

Entry #: 13 - ---Records and Evaluations

Status: Submitted

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## 2023-2024 REVIEW

### OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.

Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.

### BASIC UNIT INFORMATION

Are you completing a Comprehensive or Annual PRP?

Annual

Division Name

Student Services

Department Name

SS Enrollment Services

Program/Unit Name

---Records and Evaluations

Name of Person responsible for the Program/Unit

Dr. Kendyl Magnuson

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

Webpage URL 1

Unit webpage

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

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

Participant	Title
Dr. Kendyl Magnuson	Sr. Director, Enrollment Services
Jamie Moss	Manager, Enrollment and Financial Aid Services
Polly Shafer	Lead Academic Records Analyst

### 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**

7.00

**Number of Classified Staff**

7.00

**Number of CAST Staff**

0.00

**Number of Administrators**

2.00

**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)**

1 hourly Evaluator (retiree)

1 hourly Records (retiree)

2-3 Federal Work Study student workers that help us provide front counter Records services, answer phones, scan documents into OnBase, enter incoming transcripts data into PeopleSoft and provide data entry quality control.

## Program/Unit Description

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

The Evaluations Office has seen a large increase in the number of prerequisite clearance requests we are processing. This is due to the District's decision to dissolve the Assessment Office. A large amount of the work the Assessment Office used to do has been shifted to Evaluations.

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## PROGRAM/UNIT ASSESSMENT

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## SERVICE AREA OUTCOME ASSESSMENT

### GOT SERVICE AREA OUTCOMES?

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

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

#### So, what is an SAO?

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

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

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

Palomar uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

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### Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.
- 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment method and/or assessment results, if appropriate.

### NEED HELP?

#### Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

#### Defining and Assessing SAOs:

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

- 1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!
- 2) Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will 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

Expedite the graduation application process through student awareness and use of the online application.

##### Assessment Status

Assessed

##### SAO Summary and Reflection

We continue to work on creating an on-line graduation application. Prior to launching the on-line graduation application, work needs to be done in the following areas:

Launch Degree Audit- This is done.

Enhance the major change process- This is done as of August 2023. The Records and Evaluations Office, in conjunction with the Admissions and Financial Aid Office, worked with a consultant to develop and implement a electronic self-service major change embedded in PeopleSoft and the student portal. Since it's launch, we have received and processed over 2,800 major changes. We still need to implement a large-scale information campaign to inform staff and students on how the major change process occurs. Campaigns can be run to make sure students are enrolled in classes that go towards their program of study.

Education Planning tool- on-going. Students need to be able to plan their courses after making an informed decision on their program of study or major. HighPoint has a module the District purchased. We look forward to the college implementing and utilizing this module.

#### SAO 2

##### SAO Title

Expedite and automate transfer credit evaluation for incoming students.

##### Assessment Status

Assessed

##### SAO Summary and Reflection

This work continues. We will continue to refine automation. We have implemented Transcript Express, along with EDI, that helps speed up the process of entering transfer credit work into PeopleSoft. The next step the Evaluations Office needs to address is to shift from evaluation of transfer credit work at the time of graduation application submission to front end evaluations. This will require an institutional commitment. There may be delays in awarding degrees and certificates initially, but we need to pivot to front end evaluations. Doing so will allow the planning modules of HighPoint (Course Auditor and Degree Planner modules) to be fully functional. Students will know exactly what degree requirements have already been fulfilled, will allow counselors to better advise students on remaining requirements, will allow Financial Aid and Veterans Services to remain compliant by paying only on classes that work towards students completing their declared program of study, and will help the college address scheduling needs by determining what classes need to be offered to allow students to meet graduation requirements.

\*\* This is a critically important consideration for the college. For all of the modules of High Point to work most effectively, this office will need the staff and technology to process credit evaluation for incoming students as quickly as possible. This is one reason the Admissions and Records area is asking for a third Business Systems Analyst and why there will need to be 2-4 additional Academic Records Analyst positions hired.

Although investing resources (in technology and staffing has long needed and documented), new legislation is making front end evaluations mandatory. AB 789 mandates that we evaluate transcripts from other institutions before awarding Federal financial aid to check on a student's Satisfactory Academic Progress and to only count transfer work related to the student's "program of study". We are not close to being able to manage this new legislative mandate. The District will need to commit to funding positions to make this work possible. If we don't successfully do so, there will be a significant delay in the awarding of financial aid to our students. This will likely cause a decrease in enrollment and ultimately lead to a decline in SCFF.

AB 928 is another form of legislation that will significantly impact the Evaluations Office. AB 928 directs the California Community Colleges "on or before August 1, 2024, where ADTs for major pathways exist," to "place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans." Also, AB 928 requires colleges to utilize a new single general education framework that ensures students will meet academic eligibility and sufficient academic preparation for transfer admission to both the California State University (CSU) and the University of California (UC) commencing by the fall term of 2025-26. Titled "CalGETC", this new framework will necessitate that community colleges update those academic requirements in their publications, advising protocols, and relevant programming. This will create a significant increase in the amount of students in an ADT program. At our current staffing level, we will not be able to meet the ADT review deadlines, likely damaging a student's ability to transfer and not allow the college to maximize our SCFF funding. MIS data submissions will also be late.

Palomar College is also pursuing a Baccalaureate program. If approved, this will create another need to complete front end evaluations of transfer work to see if applicants meet the Admissions eligibility requirements of the Bachelor's program. We are not at a staffing level to successfully take on this work and meet other state mandated deadlines.

## 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".**

Add data from Polly here.

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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!**

The HighPoint rollout gave more visibility of the AAR to students. More departments such as Financial Aid, Veterans and Counseling are using the report. We will continue work on creating an AAR landing page for students/staff to get detailed direction on how to utilize the AAR. HighPoint made the student center more user friendly and gives easier access to records functions. We have also spent the past year creating an evaluations manual for training purposes and a centralized location for documents and memos.

**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 1111- Common Course Numbering. Staff time in Evaluations will need to be redirected to update advising guides, the Academic Advising Reports (AAR) and catalog build outs in PeopleSoft. There will need to be extensive training on Assist, and other schools catalogs to interpret classes that meet graduation requirements.

AB 789- Evaluations of transfer work prior to awarding financial aid. This Assembly Bill mandates that we evaluate transcripts from other institutions before awarding Federal financial aid to check on a student's Satisfactory Academic Progress and to only count transfer work related to the student's "program of study". In addition to this work being essential to award students direct aid, this work will be necessary to maximize SCFF funding.

AB 928- Place students in an ADT major pathway for transfer. This Assembly Bill directs the California Community Colleges "on or before August 1, 2024, where ADTs for major pathways exist," to "place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans." Also, AB 928 requires colleges to utilize a new single general education framework that ensures students will meet academic eligibility and sufficient academic preparation for transfer admission to both the California State University (CSU) and the University of California (UC) commencing by the fall term of 2025-26. This will create a significant increase in the amount of students in an ADT program. At our current staffing level, we will not be able to meet the ADT review deadlines, likely damaging a student's ability to transfer and not allow the college to maximize our SCFF funding. MIS data submissions will also be late.

HighPoint implementation of Course Auditor. A significant amount of time will need to be invested by Evaluations staff to test the AAR's functionality in Course Auditor to maintain accuracy. Financial Aid will be using this tool to determine which courses are payable for Federal Aid.

HighPoint implementation of Degree Planner. A significant amount of time will need to be invested by Evaluations staff to test the AAR's functionality in Course Auditor to maintain accuracy. Students will be using this tool to select courses that will allow them to complete their program of study more efficiently, taking less classes to meet their educational goal.

Bachelor's Degree program implementation. If approved, this will create another need to complete front end evaluations of transfer work to see if applicants meet the Admissions eligibility requirements of the Bachelor's program. We are not at a staffing level to successfully take on this work and meet other state mandated deadlines.

Veterans Requirements. We are working to stay up to date on the evaluation of Veteran students program of study. We are required to be no further behind in evaluations than 2 months. We must stay current in processing for compliance in the Veteran's accreditation standards.

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

Any legislative changes in policies regarding AB 1111, AB 789 and AB 928 that alter board policies, procedures and processes will be made in conjunction with the Instruction Office, Articulation Officer, and Financial Aid.

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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

Generate reports off of Academic Advising data to share with the Instruction Office to help them efficiently schedule classes based on known student need.

##### 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.**

Originally intended to be a collaborative project with the Instruction Office, this work became more vital with the Degrees When Due initiative and we have worked closely with Counseling on this. Based on the outcomes of the reports, the College can work to inform students of their outstanding requirements to complete their program of study. These reports could lead to stronger retention and completion of their program of study. Our goal for the year was to see if the HighPoint modules purchased by the college would be of any assistance in this area. The College has not yet implemented any HighPoint modules that interface directly with Instruction or degree progress.

#### Goal 2

##### Brief Description

Implement Course Auditor and Degree Planner HighPoint modules to make the student's use of their student portal and enrollment experience better.

##### 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.**

Although the heavy lifting will occur on the Instruction Office to implement, our office will be needed to verify if the Academic Advising Report (AAR) functions well in HighPoint and will require extensive testing.

#### Goal 3

**Brief Description**

Shift from evaluation of transfer credit work at the time of graduation application submission to front end evaluations.

**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.**

This will require an institutional commitment to fund enhancements in technology and increase staffing levels in Evaluations. Adding a Supervisor for Evaluations, 2-4 Academic Records Analysts and an additional Business Systems Analyst (BSA) is needed. Transitioning to front end evaluations may cause delays in awarding degrees and certificates initially, but we need to pivot to front end evaluations. Doing so will allow the planning modules of HighPoint (Course Auditor module) to be fully functional.

Although investing resources, in technology and staffing has long needed and documented, new legislation is making front end evaluations mandatory. AB 789 mandates that we evaluate transcripts from other institutions before awarding Federal financial aid to check on a student's Satisfactory Academic Progress and to only count transfer work related to the student's "program of study". We are not close to being able to manage this new legislative mandate. The District will need to commit to funding positions to make this work possible. If we don't successfully do so, there will be a significant delay in the awarding of financial aid to our students. This will likely cause a decrease in enrollment and ultimately lead to a decline in SCFF.

AB 928 is another form of legislation that will significantly impact the Evaluations Office. AB 928 directs the California Community Colleges "on or before August 1, 2024, where ADTs for major pathways exist," to "place students on the ADT pathway if students declare a goal of transfer on their mandatory education plans." Also, AB 928 requires colleges to utilize a new single general education framework that ensures students will meet academic eligibility and sufficient academic preparation for transfer admission to both the California State University (CSU) and the University of California (UC) commencing by the fall term of 2025-26. Titled "CalGETC", this new framework will necessitate that community colleges update those academic requirements in their publications, advising protocols, and relevant programming. This will create a significant increase in the amount of students in an ADT program. At our current staffing level, we will not be able to meet the ADT review deadlines, likely damaging a student's ability to transfer and not allow the college to maximize our SCFF funding. MIS data submissions will also be late.

Palomar College is also pursuing a Baccalaureate program. If approved, this will create another need to complete front end evaluations of transfer work to see if applicants meet the Admissions eligibility requirements of the Bachelor's program. We are not at a staffing level to successfully take on this work and meet other state mandated deadlines.



**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; Objective 2- Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways. Our office supports all students in completing their educational goals by providing analysis on certificate or degree completion. As students complete their program of study, they are able to transfer, gain job skills and contribute to the local economy. The college increases our SCFF revenue as our students successfully complete their educational goals.

Goal 3, Objective 1- Meet enrollment goals by attracting new students and increasing the persistence of our current students. If new students submit transfer work to Palomar College, we can let students know what classes are required to complete their program of study. Students can use the AAR to ensure they are signing up for the correct classes to get through the necessary degree requirements accurately and reduce the amount of classes taken to complete their program of study. This also leads to higher persistence levels.

Goal 3, Objective 7- Invest in resources and infrastructure to optimize enrollment. A well staffed office, with sound technology, creates the necessary infrastructure to maximize SCFF funding through students completing their program of study. Work on Degrees When Due has shown a small sample size on what our office can assist with.

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

The urgency to shift from evaluation of transfer credit work at the time of graduation application submission to front end evaluations has increased significantly. The goal for the past few years has been to maximize SCFF funding. Beginning this year, the need to make this shift is mandated by legislation, the District's commitment to offer a Bachelors Degree, the implementation of CVC-OEI as a home college and to utilize the HighPoint modules purchased at a significant cost.

## 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**

Supervisor, Records and Evaluations

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

CAST

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

Full Time

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

We would like to convert a vacant Lead Academic Records Analyst position to a Supervisor, Records and Evaluations. This position will be instrumental for the move from evaluations happening at graduation to evaluations happening at initial enrollment. This is a technology and staff intensive process requiring additional resources. This will help with SCFF metrics, MIS submission, ability to offer a Bachelor's program, meet state mandated deadlines and meet legislative requirements in Financial Aid and ADT's. With the demanding legislative changes and systematic changes, now is the time to bring in additional support to ensure the Records and Evaluations Office remains compliant.

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

This position can help with both. Completing evaluations for incoming students will reduce workload on Counseling, reduce requisite checking issues, reduce requisite petitions, clarify financial aid eligibility (reducing audit issues and overpayments), and most importantly this will provide students with a more accurate and clear pathway to graduation while enhancing our SCFF metrics.

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

Yes

#### **What funding would support this position?**

AB 19

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

Completing evaluations for incoming students will reduce workload on Counseling, reduce requisite checking issues, reduce requisite petitions, clarify financial aid eligibility (reducing audit issues and overpayments), and most importantly this will provide students with a more accurate and clear pathway to graduation while enhancing our SCFF metrics.

**Vision Plan 2035 Goals and Objectives**

1:2	1:11	3:1	5:2
1:3	2:4	3:4	5:4
1:5	2:5	3:7	
1:8	2:6	3:8	
1:10	2:7	5:1	

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

If the position is not approved, we will rehire a vacant Lead Academic Records Analyst position. The benefit to have a Supervisor in the Records and Evaluations Office is to have an additional layer of organizational leadership to help manage the rapid and significant changes in legislation impacting the office and to help lead technical projects and prioritization. This position could also help facilitate conversations with the Instruction Office to resolve catalog discrepancies.

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

Business Systems Analyst

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

Classified

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

Full Time

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

As the college depends more on technology to learn more about our students, maximize efficiencies in processing and meet compliance and state reporting requirements, we need to have more BSA's. Admissions and Records/Evaluations has only one BSA assigned to each area. The work between Admissions and Records/Evaluations overlaps. In 4 out the last 5 years, we have had a vacant BSA in Records/Evaluations. To fortify this function, we need to have 3 cross trained BSA's to ensure coverage for Admissions and Records/Evaluations to keep up with legislative changes, state reporting requirements and to keep student facing systems running smoothly.

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

This helps the District establish more efficient District Operations through leading technology projects and to ensure compliance.

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

No

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

This position is needed to ensure compliance, meet state and federal mandated deadlines, maintain services and hours of operation, increase student success and allowing the college to maximize state funding.

**Vision Plan 2035 Goals and Objectives**

1:2	1:11	3:1	5:2
1:3	2:4	3:4	5:4
1:5	2:5	3:7	
1:8	2:6	3:8	
1:10	2:7	5:1	

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

Our 1 Records and Evaluations BSA has been vacant since October 2023. Assuming the vacant position gets filled, we will continue to utilize the 2 BSA positions in Admissions and Records and Evaluations, rely on overtime funds to get the work done, continue our reliance on consultants to help get our work done and will have to reduce the amount of work and support we do for other departments on campus.

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

Academic Records Analyst (2-4 positions)

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

Classified

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

Full Time

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

These positions will be instrumental for the move from evaluations happening at graduation to evaluations happening at initial enrollment. This is a technology and staff intensive process requiring additional resources.

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

Completing evaluations for incoming students will reduce workload on Counseling, reduce requisite checking issues, reduce requisite petitions, clarify financial aid eligibility (reducing audit issues and overpayments), and most importantly this will provide students with a more accurate and clear pathway to graduation while enhancing our SCFF metrics.

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

No

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

This position will assist in transitioning the college to evaluating credit on initial enrollment rather than an "after the fact" evaluation at graduation.

**Vision Plan 2035 Goals and Objectives**

1:2	1:11	3:1	5:2
1:3	2:4	3:4	5:4
1:5	2:5	3:7	
1:8	2:6	3:8	
1:10	2:7	5:1	

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

We are continuing to use technology to assist with our initiatives. Not funding these positions will result in delays in acknowledging students meeting ADT requirements, timely MIS submissions causing inaccurate SCFF projections and delays in awarding federal financial aid.

## 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

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## 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?**

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.**

No

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

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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:

Records and Evaluations has done a great job considering being down on Academic Records Analysts and the retirement of a Lead Evaluator

### Areas of concern, if any:

Need more Academic Records Analysts

### Recommendations for improvement:

Implementation of the phase 2 Highpoint modules is critical and will support the work done by the Records and Evaluations office.

### VP Name:

Nick Mata

### Signature Date:

9/8/2024