



# 2022-23 Non-Instructional Program Review and Planning

## 2022-2023 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

Academic Year

2022-23

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Student Services

Department Name

SS Enrollment Services

*Choose your department. If you don't see it, you may add it by typing it in the box.*

Program/Unit Name

Dual Enrollment

*Programs/units are listed by division in alphabetical order (FAS, HRS, INSTR, PRES, SS). If you don't see your unit, you may add it by typing it in the box.*

Name of Person responsible for the Program/Unit

Jennifer Finn

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

Units need not include each webpage within the main site. However, if your unit oversees multiple areas, please list the sites for each area reviewed in this PRP form.

Click "+Add Webpage URL" to include additional web pages

## Webpage URL 1

### Unit webpage

<https://www.palomar.edu/dualenrollment/>

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

Click on "+Add Participant" below to include additional participants.

Participant	Title
Jennifer Finn	Supervisor
Susan Rogers	Outreach Specialist
Glyn Bongolan	Chair, Counseling/ Part-time Pathway Specialist
Daniela McIntosh	Part-time Counselor
Isabella Ausman	Student Worker: Peer Mentor
Linh Truong	Student Worker: Peer Mentor

## PROGRAM/UNIT DESCRIPTION

### Staffing

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

#### Full-Time Staff

##### Total Number of Full-time Staff

2.00

##### Number of Classified Staff

1.00

##### Number of CAST Staff

#### Part-Time Staff

##### Total Number of Permanent Part-time Staff

0.00

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

0.20

##### FTEF of Part-time Faculty

1.00

0.00

**Number of Administrators**

0.00

**Number of Full-time Faculty**

0.00

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

Dual Enrollment has the Chair of Counseling currently supporting our office for pathway planning. We also have 2 Student Workers that are currently paid by Guided Pathway funding. When that runs out, perhaps the Peer Mentors will be paid by SB 85 funds.

## **Program/Unit Description**

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

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Our services have significantly increased due to an increased public interest with participating in Dual Enrollment or establishing CCAP agreements. Not only have our services increased, but we are serving the largest amount of K12 students of all San Diego County. Currently, we serve over 1200 K12 students a semester, which means an increase in paperwork processing, application workshops, and submitting over 30 or more SIS Prep sheets to Palomar departments each semester.

We currently have the 11th largest Dual Enrollment District in California and every CCAP agreement requires significant reporting to the State Chancellor's Office. Every CCAP agreement also requires an Appendix/Addendum each year to Chancellor's Office to show updated FTES, coursework, instructors and course materials, and additional reporting to auditors.

With our 3-year CCAPs, this year we had several expire in Fall 2022 and be renewed, which goes to Palomar's Contract's Office and board, along with submitting to the High School boards, then back to Chancellor's Office. This process is the biggest priority, as it affects funding, FTES/FTEF, and requires specific knowledge with State legislation as part of the CCAP language. Data is critical to both sides of dual enrollment partnerships.

With the College looking to increase access to K12 students taking Palomar coursework to serve as an enrollment tool, we also need to make sure we are meeting student equity. Participating in Dual Enrollment increases the number of meetings the supervisor holds with our high school districts and personnel to review coursework, establish pathway plans and have weekly discussions with Superintendents, Principals, Counselors, and their students.

The Supervisor is also the point of contact for high school districts and is now on monthly meetings with Regional K12 Career Pathways, Regional Dual Enrollment Office Hours with San Diego Imperial Valley, and High school districts also have Strong Workforce and other State grants/monies to use, which dumps into Dual Enrollment, thus increasing our need to support their efforts. Currently, we are being asked to participate in the CAL LAW grant with other Palomar Instructional personnel, adding to more items that require Dual Enrollment involvement, planning and resources with no additional funding or staffing.

State changes to current legislation and Dual Enrollment policies creates a heavy lift to be the expert at the College for all current updates that extends our provisions related to CCAP partnerships. Often enough, there are grants that need Bio Demo Data and reports derived from the College that places an additional lift on our department that already has a lot of duties and little full-time staff.

The biggest change is the addition of Poway to Palomar Middle College (PPMC) at the Rancho Bernardo Center, in addition to Bonsall Early College at Fallbrook Education Center which started Fall 2022, adding to the Middle College of Orange Glen at the Escondido Center.

For PPMC, the Supervisor of Dual Enrollment is now submitting parking permits to Campus Police for students and PPMC employees to get free parking under our CCAP agreement, amending MOUs to fulfill PPMC needs, and updating our PeopleSoft remedies/work orders to add/remove Poway faculty and staff so they can have access to keys for their offices, phone extensions, printers, etc. Other items include student misconduct, significant enrollment with individualized course options, and referencing books or the other requests from PPMC

# PROGRAM/UNIT ASSESSMENT

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## 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 uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

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#### **Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:**

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 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 method and/or assessment results, if appropriate.

#### **NEED HELP?**

##### **Nuventive Improve:**

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO

info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).

2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

### Defining and Assessing SAOs:

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

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

2) Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.

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

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/does you measure or assess it?)	Criterion (How will/does 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 ☐ No

## SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

### SAOs

Click "+Add SAO" below to include additional requests.

#### SAO 1

##### SAO Title

Develop a Menu of Courses

##### Assessment Status

☐ Assessed ☒ Not assessed

If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

This is a continuous development that happens when a high school or district wants to add courses or pathways.

Poway to Palomar Middle College has created Ed Plans for each of their students after meeting with a Palomar counselor.

Middle College of Orange Glen is beginning to have their 11th grade students meet with a Palomar counselor to review an Ed Plan for Spring 2023 - Fall 2023.

We have several high schools that have discussed new pathways with Dual Enrollment, which will be included in CCAP agreements and the appendixes.

#### Next planned assesment

2023

## SAO 2

#### SAO Title

Dual Enrollment Instructor Training

#### Assessment Status

☐ Assessed ☒ Not assessed

#### If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

We have amended the former PowerPoint training to reflect current procedures within the department. The next will be determining funding to allow Instructors to get an additional pay/stipend for Dual Enrollment training outside of their working class hours. This perhaps includes plenary 1-2x a year.

#### Next planned assesment

2023

## OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

Link: [IRP website - "Completed PRPs"](#).

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

## 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!**



Created Dual Enrollment Student and Parent Handbook; Faculty training.

Updated website to clarify our processes.

Updated student-centered workshops (Application, Recruitment, Registration, Canvas/MyPalomar).

Faculty Senate Presentation - Explaining Dual E. with more departments at Palomar.

Dual E. Peers and Outreach Specialist helping high schools in-person more with paperwork and getting forms in before class start; helps with not canceling classes or adhering to canceling two weeks in advance.

Getting SIS prep sheets and course request to departments sooner and better aligning with Instructional deadlines- helps declare FTEF and show need.

Monthly emails to all instructors to get grade roster updates, reminders, support on student discipline or behavioral issues to support high school counselors submitting progress reports to students/parents.

Utilizing budget for Palomar marking materials/swag for first time.

Connecting students to more Palomar resources- Counselors, pathways, educational plans, tutoring, etc.

Added more part-time counselors to Dual for educational plans.

Enrolling PPMC students into multiple courses (at Center and Online) with being a new program-relationship building

K12 San Diego Imperial Valley Regional Dual E. Convening indicated Palomar CCD has highest enrollment and growth of any SD college in region. We are 12th largest district in California out of 72 for Dual Enrollment. <https://edsources.org/2022/dual-enrollment-whos-in-and-whos-out/680402>

Higher apportionment rates: \*For illustration purposes only\*

K-12/Dual/Middle College FTES Reported for the 2021-22 fiscal year.

2021-22

\$5,907 per FTES K-12/Dual/Middle College vs \$4,212 Credit FTES

520 FTES \* x \$5,907 = \$3.07 Million

2022-23

\$6,642 per FTES K-12/Dual/Middle College vs \$4,737 Credit FTES

520 FTES \*\* x \$6,642 = \$3.45 Million

600 FTES \*\* x \$6,642 = \$3.98 Million

**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?**

AB 102 College and Career Access Pathways partnerships (Waiting for Governor's Signature) : This bill extends those provisions related to CCAP partnerships indefinitely and add language specify that “high school,” as used in the bill, includes a community school, continuation high school, or juvenile court school. The bill would also authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts in accordance with these provisions. This expanded definition is critical to extending the reach of dual enrollment to a broader set of student populations.

AB 30 Community colleges: College and Career Access Pathways partnerships

AB 2364 Public postsecondary education: community colleges: exemption from nonresident tuition

Requires colleges to exempt all special part time (i.e. dual enrollment) students from non-resident fees (except for students on certain kinds of student or tourist visas), meaning that high school students who are not residents cannot be charged non-resident tuition (unless they are on a tourist or student visa).

SB 554 Public schools: adult school students: Advanced Scholastic and Vocational Training Program

AB 2346 Public postsecondary education: community colleges: exemption from nonresident tuition

Legislative Items for Early & Middle Colleges

Title V § 58106. Limitations on Enrollment. Cohorts of students are allowed under b.4 allows "limiting enrollment in one or more sections of a course to a cohort of students enrolled in one or more other courses, provided however, that a reasonable percentage of all sections of the course do not have such restrictions."

Limitations on Enrollment for Cohorts of Students Legal Opinion O 10-07: Defines “reasonable percentage” as a majority. If a college chooses to restrict sections of a course to a cohort, there must be a greater number of sections of that course to be left for open enrollment

Memos from the Chancellor's Office

FS 21-04 Non-CCAP Dual Enrollment 11.00 Maximum Units for Special Part-Time Students (May 27, 2021): Provides information about the statutory 11.00 unit cap for NonCCAP special part-time students.

College and Career Access Pathways Legislative Report (2021): This report is submitted by the California Community Colleges Chancellor’s Office to satisfy the requirements of Assembly Bill 288 (AB 288) and Assembly Bill 30 (AB 30). It includes an evaluation of College and Career Access Pathways (CCAP) partnerships, an assessment of trends in the growth of special admits, and recommendations for program improvements.

ESS 20-300-003 Community Colleges: College and Career Access Pathways Partnerships Memo (August 2020) Overview of updates made by Assembly Bill 30 and Senate Bill 586.

ESS 20-300-004 Senate Bill 554 Public Schools: Adult School Students - Advanced Scholastic and Vocational Training Program Memo (August 2020) Overview of MIS and CCC Apply updates in

## PROGRESS ON PRIOR PRP GOALS

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

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

[Click here for previous PRPs with goal information.](#)

### Prior PRP Goals

Click "+Add Goal" below to include additional goals.

#### Goal 1

##### Brief Description

Create proper structure, full-time support, and additional funding to support the Dual Enrollment Office.<sup>9</sup>

Select "+ Add Item" to include additional measures.

##### Choice

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.**

Former VPSS indicated speaking to HR to review reclassification of Supervisor to Manager given extensive duties of Dual Enrollment and equity amongst fellow managers in TLC- SM. Also discussed moving Outreach Specialist to Administrative Assistance and moving up one step, so they can help with enrollment (registration in PeopleSoft) and Academic Admin duties such as SIS Prep and Instructional scheduling. We also will continue to look at SWF/CTE funding for additional hiring.

It would be a goal to get a designated part-time (20+ hours) for a Counselor to assist with pathway plans and counseling appointments for Middle/Early College students.

Goal is to continue with \$20k minimum of budget annually, as it helps with mileage, office supplies, Palomar swag/marketing materials for students and events, and travel to annual conferences. If SB 85 funds are used, the goal is to use that for the Peer Mentors.

**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.**

Completion and Transfer, and Employment and Equity Mindedness:

Our unit supports this by having a counselor reviewing Educational Plans with our Middle College high school students and offering courses that follow IGETC for transfer or pathway plans that lead to certification. They are starting their collegiate work in high school, increasing the chances of 2 year completion after graduation.

Equity Gaps: Reduce equity gaps among traditionally underrepresented student groups:

Dual Enrollment is more than just curriculum and academics, and the goal is not meant as an enrollment tool. It's about equity and focusing on low-income, underserved students to experience college life sooner.

With proper support at the college and high school level, the goal is to identify and enlist the support of the people doing the work so the focus can be on enlisting, enrolling and transitioning the student from high school to college, specifically for these disproportionality represented community of students that are often overlooked or don't think of themselves as college material.

By establishing CCAP and NCCAP partnerships with local school officials, we can encourage schools to target students and prepare them for higher education for free while in high school.

[Click here to access the Strategic Plan 2022.](#)

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

Our goal is review current classifications and duties and determine additional support that is needed given the current support structure.

Guided Pathways have supported Dual Enrollment by use of funds for Fall 2021-2022, allowing us to hire two Peer

Mentors. Once that retires, we will need to review SB85 funding or another source because without them, the heavy work load of paperwork processing or application workshops will be handled by Outreach Specialist and Supervisor only, which would be a detriment to current work duties and time needed to successfully complete tasks.

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

### PART 3: Technology Needs

### PART 4: Facilities Needs

### PART 5: 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.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

**This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.**

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.

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

☐ Yes ☒ No

## 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?**

☒ Yes ☐ No

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

We need a more permanent account string for our two Peer Mentors. Currently, Guided Pathway funding ends in December 2022. We need to see about SB 85 funds or another solution to keep our valuable student workers. If not, we need to increase Dual Enrollments department budget (421200) by several thousand to accommodate student pay for 10-12 months/year.

With the cost of promotional items, mileage, office supplies, and conferences, \$20,000 is bare minimum for our department. An increase of \$5k would be helpful for upcoming year.

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

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

### **PART 3: TECHNOLOGY NEEDS**

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

☐ Yes ☐ No

### **PART 4: FACILITIES REQUESTS**

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

☐ Yes ☐ No

***Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.***

# Facilities Requests

Click "+Add Facility Request" below to include additional requests.

## Facility Request 1

What are you requesting?

TLC Remodel

Provide a detailed description of the the request. Include in your response:

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

To move forward with TLC San Marcos remodel to accomodate current staff that has moved into the building.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

The current front desk, Outreach Specialist, Counselor, and Student Workers of Outreach, Promise and Dual Enrollment.

**c. What are the expected outcomes or impacts of implementation?**

Expected outcome is to transform the TLC-SM to a Welcome Center that accomodates students and current displaced staff with permanent desk areas.

**d. Timeline of implementation**

It was suppose to be before the end of 2022, to utilize a budget within Promise/Financial Aid. If not, it should be done by Summer 2023, as it's been in the planning process for a year now.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

This cost would be better reviewed by Facilities, IS, and the current supplier for furniture- BKM.

**Do you already have a budget for this request?**

Partial

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

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

- |                              |   |                              |                              |
|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2            | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1            | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1            | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5            | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input checked="" type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 |                              |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

**If you have multiple requests for facilities and had to prioritize, what number would you give this?**



(1 = Highest)

1

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

The current wiring (under the floor) of TLC will need to be updated as we move/add workstations. ADA will need to be considered.

**Will you accept partial funding?**

☐ Yes ☒ No

## PART 5: OTHER 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?**

☐ Yes ☒ No

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

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

jfinn@palomar.edu

**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 Immediate Supervisor.

**Immediate supervisor who reviewed PRP:**

Kendyl Magnuson

**Sign Date**

11/27/2022

*If you are both the immediate supervisor and the VP for this area, please skip to the Vice President (or President) Review below.*

## FEEDBACK

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

This department has performed very well with minimal staff and resources. If there is a desire to grow the program there will need to be investments in staff and budget. The supervisor (grade 48) needs to be elevated to a manager (grade 52), like her counter parts in related roles. At minimum, there needs to be part-time staff with ongoing budget. Lastly, there needs to be a consistent and dedicated counseling faculty member role in this department (50% time).

**Areas of Concern, if any:**

The desire of the college to grow Dual Enrollment is currently out pacing resources. This is likely not sustainable. The Dual Enrollment advisory committee has not realistically dealt with the lack of infrastructure compared to the growth desired. There is a lack of preplanning for growth and instead an eagerness to accept each opportunity that is presented to Palomar College.

**Recommendations for improvement:**

- 1) Create a manageable "menu of services" that we can offer to our community. This should be based on what classes we can teach, how many initiatives we can handle, how much FTEF is available, and what activities fit as part of the Dual Enrollment.
- 2) Empower the Dual Enrollment Advisory Committee to critically evaluate all activities and to recommend actions/approvals to the President/designee before commitments are made or agreements are initiated.

## **Vice President (or President) Review**

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

The primary strength of the Dual Enrollment Program is its size and the ability to continue to grow based on student demand. Additional capacity will need to be identified in the form of personnel and other resources but growth potential remains part of this operation.

**Areas of concern, if any:**

The only concern is that existing relationships with local feeder high schools and new feeder high schools in the service area need to be continually assessed and sustained. Otherwise, the program risks contraction.

**Recommendations for improvement:**

There may be a need for greater marketing efforts focused on high school students and their parents.

**VP Name:**

Brian Ellison

**Signature Date:**

3/9/2023