

Status: **Reviewed**

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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**  
Transfer Center

**Department Name**  
Counseling Department

**Division Name**  
Student Services

**Name of Person responsible for the Program/Unit**  
P.J. DeMaris

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

#### Webpage URL 1

**Unit webpage**  
<https://www2.palomar.edu/pages/transfercenter/>

#### Webpage URL 2

**Unit webpage**  
<https://palomar.instructure.com/courses/27647>

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

Participant	Title
Brittany Wong	Administrative Specialist 2

**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**

1.00

**Number of Classified Staff**

**Number of CAST Staff**

**Number of Administrators**

**Number of Full-time Faculty**

1.00

**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**

0.97

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

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

2 Counselors who were working part of their contract within the Transfer Center were on sabbatical leave during the spring 2020. In addition, due to limitations in the adjunct budget we lost 6 hours per week for our only adjunct counselor working in the Transfer Center.

Less counselors translates to less transfer counseling appointments available to students.

**Program/Unit Description**

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

Like most persons and entities on the planet, Covid-19 impacted the Transfer Center and the students it serves in monumental ways.

Counselors and students shifted to remote interactions with all the technical and emotional challenges that entails. A completely new delivery method was developed to shift in-person student application workshops to a distance format. A robust Transfer Center presence was developed on Canvas where access to all our previously live services was moved. The Transfer Center took the lead in developing an online fillable tool to facilitate students in requesting a transfer counseling appointment. Students can now access live or taped workshops, set up individual university representative meetings, access a variety of virtual campus tours and transfer topic webinars, attend virtual college fairs, drop into virtual quick questions on their admission applications, and elect to participate in a direct texting service for instantaneous application assistance.

Particularly impactful with Covid 19 were the significant rule and procedural modifications in the transfer process that needed to be relayed to students and counselors in a timely fashion. The Transfer Center Director had the responsibility to convey complex and evolving policies involving grading and admissions adjustments from the public universities to students, counselors, and appropriate staff. Further, for the first time in over a decade, local CSU were open for the admissions applications for spring 2021 which required an August 2020 application in the summer when transfer counseling is typically minimally staffed.

Covid 19 has also brought significant populations of university students to the less expensive tuition offerings of the California Community Colleges. This phenomenon translates into very labor-intensive student interactions involving ordering and evaluating transcripts, meeting with students to translate their university requirements, and how those may be satisfied with community college coursework or, on some occasions, students' introspection of their long term academic plans with subsequent goal re-tooling.

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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](mailto: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](mailto: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**

College Fair

**Assessment Status**

Not assessed

**Next planned assessment**

Assessment will be conducted in December 2020 at the close of the transfer application season. Due to limited access to campus where the scantrons are located coupled with the lack of a viable scantron reader, last years paper assessments will be manually reviewed and collated in December. Further, this SAO may be deactivated as all college fairs went virtual in 2020 and were not organized by the Transfer Center.

#### SAO 2

**SAO Title**

Application Workshop

**Assessment Status**

Not assessed

**Next planned assessment**

Assessment will be conducted in December 2020 at the close of the transfer application season. Due to limited access to campus where the scantrons are located coupled with the lack of a viable scantron reader, last years paper assessments will be manually reviewed and collated in December.

The SAO measures have been included in the Transfer Center's virtual workshops for fall 2020. A December assessment will include a cross reference to student satisfaction between live and virtual application workshops.

#### SAO 3

**SAO Title**

UC TAG applications

**Assessment Status**

Assessed

**SAO Summary and Reflection**

Palomar College was very successful in increasing TAG submitted applications from 161 last fall to 202 in the fall 2020 for the fall 2021 TAG season. This is an increase of 19.25% over last year- well above the 5% goal.

An expanded view of this SAO this year included the review of 100% of all UCD TAG applications. The Palomar College Transfer Center volunteers with UCD to preview these applications which minimizes errors and assists students in seeing how they can improve the UC transfer situation by previewing their regular UC application and by adjusting their subsequent spring course selections.

## OTHER ASSESSMENT DATA

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

1. Awarded Associate's Degrees for Transfer- in 2018/19 Palomar awarded 618 of these type of degrees and in 2019/2020, 754 degrees were awarded. 2. TAGs to UC went from 166 last year to 202 in this application cycle. 3. CSU and IGETC full and partial certifications totalled 1789 last year and 1514 this year. 4. Transfer workshop attendees were 573 last year and 519 this year. 5. Transfer specific counseling appointments totalled 1258 last year and 1171 this year.

## 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!**

1. The 2019 Transfer Fair was very well attended with approximately 334 students attending. We expanded this year to include most of the disciplines represented from UCSD as well as over 50 other university representatives.
2. The Transfer Center offered their new workshop "Transfer S+P (strategies and planning)" 9 times with 120 student participants. Some of these workshops were co-hosted by private universities who presented on their institutions and provided lunch for the student attendees as well.
3. In lieu of our annual Transfer Recognition Ceremony this year, the Transfer Center engaged counselors in presenting an online message of well wishes to our transfer students. 619 virtual views were recorded. In addition to the virtual recognition, transfer certificates and cords were mailed to those transfer students who indicated to the Transfer Center that they were transferring.
4. The Transfer Center Director continues to work with campus-wide projects and task forces to improve scheduling efficiency, degree completion, Guided Pathways Pillar 3, and degree planner tools to assure transfer students' needs and interests are well represented in all these activities.
5. 20 Palomar students were successful in earning an AD-T scholarship to National University thanks to a collaborative partnership with National University.
6. 7 Students from Palomar were able to transfer to SDSU in the spring of 2021 for the first time in over a decade as SDSU opened for the spring 2021 semester.
7. 5 Transfer Center presentations were given in classrooms with 133 students participating.
8. 77 students elected to participate in our texting service for real-time urgent messaging and application assistance.
9. 11 application quick question assistance sessions were offered with 270 students participating.
10. 3 University representative workshops were offered and attended by 14 students.
11. A total of 505 students participated in the wide variety of Transfer Center workshops offered during 2019-2020.
12. The Transfer Center Director addressed 849 email inquiries last year. These emails ranged from a simple referral to another campus entity all the way through a full degree review or complex academic evaluation that often is followed up by a counseling appointment.
13. Most Transfer Center Activities, workshops, materials, references, mini tutorial videos, "discussion threads" covering all transfer questions, safe conversation spaces for students to interact with each other, links to university representatives and events and instructional videos related to the transfer process have been developed and are accessible for students and staff on Palomar's Canvas. First developed at the onset of the Covid 19 crisis in the spring of 2020, the "class" has had 444 participants to date.
14. Palomar College earned the highest application and admission rate into the CSU among all the Region X California Community Colleges with a 83% overall admissions rate.
15. The Transfer Center made a presentation at the GTASP with CSUSM.
16. Numerous collaborative Skillshop workshops with the Teaching and Learning Center on a variety of transfer topics were conducted by the Transfer Center.
15. The Transfer Center promoted numerous online virtual college fairs accessible from the Palomar Canvas presence.

**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 a recent article from Inside Higher Education, education officials surveyed from all institutions overwhelmingly agree that a "centralized approach to credit evaluation works better for transfer student enrollment" than does leaving those decisions up to individual departments and professors. Further, two-thirds of administrators at private four-year colleges and 44 percent of those at public four-year universities say it takes their institutions less than two weeks to tell transfer students how many of their academic credits will be approved. In contrast, 60 percent of community college officials say it takes transfer students at least two weeks to get credit approval, and one in five say it takes at least a month.

At Palomar these same issues have a dramatic negative impact on students who arrive at Palomar from other institutions. Particularly in our current climate, students are arriving at Palomar from universities throughout the country and trying to make critical transfer decisions based on an exact understanding of how their prior credit will impact their current academic plans. The shortage of Evaluators at Palomar produces a significant backlog for students awaiting input on their course selections. For some students planning to move to another university other than their native school, the turn-around time may only be 2-3 months before their new applications for transfer are due with details of their current enrollment and planned spring enrollment detailed on their application. Efforts to manage these transcript reviews need to be addressed soon or transfer readiness will be negatively impacted for these students.

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

More Evaluators must be hired, this is not an elective measure to maintain or expand our transfer effectiveness.

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## 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**

Have representation of the Transfer Center at all the Palomar College campus locations.

**Choice**

In progress

**Describe Progress**

The Transfer Center provided transfer related workshops and/or transfer counseling at the Rancho Bernardo/South Center, Fallbrook/North Center, and Escondido locations during 2019-2020.

**Describe Challenges**

Due to the Covid-19 crisis we were unable to conduct the planned presentation at the Camp Pendleton location at the end of spring 2020.

The Transfer Center will continue to be constricted on the depth and frequency at all the Palomar sites and centers with current staff and budget constraints

**Describe Outcomes (if any)**

#### Goal 2

**Goal**

Campaign to assure any student who qualifies for a UC TAG applied during the September filing period.

**Choice**

In progress

**Describe Progress**

In the fall of 2019 Palomar students submitted 25% more TAG applications than the prior year. During this application season (for fall 2021) the submission rate is 19.25% higher still over the progress last year. These outstanding results far exceeded the goal of a 5% increase year over year.

Each TAG application season the Transfer Center offers student workshops on how to complete the TAG. Further, counselors are reminded regularly of the process and rule changes.

The Transfer Center voluntarily participates in UCD TAG reviews and Palomar has completed 100% of the application reviews prior to final submission through counseling appointments and the Transfer Center Director TAP virtual reviews with follow up student interactions as needed.

**Describe Challenges**

The Transfer Center was challenged to move to a virtual platform to distribute information on the TAGs to students and counselors.

**Describe Outcomes (if any)**

The Transfer Center has exceeded its original goal of increasing the number of applications for UC TAGs by 5% each year for 2018/2019 and 2019/2020.

#### Goal 3



**Goal**

Assure that transfer rates to our 3 primary feeder universities- UCSD, CSUSM and SDSU reflect the diversity of our general student population.

**Choice**

In progress

**Describe Progress**

Research was conducted by the Transfer Center Director to assess progress for historically underrepresented students in the transfer process. Hispanic, African American and Native American students were analyzed over that last 4 year period to assess levels of proportional rates of transfer readiness and representation into the UC and CSU systems.

A second data review examined statewide averages of these populations, males and females, in years one and two and their education in reference to their completion rates of their transfer level English and math.

**Describe Challenges**

Data from individual universities with ethnic distribution is not consistently distributed or available upon request from outside institutions.

Future collaboration between instruction, Puente, Umoja, EOPS, TRIO, the Transfer Center and Counseling Department need to be fostered to identify specific interventions to improve transfer rates for historically underrepresented student groups.

**Describe Outcomes (if any)**

This goal has been modified to better capture how well students are prepared to transfer through the earning of IGETC/CSU GE certifications and ADT completion to both CSU and UC systems. Palomar does not have any influence on the number of students accepted by the UC and CSU but can do our best to prepare students academically to be as competitive as possible and provide the necessary support to navigate the transfer application process.

Palomar's Hispanic students are doing well by these measures with ADTs and CSU GE certifications- earning these awards in greater proportions than their population in general by +4.6-8%. However, IGETC certifications showed almost 11% less completions compared to the general population. IGETC certifications could be an inferred indicator of UC transfer intention. Indeed, when looking at the percentage of UC transfer Hispanic admissions, the statewide average is 24.8%, which is far lower than the 32.46% certification rate and lower still than Palomar's overall Hispanic student population rate of approximately 43.2% in 2019/2020 (which has grown steadily by about 1.5% over the last 3 academic years). While CSU transfer rates for Palomar's Hispanic population appears strong, work on Palomar's and the UC system needs improvement.

Palomar's African American population has held steady at about 3.1% for several years. San Diego county's overall African American population by comparison is 5.6%. Our ADTs awards were so low as to not be statistically measurable for 3 prior years until 2019/2020 when it came in at 1.65%. CSU and IGETC certifications are very low with no measure before 1.7% in 2019/2020. By comparison, the African American UC admission rate is 4.5%. The CSU overall African American population is 4%. These indicators are strong testament to need for targeted efforts and attention by Palomar College in outreach, academics support and transfer navigation assistance for their African American students.

The Native American/Alaskan population has also held steady at Palomar at .7%. County wide the Native American population is 1%. Across all transfer readiness indicators used in this review, Palomar has numbers too low to be statistically significant. CSU has similar results with the UC outperforming all the other public California higher education systems at 1.3%. A more deliberate effort on the part of the college needs to be addressed.

Utilizing the CCC Student Success Scorecard Metrics for 2015-2016, an analysis was developed by the Transfer Center Director to assess how Palomar compares statewide with completion rates for transfer level English and math. Cohorts were compared for completion success rates for males and females as well as by ethnic groups. These measures are essential for student transfer readiness and well as determining disproportionately impacted groups for transfer level English and math completion.

Regarding English completion, Palomar's Hispanic students were below the statewide average for all 4 groups (first year males and females as well as second year males and females). So while Palomar, as a whole, was no more than 2.3% points below the statewide averages for these 4 cohorts, our Hispanic students consistently came in below Palomar's and the statewide averages. African American females in year one, Asian males in year 1 and 2, American Indian/Alaskan Native males year 1 and 2, and Pacific Islander second year males all fell significantly below the Palomar and statewide averages.

Transfer level math completion rates showed the greatest disparities for all African American and Hispanic student cohorts both within Palomar's population as well as statewide. American Indian/Alaskan natives also showed a less successful completion rate for 1st year females and first and second year males.

It should also be noted that the average completion rate for all Palomar female students in math was below the statewide average in both year one and two.

Please see the attachments for details on these 2 reports.

**Goal 4****Goal**

Assist students and counselors in understanding the value of an AD-T for students in the transfer process and when is the appropriate time to recommend that AD-T.

**Choice**

In progress

**Describe Progress**

Counselor training on the value of the AD-T is ongoing. Students are encouraged in Transfer Center workshops and individual counseling appointments to earn an AD-T whenever it's the best course of action for that student's academic goals.

A professional development workshop in the spring 2021 will be offered so instructional faculty will have a better understanding of the utilization of the AD-T in the transfer process.

**Describe Challenges**

It continues to be a challenge in helping individual instructional disciplines to appreciate the value and sometime necessity of students earning an AD-T before transfer.

**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.**

The Transfer Center is in alignment with the District's goals/outcomes for degree completion increases, improved transfer success

and assuring all students are transferring in numbers consistent with the general Palomar population. The Transfer Center will expand its counselor training and student services to Veterans Services, DRC, TRIO, Athletics, Puente, EOPS, CalWorks/CARE and Umoja to facilitate transfer success to all students and especially to those students who have been historically underrepresented.

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

Goal #3 was restructured to measure proportionate population transfers utilizing different sources than were originally identified. The goal was also expanded to look at the CSU and UC systemwide transfer readiness for Palomar student instead of only our local universities. A successful goal should not depend on another entity for success, and the prior method would have done that.

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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

Administrative Assistant 1

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.

This position is not new but a replacement for a long standing position within the Transfer Center. The California Community College Chancellor's statewide initiative "Vision for Success" clearly establishes the goal of improving student transfer success to a UC or CSU to 35% by 2022. We are dramatically understaffed and underfunded to realistically provide the resources necessary for students to achieve this lofty goal. Further, the SCFF incentivizes the college's efforts in successfully transferring students and earners of AD-Ts. Palomar's Transfer Center staffing is currently par with the smallest colleges within Region X.

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

No.

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

Yes

What funding would support this position?

Student Equity, however, the one remaining classified position in the Transfer Center is already paid through this source.

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

Greater direct student assistance in all aspect of Transfer Center activities.

Strategic Plan 2022 Objective

1:3

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

Persist in as wide a range of transfer support activities that can reasonably achieved by 2 full time staff (one of which is dedicated 40% to counseling responsibilities).

## PART 2: BUDGET REVIEW

**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.**

The 4000 and 5000 budget categories have decreased from \$7248 total last fiscal year to \$3655 this year. Further, our certificated faculty allocation has historically been around \$4000 each fiscal year. Considering our need to be represented at all the District campus locations and to cover overload and adjunct counseling needs, these funds would only provide approximately 53 hours over the academic year.

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

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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?

Yes

### Facilities Requests

#### Facility Request 1

What are you requesting?

That the Transfer Center, Career Center and all Counseling Services be consolidated into a remodeled LL building.

What discipline PRP plan goal/objective does this request align with?

Goal #1, "Have representation of the Transfer Center at all the Palomar College locations".

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

2:4

**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.**

In support of the Transfer Center's mission statement and all SAOs, it is critical to provide the appropriate facilities and physical organization to demonstrate to students the District's commitment to their transfer success. Remaining Prop M funds have been approved for the remodel of the LL (old library) building. By relocating the Transfer Center, Career Center and all District counseling services to the LL building, the Transfer Center at minimum would require one dedicated classroom with computers to facilitate transfer "Strategy and Planning" workshops; guest university presentations; UC, CSU, TAG, and Insight Question application workshops; 4 confidential counselors offices, 1 Transfer Center Coordinator office, 2 university representatives confidential offices; and an open study/reception space for students to engage in guided transfer research.

Consolidating all Counseling services in one location by operational terms will facilitate student access to all counseling services in one location without any stigma associated with separate counseling services in lesser facilities. In addition, the staff and faculty will be associated by discipline which will maximize cross understanding and utilization of layered student support. Lastly, barriers will be minimized as students have a clearer understanding where to go for all their counseling support needs consistent with the Guided Pathways concept of "Staying on the Path".

Is there an associated cost with this request?

Yes

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

One Time Request

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Appropriate facilities planning and campus wide participative processes will need to be developed to assure student, programmatic and fiscal concerns are comprehensively addressed.

## 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:  
Leslie Salas

Date Reviewed  
11/6/2020

## FEEDBACK

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

The Transfer Center is doing amazing work in increasing transfer rates for Palomar students as identified in their assessments.

**Areas of Concern, if any:**

**Recommendations for improvement:**

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

pdemaris@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:**

Good to see the assessment taking place within the department. Assessment shows that most of the goals/outcomes were met

**Areas of concern, if any:**

**Recommendations for improvement:**

I may have missed it but need to tie in a goal regarding increasing the # of students transferring to 4-year and earning ADTs

**VP Name:**  
Vikash Lakhani

**Signature Date:**  
12/15/2020