

PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING

YEAR TWO UPDATE – 2015-16

Discipline: Click to select a Discipline.

Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)

Counseling

Instructional

Date: 12/4/2015

DEFINITION

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service. The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students. Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success. The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

Purpose of Program Review and Planning:

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College's Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

Palomar College Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List everyone who participated in completing this Program Review and Planning Document.

Dr. Lisa Romain, Counseling Department Chairperson

Carol Moore, Counseling Services Supervisor

Carrie Espinoza Vilanueva, Sr. Counseling Services Specialist

Dr. Rebecca Barr, Professor/Counselor

Presented to Faculty Senate, 9/22/2014
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STEP I. Evaluation of Program & SLOAC Data. In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline's plans for the current year. Consider trends and any changes in the data as they relate to this year's analysis.

A. Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year's PRP.
(For enrollment, WSCH, & FTEF data, use Fall term data only).

- Enrollment, Enrollment Load, WSCH, and FTEF
- Course Success and Retention Rates
- Degrees and Certifications

B. SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:

<http://www2.palomar.edu/pages/sloresources/programreview/>

The Counseling Department demonstrated positive outcomes for all courses. The most recent findings and planned activities indicate that:

COUN 45 "Definition of Success": Student will be able to identify their definition of success in four areas of life that include: grades in college, a career after college, health and well being, personal growth, and monetary.

COUN 45 "Taking Personal Responsibility": Students will be able to complete all six "Who's Responsible" entries in the book that has students write a rationale why they are responsible for incorporating the chapter theme into their life.

COUN 45 "Time Management Plan": Students will be able to write a plan on how they will manage their time, by completing a weekly schedule.

COUN 48 "Stress Evaluation": Students will overcome test anxiety by reducing their personal stress level.

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COUN 100 "Understanding Material": Apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.

COUN 101 "Transfer Information": Students will increase their knowledge of UC/CSU transfer requirements.

COUN 101 "Understanding transfer requirements": Students will increase their knowledge of UC and CSU transfer requirements.

COUN 110 "Active Reading with SQ3R": Students will be able to identify the content and sequence of the SQ3R reading method.

COUN 110 "Cornell Note Taking": Students will successfully take notes using the Cornell format, including: Taking notes on a pre-selected video lecture (Bloom's Psychology of Happiness); later adding key facts and concepts; finally, formulating possible test questions based on the key facts. Initial assessment in fall 2012 and reassessed in fall 2013.

COUN 110 "Learning style": Students will determine their preferred learning style while identifying key characteristics of each learning style; analyze role of culture in learning style; select and practice at least three suggested learning strategies; identify instructor teaching styles (actual or case study) and construct a plan to adapt learning strategies; identify ways to strengthen use of less preferred learning strategies. After initial survey was conducted (Fall 2010), improvements in the instrument were made and survey conducted again Fall 2011.

COUN 115 "Career Assessment": Advance awareness of personal qualities through assessment of career interests, personality, skills and values and relate these qualities to individual career choice.

COUN 115 "Career Research": Students will use career material to conduct research about careers and use the information to choose a career goal.

COUN 115 "Interests & Aptitudes": Identify and explain personal strengths, traits, preferences, values, interests, skills, abilities, and attitudes and compare them with careers and college majors in preparation of self management, career development and planning in the workforce.

COUN 120 "Communication Skills": Students will be able to role play healthy boundary setting to improve their communication skills in their relationships.

COUN 120 "Coping Skills": Students will be able to analyze previous coping methods used for adversity and utilize learned critical thinking skills to write a strategy that addresses why they used the previous coping mechanism, how it served them, and what they were trying to protect. Subsequently, students will be able to devise a healthier coping mechanism that best addresses their particular issue and the positive or negative consequences that could follow.

COUN 120 "Diversity Awareness and Appreciation": Students will be able to recognize the struggles of disadvantaged groups and appreciate the positive aspects of differences in ethnicity and gender.

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COUN 120 "Goal Setting Skills": Students will be able to write a 7 page goal-setting plan and write the objectives or action steps in a separate daily/monthly planner.

COUN 120 "Identity Characteristics": Identity Characteristics Recognition: Students will be able to write a personal mission statement utilizing self-exploration assignments that elicit their identity characteristics that include their: personal values, motivational tendencies, interests, personality type, emotional wounds, and personal experiences that have affected their life.

COUN 148 "Identifying A Stress Prone Personality": Students will be able to assess their anxious thoughts and behaviors and connect it to a stress-prone personality so that they can understand how their personality contributes to their symptoms of stress.

Subsequently, they will choose an effective stress reduction technique to address their symptoms of stress related to their personality style.

COUN 165 "Career Decision": Students completing Counseling 165 will learn the process of assessing their career interests, personality and skills/abilities and identify a related occupational goal.

COUN 165 "Career Decision and Development Process": Students will learn and apply the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding about the career development process.

COUN 165 "Occupation Fit": Identify, explain and compare how a chosen occupation fits with the student's personality type, interests, work values, transferable skills and career motivators.

COUN 170 "Research and Web Navigation": Students will successfully navigate the online tools presented in the class for purposes of gathering information on available college majors for their appropriate degree goal. More specifically, students will demonstrate the ability to identify the lower division degree requirements, (GE, Major, and/or Major Preparation) for a proposed college major.

COUN 170 "Selecting a College Major": Students will be able to identify how their interests relate to compatible college majors and demonstrate an understanding of the process involved in research, planning, and decision making as it pertains to college majors.

C. Other Relevant Data and Information.

1. Review other data and/or information that you included in last year's assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.

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NA

2. Given this updated information, how are your current and future students impacted by your program and planning activities?
Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.

The recent SSSP implementation and Student Equity criteria has placed more responsibility on the Counseling Department to assure all non-exempt students have a comprehensive education plan by 30 units. Orientation, assessment, follow up, outreach and retention services continue to be a focal point of concern for students at large, particularly underrepresented populations. Faculty advising and counseling mentoring have put additional constraints on service delivery and efforts to address outreach and retention. Considering the volume of students at Palomar College, curricular adjustments are being updated in many of the Counseling Department's classes to incorporate development of education planning as an SLO. Saturday counseling, quick question counseling, "Got A Question, Ask A Counselor" services in the student union, social media and distance counseling and distance education services are being updated to meet the demand of student services. Finally, addressing ways to address the needs of new students would be ideal. 6897 non-exempt students out of a total of 8911 exempt and non-exempt students without an Education Plan enrolled in Fall 2015. This supports the need for additional counseling appointments and counselors to serve students.

- D. **Labor Market Data.** For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year's PRP. (See Step II.D). This data is be found on the CA Employment Development website at <http://www.labormarketinfo.edd.ca.gov/>. Go here and search on Labor Market Information for Educators and Trainers (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112>). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)

NA

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STEP II. Progress on Previous Year's Goals and Plans (See "Step III - Updated Goals and Plans" in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

Discuss/Summarize progress on last year's goals. Include

- a) the impact on resources allocated and utilized;
- b) any new developments or concerns that are affecting the program;
- c) any new goals for the program; and
- d) other information you would like to share.

Expand and diversify the pool of highly qualified instructional and counseling adjuncts.

Conduct yearly interviews by the Counseling Department's Adjunct Committee.

Increase adjunct pool to address education planning, high school outreach, mental health and Saturday counseling needs and to be available in the event another non instructional counselor or instructor becomes ill or is unable to teach any given semester.

Increase sections for some classes to assure traditional face-to-face sections are offered in addition to hybrid offerings and distance learning options.

Expand day, evening, and hybrid options to assure balance.

More options for students to better meet a variety of scheduling and student learning preferences.

Incorporate education planning into all appropriate Counseling classes.

Meet with full time and adjunct counseling instructors to review methods for incorporating education planning into appropriate curriculum.

Palomar students will have a current educational plan (developed or reviewed with the last 2 semesters) via the classroom, group counseling or individual appointments.

Research the development of a college orientation class as a topics class in Counseling.

Identify full time counseling faculty interested in developing a course outline and process it through the necessary Curricunet process for possible implementation in Spring 2016.

The Counseling Department would offer at least 1 section for new college students in the spring of 2016.

Increase distance counseling services and create options for students.

Expand STEM Center Counseling to meet the demand of the students interested in STEM majors and careers.

Hire at least 10 High School Counselors to foster collaborative relationships and work on middle college needs for high school

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students interested in transitioning to a community college in hopes of transferring to a 4 -year college and or university.

Program accomplishments:

Offering the new Coun 148 class that speaks to student retention.

Offering Coun 120 as a distance education course.

Offered "Stress Reduction" classes in the form of meditation and EFT for staff and faculty.

In 2015, Distance Counseling appointments showed over a 100% increase in the number of booked appointments from 2014. The no show rate for those appointments decreased over the same time period by 30%.

Counseling Services Workshops: (for Chicano Studies class) How to Ace your Finals (TLC) Managing Stress and Test Taking (TLC)

Major Decisions-How to pick a major (TLC) Speak Smart-Communication workshop (TLC) Learning Styles (TLC)

How to Navigate Palomar College Resources Koru Workshop- Mindfulness Based Stress Reduction Understanding mental health stigma and classroom management PTSD and Surviving Trauma Seminar Movie Screening and Discussion- CNN's: The Hunting Ground

STEP III. Resources Requested for FY 2014-15: Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the "Academic Department Resource Requests" PRP form only. Click here for examples of Budget Category.

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Prioritize within each category and then prioritize across categories in Step IV.

*Refer to Strategic Plan 2016 Objectives at <http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf>

Budget category a. Equipment (acct 600010 and per unit cost is >\$500). Enter requests on lines below. Click here for examples of equipment: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
a1.		600010				
a2.		600010				
a3.		600010				
a4.		600010				
a5.		600010				

Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
b1.	Computers for the Escondido Center	600010		1.4, 1.5 and 2.3	30 new computers are needed to address career, assessment and transfer center needs in the Counseling Services Center area. Many students use the computers for counseling, admissions and records, transfer and assessment purposes.	30,000.00
b2.	Computers in the Transfer Center	600010		1.4, 1.5 and 2.3	15 new computers are needed to address career, assessment and transfer center needs in the Counseling Services Center area. Many students use the computers for transfer application workshops and other related transfer issues, registration and education assessment purposes.	15,000.00
b3.		600010				
b4.		600010				
b5.		600010				

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Budget category c. Supplies (acct 400010 and per unit cost is <\$500). Enter requests on lines below. Click here for examples of supplies: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
c1.		400010				
c2.		400010				
c3.		400010				
c4.		400010				
c5.		400010				

Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense: [Budget Category](#)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, etc.)
d1.		500010				
d2.		500010				
d3.		500010				
d4.		500010				
d5.		500010				

Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
e1.	Conferences and Workshops	500010		3.1	Counselors have to stay abreast of the latest academic, career, personal and mental health issues concerning students' overall well-being and academic success. The amount of information, knowledge, techniques, strategies, laws and ethics required by counselors is essential to students' success. Additionally, counselors need to train instructional faculty colleagues and feeder high school counselor liaisons on these current trends for student retention and success.	30,000
e2.		500010				

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Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
e3.		500010				
e4.		500010				
e5.		500010				

Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.

Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
f1.	Counseling Support Staff (Total of 11 Counseling Support Staff) Counseling Department Main Campus (4) Campus Security Officer (1)	230010		1.4, 1.6 and 2.3	The Counseling Department/Main Campus has 2 vacant full-time Counseling Support Specialists (one classified person transferred to a different department and the other obtained a job out of state). We are currently using 3 short-term hourly staff to assist with the vacancies. Additionally, the unique needs of students with mental health crisis continues to increase. A staff position and a Campus Security Officer to handle students' mental health and well-being concerns and to secure the safety of employees who assist in these endeavors is essential to the success of students with mental health challenges.	270,000 4 staff =240,000 CSO = 30,000
f2.	Transfer Center Main	230010		1.4 and 2.3	The Transfer Center Support staff support positions for the Transfer Center and is essential to support all the counselors and the Transfer Center Director in meeting their primary function of facilitating students in the transfer process. The transition from a	120,000 2 staff = (60,000 x 2 = 120,000

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Priority Number for Resource Requests	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits if applicable)
	Campus (2)				community college to a 4 year university is more complex and evolving every year so these positions are vital to their success.	
f3.	Career Center (1)	230010		1.4 and 2.3	The Career Center Support staff support positions for the Career Center and is essential to support all the counselors and the Career Center Director in meeting their primary function of facilitating students in the career process. The transition from a community college to the workforce is very complex and evolving every year so these positions are vital to their success.	60,000
f4.	Escondido Center (1)	230010		1.4 and 2.3	In 2014-15 the Escondido Center/Counseling Department lost 1 full-time Counseling Support Specialist. We currently have a short-term hourly staff person assisting for 26 hours per week in addition to the Full-time Classified Assessment Assistant.	60,000
f5.	SAO / SLO Support Specialist (1)	230010		1.4, 1.5 and 2.3	The Counseling Center has to stay in compliance with student learning outcomes, service area outcomes and Tracdat reporting. The amount of research and accountability required is essential to student and organizational success.	60,000

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STEP IV. Prioritize Resource Requests. Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests. **IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
1.	Escondido Center (1)				In 2014-15 the Escondido Center/Counseling Department lost 1 full-time Counseling Support Specialist. We currently have a short-term hourly staff person assisting for 26 hours per week in addition to the Full-time Classified Assessment Assistant.	60,000
2.	Career Center (1)				The Career Center Support staff support positions for the Career Center and is essential to support all the counselors and the Career Center Director in meeting their primary function of facilitating students in the career process. The transition from a community college to the workforce is very complex and evolving every year so these positions are vital to their success.	60,000
3.	San Marcos Counseling Support Staff (1)				The Counseling Department/Main Campus has 2 vacant full-time Counseling Support Specialists (one classified person transferred to a different department and the other obtained a job out of state). We are currently using 3 short-term hourly staff to assist with the vacancies. Additionally, the unique needs of students with mental health crisis continues to increase. A staff position and a Camups Security Officer to handle student's mental health and well-being concerns and to secure the safety of employees who assist in these endeavors is essential to the success of students with mental health challenges.	60,000
4.	Conferences and Workshops				Counselors have to stay abreast of the latest academic, career, personal and mental health issues concerning students' overall well-being and academic success. The amount of information, knowledge, techniques, strategies, laws and ethics required by counselors is essential to students' success. Additionally, counselors need to train instructional faculty colleagues and feeder high school counselor liaisons on these current trends for student retention and success.	30,000
5.	Campus Security Officer (1)				The unique needs of students with mental health crisis continues to increase. A staff position and a Camups Security Officer to handle students' mental health and well-being concerns and to secure the	30,000

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Priority Number for all Resource Requests in Step III	Resource Item Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include tax, shipping, benefits, etc.)
					safety of employees who assist in these endeavors is essential to the success of students with mental health challenges.	
6.	Computers for the Escondido Center				30 new computers are needed to address career, assessment and transfer center needs in the Counseling Services Center area. Many students use the computers for counseling, admissions and records, transfer and assessment purposes.	30,000
7.	Computers in the Transfer Center				15 new computers are needed to address career, assessment and transfer center needs in the Counseling Services Center area. Many students use the computers for transfer application workshops and other related transfer issues, registration and education assessment purposes	15,000
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STEP V. Contract Position Requests. Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10)

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positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction. (Do not include faculty positions.)

Priority Number for Contract Position Requests	Position Title/Category Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
1.	2 Mental Health Counselors			1.4, 1.6 and 2.3	A Mental Health Counselor is desperately needed to respond to the crisis needs of students at large. With the Title IX, Clery Act and VAWA requirements, the mental health and well being needs are growing; there is a demand to accommodate the need. Furthermore, the number of live and phone inquiries that are processed through the Counseling Services front reception desk is enormous for personal and mental health needs. In order to assist students in a timely manner and to maintain scheduling and confidential records keeping a licensed clinician is needed.	180,000 2 counselors = (90,000 x 2 = 180,000
2.	Counseling Instructor			1.4, 1.6 and 2.3	A Counselor Instructor is needed to respond to the K-12 needs and to foster community relationships. An instructor at the high school would assist in outreach and recruitment and retention efforts to foster a high school student and help them to transition into the college experience.	90,000
3.	2 TLC Counselors			1.4, 1.6 and 2.3	A TLC Counselor is needed to respond to the Student Equity and SSSP criteria. Students who use the resource center require specialized assistance and counselors will be able to address the underrepresented population needs.	180,000 2 counselors = (90,000 x 2 = 180,000
4.	STEM Counselor			1.4, 1.6 and 2.3	A STEM Counselor is needed to respond to the growing demand of science, technology, engineering and math. Students who use the resource center require specialized assistance to prepare for the workforce and to transfer to four year colleges and universities.. Counselors will be able to address the population needs to better prepare students for STEM trends in the real world.	90,000
5.	Athletics Counselor			1.4, 1.6 and 2.3	An Athletics Counselor is needed to respond to the growing demand of college athletics and the requirements to help prepare students to transition into a four year college and university.	90,000
6.	10 High School Counselors			1.4, 1.6 and 2.3	High School Counselors are needed to address middle college and college liaison needs. Counselors will assist to address the growing demand of high school students preparing to transition into a community college with the expectation of transfer to a four year college and university.	900,000 10 counselors = (90,000 x 10 = 900,000
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8.						
9.						

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**PALOMAR COLLEGE ACADEMIC PROGRAMS – PROGRAM REVIEW AND PLANNING
YEAR TWO UPDATE – 2015-16**

Priority Number for Contract Position Requests	Position Title/Category Requested	Fund Category	Discipline goal addressed by this resource	Strategic Plan 2016 Objective Addressed by this Resource*	Provide a detailed rationale for the each position. The rationale should refer to your discipline's goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)	Amount of Funding Requested (include benefits)
10.						


Department Chair/Designee Signature

12/07/15
Date


Division Dean Signature

12/8/15
Date