

Entry #: 52 - ---Teaching and Learning Center/ Palomar Promise**Status:** Submitted**Submitted:** 4/1/2024 4:27 PM

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

---Teaching and Learning Center/ Palomar Promise

Name of Person responsible for the Program/Unit

Debra Avila

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

Webpage URL 1

Unit webpage

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

Webpage URL 2

Unit webpage

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

Webpage URL 3

Unit webpage

<https://www.palomar.edu/tlc-sm/>

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

Participant	Title
Debra Avila	Manager, Palomar Promise
Rosalinda Tovar	TLC Coordinator
Dalia Lopez	TLC Assistant

PROGRAM/UNIT DESCRIPTION**Staffing**

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

Full-Time Staff**Total Number of Full-time Staff**

3.00

Number of Classified Staff

2.00

Number of CAST Staff**Number of Administrators**

1.00

Number of Full-time Faculty**Part-Time Staff****Total Number of Permanent Part-time Staff****FTE of Part-time Staff (2x19 hr/wk=.95)****FTEF of Part-time Faculty****Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Workers/Veteran Student Workers)**

Promise Peer Mentors:

*2-4 Promise Peer Mentors (student employees)

Promise Counselors:

*2-3 part-time counselors are assigned to the TLC San Marcos for 16 weeks during the fall and spring semesters, and limited hours during summer/ winter intersessions. The counselors assigned to TLC San Marcos work specifically with the Palomar Promise students (incoming, YR1, YR2). For the 2023- 2024 academic year, we have 1 counselor on duty for a 6.25 shift Monday-Friday for a total of 31.25 hours per week.

Program/Unit Description

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

Last year, we were awarded PRP funds to purchase and install HYFLEX equipment in the TLC classroom. This academic year, we were able to expand the modalities of our Skillshops (student success workshops) and offer many as HyFlex. This method has provided students with the flexibility to choose between attending the workshop in person or remotely, which has proven beneficial for those students who have limited access to transportation, attend classes outside of San Marcos campus or have other commitments like family or work obligations that may make it difficult to attend in-person. In addition, with HyFlex workshops, we have been able to increase workshop size capacity; thus, allowing more students to take advantage of attending some of our more popular Skillshop topics.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

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

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

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

NEED HELP?

Nuventive Improve:

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

Defining and Assessing SAOs:

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

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

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

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/ do you measure or assess it?)	Criterion (How will/ do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?

Yes

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs**SAO 1****SAO Title**

Palomar Promise students will have an abbreviated education plan on file by the end of their first semester, and a comprehensive education plan by the end of their first year.

Assessment Status

Assessed

SAO Summary and Reflection

Participation in the Palomar Promise program comes with a variety of benefits including specialized guidance and counseling support. The TLC San Marcos, which is home to Palomar Promise, has a dedicated office space for our Promise counselors to meet and work with Promise students individually and in group settings on developing their student education plan. The Palomar Promise program encourages and works closely with Promise students to ensure they have a student education plan on file. A Student Education Plan helps students understand what courses they need to take to

reach their educational goal. There are two types of student education plans: abbreviated and comprehensive. Abbreviated education plans map out courses for the first and sometimes second semester; whereas a comprehensive educational plan generally maps out all semesters required to meet the student's educational goal whether that be earning an associates degree, certificate or transfer.

REFLECTION:

Multiple email and phone campaigns are initiated throughout the semesters to educate Promise students on the importance of developing and updating their educational plan. Reports are generated on a regular basis to identify and target students with no educational plan or in need of an updated plan. Personalized and targeted emails/phone calls are made in an effort to increase educational planning and enrollment in the following semester. Registration assistance workshops continue to be scheduled year-round (prior to spring and fall registration) to assist Promise students with course selection and enrollment. In addition, academic group advising sessions followed by registration assistance is provided to assist Promise students with ed planning and enrollment. This past year, we offered registration support both in person and in a virtual setting via Zoom, These registration assistance workshops were a collaborative effort involving Promise staff, Admissions/Financial Aid and Promise counselors. In addition, we consult with General Counseling/Student Success Office to determine what additional registration efforts will be provided so there is no overlap or conflict with registration days. We aim to supplement and carefully plan our sessions so our students have multiple opportunities to get registration support.

Overall, these targeted, intrusive and intentional outreach efforts have proven successful. As we move forward, we will continue to work with Admissions, Financial Aid, Counseling and Outreach & Onboarding Services to determine how we can continue to offer registration assistance year-round with educational planning (academic group sessions) for students at the TLC San Marcos (future Welcome Center). New student desktops were purchased last year to support this effort to allow staff to assist students with registration/enrollment support in the Center; Go Print is also available.

As we reflect on Spring 2024 semester and 2023-2024 academic year, the number of education plans developed for our first-year Promise students increased compared to the previous year (22-23), and for our second-year Promise students there was a slight decrease compared to the previous year (22-23). We believe the following factors contributed to the increase in the number of educational plans created for PYR1 students during the 2023-24 academic year (Fall 2023 - mid-Spring 2024). We will continue to actively call and email students who do not have an education plan or need to update their ed plan before summer/fall registration begins.

- (1) The number of counseling hours assigned to Palomar Promise increased from Fall 2022 to Fall 2023, and Spring 2023 to Spring 2024. This is partly due to SB-85 funds that have been allocated to support Promise counseling in an effort to produce comprehensive ed plans.
- (2) Increase phone campaigns targeted to reaching students with no ed plans and ed plans that have not been updated for a period of time.
- (3) Use of Promise canvas shell to notify students about open counseling appointments. Students have been actively engaging with the Promise Canvas Community shell. When sending out counseling/ed planning announcements via Canvas, we typically experience an increase in phone calls within the first 30 minutes from students wanting to schedule an appointment with a counselor.
- (4) Having a dedicated space for Promise students has served extremely beneficial as they have a place to visit, people to talk to, resources to access when they had questions regarding course selection, ed planning, registration support, how to utilize the tools (MyPalomar, MyClassFinder, etc), fulfilling Promise requirements, etc. Students frequently visit the TLC to inquire about counseling appointments and inquire about their educational plan.
- (5) Continue to develop email communications and update our webpage focused on Preparing for Registration which also includes information about education plans and a downloadable guide to assist students with the steps that lead up to, during and after registration.
- (6) Continue to develop and send timely reminders about fall and spring registration and encourage students to schedule their counseling appointment to receive help on selecting classes BEFORE their assigned registration date.

**The information below summarizes the Student Ed Plan data outlined for the 2019-20, 2020-21, 2021-22, 2022-23 and

2023-24 Promise cohorts. Mid-semester (generally around the end of Oct and in early April) a report is generated from Peoplesoft to identify the number Promise students who have/ do not have an abbreviated and comprehensive ed plan on file.

BELOW ARE THE FINDINGS FOR THE PAST 5 YEARS:

2023-24 PROMISE YEAR 1 (1953 Ss) & YEAR 2 (768 Ss) COHORT ED PLAN DATA:

Of the 1953 Promise Year 1 cohort:

- 1,751 students (90%) have an education plan on file as of early April 2024.
- 202 students (10%) do not have an abbreviated nor comprehensive ed plan on file.
- Breakdown of Ed Plans: 1,555 Promise Year 1 students (80%) have an abbreviated ed plan on file to date, 863 students (44%) have a comprehensive ed plan on file. Note: some students have both an abbrev. and comprehensive ed plan on file.
- Of the 398 Promise Year 1 students who do not have an abbreviated ed plan, 196 students have a comprehensive ed plan.

Of the 768 Promise Year 2 cohort:

- 724 students (94.3%) have an education plan on file as of early April 2024
- 44 students do not have an education plan on file as of early April 2024
- Breakdown of Ed Plans: 562 Promise Year 2 students have an abbreviated ed plan; 589 students have a comprehensive ed plan (77%).
- Of the 206 Promise Year 2 students who do not have an abbreviated ed plan, 162 students have a comprehensive ed plan.

2022-23 PROMISE YEAR 1 (1757 Ss) & YEAR 2 (762 SS) COHORT ED PLAN DATA:

Of the 1757 Promise Year 1 cohort:

- 1293 students (74%) have an education plan on file as of early Nov 2022.
- 464 students (26%) do not have an abbreviated nor a comprehensive ed plan on file
- Breakdown of Ed Plans: 1060 Promise Year 1 students (60.3%) have an abbreviated ed plan, 438 students (25%) have a comprehensive ed plan.
- Of the 697 Promise Year 1 students who do not have an abbreviated ed plan, 233 students have a comprehensive ed plan.

Of the 762 Promise Year 2 cohort:

- 727 students (95.5%) have an education plan on file as of early Nov 2022.
- 35 students do not have an education plan on file as of early Nov 2022.
- Breakdown of Ed Plans: 214 Promise Year 2 students have an abbreviated ed plan; 513 students have a comprehensive ed plan (67%).
- Of the 205 Promise Year 2 students who do not have an abbreviated ed plan, 170 students have a comprehensive ed plan.

2021-22 PROMISE YEAR 1 (1670 Ss) & YEAR 2 (852 SS) COHORT ED PLAN DATA:

Of the 1670 Promise Year 1 cohort:

- 1,211 students (73%) had an education plan on file as of early Nov 2021.
- 459 students (27%) did not have an abbreviated nor a comprehensive ed plan on file
- Breakdown of Ed Plans: 1004 Promise Year 1 students (60%) have an abbreviated ed plan, 390 students (23%) have a comprehensive ed plan.
- Of the 666 Promise Year 1 students who do not have an abbreviated ed plan, 207 students have a comprehensive ed plan.

Of the 852 Promise Year 2 cohort:

- 774 students (91%) have an education plan on file as of early Nov 2021.
- 78 students do not have an education plan on file as of early Nov 2021.
- Breakdown of Ed Plans: 559 Promise Year 2 students have an abbreviated ed plan; 534 students have a comprehensive ed

plan (63%).

- Of the 298 Promise Year 2 students who do not have an abbreviated ed plan, 175 students have a comprehensive ed plan.

2020-21 PROMISE YEAR 1 (1519 Ss) & YEAR 2 (1036 Ss) COHORT ED PLAN DATA:

Of the 1519 Promise Year 1 cohort:

- 995 students (66%) had an education plan on file by Oct 2020.
- 524 students (34%) did not have an abbreviated nor a comprehensive ed plan on file.
- Breakdown of Ed Plans: 847 Promise Year 1 students (44%) have an abbreviated ed plan; 285 students (19%) have a comprehensive ed plan.
- Of the 672 Promise YR 1 students who do not have an abbreviated ed plan, 148 students have a comprehensive ed plan.

Of the 1036 Promise Year 2 cohort:

- 976 students (94%) had an ed plan on file by Oct 2020
- 60 students (6%) did not have an abbreviated nor a comprehensive ed plan on file by Oct 2020
- Breakdown of Ed Plans: 814 students (79%) have an abbreviated ed plan; 581 (56%) students have a comprehensive ed plan.
- Of the 222 Promise Year 2 students who do not have an abbreviated ed plan, 162 students have a comprehensive ed plan.

2019-2020 PROMISE YEAR 1 COHORT (1957 Ss) ED PLAN DATA:

Of the 1957 Promise Year 1 cohort (2019-2020):

- 1458 Promise students (75%) had an abbreviated educational plan before the end of their first semester (as of early Nov 2019).
- 441 students (23%) had a comprehensive ed plan before the end of their first semester (fall 2019).

Of the 468 Promise Year 2 cohort (2019-20):

- 401 Promise Year 2 students (86%) had a comprehensive educational plan on file by the fall semester of their second year while 67 Promise Year 2 (14%) students did not have a comprehensive ed plan by early Nov 2019.

SAO 2

SAO Title

Students participating in Skillshops will be able to increase their knowledge and understanding in the topic area.

Assessment Status

Assessed

SAO Summary and Reflection

The TLC San Marcos/Palomar Promise Program partners with a number of campus departments and community organizations to offer Skillshops throughout the fall and spring semesters. The TLC San Marcos has offered workshops for students since the opening of the Center in January 2014. In fall 2016, the term "Skillshops" was developed, marketed across campus, and began to gain traction amongst students, faculty and staff. A dedicated Skillshop website (www.palomar.edu/skillshops) is available for students to access from the Palomar College A-Z Index as well as under the Learning Support tab, which includes a monthly calendar of all Skillshops offered for the entire semester along with links to RSVP. All Skillshops are advertised on the Palomar College Main Calendar, Skillshop webpage and the Promise Canvas Community site.

Skillshops are open to all Palomar College students, but we heavily market these sessions to Promise students. Skillshop topics cover the following eight categories: Academic Success, Financial Literacy, Health & Wellness, Career Exploration & Planning, Financial Aid Assistance, Student Life and Leadership, Student Support Programs and Transfer Success.

For Fall 2019, we offered 107 Skillshops for students, and partnered with 17 campus departments and community

organizations. Skillsshops have grown significantly throughout the years, starting with 43 workshops during the 2014-2015 academic year compared to 113 workshops for the 2023-2024 academic year; representing a 162% increase in Skillsshop offerings.

According to the survey results from fall 2023, 35% of respondents indicated they had MINIMAL knowledge BEFORE the Skillsshop presentation, while 55% indicated they had an AVERAGE level of knowledge BEFORE the Skillsshop presentation. A total of 69% of respondents indicated they had a VERY HIGH level of knowledge AFTER the Skillsshop, and only less than 1% indicated their level of knowledge AFTER the Skillsshop presentation remained MINIMAL. These findings indicate that the majority of students who participate in Skillsshops increase their knowledge and understanding of the topic area.

Reflection of Results: The survey results indicate students are increasing their knowledge in the topic area after attending a Skillsshop. In addition to the knowledge base results, we also used other criteria to determine effectiveness of Skillsshops.

For Fall 2023, students who completed the survey responded accordingly:

- 86% "strongly agreed" or "agreed" they would attend another Skillsshop
- 94.4% "strongly agreed" or "agreed" they would recommend the Skillsshop to other Palomar College students.
- 95% "strongly agreed" or "agreed" the Skillsshop topic was useful
- 94% "strongly agreed" or "agreed" they plan to apply the techniques/materials/strategies presented in the Skillsshop
- 88% "strongly agreed" or "agreed" attending the Skillsshop would strengthen their ability to succeed at Palomar College.

For Spring 2024 (surveys submitted through April 1, 2024)

- 92% "strongly agreed" or "agreed" they would attend another Skillsshop
- 98.7% "strongly agreed" or "agreed" they would recommend the Skillsshop to other Palomar College students.
- 98% "strongly agreed" or "agreed" the Skillsshop topic was useful
- 95.5% "strongly agreed" or "agreed" they plan to apply the techniques/materials/strategies presented in the Skillsshop
- 97% "strongly agreed" or "agreed" attending the Skillsshop would strengthen their ability to succeed at Palomar College.
- Overall, students who completed the Skillsshop survey rated the Skillsshop 4.5 out of 5 stars

Based on student feedback (via survey), students used terms in their open response such as "welcoming and engaging," "very helpful," "easy to understand," "very encouraging," "very useful techniques," "educational," "learned a lot," "fun," "very informative," "great experience."

As we look at all the survey results from previous semesters and the current semester, we see a trend that students who completed the survey find the Skillsshops useful and intend to use the skills/techniques/strategies in school/work/personal life, and would attend another Skillsshop.

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".

Growth in Palomar Promise Applications (Year to Year)

2017-2018: 1426

2018-2019: 2305

2019-2020: 3698

2020-2021: 3138

2021-2022: 2683

2022-2023: 2874

2023-2024: 3261

**Number of applications received for Fall 2023 increased by 13.5% compared to the previous academic year (Fall 2022).

Additionally, we have experienced a significant increase in Promise applications since the inaugural year with a 128.7% increase from Fall 2017 to Fall 2023.

Cohort Size for each academic year (*total includes both YR 1 and YR2 students)

2017-2018: 804

2018-2019: 1518

2019-2020: 2,426

2020-2021: 2,556

2021-2022: 2,522

2022-2023: 2,519

2023-2024: 2,721

*The Promise YR1/YR2 cohort size increased by 8% from Fall 2022 to Fall 2023. Due to a slight increase in the AB-19/2 allocation for 2023-2024 along with some roll-over funds, we were able to confirm (accept into the program) an additional 200 eligible first-year students to help pay for their first two years of tuition along with textbook support.

Skillshop Participation

Number of students participating in Skillshops (Note: Duplicate count; #s represent total number of seats filled)

2018-2019: 1,542

2019-2020: 1,511

2020-2021: 1,299

2021-2022: 1,386

2022-2023: 1,397

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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!

1. Palomar Promise Applications:

The number of applications has increased significantly over the years. In fall 2019, we received the highest number of applications (3,698) for Palomar Promise. From fall 2017 to fall 2020, the number of applications received increased by 120%. For fall 2021, we received a total of 2,683 applications; a 14% decrease from the previous year (3138). The slight dip in Promise Applications for 2020-21 and 2021-22 can be attributed to the effects of COVID-19 and simultaneous decrease in enrollment. Although we experienced a slight dip in our application numbers during the fall 2021 application cycle, our team worked actively to increase the number of Promise applications including identifying and targeting Palomar College applicants who were qualified for the program, but had not applied to the Promise program. We composed email and text campaigns in an effort to encourage eligible students to apply to Palomar Promise. In addition, we worked on increasing our social media presence by creating and posting reminders/announcements about the Promise application. We continued to provide timely and relevant reminders to campus departments, school administrators, counselors about the Promise application. For fall 2022, we worked closely with our colleagues from Outreach & Onboarding Services to heavily promote Palomar Promise. The number of applications received for fall 2022 increased by 7.1% compared to previous year (fall 2021). For the 2023-2024 academic year, we received a total of 3,261 Promise applications; an increase of 13.5% from the previous academic year (2022-23).

2. Palomar Promise Program Growth

The Palomar Promise program has expanded rapidly to meet the student demand. The program launched with 804 students offering one year of free tuition, and has expanded to serving over 2500 students each year with up to two years of free tuition and textbook support. Through funding from AB19/2, the Palomar Promise program has provided free tuition, textbook assistance and a set of comprehensive student support services to more than 11,179 students since its inception in Fall 2017. Students are applying and enrolling in increasingly large numbers. For fall 2023, we welcomed 2,721 Promise students in total on the first day of class.

3. Promise graduates

*A total of 196 Promise students graduated with the Class of 2021; this includes 4 first-year Promise students who completed their degree requirements at the end of their first-year!

*A total of 148 Promise students graduated with the Class of 2022; this includes 4 first-year Promise students who completed their degree requirements at the end of their first-year!

*A total of 209 Promise students graduated with the Class of 2023; this includes 12 first-year Promise students who completed their degree requirements at the end of their first-year!

In May 2023, we celebrated our graduating Promise students by hosting a Student Recognition ceremony in collaboration with EOPS & TRIO SSS to include students and families. Each graduating Promise student received a Promise stole to wear during Commencement.

4. Palomar Promise program strengths and achievements exist in the intentional, high-touch activities and support that are directly linked in influencing student persistence and completion rates. Some of these activities include:

☐ Promise Virtual and In-Person Welcome Days

☐ Skillshops (student success workshops focused on academic success, financial literacy, transfer success, student life & leadership, peer to peer, health & wellness, student support programs, and financial aid application assistance)

☐ Dedicated counselors and priority counseling appointments

☐ Intrusive and proactive follow-up support to help students stay on track to achieving their goals

☐ Timely email communications and phone campaigns to remind students about important college and program deadlines/requirements

☐ Educational planning campaigns

☐ Promise check-in sessions with staff

☐ Registration assistance

☐ Financial aid application assistance

☐ Student engagement activities to increase community building

☐ College tours & field trip excursions

☐ Peer mentoring opportunities

☐ Dedicated space for Promise students - All activities take place at the Teaching and Learning Center (TLC) at the San Marcos, campus, home of Palomar Promise.

5. Continuing to move the need to improve student success and retention.

Program Persistence Rate (Fall 2023 to Spring 2024)

*Promise Year 1: 82% of students remained eligible for Palomar Promise from fall-to-spring (1597 out of 1953 Ss).

*Promise Year 2: 89.5% of students remained eligible for Palomar Promise from fall-to-spring (687 out of 768 Ss)

College Persistence Rate (Fall 2023 to Spring 2024) (as of Census Day)

*86.5% of Promise Year 1 students enrolled in spring 2024 classes as of census date (1689/1953)

*94% of Promise Year 2 students enrolled in spring 2024 classes as of census date (719/768)

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?

FAFSA delays pose an issue with the Promise 2024-25 application cycle. The roll out of the new Better FAFSA in December 2023 has been rocky at best; challenges stemming from technical issues to systemwide errors not allowing parents without SSNs to begin filling out the form to delays in institutions receiving the ISIRs have been some of the problems and set-backs facing FAFSA applicants. The Promise program requires students to complete, submit and have on file their official 24-25 FAFSA or CADA application. Generally, our program begins to start preliminary reviews in early April; however, with the delay in colleges receiving the ISIRs, this has caused us to push back our preliminary review to the end of April possibly early May. We cannot proceed with reviewing Promise applications until ISIRs are downloaded. Once the College downloads the FAFSA/CADAAs, then we can begin to update Promise application statuses/checklist and notify students who are missing their financial aid application. We have also seen a dip in the Promise application numbers for 2024-25. With the delay of opening the FAFSA from Oct 1st to Dec 31 this year, students and HS counselors were under the impression that they needed to wait to submit their Promise application until their FAFSA was submitted, which is not the case. Updated communication was sent to all HS administrators/counselors to clarify and debunk this myth, and thus, encouraging students to submit their Promise application now.

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

N/A

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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

Strengthen connections with Promise students

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.

1. We are continuing to develop and expand student engagement activities to serve a significantly larger cohort.
2. We are continuing to work on increasing the interaction between first year and second year Promise students - all Promise related events are open to both first and second year students.
3. Currently working on increasing the number of Promise Peer Mentors. Our goal is to continue to hire current/former Promise students to serve as Peer Mentors. For 2021-22, we received some funding through Guided Pathways to hire 2 student employees who served as our Palomar Promise Peer Mentors. This year, we are in the process of hiring additional mentors using AB-19/2 funds.
4. Continue to identify funds to support on and off-campus engagement activities. This past year, we partnered with TRIO SSS and EOPS to offer College Tours and field trip excursions to visit UCLA, UCSD, CSUSM, SDSU, CSULB and USC. Embedded in these college tours are visits to local attractions to give students an opportunity to explore the neighboring community. Such excursions included Birch Aquarium, Long Beach Aquarium, LA County Museum of Art, San Diego Zoo and the Santa Monica Pier. Past participants have found these excursions to be very rewarding experiences; many of which have shared it was their first time visiting a museum or venturing out of North County San Diego. Our hope is to continue to offer campus tours and field trip opportunities/ cultural excursions in order to build community amongst our students.

Challenges:

1. Field trip opportunities and student engagement activities are limited based on available AB 19/2 funding. If the Promise allocation changes and is reduced in the coming years, we will need to locate other funding to support student engagement activities.

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.

OBJ 1. Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.

OBJ 3. Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use.

Palomar Promise program key components include the following areas below which also supports Goal 1 of the Vision Plan.

- Financial assistance – including, free tuition for up to two years and textbook support
- Academic & student support to help students on the path to completion - including, orientation and placement, educational planning, priority registration for the first year, Skillshops, access to tutoring, year-round registration assistance
- Structured Guidance & Support including dedicated counseling support with priority appointments, peer mentoring opportunities, engagement activities
- Student Engagement Opportunities including, peer to peer, social activities, cultural activities, year-end celebrations
- Dedicated space including, access to a dedicated center and team of individuals who are committed to helping students succeed and feel welcomed.

*Simplification of the Palomar Promise application -- takes less than 5 minutes to complete! Throughout the years, the Promise application process has been streamlined to improve the Promise application user experience.

*Development of a dedicated Promise page within Peoplesoft (PS), which displays all pertinent data on one page relating to the student's Promise status and eligibility; reducing the staff member's need to visit multiple pages within PS.

* Development of a Promise checklist within MyPalomar to allow Promise applicants to view their application status and Promise "to-do" list.

Goal 3. Optimize enrollment for fiscal stability and growth.

Objectives:

1. Meet enrollment goals by attracting new students and increasing the persistence of our current students.
5. Provide educational opportunities for skill-building and life-long learning to meet community needs.

*Our department continues to expand and strengthen our partnerships across campus and within the community by increasing our Skillshop offerings and broadening our menu of workshops offered by various departments and community organizations. Skillshops are intended to help students be successful both in and out of the classroom. We value the feedback of our students; and thus, surveys are administered at the end of each Skillshop. Students share their thoughts about future Skillshop topics, what they want to see, and what topics they feel are important to their personal, educational and professional success. We use the Skillshop survey results to determine our Skillshop line-up for the upcoming semester, and introduce new Skillshop topics based on student feedback.

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

N/A

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

Replacement (Vacant Position) - Promise Outreach Specialist

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

Classified

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

Full Time

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

The substantial growth of Palomar Promise requires an increase in staffing support. The TLC Specialist position became vacant as of August 2020. The position provides support for the programs and activities at the TLC San Marcos; including Palomar Promise, Skillshops and counseling services - all which impact student performance, retention and persistence. As we evaluate the department's current needs and program goals, we have determined that the vacant position should be converted to a Promise Outreach Specialist who would assist us in completing our goal to strengthen efforts to improve outreach, persistence and student success. This particular position would assist in developing/ strengthening our partnerships with the local feeder high schools, conducting presentations and application workshop in addition to monitoring progress, planning and implementing follow-up/retention related activities and support for our Promise first-year and second-year students. Furthermore, this individual would provide case management support- this is a crucial component because our students frequently reach out to us for support as it relates to academic, enrollment, counseling, mental health, and personal and financial assistance, we then work with the students to determine their needs, help them find the resources or information and refer them to the appropriate department. We found it imperative to have someone check in regularly with our students to see how they are doing, how we can support them, and what services and resources they need to be successful. This position plays that key role, and there is a critical and immediate need to fill this position.

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

Yes, there is potential for this position to assist in establishing more efficient district operations through reorganization/ restructuring. Since we now fall under Student Services, this position could be more in line with a student support position that could also have some potential enrollment related duties or access.

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

Yes

What funding would support this position?

Possibly- we may need to re-evaluate the use of AB19/2 funds to support this position either partially or fully.

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

This position supports work that impacts student performance, retention and completion.

Vision Plan 2035 Goals and Objectives

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

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

If the position is not moved forward for prioritization, we may need to consider short-term hourly employees to support these efforts.

Staff, CAST, AA request 2

Title of position

BSA (shared amongst programs assigned within the TLC building)

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.)

The BSA for Palomar Promise is a critical position to support the day-to-day operations of the program. The BSA assists with the online application updates, query set up, data management, posting of awards, COMGEN management, trouble-shooting technical issues, overseeing and updating Promise eligibility and statuses. The BSA works closely with the assigned programmer to oversee any changes, updates, trouble-shooting issues related to the Palomar Promise application, Promise page, Promise eligibility checklist and ComGen notifications

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

Yes

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 supports work that impacts student performance, retention and completion

Vision Plan 2035 Goals and Objectives

1:1	1:3	3:1
1:2	2:4	3:4

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

We temporarily have an assigned BSA (within Student Services) that has been supporting our technical/data needs for Palomar Promise. We need to plan long-term and have a permanent position assigned to Promise as well as support the other programs within the TLC (Outreach & Onboarding/ Dual Enrollment). If the position is not moved forward for prioritization, we will hopefully continue to have a BSA assigned to us for a percentage of time to help support our technical/programming needs.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2021, 2022, 2023. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

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

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

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

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

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

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

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

PART 3: TECHNOLOGY NEEDS

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

Yes

Technology Request

Technology Request 1

What are you requesting?

IPADS and small security cart to secure devices

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)

PRP data analysis; meeting SAOs

The TLC San Marcos will become the new Welcome Center in which all activities, services, programs related to Palomar Promise, Outreach & Onboarding and Dual Enrollment will reside. We offer many activities which require students to check in for services or complete forms/applications whether that be on-site or off-site. These IPADS would be used to take off-site to local high schools or at campus events to assist students with scheduling counseling appointments, signing up for Skillshops, applying to Palomar Promise, logging into MyPalomar or Canvas. The IPADS would also be made available at application workshops, registration workshops, high school fairs, field trips and Skillshops.

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

Palomar College students and staff

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

1. Increase college and program persistence.
2. Assist students with the onboarding process, help remove barriers to registration and enrollment by providing hands-on support to students
3. Strengthen the relationships with Promise students as they would be more inclined to visit the TLC to receive help if we had the reliable technology to support our activities

d. Timeline of implementation

Fall 2024

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

\$5,000

Do you already have a budget for this request?

No

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

Goal to increase enrollment and completion rates

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

1:1	1:4	3:1
1:3	2:4	3:4

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)?

N/A

Will you accept partial funding?

Yes

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

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

Yes

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

davila@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:

Kendyl Magnuson

Sign Date

4/27/2024

FEEDBACK

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

The Promise Program is a large and highly successful program. It has excellent community recognition, it continues to serve large incoming classes, it has outstanding completion rates, and it serves as an excellent model for a high touch recruitment and retention program.

Areas of Concern, if any:

Recommendations for improvement:

Regular and sustained access to a Business Systems Analyst is a crucial step to ensuring this program can maintain its high level of service and success. The Promise Program has utilized technology throughout the stages of its program to ensure accurate and timely admission, access to programming, and assessment of students meeting milestones toward completion of their degrees. Without continued work and improvement on these systems, it would be difficult for this relatively small staff to maintain the level of service to students we have all become accustomed to.

Vice President (or President) Review

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

The Promise Program has done a great job of growing the students that participate in the program each year. In addition, their persistence rate for Year 1 and Year 2 participants is to be commended. It is evident that the Promise team is successful in connecting with Promise students and providing the support and resources needed.

Areas of concern, if any:

No areas for concern noticed.

Recommendations for improvement:

Two additional positions were mentioned in the PRP. The VPSS will discuss with Debra and the Dean of Enrollment Services on how and when those positions can be prioritized and budgeted.

VP Name:

Nick Mata

Signature Date:

8/18/2024