

# Program Review & Planning (PRP)

## COMPREHENSIVE

### PART 1: BASIC UNIT INFORMATION

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 as well as strategies necessary to improve the operation of your area. With that in mind, please answer the following questions:

<b>Date:</b>	10/9/2019
<b>Unit Name:</b>	Counseling Department (includes Articulation, Career Center, and Transfer Center)
<b>Department Name:</b>	Counseling Department
<b>Division Name:</b>	Student Services
<b>Name of person responsible for the Program/Unit:</b>	Glyn Bongolan
<b>Website address for your unit:</b>	<a href="https://www2.palomar.edu/pages/counseling/">https://www2.palomar.edu/pages/counseling/</a>

Please list all participants in this Program Review:

Name	Position
Glyn Bongolan	Counseling Department Chair
Hossna Sadat	Counselor
Ladylyn Dominguez	Counselor
Katie Morris	Counselor
Izabel Solis	Counseling Services Supervisor
Department Training Session – Various counselors	Counseling Department

**SECTION 1: Program/Unit Mission Statement**

**What is your Program/Unit's mission statement (click here for [how to create a mission statement](#)):**

The Counseling Department's missions is to support and encourage students to reach their potential and achieve their academic, career, and personal goals. Students receive comprehensive and effective academic, personal, and career counseling services inducing developing education plans and delivering follow-up services to students. Our courses prepare students to learn to apply a variety of active learning strategies to their personal goals, academic study, critical and creative thinking, and career exploration and development while acquiring technical, personal, career, and academic knowledge and skills to successfully complete courses. (2017-2018)

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

Outdated from 2017 - 2018. Need to create new Mission Statement that aligns with current strategic plan.

**SECTION 2: Program/Unit Description****Staffing**

<b><u>Full-time Staff</u></b>		<b><u>Part-time Staff</u></b>	
<b>Total Number of Full-time Staff</b>	13	<b>Total Number of Permanent Part-time Staff</b>	0
<b>Number of Classified Staff</b>	12 people (including 1 vacancy and soon to be 2)	<b>FTE of Part-time Staff (2X19 hr/wk = .95)</b>	1 FTE (2 at 50%)
<b>Number of CAST Staff</b>	1 person	<b>FTEF of Part-time Faculty</b>	5.36 FTEF
<b>Number of Administrators</b>	0		
<b>Number of Full-time Faculty</b>	24 (including Articulation, AEP, and Equity)		

**Describe additional temporary hourly or contract staff support this unit and/or department? (Include FWS/District Student Worker/Veteran Student Worker)**

The Counseling Department has 2 hourly support staff who work 20 hours each supporting front desk activities. Additionally, the Umoja and Puente programs also have student 2 workers who work 10 – 20 hours per week to provide support with administrative tasks.

**As part of this PRP cycle, Human Resource Services has sent organizational charts to all non-instructional units. Please review the charts and make any needed changes. Attach a copy of the chart when you are submitting your review or provide the link to your organizational chart if it is online.**

**OR**

**If you cannot create an organizational chart, or did not receive one from Human Resource Services, list the positions in your unit showing reporting relationships (e.g., Manager Facilities with the following direct reports, Supervisor Position A, Supervisor Position B, Supervisor Position C; Supervisor Position A with direct reports, Position A, Position B, Position C)**

How will you submit your organizational chart?

☐ Upload document    ☒ Provide web link    ☐ Describe organizational structure

[Student Services Organizational Structure](#) (without Dual Enrollment which should report to either a new Dean or to VPSS/VPI)

### **Program/Unit Description**

#### **Who utilizes your services?**

Counseling services are available to current and former students.

#### **What services does your program/unit provide (Describe your program/unit)?**

The Counseling Department offers **academic, career, and personal counseling** in person and online via ZOOM. The Counseling Department also offers courses in the areas of study skills, stress management, and career exploration. Lastly, in the development of Guided Pathways, the Counseling Department is a resource to instructional faculty for mapping out programs in their entirety to include general education courses. The department is also a key resource and facilitator of students' onboarding process as counselors are the guides for students to navigate through the community college system.

Academic counseling includes education planning which is a semester by semester plan with additional instructions to complete an academic goal. Academic counseling also includes deciding on a program or major, transfer planning for UC, CSU, private and out-of-state universities, and identifying additional support services and resources needed to transfer.

Career counseling includes career exploration and development. Career Counseling is available to assist undecided students get focused on their short and long term career goals. Career Counseling is available in the Career Center and in General Counseling. Career counseling includes career choice and guidance, exploration of labor market information, resume review, cover letter development, and administration and/or review of career related assessments in the areas of interests, values, skills, personality and more.

Personal counseling addresses personal concerns of students that might interfere with their academic work. Personal counseling includes providing students with resources such as tutoring, special programs, and financial aid, to name a few. It also includes referral to behavioral therapy, personal adjustments, stress management, time management and addressing mental health issues.

## COMPREHENSIVE PART 2: PROGRAM/UNIT ASSESSMENT

### SECTION 1: Service Area Outcomes and 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 has adopted TracDat 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 TracDat by:**

- 1) Login to Nuventive Improve (TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.
- 2) Update or add your SAOs and assessment plans.

#### **NEED HELP?**

##### **TracDat:**

- 1) If you need help with anything TracDat related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in TracDat: <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](mailto:mbarton@palomar.edu). We have a resource support team to help.
3. The SAO template at the end of this document is a useful template for defining an SAO and assessment plan. It is modeled off what we enter in TracDat.

<b>Are all of your unit's SAOs and assessment plans entered in TracDat?</b>	<b>YES</b> <b>X</b>	<b>NO</b>
<b>If NO, describe why and identify a data by which they will be entered.</b>		

**For each SAO in TracDat, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments.**

1) General Counseling Quick Questions Service: Data was collected at the San Marcos location from 2016-2018. Our results reflected that more than 80% of students using this service had their question answered while meeting with a Counselor throughout the 2-year cycle. While reflecting on previous results, we increased the use of the Quick Questions service in fall 2018. We would like to implement an online version of the form in order to reduce the amount of time entering data, as well as provide a more accurate reflection of results.

2) Counseling Success (Probation) Workshops: We originally planned on measuring both face-to-face and our new online version (created Summer 2018) of the Success Workshops to compare the results of the two formats. However, very few face-to-face workshops were offered and data has been collected for the online version only. Our results have consistently shown that students are answering the post assessment questions correctly, indicating they understand the information provided in the workshop. We are looking at ways to improve the assessment, including asking questions related to major and career readiness, and removing the question related to submitting a grade adjustment form.

3) Student Unit Progress Awareness: Students were surveyed at the end of each Counseling appointment in Spring 2019 and will be surveyed again in Spring 2020 to determine their awareness of completed units and steps to take to complete their educational/career pathway. A checklist of momentum points were reviewed with students during their appointment and students completed a brief survey at the end of each appointment. We hope to have a larger sample of results when we collect data again. This will involve more involvement from Counselors to assist with collecting this data from students at the end of each appointment during the sampled timeline. We would also like to further develop this SAO in the future to relate it to our implementation of guided pathways.

4) Counselor Starfish Degree Planner Training: At the end of a 4-week training, Counselors were asked questions based on their understanding of tools used in our new education planning system. This learning assessment confirmed that Counselors understood how to create an education plan and enter pseudo codes in the new system. We would like to expand this SAO in the future to examine how Starfish Degree Planner can be used to collect data in other areas for us to better serve our students in Counseling.

## SECTION 2: Other Assessment Data

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

### **Quantitative Data**

	Values				
Measure	2015-16	2016-17	2017-18	2018-19	Definition/Description of Measure
Quick Question Answered	-	80%	80% other hours. 90% from 5 pm – 7 pm.	80% - 94% in different periods of the day.	80% of students utilizing quick questions service will have their question answered during the time they meet with the counselor.

# COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs

Online probation module is completed with 80% accuracy.	-	-	81% - 98.4%	87.4% - 99.1%	Percentages on correctly answering 3 questions from the online probation module.
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## Reflect on your quantitative data and summarize your findings or interpretations.

Quick Questions (QQ) is a service provided for students who have quick questions not related to a deliverable of a semester by semester education plan. The service shows to be useful and effective for students who do not have a full appointment and who need quick help. Findings show that QQ is effective and needed. Next level assessment will be to analyze the variations of quick questions and determine how to provide those answers in another way such as the Internet, workshop, posters, or social media.

The online probation module, named the Student Success Workshop, has provided an immediate response the number of students who have a hold on their transcript for Academic Probation level 2. Findings show that students are utilizing the online module and that some of the information is being processed by the student. An improvement of this service will include a requirement of making a face-to-face appointment through an online appointment system before lifting the hold. The appointments will be made for a future date 3-4 weeks into the semester to follow-up on student motivation and success strategies.

## Qualitative Data

### Describe any qualitative measures you use and summarize the results.

The following measurements are used in the SLOs listed above: Online multiple choice pre-post assessment, Yes/No survey via Survey Monkey, and half sheet/handwritten questionnaires. We have set a criterion of at least 80% for each measurement and have consistently met this criterion each year. There were slight technical issues when we first began using the multiple choice pre-post assessment, which did not provide us with accurate data in our findings, but we have since corrected this. We also believe that the paper forms given to students and collected at the end of each Quick Question service are not reflecting the actual number of students utilizing this service and would like switch to an online form in the future.

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

We have implemented more online measurement tools to collect data for efficiency and accuracy and plan to explore other options to streamline the data collection process.

## SECTION 3: Achievements and Other Relevant Information

### Describe your program's achievements or this past year. Where possible, describe how these achievements are related to our students and their success!

Last year, 2018-2019, the Counseling Department provided counseling services at all locations including the main campus, Camp Pendleton, Fallbrook Education Center, Rancho Bernardo Education Center, Escondido Center, online, and to some high schools. This allowed convenient access for students to see a counselor near them. Additionally, the Counseling Department also partnered with the First-Year Experience program assisting them with focused counseling appointment to Promise students. Without the Counseling Department counselors, there would not be enough appointment available for the Promise students.

The Counseling Department also implemented Starfish Degree Planner (DP) and trained all the full-time counselors across the district on how to use the software. The training continued into the next year with the part-time counselors and live production of the software occurred in October 2019. Currently, both PeopleSoft and DP are being used due to the need for tracking of data. DP will allow counselors to create comprehensive plans for students based on availability of courses and program completion. Additionally, the DP has a student sandbox for students to

create their own education plans with approval from counselors. Implementation of the student sandbox will increase access to education plans in fall 2020 for future planning.

For 2019-2020, the Counseling Department has a series of retreats to develop the same knowledge and same language about Guided Pathways and the Vision for Success. In the summer, the first retreat was held and focused on the foundational knowledge of the various programs and legislation (Strong Workforce Program, Guided Pathways – mapping, completion, acceleration, Promise, VfS, SEA, etc.). It also included healing and team bonding to improve communication and collaboration. The second retreat focused on Guided Pathways models for Counseling, SWP Pathway Navigation, and program review and planning. A third retreat will be held in spring. An additional retreat focusing on Career Counseling was added to support Pathway Navigation efforts. That retreat will be held in December and is open to all district counselors including part-time counselors. These efforts will allow the Department to implement changes in services to focus on completion, success and equity.

**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?**

As mentioned above, implementation of Starfish is changing how we operate. We currently use Early Alert and DP components of the software, but other modules have been identified in Starfish and may or may not be implemented such as a CRM, Connect, and a career counseling module to name a few.

Additionally, Counseling is currently reviewing various software and Internet based programs for Career Counseling. Options include Career Coach, California Career Zone, Vita Navis, Road Trip Nation, and more. As we implement the use of a career tool for mandatory career assessment at scale, this will change our business process for onboarding and continued career development. We are exploring software and processes used by local high schools to build upon and continue the career development process for our students. With the range of resources available to our rural, suburban and urban school districts, providing personalized and customized career counseling will be a challenge.

Finally, programs for Guided Pathways are also being considered or implemented. One program is the Mapper Tool originated by Bakersfield College. The mapper tool will aide counselors in providing academic counseling and allow counselors to focus more on career development and personal counseling with the students. Another tool being considered is My Path which is supported by the Chancellor's Office. This provides a checklist or dashboard with some limitations. The Counseling Department is less interested in My Path but still interested in a dashboard or To Do List for students.

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

Minor changes: BP/AP 5050

**COMPREHENSIVE****PART 3: PROGRAM/UNIT EVALUATION AND THREE-YEAR PLANNING**

**Program Evaluation and Planning is completed in two steps.**

**Section 1: Overall Evaluation of Program**

Reflect on your program/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 your goals 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!

**SECTION 1: Overall Evaluation of Program****1. Discuss your Program's/Unit's Strengths, Opportunities, Aspirations, and Results (SOAR) and summarize your discussion below.**

<b>Strengths:</b>	Ethnically diverse group. Ten new rejuvenated members (includes Articulation, and AEP and Equity counselors) in the past 4 years. Unified training across campus.
<b>Opportunities:</b>	<p>Increase knowledge and language in the area of Guided Pathways and enable counselors to take lead roles in various projects such as SWP workgroups; program completion efforts for fast track, evening, and online/hybrid opportunities; mapping; meta-majors, onboarding efforts including intake and differentiated orientation, and career planning before ed planning.</p> <p>A second opportunity includes increasing interactions with high school students especially those participating in dual enrollment or middle college. Interactions include career development, major selection, and education planning.</p> <p>Another opportunity involves educating counselors on student development theories that affect equity such as sense of belonging, validation, growth mind-set, social capital, and imposter syndrome to name a few.</p>
<b>Aspirations:</b>	The Counseling Department aspires to be the resource for instruction on students in areas that support student success in the classroom. Examples include mental health, soft skills, metacognition, career development, and program completion. The Counseling Department also aspires to be more accessible to a larger percentage of students as opposed to a smaller percentage with repeat customers.
<b>Results:</b>	Measurable results will include an increase in percentage of students with an education plan, more students completing some form of career exploration/development shown through an increase in COUN 165 FTES or attendance of workshops or increase in use of career related computer technology, and an increase in counselor involvement and leadership in the areas of special projects on campus. Additionally, when the data is disaggregated by ethnicity, gaps in participation and completion rates



will be reduced and eventually eliminated.

## SECTION 2: Progress on Prior Goals

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

Goal	Completed	Ongoing	No longer a goal
Increase number of Dual Enrollment courses (2017-2018)	X	X	
Summer Enrichment for high school students (2017-2018)	X		X
Create Umoja Learning Community courses (2017-2018)	X	X	

Add any comments related to your work on prior goals, if needed (e.g., successes, challenges, reasons for eliminating a goal).

An increase of Dual enrollment sections for special admits directly contributes to the Base Allocation of SCFF. Increasing access for high school students not only helps with funding but it also helps students to develop an early relationship with higher education and to be more prepared for college coursework.

Our college has reduce the number of summer enrichment opportunities geared toward high school students.

Umoja created learning communities for their courses in 2018-2019. Since then, Umoja has also increased the representation of African American students in the counseling course by 400% from 4 students to 16 students.

## SECTION 3: Establish Goals and Strategies for the Next Three Years

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

Goal #1	
Goal	Increase completion of certificates, Associate degrees, and Associate Degrees for Transfer, and TAG applications.
Strategies for implementation	<ul style="list-style-type: none"> <li>Facilitate "graduation parties" to encourage students to complete the application for graduation through workshops and classroom visits in capstone courses.</li> <li>Run data on ADT and hold workshops for students with that declared major. (Transfer and Counseling goal)</li> <li>Run degree checks for all students with the majors of General Studies (all emphases), IGETC certificates, and CSU GE certificates.</li> <li>Coordinate and create GE pathways for students: 4 by 4 (4 week sessions) and evening GE pathways for each site and online.</li> <li>Check all UC applicants for possible TAG application completion (Transfer and Counseling goal)</li> <li>Outreach to Career Education (CE) programs about Counseling</li> </ul>

	<p>services</p> <ul style="list-style-type: none"> <li>• Invite CE programs to Counseling Department trainings to increase awareness of CE salaries and LMI</li> </ul>
<b>Timeline for implementation</b>	<ul style="list-style-type: none"> <li>• <b>Spring 2020:</b> Develop strategies and pilot interventions. Set up automatic reports to be sent to or queried by Counseling.</li> <li>• <b>February and May 2020:</b> Hold graduation parties and run degree checks for Spring 2020 and Summer 2020 graduations.</li> <li>• <b>Fall 2020:</b> Implement strategies above at scale.</li> <li>• <b>Spring 2021:</b> Assess process and make improvements.</li> <li>• <b>Fall 2021:</b> Create more GE pathways for satellites</li> <li>• <b>Spring 2022:</b> Continue evaluation process and make improvements</li> </ul>
<b>Outcome(s) expected (qualitative/quantitative)</b>	<ul style="list-style-type: none"> <li>• Increased AA/AS and ADT completion rates.</li> <li>• Increased TAG application completion</li> <li>• Increased completion of GE certificates</li> </ul>
<b>How does this goal align with your unit's mission statement?</b>	Expands academic counseling services.
<b>How does this goal align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<ul style="list-style-type: none"> <li>• VfS: Goal 1-Completion, Goal 2 – Transfer</li> <li>• SP 2022: Goal 1, Objective 3 Increase persistence and completion, SP 2022: Goal 1, Objective 5 Operationalizing VfS goals.</li> </ul> <p>Addresses the completion agenda.</p>
<b>Goal #2</b>	
<b>Goal</b>	Increase access to counselors and education planning.
<b>Strategies for implementation</b>	<ul style="list-style-type: none"> <li>• Launch student sandbox in Degree Planner.</li> <li>• Examine different Guided Pathways models and pilot different ideas in 2019-2020</li> <li>• Be proactive in inviting student to counseling appointments and workshops rather than waiting to students to come. Examples include running queries on majors and creating workshops around the majors to focus on degree completion and road maps</li> <li>• Conduct class visits to classes and offer services for planning after specific classes such as MATH 56 or 60 (with and without support) or COUN 165 or 115 or ENG 49/100 courses.</li> <li>• Add evening or weekend access to counseling appointments</li> <li>• Have ask-a-counselor booths or table during registration periods and the week before the semester begins.</li> </ul>
<b>Timeline for implementation</b>	<ul style="list-style-type: none"> <li>• <b>FA 2019:</b> Examine GP programs</li> <li>• <b>SP 2020:</b> Pilot various GP models and assess models to determine front runner for fall 2020 implementation.</li> <li>• <b>SP 2020:</b> Program student sandbox in DP and create protocol for counselor review</li> <li>• <b>SP 2020:</b> Run queries to determine need for major specific workshops</li> <li>• <b>SP 2020:</b> Examine data from math and English completion to determine needs of students in the new era of AB 705</li> <li>• <b>SU 2020:</b> Coordinate and implement ask-a-counselor campaign</li> <li>• <b>FA 2020:</b> Pilot weekend counseling online one Saturday per</li> </ul>

	<p>month. Implement counseling strategy related to meta-majors</p> <ul style="list-style-type: none"> <li>• <b>SP 2021:</b> Assess protocols and make improvements</li> <li>• <b>FA 2021:</b> Run at scale</li> </ul>
<b>Outcome(s) expected (qualitative/quantitative)</b>	<ul style="list-style-type: none"> <li>• Increased percentage of students with education plans</li> <li>• Increased contact with counselors</li> </ul>
<b>How does this goal align with your unit's mission statement?</b>	Expands academic, career, and personal counseling services.
<b>How does this goal align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<ul style="list-style-type: none"> <li>• VfS: Goal 1-Completion, Goal 2 – Transfer, Goal 3 – Unit Accumulation, Goal 4 – Workforce, and Goal 5 Equity</li> <li>• SP 2022: Goal 1 – Students, all objectives</li> <li>• SP 2022: Goal 3 – Communication, Objective 1 – internal communication plan for ongoing communication with students</li> <li>• SP 2022: Goal 3 – Communication, Objective 2 –communication campaign for students as part of GP</li> </ul> <p>This goal focuses on students and facilitates completion with strategies that target a full-time working student and students unfamiliar with navigating higher education.</p>
<b>Goal #3</b>	
<b>Goal</b>	Improve onboarding process for all new students including intake, differentiated orientation, and career planning before education planning
<b>Strategies for implementation</b>	<ul style="list-style-type: none"> <li>• Create protocol and student campaign for declaring more accurate major.</li> <li>• Coordinate major declaration with meta-major creation and possible use of University Studies degrees. (Articulation and Counseling goal)</li> <li>• Provide input for intake process to include career and personal barriers and mental health questions.</li> <li>• Provide iPad stations for students to complete intake before meeting with a counselor.</li> <li>• Strengthen career planning process for new students by making components required.</li> <li>• Examine career software and strategies implemented at district high schools.</li> <li>• Provide new student session to include academic advising models and career development.</li> </ul>
<b>Timeline for implementation</b>	<p><b>FA 2019:</b> Examine HS tools and lay foundation for SWP Pathway Navigation project</p> <p><b>FA 2019:</b> Hold career counseling retreat for all district counselors</p> <p><b>SP 2020:</b> Examine major declaration process with Admissions and Financial Aid</p> <p><b>SP 2020:</b> Select main software or program for career counseling</p> <p><b>SP 2020:</b> Inquire about SIO iPads for use in intake process</p> <p><b>FA 2020:</b> Implement new processes at scale</p> <p><b>SP 2021:</b> Assess protocol and make improvements</p> <p><b>FA 2021:</b> Require career related activity for priority registration</p> <p><b>SP 2022:</b> Assess protocol and make improvements. Purchase any software for ongoing use.</p>

<b>Outcome(s) expected (qualitative/quantitative)</b>	<ul style="list-style-type: none"> <li>• Majors are more accurate for students and consistent across student goals</li> <li>• Student will have a better understanding of themselves in regard to career development</li> <li>• Higher percentage of students will complete at least 1 career assessment</li> <li>• Less students will apply as first major on our list</li> </ul>
<b>How does this goal align with your unit's mission statement?</b>	Expands academic, career, and personal counseling services.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<ul style="list-style-type: none"> <li>• VfS: Goal 1-Completion, Goal 2 – Transfer, Goal 3 – Unit Accumulation, Goal 4 – Workforce, and Goal 5 Equity</li> <li>• SP 2022: Goal 1 – Students, Objective 2 – Streamline onboarding process; Goal 2 – Completion; Goal 5 - VfS</li> <li>• SP 2022: Goal 2 – Teaching and Learning, Objective 1 – clear program pathways (meta-majors); Objective 2 – career connections</li> </ul> <p>Improving onboarding helps student unfamiliar with higher education to navigate the system by making the process less confusing.</p>
<b>Goal #4</b>	
<b>Goal</b>	Increase students' sense of belonging in college and at Palomar.
<b>Strategies for implementation</b>	<ul style="list-style-type: none"> <li>• Create more PD for counselors on practical applications of student development theories such as validation, self-efficacy, encouragement of growth mindset. Counselors will examine various theories and teach the department about their theory.</li> <li>• Display affirmations in counseling waiting room and hallways.</li> <li>• Post diverse student testimonials launched on the counseling website.</li> <li>• Increase appointment time to 1 hour for specific populations</li> <li>• Create target workshops for students including meet-ups with counselors and instructors</li> <li>• Examine various momentum points disaggregated by ethnicity and implement interventions. Examples include same day appointments, last minutes recruitment, expansion of Puente and Umoja programs</li> </ul>
<b>Timeline for implementation</b>	<p><b>2019-2020:</b> Counselors examine various student development theories</p> <p><b>SP 2020:</b> Create image of diverse students and obtain testimonials of students; Examine which groups would benefits from 1 hour appointments. Examine recommendations by CCEAL and create workshops to support recommendations.</p> <p><b>FA 2020:</b> Post images and testimonials; launch workshops.</p> <p><b>SP 2021:</b> Examine various momentum points disaggregated by ethnicity</p> <p><b>FA 2021:</b> Implement new strategies to validate underrepresented students</p>
<b>Outcome(s) expected (qualitative/quantitative)</b>	<ul style="list-style-type: none"> <li>• Increased participation of underrepresented student groups in Palomar activities and services.</li> <li>• Higher completion rates for underrepresented groups.</li> </ul>

<b>How does this goal align with your unit's mission statement?</b>	To be integrated into update mission for Counseling Department.
<b>How does this goals align with the College's <a href="#">Strategic Plan 2022</a>?</b>	<ul style="list-style-type: none"> <li>• VfS Goal 5 – Equity</li> <li>• SP 2022: Goal 1, Objective 5 Operationalizing VfS goals.</li> </ul>

### **How do your goals align with the College's value of equity and diversity?**

These goals expand upon services that facilitate student completion of programs especially for those who may working full-time, timid with asking for helping and utilizing services, unfamiliar with navigating higher education, and may be underrepresented. Additionally, the goals attempt to changes social aspects that have been institutionalized in the community college system hopefully resulting in a change in achievement gaps.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes. Click here to access [Strategic Plan 2022](#).**

See above goals. All aspects of VfS are touched upon.

## COMPREHENSIVE PART 4: RESOURCES

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). 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 [Strategic Plan 2022](#).

### SECTION 1: Reallocation or Reassignment of Resources

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

College currently looking at restructuring. Restructure will hopefully include an additional Student Services dean. Counselors, while remaining as 1 unit, may be assigned caseloads according to meta-majors keeping special programs in tact such as EOPS, DRC, Athletics, etc. With new legislation, there may be additional assignments requiring reassign time such as counselor input for DP, dual enrollment/middle college coordination of counseling services, and counselor perspective for meta-majors and mapping to name a few. Possible alleviation of counselor reassign time can include changing the Career Center Director to an Educational Administrator role on a 12-month contract. The Career Center director role will also grow to support the career aspects of mapping and as SWP has hired a job placement coordinator, work-based learning coordinators, along with employer engagement representatives. Lastly, within the next 3 year to 5 years, there may be 3-5 counselors retiring.

### SECTION 2: Need for Additional Resources

#### STAFFING

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section.

Title	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	New / Vacant / Modified / Temporary	Describe Need:
1) Administrative Assistant	Goal 2	SP 2022: Goal 5	Vacant	With both instructional and non-instructional duties, an administrative assistant is imperative.
2)				
3)				

#### TECHNOLOGY

If you are requesting TECHNOLOGY, please fully complete this section. If not, skip to the next resource section.

Resource	Unit's Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need and identify if the technology need will require: 1) extra wireless access, 2) integration with existing technology (hardware and software such as PeopleSoft), and/or 3) operational maintenance and support.	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests.
1) Laptop	Goal 1, 2	SP 2022 Goal 1, 3	\$1000	1) NA 2) Yes – added software and programs or VPN access 3) Yes	1

**COMPREHENSIVE PROGRAM REVIEW AND PLANNING: Non-Instructional Programs**

2) iPad	Goal 3	SP 2022 Goal 1, 3	\$350	1) NA 2) Yes – added software and programs or VPN access 3) Yes	2
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**EQUIPMENT (Other than technology)**

**If you are requesting EQUIPMENT, please fully complete this section. If not, skip to the next section.**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

**OTHER RESOURCES**

**If you are requesting OTHER RESOURCES not described above, please fully complete this section. If not, CHEERS!!! You are DONE!!!**

Resource	Three Year Plan Goal	<a href="#">Strategic Plan 2022 Goal/ Obj.</a>	Cost (\$\$\$)	Describe need:	For each item, assign a PRIORITY number (1 = most important, 2= next important, and so on) across <u>ALL</u> of your Technology, Equipment, or Other Resource Requests
1)					
2)					
3)					

## COMPREHENSIVE PART 5: 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 Division / Planning Council

<b>Person/Group/Council Who Reviewed PRP</b>	Aiden Ely, Acting VPSS Olga Diaz, Interim Dean of Counseling
<b>Date</b>	12/17/19, 12/19/19

### Feedback

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

Knowledgeable experienced faculty.

#### 2. Areas of Concern, if any:

Current and future budget constraints will prioritize direct student Counseling which may restrict other areas such as instruction, planning and adjunct support.

#### 3. Recommendations for improvement:



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)					