

Entry #: 33 - Leslie Salas

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2023-2024 REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

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

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

BASIC UNIT INFORMATION

Are you completing a Comprehensive or Annual PRP?

Comprehensive

Division Name

Student Services

Department Name

SS Student Success, Equity, and Counseling

Program/Unit Name

Office for Student Success

Name of Person responsible for the Program/Unit

Dr. Nancy Browne

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

Webpage URL 1

Unit webpage

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

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

Participant

Title

Fabiola Hernandez

Student Success Initiatives Coordinator

Rosalba Bolwin

Out-of-Class Student Success Initiatives Coordinator

PROGRAM/UNIT MISSION STATEMENT

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

Our mission is to empower every student to achieve their full potential by providing comprehensive support, innovative programming, resources, and personalized guidance tailored to their individual needs. Through holistic support and collaboration with faculty and staff, we are committed to removing barriers to success and strive to create an environment where every student feels valued, supported, and encouraged to succeed.

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

The mission of the Office for Student Success aligns closely with Palomar College's mission and vision by prioritizing student success, promoting engagement, and contributing to a culture of innovation and support. Together, we work towards creating an environment where every student can thrive and achieve their goals.

Both the Office for Student Success and Palomar College prioritize serving students of diverse backgrounds. By fostering inclusivity and respect, the Office for Student Success creates an environment where all students feel valued and supported.

Palomar College's mission emphasizes promoting student success in transfer, degree completion, career readiness, and lifelong learning. The Office for Student Success directly supports this mission by offering resources and intrusive support services tailored to students' academic, personal, and career goals.

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PROGRAM/UNIT DESCRIPTION

Staffing

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

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

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

Full-Time Staff

Total Number of Full-time Staff

3.00

Number of Classified Staff

1.00

Number of CAST Staff

1.00

Number of Administrators

1.00

Part-Time Staff

Total Number of Permanent Part-time Staff

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

FTEF of Part-time Faculty

Number of Full-time Faculty

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

3 Peer Mentors

1 Out-of-Class Student Success Initiatives Coordinator

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

One (part-time) out-of-class position of the same grade as our Student Success Initiatives Coordinator currently support this office. This out-of-class position was approved to support the implementation of our Student Success Teams by piloting the role of Success Coach which did not previously exist at Palomar College. The position has allowed us to implement communication and student support strategies through coordination efforts.

As part of the PRP cycle, Human Resource Services will provide Organizational Charts for all non-instructional units. Review the following organizational charts to answer the questions below.

- [Finance and Administrative Services](#)
- [Human Resource Services](#)
- [Instructional Services](#)
- [President's Office](#)
- [Student Services](#)

In reviewing your organizational structure, what are the strengths and opportunities this structure brings to the department, division, and College?

The Manager, Student Success and Student Success Initiatives Coordinator positions make up the Office for Student Success. This is the primary department on campus working on student success and retention initiatives. There are strengths and opportunities in growing this department beyond these 2 full-time staff to support and maintain the day-to-day functions of Student Success Teams.

In reviewing the organization structure, are there areas that could be improved if you were structured differently (i.e., efficiencies, communications/collaboration with the College, needs, etc.)?

The Supervisor, Student Success position was created to support both General Counseling and the Office for Student Success, however, the position currently only has oversight and bandwidth to supervise General Counseling. Our organizational structure could be improved if the title and responsibilities of this position was changed to more accurately reflect their supervisory role in General Counseling only.

As we expand Student Success Teams by pathway and affinity groups (disproportionately impacted groups), additional positions will also need to be created and embedded into our organization structure.

Program/Unit Description

Who utilizes your services?

The services provided by the Office for Student Success are utilized by a wide range of students across various demographics and academic levels including:

- * First-time to college students receive onboarding, counseling and registration support.
- * First-time to college and continuing Black and African American students receive services tailored to their specific needs, such as counseling, registration and referrals to other services and academic supports, as part of our Student Success Team efforts.
- * Latinx students identified for additional counseling support.

The Office for Student Success serves as a valuable resource for all students, with a focus on our disproportionately impacted groups, to help them succeed and thrive in their college journey.

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

The Office for Student Success offers a range of services aimed at supporting students in their academic journey. Our services include:

- * Referrals to counseling: Offering personalized counseling to help students select courses, plan their academic pathway, and stay on track towards graduation or transfer.
- * Referrals to academic support: Including tutoring services, workshops and academic resources.
- * Retention initiatives: Implementing programs and interventions to support student retention and persistence, such as academic probation support and additional in-reach to at-risk students.

These services are designed to support students throughout their academic journey and promote their overall success and well-being.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOME ASSESSMENT

GOT SERVICE AREA OUTCOMES?

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

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

So, what is an SAO?

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

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

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

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

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

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

NEED HELP?

Nuventive Improve:

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

Defining and Assessing SAOs:

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

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

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

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

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

Yes

SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. For each SAO in Nuventive Improve/ summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.

SAOs

SAO 1**SAO Title**

Provide education planning and registration support for Black and African American students to support their persistence from primary term (fall) to secondary (spring) term.

Assessment Status

Not assessed

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

In last year's annual PRP (2022-2023), the 2020-2021 and 2021-2022 SAOs were sunsetted/deactivated. New SAOs were not developed in that PRP year so we are developing new SAO's this year.

Next planned assesment

2024-2025

SAO 2**SAO Title**

Provide transfer support and empowerment opportunities for Black and African American students.

Assessment Status

Not assessed

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

In last year's annual PRP (2022-2023), the 2020-2021 and 2021-2022 SAOs were sunsetted/deactivated. New SAOs were not developed in that PRP year so we are developing new SAO's this year.

Next planned assesment

2024-2025

OTHER ASSESSMENT DATA**Quantitative Data**

List all other quantitative and/or qualitative measures you use to track, monitor, and/or evaluate the effectiveness of your program/Unit.

Measures, Descriptions, and Annual Values

Measure 1**Name of Measure**

Education Planning Counseling Appointments for New to Palomar Black and African American students enrolled in Fall 2023

Description of Measure

Call campaign criteria: Black and African American students, new to college, enrolled in Fall 2023, no comprehensive ed plan on file, not in a Student Support Program, not in high school, not in Military Leadership program

Year

Fall 2023

Year

Spring 2024

Year**Year****Value**

185 calls made

Value

31 students scheduled for counseling appointment

Value**Value**

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 2**Name of Measure**

Assistance with Spring 2023 registration

Description of Measure

Text campaign for new to college Black and African American students enrolled in Fall 2023, not enrolled in Spring 2024, no student support programs, not in High School, not in military leadership program.

Year

Spring 2024

Year**Year****Year****Value**

77 students reached

Value**Value****Value**

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Measure 3

Name of Measure

Middle of spring semester check-in with Black Student Success Counselor, prep for Summer and Fall 2024 registration

Description of Measure

Call campaign for All Black and African American Students enrolled in Spring 2024, no student support programs, not in High School, not in military leadership program.

| Year | Year | Year | Year |
|----------------|---|-------|-------|
| Spring 2024 | Spring 2024 | | |
| Value | Value | Value | Value |
| 130 calls made | 25 students scheduled for a counseling appointment with Black Student Success Counselor | | |

List values for years listed immediately above. Select "+ Add Measure" below to insert all measures, values, and descriptions.

Reflect on your quantitative data and summarize your findings or interpretations.

As our pilot Student Success Team with a focus on Black and African American students grows, our quantitative data will show our efforts to engage this population actively and intrusively, particularly in areas where the research shows we can do more work to move the needle.

Qualitative Data

Describe any qualitative measures you use and summarize the results.

One example of a qualitative measure includes student information requested as part of our texting campaigns. For example, if a student answered no to having plans to enroll in classes next term, then the student was asked if they could share the reason for why they were not planning to re-enroll. This qualitative information helps us know: 1) the reason a student is choosing not to re-enroll, 2) if there is support that can be offered at the moment and 3) encourage student to re-enroll the following semester.

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

A structure of support for Black and African American students is being developed as part of our Student Success Teams pilot implementation. Improvements will be determined after our 2024-2025 pilot findings.

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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 Office for Student Success, through the work of a steering and an operational committee, has been supporting the implementation of Student Success Teams. Cross-divisional teams of faculty and staff have been working together since Spring 2023 to develop a structure for supporting and assisting cohorts of students from entry to completion, with a focus on equitable outcomes.

We are in the implementation phase of our pilot with a focus on the success of Black and African American first-time to college students. Some of our achievements have included the hiring of a full-time, tenure-track Black Student Success Counselor, a part-time Black Student Success Counselor, a part-time out-of-class Success Coach (classified position), and 3 Peer Mentors (temporary positions). We are also recruiting faculty to serve as Pathway Advisors. These roles are critical to having a staffing structure that supports this work. We have made great strides in hiring the positions and defining their roles.

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?

Legislation that funds the Student Equity and Achievement (SEA) Program supports California Community Colleges in implementing activities and practices that advance the systemwide goal of eliminating achievement gaps for students from traditionally underrepresented groups. At Palomar College, we carry out this work as part of our student success efforts centering on the needs of our disproportionately impacted populations. Continued support from both legislation and funding is imperative for this work to continue. We also strongly advocate for the purchase and implementation of a CRM product that allows us to track the impact of our intrusive supports and the milestones accomplished by the students we are supporting.

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

A quantitative and qualitative study by the RP group highlighted the negative impact that academic probation has on the transfer success of Black and African American students system-wide. Academic probation language is deficit-minded and punitive and needs to change in Title 5 as well as in our college's policies, procedures and student messaging. There are colleges that have invested both time and effort changing their policies, procedures and internal messaging to students. Our institution would benefit from doing an internal audit and implementing changes to our probation language and probation processes.

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PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING

Program Evaluation and Planning is completed in two steps.

First, you will complete an overall evaluation of your unit drawing from your unit assessment data.

Second, working from that evaluation, you will establish your goals for the upcoming three years.

Section 1: Overall Evaluation of Program

Reflect on your unit, the results of your assessments in Part 2 above, and your vision for the future. Then, working together answer the following questions. Summarize your answers in the grid below.

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future, what do we aspire to do?
4. What are the measurable results that will tell us we've achieved that vision of the future?

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing them for this upcoming three-year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion. Goals should be Specific, Measurable, Attainable, Relevant, and Time –Specific (SMART). Following the goal template below will help you create SMART goals!

OVERALL EVALUATION OF PROGRAM

Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.

Strengths:

Some of our greatest strengths include: 1) the collaboration we have established with student services and instructional leaders and the support we have established for Student Success Teams, 2) the energy and dedicated time of our office staff that supports innovation and implementation of new strategies and initiatives and 3) the support and advocacy of our steering committee for the institutionalization of Student Success Teams.

Opportunities:

Some opportunities include identifying permanent funding, a staffing structure and visible location on campus for the Office for Student Success to operationalize our Student Success Teams by providing direct support to students.

Aspirations:

We aspire to create a framework of support for students based on pathway and affinity group (disproportionately impacted students) where we could move the needle on our equity metrics through intentional supports.

Results:

We hope to see a decrease in equity gaps and overall sense of belonging and welcomeness on campus among our disproportionately impacted groups. Through these results, students will meet their milestones and will achieve their educational goal without excess units to completion.

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PROGRESS ON PRIOR PRP GOALS

List current or prior PRP goals your unit has been working on and provide an update by placing an "X" in the appropriate status box.

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

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

Prior PRP Goals

Goal 1

Brief Description

Establish strategic collaborations with faculty and student support programs to expand usage of the Early Success Initiative.

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.

As we are no longer utilizing the Starfish tool, the Early Success Initiative is no longer a goal. A new revised goal will be incorporated below related to our continued collaboration with faculty and student support programs.

Goal 2

Brief Description

Infuse retention goals and strategies in institutional initiatives and plans supporting retention.

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.

In order to institutionalize Student Success Teams, a Steering Committee and an Operational Committee reporting to EESSC were created to establish the structure of Student Success Teams. The four established "pods" or workgroups are establishing strategies, processes, and workflows related to data and technology including a retention data report with actionable data for communication campaigns and targeted interventions; instructional support including the development of a canvas shell and recruitment of Pathway Advisors; student support including the hiring of new counselors, success coaches and counseling support for our first cohort; and communication support including a communications calendar. The first Success Team will implement these strategies and will conduct an ongoing assessment of additional needs for support throughout the year.

ESTABLISH GOALS AND STRATEGIES FOR THE NEXT THREE YEARS

In the previous sections of this PRP, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Vision Plan 2035](#).

Please list all discipline goals for this three-year planning cycle.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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

Goal 1

Description

Collaborate with instructors and pathway advisors to increase Black and African American student completion of transfer-level English and math courses.

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

During the semester, Success Coaches will reach out to instructors or pathway advisors to determine if there are any students in transfer-level English and math classes in need of additional support and will refer students to services such as tutoring and counseling. Success Coaches will also work with the Student Success Team to implement additional strategies.

Outcome(s) expected (qualitative/quantitative)

We hope to see a decrease in the equity gap for Black and African American students in the area of transfer-level English and math completion.

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

This goal directly aligns with the 3-year outcome of the Student Equity Plan.

Expected goal completion date

5/30/2025

Goal 2

Description

Develop a plan to address some of the challenges related to academic probation, which significantly affects the success of Black and African American students.

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

During the semester, Success Coaches will proactively reach out to students at risk of going into academic probation or who are currently in probation to offer support and resources. Success Coaches will also work with our Student Success Teams operational committee who is spearheading institutional changes to academic probation policies and procedures and will implement new communication strategies using more student-centered language.

Outcome(s) expected (qualitative/quantitative)

We hope to see an increase in enrollment, persistence and completion as being placed on academic probation affects all 3 of these metrics.

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

This goal directly aligns with the 3-year outcome of the Student Equity Plan.

Expected goal completion date

5/30/2025

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

Our goals specifically look to reduce equity gaps and increase success among student populations that are disproportionately impacted as per the student equity plan metrics.

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.

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

Goal 3. Optimize enrollment for fiscal stability and growth.

Objective 3. Implement a tailored student outreach/ in-reach system for Palomar's diverse student body.

The Office for Student Success actively works to reimagine and redesign student services. Our why is driven by the equity gaps and excess time to completion which exists for some of our student populations. Equity-minded, data-driven, and culturally relevant approaches need to be tailored for student's specific needs. This requires ongoing collaborative and intrusive in-reach to be provided the Office for Student Success.

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RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#)

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Are you requesting new Classified, CAST, or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Student Success Initiatives Coordinator (1 Position)

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 Student Success Initiatives Coordinator position will oversee specific programs and initiatives aimed at promoting student success, such as retention programs for specific populations, our peer mentoring program, student success workshops and seminars.

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

Our existing Student Success Initiatives Coordinator position will have a focus on our Palomar Pathways. This additional position will help to carry out our work with a focus on our affinity groups (disproportionately impacted students).

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

Yes

What funding would support this position?

Student Equity and Achievement

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

This role is critical in launching the work that is currently a pilot. The strategies and plans being developed need to be carried out during the year. Our existing out-of-class position has shown us that we have a need for another permanent coordinator-level position.

Vision Plan 2035 Goals and Objectives

| | | | |
|-----|-----|-----|-----|
| 1:2 | 2:3 | 3:1 | 3:7 |
| 1:3 | 2:5 | 3:3 | |

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

We need full-time positions dedicated to this work. If unable to prioritize this position, we would continue to operate with only one permanent full-time position and short-term employees.

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

Success Coaches (5 Student Support Specialist II 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 Student Support Specialist II positions will serve as Success Coaches which will focus on identifying students at risk of dropping out or facing academic difficulties and implement intervention strategies to support their retention and academic success in collaboration with the office manager, coordinators and the Student Success Team members. They will conduct in-reach efforts, monitor student progress, and connect students with appropriate resources and support services.

Assignment of coaches by Palomar Pathway / Affinity Group:

- * Arts, Media and Design / Business (1 Success Coach)
- * Health and Public Service / Humanities and Languages / BSSST (1 Success Coach)
- * Social and Behavioral Studies (1 Success Coach)
- * STEM / Latinx SSST (1 Success Coach)
- * Trade and Industry / Undeclared (1 Success Coach)

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

No, these positions currently do not exist. We have been piloting the position with one permanent full-time and one part-time out-of-class coordinator position.

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 role is critical in launching the work that is currently a pilot. The strategies and plans being developed need to be carried out during the year.

Vision Plan 2035 Goals and Objectives

| | | | |
|-----|-----|-----|-----|
| 1:2 | 2:3 | 3:1 | 3:7 |
| 1:3 | 2:5 | 3:3 | |

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

We need full-time positions dedicated to this work. If unable to prioritize these positions, we would continue to operate with only one permanent full-time position and short-term employees.

PART 2: BUDGET REVIEW

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

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

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

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

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The Office for Student Success does not have permanent District funding. Funding for staffing has been dedicated from the Student Equity and Achievement funds. This year, with support from our Dean, we developed a new department and program with Fiscal Services and included the Office for Student Success as part of the Budget Development process. This step will help to further institutionalize this office as part of our organizational structure and with the funding needed to grow its operations.

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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?

Yes

Technology Request

Technology Request 1

What are you requesting?

1 laptop/docking station with headset, camera and phone

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)

1 laptop/docking station needed for Peer Mentor / Success Coach work station.

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

Peer Mentor / Success Coach will be able to utilize this permanent work station.

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

Provided day to day support to students.

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.).

\$3,000

Do you already have a budget for this request?

No

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

All

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

1:2

2:3

3:1

3:7

1:3

2:5

3:3

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?

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Dedicated office space for Peer Mentor / Success Coaches

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

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

Office space for Success Coaches and Peer Mentors that allows staff to provide direct student support. The space should allow the staff to provide individual or group services. Including meeting space for staff and private space for Zoom meetings.

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

Student will be able to receive in-person services and know the location of the Office of Student Success on campus.

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

More hands-on services will be provided to students who need assistance.

d. Timeline of implementation

Fall 2024 - Spring 2025

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

TBD based on identified location. Currently the team is housed in the Counseling Department in the SSC building which has very limited space.

Do you already have a budget for this request?

No

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

All

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

| | | | |
|-----|-----|-----|-----|
| 1:2 | 2:3 | 3:1 | 3:7 |
| 1:3 | 2:5 | 3:3 | |

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

1

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

TBD based on identified location.

Will you accept partial funding?

Yes

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.

nbrowne@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:

Leslie Salas

Sign Date

9/18/2024

FEEDBACK

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

The office of Student Success is developing structures to support student along their journey. We are seeing great success.

Areas of Concern, if any:

Staffing and facilities are a concern as funding is limited.

Recommendations for improvement:

Continue to look for solutions to support this work.

Vice President (or President) Review

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

The program has been doing amazing things with the development and implementation of Black Student Success Teams. They are establishing a framework that can and will be used for other disproportionately impacted student populations.

Areas of concern, if any:

Recommendations for improvement:

Look into accessing the remaining Guided Pathways funding to support expansion to Latine/x Student Success Teams.

VP Name:

Nick Mata

Signature Date:

9/18/2024