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2021-2022 COMPREHENSIVE REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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

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

BASIC UNIT INFORMATION

Program/Unit Name
Teaching & Learning Center San Marcos/ Palomar
Promise

Department Name
Teaching & Learning Center San Marcos

Division Name
Enrollment Services

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

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

Participant	Title
Debra Avila	Manager, Palomar Promise & College Access Programs
Rosalinda Tovar	Coordinator, Teaching & Learning Center

PROGRAM/UNIT MISSION STATEMENT

What is you Program/Unit's mission statement?
The mission of the Palomar College Teaching and Learning Center San Marcos is to promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, and student success workshops. The TLC is committed to creating a welcoming and supportive environment and providing excellent programs and services to aid in student achievement for our diverse student population.

The Teaching and Learning Center is home to the Palomar Promise program. Palomar Promise is a two year comprehensive student success program which is designed to provide first-time college students with access to an affordable higher education, increase college-going and completion rates, and close achievement gaps in our community. The Promise Program strives to reduce obstacles and empower incoming first-time, full-time college students to achieve their educational goals. The Palomar Promise offers up to two years of free tuition, textbook assistance, and access to specialized academic and career planning with related student support services.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
In alignment with the College's Vision and Mission, the TLC and Palomar Promise Program aim to provide a high-quality, comprehensive and meaningful educational experience for all students. We share an overarching commitment to student access, persistence and success. Students are central to our mission. Through collaborative partnerships and comprehensive programs and services, we cultivate opportunities that promote student engagement, lifelong learning, academic success, and leadership and personal development. In addition, we are committed to the continuous improvement of our programs, services, and the professional development of our staff.

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PROGRAM/UNIT DESCRIPTION

Staffing

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

Link: Permanent Employees Staff Counts

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

Full-Time Staff	**Part-Time Staff**
Total Number of Full-time Staff 3.00	**Total Number of Permanent Part-time Staff**
Number of Classified Staff 2.00	**FTE of Part-time Staff (2x19 hr/wk=.95)**
Number of CAST Staff	**FTEF of Part-time Faculty**
Number of Administrators 1.00	
Number of Full-time Faculty	

Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Worker/Veteran Student Worker)
Promise Peer Mentors:
*1-2 Promise Peer Mentors (student employees)

Promise Counselors:
*2-3 part-time counselors are assigned to the TLC San Marcos for 16 weeks during the fall and spring semesters, and limited hours during summer/ winter intersessions. The counselors assigned to TLC San Marcos work specifically with the Promise students.

As part of the PRP cycle, Human Resource Services has provided organizational charts for all non-instructional

units. Please review the charts and answer the following questions:

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and college?
The Teaching and Learning Center San Marcos has always served as a resource and informational hub for all students. In addition to Promise students visiting the TLC for assistance, we also have prospective, current and returning students visiting the Center to seek guidance, assistance and campus referrals. Due to the nature of our work and the programs we oversaw from 2012-2021 (i.e. Summer Bridge, Learning Communities, FYE, Mentoring), we always played a student services role even though we reported directly to Languages & Literature Division and fell under Instructional Services. Over the years, we have worked closely with Enrollment Services, Financial Aid and Counseling. During this time, we served as the bridge between Instruction and Student Services.

When our department transitioned Instruction to Student Services in July 2021, we were fortunate to be apart of Enrollment Services. It is critical for our area to be up to date with the general enrollment guidelines/procedures as they relate to admissions, enrollment and financial aid. We are not nor do we expect to be the "experts" in these areas, but it is important for our staff to have a basic knowledge of enrollment-related procedures/processes in order to best serve our students. Our direct reporting relationship with Enrollment Services and Student Services Division ultimately benefits our students for the following reasons:
(1) Enhances our knowledge base; we are now included in discussions, planning and information sharing within Enrollment Services
(2) Increases our resources and support; we are now a part of a larger team to include Outreach and Dual Enrollment; we have more opportunities to collaborate on projects and activities/events to support our students
(3) Continue to be a bridge to other support services; our direct reporting relationship with Enrollment Services and Student Services Division allows us to strengthen that connection between various student support services; we have more direct and frequent contact with the various departments

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the college, needs, etc.)
Opportunities for In-Service Training - How do we become more cohesive to be aware of changes in policies? How can we increase our knowledge across the board? Are there opportunities for additional training and increase PS access to support some limited admissions functions? (For example, resetting passwords to MyPalomar - we get a fair share of students coming to the TLC who have been locked out of their account, and instead of sending them to Admissions to wait in line and then return to the TLC to get assistance with navigating their MyPalomar, our staff can assist with resetting their password).

Program/Unit Description

Who utilizes your services
The following individuals/groups utilize the Teaching and Learning Center San Marcos:
• Currently enrolled Palomar College students use the study space, computers and access the resources offered at the TLC San Marcos.
• Palomar College students are encouraged to sign up and participate in the Skillshops offered at TLC San Marcos.
• First-time college students who have applied, met the requirements and have been accepted to Palomar Promise will have access to up to two years of free tuition, textbook assistance and wrap-around student support services including priority registration, counseling services, registration assistance and Skillshops.
• Promise students have priority appointments with the counselors at the TLC SM; all other students may schedule same-day or next day counseling appointments (based on availability).
• New, incoming and current students typically visit or contact the TLC San Marcos for questions related to enrollment, class offerings/location, registration support, referrals to student support programs and resources, access to tutoring, and help with navigating MyPalomar and Canvas. The Center serves as a one-stop resource and informational hub for students. We often refer students to other departments, resources and student support programs.
• Prospective students visit the TLC to learn more about the Palomar Promise program, and receive assistance with the Palomar College/Promise applications. In addition, we have prospective students visiting the TLC as part of a campus tour, orientation or informational sessions.

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

The Palomar Promise program is designed to assist in the successful transition of and provide support to first-time, full-time college students with access to an affordable higher education. The primary function of our unit works to support Palomar Promise, including the high-touch student support services and resources offered.

Skillshops are free student success workshops offered by various campus departments and community partners. These workshops are designed and presented with the purpose of helping students succeed, whether it be in the classroom, at-home, or in the real world. Skillshops cover a wide-range of topics and are open to all Palomar College students.

Since the opening of the TLC San Marcos in January 2014 it continued to provide a collaborative and effective delivery of learning and student support services and resources to include the following below. However, it is important to note that the TLC will serve as the new Welcome Center which will be the home to the following departments: Palomar Promise, Outreach and Onboarding and Dual Enrollment.

Supportive Environment (*starting fall 2021, the Center will no longer be utilized as a study space)
• 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, Financial Literacy, Health and Wellness & Personal Development Workshops (Skillshops)
• Academic Advising and Counseling Services
• Peer to Peer Engagement/ Mentoring Opportunities
• Support Outreach & On-Boarding Activities
• Year-Round Registration Assistance
• Referral to Campus Programs and Services
• Special events such as cultural and social activities for Promise students

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

Palomar has adopted Nuventive Improve (previously named TracDat) as our official repository for SLO and SAO Assessment information.

Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) https://idmpg.palomar.edu/_layouts /PG/login.aspx?ReturnUrl=%2Fsso%2Fdefault.aspx.. 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 AND REFLECTIONS

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

SAOs

SAO 1

SAO Title
Palomar Promise students will have an abbreviated education plan on file by the end of their first semester, and a comprehensive education plan by the end of their first year

Assessment Status
Assessed

SAO Summary and Reflection

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 education plan. The Palomar Promise program encourages and works closely with Promise students to ensure they have a student education plan on file. A Student Education Plan helps students understand what courses they need to take to reach their educational goal. There are two types of student education plans: abbreviated and comprehensive. Abbreviated education 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 whether that be earning an associates degree, certificate or transfer.

**The information below summarizes the Student Ed Plan data outlined for the 2019-20, 2020-21 and 2021-22 Promise cohorts. Mid-semester (generally around the end of Oct) a report is 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:

2019-2020 PROMISE YEAR 1 COHORT (1957 Ss) ED PLAN DATA:
Of the 1957 Promise Year 1 cohort (2019-2020):
• 1458 Promise students (75%) had an abbreviated educational plan before the end of their first semester (as of early Nov 2019).
• 441 students (23%) had a comprehensive ed plan before the end of their first semester (fall 2019).

Of the 468 Promise Year 2 cohort (2019-20):
• 401 Promise Year 2 students (86%) had a comprehensive educational plan on file by the fall semester of their second year while 67 Promise Year 2 (14%) students did not have a comprehensive ed plan by early Nov 2019.

2020-21 PROMISE YEAR 1 (1519 Ss) & YEAR 2 (1036 Ss) COHORT ED PLAN DATA:
Of the 1519 Promise Year 1 cohort:
• 995 students (66%) had an education plan on file by Oct 2020.
• 524 students (34%) did not have an abbreviated nor a comprehensive ed plan on file
• Breakdown of Ed Plans: 847 Promise Year 1 students (44%) have an abbreviated ed plan; 285 students (19%) 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.

Of the 1036 Promise Year 2 cohort:
• 976 students (94%) had an ed plan on file by Oct 2020
• 60 students (6%) did not have an abbreviated nor a comprehensive ed plan on file by Oct 2020
• Breakdown of Ed Plans: 814 students (79%) have an abbreviated ed plan; 581 (56%) students have a comprehensive ed plan.
• Of the 222 Promise Year 2 students who do not have an abbreviated ed plan, 162 students have a comprehensive ed plan.

2021-22 PROMISE YEAR 1 (1670 Ss) & YEAR 2 (852 SS) COHORT ED PLAN DATA:
Of the 1670 Promise Year 1 cohort:
• 1,211 students (73%) had an education plan on file as of early Nov 2021.
• 459 students (27%) did not have an abbreviated nor a comprehensive ed plan on file
• Breakdown of Ed Plans:1004 Promise Year 1 students (60%) have an abbreviated ed plan, 390 students (23%) have a comprehensive ed plan.
• Of the 666 Promise Year 1 students who do not have an abbreviated ed plan, 207 students have a comprehensive ed plan.

Of the 852 Promise Year 2 cohort:
• 774 students (91%) have an education plan on file as of early Nov 2021.
• 78 students do not have an education plan on file as of early Nov 2021.
• Breakdown of Ed Plans: 559 Promise Year 2 students have an abbreviated ed plan; 534 students have a comprehensive ed plan (63%).
• Of the 298 Promise Year 2 students who do not have an abbreviated ed plan, 175 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. Prior to the pandemic, registration assistance workshops were 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 was provided to assist Promise students with ed planning and enrollment. These registration assistance workshops were 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 Outreach & Onboarding Services 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 semester and 2020-21 academic year, the number of education plans developed for our incoming Promise and our second year Promise students decreased compared to 2019. The following factors contributed to the decline in the number of educational plans created during Spring 2020/2021, Summer 2020/2021 and Fall 2020/2021:

(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 to 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 2021, and Spring 2019 to Spring 2021.

(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 they have 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 summer 2020 and summer 2021, Discover Palomar could not take place as an on-campus event due to the COVID pandemic, but instead, virtual activities (i.e. virtual group ed planning sessions, zoom workshops preparing students for registration, dedicated webpage with resources, student help videos) were offered for incoming Palomar College students.

PLAN OF ACTION:
Although we were unable to provide the same level 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, in Summer 2020, 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. In Summer 2021, we participated in the in-person registration events hosted by NCEOC.

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 encouraging them to make a counseling appointment via phone or online (Zoom) if they needed to update/create their

ed plan. The goal of these communications is to inform Promise students about 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 2-3 weeks out.

This past year, we conducted 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 Fall & Spring Registration (which also included ed planning)
(3) Reminders about both fall and 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 update their ed plan and register early.
(6) Created a webpage focused on Preparing for Registration which includes a wealth of resources and information for regarding the steps that lead up to and after registration. https://www2.palomar.edu/pages/palomarpromise /preparing-for-spring-registration/
(7) In addition to the webpage, we created a Guide for Preparing for Registration (which includes ed planning info) that students can download and print.
(7) We began to use text messaging as another platform to communicate with our Promise students. We will continue to develop campaigns centered around important deadlines and program milestones.

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.

The Palomar Promise program has evolved over time since its launch in 2017 in response to program growth and student needs. However, key components of the Palomar Promise program have remained consistent. These key components include:

• Financial assistance including free tuition for up to two years and textbook support.
• Academic & student support to help students on the path to completion including, orientation and placement, Welcome Day,
educational planning, priority registration for the first year, Skillshops, access to tutoring, year-round registration assistance.
• Structured Guidance & Support including dedicated counseling support with priority appointments, peer mentoring opportunities, monitoring student academic progress and Promise check-ins.
• Student Engagement Opportunities including, peer to peer, social activities, cultural activities, year-end celebrations
• Dedicated space including access to a dedicated center and team of individuals located at the Teaching and Learning
Center at the San Marcos campus, Home of the Palomar Promise.

SAO SUMMARY & REFLECTION

(1) FINANCIAL ASSISTANCE:
Since the launch of the Palomar Promise program in fall 2017, the Promise program has supported 7,440 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 for aid 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. An average of 71% of Promise students are eligible for the CCPG, while 53% are eligible for the Pell Grant.

For fall 2021, we extended the deadline for Promise students to utilize their $100 Promise textbook credit at the bookstore through the end of the semester. In previous years, the deadline to use the textbook credit for required books expired on census day. Starting this semester, we have allowed Promise students to use the bookstore credit towards the cost of books (both recommended and required) as well as for school supplies purchased at the bookstore.

Furthermore, we have removed the deadline for Promise to pay for classes added after census date. Removing this deadline gives students (who are not CCPG eligible) an opportunity to enroll in late start classes after census date without having to worry about paying out of pocket for these fees. Palomar Promise continues to pay for enrollment fees up to 19 units per fall and spring semester. These recent programmatic changes have a positive impact on our Promise students; they may enroll in late-start classes after census and have their enrollment fees paid while continuing to use their remaining book credit balance towards textbooks for these classes.

At the end of fall 2021 semester, we will evaluate both the number of classes added after census as well as the number of students who accessed their book credit after census to analyze the impact of this change.

(2) ACADEMIC SUPPORT:
The Palomar Promise program offers a variety of academic support to assist our students in achieving success. Such support includes offering Skillshops (student success workshops) 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 Palomar Promise team.

Student Monitoring:

We frequently 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 in past years; however, our hope is as the tutoring centers begin to utilize the PAT 2.2 it will provide us with better tracking of tutoring usage by our Promise students. This type of information would allow us to conduct some intentional, intrusive follow-up, if needed. Promise students may also request assistance via Comet Connect (aka Starfish Early Alert), and a Promise team member will follow-up.

STRUCTURED GUIDANCE & SUPPORT:
The Palomar Promise offers high touch student support services and on-going academic counseling to help students get to and through college. Such activities include Promise Welcome Days, academic advising and counseling support, registration assistance, financial aid workshops, financial literacy workshops, a broad range of Skillshops (student success workshops), peer to peerengagement/mentoring opportunities, referral to campus programs and services, student engagement activities, and a dedicated Center comprised of a supportive Promise team.

Promise Welcome Days - During our Palomar Promise Welcome Days, students participate in a multi-day event aimed to support their academic success, ease their transition to college and increase their knowledge about campus resources. This event has proved successful. Based on student feedback (via event survey), students used terms in their open response Supply Drive Thru Distribution Event - in August 2021, we organized our very first drive-thru supply distribution event for our incoming Promise students. We offered both a walk-up window distribution along with a drive thru event in Lot 12.

Registration Assistance and Academic Group Advising Sessions:
Palomar Promise program offers students with ed planning and registration support. In previous years (pre-pandemic), the Promise program worked with the Assessment Team to offer in-person 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. As we pivoted to remote services for 2020-2021 and moving into 2021-22, we continue to actively work with our students to ensure they have timely and pertinent information as it relates to preparing for registration. We organized and offered virtual group advising sessions to our incoming Promise students to ensure they have an ed plan set up prior to fall registration. We continuously run reports to monitor enrollment and identify students who are not enrolled or under the required units for Promise. We proactively reach out to students via email and phone to provide assistance. For summer 2021, we participated in the call campaign in which the Promise team reached out to 759 students regarding enrollment. We then conducted additional call campaigns in late June/July. We continue to develop email campaigns focusing on the importance of developing an education plan, and utilizing their priority registration date (for 1st year Promise). In addition, we offered several virtual workshops in collaboration with General Counseling focusing on preparing for registration and providing an overview of the Palomar Pathways Mapper. Although we were unable to offer in-person support or host in-person events during the 2020-21 year, we did work with NCEOC and participated in their in-person fall registration events held during the summer of 2021. This event served as the first opportunity for us during the pandemic to provide assistance to students in-person. We plan to continue to partner with NCEOC and participate in their in-person spring registration events scheduled in November/December 2021.

Financial Aid Assistance:
We continue to collaborate with the Financial Aid Office and Enrollment Services. Pre-pandemic, we offered a number of hands-on, in-person financial aid workshops/individual sessions to support Promise students in completing their financial aid process. During the pandemic, we promoted the virtual Financial Aid presentations/workshops to our Promise students, and highlighted their Zoom Virtual Help Desk hours. In addition, we incorporated a Promise/Financial Aid workshop into the Promise Welcome Days. In addition to these financial aid related workshops, we also partner with San Diego Financial Literacy and Cal Coast Credit Union to offer an array of financial literacy workshops via zoom to our students. These sessions are becoming very popular amongst students, and we continue to explore and offer new topics per student feedback.

Social and Personal Development Activities:
Throughout the inception of Promise, we have offered a number of activities to help strengthen the connections with our Promise students and increase student engagement. During the 2019-20 academic 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. For the 2020-21 and 2021-22 academic year, we have and will continue to offer additional opportunities for Promise students to connect with each other and with the campus community virtually. This past year, we have worked closely with SWAG and Health Services to offer a Mindfulness through Vision Board workshop and several other workshops focused on students' wellness including destress activities. We

are continually exploring ways in which some of these other interactive, fun activities can be offered virtually.

Our team looks forward to once again offering in-person student engagement activities at the TLC when it is safe to do so. 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 for 2020.
"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."
"The TLC was a big help because the counselors were helpful in getting my classes planned out."
"The first year academic workshops were incredibly helpful since it was my first year and I didn't know much."
"This year I did not have to pay for my tuition or for books and for that I am grateful because I felt like a big rock was taken off of my shoulders and it was a crucial aspect that helped me in reaching my academic goals this year. The last aspect, from the Palomar Promise program that I found valuable during my first year at Palomar was the skill shops I believe that I have attended at least one skill shop per semester this year and I have found them to be very helpful."
"The amount of support I got regarding the enrollment of classes and the text book assistance"
"I think the most valuable part of the Promise Program was being able to get into the classes that I needed to through priority registration. This is mainly because it allows for the most efficient and effective scheduling to be done, and in turn allows for students like myself to progress further with their education without having to struggle between course times and personal life affairs. In junction with having tuition and books being paid for, which is also one of the more valuable aspects of the Promise Program, these few parts were really helpful and worked together wonderfully to make education a lot more accessible both in short and long term goals."
"Having easier access to counselors was very helpful "

SAO 3

SAO Title
Students participating in Skillshops will be able to increase their knowledge and understanding in the topic area.

Assessment Status
Assessed

SAO Summary and Reflection
The 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. In fall 2016, 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. Skillshop topics cover the following eight categories: Academic Success, Financial Literacy, Health & Wellness, Career Exploration & Planning, Financial Aid Assistance, Student Life and Leadership, Student Support Programs and Transfer Success.

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 167 workshops for the 2019-2020 academic year; representing a 288% increase in Skillshop offerings.

With the pandemic that emerged in Spring 2020, our team had to quickly plan and pivot our spring 2020/ fall 2020 Skillshops from in-person to virtual. This year, our goals centered around the following areas:
1. Transition to virtual Skillshop offerings for fall 2020/spring 2021 and fall 2021
2. Increase awareness of virtual Skillshops
3. Improve Skillshop marketing materials
4. Increase partnerships across campus
5. Increase Skillshop student participation
6. Continue to seek student feedback via the Skillshop survey

Our team worked hard this past year to successfully accomplish these goals outlined above. For 2020-21, we offered 89 virtual Skillshops. For fall 2021, we have scheduled 58 virtual Skillshops. We have found that as a result of transitioning to virtual Skillshops we have increased access to these sessions. Our goal for the upcoming year is to develop a plan to offer Skillshops in a hybrid model. We have requested the hyflex AV equipment to be installed in the TLC classroom (TLC-112) and TLC 101 meeting room in order to offer both in-person and online Skillshops to a larger audience.

According to the survey results from fall 2021 (as of 11/5/21), 35% of respondents indicated they had MINIMAL knowledge BEFORE the Skillshop presentation, while 58% indicated they had an AVERAGE level of knowledge BEFORE the Skillshop presentation. A total of 67% of respondents indicated they had a VERY HIGH level of knowledge AFTER the Skillshop, and only 1% indicated their level of knowledge AFTER the Skillshop presentation remained MINIMAL. These findings indicate that the majority of students who participate in Skillshops increase their knowledge and understanding of the topic area.

OTHER ASSESSMENT DATA

Quantitative Data

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

Measures, Descriptions, and Annual Values

Measure 1

Name of Measure
Promise Program Application

Description of Measure
Growth in Palomar Promise Applications (Year to Year)

Year	Year	Year	Year
2017-2018	2018-2019	2019-2020	2020-2021

Value	Value	Value	Value
1426	2305	3698	3138

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

Measure 2

Name of Measure
Program Growth

Description of Measure
Total Number of Promise Students for each academic year (includes both YR 1 and YR2)

Year	Year	Year	Year
2017-2018	2018-2019	2019-2020	2020-2021

Value	Value	Value	Value
775	1518	2,426	2,556

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

Measure 3

Name of Measure
Skillshop Participation

Description of Measure
Number of students participating in Skillshops (Note: Duplicate count; #s represent total number of seats filled)

Year	Year	Year	Year
2018-2019	2019-2020	2020-2021	2021-2022

Value	**Value**	**Value**	**Value**
1,542	1,511	1,299	In progress

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

Reflect on your quantitative data and summarize your findings or interpretations.
PROGRAM APPLICATION:
The number of Promise applications has increased significantly over the years. In fall 2019, we received the highest number of
applications (3,698) for Palomar Promise. From fall 2017 to fall 2020, the number of applications received increased by 120%. The increase in application numbers during this three year period is attributed to the increased coordination and collaboration between the Promise program and Assessment and High School Relations Office during this timeframe.

For fall 2021, we received a total of 2,683 applications; a 14 % decrease from the previous year (3138). The slight dip in Promise Applications for 2020-21 and 2021-22 can be attributed to the effects of COVID-19 and simultaneous decrease in
enrollment. In addition, all in-person outreach, application workshops and spring high school visits were paused for a two year duration due to COVID, and as a result, impacted our application numbers.

As we move forward, with the re-organization and re-envisioning of Student Services, in particular, the centralization of the Promise Program, Dual Enrollment and Outreach & Onboarding Services residing in the same building (TLC), there will be opportunities to strengthen our partnerships and collaborate on many initiatives related to application, registration and on-boarding services.

PROGRAM GROWTH:
Since its inception, the Palomar Promise program has expanded rapidly to meet the student demand. A total of 775 students
were served by the Palomar Promise program in its inaugural year (2017/18). The rate of growth dramatically increased the
following two years due to a combination of factors. These include, increased outreach efforts, additional AB19/2 funds, and
programmatic changes to eligibility requirements. By 2018-19, the program served 1,518 students, nearly doubling in number
from the previous year. The program continued to grow in number in 2019 by nearly 60%. In 2020-21, our planning included
the development of a sustainable and manageable level of student enrollment in the Palomar Promise program. Hence, the
cohort size remained steady with a slight 5% increase from 2,426 to 2,556 students between fall 2019 and fall 2020.

For 2021-2022, a total of 2,522 students are participating in the Palomar Promise program. Our most recent cohort size remained steady with a slight 1.3% decrease from 2,556 to 2,522 students between fall 2020 and fall 2021.

As we reflect on the program growth over the past 4 years, Palomar Promise program has increased in cohort size from 2017 (775) to present day (2522) by 224%. This remarkable growth and sustainability exemplifies how important postsecondary education and support systems are for students.

SKILLSHOP PARTICIPATION:
The number of Skillshop attendees has increased by at least 166% from 2014-15 academic year to 2020-2021 academic year (487 to 1,299 students). We track Skillshop attendance using SARS. However, since we started offering virtual Skillshops, we have students register in advance using the Zoom registration form. We then generate the registration and attendance reports for each Skillshop, reconcile the data, then enter the attendance in SARS and Peoplesoft. Every semester we record the total number of registered students, number of attendees and the noshow/show rate for each Skillshop offered through the TLC San Marcos. Extensive marketing efforts are made throughout each semester to increase Skillshop awareness to students, faculty and staff as well as increase student participation. Based on our quantitative findings, these marketing efforts have been successful, but there is still more we can do.

The logistics of Skillshops is a major undertaking with lots of key pieces that involve our campus partners. Each semester, our TLC Coordinator reaches out to various campus departments and community partners to seek participation, dates and times are determined and workshop descriptions are created. We then work on the scheduling process which entails creating Zoom meetings, entering all workshop information including setting up the registration form with custom questions. Next, we enter all Skillshops into our Skillshop Event Calendar and broadcast these sessions to the Main Event calendar on the Palomar homepage. Meanwhile, we begin the development of marketing materials. We work closely with Creative Services to develop our Skillshop brochure each semester. The brochure design has evolved over time, and has been modified to be an accessible, student friendly brochure which is distributed throughout campus each semester. Individual and monthly Skillshop flyers are created in-house, and are shared with students via General Info and emailed to our Promise students. Skillshop announcements are posted on the 3PD portal in order to inform our faculty, counselors and staff of Skillshop offerings. We also started submitting Canvas

Announcement requests so students can easily view and access the Skillshop calendar/brochure. We have also partnered with other student support programs (i.e. TRIO, EOPS) who encourage their students to participate as part of their program participation requirement. We also encourage faculty to provide extra credit for their students to attend Skillshops. Once the Skillshops begin, we start the data entry process and tracking of attendance. At the end of each Skillshop, we encourage students to complete the online survey so we may receive feedback on their Skillshop experience. All registration and attendance information is collected, evaluated and entered in Peoplesoft, our system of record.

As we examine the student participation numbers pre-pandemic versus pandemic time period, we can see that the Skillshop attendance dropped from 1,511 to 1,299 (14% decrease). The pivot to virtual Skillshops impacted our overall attendance rate; however, we also have seen that some of our most popular sessions (i.e. creating a budget, transfer, stress management) have increased their participation numbers. When these sessions were offered in-person at the TLC, we were limited to the room capacity, but offering these sessions virtually has enabled us to increase the capacity and allow more students to sign up and participate.

Moving forward, we plan to continue to work on our marketing efforts to create banners to display across campus, revamp our Skillshop website, work towards getting the hyflex AV equipment installed in the TLC classroom, work with counselors who teach the College Success courses to have them encourage their students to attend Skillshops, work on getting a permanent Skillshop button to display on Canvas.

Qualitative Data

Describe any qualitative measures you use and summarize the results.
Some qualitative measure we use to determine effectiveness of the program and activities include:
1. Informal polls via Zoom during our Promise Check In sessions
2. End of Year surveys
3. Collect student testimonials
4. Skillshop Surveys

*Please refer to Achievements section for additional survey result information.

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?
As a result of our assessment of both quantitative and qualitative data, we plan to implement the following:
1. Create short videos about important updates and relevant info as a way to connect with students
2. Increase social media presence
3. Continue utilizing text messaging
4. Create a Promise Community canvas shell (per student feedback)
5. Hold virtual office hours to meet with students
6. Continue to develop new Skillshop topics per student feedback and recommendations. (i.e. preparing for graduation, changing careers).

Improvements we have implemented as a result of our assessment of qualitative and quantitative data include:
1. Offered a Skillshop about Car Buying and introduced new financial literacy topics
2. Offered new Skillshop topics: HELS Skillshops
3. Increased mental health related Skillshops (i.e. Mindful Space) offered by Health Services and SWAG; brought back many of the health services topics for fall 2021 in collaboration with SHS and Community Partners
4. Revamped our Skillshop brochure and website -- student centered
5. Ensured our Skillshop brochure is accessible for web
6. Offered Promise Check-In throughout the semester - opportunity to connect with Promise students on a number of topics
7. Created videos to help students access their Promise textbook funds
8. Continued to improve processes as it related to Promise application cycle

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ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

1. Palomar Promise Applications:
The number of applications has increased significantly over the years. In fall 2019, we received the highest number of applications (3,698) for Palomar Promise. From fall 2017 to fall 2020, the number of applications received increased by 120%.
For fall 2021, we received a total of 2,683 applications; a 14% decrease from the previous year (3138). The slight dip in Promise Applications for 2020-21 and 2021-22 can be attributed to the effects of COVID-19 and simultaneous decrease in

enrollment. Although we experienced a slight dip in our application numbers, our team worked actively to increase the number of Promise applications including identifying and targeting Palomar College applicants who were qualified for the program, but had not applied to Promise. We composed email and text campaigns in an effort to encourage them to apply to Palomar Promise. In addition, we worked on increasing our social media presence by creating and posting reminders/announcements about the Promise application. We continued to provide timely and relevant reminders to campus departments, school administrators, counselors about the Promise application.

2. Palomar Promise Program Growth
The Palomar Promise program has expanded rapidly to meet the student demand. The program launched with 775 students offering one year of free tuition, and has expanded to serving over 2500 students each year with up to two years of free tuition and textbook support. Through funding from AB19/2, the Palomar Promise program has provided free tuition, textbook assistance and a set of comprehensive student support services to more than 7,440 students since its inception in Fall 2017. Students are applying and enrolling in increasingly large numbers. For fall 2021, we welcomed 2,522 Promise students in total (YR1: 1670; YR2: 852) on the first day of class.

3. Promise graduates
A total of 196 Promise students graduated with the Class of 2021; this includes 4 first-year Promise students who completed their degree requirements in one-year!

4. Palomar Promise program strengths and achievements exist in the intentional, high-touch activities and support that are directly linked in influencing student persistence and completion rates. Some of these activities include:
⊞ 1. Promise Welcome Days
⊞ 2. Skillshops (student success workshops focused on academic success, financial literacy, transfer success, student life &

leadership, peer to peer, health & wellness, student support programs, and financial aid application assistance)
⊞ 3. Dedicated counselors and priority counseling appointments offered
⊞ 4. Intrusive and proactive follow-up support to help students stay on track to achieving their goals
⊞ 5. Mass email and phone campaigns to remind students about important college and program deadlines/
requirements
⊞ 6. Educational planning campaigns
⊞ 7. Promise check-in sessions with staff
⊞ 8. Registration assistance
⊞ 9. Financial aid application assistance
10. Student engagement activities to increase community building
11.Peer mentoring opportunities
12. Prior to the pandemic, all activities took place at the Teaching and Learning Center (TLC) at the San Marcos campus, home of Palomar Promise. During the pandemic, all support services were offered remote via Zoom, email and phone.

5. College Persistence Rate: On average, 85% of first-year Promise students persist from fall to spring, while 74.4% return the following fall semester (i.e., 3-term college persistence)

6. Dedicated team of individuals.
We have a dedicated and passionate team of staff who proactively help students navigate the changing landscape of Promise given the pandemic. We have a very strong partnership with Enrollment Services and Financial Aid, and are fortunate to have the support of their staff and business analyst. Our team continues to strive to create a supportive environment for students whether that be virtually or in person. We are student-focused, we strive to create opportunities for students to develop the skills and confidence to succeed. Additionally, we frequently share information with our students about resources and other support programs (i.e. COVID student emergency grant, basic needs, scholarship opportunities, technology needs, EOPS/TRIO/NCEOC, etc) to ensure their well-being and success.

7. Continue to develop strong internal partnerships across campus
The Promise Success Team, which comprises of representatives from TLC San Marcos, Admissions, Financial Aid,

Counseling, Cashiers, EOPS, DRC, Outreach Services, Student Success and the Bookstore, continues to meet virtually on a monthly basis. The program has built a strong partnership with Outreach and Onboarding Services. We continue to work with members of their team to increase awareness of Palomar Promise and increase application numbers. Their team has been
instrumental with helping the Promise program increase its application numbers by offering application workshops to assist 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.

8. Expansion of Skillshop Offerings, Increased Participation, and Student Satisfaction
For the 2020-2021 academic year, the TLC San Marcos offered a total of 89 virtual Skillshops. We successfully pivoted to virtual Skillshops, streamlined the Skillshop registration process revamped the Skillshop/TLC SM websites, developed a digital Skillshop brochure. Right as the pandemic hit in March 2020, we had to quickly transition many of our Spring 2020 in-person Skillshops to a virtual format. In Fall 2020, we were able to recover many of our Skillshops, and offered new topics addressing support for learning in an online environment. We are very proud to have rebuilt our Skillshop base despite the challenges of a remote environment.

Skillshop Student Satisfaction
At the end of each virtual Skillshop, we provide a link to our online Skillshop survey. Students have an opportunity to give an overall assessment of their experience. The survey helps us to gauge their level of knowledge before/after the Skillshop, usefulness and the impact of the Skillshop.

For Fall 2021, students who completed the survey responded accordingly:
• 91% "strongly agreed" or "agreed" they would attend another Skillshop
• 97% "strongly agreed" or "agreed" they would recommend the Skillshop to other Palomar College students.
• 96% "strongly agreed" or "agreed" the Skillshop topic was useful
• 95% "strongly agreed" or "agreed" they plan to apply the techniques/materials/strategies presented in the Skillshop
• 92% "strongly agreed" or "agreed" attending the Skillshop would strengthen their ability to succeed at Palomar College.

Based on student feedback (via survey), students used terms in their open response such as "felt more confident," "helpful," "encouraging," "very useful techniques," "engaging," "learned a lot," "informative," "great experience."

9. Intentional and Targeted Outreach
Towards the end of our application cycle, we conducted targeted outreach to Palomar College applicants who met all Promise requirements (residency, FA app on file, 12+units), but had not applied to the Promise program (total of 269 students identified and contacted). Additionally, 199 students were identified as meeting all requirements except they were missing their FAFSA/CADA; these students were sent a targeted message to apply to Promise. An additional 303 students enrolled in less than 12 units were identified as meeting the CA residency and FA application requirement; these students were also encouraged to apply to Promise and enroll fulltime.

10. Promise Efforts for Enrollment Management:
o We recognized that COVID may have impacted many of our students' ability to successfully complete 24 units and maintain a 2.0 GPA for Promise YR2, therefore, we opted to waive the petition requirement for all Promise students who did not meet the Promise academic standards for 2020-21.
o Removed the deadline for Promise to pay for classes added after census date. Removing this deadline gives students (who are not CCPG eligible) an opportunity to enroll in late-start classes after census date without having to worry about paying out of pocket for these fees.
o Extended the deadline for Promise students to utilize their Promise book/supply credit via the bookstore to December 18th.
o Extended the deadline for both Promise applicants and Promise second year students to meet eligibility.
o We continued to review and confirm students for Promise Year 1 beyond our initial June review date; giving students ample time to resolve issues with residency, enrollment and financial aid.
o We increased the number of students confirmed for Promise Year 1 to allow as many students who met all eligibility requirements to participate in Promise.
o We continued to review and confirm students for Promise Year 2 through Sept 7th.
o Participated in the call campaign early summer; Promise team reached out to 759 students. Conducted additional call campaigns in late June/July.

11. Ability to Adapt to Change
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 addressed student questions/concerns. Our annual one-day Welcome Day for incoming Palomar Promise students converted to a virtual month-long Welcome Day experience to include both students and parents.

12. Successfully launched our 2nd Annual Virtual Palomar Promise Welcome Days
The goal of Promise Welcome Day is to support academic success, ease the transition to college and increase knowledge about campus resources. 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. 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 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.

In Fall 2020, we transitioned the Welcome Day to a virtual experience in response to the pandemic. The virtual format allowed us to open the event to more students and include parents/families. The event transformed from what was initially a one day event to a 3 day virtual experience that year. A total of 638 first-year Promise students participated, 19 live presentations were offered, and 30 campus partners presented.

In Fall 2021, we modified the duration of Welcome Days per feedback received from past participants and extended Welcome Days throughout the month of August. A total of 627 first-year Promise students participated, 21 live virtual presentations were offered along with several pre-recorded videos available for students to view. We created a webpage dedicated to our Welcome Days which also included resources and recordings of our live Welcome Day sessions. The webpage gain quite a bit of traction with a total of 2,279 clicks.

As a result of offering Welcome Days as a virtual event, we were able to increase the event capacity, offer additional sessions, expand topic offerings, and include parent/family participation. In addition, we recorded the live sessions and posted to our Welcome Day webpage for students who were unable to attend to view at a later time. Moreover, the number of student participants increased from 250 (in 2019) to over 600 students (in 2021) (140% increase). As we move forward, we will continue to explore how we can offer this valuable event as a hybrid model to our incoming Promise students. Additionally, we would like to explore how we can incorporate instructional related topics and include faculty participation.

An evaluative survey was administered at the end of the event. Below is a summary of the findings for each event year.

Based on the 2019 survey results:
▦ 97% of participants "strongly agreed" or "agreed" the event was enjoyable experience
▦ 91% of participants "strongly agreed" or "agreed" attending Welcome Day helped them feel better prepared for the start of school

Based on the 2020 survey results:
▦ 98% of participants "strongly agreed" or "agreed" the virtual event was an informative experience
▦ 83% of participants "strongly agreed" or "agreed" the virtual event helped them feel better prepared for the start of school
▦ Majority of students felt the event helped them become more familiar with the campus resources and services

Based on the 2021 survey results:
▦ 96% of participants "strongly agreed" or "agreed" the virtual event was an informative experience
▦ 94% of participants "strongly agreed" or "agreed" the virtual event helped them feel better prepared for the start of school
▦ 90% felt attending Promise Welcome Days helped them become better familiar with the campus resources and services

Comments shared in evaluations included:
▦"I felt less stress" ▦ "I made new friends" ▦"I was able to feel secure after" ▦"VERY helpful for someone attending college the first time" ▦ "getting information from campus staff made me feel more relaxed" ▦" I learned how to prepare for the first day and honestly it helped a lot" ▦ "very welcoming" ▦ "Sense of belonging and ramping up excitement." ▦ "These virtual welcome days provided me a lot of useful resources. They also helped me really familiarize myself with the school and staff." ▦"it helped me connect with other students and realize I'm not alone" ▦ "I got to meet everyone in the Palomar promise program and got familiar with the faces. It felt like i was actually meeting them."

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

In 2019, Assembly Bill No. 2 was approved, and expanded the state funding to support first-time, full-time college students in
their second year. As a result, in fall 2019, Palomar College launched its second year of Promise to waive eligible enrollment fees for up to two academic years for eligible students who met Promise requirements in the first year. 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 addition, AB 2 provided specific authorization to colleges to allow students in DSPS programs to be considered a fulltime if enrolled in fewer than 12 units. Moreover, 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. To date, 197 students receiving services from the DRC have requested and received an approved Promise/DRC unit waiver in order to be or remain eligible for the Promise program.

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

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

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

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

Section 1: Overall Evaluation of Program

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

1. What are our greatest strengths?

2. What are our best opportunities?

3. What is our preferred future, what do we aspire to do?

4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

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

Strengths:
Dedicated and talented staff and faculty
• We have developed an effective working team comprised of creative and dedicated staff, faculty and administrators. Together, we have strengthened and expanded the Promise program and services/resources offered at TLC San Marcos including our Skillshops. We have collaborated with a number of departments on campus serving as a bridge between Instructional Services
and Student Services.
• Reputation for getting things done
• Caring, professional group of individuals who strive to create a pleasant and welcoming environment for students
• Open to new ideas and opportunities
• Despite the changes in staffing this past year, the shift to remote work, and limited resources, 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.

Student Centered
• We aim to create a supportive environment for students
• Student focused
• Mentoring and support
• Providing students with the skills and confidence to succeed
• Programs and activities help students to grow- socially, personally and academically

QUALITY SKILLSHOPS
We continue to expand our Skillshop offerings. This year, we focused on the following areas:
(1) Increase awareness of Skillshops
(2) Improve our marketing materials
(3) Increase our partnerships across campus
(4) Increase student participation
(5) Increase VIrtual Skillshop offerings

Expanded Partnerships Across Campus
• For 2020-2021, we partnered with the following departments to offer a wide selection of Skillshops:
Workforce Development, Cooperative Education, Career Center, Financial Aid Office, Library, Writing center, Student Health Center, Student Life & Leadership, TRIO SSS, EOPS, Student Wellness & Advocacy Group (SWAG), San Diego Financial Literacy Center (SDFLC), California Coast Credit Union, Campus Police, Public Safety Programs, Business Administration, Tutoring Services, Counseling, Information Services (IS), and Academic Technology Resource Center (ATRC).
FA20 Skillshop Brochure: https://www2.palomar.edu/pages/tlc-sm/files/2020/10/Skillshops-Brochure-Fall-2020-2.pdf
SP21 Skillshop Brochure: https://www2.palomar.edu/pages/tlc-sm/files/2021/03/Skillshops-Brochure-SP21_Final.pdf
• As a result of this collaboration, we were able to schedule an unprecedented number of virtual Skillshops for Fall 2020 and Spring 2021 totaling 89 sessions with a total of 1,299 attendees.

Branding/Marketing
• We evaluated our existing Skillshop marketing materials, and changed the design of our Skillshop flyer so students could easily find Skillshops based on topics of interest. For example, we grouped our Skillshop offerings by themes such as Academic Success, Career Exploration, Financial Literacy, Financial Aid & Scholarship Application Assistance, Peer-to-Peer, Health & Wellness, Student Support Programs, Transfer Success, and Career Exploration & Planning. Instead of listing Skillshops in chronological order by date, we grouped and listed them based on the theme.
• We continue to market and brand the term Skillshops in our messaging to students and faculty. Some faculty members offer extra credit to their students for attending these Skillshops, Student support programs such as Promise, EOPS, FYRST and TRIO promote and encourage their students to attend our Skillshops as part of their program requirement. Scheduling, planning and marketing Skillshops take time and skill. Our staff have become experts in the area of event planning.

Opportunities:

Opportunities
• Increase collaboration
• Growing demand
• Bring all of our Promise into a Promise Community Canvas
• Build genuine supportive relationships
• Hire additional staff to support expansion of Promise
• Expand social media engagement
• Maximize counseling availability for appointments

Aspirations:

Aspirations
• Continue to provide high quality supportive services responsive to the needs of our diverse student population.
• Research new communication tools to effectively reach students - staying current with technology
(i.e. social media, phone apps)
• Improve relations with parents
• Develop single place where we can access all Promise student data and follow-up efforts. Other than CommGen, we have no other mechanism to track all the follow-up efforts. All follow-up efforts are tracked through multiple spreadsheets.
• Increase student engagement
• Increase collaboration with Dual Enrollment, Outreach and Student Success peer mentors/ambassadors to offer additional peer-led Skillshops
• Explore strategies to enforce ed plan and Skillshop requirement to maintain eligibility
• Expand Registration Assistance activities for fall and spring
• Expand counseling resources devoted to Promise
• Ongoing effort to incorporate student feedback via surveys and focus groups along with research findings to improve the Palomar Promise program.
• Offer summer orientation experiences to showcase academic programs and introduce students to career pathways. Continue to work with Guided Pathways.
• Explore ways in which to expand in-person Welcome Days, and/or offer a hybrid option in order to serve more students and families

Results:

Results
• Growth in Skillshop attendance and offerings
• Increase in the number of Promise applications
• Increase in the Promise cohort size
• Increase in educational plans within the Promise cohort
• Implemented ComGEN for regular communications with students
• Implemented Promise Page within Peoplesoft
• Implemented Promise status/ checklist within MyPalomar
• Increased collaboration between TLC and Student Services

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

PROGRESS ON PRIOR PRP GOALS

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

Prior PRP Goals

Goal 1

Goal	**Choice**
Strengthen connections with Promise students In progress	Ongoing

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).
Prior to COVID, we had organized, planned and implemented several student engagement activities for our Promise students.

1.Currently developing and expanding student engagement activities to serve a significantly larger cohort - ONGOING GOAL
2. Working to increase interaction between first year and second year Promise students - ONGOING GOAL
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. For the 2020-21 academic year, we put a temporary pause on the recruitment and hiring of Promise mentors due to the pandemic. For 2021-22, we have received some funding through Guided Pathways to hire 2 student employees who will serve as our Palomar Promise Peer Mentors.
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 very rewarding experiences; many of which had shared it was there first time visiting a museum or venturing out of North County San Diego. Our hope is to be able to once again offer field trip opportunities/ cultural excursions in order to build community amongst our students.

Challenges:
1. Limited funding available to support student engagement activities.
2. COVID-19 has impacted our ability to offer in-person student engagement activities during the 2020-2021 academic year and fall 2021 semester.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

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

Goal 1

Description
Strengthen connections with Promise students and parents.

Strategies for implementation
Student Connections
1. Develop and expand student engagement activities to serve a significantly larger cohort
2. Increase interaction between first-year and second-year Promise students
3. Explore the possibility of increasing the number of Promise peer mentors
4. Identify funds to support the growth of Promise peer mentoring
5. Identify funds to support off-campus engagement activities

Parent Connections
1. Evaluate parent engagement opportunities
2. Identify what mediums should be used to communicate with parents
3. Create an effective parent communication strategy
4. Plan and facilitate parent orientations
5. Identify events where parents of prospective students will be present
6. Extend invitation for parents to attend Welcome Days- offer a parent orientation session

Timeline for implementation
Fall 2021
•Begin working on developing Promise Community Canvas; gain input from mentors

Spring 2022
• Research to determine parent networks and groups to target for outreach
• Gather and document parent network and groups to include contact information
• Research student engagement activities
• Research possible funding sources to support student engagement activities (grant opportunities?)
• Develop parent communication campaign
• Develop marketing materials targeted to parents (i.e. mailing list to subscribe to)
• Scheduling and planning student engagement activities
• Continue to offer Promise Check-In Sessions; develop polls to gauge how they are doing, do they have resources and support, what impacts are causing them to feel the way they do.

Mid-Spring 2022
• Launch campaign and start communication with parents to continue through start of fall
• Offer student engagement activities throughout the year

Summer 2022
• Host Palomar Promise Welcome Days in the month of August

Outcome(s) expected (qualitative/quantitative)
1. Create Canvas shell for Promise students- general repository of all information related to Promise, helpful resources, Skillshop opportunities
2. Offer Promise informational sessions to include parents
3. Meet/greet parents as they visit the New Welcome Center -- opportunities to connect with new students/families during campus visits, orientation, on-boarding activities.
4. Invite parents and families to the Welcome event, and offer a parent orientation
5. Develop Parents' section on our website
5. Attend college nights at local high schools to connect with both students and parents
6. Increase number of Promise check-ins.
7. Offer Zoom office hours

How does this goal align with your unit's mission statement?
At the TLC, we have a students' first approach to fulfilling our department's mission. The creation of a caring, supportive and welcoming environment is critical in creating a sense of belonging, which leads to improving retention, persistence and success rates. Research shows that students are motivated to learn, and succeed in their studies when they are in a
supportive campus environment. Student's sense of belonging and their being able to count on the support of campus community to meet their academic needs, social interests, and desires are all critical elements for fostering student success and student retention. Our goal of strengthening connections with our Promise students will ultimately increase the sense of belonging for our students. We aim to achieve this by offering the following:

• Positive student/staff/faculty relationships
• Additional student engagement activities to promote connectedness to each other and to the campus community
• Increase mentor interactions
• Strengthen connections with parents in supporting their students

How does this goals align with the College's Strategic Plan 2022?
Our goal is tied to increasing the access and completion rates of our Promise students. Palomar Promise helps incoming, first-time, full-time college students remove a barrier to pursuing their further education — by making it affordable to earn a degree/certificate. The Promise program has grown dramatically over the years, yet with a small but mighty team, we have created opportunities for Promise staff to connect with students, for students to connect with each other, and for students to connect with other support programs and departments in an effort to strengthen relationships and increase sense of belonging. We aim to strengthen the connections with Promise students in an effort to lead to increased persistence and completion.

Expected Goal Completion Date
9/1/2022

How do your goals align with the College's values of equity and inclusion?
Aims to create a diverse learning environment and promote inclusion and openness -- the work we do and the service we provide focuses on cultivating a diverse and inclusive community.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access Strategic Plan 2022.

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. Pre-pandemic, we partnered with our Promise

counselors, and the Assessment and School Relations team to offer more sessions to support the needs of our students. We implemented group advising sessions followed by spring registration assistance for our Promise Year 1 students. In Fall 2019, we attempted a pilot initiative to group students by area of interest, in a way that tied in with the college's Guided Pathways initiative. We discovered some challenges and reverted back to general group counseling sessions.

Most recently, we created a webpage housed on our Promise website designed to help students prepare for registration. The webpage includes a wealth of information, helpful resources, tips and videos to help students plan, register and get ready for the first day of the semester. We also created a downloadable Guide for Preparing for Registration that students can print and view. Many of our initiatives and projects center around making the onboarding process easier for our students. It can be an overwhelming process for a new student, and we want to ensure they have the appropriate support, information and tools to get them from application, to enrollment, to attending the first day of class, to finally completing their degree.

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. We have a large percentage of students who qualify, apply and are receiving aid. 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. We hope to bring "FAFSA Fridays" back once we are back on campus and able to safely host in-person events. We have also been exploring how we can work with NCEOC to offer financial aid assistance to our Promise students in particular first-year students who need to renew their FAFSA or CA Dream Act application for Year 2 eligibility. Another possibility is exploring the possibility of working with our partners at CalCoast to host some financial aid workshops, which they have done with other schools.

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RESOURCES

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

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

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

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

PART 1: STAFFING NEEDS

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

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

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
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 our 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 program events and Skillshops. In addition, this individual provides case management support- this is a crucial component because our students frequently reach out to us for support as it relates to academic, enrollment, counseling, mental health, and personal and financial assistance, we then work with the students to determine their needs, help them find the resources or information and refer them to the appropriate department. We found it imperative to have someone check in regularly with our students to see how they are doing, how we can support them, and what services and resources they need to be successful. This position plays that key role, and there is a critical and immediate need to fill this position.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
Yes, there is potential for this position to assist in establishing more efficient district operations through reorganization/restructuring. Since we now fall under Student Services, this position could be more in line with a student support position that could also have some potential enrollment related duties or access.

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

If the position is not approved, what is your plan?
We may need to consider hiring short-term hourly to support some of the duties to allow permanent staff to handle the case management of our Promise students. We have lost two positions in the past few years which have never been filled, yet our program has grown significantly (increased by 230% from 2017 to present).

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2019, 2020, 2021. 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

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

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

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

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

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

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

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

PART 3: TECHNOLOGY

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

Technology Request

Technology Request 1

Technology Request 2

Technology Request 3

Technology Request 4

What are you requesting?
We are requesting to purchase new computers and laptops for student use. See details below.

Purchase 12 new student desktops for the TLC to be used for outreach, on-boarding and Promise related activities (i.e. hands-on registration workshops, financial aid workshops, transfer application workshops and Palomar College/ Promise application workshops.

Purchase 2 new desktops (all-in-one) with large display monitors for our PAT station (Palomar Attendance Tracking) to be placed near the entrance of the TLC building. Students must sign in to our PAT system in order for us to track usage of services and number of visitors. The current desktops we have are very old, out of warranty and the display monitors are small. They were initially installed in Jan 2014.

Purchase two security laptop carts with new laptops (to include 40 laptops) for student use.

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
The TLC San Marcos will become the new Welcome Center in which all activities, services, programs related to Palomar Promise, Outreach & Onboarding and Dual Enrollment will reside. We offer many activities which require student to use desktop computers and laptops for Palomar College/Promise application workshops, Registration workshops, Financial Aid workshops, Transfer Application workshops. In addition, students visit the Center to receive assistance with navigating their MyPalomar and Canvas as well as other student support programs/resources. In order for us to continue to provide the hands-on application/enrollment support, we will need to upgrade our computers and laptops. When we offer larger workshops, we can utilize the laptops in the classroom or offer smaller sessions in our conference room.

Estimated Amount of Request.

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

What PRP plan goal/objective does this request align with?
1. Increase college and program persistence.
2. Assist students with the onboarding process, help remove barriers to registration and enrollment by providing hands-on support to students
3. Strengthen the relationships with Promise students as they would be more inclined to visit the TLC to receive help if we had the reliable technology to host additional workshops.
4. Increase student and parent participation in Promise related events that are hosted in a hybrid model. This can only be possible if we are able to get the Hyflex AV equipment installed.

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

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

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

Do you think that your request for technology will require changes to a facility?
No

What are you requesting?
Purchase and install Hyflex/ AV equipment for TLC 112 (classroom) and TLC 101 conference room. This request was included in our return to work plan, but we are also including this request in our PRP.

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

We are requesting to purchase and install the Hyflex/ AV equipment for TLC 112 and TLC 101 conference room in order for us to offer hybrid workshops, presentation and informational sessions. As of now, we are limited to 30 people based on our room capacity. Some of our Promise Informational Sessions and Skillshops via Zoom can range from 50 to 100+. This would provide Promise, Outreach, and Dual Enrollment the opportunity to offer in-person sessions, while allowing for students/parents to join via Zoom. In essence, we are able to capture a larger audience.

Estimated Amount of Request.

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

What PRP plan goal/objective does this request align with?
1. Increase college and program persistence.
2. Assist students with the onboarding process, help remove barriers to registration and enrollment by providing hands-on support to students
3. Strengthen the relationships with Promise students as they would be more inclined to visit the TLC to receive help if we had the reliable technology to host additional workshops.
4. Increase student and parent participation in Promise related events that are hosted in a hybrid model. This can only be possible if we are able to get the Hyflex AV equipment installed.

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

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

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
3

Do you think that your request for technology will require changes to a facility?
No

What are you requesting?
Purchase 5 IPADS for program use.

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
The IPADS will be used during program events/activities to track attendance while at events. We will also be able to use the IPADS for attendance tracking via PAT system (Palomar Attendance Tracking).

Estimated Amount of Request.

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

What PRP plan goal/objective does this request align with?
1. Increase college and program persistence.
2. Assist students with the onboarding process, help remove barriers to registration and enrollment by providing hands-on support to students
3. Strengthen the relationships with Promise students as they would be more inclined to visit the TLC to receive help if we had the reliable technology to host additional workshops.
4. Increase student and parent participation in Promise related events that are hosted in a hybrid model. This can only be possible if we are able to get the Hyflex AV equipment installed.

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

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

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
3

Do you think that your request for technology will require changes to a facility?
No

What are you requesting?
Install additional wireless access points throughout the TLC building to increase internet connectivity.

Provide a detailed description of the technology item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Generally, we experienced spotty wireless connectivity in the TLC which made it difficult for students/staff to connect to the WIFI. This became problematic especially when hosting student hands-on application and FAFSA workshops requiring laptop use. Installation of additional wireless access points is critical to our program and Center needs. We are unable to offer this type of hands-on support and implement any on-boarding activities in the Center with the type of connection we currently have in place.

Estimated Amount of Request.

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

What PRP plan goal/objective does this request align with?
1. Increase college and program persistence.
2. Assist students with the onboarding process, help remove barriers to registration and enrollment by providing hands-on support to students
3. Strengthen the relationships with Promise students as they would be more inclined to visit the TLC to receive help if we had the reliable technology to host additional workshops.
4. Increase student and parent participation in Promise related events that are hosted in a hybrid model. This can only be possible if we are able to get the Hyflex AV equipment installed.

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

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
2

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

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

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
    - *You must complete this checklist and return it to your director no later than 11/19/2021.*
    - *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?
Remodeling of the TLC (to become the new Welcome Center)

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

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

1:1	1:2	1:3	1:4
1:5	2:1	2:2	2:3
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.
With the recent re-organization of Student Services, and the relocation of Dual Enrollment and Outreach & Onboarding Services to the TLC San Marcos, we are in need of additional work stations for both staff and student mentors/ambassadors. The center study area needs to be converted to cubicle work stations. The FRC which will be converted to the new Ambassador/Peer Mentor work room will need additional work stations for our student staff. Two study rooms will need to be converted to two individual office spaces. The new PAT station will need a table top. Additional storage is needed for the two departments.

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)?
Funds will need to be identified to cover the renovations and furniture. Blinds will need to be installed in the two offices, cubicle workstations will need to be purchased and installed, computer equipment will be needed for staff/students, front receptionist desk will need to be modified with safety in mind, additional storage cabinets will need to be purchased and installed. The existing computer station will need to be moved across the room, possibly impacting electrical. Additional electrical outlets and phone set up would be needed in the mentor/ambassador work room as well as the cubicle work station. Desks/chairs and file cabinets would need to be purchased for additional staff. Currently, there is no work space/desk space/ office space for these new employees from Dual Enrollment and Outreach who relocated to the TLC. New outdoor signage will need to be ordered and installed; renaming of building and room locations. Office Numbers would need to be updated and new door plaques installed.

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

Enter your email address to receive a copy of the PRP to keep for your records.
davila@palomar.edu

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

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

Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.

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: **Sign Date**

FEEDBACK

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

Areas of Concern, if any:

Recommendations for improvement:

Vice President Review

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

Areas of concern, if any:

Recommendations for improvement:

VP Name: **Signature Date:**