

Entry #: 60 - ---Professional Development**Status:** Incomplete**Submitted:** 4/10/2024 7:38 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?

Annual

Division Name

Instruction

Department Name

INSTR Professional Development

Program/Unit Name

---Professional Development

Name of Person responsible for the Program/Unit

Luis Guerrero, Matt Grills

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

Webpage URL 1

Unit webpage

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

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

Participant	Title
Luis Guerrero	Faculty PD coordinator, Associate Professor, Mathematics
Matt Grills	PD Program Coordinator
Erin Feld	PD committee member, Professor, Reading
Linda Morrow	PD committee member, Librarian / Professor Library Media Center
Jena Kruhmin	PD committee member, Division Administrative Assistant • Student Success, Equity, and Counseling

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

Part-Time Staff

Total Number of Full-time Staff

0.00

Total Number of Permanent Part-time Staff

0.00

Number of Classified Staff

0.00

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

0.00

Number of CAST Staff

1.00

FTEF of Part-time Faculty

0.00

Number of Administrators

0.00

Number of Full-time Faculty

1.00

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

N/A

Program/Unit Description**Have the services your unit performs changed in any way over the past year?**

At this time, the EDGE Center has been added as part of the responsibilities of the PD Department. Per discussions with Director Michelle Barton, it was recommended that the needs of the EDGE Center be captured under the Professional Development PRP, versus being its own program at this time. While the work done for the EDGE is in tandem with ATRC and Instructional Design, the lead for effecting change in the EDGE Center has been facilitated through the PD Office. This has added to the workload for the PD Coordinators in the day to day operations of the EDGE Center.

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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 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. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title

Professional Development Participation

Assessment Status

Assessed

SAO Summary and Reflection

We found that we did not meet the desired threshold of 75% or more of all employees completing one or more PD activities per semester. There are groups that are required by Collective Bargaining Agreements (CBA) to perform them yearly; in particular, full-time faculty virtually all (99.63%) complete and participate in PD activities, but this group is the exception due to the nature of contractual obligations. One minor advance on this front to try to achieve full compliance with this group is the addition of the following language in the CBA article 10.1.1.3: "Full-time faculty are encouraged to split their Professional Development hours between the two semesters of the school year. It is recommended that faculty complete 21 hours per semester (Fall: June 1 through December 31, Spring: January 1 through May 31) and report their completed hours each semester in the online portal." With this new language, PD aims to avoid FT faculty waiting until the end of May due date for compliance of the yearly 42 hours of PD. There are still a lot of communication campaigns on this front to create a culture of early recording of activities in the PD Portal vs the few "stragglers" that need to be compelled to fully comply.

Part-time faculty have voluntary/optional (even if highly recommended) participation and are compensated to do PD as outlined in the faculty CBA. Due to this group collectively being contingent labor we have found consistently and historically that many of them do not take advantage of compensated PD opportunities and thus are disconnected and far removed from college endeavors beyond their contractual class loads. Here are the most recent semesters, with Fall 22 at 56.09%, Spring 23 at 53.46%, Fall 23 at 50.11% completion rates, that show a decreasing trend. This shows great inequity versus our full-time faculty participation rate, but in each semester, it is substantially less than our target of 75% in our SAO. Our college should have a better communication campaign beyond that of PD. We advocate for the VPI and Deans to take a more formal role and communicate many times during the semester to all PT-faculty to access this benefit, not just for their growth as professionals but as integral members of our college community that are many times isolated.

Additional constituency groups include Classified, CAST (Confidential and Supervisory Team), and Administration. While

these groups are intrinsically motivated to complete PD work, and currently, 55.00% participate, this is again much lower than the threshold we have set for our SAO. They can face many barriers to make it an integral part of their duties. We do acknowledge recent movement on this front, in which the district has negotiated with our Classified employees a 30 hrs of optional PD per year. We feel this is a great first step in the direction of achieving the PD program SAO goal of 75% or more of all employees completing one or more PD activities per semester.

Collectively, the following items are the barriers that one or more of the groups above have identified:

Are the PD sessions offered in the right modalities (F2F vs. Zoom vs. HyFlex) and able to be offered at times and days that all groups can attend?

HyFlex is cumbersome, but yet it serves to reach more people - especially at our Centers.

HyFlex and online sessions help to Integrate our Centers in a meaningful way.

Compliance with Brown Act and other more F2F meetings complicates participation from Centers.

Finding the balance of which meetings or workshops should be in Zoom vs HyFlex, vs fully F2F, what is the correct balance that serves the purpose of serving our employees and students

Are managers/directors giving enough release time to employees that does not interfere with normal operations of the school?

Do we have the personnel to alleviate bottlenecks when someone is taking training? For example, the Child Development Center (CDC) labs spend all day with children, making it hard to get substitutes and thus join non-asynchronous training offered for general campus employees.

Supervisors/managers need more training for these roles specifically at Palomar - they either do not have the time to take the training offered, or the training they might need is not offered. In addition, they need help with guiding their direct reports on how to best take advantage of PD so there can be more of a coaching/mentorship approach instead of being purely corrective.

The institution would benefit by better leveraging non-mandatory PD as a training tool for strategic purposes.

The District is rolling out too many "mandatory trainings" (cybersecurity, safety, etc.) that are overdue because of insurance requirements or other procedural and structural issues. This is because the District has not been rolling these mandatory trainings out in a gradual and digestible fashion. This also means other required PD like AP 3000 have been neglected. AP 3000 passed in October 2021, but the District has not yet determined the final requirements for how this will be fulfilled by employees.

VPI, Deans and Chairs/departments do not promote a culture for part-time faculty to maximize and use all of their eligible PD hours.

Part-time faculty are often at many schools, so some might not have the time to do all their eligible hours at each school, especially if not enough PD options are offered throughout the year outside of flex weeks.

The PD Portal be a challenge for first-time and infrequent users of the system.

The Portal has gone through a redesign from the Vision Resource Center (a new accessible responsive menu), which can add to the learning curve of navigating the system.

Items the PD Committee needs help from administration to enact a cultural shift (PD can't do all of this alone):

PT Faculty

Financial constraints/insufficient payment or incentives to attend workshops or conferences due to part-time employment status.

Feeling disconnected from the institutional community.

For some PT faculty, there is a perceived lack of career advancement prospects

Staff

Heavy workload and time constraints in completing routine job duties limit capacity and availability to participate in PD
Insufficient support from supervisors or managers for PD participation - balancing workload, finding coverage, prioritizing job duties, incorporating PD as a routine job duty

Lack of clarity on how PD aligned with job responsibilities. Perceived and realized lack of personal and professional advancement opportunities tied to PD.

Feeling undervalued or unrecognized for professional development efforts.

AA

Focus on immediate operational tasks and strategic initiatives.

Limited availability for PD due to meeting schedules and administrative duties.

Perceived lack of relevance or applicability of PD offerings to leadership roles.

Resistance to change or new management approaches.

SAO 2

SAO Title

Diversity, Equity, Inclusion, Accessibility and Antiracism

Assessment Status

Not assessed

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

No report was able to be generated to assess this SAO since the amount of hours that will be required for all employees has not been negotiated by the District and respective bargaining units. Thus, the PD office has been unable to run such a report, and this SAO is not able to be assessed at this time. This SAO was established in service of the AP 3000 that was approved by the Governing Board and College Council on October 22, 2021. Since then the mandated all-employee annual DEIAA training is unable to launch until the District fully and unequivocally outlines the implementation of it in terms of actual hours per year all employees need to take to adhere to this AP. PD asks that the District lead negotiations with all bargaining units, finish the correct wording to implement this, and not continue to have it in limbo and just be lip service when it's not activated. It is the responsibility of the District to uphold its own DEIAA values and policies. This is the third year that PD has been unable to asses this sorely needed SAO connected to AP 3000.

Next planned assesment

Starting from Fall 2024 onwards, contingent upon the completion of the district negotiations duties and publishing in the mandatory training HR website (<https://www.palomar.edu/hr/employees/requiredtraining/>) what the hours each employee needs to complete yearly to meet this required AP 3000. Only thereafter can PD record, track, report and assess on the compliance with this SAO. PD feel strongly that with new Title 5 language changes involving DEIAA, especially the Competencies and Criteria that will be embedded into all employees evaluations, that truly enacting and activating this AP 3000 sooner rather than later would benefit all employees and be ready to comply with the new evaluation metrics from Competencies and Criteria among our institutional HSI designation, our college mission and vision, Vision 2035 plan, etc.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".

None

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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!

Third annual Social Justice Community Festival

Restart of the LeAD Academy

DEIAA speakers featuring Dr. Frank Harris III and Dr. Sumun L. Pendakur

Come Together All - College sessions held during our Flex Weeks (both fall and spring)

Celebration of Black Excellence month, Hispanic Heritage month, Women's History month (Empowered Women), LGBTQIIA+,

Political Economy Days, Media Days, DRC Awareness Month, and much more

The All Employee Recognition Celebration (Annual)

Inauguration of the Palomar Employee Development and Growth Exchange (EDGE) Center

PD Sponsored Events to support the launch of the Palomar EDGE (Employee Development and Growth Exchange) Center on the San Marcos Campus (H-114)

Leadership meetings trainings

Chairs & Directors trainings

Hispanic Serving Institution (HSI) Book Club support

NCHEA (North County Higher Education Alliance) monthly meetings and support to Palomar community

NCHEA HSI Symposium (fall and spring events)

Collaboration (2023 start) with the Chief Diversity Officer for DEIAA work throughout the College

All of these events were attended by members across the Palomar community and aided attendees in becoming productive members of the Palomar community.

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?

With the new Title 5 DEIAA changes to employee evaluations (Competencies and Criterias § 53601, § 53602, § 53605), PD is integrally connected to the need to train the evaluators in order to meet the new standards and offer enough DEIAA tools so all employees not just meet but enhance their student centered work related duties that manifests in more student success.

AP 3000 implementation impact is yet to be determined until the district stipulates the amount of yearly hours all employees need to satisfy to meet the PD requirement portion of it. Once this has been achieved, PD needs to create and implement a branding mechanism to let all employees know which types of trainings that the CDO/EEDCC or any other district entity decides are allowed DEIAA related trainings that meet this AP. Then PD needs to program them in the PD portal, and run reports yearly with this new standard to see how our employees are meeting this new type of required PD that AP 3000 stipulates.

Generative Artificial Intelligence (GenAI) from the big tech companies like Open AI - Chat GPT, Google - Gemini, Anthropic - Claude, etc. have dramatically change the education landscape and lots of new PD is needed to make all of our employees be aware and use it correctly, but also service our students well in the new future they are all heading into. The PD Office has been taking many trainings to be armed with the right tools to help serve our employees, as well as partnering with key campus partners from other faculty, ATRC, Instructional Designer, DE coordinator, etc. in order to offer our employees the opportunities to learn more about these new disruptive yet empowering technologies. In summer 2023, PD had the opportunity to attend the Online Teaching Conference, and armed with the new knowledge from that experience implemented in the Fall 2023 All-College Session (formerly "Plenary") a mini-training for all employees on how to use GenAI. As well as offering many workshops through that Flex Week. PD continues to offer more GenAI trainings in the Spring 2023 Flex Week, as well as now working with the rest of the EDGE center partners, to have open lab hours in our new "At the EDGE with GenAI" sessions. PD foresees the need to offer ALL of our employees access to this technology, as well as our students, for free. PD has learned that neighboring districts have purchased the "Service Plans for Copilot for Microsoft 365" which is an add-on plan with the following licensing prerequisites that we currently have at Palomar (Office 365 A5 for faculty). PD foresees that the district would need to add this licensing agreement similarly to how it has acquired the Adobe Creative Suite and other software for employees. If negotiated well, the district can avoid having to pay the whopping \$30 per user per month that this product currently costs for enterprise customers. But without this tool available to all employees we are not preparing ourselves to train our students for the new workforce they will be walking into moving on forward.

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

Expansion and updating of Board Policy 7160 and Administrative Procedure 7160 (PROFESSIONAL DEVELOPMENT) to include all new ED Code and new Title V requirements. Revise any and all policies, procedures, and processes relating to DEIAA efforts to ensure scalability and effective implementation within the PD program and get more input from our new Chief Diversity Officer (CDO). Develop a more efficient procedure for requesting funds for PD activities, including budgeting for food, speakers, fees, printing, and other expenses. Enhance the post-hiring training that all employees should receive, as outlined in AP 7120. Either incorporate into AP 7160 or implement a new policy (like 7161 or so) to meet ongoing certification and job requirement training needs for insurance or other compliance issues (like cybersecurity, health and safety), and mirror what is outlined for training in our title IX section of AP 3435 (https://www.palomar.edu/governingboard/wp-content/uploads/sites/64/2021/06/AP-3435-Discrimination-and-Harassment-Complaints-and-Investigations_Adopted-3-11-2022.pdf).

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PROGRESS ON PRIOR PRP GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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.

Success: Full-time faculty are virtually fully compliant with the PD requirements.

Challenges: Part-time faculty are not maximizing and in many situations even participating at all, in the eligible PD they qualify for and are highly recommended to complete each year. Since the Chancellor's Office makes an effort to offer the Flex Calendar (PD) to all FT faculty, due to parity, the District should strive to make all PT faculty also participate as much as possible in these learning opportunities. Despite multiple PD communications from emails, newsletters, and other modes of communication welcoming them to complete their eligible PD, PT faculty still face multiple issues with information reaching them. PD identifies a more "warm handoff" approach is needed from leadership. In particular, PD is aware that other districts in the San Diego region implement the strategy of making a beginning of the semester Office of Instruction welcome newsletter that is jam packed with information. This goes beyond what an employee would get from an onboarding training or the nuts and bolts workshop we offer each semester. Rather, it sets the tone for the semester, and it might touch on relevant pedagogical or higher academia issues (like Gen AI, etc.) but connected to PT faculty, it explains the importance of participating in PD activities. This initial office of instruction communication should be followed up with more support/reminders through the semester from department chairs and deans so there is no avenue of communication where the school can reach our PT faculty. In order for PD to elevate part-time faculty participation and help them access their eligible PD, we need more assistance from the district via direct input/communication of these facts by our VPI, Deans and Department Chairs.

PD is excited about the recent development where CCE and the District reached an agreement to have all classified employees participate in up to 30 hours of PD per year. PD will still advocate for parity in terms of hours and hopes the Districts agrees with implementing the same amount of hours for all full-time employees. Until all full time employees get access to 42 hours of PD per year we are creating barrier for equitable access to PD across employee groups.

In spring 2024, the College launched the Employee Development and Exchange (EDGE) Center on the San Marcos campus of Palomar. The EDGE goes beyond being just a physical space; it will be a hub of support, learning, problem solving, connection, interaction, collaboration, networking and community building. We aim to create a welcoming, inviting, empowering, and motivating space designed exclusively to meet all our employees' needs. This space has several exciting purposes:

Wrap-around support: The EDGE will be your go-to place for assistance, whether someone needs guidance with a project,

advice or assistance with professional development, or help with any technical or design challenges employees may encounter. Access to resources, support, and embarking on a journey of continuous improvement are possible as the EDGE houses the employee Academic Technology and Resources Center (ATRC), Professional Development, and the College's Instructional Designer.

Coffee, Wellness, and Community Building: A core value of the EDGE is that great ideas often come from coffee, wellness, collaboration, and community. The Center will be a welcoming space where employees can get a cup of coffee, relax in comfortable spaces, connect with colleagues from various departments, and build a sense of belonging as part of the Palomar College community.

Collaboration and Innovation: The EDGE provides an environment to unlock an employee's creative potential by collaborating on projects and sharing ideas. The Center will provide an ideal setting for brainstorming, innovation, and cross-functional teamwork – leveraging the expertise and energy of all of our employees. Stay updated on evolving educational practices, adapt to changes in the field, and equip individuals with the skills needed for the future.

Multifunctional Environment & Continuous Learning: Our new employee space is a versatile learning environment. Whether there is a preference for independent study, small group discussions, or large workshops, this space adapts to such needs. Never stop learning! The EDGE is dedicated to supporting the professional development and growth of an employee's journey. They will find resources and opportunities here to help them grow and thrive in any of their roles.

Tech Assistance: Whether employees are navigating Canvas, WordPress, or Instructional Design, the experts housed in the EDGE will be on hand to provide guidance and support.

Goal 2

Brief Description

The successful launch, implementation, and scaling up of the DEIAA PD requirement of AP 3000

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.

The IDEAAs taskforce was able to complete the IDEAAs for ALL courses and launched them in April 2023. The taskforce produced a high quality, reflective, self-paced, asynchronous training that is available for all employees. It consists of five independent modules that if cumulatively taken comprises a jam-packed 22 hours of DEIAA training. Most of the course focuses on better understanding the needs of all the students that we serve, while diving deeper into the disproportionately impacted subpopulations as identified by our Student Equity Plan (SEP). It also provides all employees with tangible tools to improve their understanding of DEIAA, and it serves our students better, while also setting employees up for success in whatever job they hold at the district. We have had two employees complete all five modules to date, 23 employees have completed one or more modules, and 37 employees are in the process of taking at least one module. PD continuously advertises these offerings to all employees. This IDEAAs for ALL course is in direct support of AP 3000, and one wish of PD is to make one of the modules be mandatory for all employees to meet the year 1 implementation of AP 3000 required training. In addition, we would like this IDEAAs for ALL course to be used as a tool for all employees to meet the new Title 5 Competencies and Criterias requirements. But recognize that to achieve this it will need district direction on making it a mandatory training, as was intended when it was first requested this training to be created.

Challenges:

The district has not moved to set the required hours that AP 3000 stipulates in its yearly DEIAA training for all employees. The District has finally created the list of mandatory trainings that all employees (<https://www.palomar.edu/hr/employees/>

required training/) should take when it comes to Title IX, Cybersecurity (needed for the District to maintain insurance coverage concerning information system breaches) and is contemplating rolling out district-wide health and safety trainings. We ask that the District be consistent and follow ALL of the APs that are active, especially AP 3000 and commit to finalizing the details. If this requires shared table negotiations with PFF, CCE, AA, etc., the District should make this an imperative. AP 3000 has been dormant and inactivated for two years now, and this has hindered the PD Office's ability to implement and tackle this very important required yearly trainings. On another front, some employees also resist DEIAA training, feeling it is unnecessary or not relevant to their roles. PD needs tools like the IDEAA's course to guide these employees to be more student centered and committed to our college's mission and values that have DEIAA in its DNA. Moreover, once the Evaluation component for all employees of the Competencies and Criteria get finalized, AP 3000 (and the IDEAA's course) are basic tools in or district arsenal to proactively prepare all employees to meet this new standard and not be in a situation where an employee is penalized nor reprimanded if they do not meet the upcoming pieces connected to evaluations. . AP 3000 is a great tool to support all employees to meet the Competencies and Criteria requirement, as well as provide PD with the training resources to train the evaluators moving on forwards. Lets use wisely what we already have!

Lack of centralized funding for DEIAA efforts has resulted in PD being constantly asked to have funding for reimbursement to attend conferences, especially those related to DEIAA. The college is aware that yearly conferences for Colegas, A2MEND, HACU, NCORE, etc. happen, yet there have been two approaches that PD has identified. Either the District only supports a representative or two to attend (be it the CDO, a counselor, or such), and there is no widespread impact or injection of new practices at our college due to low numbers attending making it difficult to gain momentum or implement change districtwide. Or the District uses a piecemeal approach that cobbles together funding from various sources, such as Guided Pathways or Student Equity and Achievement funds, to provide for a group of employees and students to attend. This second approach can produce momentum due to the sheer amount of people attending if it's consistent and ongoing, but it is unsustainable due to its lack of institutionalization. One approach that has been proffered and PD recommends, is centralize funding with the creation of joint PD/CDO funds for attending DEIAA related conferences and events, while also supporting affinity groups doing PD activities within our institution (e.g. California Native American Days, Celebration of Black Excellence, Women's Empowered events, APAHI, etc.). This latter ideas was a seed planted by our President Dr. Rivera-Lacey, that we hope can come to fruition.

PD recognizes that the District has gone to great efforts to develop its new 2022-2025 EEO plan as well as revisions to its AP 7120 and 7120A to promote more diverse hiring of employees and recruit new hires that are more DEIAA focused. Yet, due historical hiring practices, has resulted in a subset of employees who may not prioritize DEIAA work. PD identifies the need for greater training and need for DEIAA advocacy from department chairs and leadership to maintain and keep DEIAA efforts alive campus-wide. Especially, supporting in a more meaningful and impactful way all of its reporting employees that will be evaluated with the new Competencies and Criterias metrics. If chairs and some leadership assume this work is more red-tape bureaucracy instead of being convinced of the need and direct translation into becoming a more student centered institution, then many of the DEIAA efforts PD is asked to collaborate with will fail. Especially when DEIAA is a core value and goal in our Vision 2035 plan.

One significant challenge has been the turnover in administration, leading to delays and inconsistencies in support for DEIAA projects. The departure of key leaders has resulted in the need to restart requests and provide information to new personnel, impeding progress. Now that the team of VPs has been completely filled in Spring 2024, the leadership team should be able to engage in the promotion and implementation of concerted DEIAA efforts to fulfill the directive of AP 3000, Competencies and Criteria and beyond.

Goal 3

Brief Description

Transition the PD program to be under the Office of the President

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.

Challenges:

The PD program has traditionally focused on faculty under the guidance of ED Code and Title V requirements, particularly regarding flex-week obligations from the chancellors office. This structure has led to full-time faculty needing to complete 42 hours of annual PD, with an opportunity for part-time faculty teaching during a regular semester to be compensated for PD in that semester. Consequently, the PD program has fallen under the Instruction Division. In this framework, the program can receive valuable guidance from the VPI office on scaling up faculty-focused initiatives. Also the Instruction office provides direct access to the Academic Senate, which establishes policies for faculty professional development activities. If the District were to solely serve our faculty members the PD program would continue to benefit from remaining under the office of Instruction.

However, in 2017, Palomar College shifted its focus of professional development to encompass all employees serving on any of our campuses and centers within the District. Now that the focus has expanded to include all employees, this necessitates a shift of the program to the Office of the President to allow for a holistic view of professional development that transcends one individual Division in order to serve all employees. This shift would aim to move PD under the purview of an "all-campus" lens, which has already been the case in practice (e.g., supporting various departments of the College beyond Instruction, including projects for Human Resources, Fiscal and Administrative Services, and Student Services), but structurally in an inefficient manner. Therefore, we strongly advocate for the transition into the President's Office purview, while maintaining reporting functions to the represented constituency groups. Especially now that CCE has been able to negotiate 30 hrs of (voluntary but highly recommended) yearly PD for all of its members.

In the same manner that IRP gathers data and serves both instructional and non-instructional programs to meet our student success goals, likewise the foundation supports instructional and non-instructional programs for the same ultimate goal, and both of these programs are housed under the office of the president, PD would best serve the district under this new structure. This is the third PRP that PD generated with this goal in mind. This was also a goal that prior Palomar Presidents had brought up to PD and we feel is most appropriate.

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 1. Reimagine and redesign instruction and student services to increase student success.

Objectives:

5. Provide faculty and staff with focused professional development and resources to support innovative student-centered services.

This is one of PD core missions and routine duties that we aim to achieve. Our PD program goal 1 is in service of this objective. Not only offering multiple PD trainings/workshops through the year, but targeted ones before the semester starts, from the Nuts-and-Bolts of teaching at Palomar, to all of the weeklong offerings during Flex-week, as well as the thousands of asynchronous trainings that can be taken in the PD portal. That are either internally created, like the IDEAA's course, to the plethora of subscription courses that the chancellor's office provides from multiple third party vendors and all available in the PD portal.

6. Provide faculty with professional development and instruction design support to create and facilitate excellent student learning opportunities.

PD support many of the college-wide endeavors that support excellence in teaching for faculty. From supporting the POET, PETAL, IDEAA's for All, Accessibility course, etc. that are available to be taken through the PD portal. Likewise PD is an integral partner in terms of offering logistical support for any requested training. We have had unfortunately indecent 'zoom bombing' and other issues, thus PD has continued to offer technological support both for virtual and in person events, for any employee that request

PD support and thus be able to create and facilitate excellent student learning in any type of trainings we offer campus wide.

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

With the opening of the EDGE center, one of the core PD goals to have a learning and innovation space has taken its first step. As identified in the long format descriptions of the Vision 2035 plan, we look forwards to one day inaugurate the 15,000 ft² (or more) space designated as the PD center. So the EDGE center is the first step in really allocating the space that all of our employees need to meet their technological-enhancing skills, use as a training facility for mandatory trainings for all employees (cybersecurity, health and safety, AP 3000, etc). As well as be a launchpad for innovation and excellence in teaching, be it active learning in class room workshops, certifying online courses via the quality quest and POCR process to having conversation with colleagues (all constituencies) and being at the EDGE with GenAI.

Goal 2. Invest in our people and processes.

Objectives:

2. Using a DEIAA lens, retain and support the excellence of faculty, staff, and administration through effective onboarding, relevant training, ongoing professional development, regular performance reviews, and career and succession planning.

PD was not only part of the district wide task force that helped create alongside then interim CDO, DRC, EEDCC, Dean Salas, and many other partners the IDEAAs for all course, but we constantly bring outside DEIAA speakers (like Dr. Harris III, Dr. Pendakur, etc.) during the flex week to meet this particular objective. Likewise we partner with EEDCC and help in all logistical support to make the Social Justice Community Festival become a reality, as well as lead many DEIAA related trainings, from decolonizing the syllabus to more targeted endeavors alongside the CDO to train all chairs and directors with the appropriate DEIAA tools, its also injected in our LeAD academy, etc.. Likewise, PD has made a commitment to not partition the all college days without having an intentional and intermingled DEIAA portion of the day.

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

In addition to the challenges mentioned, making sure the PD is adequately supported. As will be mentioned more explicitly below, our piecemeal approach to our yearly budget request is unsustainable or presents many more hurdles that slows down many of the aforementioned objectives that the vision 2035 has for the PD program. We are here to serve, but sometimes feel constrained or need to jump through too many hurdles/barriers when asked to deliver such high quality PD program the we lead at Palomar.

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

Administrative Assistant for PD and EDGE Center

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

Classified

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

Part Time

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

The ADA for PD and EDGE center will help on multiple fronts. With the advent of new and required trainings for all employees beyond title IX, this positions can help PD keep adequate tracking of them be it for cybersecurity, health and safety, AP 3000, etc. Since these are new types of trainings that have historically not been launched on a regular basis.

Another budget related issue this position will greatly help is processing travel reimbursement forms and NOHEs where appropriate. If the District does allocate funds for a common fund for all employees to request reimbursement for conferences, then the mere size of our college makes it impossible that current PD office staffing can meet this new logistical need. Thus this position can help process this paperwork.

Be a front-facing serving person for the EDGE center, serving in this equivalent role as an Academic Department Assistant who is able to recognize the needs presented to them by employees who would enter the Center and direct/provide them the resources needed from any of the departments housed at the EDGE (PD, ATRC, ID) or throughout the college at large. This position would allow for the leadership in the three EDGE components (PD, ATRC, ID) to better manage to creation of trainings and resources necessary to grow the experience and professional learning that would be encountered at the EDGE, so that routine and day-to-day tasks (while important) do not drain the time available to the employees tasked with providing PD, ATRC support, and ID needs.

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

Both

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.

By adding this administrative position, the roles of the PD Coordinators, as well as the ATRC personnel and ID found in the EDGE, will have the time to develop and expand the training offerings that will help the College group in its professional learning. This will allow for the exploration of relations across the Divisions to facilitate the expansion of opportunities for PD, onboarding, risk management training, and a host of other activities that will contribute to our employees' growth as vibrant members of the Palomar community.

Vision Plan 2035 Goals and Objectives

1:4

1:5

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

We can manage the PD program in its current level of growth. The inclusion of managing the EDGE Center has presented a new level of commitment that the current level of personnel in the PD program cannot sustain nor adequately serve. We can "survive" without this position, if and only if, we minimize or utilize the EDGE center at a lesser capacity than its potential and promise are intended to be.

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.

The PD program does not have an ongoing and sustainable budget for the program. For the 2023-2024 year, the PD Office only got an allocation of \$40k as baseline funding and infused with emergency (vending funds) of \$15K that without them PD would not be able to meet all of its flex week obligations. To be a thriving and sustainable program PD is advocating for a sustainable \$170k. PD has no dedicated allocation for presenters/speakers or continuation of meaningful training for all employees like the Leadership Exploration and Development (LeAD) academy, the Social Justice Community Festival, etc. It all stems from the issue that in the past, PD has been supported in a piecemeal way from vending funds, to foundation funds, and very little of general funds. It creates not just logistical drawbacks, but substantially slows down implementing the goals and objectives that have been mentioned in earlier parts of this PRP.

In addition to our ongoing PD program operational needs, PD also needs a new and dedicated budget for the EDGE Center Needs. This goes beyond our initial request of \$2,000 innovation funds from the Foundation to start off paying for coffee for employees that is building community and sense of belonging. The EDGE Center Team (ATRC, PD, Instructional Design) would need an annual fund of \$10,000 to provide for materials and resources in order to create this sense of belonging and community. This funding would be a part of the overall PD budget and not carved out of existing budgetary line items, and with the recognition that the Foundation grant will only last so long.

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

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

Technology Request

Technology Request 1

What are you requesting?

\$200K for upgrading the Student Union to support a truly all employees space where many district events can take place. Specially identified are the upgrading of current TVs that are in the SU, a new matrix that can allow the independent and combine the use of those TVs from signals both directly from central podium to also current setup for students. As well as correctly and completely integrate the emergency notification system in the SU. Likewise upgrade the space to be HyFlex so that we serve our centers and other employees. And since we have reached capacity of internal seating, we need a solution to have external TVs and speakers in the outside of the SU building and everyone fully enjoy the offerings of the all-college days or any other district wide events. This upgrade would allow for a plug and play scenario with such televisions.

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)

Revamping of the Student Union to facilitate not only large group gatherings for PD, but also as a venue for events such as Tarde de Familia, various commencement week activities, Student Services promotions of the College, etc. All of these large group events would require expanded capacity beyond the 260 person capacity that is now present in the Student Union. As the College continues to grow with its internal opportunities for outreach and development, this will only magnify the need for a fully HyFlex and updated A/V capable venue that will expand to the external opportunities for Palomar and the surrounding community.

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

All employees and the greater community. This upgrade will allow for additional attendees of events beyond the capacity of the interior of the Student Union to be reached. This will apply not only to large employee gatherings, but also to special events that would make use of the Student Union.

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

Fully support the all college day and any other large district events. During Fall 23 PD encountered the great "problem" of serving 450+ employees in attendance for the All College day events. Thus without the budget to support the SU upgrades we will continue to have inadequate service to all of these employees. The outcome is to have a sustainable and adequately sized event for our College moving on forward and will impact the entire District and help make all employees be trained at large scale as well as offering a sense of belonging and community building. Additionally, such upgrades can be utilized beyond PD Events (Student Service offerings, Native American Days, PRIDE events, Tarde de Familia, etc.).

d. Timeline of implementation

Completed within the 2024-25 Academic Year to take the EDGE Center and Student Union to the next level of supporting the College.

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

\$200K for retrofitting the Student Union interior and access to use A/V to promote to the outside of the venue.

Do you already have a budget for this request?

No

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

Goal 1: Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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

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

2

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

These improvements will make this facility and Palomar more accessible with the improvements in audio/visual technology.

Will you accept partial funding?

Yes

Technology Request 2**What are you requesting?**

H-114 and H-112 HyFlex Upgrades (\$90K). This upgrade would convert H-112 into a HyFlex capable classroom (camera, ceiling mics, and supporting tech). It would also convert H-114 into a HyFlex capable space with three 86" televisions, two (2) cameras, ceiling mics, and supporting tech. These upgrades will make the rooms as accessible as possible, providing more training opportunities for the College. It allows for trainings present in these rooms to be broadcast to the various Centers across the District, expanding offerings to all employees.

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)**

To make the most use of the EDGE (Employee Development and Growth Exchange) Center, having HyFlex capable spaces will allow the EDGE Team (ATRC, PD, Instructional Design) to reach the greatest amount of employees possible. As the College continues to grow with its internal opportunities for outreach and development, this will only magnify the need for a fully HyFlex and updated A/V capable venue that will expand to the external opportunities for Palomar and the surrounding community.

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

All employees and the greater community. This upgrade will allow for additional attendees of events beyond the capacity of the interior of the Student Union to be reached. This will apply not only to large employee gatherings, but also to special events that would make use of the Student Union.

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

For the EDGE Center the outcomes is to plan deep roots for the learning and innovation hub center, and have all three programs from ATRC, ID, and PD have the tools and infrastructure to succeed, and make the space come alive and not simply be lackluster set of four walls that constantly need patchwork to support all of our employees. Additionally, by outfitting the rooms with active-learning style furniture to make it the most adaptable space, this combined with HyFlex capabilities will allow for the maximum use of the space across the San Marcos campus and beyond (virtual component). As the Center is designed for all employees, many other opportunities present themselves such as employee orientations, union gatherings, department/division meetings, conversations with colleagues, etc

d. Timeline of implementation

Completed within the 2024-25 Academic Year to take the EDGE Center and Student Union to the next level of supporting the College.

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

\$90K EDGE Center HyFlex / \$15K EDGE Center Smart Whiteboard/TVs

Do you already have a budget for this request?

Partial

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

Goal 1: Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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

1:5

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

3

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

These improvements will make this facility and Palomar more accessible with the improvements in audio/visual technology.

Will you accept partial funding?

No

Technology Request 3

What are you requesting?

With the use of the Student Union, we need a solution to have external TVs and speakers in the outside of the SU building and everyone fully enjoy the offerings of the all-college days or any other district wide events. These external TVs would be in addition to the 2 units the College already has available for us. They would be 98" TVs in similar custom cabinets that would allow for use not only on the external patio of the Student Union, but could also serve around the San Marcos Campus for additional events (commencement, Native American Days, Tarde de Familia, Student Services events, etc.). When not being used for larger events, the external TV units would be utilized in the EDGE Center as additional monitors to supplement the requested HyFlex system for H-114.

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)**

This revamping of the Student Union to facilitate not only large group gatherings for PD, but also as a venue for events such as Tarde de Familia, various commencement week activities, Student Services promotions of the College, etc. All of these large group events would require expanded capacity beyond the 260 person capacity that is now present in the Student Union. As the College continues to grow with its internal opportunities for outreach and development, this will only magnify the need for a fully HyFlex and updated A/V capable venue that will expand to the external opportunities for Palomar and the surrounding community.

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

All employees and the greater community. This upgrade will allow for additional attendees of events beyond the capacity of the interior of the Student Union to be reached. This will apply not only to large employee gatherings, but also to special events that would make use of the Student Union.

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

Fully support the all college day and any other large district events. During Fall 23 PD encountered the great "problem" of serving 450+ employees in attendance for the All College day events. Thus without the budget to support the SU upgrades we will continue to have inadequate service to all of these employees. The outcome is to have a sustainable and adequately sized event for our College moving on forward and will impact the entire District and help make all employees be trained at large scale as well as offering a sense of belonging and community building. Additionally, such upgrades can be utilized beyond PD Events (Student Service offerings, Native American Days, PRIDE events, Tarde de Familia, etc.).

d. Timeline of implementation

Completed within the 2024-25 Academic Year to take the EDGE Center and Student Union to the next level of supporting the College.

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

\$50K for two (2) 98" TVs in rolling cabinets.

Do you already have a budget for this request?

No

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

Goal 1: Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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

1:5

1:6

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2:2

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)?

These improvements will make this facility and Palomar more accessible with the improvements in audio/visual technology.

Will you accept partial funding?

Yes

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1**What are you requesting?**

Active-Learning Furnishings for the EDGE Center (50 Tables / 100 Chairs)

Provide a detailed description of the the request. Include in your response:**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

\$110K for new active-learning style furniture (50 Tables and 100 Chairs) that will allow the EDGE Center to be a truly innovative space and promote active learning and rearranging of the space in multiple format to meet any type of training or community building activities that we aim to have at a larger scale moving on forwards. Historically rooms LRC-116 and LRC-438 are overly requested/booked during the semester. By providing the versatility of active learning spaces, the EDGE Center offers a new space for employees to hold innovative trainings for 50-75 or so employees at a time across all rooms in the Center.

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

All employees. From activities of flex week including the All-college days, to ongoing all employee services offered at the EDGE center. Additionally, these upgrades will allow for the EDGE Center to act as a hub that can reach out to not only the San Marcos campus, but beyond (via HyFlex) to the various Centers (and beyond, considering employees that may not be on-campus or be engaging with remote work during a given training opportunity), magnified by the use of this active-learning furniture.

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

For the EDGE Center the outcomes is to plan deep roots for the learning and innovation hub center, and have all three programs from ATRC, ID, and PD have the tools and infrastructure to succeed, and make the space come alive and not simply be lackluster set of four walls that constantly need patchwork to support all of our employees. Additionally, by outfitting the rooms with active-learning style furniture to make it the most adaptable space, this combined with HyFlex capabilities will allow for the maximum use of the space across the San Marcos campus and beyond (virtual component). As the Center is designed for all employees, many other opportunities present themselves such as employee orientations, union gatherings, department/division meetings, conversations with colleagues, etc.

d. Timeline of implementation

Completed within the 2024-25 Academic Year to take the EDGE Center and Student Union to the next level of supporting the College.

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

\$110K EDGE Center Active Learning Furniture

Do you already have a budget for this request?

No

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

Goal 1: Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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

1:5

1:6

1:7

2:2

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

1

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

The Active-Learning Design of the tables and chairs will allow for ADA compliance as the components are moveable and reconfigurable. This is more advantageous rather than fixed furnishings.

Will you accept partial funding?

Yes

Facility Request 2**What are you requesting?**

Retrofitting of space in H-114 (The EDGE Center) to accommodate cabinetry, plumbing, water purification, and kitchen sink.

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

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

To make the most use of the EDGE (Employee Development and Growth Exchange) Center, coffee is one of the first steps of creating community within the Center. At this time, cleaning of the various elements that go into making coffee and managing various events in the Café is accomplished by making use of the sink found in H-102. It would be more conducive to have a similar sink present in H-114 (The EDGE Center). Additionally, to receive purified water to make coffee and tea, the water bottle station outside of H-110 & H-111 is utilized to fill bottles of water, which is then used in coffee-making and water for hot drinks. Having a filtered water system present in H-114 would expedite this process, as well as not interrupting access to the water bottle station for students.

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

All employees.

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

For the EDGE Center the outcomes is to plan deep roots for the learning and innovation hub center, and have all three programs from ATRC, ID, and PD have the tools and infrastructure to succeed, and make the space come alive and not simply be lackluster set of four walls that constantly need patchwork to support all of our employees. As the Center is designed for all employees, many other opportunities present themselves such as employee orientations, union gatherings, department/division meetings, conversations with colleagues, etc., which allowing for quicker access to the tools needing for cleaning will maximize the experience during such opportunities and throughout the daily routine of the EDGE's operation.

d. Timeline of implementation

Completed within the 2024-25 Academic Year to take the EDGE Center and Student Union to the next level of supporting the College.

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

\$15K

Do you already have a budget for this request?

No

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

Goal 1: Establish the appropriate structures and provide full-time support for the measurable success of the Professional Development (PD) Program for all employees. This involves leading the development, implementation, supervision, and evaluation of all training and workshop efforts across all campuses.

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

1:5

1:6

1:7

2:2

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

2

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

This will require tapping into existing water and sewage lines present in the women's bathroom abutting H-114. This bathroom is H-111 on the building floor plan. It will alleviate the need for EDGE employees to enter the student space of H-102 to wash crockery, as well as allowing the water bottle station outside of H-110 & H-111 to be free for student use once filtered water is available inside H-114.

Will you accept partial funding?

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.

lguerrero@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:

Areas of concern, if any:

Recommendations for improvement:

VP Name:

Signature Date: