



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 Student Success, Equity, and Counseling

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

Program/Unit Name

PUENTE

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

Cynthia Cordova and Sonia Gutiérrez

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

Units need not include each webpages 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/puente/>

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

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

Participant	Title
Cynthia Cordova	Puente Counselor and Co-Coordinator
Sonia Gutierrez	Puente English Professor and Co-Coordinator

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

0.00

Number of Classified Staff

0.10

Number of CAST Staff

0.00

Number of Administrators

0.00

Number of Full-time Faculty

0.50

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

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

0.00

FTEF of Part-time Faculty

0.25

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

It is important to note that the full-time Puente Counselor role is reassigned for 50% designated to co-coordinating of the program and counseling Puente students. The English Professor co-coordinating role, has a 25% reassigned time. Currently, the English Professor/Co-Coordinator is a part-time faculty member. The 25% reassigned time is equivalent to one English class load. The Puente MOU states the program requires a full-time writing instructor with reassigned time for co-coordinating activities. It is essential that designated Puente Project full-time positions for both Counseling and English faculty roles are prioritized and hired for Palomar College. Intentional hiring of Puente full-time faculty positions would invite committed applicants who have a clear understanding of the faculty/co-coordinator roles and responsibilities to carry out the mission of the Puente Project and above all teach, counsel, and serve Puente students with culturally relevant, responsive, and equitable approaches. The MOU also states the program is to receive at least 10 hours a week of clerical assistance (section C. Staffing, 3). The clerical assistance provided to the Puente Program is not a regular job function of the current administrative assistant. It is necessary to provide clerical assistance to the Palomar Puente Project to meet program goals. These types of support are critical in effectively serving Puente students and creating a sustainable Puente Project program at Palomar College and can support the growth of the program into a second Puente cohort as well.

Program/Unit Description

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

At Palomar College, we are fortunate to have Dr. Star Rivera as the Superintendent/President since she has worked as a Puente counselor and can visualize and recognize the Puente Project's importance at a national level. With Dean of Counseling, Dr. Leslie Salas, overseeing the Puente Project this semester, it allows her to advocate and secure funds for the Puente Project. Since the Puente Project works closely with the Counseling Department and English Department, it allows the Puente Project to amplify the importance of Puente students at Palomar College, securing their place and success at Palomar College and beyond. The Counseling Department Chair, Dr. Glyn Bongolan and English Department's chair, Dr. Leanne Maunu, have been supportive of the Puente Project and Latinx curriculum. Most importantly, the Puente Project is an essential component at Palomar College since it works directly with students who represent a vulnerable student population and presently defines Palomar College as a Hispanic Serving Institution, which is 46.9%. In the future, may we have an opportunity to serve two Puente cohorts at Palomar College since at the moment we only serve one cohort.

Since the Puente Project works closely with the Counseling Department and English Department, it allows the Puente Project to amplify the importance of Puente students at Palomar College, securing their place and success at Palomar College and beyond. The Counseling Department Chair, Dr. Glyn Bongolan and English Department's chair, Dr. Leanne Maunu, have been supportive of the Puente Project and Latinx curriculum. Most importantly, the Puente Project is an essential component at Palomar College since it works directly with students who represent a vulnerable student population and presently defines Palomar College as a Hispanic Serving Institution, which is 46.9%. In the future, may the Puente Project have an opportunity to serve two Puente cohorts at Palomar College since at the moment it only serves one cohort.

Because working one-on-one requires teamwork and mutual respect, it is critical that future co-coordinators be aware that the Puente Project stands for the community, and the co-coordinators must work actively towards the improvement of communication, team partnership dynamics, and participate in professional development training to serve students effectively. It is critical that the Puente Project student services and programming be equitable and divided fairly between the two co-coordinators.

The Puente Project program at Palomar College has also experienced transition into in person teaching and programming events. The program faculty/co-coordinators teach both Counseling and English courses in the on campus face-to-face format. The program co-coordinators continue to host Puente Study Nights via Zoom for cohort and Phase III students. In addition, the Puente Counselor/Co-Coordinator provides in person and online counseling appointments for all Puente students at Palomar College.

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

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 uses Nuventive Improve 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 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.
- 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 ☐ 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

Cohort enrollment persistence rate will be at 70% from Fall to Spring semesters

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Assessment method: Puente Professors/Co-Coordinators will check enrollment of cohort in Counseling and English classes from Fall to Spring semester.

The Puente 2021-2022 cohort was composed of 26 Puente students for the Fall 2021 semester. We had a cohort enrollment persistence rate of 73%. Seven students did not enroll in the preceding COUN 101 and ENG 202 Puente classes. Puente students did not enroll for the following reasons, but not limited to: not passing ENG 100, ENG 49, and/or the COUN 110 classes, having to take a pause in enrollment due to health, mental health, family responsibilities, and financial challenges. It is important to note that three students did pass their Fall 2021 Puente classes, but did not enroll in the following semester for personal reasons related to financial hardships, low motivation, or mental health.

The Puente Co-Coordinators recruited five new students to join the Puente Project for the Spring 2022 semester. A total of 24 Puente students were enrolled in the COUN 101 and ENG 202 classes. The Fall 2021 was held completely virtual by teaching COUN 110, ENG 100, and ENG 49 classes via Zoom synchronously. The Puente Professors sought input from the cohort about how to approach possibly transitioning into a hybrid model, HyFlex, or fully face-to-face format on campus by conducting surveys and class discussions. In planning the return to campus from virtual Puente classes and programming, the students were asked "if given the choice to return to take classes on campus for Spring 2022, would you?" The majority of the 2021-2022 cohort responded yes at 88.5%. Based on this and classroom capacity, we taught our COUN 101 and ENG 202 classes using a HyFlex model. We taught our classes in a HyFlex classroom, in which most students attended in person, while some students joined via Zoom. We began to offer programming on campus with some virtual events held over Zoom.

SAO 2

SAO Title

Puente cohort students will participate in two or more culturally enriching events throughout their first year in the Puente Program

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Assessment method: Puente Professors/Co-Coordinator will document each student participant's attendance per cultural enrichment experience.

During the 2021-2022 academic year, the program hosted three culturally enrichment events. Two were mentoring events, with cultural topics included, held virtually and one was a virtual guest speaker for a writing workshop with the cohort. Participation was documented during each event and with an end of the year survey. Each student attended at least one culturally enriching event. The Puente Virtual Mentoring Choque Cultural was attended by 13 students, the Puente virtual mentoring event with Dr. Anita Tijerina Revilla discussing Spirit Protectors was attended by 9 students, and 24 students participated in the Spring 2022 writing workshop with Gris Muñoz.

This goal is still a work in progress with factors to consider, such as the transition from fully virtual programming events into the HyFlex format. Not every student nor mentor could attend mentoring events due to the format offered, fluctuating health concerns, class and work schedules. Events held during class times were most attended by students. For the future, it is important to consider hosting some events whenever possible during class times without taking significant time from lesson plans and implement activities that promote curricular goals in both Counseling and English classes.

SAO 3

SAO Title

Increase Puente student participation in Puente Program events

Assessment Status

☒ Assessed ☐ Not assessed

SAO Summary and Reflection

Assessment method: Puente Professors/Co-Coordinator will document student participation in program events on spreadsheet for all active Puente Program participants each semester.

Participation was documented during each event and with an end of the year survey. There was an increase in on campus, Hyflex, and virtual events from the Fall 2021 to the Spring 2022 semester. In the Fall 2021 semester, 16 students attended Puente's Virtual Noche De Familia with their families and 2 students attended an optional UCLA STOMP virtual conference. In the Spring 2022 semester, 20 students participated in the Puente Mentor-Mentee Mixer event held on campus, and 19 students attended the campus tour trip to San Diego State University, University of San Diego, and Chicano Park.

There was an increase of program events offered in the Spring 2022 semester and an increase in student participation in Puente Program events. The Puente Co-Coordinator will continue to hold events for students and ask for input for planning purposes.

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!

2022-2023: Held several Zoom information sessions and in person Puente Orientations, Hosted a Noche de Familia event where Puente students and their families engaged with Puente Professors/Co- Coordinators. Hosted a writing workshop with Ire'ne Lara Silva. Held an artist workshop about Dia De Los Muertos with Maira Meza. The current Puente cohort participated in the Puente Transfer Motivational 2022 Conference at UC Riverside, which included workshops ranging from Writing Wellness for BIPOC Students, Highlights of Latinx Creative Writing, Doing Math with Bad Bunny, and more. The Puente Club was much more active this year and held events that built community, such as Pan Dulce with Chats, Loteria, Dia De Muertos Altar, collaborated with the Queer Students of Color Club and club advisors, Dr. Angélica M. Yañez and Professor Laura Padilla in the Ethnic Studies Department. The Puente Project hosted an information table at the First-Generation event, as well as at Palomar College's Tarde De Familia to recruit future students. Four Puente students participated by hosting, recruiting, and being a panelist in building bridges from the college to the community. Two mothers with their children in the Puente Project, founded Padres de Puente, in an effort to feed their children healthy food during finals week. About four students will be participating in Noche de Cultura, a cultural event Professor Eduardo Aguilar and Dr. Lisette Lasater will be hosting in December. In the Spring 2023 semester, the new Undocumented, Umoja, and Puente Project shared student space is expected to open and be available for students to utilize the room to build community, participate in workshops, and use for studying.

2021-2022: Held a virtual Noche De Familia, where Puente students and their families learned about the Puente Program and engaged with Puente Professors/Co- Coordinators. In collaboration with the Puente Club, new Puentistas engaged in conversations with experienced Puentistas about adapting to college and student tips. Hosted a guest speaker, Gris Muñoz, who engaged with students in discussions surrounding gender identity and empowerment through writing. The Puente cohort participated in the virtual Puente Transfer Motivational 2021 Conference, in which they attended UC transfer, gender expression, scholarship application, undocumented student resources, Puentistas' journeys from community college to PhD programs, and more. Spring events included Puente mentor events, hosting writing workshops, STEM event in collaboration with the STEM Center, in-person campus tours, celebrations, and more. In the Spring 2022 semester, Puente students participated in a local university campus field trip to San Diego State University, University of California San Diego, and Chicano Park. This trip included some Puente 2020-2021 cohort students since they were not able to travel for university trips due to the COVID-19 Pandemic. Palomar's Puente Project hosted their first annual Puente End-of-the-Year Celebration to honor the 2020-2021 Puente cohort completing their with the program and to celebrate Phase III Puente students who were graduating with their Associate's Degrees, Certificates of Achievement, and/or transferring to four-year universities. Lastly, five Puente students were selected to join the Puente Project Writer's Conference or STEM Academy in the Summer of 2021, a residential conference at the University of California, Riverside.

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?

The PeopleSoft system needs to be streamlined with adequate training for employees who are responsible for entering student data. There also needs to be a recognition that the Puente Project program functions differently than other special programs. One major difference is that once students enter the Puente Program, they continue to be Puente students even if they do not pass a Puente course, take a pause from enrollment, and do not have a minimum unit enrollment. The open access of the Puente Project is highly beneficial to students without the burden of having extensive eligibility requirements to join the program.

There is a new shared student space for Puente, Umoja, and Undocumented students. However, the shared student space has limited usage since there is no staff in place to ensure students have open access to utilize the space to be in community, study, and hold events on a consistent basis.

Any decision that may impact the Puente Project program students, faculty, or staff needs to be done in consultation with Puente faculty members, the Puente Project Statewide Office as needed, respective administrator, and abide by the Puente MOU. The faculty/co-coordinator positions have been clarified since the last comprehensive program review.

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

While the Puente Project has existed for nearly forty years in the state of California, it is only entering its sixth year at Palomar College, as such the Palomar College and its employees should include individuals experienced in teaching, co-coordinating, and mentoring within the Puente Project at Palomar College, other colleges in the region, and consult with the Puente Statewide Office before deciding on major changes that impact Puente positions and ultimately the Puente students they serve.

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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

Increase the number of applicants for the Puente Program to strengthen interest and growth of the program.

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.

An Puente interest form was developed and added to the Palomar Puente website, in which 102 prospective students completed the form and were reached out to between late Spring 2021 and Summer 2021. Items in the form included information regarding previous completion of Counseling and English classes to assess eligibility to join the program. Puente Co-Coordinator's held virtual information sessions, the Puente Counselor met with each eligible student to develop a short-term educational plan and assist with the enrollment process, each student was required to also attend a Puente Orientation during the Summer prior to joining the program.

It is essential to have access to data and support in outreach to recruit potential Puente students. A streamlined process is necessary to promote the Puente Project to eligible students who are already enrolled at Palomar College, communication needs to be strengthened between local feeder high schools into the District, and increased visibility to the campus community.

In order to begin recruiting students as early as April, it is critical that recruitment material, specifically the flyer, be recycled and distributed to local high schools in a timely manner, so the Puente Project can reach its numbers by July if possible. Although sixteen male students in the Puente cohort decrease equity gaps in education, it is also critical that the Puente Project student population reflect gender equity in order to avoid gender-related issues in the classroom. It is critical that the co-coordinators recruit equitably, as well.

Goal 2

Brief Description

Develop systematic student-data record keeping process to assess Puente student data, including but not limited to number of units completed, degree attainment, transfer achievement in order to run queries on PeopleSoft for Puente student data analysis.

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.

An internal tracking system has been developed and is actively being updated to document services to students, participation in program events, Puente class persistence rate, Counseling 110, Counseling 101, English 100, English 49, and English 202 classes. One challenge is the need for accurate student data and adequate training for entering student data on the PeopleSoft System and the access to run reports on all Puente Project students.

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.

This Puente Project's goal aligns with the College's Strategic Plan 2022, by increasing student access, progress, and completion while decreasing equity gaps for Latinx, first-generation, males of color (SP Goal 1). The Puente Project provides support to students in completing transfer-level English within one year (SP Goal 2). In addition, the Puente Project collaborates with community partners in recruitment strategies (SP Goal 3).

This goal aligns with the College's Strategic Plan 2022, by tracking student access, progress, and completion while decreasing equity gaps for Latinx students (SP Goal 1), support facilitating practices to improve equity and student experiences through appropriate recordkeeping (SP Goal 4), and improve institutional effectiveness of the college, by accurately planning for student needs and resource allocation for the Puente Program (SP Goal 5).

[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.

N/A

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Administrative Assistant

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

☐ Full Time ☒ Part 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.)

- Schedule appointments, send meeting and event reminders
- Assist in recruitment strategies for the Puente program
- Maintain the Puente Project website: <https://www2.palomar.edu/pages/puente/>
- Assist in the maintenance of Canvas Puente shell
- Schedule Zoom and in-person meetings for Puente events
- Prepare communications, such as announcements, flyers, emails, invoices, and other correspondence
- Create and maintain filing systems, both electronic and physical, including entering student data into electronic software
- Manage requisitions, vendor information, and process paperwork for payment, placing orders, travel, reserving rooms, etc.
- Collaborate with various campus areas to provide resources to students
- Serve as a point of contact for Puente students
- Assist in the new shared Puente, Umoja, and Undocumented Student space

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

Yes, reorganization. Hiring an administrative assistant would facilitate recruiting, by serving Puente students efficiently. This role would ensure that the Puente Professors/co-coordinators can focus on teaching, counseling, and programming for students. This position would assist in the establishment of collecting accurate student data for tracking purposes as well.

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

☐ Yes ☒ No

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

This Administrative Assistant position would allow the Puente Program Professors/Co-Coordiators to dedicate more time to working with students and developing programming activities for the Puente cohorts. Currently, the program co-coordinators spend a considerable length of time on clerical tasks, such as scheduling appointments, processing paperwork for purchases, creating promotional materials, seeking resources to carry out tasks, and more. The administrative assistant position would help us meet our goals in adequately keeping track of student data, hosting community building and cultural events, and growing the Puente Program. Overall, this position would support our goals of helping our students graduate from Palomar College, transfer to four-year colleges, and have them return to serve as mentors to their communities.

Strategic Plan 2022 Objective

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

☒ 4:3

☒ 5:1

☒ 5:2

Refer to the Palomar College [Strategic Plan 2022](#)

If the position is not moved forward for prioritization, how will you address this need?

If the position is not approved, the lack of an Administrative Assistant will continue to strain the Puente Project; however, the Puente Professors/Co-Coordiators will continue to multitask to attempt to meet the demands of the Puente Project's vision at Palomar College. Support and resources are a reflection of value. The Puente Project needs to be recognized as valuable to our students and the overall community we serve. Alignment between Palomar College values and support provided for the Puente Project is critical to the success of the program.

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.

It is necessary to establish general District funding to institutionally support the Puente Project Program at the college.

We request \$20,000 to support program activities for the academic 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

Technology Request

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

Technology Request 1

What are you requesting?

We are requesting 5 laptops at \$1,200.00 per item.

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

We are requesting five laptops for students who may experience problems with their computer software at home during the fall and spring semesters. These items align with the Puente Project's Goal 1 to increase the number of applicants to the program. By acquiring laptops, we will guarantee we retain students who suffer from economic inequities at Palomar College.

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

Puente students, including current cohort and Phase III students.

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

Puente students would have access to emergency laptop needs to complete academic work when the library and new Puente shared student spaces are not available for computer usage.

d. Timeline of implementation

Once approved for technological support, the laptops will immediately be made available to students.

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

\$6,000.00

Do you already have a budget for this request?

No

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

Student laptops would ensure students have the means to receive a education in case their computer would break down during the semester. This laptop request aligns with SAO 1 and SAO 3 to increase Puente student retention by making sure students have the equipment necessary to complete the Puente Project at Palomar College.

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

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

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If you have multiple requests for technology and had to prioritize, what number would 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)?

Impact includes proper storage for laptops, which could be the new shared Puente, Umoja, Undocumented space on campus.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 2

What are you requesting?

Two staff laptops (\$1,200 per item)

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

Staff laptops would facilitate prospective student participation through recruitment efforts when visiting high schools and attending community events. Utilizing staff laptops will help the program in capturing student information, assisting in registering for classes, and more. This request directly aligns with SAO 3 to increase Puente student participation in program events.

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

Students and Puente faculty/co-coordinators.

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

Students will be impacted by being recruited into the program and facilitating quick information for them on behalf of Puente faculty/co-coordinators.

d. Timeline of implementation

Once approved for technological support, the laptops will immediately be made available to Puente faculty/co-coordinators to utilize with cohort and prospective Puente students.

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

\$2,400.00

Do you already have a budget for this request?

No

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

These items align with the Puente Project's Goal 1 to increase the number of applicants to the program. They also align with Puente Program's Goal 2 to develop systematic student-data record keeping processes to assess Puente student data.

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

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

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

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

Impact includes proper storage for laptops, which could be the new shared Puente, Umoja, Undocumented space on campus.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 3

What are you requesting?

We are requesting a digital camera at \$300.00 for the Puente Project.

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

We are requesting a digital camera at \$300.00 to document the Puente Project at Palomar College and continue developing our website for recruiting purposes, which is directly related to Goal 1. We would also like to video-record our Puente students to create a Puente Project promotional video.

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

Puente students, prospective students, and Puente faculty/co-coordinators.

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

This equipment will facilitate documenting cultural events, milestones reached by students, and support recruitment of new students, as well as increase visibility to the campus community.

d. Timeline of implementation

Once approved for technological support, the digital camera will immediately be put to use with the current cohort and prospective Puente students.

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

\$300.00

Do you already have a budget for this request?

No

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

This item aligns with the Puente Project's Goal 1 to increase the number of applicants to the program, and this item would allow the Puente Project to document SAO 3, by archiving students' participation in Puente events.

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

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

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

3

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

Impact includes proper storage for the digital camera, which could be the new shared Puente, Umoja, Undocumented space on campus.

Will you accept partial funding?

☒ Yes ☐ No

Technology Request 4

What are you requesting?

We are requesting a portable printer for the Puente Project.

Is this a request to replace technology or is it a request for new technology?

New Technology

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)

A portable printer would facilitate recruitment efforts when visiting local high schools and aligns with the Puente Project's Goal 1 to increase the number of applicants to the program. The co-coordinators would be able to print important documents during Puente Info Sessions and Orientations.

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

Puente students, prospective students, and Puente faculty/co-coordinators.

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

Students will be impacted by being recruited into the program and facilitating quick information for them on behalf of Puente faculty/co-coordinators.

d. Timeline of implementation

Once approved for technological support, the portable printer will immediately be made available to Puente faculty/co-coordinators to utilize with cohort and prospective Puente students.

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

\$250.00

Do you already have a budget for this request?

No

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

This portable printer request directly aligns with SAO 3 to increase Puente student recruitment.

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

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

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

4

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

Impact includes proper storage for the portable printer, which could be the new shared Puente, Umoja, Undocumented space on campus.

Will you accept partial funding?

☒ 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.

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.

CCordova2@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:

Sign Date

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:

Areas of Concern, if any:

Recommendations for improvement:

Vice President (or 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: