

Entry #: 31 - ---Dual Enrollment

Status: Submitted

Submitted: 4/2/2024 10:19 AM

## 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?

Comprehensive

Division Name

Student Services

Department Name

Dual Enrollment

Program/Unit Name

---Dual Enrollment

Name of Person responsible for the Program/Unit

Jennifer Finn

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

Webpage URL 1

Unit webpage

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

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

Participant	Title
Jennifer Finn	Supervisor, Dual Enrollment
Susan Rogers	Outreach Speciaist, Dual Enrollment
Glyn Bongolan	Interim Associate Dean, Dual Enrollment
Kendyl Magnuson	Senior Director, Student Services
Linh Truong	Short Term Hourly

## PROGRAM/UNIT MISSION STATEMENT

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

Establish high-quality, innovative pathways designed to help students choose a path to an associate degree, certificate, or 4-year institution transfer, while gaining the necessary skills to begin a career and providing access to resources that enable students to stay on track in their educational journey.

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

Dual Enrollment is intended to expand access to low-income, students who may not already be college bound, or are underrepresented in higher education, supporting access to quality educational courses.

Dual Enrollment promotes equity and access to college credit, with goal of developing pathways within CTE, transfer credit, improving high school graduation rates, or college and career readiness. Dual Enrollment is an important way to expand educational opportunities, improve economic mobility and meet California's workforce needs.

**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

3.00

##### Number of Classified Staff

1.00

##### Number of CAST Staff

1.00

##### Number of Administrators

1.00

##### Number of Full-time Faculty

0.00

#### Part-Time Staff

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

1.00

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

0.00

##### FTEF of Part-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)**

The Office of Dual Enrollment has 1 short term hourly, Linh Truong, who works up to 15 hours a week and may be transferring this Fall. The funding comes from SB85.

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

Over the last year, we lost one Hourly Student Worker to college transfer. We now only have one Short Term Hourly less than 15 hours a week doing form uploads to our internal database.

As of April 1, 2024, Dr. Glyn Bongolan will start with Dual Enrollment as the Interim Associate Dean of Dual Enrollment until Fall 2024. Funds for the Interim Associate Dean are temporary, from Strongworkforce. This position is focused on working on the Dual Enrollment Strategic Plan. It should be notated that this position is not intended to morph into the Dual Enrollment Administrator and is temporary.

We also lost our two part time Palomar Academic Counselors for Spring 2024, which caused pain points with the high schools. As part of our CCAP agreement, we must provide academic counseling and Ed Plans to our students, more specifically, our Middle and Early College participants. With no counselors to devise or review Ed Plans, many students were determined (after graduation petition deadline) if they were able to graduate with a degree and/or transfer. Our department needs a more permanent counselor(s) for our multiple high schools.

**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 current structure is somewhat lacking, in the sense that the Senior Director of Student Services has multiple, large department leads reporting directly to them, causing a funneling of support. It would be beneficial for Dual Enrollment to have a direct reporting relationship to the Vice President of Student Services (VPSS) to provide some relief to the Senior Director. This reporting relationship allows for a narrower span of control where communication flow is faster and streamlined to enable the identification of problems, challenges, and opportunities at the local, regional and state level.

Dual Enrollment leads and facilitates large state initiatives related to the State Chancellor's Vision 2030, vision for success, guided pathways, grants, MOUs, and equity plans. These feed into local planning to enable the College to carry out these large goals and set long term plans.

By adjusting the structure, these efforts can create more streamlined communication from the Office of Dual Enrollment to the VPSS, who can actively communicate with the Vice President of Instruction.

**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.)?**

The Office of Dual Enrollment is expanding at an exponential rate, one that cannot accommodate the current personnel structure. Palomar College sees the highest number of K12 students in San Diego County and our office has the highest number of public schools in our District compared to others in our region. Our Dual Enrollment program is in the top 12% of K12 enrollments in California and continues to expand.

Currently, we have 25 high schools we are in communication with, 21 of which have active courses each semester. Since the Supervisor of Dual Enrollment started full time with Dual Enrollment in 2021, we have seen a 50% increase in the course sections being offered. With the Chancellor's Vision 2030 Plan and College and Career Access Pathway (CCAP), and Early/Middle College Grants being offered to high school districts, we continue to see a large demand for CCAP course offerings.

The Interim Associate Dean of Dual Enrollment will be beneficial to the department, to create strategies that balance workload and help with efficiencies, but the work of the supervisor is more elevated than the current job description. Part of the duties of the Interim Associate Dean is to determine workflow and structure.

Currently, there have been considerations of reclassifying the Supervisor to a Director and for adding the role of an Academic Department Assistant or Coordinator to support scheduling with Academic Departments (SIS Sheets, Student Contact Hours, calendars, etc.) and instructor resolutions. For our current Outreach Specialist, her talents go beyond her title, but are restricted due to job description. It would be beneficial to place her in an Out of Class position to do the enrollment for out 1300+ students each semester, instead of the Supervisor.

## **Program/Unit Description**

### **Who utilizes your services?**

Students, high school administration and staff (CCAP and non-CCAP partners), Palomar College departments (Chairs, Deans, ADAs), State conferences (presentations), Strong Workforce Partners, Communities of Practice (CLP), Regional Consortiums, and other regional community college staff.

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

Plan, organize, control and direct the operations and activities of Dual Enrollment Programs; participate in the administration of dual enrollment course offerings at local high schools including oversight course scheduling, resources and personnel to assure clear communications and enrollment functions for high school students, faculty, administrators, staff and others; provide leadership and direction for Dual Enrollment Program Initiative in collaboration with multiple school districts' superintendents, school site administrators, County Education office, non-profit agencies and other partners.

Establish and sustain productive relationships with local school districts and community partners; develop relationships within and outside of the College to develop and sustain student recruitment and outreach partnerships; work with administrators and counselors at schools in the district and within the College to deepen stakeholder partnerships across sectors.

Work collaboratively with Palomar College Instructional Division Deans and Department Chairs as well as High School District and campus leadership to develop dual enrollment course offerings as well as establish and evaluate Dual Enrollment Pathways with a goal of creating seamless pathways and a college going culture aligned with achieving student equity goals.

Oversee the development of class schedule for each school site by collaborating with academic departments and divisions; ensure coordination of support services to faculty at high school sites.

Contributes to the overall quality of the department's service by developing, reviewing, and implementing procedures to meet legal requirements and College needs (AB288, Title V, Section 76004 of CA Ed Code, CCLC AP 5011) ; continuously monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures; assesses and monitors the distribution of work, support systems, and internal reporting relationships; identifies opportunities for improvement; directs the implementation of change.

Develop, implement, and assess processes and strategies to support at all levels, dual enrolled students to promote the growth, development, marketing, and administration of the Dual Enrollment Program, including the development and dissemination of guidelines for faculty, schools, students, and academic departments and divisions.

Conduct needs analyses with high school/district partners and in the preparation of CCAP Agreements and Memorandum of Understandings (MOUS) and other partnership agreements.

Collaborates to develop and implement effective recruitment marketing strategies related to college and Dual Enrollment Program, publications, distribution of brochures, catalogs, website, schedule of classes, and other recruitment materials; making presentations at schools, districts, and community events.

Directs and assists in overseeing the development, preparation, review, and analysis of the departments budgets and related documents to ensure proper allocation, fund disbursement, and compliance with legal requirements; evaluates and projects actual income and expenditures to determine budget requirements; monitors spending to ensure compliance with established limitation; seek additional funding sources and initiate and administer grants as appropriate. Seeks outside supplemental funding opportunities.

In alignment with District student success and equity goals, establish, monitor, and report on programmatic goals for Dual Enrollment program including targets for student and courses, equity specific goals, and student success metrics. Collaborate with College stakeholders and K-12 partners to synthesize goals and data for program improvements and adjustments. Vision-Aligned Reporting to State Chancellor's Office.

Provides grade reporting, as well as general coordination between the program and the high schools and administrators, counseling, and registrar staff for enrollment, discipline, and general coordinative issues.

Works with students and College administrators and faculty to address problems with student behavior/and or performance which may interfere with students' success or with maintaining a positive College learning environment.

Provides all course enrollment to CCAP and Non-CCAP students.

**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](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 you measure or assess it?)	Criterion (How will 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. For each SAO in Nuventive Improve/ summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

### SAOs

#### SAO 1

##### SAO Title

Develop a Menu of Courses and Pathway Plans

##### Assessment Status

Not assessed

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

This is a continuous development, as we now have an Interim Associate Dean of Dual Enrollment to create a strategic plan that includes course offerings and pathways plans with the individual high schools. Within this, they will help determine FTEF available and departments willing to participate in servicing our local high schools and their capacity.

##### Next planned assesment

End of Fall 2024

#### SAO 2

##### SAO Title

Instructor Training

##### Assessment Status

Not assessed

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

We are continuing to work with the current Dual Enrollment faculty developing best practices but are also working with an Early College Consultant on topics of discussion to include in this training. For Fall 2024, we hope to have more training for current and anticipated Dual Enrollment faculty.

##### Next planned assesment

Spring 2025

**SAO 3****SAO Title**

Staffing

**Assessment Status**

Not assessed

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

Currently, there have been conversations surrounding the department's staffing and titles.  
The role of the Interim Associate Dean will be to look at staffing and determine our greater need.

**Next planned assesment**

Fall 2024

**OTHER ASSESSMENT DATA****Quantitative Data**

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

**Measures, Descriptions, and Annual Values****Measure 1****Name of Measure**

Increase involvement with Palomar academic departments and align vision

**Description of Measure**

Number of course offerings each semester, increasing College's FTES.

**Year**

2020-2021

**Year**

2021-2022

**Year**

2022-2023

**Year**

2023-2024

**Value**

FA:30; SP:29; SU: 1

**Value**

FA:30; SP:29

**Value**

FA:33; SP:30

**Value**

FA: 46; SP:49

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



## Measure 2

### Name of Measure

Increase collaboration on courses between HS districts and Palomar College (CCAP)

### Description of Measure

Number of high schools with MOU/CCAP Agreements participating in Dual Enrollment.

Year	Year	Year	Year
2020-2021	2021-2022	2022-2023	2023-2024
Value	Value	Value	Value
FA: 11; SP: 13	FA: 10; SP:11	FA: 11; SP:13	FA:13; SP:15

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

## Measure 3

### Name of Measure

CCAP Agreements (Per high school within their district)

### Description of Measure

CCAP agreements are advantageous to the District to provide students with high-quality, intentional pathways to an associate degree, certificate, or 4-year transfer. Intended to expand access to low-income, students who may not be college bound, or underrepresented in education. Dual Enrollment, although intended to be an equity tool, support the College's apportionment, including our Middle and Early College's supporting Center status.

Year	Year	Year	Year
2020-2021	2021-2022	2022-2023	2023-2024
Value	Value	Value	Value
FA: 11; SP: 13	FA: 10; SP:11	FA: 11; SP:13	FA:13; SP:15

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

Measure 4

Name of Measure

CCAP Participants Enrolled After Census

Description of Measure

CCAP Participants per semester that are provided with high-quality instruction in an effort to gain college credits before high school graduation.

Year	Year	Year	Year
2020-2021	2021-2022	2022-2023	2023-2024
Value	Value	Value	Value
FA:829 ; SP:703	FA:743 ; SP:662	FA:924; SP:962	FA:1091 ; SP:1123

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.

As illustrated in the above sections, the Office of Dual Enrollment has expanded almost 40% in the last 4 years, with an increase in enrollment each year. Much of this is due to the Chancellor's Office accommodating the high school districts with Dual Enrollment and Middle/Early College RFA/Grants. The goal of these funds is to provide incentives for local educational agencies to establish partnerships with community colleges that gives students access to college courses while in high school, especially students who may not be college bound or underrepresented in higher education.

Unfortunately, not much funding comes out for community colleges, thus much of the support is for high schools to hire temporary staff, purchase textbooks, or busing. Thus, we are feeling the stretch at the college-level, since we have not been able to hire more full time, permanent staff. Until we do so, we may not see as much growth or possibly not be able to support students in the way they are meant to be supported in Dual E. due to lack of hands on deck.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

The numbers are quite clear with expansion due to Census rosters in PeopleSoft, our internal Google Doc charts with student enrollment, and the 320 report submitted by Dr. Kendyl Mangnuson in Student Services.

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

We have hired a temporary full time Interim Associate Dean of Dual Enrollment to support a strategic plan that can help set us up for continued success for the next 3-5 years. This role will assist in seeing what other single community college districts have in terms of funding, staff support, menu of courses, etc. Once this is determined in greater depth, the College can then make the decision to move forward with the expansion of those items.

We also just eliminated the Health Consent page 2 of the K12 Special Admission Approval form. Although it seems insignificant, the number of students who forgot to submit page 2 or missing a parent signature was great. With now only having one page to sign, the more likely a student is to have their correct paperwork turned in at time of registration and not have a drop of students who never re-submitted their forms.

Additionally, we have a need to improve our PeopleSoft indicators/variables to correctly calculate the number of CCAP students and separate them from concurrent enrollment. Right now, the numbers could vary between those enrolled before or after Census and those in Early/Middle College that are not in a CCAP 0 billing course but in a public course at a Center or online.

**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- Greater expansion in current CCAP student enrollment
- 2- Adding a Palomar K12 Dual Enrollment Partnership Meeting to monthly meet with all our Palomar K12 High School partners in order to discuss wants, needs, best practices, goals, prioritizations, faculty training, etc. This alliance allows our partners to hear from Palomar collectively and join forces that support their students.
- 3- Fallbrook Union High School joined Dual Enrollment after some hiatus and will be starting their Early College this Fall 2024 or Spring 2025 at the Fallbrook Education Center. They've hired a counselor to support their efforts as well.
- 4- Hiring an Interim Associate Dean of Dual Enrollment to develop a strategic plan in Dual Enrollment.
- 5- Removal of Page 2 Health Consent on K12 Special Admit Form- helps to not have an additional form for the parent to sign, nor for our team to upload.
- 6- Supervisor of Dual Enrollment presented with the Regional Coordinator of Rising Scholars at the 2023 CCEMC Conference. Palomar was honored to present at the workshop to discuss state of dual enrollment in the Rising Scholars Network and share our perspective and relationship with San Pascual Academy and the work being done in local jails.
- 7- Developed more CTE course pathways
- 8- Palomar was asked by the K-16 Talent Pipeline to pilot a K12 Dual Enrollment Ambassador program with San Marcos Unified and Escondido Unified. This pilot program will all funding to be set aside for a high school student to represent Dual Enrollment and support fellow peers on completing the CCC Apply application, guide students on enrollment and paperwork process, engage classrooms for advertising, and be a point of contact for peers who may have questions about Palomar and our many resources.
- 9- We participated in the Pathway to Law Grant and have offered 2 classes to student interested in a law career.
- 10- Signed several Letters of Commitment to expand Dual Enrollment partnerships in our community.
- 11- Met with multiple departments' leads and attended Instructional Department meeting to discuss Dual Enrollment, it's importance, how to support faculty, and answer questions that department staff had.

**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?**

- 1- Working with Unions to Create a Faculty Mou: Starting with the Math department, VPI is working to create a hiring procedure that allow a high school teacher that has met minimum qualifications, to teach a Dual Enrollment course at the high school during the school day, where Palomar will pay a stipend to the teacher/high school district.
- 2- Removal of page 2 of K12 Special Admit Form
- 3- The State Chancellor's Office setting goal for Vision 2030, that students will start taking Dual Enrollment courses in the 9th

grade.

4- California Department of Education released RFAs for the Golden State Pathways Program (GSPP) and round 2 of Dual Enrollment grants for College and Career Access Pathways (CCAP) and Middle College/Early College (MCEC). GSPP seeks to develop or expand college and career pathways in technology, health care, education, climate-related fields, and other high-wage, high-skill, and high-growth industries. It also requires that the pathways provide opportunities to earn at least 12 units of early college credit through CCAP dual enrollment or AP/IB courses. The Dual Enrollment RFA is the CDE's second round of grantmaking to expand or strengthen CCAP and MCEC.

5- Dual enrollment figures prominently in several state initiatives aimed at increasing college completion and closing historic equity gaps in postsecondary access and success. Yet barriers to equitable access and smooth implementation still exist, and policy change is urgently needed. AB 359 (Holden) proposes several major, urgently needed reforms to CCAP dual enrollment. AB 2019 (Fong) would change the minimum school day from 240 to 180 minutes for pupils enrolled in a CCAP partnership or a middle college or early college high school or program.

6- Cal GETC impacts and common course numbering- courses such as COUN 110, AJ 100 as elective only courses, but do not count for GE requirements. These courses are currently offered in Dual Enrollment.

7- Legislation awaiting the Governor's signature, AB 102 (Holden), removes the state 10% dual enrollment cap and the sunset date on the College and Career Access Pathways (CCAP) program, ensuring that dual enrollment opportunities remain available. It also removes language prohibiting CCAP partnerships from offering college courses that are oversubscribed or have a waiting list. It clarifies that community schools, juvenile court schools, and adult education programs are included in CCAP and authorizes county offices of education to enter into CCAP agreements.

Intent language concerning dual credit was included in the Education Budget Trailer Bill (AB 181). This underlines the importance of dual credit—that dual enrollment students should receive college credits and that these should be applied to high school graduation requirements in equivalent subject areas.

The 2022–23 state budget includes \$200 million to expand dual enrollment through CCAP and middle college or early college high schools.

The new \$500 million Golden State Pathways grant program requires that the pathways provide opportunities to earn at least 12 units of early college credit.

The Multi-year Roadmap Between the Newsom Administration and the California Community Colleges includes key commitments and goals that identify dual enrollment among the strategies to improve equitable college completion in California. The document updates Vision for Success goals and includes explicit goals to:

Close equity gaps in access to dual enrollment.

Increase the number of high school students who graduate with 12 or more college credits earned through dual enrollment.

Ensure that dual enrollment opportunities are included in pathways and carry units that transfer toward degree programs.

8- Dr. Kendyl Magnuson and Supervisor of Dual Enrollment working on AP 5011 new CCLC language.

9- 2023-24 CDAM includes the following changes from the 2022-23 CDAM: Revisions:

Section 427 – Dual Enrollment added language for updates to Title 5 related to parental consent and information that cannot be required as a condition of dual enrollment, as well as other additional criteria.

10- Vision Aligned Reporting (VAR) is the State's new reporting tool for Dual Enrollment. This will add another layer of duties to the department, as we must track staff, students and every resource or event new and existing students attend. Currently, we do not have computers for these tasks to take to events.

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

- 1- Currently, with Title 5 regulatory revisions, the College will need to shift local practices of collecting K12 forms. Regulation was revised to clarify that parental or guardian consent for student dual enrollment is not needed for each course. Once given, parental or guardian consent is effective until it is revoked. This clarification will eliminate substantial administrative burden on parents, students, and community college districts associated with maintaining and updating consents.
- 2- Although this relieves the burden for families to submit a K12 form each semester (concurrent and CCAP), we need local practices in place to determine A- How will we know if a current student changed high schools? B- If a student has graduation high school early, they need to self report so they are charged fees as a full time student. It is being discussed that we will add a survey to every U16 and U18 student a term to self report that they are still attending same high school and that they have not graduated.
- 3- We need a CCAP indicator in PeopleSoft to differentiate a concurrent vs CCAP student, since many of our Dual Enrollment students in Early/Middle College are in a public section.
- 4- Vision Aligned Reporting (VAR) is the State's new reporting tool for Dual Enrollment is a new process that seems daunting.

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

## 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:**

California is rethinking dual enrollment. Long acknowledged as an effective acceleration strategy, dual enrollment has emerged as a powerful equity strategy when designed for the success of students who might not otherwise attend college. Over the past few years, college-high school partnerships across the state have been strengthening and expanding their dual enrollment programs—removing barriers to student access and participation and designing for equity. And as demonstrated in the final 2022–23 state budget and related legislation, California is doing its part on the policy front to sweep away statutory barriers and promote the use of dual enrollment centered on equity and completion.

This past year, we have had significant growth with Dual E. CCAP course offerings and pathway expansion. Following Guided Pathways, we continue to help students understand where they are at with completing their program or study and transferability. By having an increased number of Dual Enrollment students enroll at the College, completing their coursework and enrolling in the Palomar Promise after high school graduation, the College is benefiting by increasing our state apportionment/funding.

We have also continued to meet with high school officials and College departments to align our goals and mission of Dual Enrollment by listening to suggestions, areas of interest/pain points and how our Vice Presidents can support our growth effectively. Having a dedicated staff who values partnerships with local departments and high schools, we are in a position to bring a positive impact to the College and local high schools in servicing students equitably.

**Opportunities:**

There are opportunities to utilize PeopleSoft for reporting. We continue to learn more about the functionality of PeopleSoft and continue to adjust our business practices to benefit our department, the College, our students, and our high school partners. Currently, our need is to have a CCAP indicator on student's accounts so we can pull reports on all current CCAP students (not to include U16/U18 Concurrent Enrollment students). With the new VAR State Reporting, we will need to determine the most efficient way to report students who utilize our services (i.e.: Application or Counselor Workshops).

Although we are growing in terms of coursework, offerings, and partnerships, we are lacking staff. The current supervisor continues to do the work of a Director/Dean along with classified personnel duties. We only have two full time staff in our office, but we continue to host more courses than the Centers. With one CAST supervisor and one classified Outreach Specialist (who continues to do Assessment functions), our department needs reclassification and/or out of class opportunities. We also would benefit from another classified personnel member to do ADA functions or to update the current Outreach Specialist job title/classification to perform elevated functions.

We also need more consistent, part time Counselors. With 21 current participating high schools (and growing), we need an assigned Academic Counselor for the high schools. Effectively, we would need 3 counselors to divide the workload of the 21 high schools to advise current CCAP students on pathways and academic advising, as required per our CCAP agreements.

**Aspirations:**

The Office of Dual Enrollment aspires to have more students obtain certificates and/or pathway completion and allow all students to know where they are in completion of their declared academic program of study.

**Results:**

With improved staffing and financial commitment from the College, and in successful collaboration with other Academic Departments and Instructional Offices, we can help ensure student success while generating an increased apportionment for the College. Dual Enrollment not only highly benefits the College, but most importantly, positively impacts our community and the lives of our high school students that now see themselves as college bound.

**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

### Goal 1

#### Brief Description

Create proper structure, full-time support, and additional funding to support the Dual Enrollment Office

#### 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.**

Our previous goal was to reclass current Supervisor to Manager per former VPSS. Now, the goal is to reclassify Supervisor to Director due to further expansion of duties and to align with fellow single college districts in California.

Previously, there was discussion about Outreach Specialist job description/title to adjust for ADA duties, along with designating part-time (20 hours) for Counselor(s) to assist with pathway plans and academic advising appointments for Middle/Early College (MC/EC) students. With the expansion of MC/EC, we have 1 counselor part time for Poway Middle College and Poway Unified, but we need consistent counselors assigned to Dual Enrollment for our remaining 20+ high schools.

The previous goal of \$20k annual budget was reduced this year to \$15k but seems to be OK based on current purchases. In future, we may need to expand back to \$20K as more staff come on board.

## 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 Vision Plan 2035](#).

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

If you require any additional resources beyond your existing 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.

### Goal 1

#### Description

Review current staff classifications and a strategic plan for current structure and foreseeable growth.

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

As of April 1, 2024, the College has hired and assigned an Interim Associate Dean of Dual Enrollment who's main objective is to create a strategic plan for the College.

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

- 1- Strategic Plan will be a 3-5 year plan for Palomar College.
- 2- Identify keys stakeholders
- 3- Identify staffing structure and need for additional support/job titles
- 4 Identify phases of how we get there (i.e: Staffing, budget).
- 5- Revamp Faculty Training/Onboarding
- 6- Provide structure with resources
- 7- Identify how articulation is balanced with Dual Enrollment

**How does this goal align with your department mission statement, the College's Vision Plan 2035, Equity Plan, and/or Guided Pathways?**

Developing a strategic plan in Dual Enrollment will allow for an expansion of efforts by the College and our K-12 partners to extend equity-focused guided pathway practices to dual enrollment students from underserved groups. By creating and being committed to dual enrollment equity pathways, colleges and their K-12 partners can better utilize dual enrollment to expand college and career opportunities. By reaching out to our low-income, racially minoritized students to take college courses, we are building postsecondary momentum through high-quality college instruction and aligning to a student's post-high school aspirations.

**Expected goal completion date**

12/31/2024

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

Dual enrollment represents a promising lever for increasing educational equity, given its large scale, and demonstrated effectiveness for increasing college access and success among its participants. Black, Latinx, and other minoritized students benefit from dual enrollment participation, yet these and other groups underrepresented in higher education often do not have meaningful access to such programs. Strong dual enrollment programs have the potential to raise college enrollment rates among high school graduates and improve college-attainment rates for students who participate.



**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.**

Goal 4. Strengthen external partnerships and community relationships.

We are continuing to grow with College and Career Access Pathway (CCAP) agreements and expanding our relationship with local public and Charter schools within our District. Our current structure of staffing and FTEF cannot support the current demand of course requests and MOUs, especially with the State's expansion of RFAs that support the high schools' Dual Enrollment funding. With creating a stronger internal organizational structure, we can continue to bring positive relations to our external partners and expand their students educational opportunities.

The goal of CCAP partnerships is the development of seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

Goal 5. Build a unified Palomar College district while allowing each location to establish a unique culture and programs to serve its student population and create community connections.

Our Middle and Early College programs are currently at 3 of our Palomar Centers: Rancho Bernardo, Escondido, and Fallbrook. With the expansion of these K12 programs, Dual Enrollment is significantly aiding the educational centers to meet Full-Time Equivalent Status (FTES) and establishing/maintaining center status. Developing anchor programs at each site is also meeting the student's needs within that community. Dual Enrollment continues to have a strong working partnership with Palomar Center's Director on linking these programs to our Dual Enrollment programs.

**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 [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

Academic Department Assistant or Dual Enrollment 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.)

We are one of the largest growing departments on campus with the fewest full-time personnel. We are currently housed in the San Marcos TLC with Palomar Promise Program who admits similar numbers but does not have to do State reporting (VAR) or create/modify new or existing MOUs/CCAP agreements. Currently, the supervisor controls all spending, budgets, purchasing, Scheduling Information Sheets (SIS) and student enrollment into sections (approximately 1300 a term). For Promise, they have 1 manager and 2 full time staff (one being a Coordinator) that assists with budgets, purchasing, and event planning.

Ideally, this Coordinator would complete the above-mentioned, allowing the Supervisor to perform higher needs with Department Deans, Chairs and high school administrators.

It should be notated that the State's #1 Goal for California Community College's Vision 2030 is Dual Enrollment. Helping students see themselves as college scholars and preparing them to choose a workforce pathway must begin earlier in students' academic journeys. The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit. This dual enrollment opportunity must be available to all high school students and particularly tailored to those who have historically not been provided with these opportunities. With these large tasks and with the State developing more and more RFA (grants) for high schools to expand Dual Enrollment/Early or Middle Colleges, our office must also have the proper staffing to support.

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

The goal is to reclassify the current supervisor to a Director and either higher an additional classified staff member or to reclassify the current Outreach Specialist in order to expand her duties.

##### 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.**

Ideally, with the expansion of Dual Enrollment at a local and state level, three full time staff would allow us to expand our services and support our Dual Enrollment students mentally, emotionally, and academically. Palomar has wonderful services, but if we continue to add students, our hands are currently tied with the heavy workload from current students and courses. Most processes in Dual Enrollment are manual, which means the more time spent behind a computer screen, the less we can spend 1 on 1 at a high school promoting our program and services.

Having a Director, Outreach Specialist and ADA/Coordinator would allow for high- and low-level operations, all tied into meeting enrollment growth and goals, attracting new students, and increasing the persistence of our current students.

**Vision Plan 2035 Goals and Objectives**

4:1	4:5	5:1
4:2	4:7	5:3

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

Currently, addressing the current staffing and reclassifying those that have been doing expanded duties will help. Additionally, watching out for any local or state grants that may allow for one-time money to help with technology or staffing needs.

## 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.**

400010- ODP Supplies, Swag, Middle College Graduation Medallions (\$4k)

500010- Conferences for 2-3 employees 2+ times a year (to include registration fees, flights, hotel stays, mileage and food). Comet Copy, CCAP Student Parking Permits (\$46/per student). (\$11k)

212110- Regional Grant Reimbursement for New High School Dual Enrollment Ambassador Program- Palomar Staff Payroll Project. (\*Grant will reimburse funds to College end of 2025 fiscal year)

[https://docs.google.com/spreadsheets/d/1Vqdn2by\\_uAfpXC0ISVnd4ajtwmzWELPoYKEYk33W5I0/edit#gid=0](https://docs.google.com/spreadsheets/d/1Vqdn2by_uAfpXC0ISVnd4ajtwmzWELPoYKEYk33W5I0/edit#gid=0) (\$2500)

212210- Regional Grant Reimbursement for New High School Dual Enrollment Ambassador Program- Palomar Staff Payroll Project. (\*Grant will reimburse funds to College end of 2025 fiscal year) [https://docs.google.com/spreadsheets/d/1Vqdn2by\\_uAfpXC0ISVnd4ajtwmzWELPoYKEYk33W5I0/edit#gid=0](https://docs.google.com/spreadsheets/d/1Vqdn2by_uAfpXC0ISVnd4ajtwmzWELPoYKEYk33W5I0/edit#gid=0) (\$2500)

\*Additional considerations would be made with reclassifications or new hires.

**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 CTE 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?

2 Tablets (i.e: Ipad Pro 11-12.0") plus Magic Keyboard with Wi-Fi and possibly cellular.

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

New Technology

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

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

Tablets to support new Vision Aligned Reporting (VAR). We will take tablets to event for students to check in/out of application workshops, counselor presentations, etc.

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

Individuals, groups and members of department: any attendees at Dual Enrollment events.

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

More time will need to be given to these events for check-in. If a student does not have a Palomar ID number (i.e.: application workshop), tracking will now need to happen after the event ends. VAR reporting will take a significant amount of time to learn and adapt to, especially for a small department. But the expected outcome is for the State to see where and how money is spent and what resources are needed (i.e. Staff).

**d. Timeline of implementation**

Fall 2024

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

2 iPad Pros= \$1700 or \$2200 with cellular

2 Magic Keyboards= \$600

Total cost approximately \$2800

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

No

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

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

3:1

3:3

4:2

3:2

3:7

**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)?**

None

**Will you accept partial funding?**

Yes

## 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.**

jfinn@palomar.edu

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

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

## FEEDBACK AND FOLLOW-UP

**Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.**

### Confirmation of Review by Immediate Supervisor.

**Immediate supervisor who reviewed PRP:**

**Sign Date**

## FEEDBACK

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

**Areas of Concern, if any:**

**Recommendations for improvement:**

## Vice President (or President) Review

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

Dual Enrollment has seen exponential growth over the last two years, both in student participation and engagement of high schools. The development of the DE strategic plan will be critical to support the growth and help leadership identify the needed resources for the program.

### Areas of concern, if any:

The lack of dedicated counselors is concerning. Need to identify and hire adjunct counselors to support dual enrollment.

### Recommendations for improvement:

Identify additional programming budget to support DE growth. Redevelop the staffing structure or positions within the department to better support the work that is coming out of the area.

### VP Name:

Nick Mata

### Signature Date:

9/19/2024