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2020-2021 ANNUAL 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.

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

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

BASIC UNIT INFORMATION

Program/Unit Name

Teaching and Learning Center San Marcos/ Palomar Promise

Department Name

Teaching and Learning Center San Marcos

Division Name

Languages & Literature

Name of Person responsible for the Program/Unit

Debra Avila

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**

<https://www2.palomar.edu/pages/tlc-sm/>

Webpage URL 2**Unit webpage**

www.palomar.edu/palomarpromise

Webpage URL 3**Unit webpage**

www.palomar.edu/skillshops

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

Participant	Title
Debra Avila	Manager, Teaching & Learning Center (San Marcos)
Rosalinda Tovar	Coordinator, Teaching & Learning Center (San Marcos)

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires 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

3.00

Number of Classified Staff

2.00

Number of CAST Staff

Number of Administrators

1.00

Number of Full-time Faculty

Part-Time Staff

Total Number of Permanent Part-time Staff

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

FTEF of Part-time Faculty

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

Short Term Hourly Employees:

Currently, we have 1 short term employee who provides program support for the TLC San Marcos and Palomar Promise Program, which includes clerical support, answering phones, scheduling student appointments, and providing logistical support for program activities.

For 2019-2020, we had 2 short term employees and 2 federal work study students serving as Promise Peer Mentors. The Promise Peer Mentors facilitated intentional and collaborative student support for our first and second year Promise students. Peer mentors received in-depth training on how to provide students with experience to expand their learning and encourage participation in educational and developmental opportunities. With the transition of staff working remotely for Summer and Fall 2020, we have temporarily halted the Promise Peer Mentor program and plan to resume the mentoring program once we return to campus.

Adjunct Counselors:

*Adjunct counselors are assigned for 16 weeks each semester to provide Promise students with educational planning and counseling services. The counselors are paid with SEA funds. Due to the decrease in budget funds for counseling hours, the number of counseling hours assigned to Palomar Promise has decreased significantly from fall 2019 to fall 2020 by 85.1%.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

The TLC San Marcos had a fully staffed center to include 1 manager, 3 full-time Classified employees, and 1 part-time Classified employee. Since the opening of the TLC San Marcos in 2014, we have experienced employee turnover and vacancies within our department.

In June 2018, our part-time (45%) TLC Assistant employee transitioned to another department, leaving this position vacant permanently. Since then, we had been operating with only 3 full time employees overseeing several large programs and multiple services within the TLC San Marcos. In addition, the TLC had filled the TLC Specialist position in August 2019, a long-standing vacancy, however, the employee ended the position in August 2020 due to a job opportunity outside of Palomar College. Currently, we are operating the Center, including the Promise program, with only 2 full time employees and 1 manager with two vacancies.

With the significant growth of the Palomar Promise program and the launch of a second year Promise, more classified staffing is necessary to provide the support needed to successfully accomplish the goals of the program while continuing to provide high-touch services to our students.

In addition, we have experienced a significant change in the number of counseling hours assigned to Palomar Promise. In fall 2019, we had a total of 3 adjunct counselors and 4 full time counselors providing counseling appointments for our Palomar Promise students. At the time, we were operating from two SARS GRIDs (Promise and TLC SM) with a total of 1,075 Promise counseling hours for the fall 2019 semester. Due to budget cuts within the Counseling division (SEA funds), the number of counseling hours assigned to Promise decreased to 160 hours total for the fall 2020 semester. This represents a 85.1% decrease in the number of counseling hours assigned to Promise.

Whereas we originally offered 69.25 counseling hours per week from both GRIDs (equivalent to ninety two 45 min appointments), we now only have available 10 counseling hours per week (equivalent to ten 1 hour appointments) for fall 2020. As a result of this decrease in Promise counseling appointments, we are unable to serve as many Promise students as in past semesters; limiting our efforts to increase educational planning services and registration support.

Program/Unit Description

Have the services your unit performs change in any way over the past year?

Summary of the TLC San Marcos:

The Teaching and Learning Center San Marcos and its assigned programs/services provide direction and support for students as they achieve their academic goals by providing opportunities to enhance learning, increase retention, and improve overall student success. The staff at the TLC San Marcos strives to provide a welcoming and supportive environment for all students. We are committed to collaborating with academic and student services departments, developing strong partnerships, and leveraging our resources to better serve the needs of our students.

The TLC San Marcos serves as the home of the Palomar Promise program. The Palomar Promise program is designed to provide first-time, full-time college students with access to an affordable higher education and to increase college-going and completion rates in our community. The primary function of our unit works to support Palomar Promise, including the high-touch services and resources offered. The resources and activities are opened to all Palomar College students and benefit from the campus/community partnerships that we continue to expand upon.

The TLC San Marcos provides a collaborative and effective delivery of learning and student support services and resources which include the following:

Supportive Environment

- Informal, Supportive, Student-Centered Learning Atmosphere
- Ample Study Space for Individual and Group Study
- Contemporary Classroom designed to promote interactive and collaborative learning
- Three Group Study Rooms
- Smart Interactive LCD TVs
- Desktop Computers
- GoPrint Printing Available
- PC laptops, Apple MacBooks and IPADS
- Textbooks and scientific calculators available for check-out

Supportive Services

- Academic & Personal Development Workshops (Skillshops)
- Academic Advising and Counseling Services
- Peer to Peer Engagement/ Mentoring Opportunities
- Referral to Campus Programs and Services
- Special events such as cultural and social activities for Promise students

Changes to the Palomar Promise Program:

As of Fall 2019, First-Year Experience (FYE) and Promise have merged, creating a more comprehensive model to support students for two years. Since the inception of Palomar Promise in fall 2017, the program has grown from our initial cohort 775 to 2,555 Promise students; representing a 230% increase.

In Fall 2019, Palomar Promise expanded to support eligible students into their second year. This expansion of Palomar Promise required rapid but adequate preparation and planning. Since we had to wait until the State confirmed Year 2 (AB-2), it provided a short period of time for our team (which included a number of representatives from the Promise team, business analyst, programmer, financial aid) to make the appropriate program adjustments including finalizing the Year 2 benefits and program requirements, composing and setting up new ComGen student communications, modifying the Promise Page within Peoplesoft, altering the Promise checklist/status view within the Student Center page, revamping the Promise website, developing new marketing materials, and developing and implementing a Promise Progress petition process, all while still getting prepared for our Year 1 Promise students arrival to campus.

By expanding the Palomar Promise program to support students into their second year, we now offer continued financial and wrap around support to help students not only as they begin college, but now helping them complete. In Fall 2019, our second year Promise cohort consisted of 468 students, whereas our second year Promise cohort for fall 2020 comprises of 1036 Promise students. This represents an increase of 121.4% of our Year 2 Promise cohort size.

Impact of COVID:

Due to the COVID pandemic, the physical TLC building closed to the public in mid-March 2020. While faculty moved expeditiously to transition course content online, we had to develop creative ways to support, engage, and nurture Promise students through their virtual college experience. Within days, we quickly converted some of our Skillshops to be offered via Zoom, and began to offer counseling appointments via telephone and online. We revamped our website to include additional content and FAQs to address student questions/concerns. Our annual one-day Welcome Day for incoming Palomar Promise students converted to a virtual 3 day experience to include both students and parents.

For fall, we continue to offer virtual Skillshops via Zoom with a streamlined online registration process. Although our campus partnerships remain strong and our Skillshop offerings continue to cover a wide range of topics, we were not able to offer the amount of Skillshops this semester as we have offered in previous semesters. The transition to remote work and the decrease in counseling hours assigned to Promise impacted our ability to offer the same level of Skillshops. In fall 2019, the TLC San Marcos offered a total of 107 sessions; whereas in fall 2020, there are 43 sessions offered which represents a 59% decrease in Skillshop offerings. In addition, our Academic Success sessions which have in the past been facilitated by Promise counselors covering topics such as time management, test anxiety, preparing for finals, note taking are not being offered this semester, but instead, we have been heavily promoting Student Lingo, and encouraging students to access the free online 24/7 on-demand videos covering such topics.

Our communication efforts with Promise students increased via email and phone. In addition, we are continuing to work on ways to increase our communication and connection with students during the COVID pandemic (i.e. social media, Canvas).

Despite the changes in staffing, the shift to remote work, and the reduction of our budget, we continue to effectively adapt to change, remain innovative, positive and resourceful, and strive to strengthen our campus partnerships to provide the best service and support to our students.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOMES UPDATE

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

Palomar has adopted 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?

Yes

SAOs Summaries / Reflection

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

SAOs

SAO 1

SAO Title	Assessment Status
Palomar Promise students will have an abbreviated educational plan on file by the end of their first semester, and a comprehensive educational plan by the end of their second semester.	Assessed

SAO Summary and Reflection

SUMMARY OF SAO:

Participation in the Palomar Promise program comes with a variety of benefits including specialized guidance and counseling support. The TLC San Marcos, which is home to Palomar Promise, has a dedicated office space for our Promise counselors to meet and work with Promise students on developing their student educational plan. The Palomar Promise program encourages and works closely with Promise students to ensure they have a student educational plan on file. A Student Educational Plan helps students understand what courses they need to take to reach their educational goal. There are two types of student educational plans: abbreviated and comprehensive. Abbreviated educational plans map out courses for the first and sometimes second semester; whereas a comprehensive educational plan generally maps out all semesters required to meet the student's educational goal. **Please refer to the attached chart which summarizes the Student Ed Plan data outlined below for the 2018-19, 2019-20, and 2020-21 Promise cohorts.

2018-19 PROMISE COHORT ED PLAN DATA::

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

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

2019-2020 PROMISE COHORT (1957 Ss) ED PLAN DATA:

For our Promise Year 1 (2019-2020) cohort, a total of 1458 Promise students (75%) had an abbreviated educational plan before the end of their first semester (as of early Nov 2019). Of the 1957 Promise Year 1 students from the 2019-20 cohort, 441 students (23%) had a comprehensive ed plan before the end of their first semester (fall 2019). We continued to work with our Promise students throughout fall 2019 and spring 2020 to ensure they meet with a counselor to develop their comprehensive educational plan before the end of their first year.

PROMISE 2020-21 YEAR 1 (1519 Ss) & Year 2 (1036 Ss) COHORT ED PLAN DATA:

In early Oct 2020, a report was generated from Peoplesoft to identify the number Promise students who have/ do not have an abbreviated and comprehensive ed plan on file. Below are the findings:

Out of the 1519 Promise Year 1 cohort:

*995 students (66%) have an educational plan on file by Oct 2020.

*524 (34%) students do not have neither an abbreviated nor a comprehensive ed plan on file

*Breakdown of Ed Plans: 847 students have an abbreviated ed plan; 285 have a comprehensive ed plan.

*Of the 672 Promise YR 1 students who do not have an abbreviated ed plan, 148 students have a comprehensive ed plan.

Out of the 1036 Promise Year 2 cohort:

*976 students (94%) have an ed plan on file by Oct 2020

*60 students (6%) do not have neither an abbreviated nor a comprehensive ed plan on file by Oct 2020

*Breakdown of Ed Plans: 814 students have an abbreviated ed plan; 581 students have a comprehensive ed plan.

*Of the 222 students who do not have an abbreviated ed plan, 162 students have a comprehensive ed plan.

REFLECTION:

Multiple email and phone campaigns are initiated throughout the semesters to educate Promise students on the importance of developing and updating their educational plan. Reports are generated on a regular basis to identify and target students with no educational plan or in need of an updated plan. Personalized emails/phone calls are made in an effort to increase educational planning and enrollment in the following semester. Additionally, students who have scheduled a counseling appointment receive a phone call reminder the day before their appointment which has resulted in a decline in No Shows. Registration assistance workshops are scheduled year-round (prior to spring and fall registration) to assist Promise students with course selection and enrollment. In addition, academic group advising sessions followed by registration assistance is provided to assist Promise students with ed planning and enrollment. These registration assistance workshops are a collaborative effort involving TLC SM staff, Assessment staff, Admissions/Financial Aid and Promise counselors.

Overall, these targeted, intrusive and intentional outreach efforts proved successful. As we move forward, we will continue to work with Admissions, Financial Aid, Counseling and Assessment to determine how we can continue to offer registration assistance year-round with educational planning (academic group sessions) for both first and second year Promise students.

As we reflect on Spring 2020 and Fall 2020 semesters, the number of educational plans developed for our incoming Promise and our second year Promise students were not as high as in the previous academic year. The following factors contributed to the decline in the number of educational plans created during Spring 2020, Summer 2020 and Fall 2020:

- (1) With the COVID pandemic and the transition to remote work in March 2020, we were unable to offer in-person academic group planning sessions followed by registration assistance for our Promise students. Many of the in-person activities normally performed during the year could not be conducted in the same manner which may have contributed to the decline of ed plans issued.
- (2) The number of counseling hours assigned to Palomar Promise declined significantly from Fall 2019 to Fall 2020, and Spring 2019 to Spring 2020. SEA funds were reduced, and counseling funds were drastically cut for January 2020 through June 2020. Limited SEA funds resulted in the number of counseling hours assigned to Palomar Promise being reduced for Spring 2020 through Fall 2020. In Fall 2019, we were operating from two SARS GRIDs (Promise and TLC SM) with multiple adjunct and FT counselors assigned to work with Promise students. A total of 1,075 Promise counseling hours were available for the fall 2019 semester. Due to budget cuts within the Counseling division (SEA funds), the number of counseling hours assigned to Promise decreased to 160 hours total for the fall 2020 semester. This represents a 85.1% decrease in the number of counseling hours assigned to Promise from fall 2019 to fall 2020. In Spring 2019, a total of 879 counseling hours were assigned to Promise, compared to 378 counseling hours for Spring 2020; representing a 57% decrease in available counseling hours assigned to Palomar Promise for the spring semester. Currently, we have a total of 10 counseling hours per week assigned to Promise for FA20; equivalent to 10 one-hour appointments per week. As a result of this decrease in Promise counseling appointments, our office is unable to provide as many priority counseling appointments for our Promise students as in past semesters. Additionally, limiting our efforts to increase educational planning services and registration support.
- (3) Reaching students via email can be challenging at times especially when students don't check their Palomar student email frequently. We have been increasing our messaging and social media blasts in an effort to get important information out to students. Whereas in previous semesters, Promise students would visit the TLC for assistance. Having a dedicated space for Promise students served extremely beneficial as they had a place to visit, people to talk to, resources to access when they had questions regarding course selection, ed planning, registration support, how to utilize the tools (MyPalomar, MyClassFinder, etc), fulfilling Promise requirements, etc.
- (4) We realize that we may never reach 100% with this goal as there are students who do not know what their educational goal will be (undecided about transfer and/or major), and as a result, the counselor is unable to create the comprehensive ed plan for the student. In this case, the student is encouraged to follow-up with a counselor once he/she has made a decision about potential transfer universities and/or major.
- (5) In past years, Palomar College organized and held Discover Palomar Days which provided in-person support for orientation, ed planning and registration for thousands of incoming Palomar College students in June. For this year, Discover Palomar could not offer an on-campus event due to the COVID pandemic, but instead, offered virtual activities for incoming Palomar College students. These Virtual Activities included new students completing their new student orientation online, completing the online Career Assessment as well as completing the online Palomar Pathways questionnaire. When new students completed these items, a customized Education Plan was created by a Palomar College counselor.

PLAN OF ACTION:

Although we were unable to provide the type of in-person ed planning and registration support while working remotely, we did work with Counseling to offer Promise informational zoom sessions which addressed questions related to both Palomar Promise and registration during the summer. Additionally, we heavily promoted the Discover Palomar virtual activities, developed communications promoting the use of My Class Finder, Palomar Pathways Mapper, and the How To video tutorials, and composed several email communications encouraging all Promise students to utilize the counseling services to update their educational plan.

Targeted outreach was conducted to identify and contact students with no educational plan to help them set up their counseling appointment for ed planning. Email communications were developed and sent to all Promise students encourage them to make a counseling appointment via phone or online (Zoom) if they needed to update/create their ed plan to include spring 2021 classes. The goal is to inform Promise students the importance of working with a counselor to develop an ed plan, and to plan ahead when scheduling their appointment to avoid the rush. As we get closer to the start of registration, counseling appointments book quickly with little to no availability for 3 weeks out. This semester, we did targeted, intentional follow-up/outreach to help Promise students including:

- (1) Developed email communications to remind Promise students about available counseling services, importance of developing an educational plan, and how to schedule their appointment.

- (2) Developed email communication on How to Prepare for Spring Registration (which also included ed planning)
- (3) Reminders about Spring registration and to check their registration appointment date/time on their MyPalomar student portal
- (4) Phone calls were made to students with no ed plan on file to assist them with setting up their counseling appointment to work with a counselor on their ed plan
- (5) Email communication developed for Promise Year 1 students emphasizing the importance of using their early registration. Promise Year 1 students receive priority registration for their first year. We encourage Promise students to register early.

SAO 2

SAO Title

The Palomar Promise program will provide comprehensive support services and financial resources to support Promise students in their effort to complete their educational goals.

Assessment Status

Assessed

SAO Summary and Reflection

The Palomar Promise program provides financial, academic, and counseling support for eligible first-time students who can commit to full-time enrollment. Students will continue to receive Promise benefits and support into their second year if they remain eligible to participate.

Financial Support — up to two years of financial support to include free tuition up to 19 units and textbook support.
Academic Support — priority registration for their first year, access to tutoring, Skillshops, and student progress monitoring.

Structured Guidance & Support — dedicated counseling support with priority appointments at the TLC SM, group advising workshops, registration assistance, Promise Welcome Day, financial aid workshops, access to peer to peer engagement/mentoring opportunities, and social/ cultural activities/events to build community.

SAO SUMMARY & REFLECTION

(1) FINANCIAL SUPPORT:

Since the launch of the Palomar Promise program, the Promise program has supported 5,770 students, providing them with free tuition and textbook assistance for their first year. Beginning Fall 2019, the Palomar Promise expanded its financial support to offer up to two years of free tuition and textbook assistance.

Additionally, Palomar Promise requires all students to complete, submit and have on file an official FAFSA or CA Dream Act application, and to renew each year to remain eligible for Promise. One of the biggest mistakes new students make is not applying for financial aid as some may not otherwise consider it or think they are eligible. Since submitting an official financial aid application is required for Palomar Promise, more students apply and learn that they are eligible for federal and/or state aid, and as a result, receive additional financial resources to help support their educational expenses beyond tuition.

(2) ACADEMIC SUPPORT:

The Palomar Promise program offers a variety academic support to assist our students in achieving success. Such support includes offering Skillshops throughout the academic year, promoting the use of Tutoring Services, increasing students' awareness of campus resources and support services, and providing students with a dedicated Center comprised with a supportive Promise team.

Skillshops:

TLC San Marcos partners with a number of campus departments and community organizations to offer Skillshops throughout the fall and spring semesters. The TLC San Marcos has offered workshops for students since the opening of the Center in January 2014. It was in fall 2016 that the term Skillshops was developed, marketed across campus, and began to gain traction amongst students, faculty and staff. Skillshops are open to all Palomar College students, but we heavily market these sessions to Promise students.

For Fall 2019, we offered 107 Skillshops for students, and partnered with 17 campus departments and community organizations. Skillshops have grown significantly throughout the years, starting with 43 workshops during the 2014-2015 academic year compared to 155 workshops for the 2019-2020 academic year; representing a 260.5% increase in Skillshop offerings. Skillshop topics cover the following six categories: Academic Success, Financial Literacy, Health & Wellness, Career Exploration & Planning, Financial Aid Assistance, Student Life and Leadership, and Transfer Success.

Palomar Promise helps to increase students' awareness of tutoring services prior to them starting their first year by offering a workshop during Promise Welcome Day. In addition, we promote the use of Tutoring by developing multiple email communications to share information about how to access the free tutoring and provide copies of the Tutoring Services flyers to our students, and finally, we link Tutoring Information on our Promise website to highlight and bring awareness to these services to both prospective and current Promise students. The TLC San Marcos has 3 group study rooms for students to use on a first-come, first-served basis. These study room are also used by embedded tutors to meet with students. This semester, we are working with Academic Technology Resource Center, IS and Tutoring Services to offer a Skillshop focusing on providing students with tips and tools for online success. The plan is to offer two sessions every term starting in Spring 2021.

Student Monitoring:

We run reports throughout the semester to help us monitor the progress of our Promise students which includes, but not limited to, academic progress, units enrolled/completed/ withdrew, educational plans, GPA, Promise requirements, Center usage, Skillshop attendance. Tracking tutoring usage has been a challenge as the tutoring data does not reside in Peoplesoft. However, once the PAT 2.0 is available, our hope is that it provides us with better tracking of tutoring usage by our Promise students. This would allow us to conduct some intentional, intrusive follow-up, if needed.

STRUCTURED GUIDANCE & SUPPORT:

The Palomar Promise program provides students with wrap-around support and services including counseling support, a supportive and dedicated Promise team, a Promise Welcome Day, registration assistance workshops, academic group advising sessions, financial aid workshops, and social activities to connect Promise students to each other and to our team.

Promise Welcome Day - We held our inaugural Promise Welcome Day in fall 2019. It was a one-day event held on campus with limited spaces due to room capacity. Within a 24 hour period, registration reached its capacity. A total of 249 Promise students participated, and the feedback provided via the event survey was very favorable. Individuals from Admissions/Financial Aid, Outreach, Assessment, Counseling, Campus Bookstore, Cashiers, Student Success and Engagement, and Tutoring Services participated and provided hands-on support on the day of the event. Despite the TLC having limited resources, people and time, we were able to successfully plan, implement and launch our very first Promise Welcome Day with the support of our campus partners. An evaluation was completed by each student at the end of the event. Based on the 2019 survey results, 91% of the attendees indicated that attending the Welcome Day event helped them feel better prepared for the start of school. Ninety-seven percent (97%) indicated that the Palomar Promise Welcome Day was an enjoyable experience.

This year, we transitioned the Welcome Day to a virtual experience, which allowed us to open the event to more students and include parents/families. The event grew from what was initially a one day event to a 3 day virtual event. Over 600 Promise students participated, 19 live presentations were offered, and 30 campus partners presented. An evaluation survey was administered after the event. Ninety-eight percent indicated that the Promise Welcome Day was an informative experience, and 83% felt the event helped them feel better prepared for the start of school.

Our plan moving forward is to offer both an in-person and virtual Welcome Day for our Promise students. Based on student feedback, we would like to explore scattering the Welcome Day sessions throughout the summer or possibility throughout the month of August. We would also like to explore how we can incorporate topics on Palomar Pathways and the use of the Mapper tool.

Registration Assistance and Academic Group Advising Sessions:

Palomar Promise offers students with ed planning and registration support. Every year, Promise works with the Assessment Team to offer registration assistance workshops for both fall and spring semesters. This year-round activity has been offered since the inception of FYE program in 2013. In addition, we offer group advising sessions followed by registration support for students. In fall 2019, we grouped students by area of interest for our group advising sessions, in a way that ties in with the college's Guided Pathways initiative. Unfortunately, we were unable to continue to explore this option as we moved into Spring 2020 and Fall 2020.

Financial Aid Workshops:

In collaboration with the Financial Aid Office, we offered a number of financial aid workshops/individual sessions to support Promise students in completing their financial aid process. The workshops/presentations were offered prior to and during the fall 2019 semester. In addition, a financial aid specialist visited the TLC San Marcos on what was known as FAFSA FRIDAYS, in which students could schedule an individual appointment with a Financial Aid representative to discuss and answer questions regarding their TO DO list. The TLC San Marcos has an office space which has been used by various campus representatives meeting and working with Promise students such as Financial Aid, Counseling, EOPS and Promise mentors.

Social and Personal Development Activities:

Throughout the year, Promise plans a number of activities to help strengthen the connections with our Promise students and increase student engagement. This past year, we offered destress activities to include Game Day, Meditation & Relaxation sessions, Vision Boards, Arts & Crafts, Cocoa and Cram Study session, Welcome Back snack breaks and mid-term/finals snack breaks. All of these activities take place in the TLC San Marcos, home of Palomar Promise. The Promise program benefits from having a dedicated space for students to gather, share ideas, receive support, and participate in activities. Promise students have shared with us how the Center has been valuable to their success at Palomar College. Below are a few statements shared by Promise students in their end of the year survey:

"Free tuition was the best thing about the Promise program but I also found that TLC was very valuable to me. I went there everyday to do work, ask questions and etc. I spent a good amount of time at TLC."

We will continue to offer additional opportunities for Promise students to connect with each other and with the campus community, and explore ways in which some of these activities can be offered virtually. This semester, SWAG is working with the TLC SM to offer a Vision Board session and Stress Management sessions for students via Zoom.

ASSESSMENT

We will continue to assess and evaluate the various components of the program, and work on disseminating an end of the semester survey. This past year, we asked Promise students to complete an end of the year survey to gather data on student satisfaction and overall experience with the program. Responses were submitted, but our team feels the response rate can improve, and we should try to work this into the steps to be confirmed for the following semester.

Some comments shared in the End Of the Year Promise Survey in 2020 included the following:

"Palomar Promise has made college, a difficult transition, that much easier. Being successful in classes was possible due to Promise."

"It has significantly helped me adapt to the college life and helped relieve the financial barrier that comes with attending college."

"The Palomar Promise has meant so much to me. It helped me meet new people, helped me feel more comfortable with my classmates, and it gave me valuable resources to succeed. The financial help, the skill shops, and the hard work the program puts into our education is very valuable. I appreciate every single way this program has helped me in my life"

"Palomar promise has been a blessing just because there is so much help with everything from books to fafsa and registration, also I didn't feel as anxious as oppose to doing everything without the help of the program."

"The Palomar Promise has really been helpful in making sure that my parents don't have to bear too heavy a burden while I am getting higher education. I'm very happy to be a part of it and am grateful for its contributions to the success of so many students."

"To me it's like a parent, my parents never finished high school much less did they attend college so to have someone there to help you and guide you really means a lot."

"The general support and influence this program had on me was so great. I think that I worked harder to get good grades and pass my classes because I knew that they were free. I am truly grateful to be apart of this program at Palomar."

Overall, students who completed the survey used the following words/expressions to explain what the Palomar Promise program meant to them: guidance, confident, opportunity, hope, stress free environment, support, encouragement, resources, accessible, financial assistance, opened doors, kept me on track, caring staff, gave me the tools to succeed.

OTHER ASSESSMENT DATA

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

Using Peoplesoft and SARS, reports are used to track Promise students' progress. At the end of the year, a comprehensive review is conducted to determine which students are eligible to remain in Palomar Promise as a second year student. Any changes to quantitative/qualitative data are included in the SAO and Achievement sections.

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!

PALOMAR PROMISE GROWTH

The Palomar Promise program was launched in 2017. The program has since expanded to include all first-time college students. In an effort to increase accessibility of our program, we removed previous eligibility restrictions such as school district, recent graduation year, and school type beginning with the Fall 2019 application cycle. This program change has resulted in a significant increase in the number of Promise applications received years and number of Promise students served in the 2019-20 and 2020-21.

HIGHLIGHTS:

*Since the launch of Palomar Promise in fall 2017, the Promise program has supported 5,770 students.

*Served a total of 2,426 unduplicated Promise students (YR1,YR2) in 2019-20 (59.8% increase), compared to 1518 (YR1) in 2018-19.

*The number of first-year Promise students increased from Fall 2017 to Fall 2020 by 96% (from 775 students to 1519 students).

*The number of second-year Promise students increased from Fall 2019 to Fall 2020 by 121.4% (468 students to 1036 students)

*The number of Promise applications have increased significantly over the years. In Fall 2019, a total of 3699 Promise applications were received compared to 2,305 Promise applications for Fall 2018 (60% increase). In Fall 2020, a total of 3,138 Promise applications were received (a 120% increase from the initial launch year 2017, but a 15% decrease from the previous application year 2019).

*Streamlined the Promise application process and improved the Promise application user experience. We continue to work closely with Tricia Frady, business analyst, and Tom Rowland, programmer, to make adjustments/improvements to the Promise page in PS and Promise checklist within MyPalomar, and set up CommGen to send and track email communications to Promise students. With these improvements, applicants are able to easily identify their Promise status and know what is missing from their Promise application.

*We have built a strong partnership with Assessment and School Relations. Their team have been instrumental with helping us

increase our Promise application numbers by increasing their number of school visits, and assisting students at the high schools with completing their Palomar College application and Promise application. Outreach Services has done tremendous work on promoting Palomar Promise throughout the feeder high schools and community. Student Success and Engagement has also promoted Palomar Promise and included information in their New Student Orientation. All teams have embedded information about Palomar Promise within their presentations and the program is highly emphasized when speaking to new, prospective students. In addition, the TLC San Marcos is a frequent stop for prospective students visiting campus whether that be part of an on-campus tour, new student orientation, spring visit, or informational sessions.

PROMISE PROGRAM PERSISTENCE (Term to Term)

*Term to Term Persistence: Fall 2019 to Spring 2020 persistence rate was 81.5% for Year 1 Promise, and 89% for Year 2 Promise.

PROMISE HIGH QUALITY SERVICE & SUPPORT

Palomar Promise program strengths lay in the intentional, high-touch activities and support that are directly linked in influencing student persistence and completion rates.

*130 Promise students applied for graduation in 2020 and participated in the Virtual Commencement Ceremony.

*Graduating students are recognized for earning a certificate, associate's degree and/or transfer. Promise students who have applied and are eligible for graduation receive a Promise stole and are recognized in the Commencement Ceremony.

*For the 2019-2020 academic year, the TLC San Marcos offered a total of 190 Skillshops (107 sessions FA19 and 83 sessions SP20). For Fall 2020, we pivoted to virtual Skillshops, streamlined the Skillshop registration process revamped the Skillshop/TLC SM websites, developed a digital Skillshop brochure.

Plan, organize and host a Promise Welcome Day

*On August 12th, 13th and 18th, the Palomar Promise team hosted our very first Virtual Palomar Promise Welcome Days. We started this virtual experience with a Palomar Promise Welcome/ Kick-Off session which had an overwhelming response of students who registered. Over 600 Promise students registered to participate in our first Promise Kick-Off session. Unfortunately, due to the Zoom room capacity, only 300 students were allowed to join the room. As a result, we quickly added another session the following week to accommodate those students who were unable to join us in the initial Welcome session. We also recorded each session in order to make them available online for students who could not join us. Promise students proudly displayed their Promise Zoom backgrounds, while engaging with us via the Chat

feature, asking lots of questions throughout the sessions.

*The Virtual Promise Welcome Days consisted of workshops covering a variety of topics to prepare first-year Promise students for a successful first semester and highlighted the many resources/support services available on campus. See link to a graphic outlining some participation data.

*A total of 638 Promise students (unduplicated count) participated in the virtual Welcome Day, with over 1,500 spaces filled for all sessions. This represents a 156.2% increase in student participation from our Fall 2019 Promise Welcome Day which was held on-campus.

*We will continue to explore how we can offer a virtual Welcome Day for Promise students in future years, expanding workshop offerings through multiple days while still offering an in-person event (when permitted). Offering both virtual and in-person in future years will allow us to reach more students and increase family participation.

Communication

*We've increased our communication efforts; created Canvas shells for our Promise cohorts; increased social media presence; and have seen an increase in students checking and using their Palomar student email.

*Extensive campaigns in helping students transition from 1st year to 2nd year. Follow up calls and emails. Very proactive with helping students navigate the changing landscape of Promise given the pandemic.

CONTINUED PARTNERSHIPS

*We continue to strengthen our collaborations with Admissions, Financial Aid, Assessment and School Relations, EOPS, Cashiers, Bookstore, DRC, Outreach Services, and Student Success and Engagement.

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

In 2019, Assembly Bill No. 2 was approved and the 2019-20 state budget authorized districts to cover the fees of second year students who met Promise program requirements in their first year. In fall 2019, Palomar Promise launched its second year of Promise to waive eligible enrollment fees for up to two academic years for eligible first-time students who are enrolled in 12 or more semester units or the equivalent at the college and complete and submit either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act application.

In addition, AB 2 provided specific authorization to colleges to allow students in DSPS programs to be considered a full-time if enrolled in fewer than 12 units. We have worked closely with the DRC Office to develop a waiver for Promise students who have a disability which interferes with taking a full course load.

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

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

PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal

Strengthen connections with Promise students

Choice

In progress

Describe Progress

1. Currently developing and expanding student engagement activities to serve a significantly larger cohort
2. Working to increase interaction between first year and second year Promise students
3. Currently working on increasing the number of Promise Peer Mentors. For 2019-20, we created a federal work study position titled Promise Peer Mentor, developed a job description along with interview questions, and eventually hired several Promise students who had been awarded federal work study to serve as Promise mentors. Our goal is to continue to hire current/former Promise students to serve as Peer Mentors. This semester, we have put a temporary pause on the recruitment and hiring of Promise mentors until we return to campus.
4. Continue to identify funds to support on and off-campus engagement activities. In previous years, we were able to offer field trips to the Getty Villa, Birch Aquarium, Museum of Tolerance with a special grant received by the Foundation Office. However, those funds have been exhausted and we are now limited to the type of cultural/student excursions we can offer. Past participants have found these excursions to be rewarding experiences; many of which had shared it was their first time visiting a museum or venturing out of North County San Diego.

Describe Challenges

Limited funding available to support student engagement activities.

Describe Outcomes (if any)

Goal 2

Goal

Choice

Not Started

Describe Progress

Describe Challenges

Describe Outcomes (if any)

Goal 3

Goal

Choice

Not Started

Describe Progress

Describe Challenges

Describe Outcomes (if any)

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.

Goal 1; Objective 2

Since the launch of the First-Year Experience Program (FYE) in 2013, the TLC SM has offered registration assistance to our students. Since FYE has merged with Palomar Promise, we have continued to offer year round registration support during fall and spring semesters. We offer multiple registration assistance workshops to help our students enroll in classes while having access to counselors for last minute questions/advice. We partner with our TLC/Promise counselors, and the Assessment and School Relations team to offer more sessions to support the needs of our students. In fall 2019, we implemented group advising sessions followed by spring registration assistance for our Promise Year 1 students. We grouped students by area of interest, in a way that ties in with the college's Guided Pathways initiative. This is a pilot for us to further refine and determine what works/what doesn't.

2. Goal 1; Objective 3

Part of the requirement to be eligible for Palomar Promise is to apply for financial aid by completing either the FAFSA or California Dream Act application. With the Promise cohorts, our percentages of students who qualify, apply and are receiving aid are almost doubled. We have and will continue to work with the Office of Financial Aid to help identify Promise students who have not completed their financial aid process (meaning they have TO DO list items pending) and conduct targeted outreach to assist these students. We will continue to work with the financial aid department to host Financial Aid activities. During the 2019-20 academic year, we offered FAFSA Fridays which provided an opportunity for our Promise students to meet with a Financial Aid representative one-on-one to work on getting their supporting documentation completed.

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

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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

TLC 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 substantial growth of Palomar Promise requires an increase in staffing support. This position became vacant as of August 2020. The position provides support for the programs and activities at the TLC San Marcos; including Palomar Promise, Skillshops and counseling services - all which impact student performance, retention and persistence. This particular position will assist us in completing goal to strengthen efforts to improve outreach, persistence and student success. The TLC Specialist assists in monitoring progress, planning follow-up/retention related activities, providing students with referrals and support, and providing logistical support for events.

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?

No

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

This position supports work that impacts student performance, retention and completion.

Strategic Plan 2022 Objective

1:1

1:2

1:3

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

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?

No

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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 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

PART 4: 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:

Fabienne Chauderlot

Date Reviewed

11/6/2020

FEEDBACK

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

The program review and planning document reflects the solid organization and sound management of this program. Data shows that students greatly benefit from the broad variety of support they get via the different activities. The Director and the team members should be commended for the quality of the analysis and the service provided to students at every step of the process.

Areas of Concern, if any:

It may be difficult in the current context to meet the staffing request.

Recommendations for improvement:

None at this time.

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

fchauderlot@palomar.edu

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

Yes

Vice President Review

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

intrusive communications with students providing strengthened results in student success; degree of thoughtful reflection given to SAOs; collaboration with Student Services

Areas of concern, if any:

need to strengthen connection to Student Services to provide PROMISE students with full support -- PROMISE students are Palomar students.

Recommendations for improvement:

Continue to work toward integrating program with Student Services, which will most likely result in a rethinking of organization to maximize services to students.

VP Name:

Shayla Sivert

Signature Date:

12/30/2020