

Status: **Reviewed**

Entry #: 6

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2020-2021 COMPREHENSIVE REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON- INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, program review and planning identifies program strengths as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

BASIC UNIT INFORMATION

Program/Unit Name

Dual Enrollment

Department Name

Dual Enrollment

Division Name

Student Services

Name of Person responsible for the Program/Unit

Jennifer Finn, Glyn Bongolan

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/dualenrollment/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
Jennifer Finn	Acting Dual Enrollment Supervisor
Glyn Bongolan	Acting Dual Enrollment Counselor
Ellie Masiello	Dual Enrollment Assistant
Kendyl Magnuson	Sr. Director, Enrollment Services
Angie Heffner-Martinez	Admissions & Financial Aid Specialist II/ K12 Specialist

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?

The Dual Enrollment Office is committed to supporting the Vision for Success, a set of goals that increase the number of students earning degrees or certificates in preparation for transfer, improving high school graduation rates, helping pupils achieve college and career readiness, and potentially entering the workforce. We provide support services that enable high school students to successfully navigate college and meet their learning goals.

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

In regard to Palomar's locally aligned Vision for Success goals, Dual Enrollment aligns with the following goals:

VfS Goal 1: Completion, VfS Goal 2: Transfer, VfS Goal 4: Workforce, and VfS Goal 5: Equity. In regards to Palomar's strategic plan, Dual enrollment aligns with the following goals:

SP Goal 1: Students and SP Goal 2: Teaching and Learning.

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

PROGRAM/UNIT DESCRIPTION

Staffing

Use the Permanent Staff Count link below to answer staffing questions.

Link: [Permanent Employees Staff Counts](#)

This form required a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff

Total Number of Full-time Staff

0.00

Number of Classified Staff

0.00

Number of CAST Staff

0.00

Number of Administrators

0.00

Number of Full-time Faculty

0.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

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

0.20

FTEF of Part-time Faculty

0.00

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

Dual Enrollment is currently supported by staff that is assigned to other departments/roles. Dual Enrollment has 4 employees doing this work on top of their regular roles (i.e.: Chair of Counseling, Supervisor of Enrollment Services, Admissions and FA Specialist II, and a hourly retiree).

Dual Enrollment is almost entirely supported by contract staff in temporary roles. We do not have FWS or Student Workers in our office at this time.

As part of the 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)

If you need help, please contact us and we will walk you through the process (msnyder2@palomar.edu or mbarton@palomar.edu)

How will you submit your organizational chart?

Upload Document

Upload



Structure_PRP 2020-2021 (1).pdf
84.95 KB



Program/Unit Description

Who utilizes your services

Palomar Community College District may enter a CCAP (College and Career Access Pathways) agreement with a school district or charter school partner as approved by the governing boards of both districts. Palomar is able to partner with school districts outside of our boundaries with the permission of the other college district in those boundaries. Institutional and system leaders holding critical conversations about the prospects for tapping into dual enrollment's potential.

Strong Workforce Program partners.

Dual Enrollment courses are being offered in partnership with multiple schools, with 40+ schools in conversation with Palomar on CCAP and non-CCAP agreements. Our primary districts are BUSD, EUHSD, FUHSD, PUSD, SMUSD, VCPUSD, VUSD, both containing Charters and public institutions.

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

Dual Enrollment and Middle College high schools models are provided by the College and Career Pathways program, authorized by Assembly Bill 288, which enables high school students to take college courses, taught by college professors, at their high school campus.

Strategies to increase enrollment, success, and affordability to California high school students.

Students earn high school and college credit. Credits are recorded on students' permanent college transcript.

Dual Enrollment offers online resources such as a webpage, Zoom tutorials for students on CCC Apply/application process, counseling webinars, and webinars on MyPalomar/technology. We process all K12 forms for Dual Enrollment students.

Create/amend CCAP/Non-CCAP agreements.

Dual enrollment programs can provide College a larger base apportionment funding for dually enrolled students, high schools can meet accountability metrics through dual enrollment, and we can increase equitable strategies.

Complete annual reports for California Community College Chancellors Office.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

Palomar has adopted Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

Defining and Assessing SAOs:

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

1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

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

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

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)					

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?

No

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

While in operation since 2016, the Dual Enrollment Office is a fictitious office. Palomar College has yet to support the office with proper staffing and funding. Therefore, the office had not been recognized as an entity required SAOs, nor had the office created SAOs. The Dual Enrollment Office will connect with the Learning Outcomes Support to establish a section for Dual Enrollment by the end of Spring 2021.

SAOs SUMMARIES AND REFLECTIONS

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

SAOs

SAO 1

SAO Title

Develop a menu of courses to support the goal of increasing student participation in dual enrollment. (Supports Goal #2)

Assessment Status

Not assessed

SAO Summary and Reflection

No summary as of yet.

Next planned assesment

Spring 2021

SAO 2

SAO Title

Conduct Instructor Training for dual enrollment with specific issues related to engaging HS students in an online environment. (Supports Goal #2)

Assessment Status

Not assessed

SAO Summary and Reflection

No summary as of yet.

Next planned assesment

Spring 2021

OTHER ASSESSMENT DATA

Quantitative Data

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

Measures, Descriptions, and Annual Values

Measure 1

Name of Measure

Increases involvement with Palomar departments.

Description of Measure

Number of courses included on dual enrollment menu not including reserving spots.

Year	Year	Year	Year
2016-2017	2017-2018	2018-2019	2019-2020
Value	Value	Value	Value
F16: 5; S17: 12	F17 : 10; S18: 14	F18: 20; S19: 23	SU: 1; F19: 30 ; S20: 28

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

Measure 2

Name of Measure

Increase collaboration between HS districts and Palomar Dual Enrollment.

Description of Measure

Number of high schools with MOAs and/or concurrent collaborations. Excludes satellites.

Year	Year	Year	Year
2016-2017	2017-2018	2018-2019	2019-2020
Value	Value	Value	Value
9	8	9	14

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

Measure 3

Name of Measure

Increase number of faculty participating in instructor training

Description of Measure

Instructor training for dual enrollment

Year	Year	Year	Year
Value	Value	Value	Value

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

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

Dual enrollment sections have steadily increased as more high schools are interested in participating in a CCAP MOA.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

Increasing high school participation is difficult in the beginning as a variety of factors influence the partnership. Factors include the number of high schools in a district, varying level of HS personnel and district level involvement, varying levels of HS resources, different calendars, bell schedule/block periods, and set up of Palomar's current MOA. Palomar's MOA has limited benefit for the HS other than benefiting their students and scoring points on the CCI for funding.

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

Advocacy for district level support from the high schools as well as administrative support at the sites is important. Involvement of the HS counselors is a must as they are key to reaching the students. While the legislation intended there to be a focus on career education, many of the student prefer to take courses that reduce their A-G requirements.

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ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

Dual Enrollment currently has 11 MOAs with local high school districts and charter schools. The office has not only increased the special admit population for Palomar College, but it has also increase its percent of the overall special admit population from 9.3% in 2016-2017 to 49.8 % in 2019-2020. The dual enrollment program brings in revenue between \$572,000 to \$1,388,000. Student accomplishments include the following: (1) 16 students from Bonsall completed Certificate in Electronic Publishing in 2019, (2) ¼ Bonsall 2019 senior class attending Palomar Fall 2019, (3) "Students can see they can learn at the college level and is a confidence booster" - tethered teacher at VHS, and (4) Student at Palomar this year who took MATH 15-50-60 at Vista HS taking MATH 110 now. Last, one student who was on his way to continuation school, took a CS 101 course, and completely turned his attitude around about school, saw himself as someone who would go to college, and became a favorite student of the hardest English teacher at his high school.

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?

The shelter-in-place and social distancing orders of spring 2020 caused by the coronavirus pandemic have made the paper-based enrollment process effectively impossible. To continue dual enrollment, colleges now must create an online process quickly, and in the midst of all the other difficulties they're facing in moving to deliver all instruction and operations remotely.

Moving courses online sparked new ideas of asynchronous vs. synchronous course offerings, as well as limitations of students with lack of parental or high school support and self-learning.

§ 54300. Electronic Applications and Electronic Signatures. (a) Community college districts may authorize the electronic submission of any admission form or student form or document.

(b) Electronic signatures in lieu of manual signatures may be used on any documents requiring a signature, providing the electronic signature meets the following standards, unless otherwise required to meet a higher standard under federal or state regulation or law.(c) Prior to the electronic submission of any information, districts will inform applicants and students of the relative security of the information they submit electronically.

While there is a requirement for student, parents and high school principal signatures for dual enrollment, no law specifies how often this must be done, except for dual enrollment under CCAP as revised by Assembly Bill 30 which stipulates that "the chancellor will revise the special part-time application process to allow a pupil to complete one application for the duration of the pupil's attendance" (see Title 5 48800-48813.5 and Title 5 76004). The question then becomes: if only one permission form is required for CCAP students, could this equally apply to non-CCAP dually enrolled students as well?

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

NextGen Dynamic Forms automation, which offers a "secure, state of the art e-sign/workflow solution" that enables non-technical users to convert paper-based forms into interactive, electronic ones (NextGen Web Dynamic Forms). These resources and others may be especially helpful for colleges looking to move immediately to e-signatures and online enrollment processes.

Using an electronic form helps minimize errors such as incorrect names, course titles, and section numbers. It saves an enormous amount of time for coordinators who otherwise would have to drive to and from high schools shepherding paper forms. And it eliminates the need for Admissions and Records personnel to use an entirely separate process of hand-enrolling students.

The move toward using an electronic form for dual enrollment dovetails with other college efforts, particularly guided pathways redesign. Electronic solutions to create a smoother overall student experience, including a workflow that uses electronic signatures; streamlining the process means that colleges will be able to expand dual enrollment offerings. Ensure the online form is mobile-friendly.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

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

1. What are our greatest 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 them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

Consistency with Glyn and Angie over several years. Established relationships with all districts. Strong enrollment services presence and knowledge and involvement.

Opportunities:

Hire permanent staff. Additional CCAP agreements, openness to collaborate SWP K12 grants, offer stronger counseling services to student, strengthen partnership with HS districts through more collaboration/ ?, strengthen collaboration with Palomar programs in HS such as Grant Funded Student Programs, Outreach, Palomar Promise, and Assessment. Increase number of virtual course offerings and online support. Collaborate on scheduling calendars and meeting times between HS and Palomar. Review online opportunities in terms of synchronous and asynchronous offerings. Strengthen how we deliver the orientation and study skills to the students (make it mandatory). Use Comevo for dual enrollment orientation.

Aspirations:

Have full staffing with a budget.

Results:

Numbers, SCFF.

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PROGRESS ON PRIOR PRP GOALS

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

Prior PRP Goals

Goal 1

Goal	Choice
No prior PRP goals.	No longer a goal

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

Not applicable.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

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

Goal 1

Description

Create proper structure, full-time support, and funding to support the Dual Enrollment Office.

Dual Enrollment Manager: Lead the development, implementation, supervision, and evaluation of all Dual Enrollment efforts working with Dual Enrollment Faculty Coordinator(s), Enrollment Services Outreach Manager, and other Instructional and Student Services Faculty and Staff as well as High School partners.

Dual Enrollment Pathways Counselor/Specialist

Dual Enrollment Instructional Specialist/Coordinator

Administrative Assistant

Enrollment Services Specialist

GFSP Liaison

Strategies for implementation

Identify funding and resources. Reflect dual enrollment office structure in redesigned college governance structure.

Timeline for implementation

November 30, 2020 for Spring 2021 implementation.

Outcome(s) expected (qualitative/quantitative)

Additional human resources will be assisting on the dual enrollment initiative.

How does this goal align with your unit's mission statement?

The goal aligns with providing an opportunity to students that impact equitable access to college by providing students a safe and tuition free environment.

How does this goal align with the College's Strategic Plan 2022?

This goal aligns with the Strategic Plan Goal #1 of increasing access while decreasing equity gaps, objectives #2, #3, and #4.

Expected Goal Completion Date

1/11/2021

Goal 2

Description

Increase student participation in dual enrollment leading to an increase in college enrollment.

Strategies for implementation

*Create a menu of classes for dual enrollment offerings

*Create pathways for transfer readiness and short certificates in the areas of Career Education specialized for each location

*Create dual enrollment agreements with all high school districts and charter schools within Palomar's boundaries

*Increase communication and facilitation of concurrent opportunities for high school students, especially online pathways for rural high schools

*Create well developed 4-6 course pathways that benefit the students, the high schools, and the community.

Timeline for implementation

SP 2021 - maintain current levels during COVID as many students are struggling with the online instruction

SP 2021 - Create the menu of classes

SU 2021 - Increase communication and facilitation of concurrent opportunities

Fall 2021 - Begin discussion of new MOUs for Fall 2022 start

Fall 2021 - Create well developed pathways

Outcome(s) expected (qualitative/quantitative)

Quantitative: increase in HS participation, course offerings, and student enrollment.

Qualitative: Stories of students' self-images changing to seeing themselves as college students.

How does this goal align with your unit's mission statement?

The goal aligns with providing an opportunity to students that impact equitable access to college by providing students a safe and tuition free environment.

How does this goal align with the College's Strategic Plan 2022?

This goal aligns with the Strategic Plan Goal #1 of increasing access while decreasing equity gaps.

Expected Goal Completion Date

6/30/2022

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

The goal aligns with providing an opportunity to students that impact equitable access to college by providing students a safe and tuition free environment.

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.

Dual Enrollment aligns with 4 of the 5 VfS goals. The main strategy the Dual Enrollment Office will implement is providing pathways that are appealing to underrepresented students whether those pathways be transfer readiness, career education, or educational advancement. The pathways will reflect a multicultural perspective and implement practices that are inclusive. For example, Chicano Studies history courses and other multicultural designated courses will be first to be offered at the high schools.

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RESOURCES

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's **Strategic Plan 2022.**

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

Yes

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Manager, Dual Enrollment

Is this request for a full-time or part-time position?

Full Time

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

The Supervisor meets with all external partners and ensures the program is running smoothly
Lead the development, implementation, supervision, and evaluation of all Dual Enrollment efforts working with Dual Enrollment Faculty Coordinator(s), Enrollment Services Outreach Manager, and other Instructional and Student Services Faculty and Staff as well as High School partners.

Work collaboratively with College Instructional Division Deans and Department Chairs as well as High School District and campus leadership to develop dual enrollment course offerings as well as establish and evaluate Dual Enrollment Pathways with a goal of creating seamless pathways and a college-going culture aligned with achieving student equity goals.

Work with Dual Enrollment Faculty Coordinator(s) to implement robust professional development programming for all dual enrollment stakeholders and High School Partner faculty and staff.

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

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

SEA, Guided Pathways funding

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

This positions supports our first goal of creating the proper structure and support to expand dual enrollment.

Strategic Plan 2022 Objective

1:1

1:2

1:3

1:4

3:4

If the position is not approved, what is your plan?

If this position is not approved, we will have to scale back the efforts of dual enrollment.

Staff, CAST, AA request 2

Title of position

Counselor, Dual Enrollment

Is this request for a full-time or part-time position?

Reassign Time

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

Pathways Specialist or Counselor will establish pathways for high school students and connect students to certificate and Associate degrees at Palomar College. Counselor will occasionally meet with HS partners. The counselor will also coordinate counseling services for the students in collaboration with the high schools. The successful applicant will be expected to provide a full range of counseling services in the Dual Enrollment Initiative. This assignment may include teaching at off-campus sites, day or evening classes, weekend classes, large classes, distance learning and multiple teaching methodologies. Coordinate and provide educational counseling and advisement, career counseling. Provide matriculation services for students and track potential graduates. Participate in retention and outreach efforts.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**Is there funding that can help support the position outside of general funds?**

Yes

What funding would support this position?

SEA and Guided Pathways funding

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

This position assists with student success and completion.

Strategic Plan 2022 Objective

1:1

1:2

1:3

1:4

3:4

If the position is not approved, what is your plan?

The alternate plan would be to assign HS liaisons from the Counseling Department and hire and adjunct to focus on dual enrollment and middle college.

Staff, CAST, AA request 3**Title of position**

Instructional Specialist/Coordinator

Is this request for a full-time or part-time position?

Full Time

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

The instructional specialist will work with Palomar departments to determine course details, works with the department assistants, and field any questions from deans and faculty. This position can help promote specific programs both in dual enrollment and in concurrent enrollment situation to help increase enrollments and increase future attendance at Palomar College.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**Is there funding that can help support the position outside of general funds?**

Yes

What funding would support this position?

SEA and Guided Pathways funding

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

This position assists with student success and completion.

Strategic Plan 2022 Objective

1:1

1:2

1:3

1:4

3:4

If the position is not approved, what is your plan?

The duties will fall upon the Manager of Dual Enrollment and activities will need to be scaled back.

Staff, CAST, AA request 4

Title of position

Administrative Assistant

Is this request for a full-time or part-time position?

Full Time

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

The Administrative Assistant will handle administrative duties in the office such as creating SIS preparation worksheets for ADAs, maintain spreadsheets, coordinate meetings and trainings, provide reports, and maintain the budget. This assistant will help academic department assistants to calculate student contact hours in dual calendar environment and assist with correct completion of the SIS.

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

Yes, this position will help department academic assistants with handling SIS for dual enrollment courses.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

SEA and Guided Pathways funding

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

Strategic Plan 2022 Objective

1:1

1:2

1:3

1:4

3:4

If the position is not approved, what is your plan?

The duties will fall upon the Manager of Dual Enrollment and activities will need to be scaled back.

Staff, CAST, AA request 5

Title of position

Enrollment Services Specialist

Is this request for a full-time or part-time position?

Part Time

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

The Enrollment Services Specialist manages the special admit forms and the dual enrollment rosters. Occasionally, the Enrollment Services Specialist will participate in the high school registration events at the high schools.

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

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

SEA and Guided Pathways funding

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

Strategic Plan 2022 Objective

1:1

1:2

1:3

1:4

3:4

If the position is not approved, what is your plan?

Plan is to take current staff in Enrollment Services and assign part-time to dual enrollment.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

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

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

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

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

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

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

Do you have resource needs that require physical space or modification to physical space?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

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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:

Kendyl Magnuyson

Sign Date

11/6/2020

FEEDBACK

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

The Dual enrollment program has been in the district for a long time and has been successful due to the great work by a small number of people.

Areas of Concern, if any:

Recommendations for improvement:

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

kmagnuson@palomar.edu

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

Yes

Vice President Review

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

The Dual Enrollment Program has accomplished some key goals of establishing relationships and offering dual enrollment courses in the community

Areas of concern, if any:**Recommendations for improvement:**

The structure of Dual Enrollment will be formalized as a part of the restructure within Student Services. Position requests will be evaluated once the structure is formed and has been operating for a semester. This will give us a good indication of the needs and potential of the program.

VP Name:

Vikash Lakhani

Signature Date:

12/15/2020