

Entry #: 49 - Workforce, Community Development, and Continuing Education

Status: Submitted

Submitted: 8/20/2024 5:38 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

Instruction

Department Name

CTEE Workforce, Community, and Continuing Education

Program/Unit Name

Workforce, Community Development, and Continuing Education

Name of Person responsible for the Program/Unit

Nichol Roe

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

Webpage URL 1

Unit webpage

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

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

Participant	Title
Nichol Roe	Associate Dean
Ute Maschke	Director, Continuing Education
Nora Kenney-Whitley	Coordinator, Rising Scholars

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

14.00

Number of Classified Staff

9.00

Number of CAST Staff

2.00

Number of Administrators

2.00

Number of Full-time Faculty

3.00

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

Rising Scholars: 4 FWS as peer mentors, 1 LAEP intern, 1 STM funded by the Office of the President.

Program/Unit Description

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

Yes. Opening of the Rising Scholars Building and planning for the co-location of Work-Based Learning programs with Career 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/ 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?

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

Active-duty marines in sergeant school will have access to community college credit through a military leadership apprenticeship program.

Assessment Status

Assessed

SAO Summary and Reflection

The Military Leadership Apprenticeship program launched in 2020 and continues to grow at exponential rates. The program faculty now complete their own PRP and this SAO can be sunset.

SAO 2

SAO Title

Incarcerated students will have increased access to workforce training in Vista Detention facility

Assessment Status

Assessed

SAO Summary and Reflection

WCCE is working collaboratively with the Student Services division to reorganize the Rising Scholars program under Student Services. This is in alignment with other student support programs and centers. Beginning in the 2024-2025 academic year, this program will no longer live within WCCE and the SAO can be sunset.

SAO 3

SAO Title

Students will participate in quality work-based learning experiences.

Assessment Status

Assessed

SAO Summary and Reflection

Palomar College organized a cross-functional taskforce called E3 (Explore, Experience Employment). Through this planning, the need for a holistic approach to career services, that encapsulated a full career continuum of career activities, was identified. The team embarked on a new regional project for Career Navigation, recognizing that while we had been implementing a variety of regional projects, there were still gaps in student experiences and services continued to be siloed. While E3 meetings took place, there was a lack of structure and vision. Over the course of the 23/24 academic year, the E3 team assessed the college's career services utilizing the National Association of Colleges and Employers (NACE) Professional Standards for College & University Career Services Guide and Workbook. The team held internal monthly meetings to complete the assessment and participated in monthly regional Community of Practice meetings. Upon completion of the assessment, the team began work on drafting a strategic plan. In April 2024, the team convened in a half-day retreat to develop a mission statement and 3-year goals. In the 24/25 academic year, Palomar College will apply for a second round of Career Navigation funding to support the implementation of this strategic plan.

SAO 4

SAO Title

Noncredit students will have access to college and workforce readiness skills that increase likelihood of completion and transition to credit-bearing programs and workforce.

Assessment Status

Assessed

SAO Summary and Reflection

With a new director of Continuing Education hired in January of 2024, WCCE is ready to elevate adult and noncredit education as a crucial element in the Palomar Powered Guided Pathway system. While work is in the early stages, the development of a Noncredit Taskforce has been presented to EESSC. The purpose of this taskforce is to respond to the statewide push to develop innovative strategies to integrate non-degree credentials and adult learners into guided pathways. Members on the taskforce will also contribute to the development of a strategic plan for Continuing Education in the 2024-2025 AY.

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".

We are still unable to track WBL (SG21) MIS data and will need to continue to work with IRP and Student Services to build these tracking systems out. Additionally, to understand how students enter continuing ed/noncredit and how they succeed along their career pathways, we will need to track adult students (students who are not transitioning into continuing education and not directly from high schools) as a disaggregated group. Currently, we are not able to do so.

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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!

During the 2022-2023 academic year, our department achieved significant milestones that have directly impacted student success across multiple programs.

The Career Navigation project made remarkable strides with the E3 (Explore, Experience, Employment) team, which identified the need for a holistic approach to career services. Recognizing gaps in student experiences, the team used the National Association of Colleges and Employers (NACE) Professional Standards to assess and improve the college's career services. This led to the drafting of a strategic plan with a mission statement and three-year goals, setting the stage for future growth and a second round of funding in the 2024-2025 academic year.

In the realm of apprenticeships, we successfully launched the Child Development Apprenticeship Program and secured grants for the Medium/Heavy Duty Vehicle Zero Emissions Technician (ZEVTEC) Apprenticeship, in partnership with North County Transit District (NCTD). These initiatives not only provide hands-on learning opportunities but also pave the way for students to enter high-demand career fields.

Adult Education saw significant progress as we collaborated with the regional noncredit/adult education consortium, ETCN, and hired a permanent director of Continuing Education. The new director is already laying the groundwork for a Noncredit Strategic Plan and new pathways for adult learners, which will enhance access and success for nontraditional students.

Our High School Articulation Credit by Exam area made substantial improvements by streamlining processes under the guidance of our first full-time Career Technical Program Specialist. This led to a significant increase in articulation agreements, from 31 to 42, offering more students the opportunity to earn college credit for high school courses, thereby accelerating their academic and career goals.

The Rising Scholars program had an exceptional year, earning statewide recognition and doubling its enrollment of formerly incarcerated (FI) students. The program's success is exemplified by the opening of a dedicated student support center, the release of the Emmy-winning documentary *Almost Home: Life After Incarceration*, and the achievement of a 100% completion rate in its summer program. These accomplishments highlight the program's effectiveness in providing critical resources and fostering a sense of belonging, which are essential to student success. Additionally, the program's efforts to build a pipeline to campus employment have resulted in the hiring of FI students across various departments, further supporting their reintegration and professional growth.

The Credit for Prior Learning (CPL) initiative also advanced significantly. The CPL coordinator has been instrumental in streamlining the Military Leadership CPL process, training staff on new platforms, and developing a comprehensive CPL messaging campaign. These efforts ensure that our military and veteran students receive the recognition and credit they deserve for their prior learning experiences, enabling them to progress more swiftly toward their academic goals.

These achievements collectively demonstrate our institution's commitment to student success by enhancing access to education, providing robust support systems, and creating pathways to meaningful careers. Our focus on continuous improvement and strategic planning positions us well for future successes that will further benefit our students and the broader 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?

Our programming is deeply intertwined with the California Adult Education Program (CAEP) and our participation in the regional consortium, Education to Career Network (ETCN). CAEP provides essential funding that requires strict adherence to reporting attendance and student transitions on a quarterly basis. The latest updates in CAEP requirements, particularly the clarified responsibilities for consortium members and the accounting of attendance hours for noncredit asynchronous courses, demand an enhanced focus on data management. To comply with these requirements and gain insights into better serving our student population, we need to invest more resources into data entry, tracking, and analysis across all noncredit programs. This investment will not only ensure compliance but also provide a more comprehensive understanding of our student demographics, ultimately leading to more targeted and effective educational services.

Our Continuing Education program also benefits from Workforce Innovation and Opportunity Act (WIOA) funding, which is performance-based and necessitates pre- and post-testing of students using the Comprehensive Adult Student Assessment

System (CASAS). To maximize the effectiveness of WIOA-funded programs, we must offer professional development and training for staff, introduce e-testing—which requires the purchase and configuration of new computer equipment—and align pre- and post-testing processes across noncredit ESL and Adult Basic Education (ABE) programs. These initiatives will enhance our ability to measure student progress more accurately and tailor programs to meet the diverse needs of our adult learners.

The implementation of SB 554, which expanded dual enrollment to include students in noncredit or adult education high school diploma or equivalency programs, presents another significant opportunity. Locally implementing SB 554, especially in consideration of AB 359, which seeks to expand CCAP agreements with K-12 adult schools, will allow us to provide equitable college access to underserved student populations. However, to do this effectively, we need to refine and streamline our counseling, intake, and onboarding processes, as well as improve data tracking for adult students. These improvements are crucial for facilitating smooth transitions for students and are expected to increase enrollment in both noncredit and credit programs. The Chancellor's Office's Vision 2030 Strategic Plan emphasizes the need to enhance socio-economic mobility for low-income learners by developing a high-tech/high-touch system that delivers customized educational and training opportunities. To align with this vision, we must plan for the development and implementation of noncredit workforce development and work-based learning opportunities. Increasing enrollment in these areas will not only fulfill the strategic goals but also boost the enhanced Career Development and College Preparation (CDCP) apportionment that Palomar College can receive, providing further financial support for our initiatives.

The regulatory changes governing work experience education, which became effective on August 26, 2023, aim to modernize and expand work experience opportunities for students beyond traditional Career Technical Education (CTE) programs. These revisions, proposed by the Chancellor's Office in collaboration with the California Community Colleges Curriculum Committee (5C), align work experience education with current industry practices. This expansion will allow us to offer more students, across various disciplines, valuable work experience opportunities that are crucial for their professional development. However this also required significant curriculum changes to align with the new requirements.

By proactively addressing these changes, we can ensure that our programs not only comply with new regulations but also continue to evolve in ways that best serve our students and the broader community.

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

We must conform our Work Experience policies and procedures to meet the new the regulatory requirements.

To implement SB 554 effectively, we will need to prepare a Memorandum of Understanding (MOU) with our K-12 adult school partners and new board policy. To provide truly equitable support under SB 554, we might also want to consider waiving student, parking, and health services fees for the approximately 34 adult learners who will attend Palomar College under SB 554.

To strengthen relationships and increase the number of effective articulation agreements, we are developing a toolkit that outlines procedures, responsibilities, and due dates for stakeholders, including students, teachers, HS coordinators, and the CTPS. We see the need for better and more consistent data management and tracking of the actual benefits articulation agreements have for students. When the previous Manager of Records and Evaluations retired, data entry (preparing class rosters, entering grades) shifted from one person to many, which led to delayed grade entries and completion of official transcripts.

As mentioned above, we need to utilize better case and data management tools (systems) both to track and to design more individualized transitions, education, and training paths that meet the needs and goals of our students. This might include utilization of an alternative to CATEMA, exploration of additional functionalities of existing data management tools, and collaboration across departments.

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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

Expand Military Leadership program outside of California

Choice

No longer a goal

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 Military leadership program will conduct its own PRP moving forward and goals relating to that program will be outlined there.

Goal 2

Brief Description

Develop a cohesive "Career Continuum" so that students can easily access career counseling, work-based learning and job placement assistance.

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.

For the 24/25 year, we will develop an action plan which will address the goals in our Career Navigation strategic plan in addition to the work our Career Services Team has already completed (Career Continuum). The action planning will also identify who will be taking the lead on the implementation of the goal and identifying other collaborators across the district that play an integral role in the implementation. The career navigation project's second year will support developing this actionable plan that includes a logic model which identifies strategies, practices, measurements, data and accountability.

Goal 3

Brief Description

Develop onboarding toolkit, rubric for measurement of effectiveness, and data tracking/case management system for special admittance (SB554) and other continuing education / noncredit 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.

New goal for FY 24/25

Goal 4

Brief Description

Increase pre-and post test parings for WIOA supported programs

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.

New goal

Goal 5

Brief Description

Create a noncredit advisory group for development (and implementation) of strategic plan

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.

New goal

Goal 6

Brief Description

Expand services to transitions students

Choice

Completed

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.

Rising Scholars center opened. The Rising Scholars program will move under Student Services beginning July 1, 2024.

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.

The Career Navigation project, apprenticeship programs, Adult Education, and Rising Scholars program align closely with several objectives in Palomar College's Vision Plan 2035, particularly within Goal 1: Reimagine and redesign instruction and student services to increase student success.

Objective 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.

- Career Navigation Project: Through the E3 team's work, we've identified gaps in student services and developed a strategic plan to provide a more holistic approach to career support. This aligns with the objective of making career services accessible and tailored to meet diverse student needs, ensuring they are well-supported in their career and educational pathways.

Objective 2: Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.

- Rising Scholars Program: The program's growth, the opening of a dedicated support center, and the expansion of employment opportunities for formerly incarcerated students exemplify our commitment to providing welcoming, comprehensive support services. These efforts ensure that students can seamlessly transition into academic and career pathways.

Objective 10: Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.

- Apprenticeship Programs: The launch of the Child Development Apprenticeship Program and the ZEVTEC Apprenticeship align with this objective by providing hands-on learning opportunities in high-demand career fields. These programs are designed to meet workforce needs and provide students with pathways to meaningful employment, directly supporting their success and aligning with community and industry demands.

These initiatives underscore our commitment to enhancing student success by providing accessible, relevant, and supportive services and programs that meet students' academic and career goals.

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

Rising Scholars will transition to Student Services beginning July 1, 2024.

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

Director: Workforce Initiatives for Student Employment

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

AA

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.)

This position would develop, plan, coordinate and implement comprehensive workforce initiatives for student employment at the District, assuring compliance with all local, state and federal laws and regulations. This position would lead workforce and student employment needs from internal and external sources, and develop short- and long-term career pathway transition strategies to meet those needs. The district is required to identify a LAEP coordinator, and this position would also serve this role

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

Yes, it is possible through the development of a more streamlined career continuum and student employment process, there could be some reorganization that needs to take place.

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

Yes

What funding would support this position?

LAEP and SWP could fund a portion of the start up costs, but this position would need to be institutionalized.

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

This position would lead all the work related to goal 2: "develop a cohesive "Career Continuum" so that students can easily access career counseling, work-based learning and job placement assistance."

Vision Plan 2035 Goals and Objectives

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

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

The college needs to prioritize this position to move forward with LAEP and other student employment initiatives

Staff, CAST, AA request 2

Title of position

Military Leadership Project Director

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

AA

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 military leadership program is registered with the division of apprenticeship standards and having a full time administrator support this program will ensure we adhered to regulations.

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

This position may be identified through a reorganization

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 would ensure sustainability for the expansion of the military leadership program

Vision Plan 2035 Goals and Objectives

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

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

The program will not be able to continue without any FT support

Staff, CAST, AA request 3

Title of position

Credit for Prior Learning Coordinator

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

Classified

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

Full Time

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

As the credit for prior learning program expands, full-time support will be needed to adhere to new Title V requirements

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

his position may be identified through a reorganization

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.

The CPL initiative largely impacts out military community and would assist in our expansion of the MIL program.

Vision Plan 2035 Goals and Objectives

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

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

The program will not be able to expand without FT support

Staff, CAST, AA request 4**Title of position**

State Authorization 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.)

A State Authorization Specialist is crucial for the growth and stability of our program as well as the college for distance education purposes. Since the state of California is not a part of NC-SARA, it is required that our institution applies to each state in which we would like to provide distance education coursework to students residing in those locations. In addition to US states, we would like to focus on authorizations for students who are stationed overseas to allow them to begin or continue the program when receiving orders outside of the US.

Due to the complexity and ongoing nature of this work, a specialist will be viable to ensure our institution is in compliance with other state's authorization requirements.

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

As a new program, this is to be determined

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 would ensure sustainability for the expansion of the military leadership program outside of CA. This position would also support the work of the institution becoming an OVC teaching college.

Vision Plan 2035 Goals and Objectives

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

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

We would continue to work with a part-time employee and our expansion goals will be put on hold until we are able to hire a full-time.

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.

CAETMA license for High School Articulation Credit by Exam

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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.

Yes

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

nroe@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: