

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:	Evaluations and Records
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/evaluationsandrecords/

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
Rick Herren	Lead Academic Records Analyst
Polly Shafer	Lead Academic Records Analyst

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.

Our department's mission aligns with the College's vision and mission in variety of ways. Both speak to the importance of focusing on all of our students' success as they pursue the completion their educational goal. We accept and articulate transfer coursework work to help students determine where they are in the progress of completing their program of study. This helps empower our students to succeed.

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

<u>Full-time Staff</u>		<u>Part-time Staff</u>	
Total Number of Full-time Staff	11 (Lead Academic Records Analysts, Academic Records Analysts, Academic Records Specialists, and Manager, Enrollment & Financial Aid Services)	Total Number of Permanent Part-time Staff	0
Number of Classified Staff	10 (2 Lead Academic Records Analysts, 5 Academic Records Analysts, and 3 Academic Records Specialists)	FTE of Part-time Staff (2X19 hr/wk = .95)	
Number of CAST Staff	0	FTEF of Part-time Faculty	N/A
Number of Administrators	1 (Manager, Enrollment & Financial Aid Services)		
Number of Full-time Faculty	N/A		

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

5 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 Records and Evaluation Offices serve:

- Prospective students who submit transcripts to clear prerequisites, meet with a counselor and to determine financial aid eligibility.
- Current students who apply for graduation, degrees or certificates; need transcripts sent out or delivered, students who submit graduation petitions, need to clear academic status and need academic renewals completed.
- Former students who need copies of transcripts.
- Counselors who need course equivalencies verified from other institutions.
- The Financial Aid Office needs us to evaluate transfer credit coursework so they can determine financial aid eligibility.
- The Veterans Office needs us to enter military coursework and complete evaluations so Veterans can continue to receive veteran's benefits.
- The Student Affairs Office needs graduate and candidates' names for commencement and Dean's list.

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

The Records and Evaluations Office are responsible for maintaining academic records, enforcing academic regulations, and awarding degrees and certificates. The Records Office processes grades; maintains student academic history; processes requests for transcript and verifications of enrollment; receives transcripts, test results, etc. from other institutions; and processes Petitions for Academic Renewal and Credit by Examination. The Evaluations Office processes petitions for graduation and transfer; evaluates transcripts and records; posts degrees, certificates, and transfer certifications; processes Academic Standing, including Dean's List and Probation/Dismissal; and processes Petitions for Course Repetition.

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)

2)

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
EVALUATIONS OFFICE					
In-Person Contacts	TBD	TBD	TBD	TBD	Unable to maintain accurate counts without line management software.
Phone Contacts	7,310	7,980	7,730	7,779	
E-Mail Contacts (Does not include evaluation notification emails.)	TBD	TBD	TBD	TBD	
Associate in Arts: Approved Denied Total	914 296 1,210	941 314 1,255	853 294 1,147	871 218 1,089	
Associate in Arts for Transfer: Approved Denied Total	104 68 172	161 103 264	202 118 320	347 102 449	
Associate in Science:					

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Approved Denied Total	821 253 1,074	795 283 1,078	775 249 1,024	820 235 1,055	
Associate in Science for Transfer: Approved Denied Total	107 70 177	154 98 252	238 114 352	298 63 361	
Associate Degree Totals: Approved Denied Overall Total	1,946 687 2,633	2,051 798 2,849	2,068 775 2,843	2,336 618 2,954	
Certificates of Achievement: Approved Denied Total	1,788 165 1,953	1,776 207 1,983	1,672 184 1,856	1,837 257 2,094	
Certificates of Proficiency: Approved Denied Total	508 28 536	454 26 480	684 21 705	510 15 525	
Certificates of Completion: Approved Denied Total	109 237 346	96 186 282	67 231 298	104 133 237	
Certificate Totals: Approved Denied Overall Total	2,405 430 2,835	2,326 419 2,745	2,423 436 2,859	2,451 405 2,856	
CSU GE Certifications: Full Partial Total	777 275 1,052	811 313 1,124	839 250 1,089	862 231 1,093	
IGETC Certifications: Yes Partial No Total	259 44 12 315	298 53 9 360	274 33 15 322	305 35 8 348	
Certification Totals: Full Partial Denied Overall Total	1,036 319 12 1,367	1,109 366 9 1,484	1,113 283 15 1,411	1,167 266 8 1,441	
Veteran Evaluations	920	1,027	989	772	
Transfer Credit Evaluations Financial Aid	1,175	1,297	1,157	461	
Course Evaluation Requests Counseling	378	315	267	241	

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Prior Credit Evaluations Nursing/Fin Aid only	106	120	21	31	
Prerequisites	225	392	458	607	
Course Repetition: Petitions Withdrawals	358 526	433 377	350 317	359 167	
Academic Standing: Dean's List Probation Dismissal (Spring only)	2,914 7,914 518	3,046 7,475 500	3,161 6,882 416	3,387 6,834 485	
CTE Transitions: (Posted in Spring only) Courses Students	62 1,091	114 1,043	81 1,166	77 TBD	
Records Office					
In-Person Contacts	TBD	TBD	TBD	TBD	Unable to maintain accurate counts without line management software.
Phone Contacts	11,919	11,430	7,904	7,143	
E-Mail Contacts	TBD	TBD	TBD	TBD	
Outgoing Transcripts: Total Electronic Paper	30,231 11,329 18,902	28,819 23,294 5,525	29,680 25,097 4,583	27,773 23,849 3,924	
Incoming Transcripts: Electronic Paper Total	3,908	4,173	4,347	4,362	
Verification: Current Enrollment, Dates of Attendance, Financial Aid, Investigations, Good Student, etc.	2,125	1,844	1,570	1,295	
Grade Changes	970	842	1,046	805	
Student Petitions: Petitions to Withdraw Academic Renewal Credit by Exam	694 529 69	635 535 65	634 528 31	607 458 37	

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

California legislative changes and federal government regulations continue to impact the Evaluations and Records areas. These changes have had significant impacts on processing deadlines and compliance related matters. In addition, the Student Centered Funding Formula (SCFF) has given us the opportunity to reprioritize

our work, revamp our business practices and provided long sought after financial support to utilize technology and consulting assistance to help meet the needs of the College and student success. We are far better prepared for the increased workload and our ability to strongly contribute to the Guided Pathways initiative of helping students stay on track by monitoring student progress towards the completion of their program of study, educational goal and awarding of degrees and certificates to enhance the college's funding. This was possible due to the allocation of funds to upgrade our technology which we used for enhancing PeopleSoft functionality as we moved to PeopleSoft 9.2, transfer credit evaluation (TCE's) and Academic Advising. In order to keep up to date with compliance related matters, meet mandated deadlines and maximize the College's funding, staffing levels will need to stay where they are, at a minimum, and continued financial support will be needed to utilize technology and consulting assistance.

The number of financial aid Transfer Credit Evaluations and Veteran Evaluations have declined. This year, we have begun to automate transfer credit course work to meet mandated timelines and hope to see the benefit of the automated Transfer Credit Evaluations as more articulation or equivalency rules are built through a new tool called Rulemaker. We are also be working with our Veteran student population and Associate Degree for Transfer (ADT) students to evaluate the benefit of conducting earlier evaluations of their coursework to see if that helps the office gain efficiency. We will need time to evaluate both practices to see where biggest gains in efficiency are made.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

As shown, the Records and Evaluations Offices have a tremendous amount of work to do. In order to meet the demands of the office, as well as updated legislation and mandated deadlines imposed, we are looking to automate our processes as much as possible. There is still much work to be done to make the work manageable, while continuing to provide excellent customer service to our students. With the college having such a large student population and having approximately 200 degree and certificate programs, maintaining staffing levels, utilizing technology and adjusting business practices when applicable will be essential moving forward as we maximize state funding and contribute to student success.

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

This past year, we made significant strides in utilizing technology and implementing business practices that will greatly benefit students and the College. Following Guided Pathways, we will help students better understand where they are in completing their educational goal. A better understanding of this will allow students to complete their program of study quicker by identifying courses that will apply to their program of study, maximize financial aid eligibility and maximize GI benefits. The College will benefit by increased state funding as students complete their program of study more efficiently and by sharing Academic Advising data with the Instruction Office to help them efficiently schedule classes based on known student need. Records and Evaluations Office staff is extremely experienced and knowledgeable. They have been instrumental in applying changes in the use of technology and adjusting business practices.

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!

Transcript Express- a PeopleSoft bolt-on has been implemented that helps increase transcript data entry time by approximately 50%. With greater efficiency and filling staff vacancies and cross-training staff, we cleared a 7 month backlog of transcript data entry. This allows for quicker equating of transfer course work into Academic Advising.

Rulemaker- a PeopleSoft bolt-on has been implemented that allows us to build transfer credit articulation rules in PeopleSoft. We will pilot Rulemaker with military affiliated schools to complete evaluations on Veteran students so

they can be certified to receive GI benefits.

Automated grade adjustments- a new automated grade adjustment process was used to completed 50,000+ grade adjustments dating back to 2000. Students no longer need to request grade adjustments. The automation lets students know their academic standing in real time and impacts their federal financial aid, CCPG and enrollment priority eligibility.

Academic Advising is functional- after the Evaluations Office evaluates the transfer credit work and posts it to the students' academic record, it allows the Veterans, Financial Aid, Counseling and Evaluations Offices to see what classes students have taken towards the completion their program of study. We will be introducing Academic Advising to students in Spring 2020. This will allow student to see where they are in their program of study and run "what if scenarios" to major changes in their MyPalomar account.

Automated grade posting- the posting of grades are now completed at the time of submission. Staff used to be required to verify and manually post grades. This frees up staff with more time to work on other projects.

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?

Non-credit transcript is needed- new legislation is requiring us to separate and post non-credit coursework.

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 to 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. Two functions in 9.2 we plan to utilize right away are Activity Guides and an on-line graduation application. 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. The on-line graduation application will be useful to students since we will embed in in their MyPalomar account and better help the Evaluations Office track applications from the time of submission to completion.

Placing Credit for Prior Learning on transcript- once the guidelines are established for credit for prior learning, we will work with the Articulation Officer to explore best practices on how to clarify the Credit for Prior Learning on the transcript.

Monitor AB 1313 Legislation preventing debt collection and withholding services- we will need to be compliant with the Chancellor's Office guidelines once provided as it relates to placing student holds on accounts that prevent registration and issuing transcripts due to monetary holds.

SCFF- the desire to maximize District funding and ensuring student success will no doubt impact the Records and Evaluations Office. We will need to be supported in the areas of maintaining and/or increasing staff and receive financial commitment for technological and consulting assistance to meet these needs.

Meta majors- as the District moves to Guided Pathways and Meta majors, time will be needed to actualize these initiatives into the Evaluation and Academic Advising process. There will need to be collaboration with the Instruction, Articulation, Financial Aid and Evaluations Offices.

Curriculum updates in META- Palomar houses its curriculum and program inventory in a software program called META. Due to a backlog of work in Instruction, this data is often outdated or unknown. We need to work with the Instruction Office to collaborate on how to best get in sync.

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

None at this time.

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:	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 students better understand where they are in completing their program of study. This will aid students by helping them to identify courses that will apply to their program of study, maximize financial aid eligibility and maximize GI benefits. The College will benefit by increasing our state funding by having more students complete their program of study more efficiently and our office share Academic Advising data with the Instruction Office to help them efficiently schedule classes based on known student need. Records and Evaluations Office staff is extremely experienced and knowledgeable. They have been instrumental in applying changes in technology and implementing new business practices.
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, 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>Staffing remains a priority. Our Business Analyst position has been vacant for over 2 years. We are down one Academic Records Analyst and project to lose 2 to 3 more in the coming months due to retirement. 2 Academic Records Analyst positions are categorically funded by transcript fees. The cost of the employees is outpacing the collection of transcript fees. In part, the free student transcript exchange with CSUSM has reduced our transcript revenue. These funds need to be replenished as previously discussed with the Executive Management of the College or these positions need to be moved to District funding to ensure compliance, meet state and federal mandated deadlines, increase student success and allow the College to</p>

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	maximize SCFF funding.
Aspirations:	The Records and Evaluations Offices aspire to more quickly evaluate students' academic progress and allow all students to know where they are in the completion of their declared academic program of study.
Results:	Our Records and Evaluation Offices have 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
Create an on-line graduation application and embed it in student's MyPalomar account.		X	
Automate grade adjustments.	X		
Crte a free transcript exchange with CSUSM.		X	
Utilize Transcript Express.	X		
Automate grade posting.	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	Accept incoming electronic transcripts (EDI) and have them automatically upload into PeopleSoft.
Strategies for implementation	A PeopleSoft bolt-on has been purchased from VB Consulting. We will work with Information Systems to implement.
Timeline for implementation	2020
Outcome(s) expected	Qualitative: Removing a large amount of manual work will reduce

(qualitative/quantitative)	<p>data entry error, provide more time to work directly with students and allow us more flexibility in prioritizing our work during peak times. Manual, time consuming processes limit flexibility.</p> <p>Quantitative: We will be able to accurately track the number of incoming transcripts and validate what institutions they are coming from based on reports.</p>
How does this goal align with your unit's mission statement?	<p>Transfer credit work will be automatically entered into PeopleSoft through the use of technology, entering transfer coursework much faster and eliminates data entry errors. Students will be able to have a better understanding of where they are in the completion of the educational goals and make educated decisions that can impact their financial aid and GI benefits eligibility. The time saved from manual processing can be used to better serve students and reduce reliance on short-term hourly staff and the time required to constantly train new short-term staff.</p>
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

	<p>associate degree and had an enrollment in the selected or previous year from 1,976 in 2016-17 to 2,118 in 2021-22.</p> <ul style="list-style-type: none"> • 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	Introduce Academic Advising to students.
Strategies for implementation	A majority of the work is done. We will continue to work with Information Services to better use the Student Program Plan Stack and use Activity Guides to verify student majors throughout their academic career with the College.
Timeline for implementation	Spring 2020
Outcome(s) expected (qualitative/quantitative)	<p>Qualitative: Students will be more informed as to where they are in working towards the completion of their program of study. This will allow them to stay on-track, maximize financial eligibility and complete their program more efficiently.</p> <p>Quantitative: We will be able to run queries against student's majors and Academic Advising to see if they are following their program of study.</p>
How does this goal align with your unit's mission statement?	Students are likely to more efficiently complete their program of study when they clearly know what classes are required.
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>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</p>

	<p>(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. • 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	Generate reports off of Academic Advising data to share with the Instruction Office to help them efficiently schedule classes based on known student need.
Strategies for implementation	A PeopleSoft bolt-on has been purchased from VB Consulting. We will work with Information Systems to implement it.
Timeline for implementation	2020
Outcome(s) expected (qualitative/quantitative)	Qualitative: Knowing what classes will be in high demand based on Academic Advising reports and queries, Instruction can schedule classes more efficiently leading to student success and completion.

	Quantitative: We can directly measure if the classes being offered are leading to higher rates of program of study completion.
How does this goal align with your unit's mission statement?	Collaborate with the Instruction Office to share data that will better assist students in providing the 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>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. • 2B. Palomar College will increase among all students, the number who transferred to a four year institution (UC or CSU)

	<p>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. <p>Goal 2: TEACHING AND LEARNING: Implement instructional strategies that strengthen teaching and learning across the college. (Guided Pathways pillars: Clarify the Path, Ensure Learning)</p> <p>Objective 1: Implement clear program pathways organized by fields of study (metamajors) for students per the College's Guided Pathways plan.</p>
Goal #4	
Goal	Move transcript processing from the campus to Credentials.
Strategies for implementation	<p>We still have significant work to do to make this happen. Faculty grades submission across the campus would need to be done so on time. Some faculty submit grades days or weeks after the completion of the semester. Consistent, timelier grade submission is needed so students can get accurate transcripts sent out. The processing of transcripts on campus is extremely time consuming. With more and more legislation impacting our operations and shrinking federal and state mandated deadlines for degree awarding and evaluations, staff time can be better spent to meet these mandates. Another benefit is when students request transcripts through a third party vendor such as Credentials, the vendor will take student calls and on-line transcript requests, again saving staff time and better spending it to handle new demands. An additional benefit Credentials has that we are not able to currently do is they can track the transcript that was mailed or electronically delivered. Our work in automating grade posting was a precursor to transcripts being processed off campus being an option.</p>
Timeline for implementation	2020 or 2021
Outcome(s) expected (qualitative/quantitative)	<p>Qualitative: Removing a large amount of manual work will reduce data entry errors, provide more time to work directly with students and allow us to be more flexibility in prioritizing our work during peak times. Manual, time consuming processes limit flexibility.</p> <p>Quantitative: Income revenue from transcript processing would likely increase, reduction in the cost of short term staff can be validated and we can align more College goals and objectives with the increased time Records personnel would have to perform their other duties.</p>
How does this goal align with your unit's mission statement?	This will help us to complete our work accurately and maintain compliance with all federal, state, and local regulations.
How does this goals align with the	Goal 1: STUDENTS: Increase student access, progress, and

College's [Strategic Plan 2022](#)?

completion, while decreasing equity gaps.

Objective 2: Streamline the onboarding process for students, 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 6: Operationalize Strategic Plan 2022 goals and objectives, in particular VfS goals, into the daily work of the college.

- 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.

How do your goals align with the College's value of equity and diversity?

The Records and Evaluations Offices proudly serve all of those who enter Palomar College's doors. 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](#).

Records and Evaluations supports the Vision for Success set forth by Chancellor's Office. We support the Vision for Success goals by informing students where they are in their progress towards completing their program of study, working to develop methods of awarding more certificates and associate degrees, associate degrees for transfer and increasing the number of students transferring to a four year institutions. With Academic Advising, we also support the goals of Vision for Success by decreasing 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.

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, 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.

Staffing remains a priority. Our Business Analyst position has been vacant for over 2 years. We are down one Academic Records Analyst and project to lose 2 to 3 more in the coming months due to retirement. 2 Academic Records Analyst positions are categorically funded by transcript fees. The cost of the employees is outpacing the collection of transcript fees. In part, the free student transcript exchange with CSUSM has reduced our transcript revenue. These funds need to be replenished as previously discussed with the Executive Management of the College or these positions need to be moved to District funding to ensure compliance, meet state and federal mandated deadlines, increase student success and allow the College to maximize SCFF funding.

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) Academic Records Analyst		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Vacant	Position needed to ensure compliance, meet state and federal mandated deadlines, increase student success and allowing the college to maximize state funding.
2) Academic Records Analyst		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Modified	Move from categorical funds (transcripts) to District funds to ensure funding.
3) Academic Records Analyst		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Modified	Move from categorical funds (transcripts) to District funds to ensure funding.
4) Academic Records Specialist		1.1, 1.2, 1.3, 1.5, 1.6, 2.1	Vacant	Will become vacant as of December 2019. Position needed to ensure compliance, meet state and federal mandated deadlines, 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.	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	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!!!**

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) TES Software License		1.1, 1.2, 1.3, 1.5, 1.5, 2.1, 3.1	\$16,000	Provides catalog and course description access to Evaluations, Counseling, Articulation, and Instruction services staff	1

COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

2) CCC Tran License		1.1, 1.2, 1.3, 1.5, 1.5, 2.1, 3.1	\$7000	Provide access to electronic transcript services	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)					

