

Entry #: 1 - ---Escondido

Status: Incomplete

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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?

Comprehensive

Division Name

Instruction

Department Name

INSTR Sites and Centers

Program/Unit Name

---Escondido

Name of Person responsible for the Program/Unit

Tom Medel

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

Webpage URL 1

Unit webpage

<https://www2.palomar.edu/pages/escondido>

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

Participant

Tom Medel

Title

Director Education Centers

PROGRAM/UNIT MISSION STATEMENT

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

The mission of the Escondido Center is to support all aspects of the Palomar College mission, with the additional goal of increasing access and service to the City of Escondido, surrounding communities, and students who are traditionally underrepresented in higher education. To do this, the Center provides all services bilingually in Spanish and English, supports programs designed to increase participation and success rates of under served populations, and cultivates productive collaborations with local government, educational and community organizations.

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

The center aligns with the mission statement by supporting students who are enrolled in GE classes, basic skills, and career/technical education. We offer the support services to help students succeed with their classes and preparation for transfer. The center provides an engaging teaching environment that support a culturally diverse student population. We do this by providing diverse classes, workshops that supplement educational or personal issues, and events that promote cultural diversity.

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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

2.00

Number of CAST Staff

0.00

Number of Administrators

1.00

Number of Full-time Faculty

0.00

Part-Time Staff

Total Number of Permanent Part-time Staff

0.00

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

0.00

FTEF of Part-time Faculty

0.00

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

We have one hourly employee that works seasonally at Escondido. They are on-call.

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

no

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?**ORGANIZATIONAL STRUCTURE – STRENGTHS AND OPPORTUNITIES**

The current structure provides us with several advantages and strengths when allowing the directors' to report straight to the VPI. By giving us this autonomy to run our centers, we have the opportunity to work effectively and efficiently in getting more things done. In addition, we are able to work on other projects and initiatives such as: facilities, IS and student services. The previous organizational structure had directors report straight to the dean which maintained a great deal of red-tape to cut through and it kept us from getting many things done. There were too many chains, in the chain of command and it hindered our ability to accomplish our projects. By having the direct report to the VPI, we are able to accomplish many projects and initiatives.

One thing that may assist us and is something that we were working on before the pandemic, "Functional Supervision". It was a project that would allow us to work with center departments. These employees do not report to the center directors, and therefore the director does not have any evaluation feedback. This proposal would allow directors to provide additional direct reporting duties and have a say in their evaluations and operational feedback.

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.)?**IMPROVEMENT**

There are no areas in the current structure that need to be changed and directors reporting to the VPI is important to the organizational structure.

Program/Unit Description**Who utilizes your services?**

Faculty, staff, and students all access the instructional and student support services at the Escondido Center. Our office also serves as a bridge between Palomar College and the community at large, i.e. Communication, building partnerships, general inquiries.

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

Admissions, Financial Aid, Counseling, Cashier Services, Library, Teaching & Learning Center, Tutoring Services, Food Pantry, Campus Bookstore, Campus Police and Health Services, Mental Health Counseling.

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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. 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

Providing Quality Customer Service

Assessment Status

Assessed

SAO Summary and Reflection

This SAO is ongoing and partially assessed. We will provide quality customer service to faculty and students. We accomplish this by providing faculty with comparable services to the San Marcos Campus. AV, support services, and auxiliary services are provided. Students enjoy comparable support services and instructional services as they would at the San Marcos Campus.

Our student services employees take a holistic approach to student services, by assisting other student services departments with their duties. This has further enhanced our one stop shop for student services.

Reflections: This SAO has slowly been churning again. We will assess our customer service and how we can improve as a unit. A survey will be conducted to students and staff that focuses on:

- Customer service satisfaction.
- Classroom and facility improvements
- Where we excel.
- Where we could improve
- Services that are needed on campus vs what can remain remotely.

We will use results from the survey to make changes to customer service areas. We will also work with our colleagues

in student services, food services, and the bookstore to evaluate services, look at benchmark goals as we begin to

reopen, and analyze services that may serve a greater need post-pandemic.

The survey will be done in spring 2024.

SAO 2

SAO Title

Enhancing Student Experience

Assessment Status

Assessed

SAO Summary and Reflection

Enhancing the student experience at Escondido Center.

Embedded in our mission statement is to provide aesthetic and cultural enrichment,, by providing our students with these services and events which will fulfill this outcome.

We have been working with students services to enhance and adapt to our students post pandemic. This includes partnering with student affairs to offer a farmer's market, student

activities, food bank, mental health counseling, outreach services, and multicultural events. We will also work with our library and TLC to continue their on-campus

services. Our library and TLC provide numerous seminars for our students.

In the 22/23 academic year, the Escondido TLC offered 7 workshops which was attended by 57 students. The

average attendance was 88%. Our library offered 10 sessions and attended by 300 students.

Reflection: Over the past year, we have slowly gained more services at Escondido. Student Affairs has operated a bi-monthly food bank event, handing out student ID cards, conducting classroom visits, and holding student government meetings. Our TLC conducts monthly workshops in test taking, tutoring skills, and personal enrichment workshops. Our library holds bi-monthly workshops for English classes.

We will measure the effectiveness of the workshops by setting a goal for increased participation. Our goal for the TLC workshops will be to increase attendance to over 90% and to increase workshops by 5%. Our goal for the library is an increase participation by 8%.

We are also evaluating what services we are lacking. While we do offer many of the services at Escondido, we still lack EOPS and DRC on a consistent basis. Based on the student population we serve, EOPS could really draw more students into their program. Since we were unable to offer many of these initiatives last fall, we will work with the dean of counseling to assure that EOPS and DRC have office space for students during the spring 2024 semester. Part of that conversation will evaluate how many potential EOPS students are enrolled in classes at Escondido and from there conduct an outreach campaign.

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

FTE Growth

Description of Measure

Escondido has seen a steady increase in FTE's. The pandemic has really challenged those enrollments. In order to achieve the 1000 FTE mark, we need to increase class offerings at the center. We do not draw from other areas like Fallbrook Center does.

Year	Year	Year	Year
19/20	20/21	21/22	22/23
Value	Value	Value	Value
716	667	737	767

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.

Escondido Center has hovered below the 1000 FTE mark for the last few years. While we continue to grow and move towards the 1000 mark their our concerns with how many FTE's we have lost. It is important that we look at creating another anchor program for the Escondido Center. Consistent FTE's will assure that we can maintain the 1000 FTE mark. One other thing that will help us is utilizing FTE from the surrounding communities. Escondido has has always relied on FTE from the center only, by incorporating FTE from the surrounding areas, this will help increase our FTE.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

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

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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!

We have structured our scheduling process so that it efficiently uses data and utilizes trends from past semesters. We have combined classroom meeting times, IGETC requirements, and fill rates to create a rotational schedule that fits in with other campuses. The rotation began three years ago and we have increased our FTE's each year.

During the 20/21 academic year, we laid the groundwork for a middle college high school program. In conjunction with the Escondido High School District, the program began last fall and allows high school students to take college credit classes at our center.

Students will complete high school courses during their morning session and college classes in the afternoon. The program, not only solidifies are partnership with EUHSD, but it provides a pipeline of students to the center.

The Escondido Center has utilized social media to further our programs and services. In December 2021, we began an intensive marketing campaign on Facebook and Instagram. The goal is to boost our outreach within the community. We don't have data that supports an increase in enrollment, but we have extended our social media footprint.

Over the summer we collaborated with our ESL Department. We embarked on a large marketing campaign to recruit ESL students. We offered a few on campus classes last academic year and they struggled enrollment wise. Since we mirror the population we serve, it was imperative to reach out to students who could benefit from these classes. Social media, brochures, and working with community organizations have helped increased our enrollments. As a result, this fall we added four NESL classes due to the increasing enrollments.

We have also began monthly meetings with the City of Escondido's Economic Development Director. Our Dean of CTEE and I have met to discuss program development, partnerships with the city, and how we can use the center to host city events. We are working on a EV charging event as well as other opportunities.

One last item is our security fencing project. Due to transient issues and the districts commitment to keeping the property and people safe, we will undertake the construction of a security fence for the front of the campus. The project will come be complete with electric gates, fencing, and new walk through areas. We are hoping for completion by spring 2024.

Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?

AB 705 and the SCFF. 1) AB 705 has impacted our classes at the Escondido Center. We have lost remedial English and math classes which continues to affect our FTE and challenge our support services to provide tutoring for students placed in the wrong level. 2) the SCFF and class scheduling has changed how we approach class offerings. While fill rates are still important our focus needs to turn to completion. In years past, we have always wanted classes that have strong enrollments. Now we need to factor in program completion into our scheduling.

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

Class Scheduling. Being strategic and figuring out how we will balance center enrollments. Escondido has lost 400 FTE's since the new centers opened.

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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:

- 1) Established center with veteran employees.
- 2) Programs that mirror the community we serve.
- 3) Employees who understand their jobs and work for the good of the students.
- 4) Established programs in Fire Technology, EME, ACR, and ESL.

Opportunities:

- 1) Strengthening our relationship with the Escondido High School District. I.e. middle college high school.
- 2) Adding classes/programs to the center that align with our Educational Vision Plan and that fulfill IGETC and AA requirements.
- 3) Building a sustainable HVAC Program that serves as a model in the state. Though the program has had low enrollments, we will work with our CTE colleagues to evaluate scheduling and outreach.
- 4) To fulfill our EVP, upgrade the facilities and upgrade our classroom learning environment.

Aspirations:

- 1) Improve on services and programs that mirror our student population.
- 2) Create a schedule rotation that addresses our FTE's and is focused on program completion.
- 3) Create programs and services that support the CTEE programs at the Escondido Center
- 4) Escondido aspires to attain the 1000 FTE mark.

Results:

- 1) Our measurable results will include: increased enrollments, higher graduation rates, and increased participation in our TLC and CTEE programs/workshops.
- 2) Class scheduling will analyze trends and use data to better serve the students at the Escondido Center.
- 3) Technological changes in student services will streamline the enrollment management process for students.

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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**

Evaluation of Office/Instructional Space.

The Escondido Center is deficient in office/science lab space. We don't have any more office space to house faculty/staff and classrooms which has been utilized by other specialized programs. We need to increase space for faculty offices and more classrooms.

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.

Progress:

We continue to experience EME space issues. The program continues to grow yet, we are constrained. EME has two lecture rooms for the program, yet they have had to use general use classrooms for the past few years. The district needs to outfit our EME program with more classroom, lab, and office space to keep pace with other programs in the county. We also are working with our student services colleagues to assess the working area up front. One of our primary goals is to increase access for DRC and EOPS counselors. We have a need at Escondido and by providing them office space, it will increase services and opportunities for students. This past fall, we worked with the Dean of Counseling to reassess office space in the student services area.

We have reconfigured offices that will better serve our counselors, DRC, and EOPS staff.

Challenges:

Our biggest problem is the inability to "build out the center." I.e. add classrooms, offices, and labs. We also lost classroom space to programs such as ACR. This further hinders our ability to offer more credit classes and/or expanding programs. At this point, it is imperative to pass a bond that would benefit Escondido Center students. The restructuring of the center from a classroom, parking, and office space point of concern, would benefit us.

Outcomes:

A determination will need to be made on how many offices for faculty and support programs in order to have a concrete benchmark. Adding additional lecture space would also be contingent on adding programs to our center.

Goal 2

Brief Description

Creating a Center Identity.

Center should be known to offer specific programs like public safety or CTE campus.

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.

Progress:

Right now, we offer programs like ACR, EME, and fire technology that lead to a certificate/AA. We need to make sure that if we add another program to Escondido, that it is sustainable. We just can't focus on FTE, we need to make sure that we have a solid program that is producing graduates and is consistent with enrollment. Rancho Bernardo has done a good job of adding programs that have built strong foundations. In return, enrollments have jumped up 25% Escondido cannot just offer GE classes. We need to look at adding another program to keep us sustainable. We will also need to work with our enrollment management team to identify the shortcomings in our FTE and class scheduling.

Challenges:

It is difficult to gauge what programs will blossom after the pandemic and which programs will no longer serve a purpose. A rubric should be developed to gauge how programs fit into certain centers. This way, not only are we generating stronger enrollments but programs are running parallel with our education vision plan. The model programs to based this off our at RB. The ARCH and ID programs have proven valuable and have not only added FTE, but contributed to the overall community. As we move forward we need to identify programs that will not just bring in enrollment, but will be also sustainable over the next decade.

Outcomes

Create a robust program that serves our unique population

Runs parallel to the Educational Vision Plan

Goal 3

Brief Description

Creating programs and developing strategies to serve our diverse student population and community.

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.

Progress:

While the college has always had a commitment to diversity an importance has been put on it in the last few years due to social justice issues. Escondido Center has always embraced diversity and served our community.

We plan to work with our TLC Department to offer seminars that promote diversity, and we will work with EOPS to develop more of a presence at our center.

Also, now that the college has hired a chief diversity officer, we believe that it is imperative that they work with the Escondido Center Staff to create programs and services that serve our diverse community, by reaching out to the director to brainstorm ideas. We have had several meetings with our new diversity officer to discuss how the center advisory councils can better serve our communities. We will also work with her on event planning for the center. It is critical that we address this based on our high Latino population.

We will also continue to build on our partnership with the City of Escondido to promote our center and allow for cultural and chamber events that promote diversity. We have already had initial discussions with the Escondido Chamber of Commerce to host mixers and we have also worked with community organizations to further champion social causes and promote awareness.

Another item we have begun working on this year, has been our collaboration with the City of Escondido. As a district, we believe that the city and college partnership is important. Each month we meet with the Director of Economic Development to gauge programs, services, and events. The meetings have proven productive and maintained ongoing communication with the city.

Challenges:

It is difficult to offer programs, seminars, and explore partnerships with students, employees, and departments that were working off campus.

Outcomes:

The center will broaden its repoire with the community by hosting community events and serving as a hub for community and K12 meetings.

We will offer 2-3 workshops per semester that focus on disadvantaged students and promoting diversity.

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 exiting budget, please be sure to request those resources in the next section titled "Resources".

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

Goal 1

Description

Pursue another academic program for the Escondido Center

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

Research Programs unique to the Escondido area.

How programs fit into our center and supplement what is already offered. Do we create new programs towards an AA/Certificate?

Work with VPI and enrollment management team to determine feasibility.

Develop a rubric to identify how programs can matriculate to the centers from the San Marcos Campus.

Outcome(s) expected (qualitative/quantitative)

A sustainable program that generates 80-100 FTE's per academic year.

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

This goal aligns with our mission by increasing access and services to our surrounding communities and those who are underrepresented. Our goals also align with our mission statement by increasing participation to under-served populations at the center. By creating new programs, we are providing access and pathways to completion.

Expected goal completion date

6/30/2025

Goal 2**Description**

Growth of the MCOG Program

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

Refine the enrollment process so that there are specific standards for program entrance.

Continue to refine the class scheduling process so that we continue to have sound enrollments.

Work with student support services to provide students with tutoring and library skills.

Outcome(s) expected (qualitative/quantitative)

Enrollments above the 85% fill rate

Scheduling that addresses CALGETC completion

At least one library workshop and TLC workshop offered for students per year.

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

This goal aligns with our mission by increasing access and services to our surrounding communities and those who are underrepresented. Our goals also align with our mission statement by increasing participation to under-served populations at the center.

Expected goal completion date

6/30/2025

Goal 3**Description**

Focus center scheduling and facilities towards the Educational Vision Plan

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

Focusing the Escondido Center on academic programs that serve as anchor programs.
 Remodeling our center so that we add office, classroom, and student gathering space.
 Create sustainable programs here that support students. I.e. MCOG and ESL students.
 Develop a sustainability plan, that gets the center towards net zero for cost.

Outcome(s) expected (qualitative/quantitative)

One new anchor program by 2026
 New classroom remodels with furniture. (Pending a bond passage)
 25% growth of our MCOG program

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

This goal aligns with Goal 5 of the College's Vision Plan 2035.

1. Grow and maintain enrollment at the education centers to meet Full-Time Equivalent Student (FTES) goals and establish center status.
2. Invest in staffing and infrastructure to ensure students at all Palomar educational sites experience comprehensive and equitable support and services.
3. Develop anchor programs at each education center to meet community needs and establish the site's unique identity.
4. Link all Palomar sites through technology and transportation to increase access for everyone.
5. Ensure all educational sites engage students and the community through events, clubs, activities, and performances.

Expected goal completion date

5/29/2026

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

Our goals align by providing an engaging teaching and learning environment. The center supports students who are pursuing an array of classes and programs in order to matriculate, enhance job skills, or obtain a two year degree. The Escondido Center provides cultural enrichment to the students and staff by offering courses, programs, and events that help them become better citizens and are able to contribute to society.

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.

Our unit supports VF 2035 Goals 1,2, 4, and 5.

We support Goal 4 by strengthening partnerships with the communities we serve. Our collaboration with Orange Glen High School and the Escondido High School District, ensure that we have a consistent flow of students and information between the two entities. We also belong to service clubs and host several non profit organizations at the center. The center serves a high amount of diverse students. By providing access to students who speak English and Spanish we mirror the community we serve. Escondido is home to many disadvantaged students.

We support Goal 1 by developing schedules that facilitate degree completion and transfer goals. For the last few years we have set

up a schedule rotation that students achieve this goal. The Centers also foster a welcoming learning environment that caters to the diverse student populations we serve.

We also support Goal 2 by investing in our employees. We do this by adding diverse programs and services that address access, retention, and assist disproportionately impacted students. Our goal is to provide a campus where students experience inclusion. We also support this goal by offering multi training opportunities for employees. Those include emergency training, professional development, and working with our unions to support their members at our centers.

We support Goal 3 by continuing to optimize enrollment growth. This is done by evaluating opportunities for academic programs to relocate to the centers, working with K-12 partners to solidify our enrollment pipeline. We also have built a strong social media platform to so that are community and students have awareness of Palomar College and opportunities.

Goal 5 focuses on the centers as a whole. The college continues to invest in the centers via scheduling, proper services offered, continual engagement with the community, and investing in infrastructure.

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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?

No

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?

No

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?

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.

tmedel@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:

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:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: