of the ADT program by measuring a 5% increase in the number of visits to the ADT site.

i. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Objective 2.2 Collaborate with departments to create new ADT programs in areas not mandated by the state as evidenced by ongoing consultation with at least one applicable department and/or division as applicable to a related ADT TMC template. I've been collaborating with several departments to raise awareness of the potential ADT in their program. As a result, the Child and Adolescent Development degree is created. Collaboration continues with History and Film, Television, and Electronic Media. There is still potential for ADT an ADT in their area.

Objective 2.3 (revised) Broaden campus awareness of the ADT program as evidenced by an increase of 5% in ADT program awards. The previous goal of increasing ADT program awards by 35% was met. In fact, Palomar awarded 47% more ADT degrees this last reporting period. This can be attributed to a greater understanding of ADT programs, a 91% increase in the number of ADT programs Palomar offers, faculty, staff, and student engagement in the ADT programs, and the CSU offering incentives for students to earn the ADT. I am adjusting the new goal to a 5% increase in ADT program awards since Palomar now offers 23 ADT degrees and we will no longer see a surge in the number of ADT degrees offered. I anticipate 25 ADT degrees by the next reporting period.

Goal 3 (new): Develop methodologies to map GEILOs to University Studies program learning outcomes (PLO)

Objective 3.1 Work with Research and Planning to map GEILOs

Objective 3.2 Develop program learning outcomes (PLO) for University Studies and map GEILOs to the PLO.

Objective 3.3 By the end of 2017/2018, at least two program learning outcomes will be developed and mapped to GEILOs

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2019, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSUJUC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The data demonstrates a cross section of the leadership work required of the Articulation Officer in working with faculty, administration, and staff in developing and maintaining articulation and articulation opportunities. Articulation yields partnerships with public and private institutions with the goal of providing defined pathways for student success and transfer. Moreover, these partnerships and pathways align with the strategic plan goals 2 and 5; Strengthen efforts to improve outreach, persistence, and student success; Ensure the fiscal stability of the college and increase enrollments through partnerships with four year and private universities. These pathways involve the leadership and collaboration of the Articulation Officer, in consultation with discipline faculty as the experts in their field, to define pathways that may begin with dual enrollment in the high school and articulate beyond with the goal of workforce development and transfer.

The ASSIST and C-ID sites are undergoing significant technical challenges as the systems are migrating a data conversion. As a result, current articulation agreements and C-ID data is unavailable. This is causing significant strain on articulation resources across the state within the community colleges and four-year universities. I am collaborating with four year universities in providing curricular changes to our campus and translating them for faculty, staff, and students. These change reports are available on the articulation site. It should be noted, new articulation is not readily accessible due to these challenges and is anticipated to be corrected by summer 2018. With that said, a new articulation system will require training and development for myself, faculty, and staff.

The University Studies program represents over 25% of Palomar's program awards reported to the state. These degrees are now under the ownership of the Articulation Officer for program development and assessment.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

Develop methodologies to map GEILOs to University Studies program learning outcomes (PLO)
Work with Research and Planning to map GEILOs.

Develop program learning outcomes (PLO) for University Studies and map GEILOs to the PLO.

By the end of 2017/2018, at least two program learning outcomes will be developed and mapped to GEILOs
Collaborate with academic departments in maintaining University Studies and updating the program requirements.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Articulation Support Position	1		Supports strategic plan 2 and 3. The Articulation program was cut one full time support position during the SERP. This has resulted in shifting the support related functions to the Articulation Officer while serving the college in its strategic efforts to continue expanding robust articulation with CSU, UC, and independent/out of state colleges and universities, stabilize enrollment, create organizational coherence in student support and engagement, function as a resource for college wide initiatives impacting student retention and completion, collaborate and facilitate curricular development and innovative academic programs for transfer, serve as a liaison to Enrollment Services, and	86,271	Ongoing	N

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e2.				provide community engagement in the collaborative effort of improving access to higher education for North County residents. As a result, I have partnered with Enrollment Services to create a new classified Articulation Specialist position. This job description is being finalized and expected to be presented for approval at the November Board meeting. The Articulation Specialist should be identified as a priority need with a start date of fall 2018.			
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2019 Goal/Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?
None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

Associate Degree for Transfer (ADT)

Over the last year, I've continued providing the leadership required to collaborate with discipline faculty in the creation of five newly approved Associate Degree for Transfer (ADT) programs. These programs include:

- Art History
- Biology
- Child and Adolescent Development
- Music
- Nutrition and Dietetics

Moreover, work continues to create additional transfer degree programs in:

- History
- Film, Television, and Electronic Media
- Chemistry

Additionally, program revisions were required to better align the ADT in Sociology and Business Administration with CSUSM. Through my collaborative efforts with discipline faculty at both Palomar College and CSUSM, we successfully revised Sociology. This revision is better aligned with CSUSM as a result of removing research methods. Not only is the program better aligned, but diverse course offerings such as social justice are now included, giving students an interdisciplinary perspective of justice studies.

I continue working with the Business Administration faculty in curricular changes related to Business Statistics (BUS 204) with the goal of receiving CSU and IGETC quantitative reasoning approval and C-ID approval. The inclusion of BUS 204 will prepare students for upper-division business analysis at CSUSM. Meanwhile, I've worked collaboratively with CSUSM faculty and the Dean of the College of Business Administration at CSUSM, through the efforts of the North County Higher Education Alliance Senior Leadership Retreat, to consider accepting alternative forms of statistics. This collaborative engagement resulted in the expanded articulation of MATH 120 or PSYC/SOC 205 while Palomar College continues efforts in gaining C-ID approval for BUS 204 inclusion. This has allowed us to revise the ADT in Business Administration to better align with the approved Transfer Model Curriculum and serve the needs of CSUSM and broaden transfer opportunities for students.

The Associate Degree for Transfer programs continue to demonstrate high completion rates amongst disproportionality impacted groups. According to the California Community College Data Mart, special population groups at Palomar College represent 56% of ADT awards. It is also worth noting the significant increases in program awards for the following student groups:

- First Generation increased 108%
- EOPS increased 85%

Palomar College awarded 312 ADT degrees during 2016/2017. This is a 47% increase from last year, with 56% of the ADTs awarded to special population groups including CalWorks; DSPS; EOPS; First Generation; Military; and Veterans. The collaborative efforts of discipline faculty, staff, and administration coupled with my leadership is having significant impact on student completion rates and opening doors to the baccalaureate degree.

Palomar College proudly offers 23 Associate Degree for Transfer programs with the goal of offering 26 in the near future. I have facilitated the leadership necessary to grow this program from 12 ADT degrees in 2015. This represents a 91% increase in clearly defined pathways offering legislated guarantees to students such as guaranteed admission to a CSU; GPA bumps in competitive admission; and as of recently, access to the California State University California Promise which guarantees ADT students the coursework they need to graduate within two years with enhanced academic advising.

Lastly, ADT transfer students demonstrate considerable progress toward completion. In fact, according to the CSU, the three year graduation rate of the most recent cohort study of ADT transfer students is 80%. This remarkable achievement has shed the spotlight on ADT transfer students as CSUSM has chosen to change their impactation criteria by granting admission preference to ADT transfer students in their admission selection process. These students demonstrate better preparation and higher completion rates and CSUSM has taken notice. Palomar students are well positioned to transfer as a result of the leadership and collaborative engagement I've provided in growing these programs.

CSU/UC Articulation

Palomar College continues to enjoy robust articulation with the CSU and UC campuses. My collaborative efforts with discipline faculty have resulted in enhanced general education approvals as evidenced in Table 1.

Table 1. GE Approvals

Course Prefix	Course #	CSU GE Area	IGETC GE Area	CSU AHI	Effective Term
AIIS	101			US-2	F16
AIIS	107A	C2			F16
AIIS	107B	C2	3B, 6A		F16
AIIS	108A		3B, 6A		F16
AIIS	108B		3B, 6A		F16
AIIS	166B		3B, 6A		F16
AIIS	207A		3B, 6A		F16
AIIS	207B		3B, 6A		F16
AIIS/AMIS	121		3B, 4		F16
ART	169		3A		F16
AS	101			US-2	F16
CS	140	C2, D	3B, 4		F16
HIST	101			US-2	F16
HIST	121	C2	3B		F16
HIST	130	C2	3B		F16
HIST	140	C2	3B	US-2	F16
HIST	141	C2	3B		F16
HIST	150	C2	3B		F16
HIST	151	C2	3B		F16
HIST/MCS	160		3B, 4		F16
LS/POSC	240	D	4	US-2	F16
POSC	101			US-1	F16
SOC	170	D	4		F16
SPAN	211		3B		F16

The American History and Ideals pairs such as American Indian Studies 101/102, Africana Studies 101/102, History 101/102 & 140/141, and Political Science 101/102 were under scrutiny by the CSU for the inclusion of the US Constitution and the operation of representative democratic government; and/or the historical development of American institutions and ideals over a 100 year time period. I began the collaborative engagement with discipline faculty during the spring 2016 semester. This work continued through late fall 2016 for our annual GE submission period in December with final decisions due by April 2017.

The American History and Ideals (AHI) pairs were initially denied by the CSU reviewers for what they believed to be missing elements of the requirement. I appealed the decision citing content from our course outline of records, and as a result, my appeal was successful. The CSU reviewers reversed their decision, and our AHI pairs continue to be offered with no interruptions in articulation.

The CSU and UC campuses are becoming increasingly competitive in their transfer admission criteria. In order for Palomar College students to compete for admission and transfer successfully, maximum major preparation must be completed. Articulation is at the heart of this, as it provides access to the UC and CSU system. My collaborative leadership with faculty and staff continue to increase major preparation articulation resulting in better prepared transfer students with an increased competitive advantage in admission preparation.

I continue to increase major preparation articulation by identifying articulation gaps and proposing articulation to fill those voids. Examples of new articulation include:

- Sonoma State *CHEM*
- CSU San Marcos *ANTH; MATH; SOC; PSYC; MUS*
- UCLA *MATH; CSCI*
- UC Berkeley *ENGR; CSCI*
- UC Davis *PHIL; CSCI*
- San Diego State *JOUR; DT/ENGR*
- Cal Poly Pomona *CHDV*
- UC Santa Cruz *ENGR*
- UC Santa Barbara *CSCI; ENG; RS; AIS; ARAB; HIST*
- UC Irvine *ENG; CSCI*
- UC Riverside *CHEM; CSCI*
- Humboldt State *ART; SOC*
- CSU Los Angeles *NUTR; PSYC*

These examples are closing articulation gaps and allowing students to be better prepared for transfer and compete for admission at competitive state universities and impacted majors.

I oversee 1,506 major preparation articulation agreements with the California State University and 866 agreements with the University of California. I continually monitor and maintain these agreements as curricular changes are made. As curricular changes warrant, I collaborate with Palomar College discipline faculty and the University Articulation Officer and faculty representatives to ensure our course content continues to satisfy lower division major preparation. This type of oversight ensures all students the ability to complete major preparation at Palomar College and transfer successfully.

Private and Out of State University Articulation

I've worked collaboratively with the Geography faculty to improve an existing articulation agreement with Marshall University. This partnership allows our Geographic Information Systems (GIS) students the opportunity to earn the Associate of Science in GIS or Certificate of Achievement in GIS and transfer to a four year public research institution distance learning Bachelor of Science/Arts in Geography.

Access to higher education in the San Diego region has become increasingly difficult as the public system becomes more impacted. Articulating with our private partners such as the University of San Diego (USD) and University of Redlands (U of R) campus allows our students additional options to stay within the San Diego region. I continue collaborative efforts in reaching out to USD and U of R for robust articulation. We recently signed an articulation agreement last year with the U of R and USD has updated their general

education requirements to allow IGEC students admission. As the regional representative of the California Intersegmental Articulation Council, I worked with the Articulation Officer at USD to ensure our regional colleges received consistent communication related to USD general education requirement articulation using IGEC.

Curriculum Development

I continue to collaborate with faculty in creating innovative curriculum programs. Some examples include:

- SOC 175 – Introduction to LBGTQ Studies for GE and multicultural approval
- ENG 280 – Women and Literature for multicultural approval
- GERM 225 – German Reading and Conversation for inclusion in new AA in German
- ITLA 225 – Italian Reading and Conversation for inclusion in new AA in Italian
- ASL 110, 205, 206 – Awareness of Deaf Culture; American Sign Language III and IV for GE approval in the Humanities for IGEC Pathways to Law School
- AA in Deaf Studies
- Acceleration of Mathematics prerequisites such as statistics pathway
- Multiple Measure Assessment
- Chair of the Military Credit Advisory Workgroup to recommend guidelines and policy to the Curriculum Committee for Action.

Initiatives

I continue collaborating and engaging with faculty, staff, and administrators on many new initiatives as both an advisory and/or workgroup member. These initiatives have potential scalability to the larger student population and improve student retention and completion. Some examples include:

- CALM
- Integrated Teacher Education Pathways
- Guided Pathways

Program Learning Outcomes

The Curriculum Committee approved the University Studies Program to be housed under the leadership of the Articulation Officer. As a result, ten University Studies programs will be assessed through program review on a rotation basis. The program learning outcomes will include mapping general education institutional learning outcomes to the required curriculum within each University Studies emphasis. I am engaged in collaborative efforts with the Research and Planning office in mapping the GE/ILO assessments to the courses. This work continues with a goal to begin assessment of the programs during the 2018/2019 academic year. My goal is to measure the effectiveness of the program and determine, to what extent, students are able to develop communication, critical thinking, and intellectual skills to effectively prepare themselves for upper-division university study work.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.
n/a

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:
Benjamin Mudgett

Name	Name	Name

[Signature]
Department Chair/Designee Signature

11/1/17
Date

[Signature]
Division Dean Signature

11-8-17
Date

[Signature]
Division Vice President Signature

Date

- Provide a hard copy to the Vice President Gonzales no later than November 17, 2017.
- Email an electronic copy to lhornsby1@palomar.edu by November 17, 2017.
- Email an electronic copy to rjohnson3@palomar.edu by November 17, 2017.