

# Program Review & Planning (PRP)

## ANNUAL UPDATE

### Part 1: General Information

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 as well as strategies necessary to improve the operation of your area.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

- 1) updates to Service Area Outcomes assessment cycle or unit data;
- 2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
- 3) a review of progress on your three-year plan's goals.

<b>Date:</b>	Oct 21, 2019
<b>Unit Name:</b>	Teaching & Learning Center
<b>Department Name:</b>	Teaching & Learning Center
<b>Division Name:</b>	Languages & Literature
<b>Name of person responsible for the Program/Unit:</b>	Debra Avila
<b>Website address for your unit:</b>	<a href="http://www.palomar.edu/tlc/sanmarcos">www.palomar.edu/tlc/sanmarcos</a> <a href="http://www.palomar.edu/palomarpromise">www.palomar.edu/palomarpromise</a>

Please list all participants in this Program Review:

Name	Position
Debra Avila	Manager, Teaching & Learning Center
Gabriel Sanchez	Counselor/ Associate Professor
Rosalinda Tovar	Coordinator, TLC

## SECTION 1: Staffing Updates and Services Updates

### Staffing

Using the table below, describe any changes you have experienced in staff in the past year.

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	4	Total Number of Permanent Part-time Staff	0
Number of Classified Staff	3	FTE of Part-time Staff (2X19 hr/wk = .95)	
Number of CAST Staff	0	FTEF of Part-time Faculty	
Number of Administrators	1		
Number of Full-time Faculty			

### **Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)**

\*3 short-term employees

Adjunct Counselors:

\*Adjunct counselors are assigned for 16 weeks each semester. The counselors at TLC San Marcos work specifically with the Promise students. The counselors are paid with SEA funds.

(Prior to 8/2019) - TLC Escondido

Tutors – 11 to 12 short-term employees working as tutors at TLC Escondido

### Program/Unit Description

#### **Has the services your unit performs changed in any way over the past year?**

It is important to note that the area of responsibility has changed within the last year. Prior to August 2019, the TLC Manager, Debra Avila, oversaw both the TLC San Marcos and TLC Escondido. On August 1, 2019, the TLC Escondido was shifted over to Tutorial Services. Ruth Barnaba currently oversees the TLC Escondido.

The TLC San Marcos serves as the home of Palomar Promise. The primary function of our unit works to support Palomar Promise, including the services and resources offered such as counseling services, Skillshops, student engagement activities and Promise Peer Mentoring. As of Fall 2019, First-Year Experience (FYE) and Promise have merged, creating a more comprehensive model to support students for two years.

Although much of what we do supports Palomar Promise, the TLC San Marcos is open to all Palomar College students. We encourage all currently enrolled students to utilize the resources at the TLC San Marcos including the central study space, private study rooms, computers, laptops and Skillshops. Palomar Promise students receive priority counseling appointments at the TLC San Marcos; all other students are welcome to schedule same-day, next-day appointments based on availability.

## ANNUAL UPDATE

### PART 2: PROGRAM/UNIT ASSESSMENT

#### SECTION 1: Service Area Outcomes Update

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (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 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 TracDat by:**

- 1) Login to Nuventive Improve (TracDat): <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password will get you in.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat 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 TracDat: <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.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

Are all of your unit's SAOs and assessment plans entered in TracDat?

YES

NO

If NO, describe why and identify a data by which they will be entered.

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessment's document why (e.g., SAO was assess last year).

**SAO #1:** Palomar Promise students will have an abbreviated educational plan on file by the end of their first semester, and a comprehensive educational plan by the end of their second semester.

### Assessment:

Promise Cohort	Cohort Size	Abbreviated Ed Plan on file <i>*as of Nov 2019</i>	Comprehensive Ed Plan on file <i>*as of Nov 2019</i>	No Abbreviated Ed Plan <i>*as of Nov 2019</i>	No Comprehensive Ed Plan <i>*as of Nov 2019</i>
<b>Year 1 (2019-2020)</b>	1957	1458 (75%)	441 (23%)	499 (25%) <i>Note: 198 of the 499 students (40%) have a comprehensive ed plan on file</i>	1516 (77%)  <i>*Goal to have a comprehensive end plan by end of Spring 2020</i>
<b>Year 2 (2018-2019)</b>	468	391 (84%)	401 (86%)	77 <i>Note: 72 of the 77 students (94%) have a comprehensive ed plan on file.</i>	67 (14%)

In February 2019, we ran an initial report to identify the number of Promise students (2018-19 cohort) who did not have a comprehensive ed plan on file. Approximately (45%) 389 Promise students did not have a comprehensive ed plan on file at that time.

In November 2019, another report was generated to identify the number of Promise students from the 2018-2019 cohort (YR 2) who did not have a comprehensive ed plan on file. The report indicated (14%) 67 Promise Year 2 students did not have a comprehensive ed plan while (86%) 401 confirmed Promise Year 2 students had a comprehensive educational plan on file by the fall semester of their second year.

For our Promise Year 1 (2019-2020) cohort, a total of 1458 Promise students (75%) have an abbreviated educational plan before the end of their first semester (as of early Nov). Of the 1957 Promise Year 1 students, 441 students (23%) have a comprehensive ed plan before the end of their first semester. We will continue to work with our Promise students to ensure they meet with a counselor to develop their comprehensive educational plan. We will continue to educate our Promise students on the importance of an education plan and how critical it is to meet with a counselor before the registration period to ensure they are on the right path to success.

### Plan of Action:

- 1) In early March, we organized a phone campaign to reach out to the Promise students who did not have a comprehensive ed plan on file. We sent personalized emails to the students, and made follow-up phone calls. As a result of the phone calls, our staff was able to schedule 113 counseling appointments to assist students with getting their comprehensive ed plan. A total of 451 calls were made, 241 phone messages were left, of which, many of those students returned the call and scheduled an appointment. The phone campaign was a success.
- (2) We plan to continue to monitor the abbreviated and comprehensive ed plans on file.
- (3) We will continue to reach out to students via email and phone to ensure that Promise students have an abbreviated ed plan by the end of their first semester, and a comprehensive ed plan by the end of their first year.

The goal is to ensure that every student has an educational plan in preparation for the fall and spring registration period.

(4) We revised our email communication to emphasize the importance of an education plan and the difference between an abbreviated and comprehensive ed plan. Many of our students were under the impression that they were all set since they had met with a counselor early fall, yet they did not realize they only had an ed plan for the fall semester, and still needing one for the remaining semesters.

(5) We realized that we may never reach 100% with this goal as there are students who do not know what their educational goal will be (undecided about transfer and/or major), and as a result, the counselor is unable to create the comprehensive ed plan for the student. In this case, the student is encouraged to follow-up with a counselor once he/she has made a decision about potential transfer universities and/or major.

(6) It is also important to note that during the fall semester counselors have been training on a new system called Starfish Degree Planner while still using Peoplesoft. In October 2019, Starfish Degree Planner went live. There is the possibility of integrity issues due to this transition. We will continue to work with the business analysts to develop cleaner methods of collecting data in order to effectively track abbreviated and comprehensive ed plans within Starfish Degree Planner.

### **Improvements:**

As a result of this SAO, we plan to strategically run multiple reports throughout the year to identify Promise students who are missing an abbreviated and/or comprehensive ed plan. We have been working closely with the Business Analyst to create queries to assist us with this effort.

In addition, the Business Analyst and Programmer have created a Promise page within Peoplesoft which includes a checkbox field identifying whether an abbreviated and/or comprehensive ed plan is on file for a particular Promise student. This field is pulled from the PeopleSoft Ed Planning section – when a counselor meets with a student they check off a box to identify whether an abbreviated or comprehensive ed plan was created or whether the appointment was a follow-up. Our TLC staff members have been trained to use this Promise page, and it has become part of our daily process to check this page when assisting Promise students at the front counter or over the phone.

We have also implemented group advising sessions followed by spring registration assistance for our Promise Year 1 students starting Oct 28 – Nov 22. We are grouping students by area of interest, in a way that ties in with the college's Guided Pathways initiative. The goal for these small group advising sessions is to provide students with a core base of information along with some tailored information about the area of interest. In doing so, we would help build a sense of community; allowing Promise students to connect with one another based on similar majors with the possibility of enrolling in similar classes. For many years, we have offered registration assistance to our FYE students, but with this particular group we plan to change the format to meet the needs of our students. With the limited counseling appointments available at the TLC San Marcos it was critical for us to explore other ways to assist students with their abbreviated student educational plan while helping with the retention and persistence of our Promise students. We plan to pilot something similar for our incoming Promise students during the spring semester. We will fine tune the process and make improvements along the way.

## **SECTION 2: Other Assessment Data**

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

**SECTION 3: Achievements and Other Relevant Information**

**Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!**

1. Increased the number of applications received for Palomar Promise (see data below). From fall 2017 to fall 2019, the number of Promise applications received increased by 159.3%. We have built a strong partnership with Assessment and School Relations. Their team have been instrumental with helping us increase our Promise application numbers by increasing their number of school visits, and assisting students at the high schools with completing their Palomar College application and Promise application.

Palomar Promise Application Year	Number of Promise Applications Received	Year-over-Year Percent Change
2017 - 2018	1426	
2018-2019	2305	61.64% increase
2019-2020	3698	60.43% increase

2. Expanded the Palomar Promise to all eligible first-time college students; resulting in an increase in the size of the Promise cohort. More students have access to free tuition, textbook assistance, free parking permit and comprehensive student support services thus helping to minimize the financial barriers to post-secondary access.

From fall 2017 to fall 2019, the number of Promise (YR 1) students increased by 152.5%. Starting Fall 2019, Palomar Promise and FYE merged, creating a more comprehensive model to support students for two years. For Fall 2019, we are providing support to 2,425 Palomar Promise students (includes Year 1 and Year 2 students).

Promise Cohort Year	Number of Promise Students	Year-over-Year Percentage Change
Fall 2017	775	
Fall 2018	1518	95.9% increase
Fall 2019 (YR1)	1957	28.9% increase

3. We continue to strengthen our collaborations with Admissions, Financial Aid, Assessment and School Relations, EOPS, Cashiers, Follow-up and Orientation, and Outreach Services. In addition, we have streamlined the application process and improved the Promise application user experience.

### **Program Achievements from 2018-2019:**

#### **Learning Communities**

In Fall 2017, the Puente Learning Community was launched. This learning community has continued into the 2018-2019 academic year and is planning for the 2019-2020 year. PUENTE is a national award winning program that has helped thousands of students transfer to university, earn degrees, and return to the community as leaders and mentors to future generations. Students received extra academic support and a sense of being part of an academic community. The Puente Learning Community is a yearlong learning community to get students through transfer level English Composition while being linked with Counseling 110 (College Success Skills) and Counseling 101 (Transfer Success) in the Spring 2019. Truly a proven, exemplary, retention model for students. In Fall 2018, the Umoja (a Kiswahil word meaning unity) Learning Community was launched. It is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Annually, Umoja supports thousands of students in the navigation through higher education in the pursuit of college transfer while gaining a better understanding of their identity. The Umoja Learning Community is a yearlong learning community designed to get students through transfer level English Composition while being linked with Counseling 110 (College SuccessSkills) and Counseling 101 (Transfer Success) in the Spring 2019. Umoja is yet another exemplary retention model for students.

#### **Promise Peer Mentoring**

Beginning Spring 2018 the inaugural first group of FYE Peer Mentors became part of the linkage to FYE students. The vision for the peer mentors were to serve to enhance the retention and completion rates of FYE students and those participating in Learning Communities. Peer Mentors ideally facilitated intentional and collaborative student support. Peer mentors received in-depth training on how to provide students with experience to expand their learning and encourage participation in educational and developmental opportunities.

In the 2018-2019 academic year two FYE Peer Mentors were selected. One mentor selected was from the inaugural group. The mentors expanded serving both FYE/PROMISE students in a variety of ways. They were the leaders on the annual Day Of The Dead event and were inspirational in the design of the celebratory Alter for the event. They served as role models for the STEM event that hosted ESL students from the Escondido campus as they prepare to transition to the San Marcos Campus. They also were lead student roles for the annual STEM Conference hosted for middle school students. In addition, they hosted a peer led skillshop "Essential College websites & navigating eServices." The highlight event, however, was the skillshop "Dos Don'ts and Donuts." There was standing room only, yes with donuts too! Finally, they led an inspirational student activity for the 2018-2019 Palomar Promise students "Celebrating Rising Stars." This year's event praised these students succeeding their first year and encourage their continuation into their second year. The year-end event took place at the infamous Palomar College Planetarium on May 3, 2019.

These mentors have served as examples of dedicated learners and positive role-models. This pair of Peer Mentors has been highly inspirational and motivated, committed to building professional relationships with FYE/PROMISE students. The foundation for FYE/PROMISE Peer Mentors has been created, and, expansion for the 2019-2020 academic year is highly recommended.

For fall 2019, we are in the process of hiring additional Promise Peer Mentors; Promise students who are eligible for federal work study would be eligible to apply. As a Promise Peer Mentor, they will provide support, information and guidance to increase student success.

**Describe provide an update on recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit? What effect will these changes have on your program/unit?**

As a result of AB-19 funding, the Palomar Promise program has increased in student size. We have increased access to the program by expanding Palomar Promise to all eligible first-time college students. There are no longer any graduation year or district service area requirements. Starting Fall 2019, Palomar Promise will be offering two years of free tuition, parking and textbook assistance. In an effort to create a more comprehensive model to support students for two years, we merged FYE and Palomar Promise.

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

## ANNUAL UPDATE

### PART 3: Progress on Goals

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If the unit has experience barriers for impel in implementing the goals, describe those challenge

Goal #1			
<b>Goal from Comprehensive Review</b>	Strengthen connections with parents		
<b>Goal Status (insert an "X" in box most closely aligned with the status of this goal).</b>	<b>Not Started</b>	<b>In Progress</b>  <b>X</b>	<b>Completed</b>
<b>Describe Progress</b>	Parent Connections <ol style="list-style-type: none"> <li>1. We have begun to evaluate parent engagement opportunities.</li> <li>2. Identifying what mediums should be used to communicate with parents</li> <li>3. In the process of developing an effective parent communication strategy</li> <li>4. Work on planning and facilitating parent orientations and information sessions</li> <li>5. Identifying events where parents of prospective students will be present</li> <li>6. We still need to develop a parent communication campaign</li> <li>7. We are exploring ways to effectively communicate with parents (i.e. mailing list to subscribe to).</li> </ol>		
<b>Describe Barriers to implementation</b>	<ol style="list-style-type: none"> <li>1. It has been a challenge to identify the parent/family liaisons as some schools may have multiple individuals serving in the role assigned to different school sites within a district.</li> <li>2. Limited staffing to be present at various events, meetings and fairs.</li> <li>3. Exploring parent information sessions will require additional resources and may require modifying staff schedules to accommodate the working parent(s). This may pose a challenge as we would still need to staff the Center during our business hours.</li> </ol>		
<b>Describe Outcomes (if any)</b>	<ol style="list-style-type: none"> <li>1. During the Discover Palomar days, we offered Promise informational sessions and Open House to encourage parents and students to visit the TLC SM. This served as a good opportunity for us to meet and greet parents and be available to answer questions.</li> <li>2. We have gathered and documented parent networks and groups to include contact information. In particular, we have reached out to the large comprehensive high schools to identify the parent liaisons. A list of contacts has been created and will be used to formally communicate information to parent liaisons regarding Palomar Promise.</li> <li>3. We have formalized a relationship with the parent/family liaison at the Vista Unified School District. We have been invited to several parent related events to present information regarding Palomar Promise including the Parent Academy and Resource Fair, LCAP Parent Conference, and the Vista Unified Council of PTAs. Most recently, there</li> </ol>		

	<p>have been discussions on how we can work together to offer parent informational sessions at the 3 school sites in addition to bringing students/parents to Palomar College. This would be a collaborative effort with VUSD and the various departments such as Outreach Services, Assessment and School Relations, and TLC SM.</p>		
<b>Goal #2</b>			
<b>Goal from Comprehensive Review</b>	Strengthen connections with Promise students		
<b>Goal Status (insert an "X" in box most closely aligned with the status of this goal).</b>	<b>Not Started</b>	<b>In Progress</b>  <b>X</b>	<b>Completed</b>
<b>Describe Progress</b>	<ol style="list-style-type: none"> <li>1. Currently developing and expanding student engagement activities to serve a significantly larger cohort</li> <li>2. Working to increase interaction between first year and second year Promise students</li> <li>3. Currently working on increasing the number of Promise Peer Mentors. We created a federal work study position titled Promise Peer Mentor. We have identified Promise students who have been awarded federal work study. We have contacted these students to inform them of this opportunity to work as a Promise Peer Mentor. We have developed the job description along with interview questions, and are currently in the process of accepting applications. Our goal is to hire 4 Promise Peer Mentors this semester.</li> <li>4. Continue to identify funds to support the growth of the Peer Mentoring program.</li> <li>5. Continue to identify funds to support on and off-campus engagement activities. In previous years, we were able to offer field trips to the Getty Villa, Birch Aquarium, Museum of Tolerance with a special grant received by the Foundation Office. However, those funds have been exhausted and we are now limited to the type of cultural/student excursions we can offer. Past participants have found these excursions to be rewarding experiences; many of which had shared it was there first time visiting a museum or venturing out of North County San Diego.</li> </ol>		
<b>Describe Barriers to implementation</b>	<ol style="list-style-type: none"> <li>1. Limited funding available to support student engagement activities.</li> </ol>		
<b>Describe Outcomes (if any)</b>	<ol style="list-style-type: none"> <li>1. This past year we have organized three large scale Promise events to increase student engagement and build community.             <ol style="list-style-type: none"> <li>a. Palomar Promise End of the Year – Night at the Planetarium                 <p>On Friday, May 3, 2019, Palomar Promise students were invited to attend a special event at the Palomar College Planetarium to receive recognition for completing their first year in college. Students enjoyed dinner, live music, special guest speakers and ended the night with a special full dome presentation. The students participated in a reflection activity in small groups which provided</p> </li> </ol> </li> </ol>		

them an opportunity to get to know one another. Click [here](#) to view Prezi (may need to be viewed on Firefox browser)



b. Palomar Promise Presidential Breakfast

On Thursday, May 23, 2019, Palomar Promise graduating students were invited to attend a special celebration honoring their achievement. Promise students and families enjoyed a complimentary breakfast and received a commemorative Palomar Promise graduation stole. Dr. Blake presented congratulatory remarks and a group photo was taken at the end of the celebration. Students had an opportunity to express “How Palomar College fulfilled its Promise to you?” Here are just a few quotes made:

“The Palomar College Promise program has allowed me to focus on my studies without the distraction of struggling financially.”

“Palomar College has made higher education more affordable and has presented me with academic resources to transfer on time.”

“Palomar College has made higher education more affordable and has presented me with academic resources to transfer on time!”

“Palomar College fulfilled its promise to me by giving me access to higher education I would not rather have. Palomar College kept its promise by sparking passions inside of me in education.”

“It was great! Only reason I even went to college. Helped me out financially to continue to pursue college.”



c. Palomar Promise Welcome Day

On Tuesday, August 13 from 11am to 3pm, we hosted a Promise Welcome Day at the San Marcos campus. Incoming Promise students were invited to get a jump start on their fall semester. Students were able to receive assistance with setting up their digital parking permit, purchase their textbooks, learn about campus resources and tutoring services, participate in a campus tour, listen to a financial aid presentation, visit the Campus Resource fair, sign up for their Skillshop and receive their student activity card. In addition, students had an opportunity to meet other Promise students, and interact with other Palomar College staff, peer mentors, and administrators. Other departments such as Assessment and School Relations, Admissions, Financial Aid, Counseling Services, Outreach Services, Orientation and Follow-up, Office of Student Affairs/ASG, Cashiers and the Bookstore all played a role in helping us the day of the event and making our students feel welcomed.

Due to limited funding and space, we had to limit the capacity for this event. We did, however, invite students who were unable to attend the event to stop by the TLC during the first week if they needed any assistance with textbooks, parking permit or general questions. Our goal is to offer additional Welcome Days to accommodate more Promise students and provide them with the assistance they need prior to the start of the fall semester. Overall, the event provided an opportunity for incoming Promise students to get a jump start, meet other students, while giving us (staff) an opportunity to connect with them early on and foster our relationship.

An evaluation was completed by each student at the end of the event. Based on the survey results, 91% of the attendees indicated that attending the Welcome Day event helped them feel better prepared for the start of school. Ninety-seven percent (97%) indicated that the Palomar Promise Welcome Day was an enjoyable experience. Such comments were made: "I felt less stress," "I made new friends," "how open everyone was to answer questions and able to feel secure after," "the useful part was the TLC."



2. In addition, we have organized and implemented several student engagement activities such as:
  - a. Dia de los Muertos – Palomar Promise students were invited to this special cultural event to learn about the history of Dia De Los Muertos while decorating their own wooden skill and tissue paper flowers.



b. Destress Activities – For 2018-2019, the TLC SM offered several de-stress events/activities during midterm and finals week. This fall, the TLC SM partnered with Health Services and SWAG to offer destress activities during mid-terms. We are in the planning stages to offer additional de-stress activities during finals week.



c. Peer Led Activities –For 2018-2019, our FYE/Promise Peer Mentors led several activities in an effort to build community and provide support for our Promise students. Such activities included: Weekly “check-in” opportunities to meet with a mentor, a group session called Do’s,

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Don'ts and Donuts which was a big hit, working with Promise students to decorate a Dia De Los Muertos Alter, participating in student panels and facilitating a few peer led Skillsshops. Below is a copy of the Peer Mentor flyer created for 2018-19.



<b>Goal from Comprehensive Review</b>			
<b>Goal Status (insert an "X" in box most closely aligned with the status of this goal).</b>	<b>Not Started</b>	<b>In Progress</b>	<b>Completed</b>
<b>Describe Progress</b>			
<b>Describe Barriers to implementation</b>			
<b>Describe Outcomes (if any)</b>			
<b>Goal #4</b>			
<b>Goal from Comprehensive Review</b>			
<b>Goal Status (insert an "X" in box most closely aligned with the status of this goal).</b>	<b>Not Started</b>	<b>In Progress</b>	<b>Completed</b>
<b>Describe Progress</b>			
<b>Describe Barriers to implementation</b>			
<b>Describe Outcomes (if any)</b>			

**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 access [Strategic Plan 2022](#).**

**1. Goal 1; Objective 2**

Since the launch of the First-Year Experience Program (FYE) in 2013, we have offered registration assistance to our students. Every fall and spring semester, we offer registration assistance workshops to help our students enroll in classes while having access to counselors for last minute questions/advice. We partner with our TLC counselors, and much recently, the Assessment and School Relations team to offer more sessions to support the needs of our students. This semester, implemented group advising sessions followed by spring registration assistance for our Promise Year 1 students. We grouped students by area of interest, in a way that ties in with the college's Guided Pathways initiative. This is a pilot for us to further refine and determine what works/what doesn't.

**2. Goal 1; Objective 3**

Part of the requirement to be eligible for Palomar Promise is to apply for financial aid by completing either the FAFSA or California Dream Act application. With the Promise cohorts, our percentages of students who qualify, apply and are receiving aid are almost doubled. We have and will continue to work with the Office of Financial Aid to help identify Promise students who have not completed their financial aid process (meaning they have TO DO list items pending) and conduct targeted outreach to assist these students. This semester, we worked with the financial aid department to host Financial Aid Fridays in the TLC San Marcos. This provided an opportunity for our Promise students to meet with a Financial Aid representative one-on-one to work on getting their supporting documentation completed.

**Describe any changes to your goals or three year plan as a result of this annual update.**

## **ANNUAL UPDATE PART 4: RESOURCES**

Reflect upon the three year plan you created as part of your comprehensive review, your annual update, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures). 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. Click here to access the [Strategic Plan 2022](#).

### **SECTION 1: Reallocation or Reassignment of Resources**

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan or your annual update, your current operations, and any upcoming factors in legislation. Describe the impact of the reallocation of resources to your unit.

## SECTION 2: Need for Additional Resources

## STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1)TLC Assistant		Goal 1- Obj 1, Obj 2 and Obj 3 Goal 2 and Goal 3	Vacant	This is a 45% position that has been vacant since July 2018; however, we would like to request the position to be converted to 100%. The substantial growth of Palomar Promise requires an increase in staffing support. The position would provide administrative support for the programs and activities at the TLC San Marcos; including Palomar Promise, Skillshops and counseling services - all which impact student performance, retention and persistence. Position will assist us in completing goal to strengthen efforts to improve outreach, persistence and student success.
2)Promise Peer Mentors and short term hourly		Goal 1- Obj 1, Obj 2 and Obj 3 Goal 2 and Goal 3		We have some funds allocated to support our hourly needs however we would need to identify additional funds to cover expenses for 2020-2021 and beyond.
3)				

## TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/Obj.</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.
1)					
2)					
3)					

## EQUIPMENT (Other than technology)

If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					

ANNUAL PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

3)

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)Additional funds to support the cost of marketing and printing materials		Obj 4; Goal 3	\$1,000	We would need additional funds to support any marketing materials targeted to parents and students	

## ANNUAL UPDATE

### PART 5: FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

#### Confirmation of Review by Division / Planning Council

Person/Group/Council Who Reviewed PRP

Date

#### Feedback

1. Progress on Goals.

2. Areas of Concern, if any:

3. Assistance/Guidance for addressing barriers for goal completion.

**SERVICE AREA OUTCOMES TEMPLATE**

<b>Date Identified or Last Reviewed</b>	<b>Description of SAO (What is your SAO?)</b>	<b>Assessment Method (How will/do you measure or assess it?)</b>	<b>Criterion (How will/do you know if you met the outcome?)</b>	<b>Date of Assessment</b>	<b>Date of Next Assessment</b>
1)					
2)					
3)					
4)					