

Entry #: 70 - ---Academic Technology

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2023-2024 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

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Instruction

Department Name

SBS

Program/Unit Name

---Academic Technology

Name of Person responsible for the Program/Unit

Diane Studinka

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

Webpage URL 1

Unit webpage

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

Webpage URL 2

Unit webpage

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

Webpage URL 3

Unit webpage

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

Webpage URL 4**Unit webpage**<https://www.palomar.edu/calendar/>**Webpage URL 5****Unit webpage**<https://www.palomar.edu/directory/>**Webpage URL 6****Unit webpage**<https://www.palomar.edu/employees/>**Webpage URL 7****Unit webpage**<https://www.palomar.edu/search/>**Webpage URL 8****Unit webpage**<https://www.palomar.edu/wordpresscentral/>**Please list all participants and their respective titles in this Program Review**

Participant	Title
David Gray	ATRC Systems Administrator
Chris Norcross	ATRC Systems Administrator
Shay Phillips	ATRC Systems Administrator
Kelly Helming	Web Coordinator
Brian Chan	Instructional Computer Lab/Help Desk Specialist
Myrna Valencia	Instructional Computer Lab/Help Desk Specialist
Diane Studinka	Dean SBS

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

6.00

Number of Classified Staff

6.00

Number of CAST Staff

0.00

Number of Administrators

1.00

Number of Full-time Faculty

0.00

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

Currently, there is a budget for short-term hourly workers. Individuals will be hired based on the need for the Student Help Desk.

Program/Unit Description

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

Yes. As the employee Intranet continues to gain traction, public website will migrate to the intranet environment, which calls for coordination between departments, ATRC, and Information Services. A faculty Instructional Designer was hired to start in spring 2024, however ATRC wishes to continue to assist faculty directly with their canvas sites, emphasizing accessibility. Some of the services ATRC performed with faculty have changed.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

Palomar 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

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

SAO 1

SAO Title

Learning Support Services

Assessment Status

Assessed

SAO Summary and Reflection

Students and faculty will use the various services to enable student learning and academic assessment.

Assessments on this SAO involve numbers on use of the Canvas LMS, numbers of workshops and consultations about the Canvas and Zoom systems, and metrics on the accessibility of Canvas course content. Typically these are measured each term.

For the major terms (Fall and Spring), these break down as follows:

In Fall 2023, the Canvas course publish rate was 68.7% with a student headcount of 16,964. There were 18 workshops and 28 one-on-one consultations with faculty.

In Spring 2024, the Canvas course publish rate was 68.6% with a student headcount of 16,611. There were 10 workshops and 37 one-on-one consultations with faculty.

Over the 2023-2024 academic year we had an overall accessibility rating of 68.4%. The content built in Canvas (such as Pages, Discussions, or Assignments) were rated as 97.8% accessible, while the files uploaded into Canvas courses were rated as 47.1% accessible.

With course publish rates remaining roughly the same as they have since the return from COVID lockdown, there doesn't seem to be too much increase in course publishing. (That may change soon, thanks to the hire of a faculty Instructional Designer who, although not part of the ATRC, does work closely with us.) The accessibility of Canvas-built content is very high, so little needs to be done in that area. But the largest issue plaguing accessibility is clearly the files that faculty load into their courses. This is difficult to address without dedicated staff Instructional Designers who can remediate these files on behalf of faculty, and the ATRC does not have staff to devote to this issue. Although newly created files may have accessibility ratings improved through training, the backlog of existing files is so extensive that what faculty really need is staff who can remediate the older files on their behalf.

SAO 2

SAO Title

palomar.edu Websites

Assessment Status

Assessed

SAO Summary and Reflection

Students, both current and prospective, will access the palomar.edu websites to complete their academic goals.

Assessments on this SAO involve numbers of sites for the various divisions, departments, disciplines, and organizations, as well as the numbers of employee sites maintained, numbers of workshops and consultations about the WordPress system, and metrics on the accessibility of the palomar.edu websites. Typically, these are measured for each year, running from July 1 to June 30.

For the 2023-2024 academic year, there were 222 Institutional, Divisional, Departmental, Discipline, and Organization sites, and 59 employee sites. During Fall 2023 there were 9 hours of workshops and 15 hours of one-on-one consultations relating to use of WordPress. For Spring 2024 there were 7 hours of workshops and 21 hours of one-on-one consultations on WordPress.

Over the 2023-2024 academic year the palomar.edu websites have an accessibility rating of 76.36%, which is an all-time high on our ratings. Until recently we hadn't broken the 73% mark, let alone passed our internal hurdle of 75% as outlined in the Nuventive system.

Pressure is on to get a dramatic increase in the accessibility numbers for the website content. A recent ruling by the U.S. Department of Justice has set a deadline (April 24, 2026) by which all electronic content (not only the website content, but all digital content in Palomar systems ranging from PeopleSoft, Canvas, and all other aspects of content consumed via web browser or app) needs to be fully in compliance with the WCAG 2.1 AA standards. Resolving this will require far more effort than just those in the ATRC, but as the main department responsible for the websites (and Canvas) we are going to need additional resources available for at least the next two years, both in digital services and staff.

SAO 3

SAO Title

Resource Center Operations

Assessment Status

Assessed

SAO Summary and Reflection

Students and employees will utilize the equipment and workspace of the Academic Technology Resource Centers to complete requirements of their classes and work duties.

The ATRC student support center (which we occupied as of Summer 2023) in room H-102 contains 11 workstations in the main room, 1 color printer, 69 seats, and two study rooms equipped with work stations with TV-sized screens. Operating hours in H-102 are weekdays from 7 a.m. through 7 p.m. on all instructional days, being routinely closed only on holidays and other non-instructional days.

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".

The last comprehensive review was from 2021-22, during the height of COVID. There are no specific updates from the information provided in the last comprehensive review. Below are a couple points for reminders.

Quantitative Data:

Canvas Adoption Rate (Fall term):

- 2018-2019: 69%
- 2019-2020: 84.9%
- 2020-2021: 86.4%

Qualitative Data:

Faculty Adoption of Canvas:

- Measure: Ratio of published courses to overall courses within the fall term
- Factors influencing adoption: Trainings, support, DE policy updates, DE Coordinators faculty communications
- Impact of COVID-19: Increased adoption due to shift to online teaching modality

Improvements and Initiatives:

- Enhanced LMS adoption rate through various support methods
- Established weekly "unpublished courses" report for key stakeholders
- Use of survey results and helpdesk data to improve services, create new training, and inform future adoptions and enhancements

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!

During the spring of 2023, the district began discussing consolidating Tutoring Services, moving the Math and Science Learning Center to the third floor of the LRC, and moving STAR Tutoring to the second floor. For this to happen, ATRC was asked to move to the H building. During the summer of 2023, ATRC staff and operations were moved. The ATRC Student Lab and Instructional Computer Lab/Help Desk Specialists moved into H-102. The ATRC Systems Administrators and Web Coordinator moved into offices attached to H-114. The original plan was for ATRC to use H-114 as a space for faculty training. Over the fall 2024 semester, the H-114 space added Professional Development and the Instructional Designer to the area. ATRC staff was included in several discussions to create the EDGE in the H-114 space. The EDGE space opened during the spring of 2024 and is a combination space for ATRC, Instructional Design, and Professional Development to serve as a space and training area for faculty and staff.

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 Department of Justice has revised the regulations implementing Title II of the Americans with Disabilities Act, mandating that state and local government entities ensure their web and mobile services are accessible to individuals with disabilities by adhering to the Web Content Accessibility Guidelines (WCAG) 2.1 standards. This rule impacts the Academic Technology Resources Center by requiring compliance with these standards, with a compliance timeline based on population size: entities serving populations above 50,000 must comply within two years, while those below have three years. Exemptions to this rule include archived web content, certain preexisting electronic documents, content posted by third parties not under contractual obligation, secured documents about specific individuals, and preexisting social media posts.

With GenAI's wide-ranging potential for Californians and the state's economy, Governor Gavin Newsom signed an executive order(<https://www.gov.ca.gov/2023/09/06/governor-newsom-signs-executive-order-to-prepare-california-for-the-progress-of-artificial-intelligence/>) to study the development, use, and risks of artificial intelligence (AI) technology throughout the state and to develop a deliberate and responsible process for evaluation and deployment of AI within state government.

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

The following policies may need to be revised to account for the new revised regulations of Title II of Americans with Disabilities Act.

BP 3725 Information Communications Technology Accessibility Acceptable Use (<https://www.palomar.edu/governingboard/wp-content/uploads/sites/64/2021/01/BP-3725-Information-Communications-Technology-Accessibility-Acceptable-Use-Adopted-12.7.21.pdf>)

AP 3725 Accessibility of Electronic and Information Technology & Acceptable Use (<https://www.palomar.edu/governingboard/wp-content/uploads/sites/64/2021/11/AP-3725-Accessibility-of-Electronic-and-Information-Technology-Acceptable-Use-approved-10-22-21.pdf>)

California Governor Gavin Newsom has signed an executive order(<https://www.gov.ca.gov/2023/09/06/governor-newsom-signs-executive-order-to-prepare-california-for-the-progress-of-artificial-intelligence/>) to study the development, use, and risks of artificial intelligence (AI) technology throughout the state. The order aims to develop a deliberate and responsible process for evaluation and deployment of AI within state government. It instructs state agencies to examine how AI might threaten the security and privacy of California residents, while also authorizing state employees to experiment with AI tools and try integrating them into the state's operations. – This may necessitate new Board and Administrative policies on the procurement and use of AI at Palomar college.

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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

Goal 1

Brief Description

Increase Public Website and Canvas Learning Management System Accessibility and Quality

Choice

Ongoing

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.

Public Website accessibility and quality assurance (WAQA) is a constant, ongoing effort. ATRC utilizes a web-based site-checker (Monsido) to obtain data on WAQA levels.

-Success: ATRC staff continuously engage with the platform to improve these levels and offer training to content managers on WAQA best practices.

-Challenge: Content managers' adoption of best WAQA practices is inconsistent and brings disappointing outcomes.

Achieving compliant accessibility and quality levels in the Canvas Learning Management System (LMS) relies heavily on course design, faculty observance of best practices, and ongoing instructional design coordinator support.

-Success: ATRC staff make accessibility checkers available to the Canvas LMS.

-Challenge: Without the support of a staff Instructional Design Coordinator, course-by-course design and accessibility support is not available to faculty as it had been in 2017-2018.

-Overall challenge: Now that the DOJ accessibility ruling is in play, public websites and Canvas LMS course sites must be compliant by 4/24/24 -- additional staff in both areas is needed to coordinate and accomplish the cleanup and ongoing maintenance efforts.

Goal 2

Brief Description

Partner in the creation, coordination, and support of the Palomar Employee Intranet

Choice

Ongoing

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.

ATRC's role in this effort will be to collaborate with the SharePoint lead in Information Services, the administrator of the employee intranet system. In addition, ATRC will work with departments and groups to move employee-only content into new intranet sites. Since this is a new goal, there is no record of successes or challenges to report on.

Goal 3

Brief Description

Increase ATRC Staff in all functional areas

Choice

Ongoing

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.

One staff Instructional Design Coordinator is needed to support the learning support function, which will restore support for faculty course creation. One web coordinator and one web applications programmer will allow for addressing the web accessibility and quality assurance issues on its public websites as Palomar complies with the recent DOJ ruling. One Instructional Computer Lab/Help Desk Specialist will allow for Resource Center Operations to continue at the current hours of 7 a.m. to 7 p.m., Monday - Friday; and provides support and services for students before and after Library open hours.

Goal 4

Brief Description

Student First Web Optimization Project

Choice

Completed

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 Student First site design launched, and the goal was achieved. A major user interface redesign, several resource-laden landing pages were added, the site load time decreased substantially, and Public Affairs reported a noteworthy increase in web traffic -- specifically, new users -- to palomar.edu.

Goal 5

Brief Description

Web Server Cluster Mitigation to Red-Hat Linux Environment

Choice

Completed

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.

ADD?

The goal can be eliminated as we have finished the migration to the Linux environment. We may need to start a new goal for a migration project to Azure web hosting.

Goal 6

Brief Description

Online Proctoring

Choice

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.

This goal was submitted by a faculty member due to the uncertainty of online proctoring. Currently, online proctoring is being serviced by STAR Tutoring, but a reassessment of this will be needed in the near future. This was not an ATRC goal.

The Vision Plan 2035 includes the College's Educational Vision Plan. Review the goals and objectives in the plan and identify 1-3 objectives that your unit supports. Describe how your unit helps to support those objectives.

1. Goal- Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities; implement and support a comprehensive and equitable distance education program.

ATRC supports this goal through LMSS support by maintaining a high adoption rate of Canvas (Learning Management System), which increased significantly since COVID. This indicates strong support for faculty in using the LMS. ATRC handles website-related issues, which account for about a third of the helpdesk tickets. ATRC continues to offer training and workshops for faculty and staff. These workshops cover increasingly advanced subjects, indicating ongoing support for faculty development. Additionally, the ATRC provides One-on-one support individual Zoom meetings, and in-person appointments for personalized training and support.

2. Goal- Establish a technology-enhanced space where faculty (and students) engage in learning communities that facilitate ongoing and sustained dialogue and training to support excellence in teaching.

To support this goal, the ARTC staff create strong online learning communities as seen through the high adoption rate and use of Canvas, an online space for faculty-student interaction. The ATRC's shift over the last few years to offering more online workshops and one-on-one Zoom meetings creates virtual spaces for faculty and staff engagement and learning. The ATRC added WordPress plugins to enhance interactivity for students, faculty, and staff, potentially facilitating online learning communities.

3. Goal- Ensure all physical and digital environments are accessible and usable for everyone.

The ATRC supports this goal through its efforts and continued support to increase Canvas adoption and provide training suggesting a commitment to making the LMS accessible to all faculty, staff, and students. The high adoption rate of Canvas and the support for website-related issues indicate a strong focus on digital accessibility. The ATRC's support for website-related issues will likely continue to increase due to the DOJ ruling that includes addressing accessibility concerns. The ATRC provides multi-channel support (online helpdesk, email, phone, in-person, and online appointments) to ensure all users can access help when needed. The consistently high helpdesk satisfaction rates and comments suggest that users find the support accessible and useful.

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

A marked change as a result of item 1 is the restoration of a 12-month staff Instructional Design Coordinator. This would allow the ATRC to support faculty in building out their Canvas courses, assure accessibility compliance, and enhance distance education through instructional design best practices. The recently added Faculty Instructional Designer differs from the Staff Instructional Design Coordinator requested by ATRC. The Faculty Instructional Designer's focus is online course pedagogy, whereas, the Staff Instructional Designer will focus more on the Canvas side of course design.

Aligned with Item 2, Goal 3: Increase ATRC Staff in all functional areas, allow the ATRC to keep the student technology and study space open; and afford staff and faculty learning opportunities by appointment or walk-in to the EDGE.

Item 3 is directly linked to Goal 1: Increase Public Website and Canvas Learning Management System Accessibility and Quality. The position above along with two web-related staff would afford greater success in ensuring that the digital environments of the public website and the Canvas LMS are accessible and usable for everyone: especially, in achieving compliance by the DOJ's deadline of 4/24/26

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 [Vision Plan 2035](#)

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

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Computer Lab/Help Desk Specialist

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

Classified

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

Full Time

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

An Instructional Computer Lab/ Help Desk Specialist position is critical for student success, offering reliable access to technology and technical support. As enrollment increases, so does the demand for technological assistance. This position ensures consistent support for our growing student and faculty population, aligning with our institutional priority to increase student outcomes through improved access to technology and technical support.

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

This position will increase the hours of availability of students to technology and assist with other help desk-type questions on the San Marcos campus without additional resources.

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

No

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

This position would immediately expand the effectiveness of the ATRC Student Help Desk to expand the operating hours and provide student support when other departments on campus are closed, like Student Services and the LRC.

Vision Plan 2035 Goals and Objectives

1:1	1:4	2:4	5:2
1:2	1:9	2:5	5:4
1:3	2:3	2:6	

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

When someone is out sick or on vacation, we are barely able to cover the current lab hours. We will not be able to expand hours until this position is on board.

Staff, CAST, AA request 2**Title of position**

Web Application Programmer

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

Classified

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

Full Time

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

Although the recent launch of the Students First Website Redesign was completed with the aid of ATRC Systems Administrators, it became clear we need an additional Web Coordinator with a specialty in JavaScript and PHP programming to better serve the district desires and drive enrollment.

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

Yes, this position will assist with the more efficient use of technology, especially related to the palomar.edu website. This position will assist with the DOJ accessibility requirements, which go into effect April 2026.

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

No

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

In addition to leveraging web application programming techniques that can drive enrollment, the Web Application Programmer employ code-level techniques that enhance the experience of visitors to the Palomar website who use assistive technology, assuring accessibility for all. With duties that are primarily programming the web coordinators, are free to work on the forthcoming accessibility compliance plan in response to the DOJ ruling.

Vision Plan 2035 Goals and Objectives

1:1	1:9	3:1	5:2
1:4	2:5	3:4	5:4
1:7	2:6	3:6	

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

There is a high risk for Palomar to be out of compliance with its website and Canvas if this position is not hired. Part-time staff must be hired to assist with this monumental task.

Staff, CAST, AA request 3**Title of position**

Instructional Design Coordinator (Staff)

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

Classified

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

Full Time

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

This position differs from the Faculty Instructional Designer because there is much work to do on the back end for course accessibility. This individual will be able to work with faculty and make changes to ensure accessibility compliance by April 2024.

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

Yes, through the use of technology. If we do not hire this individual, there is a strong likelihood that Palomar will be out of compliance with the DOJ accessibility deadline of April 2026.

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

No

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

The aid of an instructional design expert will improve faculty course design, which in turn should increase student engagement, and aid students in succeeding in their academic goals.

Vision Plan 2035 Goals and Objectives

1:1	1:9	3:1	5:2
1:4	2:5	3:4	5:4
1:7	2:6	3:6	

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

The position is needed, especially due to the DOJ accessibility timeline. Short-term hourly professionals will need to be hired.

Staff, CAST, AA request 4

Title of position

Web Coordinator

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

Classified

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

Full Time

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

With the additional federal legislation for accessibility being required by April 2026, this position is critical for us to meet the legislation requirements. The sheer volume of pages on Palomar's websites, along with the institution's model for content management (by department ADAs), a second Web Coordinator would fill a crucial staffing gap in the creation and maintenance of Palomar's website.

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

This position would directly aid in taking district desires for the functionality of the palomar.edu websites and turning those into reality. This position would aid departments and ADAs with web design and help them to achieve and maintain accessibility compliance.

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

No

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

Currently, the ATRC has one Web Coordinator, whose schedule is loaded beyond capacity. Adding a second position will aid in increasing satisfaction with the use of the palomar.edu websites.

Vision Plan 2035 Goals and Objectives

1:1	1:9	3:1	5:2
1:4	2:5	3:4	5:4
1:7	2:6	3:6	

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

We will continue to be limited in which innovations requested by the district can be made into reality.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2021, 2022, 2023. 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

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.

Research and Development

Historically, ATRC allocated part of its budget to explore and test new technologies that could enhance academic technology services and support. This funding facilitated the evaluation of emerging tools and platforms, ensuring that the ATRC remains at the forefront of educational technology innovation. With the reinstatement of this budget, we aim to investigate cutting-edge solutions such as AI-driven educational tools, new LMS features, and enhanced virtual learning environments, aligning with our mission to provide superior technological support and resources. The ATRC requests \$10,000 for research and development in a 5000010 account.

Conference Attendance

Attendance at key technology conferences such as InstructureCon and the Online Teaching Conference (OTC) is essential for staying updated on the latest trends and best practices in educational technology. These conferences provide valuable networking opportunities, insights into new tools and methodologies, and professional development that can be directly applied to enhance ATRC's services. Funding for conference attendance by increasing 575000 account by \$8000 will support continuous learning and professional growth within the team.

Institutional Help Desk Support System

The District requires a unified, web-based help desk system accessible to all students and employees, providing a centralized location for technology support. This system will streamline help desk operations, improve response times, and enhance user experience. The proposed system will replace disparate support tools currently used across departments, leading to increased efficiency and effectiveness in handling tech support requests. This is an institutional need that spans several departments and areas.

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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

Two new Mac Replacement Computers for ATRC Staff

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

Replacement of Technology

Who is the current user of the requested replacement technology?

Kelly Helming and Chris Norcross

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

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

Two ATRC staff members, Kelly Helming and Chris Norcross, are currently using iMacs that are more than nine years old. These computers are unable to run the latest versions of macOS, hindering their ability to utilize current software and perform their duties effectively. Upgrading to modern Macs will ensure that they have the necessary hardware to support the latest technological advancements and maintain productivity.

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

The entire campus will be impacted by the additional and more timely support Kelly and Chris will be able to give to faculty, staff, and administrators, which creates a positive impact on students.

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

Increased and improved technology for students.

d. Timeline of implementation

As soon as possible. At times, Kelly and Chris are not able to do their job effectively due to the old technology.

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

The quote from 6/2024 is for \$2511, per computer. Total cost \$5022.

Do you already have a budget for this request?

No

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

All three goals.

What Vision Plan 2035 Goal/Objective does this request align with?

1:1	1:9	3:1	5:2
1:4	2:5	3:4	5:4
1:7	2:6	3:6	

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)?

The computers will run the latest versions of macOS, allowing Kelly and Chris to use their ability to utilize current software and perform their duties effectively. Upgrading to modern Macs will ensure that they have the necessary hardware to support the latest technological advancements and maintain productivity.

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

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

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?

No

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

Yes

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

dstudinka@palomar.edu

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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:

Diane Studinka

Sign Date

7/12/2024

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: