

**Palomar College – Program Review and Planning**  
**Non-Instructional Programs**  
**Year 2**  
**Academic Year 2015-2016**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: COUNSELING**

**1/12/2016**

**Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)**

**STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)**

	2012-2013	2013-2014	2012-2013	<<Prelim>> 2014-2015	Definitions
Student counseling appointments	24,059	25,301	26,260	28,785	Standard one-on-one confidential counseling appointments
PeopleSoft educational plans	27,383	27,174	23,563	24,960	Counselor entries of educational plans, updates, expansions and session comments (Unduplicated count, 16,441, indicating there is a large number of students who come in multiple times)
Student/counselor phone contacts	52	1,622	105	2,119	Counseling related student/counselor phone contacts tracked by SARS (This count does not include PHONE APPOINTMENTS, that is included in the Student Counseling Appointments)
Student/counselor email contacts	278	1,158	668	1,134	Counseling related student/counselor email contacts tracked by SARS
Incoming phone calls	35,000	36,000			Estimated phone calls received by the counseling reception desk
Probation workshop attendees	436	699	649	360	Counselor led workshops and probation holds removed on PeopleSoft
Topics workshop attendees	143	139		17	Counselor led workshops on critical issues affecting students (This count only reflects the Math Success While Reducing Anxiety workshop)
Group counseling attendees	211	213	158	71	General and transfer group counseling sessions for new students
SKYPE Appointment				215	Standard one-on-one confidential distance counseling appointments
EAP new student attendance	1311	1336	935	1,074	Counselor led college orientations and individual educational plans for local high school seniors
HELP Counseling Appointments				421	Standard one-on-one confidential behavioral health counseling appointments (This count is NOT included in the Student Counseling Appointments. From Spring 2015-November 2, 2015: 438 students have been seen which highlights the critical need for mental health counseling services)
Quick Questions				870	Standard one-on-one confidential "walk in" counseling appointments
STEM Center Counseling				149	Standard one-on-one confidential "STEM" counseling appointments (Headcount-duplicated)
FTEF	18	18	20	19	Full time equivalent contract Counseling faculty (includes Articulation Officer) Does not include – full-time District Counselors
Adjunct FTEF	10.6	8.22	6.67	18	Full time equivalent adjunct counselors in counseling assignments (Spring 2016 adjunct counselors) *FTEF not calculated
Overload FTEF	5.24	4.48	2.25	12	Full time equivalent overload counseling (Spring 2016 full time counselors receiving Overload (includes Russ & Trong) *FTEF not calculated

Counseling support staff	11	8	10	7	Full time classified counseling staff persons

**I. A. Reflect upon and provide an analysis of the four years of data above**

The Counseling Department is able to utilize its SARS appointment system to gather various indicators of trends for the department. The number of education plans (including updates, revisions, or contact comment entries) has been steady with efforts to increase the number of comprehensive plans for all students. Additionally, an update of the MIS system, data reporting and counselor training to make certain all education plans are input and tracked accurately are being evaluated. Additionally, software (e.g. Los Rios and Starfish) programs to track the education planning process are being explored. Counselors utilize the PeopleSoft education planning system to maintain a complete history of student contacts. Counseling appointments have increased and Counselors continue to provide services to students even when official appointments are not made via email and phone contacts. In addition to supporting students through outstanding personal, career and academic counseling we also aim for 100% accountability by maintaining records of our counseling contacts through the PeopleSoft education planning system.

In addition, the Counseling Department is making a more concerted effort to reach more students beyond the traditional one-on-one counseling contacts. Counselors regularly conduct probation and education workshops, give presentations to classes and faculty in disciplines other than counseling, new student group counseling sessions, and critical topic workshops such as; "Overcoming Math Anxiety", "How to Navigate Palomar College Resources", "Koru - Mindfulness Based Stress Reduction", "Understanding Mental Health Stigma and Classroom Management", "PTSD and Surviving Trauma", "Counseling Services (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)" and "Learning Styles (TLC)". Counselors regularly visit Palomar classrooms (other than counseling classes) and off site campuses (e.g., Liasion High Schools, Pauma and Rincon Indian reservations) to encourage students to take advantage of counseling services, review basic education planning concepts and to update students on the latest trends affecting transfer to 4 year universities.

This past summer, of the approximate 1074 students who attended the EAP event benefitted from the orientation information, department resource services, registration and the group counseling services, however; the need to meet one-on-one with a counselor for intentional education planning was overwhelmingly expressed. As a result, "Quick Questions" services were expanded to address "walk-in" needs and education planning groups have been conducted in Fall 2015 to accommodate the demand of students needing education plans and other support services. To address the increasing student demand for counseling support and student services, Saturday Counseling services are being evaluated.

**I. B. Please summarize the findings of SAO assessments conducted.**

**I. B. Please summarize the findings of SAO assessments conducted.**

The Palomar College Counseling Department had 3 SAOs and is in the process of assessing and evaluating others. The first SAO concerns a few of the Counseling Topics workshops - "Time Management", "Stress Management", and "Overcoming Test Anxiety". The "Math Success While Reducing Anxiety" workshop in spring 2015 was well attended with 17 students acquiring awareness of the topic and learned new skills. In spring 2016, more "Math Success While Reducing Anxiety" and mental health workshops will be conducted. The second SAO focuses on EAP students. With the new requirements from the SSSP, EAP has undergone a revamp and the SAOs will be assessed and evaluated accordingly in students selecting their fall semester classes and seeing a counselor for abbreviated and comprehensive education plans. In 2014-2015, the Department conducted probation workshops. An in-person assessment of whether students understood the following basic expectations for academic performance at Palomar College; earning a 2.0 GPA every semester, earning a 2.0 GPA cumulatively and completing 50% or more of the units attempted was conducted. 360 students attended probation workshops and answered these questions correctly.

In 2015, EAP students were given a 5 survey questionnaire. The first question focused on, "Did you feel like the classes you selected gave you a great start for your first semester? If not, what would have been more helpful". 765 students responded "yes" on a "good semester start" and 32 responded no. For the students that responded "no", 24% indicated that seeing a counselor one-on-one would have been more helpful in course selection and goal setting and another 24% "didn't know goals, classes, and what they wanted to take". The second question assessed whether students felt "better prepared to meet with a counselor to discuss a comprehensive ed plan?". 786 students responded "yes" and 9 reported "no". Survey results indicated that 8% wanted more information on education major, 8% stated they should have met with a counselor first and 8% indicated that it was their own fault. Most students, 42%, had already met with a counselor for a one-on-one appointment, supporting that meeting with a counselor for an individual appointment is more effective than in an education planning workshop session. The third question addressed whether the "EAP Event was useful or helpful in preparing students for their first semester". 776 students reported "yes" and 10 stated "no". Data indicated that 10% of students already knew information and 10% should have met with a counselor. The fourth question assessed, "what was most useful during the EAP Event?". 404 students reported that "information" (orientation, Ed Plan and registration information) was most helpful. 306 students reported that "help" (counselors, helpers, ambassadors, etc.) was most useful. 139 students reported that "registration process" and other miscellaneous help was also useful and helped with class scheduling. The final survey question focused on "suggestions for improvement". Results indicate that students want "more one-on-one with counselors, time to talk to counselors, and more counselors (general, athletics, etc.) at the education planning sessions. The overall theme reflected a need to meet with a counselor one-on-one before registering for classes. It is critical that EAP students feel confident in selecting their first semester classes.

**I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**

In 2015 students' understanding of the need to make satisfactory academic progress was essential. We did a post-test in the probation workshops asking students what GPA they expected to earn each semester, the expected cumulative GPA and the percentage of units they expected to complete each semester. The data gathered reflected that students' understanding of the need to make satisfactory academic progress was achieved.



**I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**

SAOs for counseling topics workshops are being analyzed as well. Individual counseling time and a comprehensive orientation for EAP students are essential to facilitate new students in building their confidence and college readiness to begin their freshman experience. Time students spend individually with counselors is reported and measured by the post evaluations as being invaluable to students. The counseling expense for this activity needs to be reevaluated. However, by delivering this service early in the process for incoming students we are reducing the demand that would otherwise fall on counselors during the summer session. Further, EAP students as a function of the incentive to get to register early, are more likely to come in and see a counselor and therefore avoid poor course selection. A live, non-counselor orientation session of EAP was delivered in 2015 and a separate element of the EAP Saturday events. The online pre-advising orientation in lieu of the live version is currently under construction. Although it may not be directly attributable, the confidence rate of students to select their upcoming fall schedule declined.

**STEP II. PLANNING**

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2015, describe/discuss the discipline planning related to the following:

**II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

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

**II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)**

**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.

In support of the District's strategic goals and objectives 2.3 and 2.6, as well as the stated goals of the Student Success and Support Program (SSSP), the Counseling Department will continue to seek methods to maximize their counseling availability. Counselors voluntarily have organized their schedules to assure the maximum appointment slots, all counseling appointments are 45 minutes to minimize wasted time between appointments, and alternative methods of delivery are continually being implemented. Expanded activities to address the needs of student education planning will be explored including the development of curriculum that incorporates education planning for all non-exempt students. The Department offers an informative and regularly maintained website, a variety of workshops, a designated email counselor, distance counseling appointments, and counseling throughout the District (the Camp Pendleton Site, the Pauma Site, the Escondido Center, the TLC in San Marcos and Escondido, the Career Center, the Transfer Center, the STEM Center as well as the Counseling Center located in San Marcos). The anticipated new sites in the northern and southern locations of the Palomar College District, and the heightened roles for counselors as a result of the SSSP, will require the hiring of a minimum of 13 new general and high school counselors and 10 adjunct counselors.

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)**

The SSSP requirements will impact EAP as well. Inclusion of activities to familiarize new students with "facilities and grounds" will need to be added. Further, consideration of incorporating a live (counselor led) as well as the online pre-advising orientation, education planning and registration should be considered. The Counseling Department is actively seeking new methods to expand delivery of counseling services to students. Several electronic options include an implemented online, animated, student orientation which includes a pre-advisement component; within the next year counselors and students will benefit from the pre-evaluation that a degree audit system will provide; several education planning tools on the Counseling Department website; and the expanded electronic access to counselors.

However, access to one-on-one, face-to-face counselor time must still remain a priority. Improvements to reduce wait times to see counselors will only come with the hiring of more counselors and the provision of confidential office space necessary to support them.

The Counseling Department will work with other campus and community resources to help consolidate, develop and define a more comprehensive mental health program for students. Members of the Counseling Department and Health Services continue to collaborate in a campus-wide effort to develop a more formalized plan to address the emerging mental wellness, suicide prevention, domestic violence, violence against women act,

**II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)**

sexual assault and campus safety needs of the campus community.

**STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**

**III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.**

**a. Equipment (per unit cost is >\$500) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
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a4.							
a5.							

**b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	Computers for the Escondido Center	1	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	One-time	no
b2.	Computers in the Transfer Center	1	1.4, 1.5 and 2.3	15 new computers are needed to address career, assessment and	15,000	One time	no

**b. Technology (computers, data projectors, document readers, etc.)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				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.			
b3.							

**c. Budget for 4000s (per unit cost is <\$500 supplies)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

**d. Budget for 5000s (printing, maintenance agreements, software license etc.)** *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
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d2.							
d3.							
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d5.							



e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.	Counseling Support Staff (Total of 11 Counseling Support Staff)  Counseling Department Main Campus (4)  Campus Security Officer (1)	1	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	On-going	Previously funded by the District, but frozen due to functional deficit
e2.	Transfer Center Main Campus (2)	1	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 community college to a 4 year university is more complex and evolving every year so these positions are vital to their success	120,000 2 staff=(60,000 x 2=120,000)	On-going	Previously funded by the District, but frozen due to functional deficit
e3.	Career Center (1)	1	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. In 2014-2015 the Career Center lost 1 full-time Counseling Support Specialist to retirement. Currently the Career Center is using 1 short-term hourly staff person working 12 hours per week to assist with the vacancy.	60,000	On-going	Previously funded by the District, but frozen due to functional deficit
e4.	Escondido Center (1)	1	1.4 and 2.3	In 2014-15 the Escondido Center/Counseling Department lost 1	60,000	On-going	Previously funded by the District, but frozen due to



**e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
				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.			functional deficit
e5.	SAO / SLO Support Specialist	1	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	On-going	no

**f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.**

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2014 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
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f2.							
f3.							
f4.							
f5.							

**III. B. Are there other resources (including data) that you need to complete your discipline review and planning?**

Most critically, we must recognize that in order for us to assist students with their emotional, career and academic needs that we need to staff and the facilities necessary to manage the number of students currently attending Palomar College. Our recent remodel has gone a long way to improving the quality of the facility for our staff and students. However, we are "landlocked" in the number of confidential offices available for counselors and therefore will continue to be limited as to the number of students we will be able to serve. Our confidential offices are all accounted for and adjuncts are sharing contract counselor offices and therefore are scheduled around contract counselors due to a lack of counseling offices.

**STEP IV. SHARE YOUR ACCOMPLISHMENTS** Please include at least one discipline accomplishment that you'd like to share with the college community.

The Counseling Department took a lead role in expanding services to students who are experiencing behavioral health challenges. The student club "Active Minds" supports and advocates for behavioral health awareness. This club was initiated and has counselors serving as advisors from the DRC as well as general counseling. In collaboration with Palomar's Health Services, we were successful in implementing services that offered appointments with licensed therapists for 18 hours per week as well as group sessions and monthly speakers on related topics. To date, two licensed therapists provide services in San Marcos and at our Escondido locations.

Additionally, we added the "quick questions" and "brief appointments" to assure 100% utilization of available appointment time on the SARS grid. In spring 2016, "Got A Question, Ask A Counselor" quick question services will be offered in the student union during high traffic hours. Other highlights and accomplishments are below.

\*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 V. ACCREDITATION** For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

**STEP VI. COMMENTS** Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

With the pending goals dictated by SSSP and Student Equity, the role of Counseling Services will take on a more visible presence than ever before. It will be necessary for the Counseling Department to be funded at the levels necessary to meet these goals. The most effective and efficient use of the college's resources is to assure that every student is appropriately supported and guided in their educational endeavors.

The need for comprehensive full time behavioral health counseling services for Palomar College students remains critical. Students must have traditional and crisis access to licensed clinicians to assess, diagnose, refer and counsel students to improve their opportunities to be successful at Palomar College.


Please identify faculty and staff who participated in the development of the plan for this department:

Dr. Lisa Romain,  
Counseling Department Chairperson  
Name


Dr. Rebecca Barr,  
Counselor, Counseling Services  
Name

Carol Moore,  
Supervisor, Counseling Services  
Name

Carrie Espinoza Vilanueva, Senior Counseling Services Specialist Name	Name	Name
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01/21/16  
 Department Chair/Designee Signature Date


1/19/16  
 Division Dean Signature Date


1/19/16  
 Division Vice President Signature Date

- Provide a hard copy to the Vice President Gonzalez no later than November 7, 2015
- Email an electronic copy to [mlavigueur@palomar.edu](mailto:mlavigueur@palomar.edu) by November 7, 2015