Status: **Reviewed**

Entry #: 12

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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
Student Success and Engagement

Department Name
Counseling

Division Name
Student Services

Name of Person responsible for the Program/Unit
Nancy Browne

Website address(es) for your program(s)/unit(s)

Webpage URL 1

Unit webpage
www.palomar.edu/studentsuccess

Webpage URL 2

Unit webpage
www.palomar.edu/orientation

Webpage URL 3

Unit webpage
www.palomar.edu/stepstoenroll

Webpage URL 4

Unit webpage
www.palomar.edu/starfish

Webpage URL 5

Unit webpage
www.palomar.edu/peermentors

Webpage URL 6

Unit webpage
www.palomar.edu/weekofwelcome

Webpage URL 7

Unit webpage
www.palomar.edu/discoverpalomar

Please list all participants and their respective titles in this Program Review

Participant	Title
Nancy Browne	Manager, Student Success and Engagement

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?
The mission of the Office of Student Success and Engagement is to support and retain our Palomar students from enrollment to completion. We strive to help students navigate college life through meaningful connections with faculty, staff and campus resources, use of new retention technology tools, and equity-minded research and practices to support them throughout their student journey. These services will promote an engaging, equitable and student-centered academic community that supports students in and out of the classroom.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
Our mission aligns with our institutional vision of "Learning for Success." Palomar continues to focus on improving student learning outcomes through student success and equity-centered efforts as provided by this office.

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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
1.00

Number of Classified Staff
0.00

Number of CAST Staff
0.00

Number of Administrators
1.00

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)
0.00

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)
In the past this office has received funding for up to 10 temporary employees some of which have included short-term and student workers and federal work study students. Due to the pandemic, currently only two student workers provide remote support in their role as peer mentors.

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

Organizational Chart - Student Success and Engagement.docx
20.04 KB

Program/Unit Description

Who utilizes your services
The Office of Student Success and Engagement serves all new and continuing Palomar College students identified to receive onboarding and retention services. After a student has applied for admission, this office identifies, screens and refers them for assistance from student support programs that will aid in their retention. During the academic year, this office works with faculty and student support programs to connect students to resources and provide them support towards completion.

What services does your program/unit provide (Describe your program/unit)?
From onboarding to retention, we coordinate with other departments to offer services such as the new student orientation, counseling, placement and registration support. This is associated with Guided Pathways Pillars 1 of "Clarifying the Path" and 2 of "Entering the Path." We also implement new retention technology and collaborate with faculty and other student support programs to help retain students through regular class updates and referrals to key student support programs using the Early Alert system. This is associated with Guided Pathways Pillar 3 of "Staying on the Path."

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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

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

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

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   **Assessment Status**
New Palomar students will experience a quality   Not assessed
onboarding process that allows them to easily identify
and connect with departments that will assist them from
application to enrollment.

SAO Summary and Reflection
Through use of professional marketing materials, websites, online videos, and student communication, we will
onboard all new students in collaboration with all onboarding departments.

Next planned assesment
Spring/Summer 2021

SAO 2

SAO Title   **Assessment Status**
Using the Early Alert system, students will receive timely   Not assessed
guidance and support as they work toward degree
completion.

SAO Summary and Reflection
Students will develop a greater awareness and utilization of campus resources through faculty and staff initiated
support.

Next planned assesment
October 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
Online Orientation

Description of Measure
Number of students that completed the online orientation

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	
Value	**Value**	**Value**	**Value**
7982	7561	1259	

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

Measure 2

Name of Measure
In-Person/Live Webinar Orientation

Description of Measure
Number of students that completed an in-person/live webinar orientation

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	
Value	**Value**	**Value**	**Value**
4882	1316	534	

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

Measure 3

Name of Measure
Early Alert Progress Surveys

Description of Measure
Number of Progress Surveys completed by faculty

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
529	211	250	

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

Measure 4

Name of Measure
Early Alert Tracking Items

Description of Measure
Number of faculty raised tracking items (Alerts, Referrals, Kudos)

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
5009	3516	3720	

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

Measure 5

Name of Measure
Early Alert - Number of Students

Description of Measure
Number of Early Alert flagged students

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
2611	1717	1759	

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

Measure 6

Name of Measure
Early Alert - Number of Faculty

Description of Measure
Number of faculty that used Early Alert

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
116	67	86	

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

Measure 7

Name of Measure
Early Alert - Closed Loop

Description of Measure
Number of instances that student services personnel called flagged students, offered them assistance, and notified the faculty member using Starfish

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	

Value	Value	Value	Value
N/A	992	1196	

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

Measure 8

Name of Measure
Early Alert Texts

Description of Measure
Number of Early Alert flagged students that received a text message

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	

Value	Value	Value	Value
N/A	N/A	1983	

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

Measure 9

Name of Measure
Pathways Questionnaire (Intake Form)

Description of Measure
Number of new students that completed the intake form

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	

Value	Value	Value	Value
N/A	982	85	

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

Measure 10

Name of Measure
Discover Palomar

Description of Measure
Number of students that attended Discover Palomar

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
816	1093	982	

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

Measure 11

Name of Measure
Spring High School Visits (1)

Description of Measure
Number of students that attended a Spring High School Visit

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
850	869	142	

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

Measure 12

Name of Measure
Spring High School Visits (2)

Description of Measure
Number of high schools that coordinated a visit for their students

Year	**Year**	**Year**	**Year**
2018-2019	2019-2020	2020-2021	

Value	**Value**	**Value**	**Value**
23	20	2	

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

Measure 13

Name of Measure
Student Success Workshops

Description of Measure
Number of students on probation that completed a success workshop

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	
Value	**Value**	**Value**	**Value**
1225	770	243	

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.
We have seen an increase in online orientation completions since 2018 due to the purchase of a new orientation software called COMEVO. The reported number of in-person/live webinar orientations include SSSP complaint orientations offered by this department as well as by EOPS, Athletics and Apprenticeship Programs.

The Starfish Progress Surveys each reflect one class roster. The number of Progress Surveys reported are equal to the number of classes for which faculty issued their students what we call "tracking items." Tracking items include kudos, academic alerts, or referrals to general tutoring. The number of faculty reflects how many faculty members used Starfish per year and the number of students indicates how many students were identified to need additional support through the Early Alert process. In response to the COVID-19 pandemic, a team of student services personnel contacted students every time an alert was raised by faculty. They then went into Starfish and "resolved" each alert, notifying faculty of the outcome of each call. We call this "closing the loop." Using Starfish, we also deployed a Palomar Pathways Questionnaire (or an intake form) this spring. The number reported indicates the number of questionnaires completed by students.

The number of Discover Palomar attendees each year has remained steady. From adding and reducing even dates and locations to changes to a virtual format, we see about 1000 students every year. Students receive an orientation, ed planning, and registration support at these events.

The number of High School Visits that took place this past year was impacted by COVID-19. Only 2 high schools participated before we had to cancel. Students receive an orientation, placement guidance, career exploration, ed planning preparation and a campus tour at these visits.

Lastly, our student success workshops are done in collaboration with the counseling department. We report on the number of students in probation that logged in to COMEVO and completed a workshop.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
We use a survey evaluation for the following projects: Early Alert, Spring Visits, and Discover Palomar. The surveys are used to assess both student satisfaction with our services, their learning (did they take away what we hoped they would?), and feedback regarding areas of improvement. In collaboration with the counseling department, we also use a pre/post test as part of the student success workshop, which is a part of an SAO measured by their department. Lastly, we also use a post test at the end of the online orientation which allows us to assess student learning during the online orientation.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?
We plan to make enhancements to our surveys to reflect on how students have experienced our switch to online service delivery. We will continue to monitor student and faculty participation and quality of services.

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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!

Last year we made significant updates to the online orientation including 14 new videos ranging from topics including a president's welcome, steps to enroll, counseling, financial aid, transfer, veteran's services, student life, academic and student support services and Title IX. Four motion graphic videos have been started to feature other institutional work including AB 705, Career Exploration, Starfish, and Palomar's Academic Technology. Improvements to the online orientation continue to be made with direct input from our own students.

We have expanded our knowledge of Early Alert functionality to include setting up organizations. This set up will allow us to add student support programs to the Starfish Success Network; we have also learned about role mapping; we have deployed new features including raise your hand and an intake form and have the ability to deploy other features including appointment scheduling, virtual and in-person kiosks, system announcements, system raised alerts and success plans. We continue to develop Starfish workflows in order to maximize its functionality to support student retention.

While we are a young and small department, we have led, are a part of, and have supported large-scale initiatives and efforts including New Student Orientation, Parent Orientations, Success Workshops for students on probation, the Pathway Navigation Grant, a Peer Mentor Program, Week of Welcome, Discover Palomar, Spring High School Visits, an Artificial Intelligence Project, Regional Equity Initiatives, Class Cancellation Phone Calls, Steps to Enroll Project, and Starfish Technical Implementation. The Manager of Student Success and Engagement participates in the Student Success and Equity Council, Instructional Planning Council, the Governance Taskforce and will be joining the AB 705 Workgroup... all of which support student success and equity efforts.

The Manager of Student Success and Engagement has offered plenary trainings for faculty and staff on implicit bias/racial micro aggressions and retention technology.

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?

Changes in legislation and system-wide mandates (i.e., AB 705, Student Equity and Achievement, Vision for Success, Student Centered Funding Formula) impact the direction of this office. The shift towards equity, retention and completion calls for additional and permanent support for this unit. We have remained responsive to these changes as well as to institutional needs. An institutional plan and strategy for retention will further strengthen the role and impact of this office as well as may increase institutional funding.

The purchase of Starfish has allowed us to engage students in need of additional support both in and outside of the classroom using Early Alert. Institutional buy-in is needed to make this tool a part of our culture and of our day-to-day operations. Subsequently, campus-wide investment to develop proper workflows is required as the tool has the potential to touch many units. The campus continues to work towards making improvements to the Positive Attendance Tracking (PAT) system which is used in the tutoring centers for apportionment tracking. Starfish has a feature called Connect that allows students to sign in and out of departments such as tutoring and it is designed to notify faculty if the student has received services. We will work to ensure that Connect features are considered by the campus in conjunction with any upgrades to the internal PAT system. Similarly, Canvas our LMS, stores attendance and grades data and can be integrated with Starfish. We will work to seek faculty and executive input as it relates to how integration may support Early Alert. We will advocate that both of these potential technology integrations keep students at the forefront and are of use to faculty and their needs.

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

We need to update Administrative Procedure (AP) 5050 to comply with Title 5 regulations with regards to:

* Exemption from participation in orientation, assessment, or required education planning services (Section 55532)
* A student appeal process (Section 55534)

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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 overalll evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish you 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 <u>strengths</u>?
2. What are our best <u>opportunities</u>?
3. What is our preferred future, what do we <u>aspire</u> to do?
4. What are the measurable <u>results</u> 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:
The Office of Student Success and Engagement has a small but strong and adaptable team dedicated to serving our students and to supporting Palomar College's mission. We value collaboration, and together with colleagues in various areas, we have developed new opportunities for student engagement including but not limited to Discover Palomar, the Annual Counselor Conference, and Spring High School Visits. We have a successful in-person and online orientation program. We have implemented new retention technology including Early Alert (Starfish) with support from a skilled Business Systems Analyst (Kineta Rios) and a faculty member (Cindy Anfinson). One of our strengths is our team's inclusive approach. We solicit and are open to feedback, we are transparent and do our best to communicate with the campus community and we are committed to making improvements.

Opportunities:
The Office of Student Success and Engagement has launched several institutional projects with one manager and no permanent staffing support. A wonderful team of peer mentors prior to COVID-19 provided program and event planning support. We have started conversations with VP Lakhani about the need for an office structure that supports retention including permanent staff to carry out day-to-day operations. With the right staffing, peer mentors' time could be spent directly with students while permanent staff focus on running programs and collaborating with other departments. While we have focused on the front-end of the student journey, there is a need for expanded retention services using disaggregated data to identify students in need of additional support. In addition to staffing, we have a strong need for adequate and permanent space on campus. Currently this office shares an office space with Outreach Services (NB-1) far away from the main student services building (SSC). This is our third location in five years. Our previous locations included temporary spaces in the F-Building and SSC. Concerns for staff safety in NB-1 have been raised. The space is small and it is often filled with boxes of materials we use for student distribution events. The office was also furnished with surplus furniture adequate for a working area but not a welcoming environment for students. There is a stark contrast between this office and other student centers like the Teaching and Learning Center (TLC) which has a classroom, meeting rooms and spaces for students to study in between classes. In order to meet with students one-one-one or for presentations, we have to book rooms in other areas on campus such as the TLC and the Library. Various other locations have been considered for this office including the old Veteran's space in the SSC building, the Teaching and Learning Center and the Assessment Office. A decision was never made about these locations but the need continues to remain an opportunity for us. Lastly, this office looks forward to supporting the development of an institutional retention plan/strategy for retention that is aligned with guided pathways, our student centered funding formula, equity, and the vision for success.

Aspirations:
The Manager of Student Success and Engagement position and two peer mentors have been approved under the SEA budget. Additional funding or reassignment of existing positions are needed in order to commit resources to grow our impact with student retention work. With the recent of approval of a remodel of the old library (LL) for a retention center, we will advocate for this office to be considered as part of the services and operations that make up that center. We aspire for this location to become a permanent home for us. We also need a dedicated budget for this office. Currently, funding needs are presented and discussed with Dean of Counseling who reviews and approves SEA funds, as needed, for office supplies, additional peer mentors, or other operational needs. Budget coordination and support is provided by the Student Success and Equity Grant Coordinator (Brenda Hicks) and Director of Student Success and Equity (Olga Diaz). We hope to grow and develop the following components of a strong retention program: Goals and expectations for a retention team; goals and expectations for other areas of the college and their role in retaining students; quick and ongoing access to student data; full-time staff with the right skillset; dedicated budget and location; and coordination of institutional plans addressing retention (Guided Pathways, Equity, Enrollment Management, Vision for Success, SCFF).

Results:
To measure the results of our work, we will conduct student and faculty surveys to identify barriers they are facing in and out of the classroom. We will also conduct student surveys and/of focus groups to identify how students experience Palomar (including processes, staff interactions, technology/websites) and identify areas of improvement and opportunity. We will identify and track student retention metrics over time – including retention, progression, completion, and transfer rates. Lastly, we will track Early Alert data and analyze outcomes data for students receiving Early Alert support.

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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**
                                                                  Completed

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

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

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

Goal 1

Description
Work with onboarding departments to improve the student experience by "clarifying and entering the path" in alignment with Guided Pathways.

Strategies for implementation
• Support AB 705 workgroup's effort to improve placement practices using additional modules in the online orientation (COMEVO).
• Support continuous improvement of the following onboarding projects: Steps to Enroll, Discover Palomar and Spring High School Visits events in alignment with the Guided Pathways framework.
• Make enhancements to the Palomar Pathways Questionnaire (Intake Form) and the Online Orientation as required by the Pathway Navigation Grant

Timeline for implementation
12 months

Outcome(s) expected (qualitative/quantitative)
• Demonstrated workflow of referrals using the Palomar Pathways Questionnaire.
• Deploy new COMEVO module with student videos that explain Palomar Pathways (Guided Pathways) and Metamajors to students.
• New placement content in the online orientation or new COMEVO module dedicated to placement.
• Survey results of students' experience with virtual onboarding events.

How does this goal align with your unit's mission statement?
This goal aligns with our mission of supporting students starting at the time of enrollment. Navigating the enrollment process can be a challenge for students and this office seeks to support eliminating barriers, improving our communication and processes.

How does this goals align with the College's Strategic Plan 2022?
This goal directly aligns to SP Goal 1 Objective 2 and SP Goal 5, Objective 1of streamlining the onboarding process.

Expected Goal Completion Date
10/30/2021

Goal 2

Description
Infuse retention goals and strategies in institutional initiatives, technology tools and plans supporting retention.

Strategies for implementation
• Leverage the Strategic Enrollment Management (SEM) Plan, Guided Pathways, AB 705, and the Strategic Plan to identify measurable retention goals.
• Leverage institutional support for an equity/retention data dashboard.
• Support equity initiatives that focus on opportunities for change in policy, practice and teaching.
• Establish strategic collaborations with faculty and student support programs to expand usage of the Early Alert program, set goals for Early Alert, develop a workflow with its users, expand Early Alert tracking items and implement additional interventions to support student retention goals.
• Implement new Starfish features in collaboration with other Starfish project leads.

Timeline for implementation
24-36 months

Outcome(s) expected (qualitative/quantitative)
• Equity definitions and guiding equity/retention framework.
• Equity-focused professional development offerings, policy and practices changes.
• Targeted interventions for students most at-risk of not completing.
• Targeted interventions to help shorten students' path to transfer and/or completion of a certificate or associate degree.
• Demonstrated increase in usage of Early Alert by faculty.
• Outcomes data shows student retention metrics related to student's engagement with Early Alert.
• Student and faculty satisfaction with Early Alert measures using qualitative results from student and faculty survey.

How does this goal align with your unit's mission statement?
This goal aligns with our mission of supporting and retaining students through meaningful connections with faculty, staff and campus resources through our use of technology. It also aligns with our mission of ensuring our inquiry and use of data is done with an equity-minded lens.

How does this goals align with the College's Strategic Plan 2022?
This goal directly aligns with SP Goal 1, Objective 3, SP Goal 2, Objective 3, and SP Goal 4 Objective 2 focused on persistence and completion, communities of practice and professional development to facilitate practices to improve equity and the student experience.

Expected Goal Completion Date
10/30/2022

How do your goals align with the College's values of equity and inclusion?
These goals intend to identify gaps in opportunities, policies and practices that marginalize and oppress racially minoritized, historically undeserved, and disproportionally impacted students. Our mission is to serve students with an equity-lens which places responsibility on our office and the institution to change outdated, exclusionary, and race-neutral policies and practices.

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.
The Office of Student Success and Engagement supports the following VfS Goals: Completion, Transfer, Unit Accumulation and Equity. Through our focus on retention, we have worked hard to establish follow-up mechanisms using our Starfish and Early Alert systems. We also work collaboratively with colleagues throughout the institution to help close equity-gaps through direct student supports and changes to our practices including the student onboarding process and engagement with campus services. While our office already strives to support the VfS goals, we will continue to expand our services to support institutional efforts to ensure students complete their educational goals faster and without excess units.

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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
One Supervisor

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 position assists in the development of new practices that can directly impact VfS and Strategic Plan goals of completion and retention.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This position allows us to prioritize retention should we consider a reassignment of another existing position.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
Supervises Peer Mentors and Student Support Specialist; collaborates with manager to develop retention plans, reports, and workflows; oversees the day-to-day operations of the office and tracks that departmental goals and objectives are met.

Strategic Plan 2022 Objective

1:2	1:3	2:3	4:2
4:3	5:1		

If the position is not approved, what is your plan?
We will continue to collaborate with other offices and operational committees that share our goals.

Staff, CAST, AA request 2

Title of position
Student Support Specialist

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 position assists in carrying out new practices that can directly impact VfS and Strategic Plan goals of completion and retention.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This position allows us to prioritize retention should we consider a reassignment of another existing position.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
Supports in the implementation of day-to-day operations related to retention, including Orientation, Onboarding, Early Alert, and Completion/Retention initiatives. Special attention to students identified in the Student Equity and Achievement Plan.

Strategic Plan 2022 Objective

1:2	1:3	2:3	4:2
4:3	5:1		

If the position is not approved, what is your plan?
We will continue to collaborate with other offices and operational committees that share our goals.

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.
We have no dedicated budget at this time but the Counseling division has prioritized SEA and other grant funding for existing positions, core service delivery and day-to-day operations for this department. As our operation expands, we may need to set aside a dedicated budget for this area.

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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?
Yes

Technology Request

Technology Request 1

What are you requesting?
Include Starfish in the Technology Master Plan

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Currently, various Starfish features are being deployed to support retention and completion. Those include Starfish Early Alert, Raise your Hand, Intake Form, Degree Planner, Texting, and Connect. Including Starfish in our Technology Master Plan will allow us to integrate and prioritize the functionality of the tool as part of our technology goals. This request is important for the work of this office because we need greater campus buy-in for use of the tool. Some Starfish features would also facilitate scheduling appointments and checking in and out of departments (for example tutoring centers) which support Starfish Early Alert. When faculty refer students to campus resources, they would automatically be notified when the student attended a tutoring appointment. This was a gap in previous Early Alert systems that Starfish can address. The campus currently uses a homegrown system, PAT, at our tutoring centers. As updates to PAT continue, we would like the college to consider if Starfish features can be considered.

Estimated Amount of Request.
$0.00

Will you fund the request through your budget or other sources?
Existing Budget

What PRP plan goal/objective does this request align with?
Goal 1: Establish strategic collaborations with faculty and student support programs to expand usage of the Early Alert program.

What Strategic Plan 2022 Goal:Objective does this request align with?
1:3

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?
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?
Yes

Facilities Requests

Facility Request 1

What are you requesting?
Relocate office to future retention center in the Library

What discipline PRP plan goal/objective does this request align with?
Goal 1: Establish strategic collaborations with faculty and student support programs to expand usage of the Early Alert program and Goal 2: Work with onboarding departments to improve the student experience by "clarifying and entering the path" in alignment with Guided Pathways.

What Strategic Plan 2022 Goal:Objective does this request align with?

1:2   1:3   2:3   5:1

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Housing the Office of Student Success and Engagement in the new retention center would allow for greater cross functional department support, collaboration, and direct student support.

Is there an associated cost with this request?
No

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
The college has limited space available yet student support programs are all over campus and offices such as this one can be difficult to find. This request impacts the prioritization of where offices are housed and where it makes the most sense that they be housed.

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:
Leslie Salas

Sign Date
11/7/2020

FEEDBACK

Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:
The department has done amazing working in getting things up and running with one full time manager and multiple students.

Areas of Concern, if any:

Recommendations for improvement:
Reconsider upcoming goals and streamline to 1 or 2 as all goals are necessary but are institutional goals that will take time to implement.

Enter your email address to receive a copy of the PRP to keep for your records.
nbrowne@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 office has been able to accomplish its intended goals of on-boarding students and supporting students through retention and early alert activities

Areas of concern, if any:

Recommendations for improvement:
With the pending changes in Student Services, there is a significant opportunity to shape the office of Student Success and to make progress on specific goals around retention, completion, and student success.

VP Name:
Vikash Lakhani

Signature Date:
12/16/2020