

Program Review & Planning (PRP)

COMPREHENSIVE

PART 1: BASIC UNIT 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. With that in mind, please answer the following questions:

Date:	November 1, 2019
Unit Name:	Enrollment Services
Department Name:	Admissions
Division Name:	Student Services
Name of person responsible for the Program/Unit:	Dr. Kendyl Magnuson
Website address for your unit:	https://www2.palomar.edu/pages/enrollmentservices/

Please list all participants in this Program Review:

Name	Position
Dr. Kendyl Magnuson	Sr. Director, Enrollment Services
Jamie Moss	Manager, Enrollment and Financial Aid Services

SECTION 1: Program/Unit Mission Statement

What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):

The Division of Enrollment Services is committed to excellence. We provide support services that enable prospective and current students to successfully navigate college and meet their learning goals. The Division is made up of professionals who serve in the following areas: Admissions, Evaluations, Financial Aid, International Education, Records, Scholarships, and Veterans. We value empowerment, collaboration, and innovation. We complete our work accurately and maintain compliance with all federal, state, and local regulations. We work as a team and in partnership with all other areas of the college from a student's first point of contact through completion. We care about our students and their success.

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

Admissions' vision and mission mirror those of the College. We are committed to helping students gain access to College and achieve their educational goals. We assist students navigate the application, enrollment and financial aid processes to help them obtain their educational goal.

SECTION 2: Program/Unit Description**Staffing**

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	21	Total Number of Permanent Part-time Staff	0
Number of Classified Staff	17 (1 Enrollment Services Coordinator, 16 Admissions/Financial Aid Specialist II –50% Admissions and FA across San Marcos, Escondido, Rancho Bernardo and Fallbrook)	FTE of Part-time Staff (2X19 hr/wk = .95)	
Number of CAST Staff	2 (Supervisor, Enrollment Services-1 at PCEC and 1 at CPPEN)	FTEF of Part-time Faculty	
Number of Administrators	2 (Sr. Director, Enrollment Services and Manager, Enrollment and Financial Aid Services)		
Number of Full-time Faculty	0		

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

2 Federal Work-study Students

As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.

OR

If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)

How will you submit your organizational chart?

☒ Upload document ☐ Provide web link ☐ Describe organizational structure

Program/Unit Description

Who utilizes your services?

The Admissions Office Serves:

- Prospective students who want to learn about the college and the programs and services the College provides. We assist students navigate the steps to enroll process.
- Current students enrolling in classes and navigate their MyPalomar account, including K-12 concurrently enrolled students, apply for financial aid and assist students apply for the Palomar Promise.
- Former students reapply and access their MyPalomar account
- High school counselors seeking guidance to get their students information about Palomar College

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

All students must submit an application for admission in order to attend Palomar College. The admissions application permits a student to enroll, and establishes a history for each student. The Admissions Office processes adds, drops, reinstatements, refund petitions, and applications for audit and Pass/No Pass (Credit/No Credit).

The Admissions Office is often the first point of contact for all prospective students. We provide information about the College, Palomar Promise information, assist students navigate their MyPalomar account, and assist students through the steps to enroll process. We also provide front counter services for the Financial Aid Office. Students can get all of their admissions and financial aid needs taken care of in one office location at our main campus and Education Centers.

The Admissions Office goes through an annual state audit. Staff throughout the office assist in annual audit quality control, preparation and help to ensure we follow all legislation and the Chancellor's Office guidance.

COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

SECTION 1: Service Area Outcomes and Assessment

GOT SERVICE AREA OUTCOMES?

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

For non-instructional areas, outcomes are called Service Area Outcomes (SAO).

So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results,
- and take action, as necessary.

Palomar has adopted 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 is your login.
- 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.
- 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. 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.		

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

1) SAO- Create the use of activity guides in PeopleSoft 9.2 to validate each semester student data. Data verification for majors, educational goal, address, phone number. In year one, establish baseline. in year two establish a growth goal. In year three, evaluate overall success.
 Goal- Students will be able to self-service major changes to keep academic advising and educational goal in sync. Students will provide updated contact information.
 Meth of Measurement- Check for accuracy of updated majors compared with academic advising and queries compared to courses enrolled in.

2) Update the permission code/waitlist process to utilize student specific permission for faculty to assign permission for students to enroll in classes
 Goal- To avoid the delay of our current permission code/waitlist process, faculty would be able to assign permission for students to enroll through faculty e-services accounts. Students would be quickly added to classes when the waitlist process runs every 30 minutes.
 Method of Measurement- Faculty would be able to have immediate updates on when permission codes are being utilized or if student is running into enrollment issues. If faculty wish, they could purge permissions and re-issue to new students. A satisfaction survey of the waitlist process issued to faculty can help refine process.

3)

4)

SECTION 2: Other Assessment Data

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

Quantitative Data

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
Applications Processed	24,360	23,920	23,656	32,910	Includes new applicants and returning applicants
Annualized Credit Student Headcount	34,549	35,572	35,366		Includes summer, fall, and spring
Phone contacts - Inbound	32,143	33,979	33,971	33,637	Annual amount from July 2018- June 2019

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Phone contacts - Outbound	15,563	15,626	12,916	17,428	Annual amount from July 2018- June 2019
E-mail contacts	Inbound- 5,091 Outbound- 6,111	Inbound- 4,511 Outbound- 18,437	Inbound – 4294 Outbound – 24,689	Inbound- 8,154 Outbound -12,195	Annual amount from July 1, 2018 - June 30, 2019 The significant increase in outgoing emails is due to answering inquiries and promoting Palomar Promise, multiple drop for non-payment warnings, new campus opening campaigns, letting students know they signed up for classes at a site other than SM, financial aid outreach, etc. These numbers only represent the personalized email responses sent by Admissions staff. There are thousands of additional emails that have been sent in automated campaigns centered on warnings for drop for nonpayment, notification of drop for nonpayment, Palomar Promise emails, and registration appointment is now available notifications.

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

In September 2018, Admissions started to use the state wide common application, CCCApply. Since the launch of CCCApply, we started seeing an increase in the amount of applications being completed. We believe there is an increased interest in Palomar College due to the Palomar Promise and the College's outreach efforts gaining roots in the district high schools and community. Due to Palomar Promise interest, application workshops are being requested at our district area high schools. We also believe the Palomar Promise is having an effect on the increase in applications due to more students applying to Palomar College as a backup option to their college of choice. This has been determined by the statements being made on Palomar Promise appeals being submitted.

The increase in outbound calls is a result of the Admissions/Financial Aid staff being involved in various phone campaigns. With the filling of San Marcos staff vacancies and utilizing the new Admissions/Financial Aid staff at the new Rancho Bernardo and Fallbrook Centers, we are able to support call campaigns around encouraging students to complete a financial aid application and submission of necessary forms to complete their financial aid files and determine eligibility, Palomar Promise, CCPG and Calgrant eligibility. As we move toward the Student Center Funding Formula (SCFF), these campaigns will not only be of benefit to the students we serve, but to the College's financial solvency.

Email contacts are down due to sharing the responsibility of the Palomar Promise with the TLC, Outreach being in the community and giving presentations rather than the Admissions Office calling students to promote our services and having more staff able to answer phones calls, both at San Marcos and with the opening of the Ceneters.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

We are better able to offer consistent, excellent customer service while maintaining state compliance due to having staff vacancies filled. At times over the past few years, we had to sacrifice one for the other when we were severely short staffed. With the opening of the Rancho Bernardo and Fallbrook Education Centers and filling vacancies at the San Marcos campus, we were better prepared to align our services to maximize SCFF. Students are better

served due to staff attending more staff trainings where management could disseminate information, improved functionality in student and faculty My Palomar accounts, increased and better communication with students and we remained compliant in state audit reviews. The number of abandoned calls has significantly dropped due to quicker responses times. Financial Aid processing is completed much quicker than it was a few years ago, decreasing anxiety to our students who repeatedly called or emailed to check on their status, Center assistance answering phones and email inquiries and the quality of customer service across the board has increased due to increased staff meetings and emphasis of its importance in employee annual evaluations.

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

To better serve students, we will need to continue to identify and utilize PeopleSoft 9.2 delivered functionality and incorporate the functionality into our business practices. In PeopleSoft 9.0, too many customizations were used. This contributed to our business practices becoming outdated and when new PeopleSoft bundles were applied, our custom processes would often break. These breaks would take a significant amount of time for our offices to identify and repair. The second step is to maximize PeopleSoft functionality. Our work with PeopleSoft consultants has helped us to learn more about the functionality available that we were unaware of as an institution. One function in 9.2 we plan to utilize right away are Activity Guides. Activity guides will be used to verify student information prior to their enrollment each semester. Initial thoughts are to ask students to verify or update their major, education goal and contact information. Ensuring we have accurate data allows us to better serve students while maximizing SCFF funding for the College.

We have also made significant upgrades in the MyPalomar accounts for faculty and staff and look forward to continuing to make improvements as functionality is identified and learned.

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!

STRATA- In May 2018, a STRATA consultant was brought in to help determine where we could make improvements in the student experience from the time the student expressed interest in Palomar College to the time they enrolled in classes. The final report had a focus of enhancing the functionality in the technology we use. The report validated a lot of what we knew and provided a road map on what needed to be done and helped prioritize the work. Some funds were allocated to work on many of the projects in the STRATA report and we have nearly completed all of the recommendations made.

PeopleSoft 9.2 upgrade- Staff across the department diligently tested the new PeopleSoft environment and successfully reported errors and identified functionality that did not properly work in testing. With these test results, we were able to fix issues before going live leading to minimal student disruption. Additionally, while working on the STRATA recommended improvements, we scaled back customizations used in PeopleSoft and went with delivered functionality where we could.

CCCApply- In September 2018, we launched the CCCApplication. We have continued to adjust business practices and make adjustments to the application process to improve the student experience. For example, we provide a welcome letter with the steps to enroll after the application is received, automated the non-residency email notification and inserted directions for how to apply prior to the application becoming available to fill out. We have seen an increase in applications being submitted since going live.

Updated and improved MyPalomar for faculty- Upgrading MyPalomar for faculty was briefly discussed in the STRATA meetings. As we reviewed our practices, we saw that we could greatly improve faculty MyPalomar functionality. We did so in part by removing customizations and using delivered functionality (which is more current), enhanced the census, grade, drop and class rosters and automated grade posting. These upgrades also help faculty and the Admissions Office stay in compliance as it reduces the manual work that can be time consuming and has a higher rate of data entry errors.

Daily positive attendance- This past year, we have gone from a pure manual process to an nearly completed

automated process. This process has greatly reduced data entry errors and takes faculty far less time to track hours. The process helps to keep us in compliance with the annual state audit requirements.

Placement redesigned to meet AB 705 requirements- In order to meet AB 705 requirements, all students are required to be placed in math and English. We found that some students would not have placement after completing their CCCApply application. We developed a tool embedded in student's MyPalomar account that would require them to answer placement questions for each subject prior to enrolling in classes. This ensures each student at the College receives placement.

Pathway selection implemented- We developed a tool in PeopleSoft that equates a student's math placement to a specific math course depending on their desired pathway or major. We expect to see students complete their program of study more efficiently based on the recommended math class that best aligns with their pathway.

Automated U16 and U18 process for compliance- Students who are under 18 years of age are required to submit a health consent release form, and if in high school, a K-12 special admit form. Over the past year, we have created a new process to identify these students and let them know that a K-12 and/or health consent form is needed. We leveraged PeopleSoft functionality to place holds on these students with notifications on what needs to be submitted prior to enrollment. This new process has helped to clean up the assignment of priority registration to this group. Preventing students from enrolling prior to the submission of the required forms enhances our compliance for the annual state audit.

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

Constant updates regarding legislative requirements- There are many legislative changes that impact the work we do. It is vital we stay up to date on the changes and implement them into our processes when the Chancellor's Office issues guidance. Some funding needs to be put aside to help incorporate these changes as they arise. AB 705 is a great example of a legislative requirement that impacted several departments and cost money to enhance PeopleSoft functionality in order to get in compliance.

CCCApply- We were required by the state to launch CCCApply. We successfully launched CCCApply in September 2018 and continue to fine tune the process of capturing and mapping student data and communicating to our students.

AB 705- In order to meet AB 705 requirements, all students are required to be placed in math and English. We found that some students would not have placement after completing their CCCApply application. We developed a tool embedded in student's MyPalomar account that would require them to answer placement questions and get placement for each subject prior to enrolling in classes.

Maximize 9.2 PeopleSoft functionality- this has two primary goals. The first step is to identify and utilize delivered functionality and incorporate the functionality into our business practices. In PeopleSoft 9.0, too many customizations were used. This contributed to our business practices becoming outdated and when new PeopleSoft bundles were applied, our custom processes would often break. These breaks would take a significant amount of time for our offices to identify and repair. The second step is to maximize PeopleSoft functionality. Our work with PeopleSoft consultants has helped us to learn more about the functionality available that we were unaware of as an institution. One function in 9.2 we plan to utilize right away is the Activity Guides. Activity guides will be used to verify student information prior to enrollment each semester. Initial thoughts are to ask students to verify or update their major, education goal and contact information.

SCFF- the desire to maximize District funding and ensuring student success will no doubt impact the Admissions Office. We will need to be supported in the areas of maintaining staff and receive financial commitment for technological and consulting assistance to meet these needs. The STRATA report was helpful in prioritizing our work to enhance the student experience. Funding commitments for consultant work can help ensure continued improvements in PeopleSoft. Additionally, Enrollment Services will be impacted by adding more dual enrollment and middle college programs.

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

The Admissions Office recently updated our AP and BP policies as it relates to residency. The updates reflect the new legislative updates. As the College focuses on building up our dual enrollment and middle college programs, we will need to be prepared to implement any legislative updates that impacts these programs.

COMPREHENSIVE**PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

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

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

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

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals 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!

SECTION 1: Overall Evaluation of Program**1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.**

Strengths:	<p>This past year, we made significant strides in utilizing technology and implementing new business practices that will greatly benefit students and the College. Following Guided Pathways, we will help ensure that students have an easy to navigate process to choose and enter their pathway. This will aid students by successfully applying to the College and enrolling in the classes they need in order to complete their educational goal. The College will benefit by increasing our state funding by having more students successfully apply and enroll in classes.</p> <p>In May 2018, a STRATA consultant was brought in to help determine where we could make improvements in the student experience from the time the student expressed interest in Palomar College to the time they enrolled in classes. The final report had a focus of enhancing the functionality in the technology we use. The report validated a lot of what we knew and provided a road map on what needed to be done and helped prioritize the work. Some funds were allocated to work on many of the projects in the STRATA report and we have nearly completed all of the recommendations made.</p> <p>Our state audit went extremely well and we again had no findings.</p>
Opportunities:	<p>There is still plenty of work to do in fully utilizing PeopleSoft. We look forward to continuing to learn more about the functionality of PeopleSoft and will continue to adjust business practices to benefit students and the College. Utilizing consultants is necessary in these areas. They are knowledgeable about PeopleSoft upgrades and changes, are PeopleSoft experts, are up to date on training and innovations that we can't always afford, they can work on dedicated projects and fill in gaps of expertise that we don't always have on campus. The cost of using consultants is minimal when taking all of this into account.</p> <p>We need to continue to ensure compliance. The constant changes and additions of legislation can be difficult to keep up with. We need to utilize PeopleSoft where we can to help stay up to</p>

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

	<p>date on changes, review AP's and BP's on a regular basis and maintain a high level of time consuming quality control. Maintaining staffing levels will be critical in ensuring compliance.</p> <p>Being SCFF ready is essential and again relies on maximizing the functionality in PeopleSoft and maintaining staffing levels. New Standard Operating Procedure manuals are being created to ensure all staff receive thorough and consistent training materials and guides to follow. We need to invest time in holding regular staff trainings to keep staff up to date on changes and create efficiency in their work.</p>
Aspirations:	The Admissions Office aspires to ensure 100% compliance during our annual state audits and align our business practices to best help students navigate the application and enrollment process while maximizing the College's SCFF funding.
Results:	The Admissions Office has shown that with a staffing and financial commitment from the College, in addition to continuing our successful collaboration with many other student serving and Instructional offices, we can help ensure student success while generating increased SCFF funding for the College.

SECTION 2: Progress on Prior Goals

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

Goal	Completed	Ongoing	No longer a goal
10% more students will participate in priority registration on their initial day of priority compared to the most recent equivalent term.		X	
Implement CCCApply in collaboration with Information Services	X		
Utilize OnBase for record retention and establish workflows to create efficient business practices.		X	
Upgrade faculty and student MyPalomar accounts.	X		
Contribute to a successful launch of PeopleSoft 9.2 by de-customizing processes and used delivered functionality where possible, minimizing negative impact to students.	X		

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

SECTION 3: Establish Goals and Strategies for the Next Three Years

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

Goal #1	
Goal	Build and utilize activity guides in PeopleSoft.

Strategies for implementation	Review examples and best practices of activity guides being used at other colleges.
Timeline for implementation	Spring 2020
Outcome(s) expected (qualitative/quantitative)	<p>Qualitative: Student data will be more accurate. We will collect updated personal contact information, verify or update majors, collect acknowledgement of the waitlist process and have payment agreements in place with students. This will help students better understand our policies and procedures in addition to collecting more accurate information.</p> <p>Quantitative: With verified or updated majors, we can directly measure if the classes being taken will apply to the completion of their declared program of study. Acknowledgement of the waitlist process and payment agreements will likely reduce the amount of petition for refunds and drops for non-payment.</p>
How does this goal align with your unit's mission statement?	Students will more efficiently complete their program of study when they clearly know what classes are required based on an accurate major.
How does this goals align with the College's Strategic Plan 2022?	<p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.</p> <p>Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%. These strategies may include but not be limited to: • Redesigning the student support experience to align with the College's guided pathways work. • Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan. • Increasing the number of students receiving financial aid. • Implementing strategies to address our students' basic needs (housing and food insecurities). • Increasing the number of students employed on campus.</p> <p>Objective 5: Implement placement recommendations based on high school metrics and appropriate student support to maximize entry and completion of transfer-level English and math coursework in one year.</p> <p>Objective 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.</p> <ul style="list-style-type: none"> VfS Goal 1: Completion 1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22. 1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016-17 to 1,536 in 2021-22.

	<ul style="list-style-type: none"> 1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22. VfS Goal 2: Transfer 2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22. 2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22. VfS Goal 3: Unit Accumulation 3A. Palomar College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 88 in 2016-17 to 82 in 2021-22.
Goal #2	
Goal	Re-write the coding for priority registration appointments.
Strategies for implementation	We will work with Information Services to re-write the code for issuing priority appointments to ensure compliance and reduce the amount of manual work.
Timeline for implementation	2020
Outcome(s) expected (qualitative/quantitative)	<p>Qualitative: We will be compliant with the state mandated priority registration legislation while streamlining the process.</p> <p>Quantitative: We will be able to better measure the usage of registration appointments and break down the data for each of the 8 priority groups. The data can be shared with different departments on campus to help increase the usage of priority registration, ultimately leading to more completion as students enroll in the classes they need that best fit their schedule.</p>
How does this goal align with your unit's mission statement?	By using their priority registration appointments, students will have a better chance of getting the classes they need on the days and times that best fit their schedule and more efficiently complete their program of study.
How does this goal align with the College's Strategic Plan?	<p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.</p> <p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students,</p>

removing barriers to registration and enrollment.

Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%. These strategies may include but not be limited to: • Redesigning the student support experience to align with the College's guided pathways work. • Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan. • Increasing the number of students receiving financial aid. • Implementing strategies to address our students' basic needs (housing and food insecurities). • Increasing the number of students employed on campus.

Objective 5: Implement placement recommendations based on high school metrics and appropriate student support to maximize entry and completion of transfer-level English and math coursework in one year.

Objective 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.

- VfS Goal 1: Completion 1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22.
- 1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016-17 to 1,536 in 2021-22.
- 1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22.
- VfS Goal 2: Transfer 2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22.
- 2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22.
- VfS Goal 3: Unit Accumulation 3A. Palomar College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 88 in 2016-17 to 82 in 2021-22.

Goal #3	
Goal	Utilize class specific permission codes.
Strategies for implementation	We will need to work with faculty and the Instruction Office to implement class specific permission codes. Class specific permission codes will allow faculty to issue permission for students to enroll into their class through their faculty MyPalomar account. This process removes the steps of handing out a permission code to a student and waiting for the student to add the class. The adding of the class would happen within 15 minutes and would not require the student to add the class through their MyPalomar account using a permission code.
Timeline for implementation	Fall 2020
Outcome(s) expected (qualitative/quantitative)	<p>Qualitative: Faculty will have more control over their waitlists. The reliance on students using their permission code prior to the add deadline will no longer be an issue. Students needing permission to add a class will be added more efficiently.</p> <p>Quantitative: Class fill rates will likely increase more quickly for high demand classes. Additionally, FTES calculations will be more current as the wait for students to add classes will be eliminated. Reports and queries can be run to measure fill rates and FTES.</p>
How does this goal align with your unit's mission statement?	Collaboration with the Instruction Office and faculty will allow students to add classes requiring permission easier, removing a potential barrier of adding classes they need to complete their program of study.
How does this goals align with the College's Strategic Plan 2022 ?	<p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.</p> <p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.</p> <p>Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%. These strategies may include but not be limited to: • Redesigning the student support experience to align with the College's guided pathways work. • Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan. • Increasing the number of students receiving financial aid. • Implementing strategies to address our students' basic needs (housing and food insecurities). • Increasing the number of students employed on campus.</p> <p>Objective 5: Implement placement recommendations based on high school metrics and appropriate student support to maximize entry and completion of transfer-level English and math coursework in one</p>

	<p>year.</p> <p>Objective 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.</p> <ul style="list-style-type: none"> VfS Goal 1: Completion 1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22. 1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016-17 to 1,536 in 2021-22. 1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22. VfS Goal 2: Transfer 2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22. 2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22. VfS Goal 3: Unit Accumulation 3A. Palomar College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 88 in 2016-17 to 82 in 2021-22.
Goal #4	
Goal	Automate residency classification changes.
Strategies for implementation	Admissions will work with consultants and Information Services to automate the residency classification changes of students. Based on CCCApply application responses, we will be able to notify students what is specifically required of them to change their residency status. We will track the submission of documents through PeopleSoft checklists and the residency pages.
Timeline for implementation	2020
Outcome(s) expected (qualitative/quantitative)	Qualitative: Establishing and understanding residency requirements can be difficult for students. Based on their CCCApply responses, we will be able to clearly let students know what documentation is needed to establish residency. This process would bring more consistency in staff responses to student inquiries and also aid in compliance related matters in regards to residency requirements.

	Quantitative: We will be able to more accurately measure the amount of residency changes made and most common to least common changes made. We can use this data to evaluate communications with students for effectiveness.
How does this goal align with your unit's mission statement?	Students would receive better, clearer communication in navigating the process to establish residency. By automating the process based off the CCCApply responses, this will help us to remain in compliance.
How does this goals align with the College's Strategic Plan 2022 ?	<p>Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps</p> <p>Objective 2: Streamline the onboarding process for students, removing barriers to registration and enrollment.</p> <p>Objective 3: Per the College's VfS goals and Student Equity and Achievement Plan, implement strategies designed to increase persistence and completion while at the same time decreasing equity gaps by 40%. These strategies may include but not be limited to: • Redesigning the student support experience to align with the College's guided pathways work. • Implementing strategies to increase persistence of disproportionately impacted students as identified in the College's Student Equity and Achievement plan. • Increasing the number of students receiving financial aid. • Implementing strategies to address our students' basic needs (housing and food insecurities). • Increasing the number of students employed on campus.</p> <p>Objective 5: Implement placement recommendations based on high school metrics and appropriate student support to maximize entry and completion of transfer-level English and math coursework in one year.</p> <p>Objective 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.</p> <ul style="list-style-type: none"> • VfS Goal 1: Completion 1A. Palomar College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from 1,484 in 2016-17 to 1,806 in 2021-22. • 1B. Palomar College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from 1,463 in 2016-17 to 1,536 in 2021-22. • 1C. Palomar College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22. • VfS Goal 2: Transfer 2A. Palomar College will increase among all students the number who earned an associate degree for transfer in the selected or subsequent year from 304 in 2016-17 to 456 in 2021-22.

	<p>2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU) from 1,629 in 2016-17 to 1,872 in 2021-22.</p> <ul style="list-style-type: none"> VfS Goal 3: Unit Accumulation 3A. Palomar College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from 88 in 2016-17 to 82 in 2021-22.
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How do your goals align with the College's value of equity and diversity?

The Admissions Office proudly serves all of those who enter Palomar College's doors with an equally diverse staff. We treat all prospective, current and former students, faculty and staff equitably. We deliver excellent customer service and perform our duties to the highest levels for all of those we work with.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).

Admissions supports the Vision for Success set forth by Chancellor's Office. We support the Vision for Success goals by assisting students apply to the College and enroll in classes needed to complete their program of study, leading to the awarding of more certificates and associate degrees, associate degrees for transfer and increasing the number of students transferring to a four year institutions. We strive to increase student access, progress and completion among all of our students by helping to streamline the onboarding process for students and removing barriers to registration, enrollment and financial aid. In our work with AB 705, we have implemented placement recommendations based on high school metrics to maximize entry and completion of transfer-level English and math coursework in one year.

COMPREHENSIVE PART 4: RESOURCES

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). 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](#).

SECTION 1: Reallocation or Reassignment of Resources

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

As previously mentioned, there is still plenty of work to do in fully utilizing PeopleSoft. We look forward to continuing to learn more about the functionality of PeopleSoft and will continue to adjust business practices to benefit students and the College. Utilizing consultants is necessary in these areas. They are knowledgeable about PeopleSoft upgrades and changes, are PeopleSoft experts, are up to date on training and innovations that we can't always afford, they can work on dedicated projects and fill in gaps of expertise that we don't always have on campus. The cost of using consultants is minimal when taking all of this into account.

Maintaining an adequate level of staffing remains a priority. With work being done in the areas of admissions, financial aid, Palomar Promise, AB 705, dual enrollment and middle college and additional College initiatives, staffing must remain at adequate levels to help maximize SCFF funding. There are several anticipated retirements coming in the next year. We'll need to replace vacated positions quickly if we are to continue providing support in all of these areas.

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	Strategic Plan 2022 Goal/ Obj.	New / Vacant / Modified / Temporary	Describe Need:
1)Admissions/Financial Aid Specialist II		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Vacant	Position needed to ensure compliance, meet state and federal mandated deadlines, maintain services and hours of operation, increase student success and allowing the college to maximize state funding.
2) Admissions/Financial Aid Specialist II		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Vacant	Position needed to ensure compliance, meet state and federal mandated deadlines, maintain services and hours of operation, increase student success and allowing the college to maximize state funding.
3) Admissions/Financial Aid Specialist II		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Vacant	Position needed to ensure compliance, meet state and federal mandated deadlines, maintain services and hours of operation, increase student success and allowing the college to maximize state funding.

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	Strategic Plan 2022 Goal/Obj.	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)) On-going PeopleSoft Consultant Help	Maximize PeopleSoft 9.2 functionality to better assist students, staff and faculty.	1.1, 1.2, 1.3, 1.5, 1.5, 2.1, 3.1	\$75,000 to be shared with Admissions	There is a lot of functionality in PeopleSoft that isn't being fully utilized. Consultants can assist in maximizing functionality and continue to help us identify delivered functionality and reduce customizations allowing for a more stable SIS environment. In addition, Guided Pathways is built on the premise that students need to be able to progress towards graduation without undue barriers. The work of campus personnel in conjunction with consultants will be to streamline processes, increase communication, and where possible, remove access and enrollment obstacles.	1
2)Customer Relations Module (CRM)		1.1, SEM: S2			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	Strategic Plan 2022 Goal/ Obj.	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)					
3)					

OTHER RESOURCES

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

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Resource	Three Year Plan Goal	Strategic Plan 2022 Goal/ Obj.	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)					
3)					

COMPREHENSIVE
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. Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

2. Areas of Concern, if any:

3. Recommendations for improvement:

SERVICE AREA OUTCOMES TEMPLATE

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