



# 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?

Comprehensive

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

Transfer Center

*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

P.J. DeMaris

### 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/transfercenter/>

## Webpage URL 2

### Unit webpage

<https://palomar.instructure.com/courses/27647>

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

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

Participant	Title
Patricia (P.J.) DeMaris	Transfer Center Director and Counselor
Brittany Wong	Administrative Specialist 2

## PROGRAM/UNIT MISSION STATEMENT

### What is your Program's/Unit's Mission Statement?

The mission of the Palomar College Transfer Center is to provide a wide range of transfer focused counseling services and activities to assure equitable transfer opportunities for Palomar students to successfully transition into universities and colleges throughout the country.

Click here for [How to Create a Mission Statement](#).

### Describe how your Mission Statement aligns with and contributes to the College's Vision and Mission.

The Palomar College Mission Statement indicates that the college supports and encourages transfer readiness which speaks to the primary mission of the Transfer Center.

Link: [Vision, Mission, and Values](#)

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

## 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**

**Number of Administrators**

0.00

**Number of Full-time Faculty**

1.00

**Part-Time Staff**

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

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

**FTEF of Part-time Faculty**

0.86

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

None.

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

One if the counselors on the Transfer Center appointment grid is currently on leave.

**As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.**

- [Finance and Administrative Services](#)
- [Human Resource Services](#)
- [Instructional Services](#)
- [President's Office](#)
- [Student Services](#)

**In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and College?**

The Transfer Center would be more accurately represented as a component of the Counseling Department and the reporting relationship should be directly to the Dean.

**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.)?**

Yes, I believe the Transfer Center should report directly to the Dean and or VP.

## **Program/Unit Description**

**Who utilizes your services?**

Students, counselors and faculty.

**What services does your program/unit provide (describe your program/unit)?**

The Transfer Center offers a wide range of transfer specific activities with a strong emphasis in transfer related educational planning, application and transfer workshops, transfer College Fairs, coordination of university representatives for student meetings, student advocacy with universities, and an annual Transfer Recognition Ceremony for transfer students who have achieved their transfer goals. The Transfer Center also assures all District counselors are well trained in ever-changing university requirements, processes, and offerings to assure students receive the most current and accurate information necessary for transfer.

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## **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/ 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. 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

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

#### SAO 1

SAO Title

College Fair

Assessment Status

☐ Assessed ☒ Not assessed

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

Just completed the first live fair in October 2022.

Next planned assesment

Will update soon, but show in 2022/2023's PRP.

#### SAO 2

SAO Title

UC TAG applications

Assessment Status

☒ Assessed ☐ Not assessed

#### SAO Summary and Reflection

In the fall 2021 TAG application period, the number of TAGS submitted for the fall of 2022 dropped by 23% to 2019 levels. Again in the fall 2022 for the fall 2023 TAGS, another drop of 27.6% occurred with only 123 submissions. As we become more fully removed from the negative outcomes of the Covid pandemic, hopefully these numbers will improve. Next year in 2023 should provide a better measure of the true trends for Palomar's TAG numbers.

The Transfer Center continues to voluntarily participate in UCD TAG review process. All of Palomar's UCD TAG submissions were reviewed prior to final submission. This review allows students the opportunity to correct errors, adjust their spring 2023 course choices or address omissions on their applications prior to final submission.

#### SAO 3

SAO Title

CSU application workshops

Assessment Status

☒ Assessed ☐ Not assessed

#### SAO Summary and Reflection

Pre-assessment results indicated that only 33.25% of the students responded "somewhat confident or "very confident" when asked to self-assess their level of confidence in completing the CSU application". 60.42% of the students reported "minimally confident", "not at all confident" in their self assessed level of confidence prior to the workshop.

Although the post self-assessment numbers were lower (likely due to the online format) 100% of the students reported "somewhat confident" or "very confident".

As we are presenting again in the Fall of 2022 in a virtual environment with minimum live workshops we need to design a method to assure students respond post workshop to get a more accurate measure of their levels of confidence attained from the workshop.

## SAO 4

### SAO Title

Transfer Center Workshops

### Assessment Status

☒ Assessed ☐ Not assessed

### SAO Summary and Reflection

A total of 8 workshops (Skillshops) were offered through the TLC) ; 4 in the fall 2021 and another 4 in the spring 2022. The workshops are called "Creating a Transfer Foundation: The Nuts and Bolts" and the other is called "Transfer Strategy and Planning". Students self reported significant improvements in their understanding of the topics as well as very good qualitative aspects of the materials. Offered 100% virtual last year, some of the levels of student engagement were diminished as a result. Next year, we will start to re-introduce some live options as well as virtual.

## SAO 5

### SAO Title

Counselor Training

### Assessment Status

☐ Assessed ☒ Not assessed

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

These workshops are planned for spring 2023.

### Next planned assesment

May 2023.

## 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

*Must have at least two measures. Copy and Paste from previous PRPs or include any new measures*

developed this year. The default years for the values to be entered are listed in the table heading. If you chose to use data from different years, please list those years in the first row of the table and proceed to enter your measures, values, and definition /description of measure in in rows two and beyond.

## Measure 1

### Name of Measure

Palomar TAGS submitted

### Description of Measure

The number of students who submitted a TAG (Transfer Admission Guarantee) to a University of California.

#### Year

2021/2022

ex: 2017-18

#### Year

2020/2021

ex: 2018-19

#### Year

2019/2020

ex: 2019-20

#### Year

2018/2019

ex: 2020-21

#### Value

157

#### Value

212

#### Value

161

#### Value

166

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

## Measure 2

### Name of Measure

Transfer Center Counseling appointments

### Description of Measure

The Transfer Center Director and 4-5 additional counselors provide transfer specific one to one counseling appointments via Zoom, phone or face-to face.

#### Year

2021/2022

ex: 2017-18

#### Year

2020/2021

ex: 2018-19

#### Year

2019/2020

ex: 2019-20

#### Year

2018/2019

ex: 2020-21

#### Value

861

#### Value

1007

#### Value

1171

#### Value

1097

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

## Measure 3

### Name of Measure

Transfer Center email Quick Questions



### Description of Measure

The Transfer Center Director responds to campus wide e-mails requesting answers to counseling questions in general as well as transfer specific student e-mails.

Year	Year	Year	Year
2021/2022	2020/2021	2019/2020	2018/2019
ex: 2017-18	ex: 2018-19	ex: 2019-20	ex: 2020-21
Value	Value	Value	Value
406	591	849	498

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.

The Covid 19 pandemic most likely accounts for the larger quantities of emails in 20/21 and 19/20. Further, decreases in the number of students applying for TAGs to UC during the same period are likely due to students desire to postpone transfer until on campus opportunities returned.

Fluctuations in counseling appointments are due to counselors who are on the Transfer Center grid taking sabbatical leaves.

Please explain.

## Qualitative Data

Describe any qualitative measures you use and summarize the results.

NA

What improvements have you implemented or plan to implement as a result of your assessment of quantitative and/or qualitative data described above?

Next year's assessments will provide a truer picture of UC TAGS now that students can anticipate on-campus transfer opportunities.

**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!

1. The Transfer Center has an exceptional presence on Canvas and in social media. Great effort is made to provide a multitude

of modalities to assure all students have access to transfer information. Some highlights for the 2021/2022 year include:

- 118,019 individual views among all available resources on Canvas
- 472 total participant hours on the Transfer Center Canvas
- 1876 total students engaged on the Transfer Center Canvas
- 981 posts on the Transfer Center Canvas
- 1635 individual views (up from 1467 last year) of all the available videos on YouTube which includes the library of CSU

application workshops, UC application and TAG workshops, Next Step Videos for students denied admission to a university,

Transfer Nuts and Bolts workshops, Transfer Strategies and Planning workshops and a multitude of mini-tutorials related to transfer.

- On Facebook- the Transfer Center has 795 followers, 100 Reach posts
- On Instagram the Transfer Center has 439 followers and 437 posts
- 1011 interactions with students and the Transfer Center utilizing voice to text engagement

2. 841 student participated in our virtual transfer workshops and drop in opportunities for quick questions related to the transfer process. During the CSU and UC application season the Transfer Center provides workshops or drop in sessions at least once per week throughout the period. Recently, the calendar for transfer opportunities to many CSU and UC universities have expanded to include winter or spring transfers which in turn expands the Transfer Centers workshop and drop in offerings. Further, many universities have extended their deadlines which requires greater efforts to assure students are informed and supported throughout the process.

3. Our most local CSUSM recently reduced their minimums criteria for transfer admission this summer 2021. As a result the Transfer Center needed to reach out to students and faculty to be sure everyone was aware of the change and the new requirements.

4. The counselors in the Transfer Center met with students a total of 861 appointments in 2021/2022 and an additional 406 counseling related email quick questions were responded to by the Transfer Center Director.

5. The Transfer Center works closely with the Evaluations Office to assure that student receiving ADTs (Associate Degrees for Transfer) are e-verified. Students must indicate on their CSU applications of their intend to earn the ADT and must also apply to graduate in order for the Evaluations Office to confirm to the CSU that a student appears to qualify for an ADT. Often, students do not realize the need to submit a Graduation Petition, so the Transfer Center will reach out to students who are on the e-verify list but have not submitted their petition. This extra effort preserves the student's preferential consideration for transfer to a CSU.

6. UC TAGs are another significant step students can take to assure their admission to the UC. Palomar's Transfer Center offers several workshops to help students to understand the requirements and the

# PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

**Program Evaluation and Planning is completed in two steps.**

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

Second, working from that evaluation, you will establish your 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:

The 2 person dedicated staff in the Transfer Center are the major strength of the Transfer Center along with the exceptional counselors who elect to specialize in transfer counseling and dedicate a portion of their counseling load to transfer counseling appointments. The Transfer Center Director has extensive transfer counseling experience that enhances students understanding of the necessary steps to improve transfer opportunities. The Transfer Center Director helps students at all levels in their transfer process and has expertise to assist especially complex transfer scenarios. The Transfer Center Administrative Assistant 2 is knowledgeable on all components of transfer which she is able to couple with extraordinary technological and social media expertise to provide multiple methods for responding to student questions as well as inform students in a timely manner.

### Opportunities:

With more counselors, fiscal resources and staff we could conduct more workshops, provide more counseling, sponsor more fieldtrips to universities, and expand our transfer related resources and activities to students.

### **Aspirations:**

The Transfer Center is interested in developing 3 specific programs:

1. A program which incorporates a comprehensive plan to recruit, support and transfer more American Indian students who are currently underrepresented on campus and at the universities.
2. Data appear to indicate that some students from disproportionately impacted populations are not transferring at rates consistent with their representation on the Palomar campus. More specifically, in many cases students are being accepted at consistent levels but inconsistent when it comes to actual enrollment. The Transfer Center will work to identify the factors that contribute to lower admissions and enrollment rates for these populations and work with Palomar allies and university partners to reduce the discrepancies in these measures.

Further, the Transfer Center will work with our local CSUSM to identify effective engagement activities to help students who have been academically disqualified from CSUSM to attend Palomar and/or MiraCosta and to successful return to CSUSM to complete their Bachelors degrees.

### **Results:**

Palomar will demonstrate consistent rates of admission and enrollment for all subpopulations to CSU, UC, out of state and private universities.

**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.

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**

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

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.**

The Transfer Center has representation at all campuses to some degree except Fallbrook at this time. The Fallbrook location does have several general counselors available who are trained and informed on transfer issues through the Transfer Center.

## Goal 2

### Brief Description

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

*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.**

Last year we saw a drop of 23% in the number of TAG applications to the UC. This year we saw another drop of 27.6%. Next application season, we will have a more dynamic live presence to encourage applications and students should start to re-engage in the transfer process as we begin to return to a non-Covid learning environment,

## Goal 3

### Brief Description

Assure that transfer rates (admission and enrollment) are consistent from Palomar to the CSU and UC systems for all diverse student groups.

*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.**

In 2020/2021 African American students represented 3.2% of Palomar's overall student population. Admissions and enrollment in the CSU for African American students is 4%. Hispanic students are 44.7% of Palomar's overall population and were admitted at a 43% rate and enrolled at a 47% rate reflecting a successful reflection of Palomar's overall Hispanic population. The Native American student population dropped at Palomar to .6% from .7% last year. All transfer indicators at the CSU are too low to show up statistically. Significantly, disparities are evident for students who are first generation transfer applicants. These students show strong application and admit rates of 39%. However, their enrollment percentage drops significantly to 29%. By comparison, students whose parents are college graduates applied and were admitted at a 35% rate. Ultimately, these students enrollment rates jumped to 42%. The implication is that external factors are negatively impacting first generation students between the time of an offer of admission to actual enrollment. Further examination to help identify these factors and intervene where appropriate needs to be done.

## ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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

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

#### Goal 1

##### Description

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

##### How will you complete this goal? Include strategies and a timeline for implementation.

Now that the college is returning to more on campus presence, the Transfer Center will assure that there are either Transfer Center counselors available regularly for counseling appointments or with a standardized visitation are scheduled by the Transfer Center staff such as workshops on each campus throughout the academic year.

##### Outcome(s) expected (qualitative/quantitative)

Students will be able to anticipate help with transfer specific counseling and workshops. These workshops will be posted on the Transfer Center Canvas. Transfer Center counseling appointments will be exclusively available through the Transfer Center SARS counseling appointment grid.

**How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?**

The Transfer Center is in alignment with the District's goals and outcomes for degree completion increases, improved transfer success and assuring all students are transferring in numbers consistent with the general Palomar population regardless of their home campus.

**Expected goal completion date**

5/26/2023

## Goal 2

**Description**

Increase Transfer Admission Guarantees applications to pre-pandemic levels in fall 2022.

**How will you complete this goal? Include strategies and a timeline for implementation.**

The Transfer Center will offer more live TAG workshops in September 2022 and provide a comprehensive publicity campaign to encourage applications.

**Outcome(s) expected (qualitative/quantitative)**

More students will be accepted to UC with more applications completed to the standards of the UC.

**How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?**

The Transfer Center is in alignment with the District's goals and outcomes for degree completion increases, improved transfer success and assuring all students are transferring in numbers consistent with the general Palomar population regardless of their home campus.

**Expected goal completion date**

10/15/2023

## Goal 3

**Description**

Assure that transfer rates (admission and enrollment) are consistent from Palomar College to the CSU and UC systems for 4 student groups identified as disproportionately impacted or historically underrepresented.

**How will you complete this goal? Include strategies and a timeline for implementation.**

The Transfer Center has reviewed the most current data on transfer to CSU and UC by African American, American Indian, Hispanic and Asian American students. Measures of full and partial IGETC completion, ADT completion, CSU and UC acceptance and enrollment rates are compared to assess if students in these groups are meeting equal proportions of representation.

American Indian students are disproportionately impacted on all measures. The Transfer Center will work with the AIS Department faculty, the new Palomar Collège Tribal Liaison, and other representatives from Palomar's local tribes to develop activities, events, curriculum and counseling to reduce this equity gap. A new program paying 100% of UC tuition for students who are members of state and federally recognized tribes was introduced in the late spring semester of 2022 and should provide a strong incentive for students interested in transfer to a UC.

African American students are underrepresented on all transfer awards (ADTs, GE certifications). They also fall short on representative transfer to the CSU both for admissions and enrollment. However, inversely, admissions and enrollment to the UC is higher than their representation at Palomar. The Transfer Center will expand its Umoja specific services and continue to promote the HBCU California Community College partnership opportunities.

Hispanic students are doing well on proportional achievements of ADTs and most GE certifications. IGETC certifications lag behind by 13.7%. CSU admission and enrollment also are lower by 5.6-7.6%. Most significantly, Hispanic students are 22.6-23.6% below their representation at Palomar for admission and enrollment at a UC. The Transfer Center and Palomar College counselors can help students understand the scholarship opportunities unique to the UC and do a better job of introducing and encouraging a UC option.

Asian American students are doing well on all measures except CSU GE certification where they are .7% less than their general population. However, for IGETC certification they are overrepresented by 8.1%. It may be inferred that our Asian American transfer students have more interested in transfer to the UC system over the CSU.

**Outcome(s) expected (qualitative/quantitative)**

Equity achievement gaps will be reduced.

**How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?**

Goals to improve UC and CSU transfer by 35% are consistent with the College's Strategic Plan 2022.

**Expected goal completion date**

5/29/2026

**Goal 4****Description**



Identify and remediate factors preventing students who have been admitted to the UC and CSU from enrolling. For example, last year 1149 Palomar students were admitted to the CSU. However, only 779 of those actually enrolled the following fall semester. That is a difference of 67%.

First generation students lag behind students whose parents are college graduates by 4%. In other words, students with college graduate parents have an improved opportunity to transition from admission to enrollment compared to first generation students.

**How will you complete this goal? Include strategies and a timeline for implementation.**

The Transfer Center will work with local university partners to identify, reach out and intervene with the students to improve re-engagement in the transfer process.

**Outcome(s) expected (qualitative/quantitative)**

Improved enrollment rates for Palomar College students at the UC and CSU.

**How does this goal align with your department mission statement, the College's Strategic Plan, and /or Guided Pathways?**

Palomar College needs to recognize and support efforts to not only get students transfer ready, but to actually move them through the university gates. We are losing too many students between transfer preparation at Palomar and successful transition to our public universities (and private too for that matter).

**Expected goal completion date**

5/29/2026

**How do your goals align with the College's values of equity and inclusion?**

Our goals are in alignment with campus wide efforts to reduce equity gaps in our disproportionately impacted subpopulations.

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

The Transfer Center goals are completely consistent and in support of VfS Goal 2 in support ADT completions and transfers for the 4 year universities.

Link: [Strategic Plan 2022](#)

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

## 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**

We need to replace one full classified position

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

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

☒ Full Time ☐ Part Time

Classified

☐

**How does the position fill a critical need for current, future, or critical operations? (e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)**

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

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

No.

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

☐ Yes ☒ No

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

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

**Strategic Plan 2022 Objective**

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

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

## 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.

The budgeted overload and adjunct funds of \$4461 and a materials and supplies budget of \$2320 are insufficient to meet the transfer goals of the District. Not only does this limit the Transfer Center's capacity to serve student directly but leaves us in a precarious position when either of the 2 person staff of unavailable during vacation, off contract or illness requires.

**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?**

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

**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)**

In support of the Transfer Center's Mission statement and all SAOs, it is critical to provide the appropriate facilities and physical organization to demonstrate to students the District's commitment to their transfer success. Remaining Prop M funds have been approved for the remodel of the LL (old library) building. By relocating the Transfer Center, Career Center and all District counseling services to the LL building, the Transfer Center at minimum would require one dedicated classroom with computers to facilitate our specialty workshops, guest university presentations,; UC, CSU, TAG and Insight Question application workshops: 4 confidential private offices, 1 Transfer Center Coordinator (Administrative Assistant 2) office, 2 university representative confidential private offices, and an open study and reception space for students to engage in guided transfer research. Consolidating all Counseling Services in one location by operational function will facilitate student access to all counseling services in one location without any stigma associated with separate counseling services into lesser facilities. In addition, the staff and faculty will be associated by discipline which will maximize cross understanding and utilization of layered student support. Lastly, barriers will be minimized as students have a clearer understanding where to go for all their counseling support needs consistent with the Guided Pathways pillars of "Clarifying the Path" and "Staying of the Path".

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

Primarily our students will benefit from this facility where all student needs are treated with equitable resources.

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

Improved recruitment, retention, persistence and successful career and university transitions for Palomar students.

**d. Timeline of implementation**

Move in by May 2024.

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

\$30,000,000

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

No

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

All the Transfer Center's goals, objectives and SAOs.

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

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| <input type="checkbox"/> 4:3            | <input 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)?**

Consolidation of counseling and support services may save on utility expenses.

**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.**

pdemaris@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:**