

Status: **Reviewed**

Entry #: 229

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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

### BASIC PROGRAM INFORMATION

**Academic Year**  
2020-2021

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Behavioral Sciences

**Discipline Name**  
Alcohol and Other Drug Studies (AODS)

**Department Chair Name**  
Netta Schroer and Jeffrey Epstein

**Division Name**  
Social and Behavioral Sciences

**Website address for your discipline**  
<https://www2.palomar.edu/pages/aods/>

#### Discipline Mission statement

The mission of the Alcohol and Other Drug Studies Program is to prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor. The Alcohol and Other Drug Studies Program facilitates and enhances student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences.

[\(click here for information on how to create a mission statement\)](#)

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs TOP coded as vocational (CTE/CE)?**  
Yes

#### List all degrees and certificates offered within this discipline.

Certificate Alcohol and Other Drug Studies  
AS Degree Alcohol and Other Drug Studies  
Certificate Social Work and Human Services  
AS Degree Social Work and Human Services

#### Please list the names and positions of everyone who helped to complete this document.

James Fent - Program Coordinator  
Nicole Rose - Part time faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

1

**Full-time Faculty (FTEF)**

.80

**Part-time faculty (FTEF)**

1.94

**Classified and other permanent staff positions that support this discipline**

1 Academic Department Assistant, Social and Behavioral Sciences. 10 months at 25%

**Additional hourly staff that support this discipline and/or department**

For the past nine years the department has employed "Student Mentors" also known as Teachers Assistants. Previously, the Student Mentors were paid through the Perkins Grant. The department did not receive Perkins funding this academic year. This year, we only have one Student Mentor paid by department fund raising efforts. The expense of this Student Mentor will be: approximately 15 hours per week at \$15.00/hour or \$5,000.00 per semester (payroll tax etc.)

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

The program learning outcomes align perfectly with employer, transfer and State certification expectations.

The program learning outcomes currently reflect what State certifying agencies expect from an entry level substance abuse counselor. It is limited in reflecting the scope and depth of the degree and certificate: Knowledge, skills and abilities students will obtain.

1. Students will pass the practice/mock Substance Abuse Counselor State certification exam. 80% of students will score 75% or more on the 150 question examination.
2. Students will complete a minimum of 255 internship/practicum hours at an agency or agencies approved by the college. Students must complete a minimum of 21 hours in each of the "12 Core Functions": Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Report and Record Keeping and Consultation with Professionals. 95% of students completing the certificate program will receive a "recommend with reservations" or higher recommendation.
3. Students will be able to apply the formal laws and ethical standards that govern professional ethics in substance abuse counseling.

Outcome Status: Active

**How do they align with employer and transfer expectations?**

Learning outcomes align perfectly with employers by meeting all required state requirements for entry level certification as a substance abuse counselor.

**Describe your program's plan for assessing program learning outcomes.**

To be annually assessed:

1. Students will pass the practice/mock Substance Abuse Counselor State certification exam. 80% of students will score 75% or more on the 150 question examination.
2. Students will complete a minimum of 255 internship/practicum hours at an agency or agencies approved by the college. Students must complete a minimum of 21 hours in each of the "12 Core Functions": Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Report and Record Keeping and Consultation with Professionals. 95% of students completing the certificate program will receive a "recommend with reservations" or higher recommendation.
3. Students will present a professional portfolio to include: Professional Resume, Completed and signed Statement of Cooperation for AODS 298 and AODS 299, Monthly Hours Log for both AODS 298 and AODS 299, Reflection Paper on AODS program experience and Fieldwork Experience, and two Performance evaluations completed by Fieldwork/Internship Site Supervisor in Directed Fieldwork Experience courses: AODS 298 and AODS 299.

**Summarize the major findings of your program outcomes assessments.**

Students are currently achieving the program student learning outcomes. The past two semesters, 100% of students completing the certificate achieved the student learning outcomes. There is opportunity to revise the program outcomes to reflect a more detailed and accurate measurement of the knowledge, skills and abilities students will obtain by achieving the program certificate and/or AS degree.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

We do not know students' perceptions of their preparedness to enter paid employment in the field of substance abuse counseling upon completing the certificate at Palomar College.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

The courses in AODS were designed to meet the requirements for Palomar Colleges General Education and Institutional Learning Outcomes.

AODS supports the following GE/ILO(s):

1. Communication - Written, oral and visual.
3. Creative, Critical, and Analytical Thinking - Critical thinking, information literacy and teamwork and problem solving.
4. Community, Multicultural/Global Consciousness and Responsibility - Intercultural knowledge, ethical reasoning and civic knowledge and engagement.
5. Foundation knowledge of discipline.

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

The findings related to course outcomes demonstrate students enrolled in the AODS certificate and AODS AS degree program are meeting Student Learning Outcome goals. The Student Learning Outcome Goals are aligned with GEILOs.

**PROGRAM COMPLETIONS**

**Are the courses in your discipline required for the completion of other degrees/certificates?**

No

**Do you have programs with 7 or fewer completions in the last 5 years?**

No

**What is your program standard for program completion?**

80

**Why did you choose this standard?**

This standard was chosen to set a rigorous goal which demands considerable faculty engagement to ensure student success.

**What is your Stretch goal for program completion?**

35

**How did you decide upon your stretch goal?**

This goal was decided upon using information gathered from the AODS Community Advisor Board as well as input from AODS part-time faculty and community employers.

The demand for substance abuse counselors has increased dramatically. AODS Advisory Board Members as well as local employers have requested Palomar College educate and graduate more substance abuse counselors.

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

2019-2020 Completion Rate for AS Degree in AODS = 8 (3 more than previous year).

2019-2020 Completion Rate for AODS Certificate = 28 (19 more than previous year).

**Previous Years:**

2018-2019 = 5 AS degrees awarded in Alcohol and Other Drug Studies and 9 Certificates awarded in Alcohol and Other Drug Studies.

2017-2018 = 9 AS degrees awarded in Alcohol and Other Drug Studies and 20 Certificates awarded in Alcohol and Other Drug Studies.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased

**What factors have influenced your completion trends?**

We have seen a significant increase in completion rates due the following factors:

1. Opioid Crisis in America has increased the demand for substance abuse counselors.
2. Medical began funding residential substance abuse treatment which has increased the demand for substance abuse counselors.
3. As a result of the increased demand for substance abuse counselors, the entry level pay rate has increased significantly.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your enrollment trend over the last 5 years?**

Increased

**What was your efficiency trend over the last 5 years?**

Increased

**Were these trends expected? Please explain.**

Yes, these trends were expected as there has been a significant increase in enrollment of students seeking a certificate or AS degree in AODS and we have not increased faculty or staffing.

Fall 2019 Fill Rate = 84%

Fall 2019 WSCH/FTEF = 525

## Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

Enrollment and completion trends have improved the program's efficiency. Increased completion rates improve the program's outcome assessments.

**How have these factors presented challenges for your program(s)?**

These factors have not presented challenges. They represent success.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## COURSE INFORMATION

### COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**

80.0%

**Why did you choose this standard?**

The standard is based on historic data. 80% success rate represents a higher standard than previously achieved. As a department and faculty team, we will work to achieve greater levels of success.

**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Stayed the same

**Was this expected? Please explain.**

The expectation was a higher trending success rate. The AODS program has been able to maintain long term faculty in each of its courses. The expectation is faculty would improve delivery methods and modify pedagogy to improve student success rates.

**What is your stretch goal for course success rates?**

80.0%

**How did you decide upon the goal?**

This goal is slightly higher than the highest success rate in the past 5 years, which was, 79%.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Stayed the same

**Was this expected? Please explain.**

The expectation was a higher trending retention rate. The AODS program has been able to maintain long term faculty in each of its courses. The expectation is faculty would improve delivery methods and modify pedagogy to improve student retention rates.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Age

Ethnicity

**Age: Why do you think age differences exist? What do you need to help close the gap?**

19 year old and under have the lowest success and retention rates while those 50 years and older have the highest success and retention rates.

Perhaps the disparity exists as those 19 years and younger are not familiar with the academic rigors of college level learning. Those 50 and older may be more aware of the time and demands required by college.

To close the gap the program and faculty can take advantage of the Starfish program to help with early identification of those students who may be struggling.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

There is considerable variation among ethnicities related to success and retention.

Black or African Americans have the lowest success rate yet the highest retention rate.

Perhaps faculty education on diversity and multicultural issues would inform the program of the wide ranges of success and retention rates.

**Are there differences in success/retention between on-campus and online courses?**

Yes

**Please share any best practice methods you use for online courses.**

Online courses are new to the AODS program and best practices are being developed and evaluated on an ongoing basis.

## COURSE LEARNING OUTCOMES

**How is course assessment coordinated across sections and over time?**

Regular and routine SLO assessments and completion of the PRP.

**How have you improved course-level assessment methods since the last PRP?**

25% of course level student learning outcomes were revised to reflect changes in the industry, state certification requirements and curriculum changes.

**Summarize the major findings of your course outcomes assessments.**

Students are currently meeting or exceeding course outcomes in all Alcohol and Other Drug Studies (AODS) courses.

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

The differences in success and retention rates between age and ethnicities needs to be addressed.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

2020, the Program SLO was revised to reflect changes in industry standards and expectations.

There has been a greater focus on exploring and discussing multicultural issues as they relate to substance abuse treatment.

**PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

Course curriculum is designed to engage students and facilitate them in applying learning outcomes to the knowledge, skills and attitudes required to be a successful substance abuse counselor.

The course outcomes complement and lead to successful program outcomes. The course outcomes and program outcomes are a cohesive whole.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

The degree map and scheduling of courses are designed to help clients complete the program efficiently in the shortest amount of time. Each course complements the learning in other courses to form a cohesive whole leading to program completion.

The program maps are shared with students through the Palomar Mapper program, through one on one counseling with the program coordinator and on the AODS website.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

Many of the students enrolled in the AODS certificate program are working adults. When courses are taught on campus they are offered in the evening to accommodate work schedules. Prior to COVID - 19 and social distancing, the AODS programs was able to pilot a day time course that was block scheduled with an evening course. The daytime course was very successful in terms of enrollment and student completion rates.

**How do you work with other departments that require your course(s) for program completion?**

No other programs or departments require our courses for completion.

**Does your discipline offer cross-listed courses?**

Yes

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?**

The AODS program coordinator consults and collaborates with other discipline experts to ensure a consistent curriculum and meet the minimum qualifications. Scheduling is accomplished by the AODS department.

**Are there curriculum concerns that need to be resolved in your department? What are they?**

We are currently de-cross listing most of the AODS courses.

**Are there courses that should be added or removed from your program - please explain?**

Not at this time.

**How is the potential need for program/course deactivation addressed by the department?**

Program or course deactivation is coordinated with the department chair, department dean, faculty, articulation department, curriculum committee and other disciplines that may be impacted.

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

When we return to campus the AODS program would like to offer additional day time classes.

Click here for information about **Noncredit** and **Community Education**

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

The AODS department worked extensively with the California State Chancellors office by working with consultants funded through a grant. The consults helped design the courses and ensure best practices were being utilized.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

As a result of COVID - 19 and all courses being taught online the AODS program will need to assess:

Enrollment

Retention

Completion

## CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Substance Abuse Counselor.

Case Manager.

Peer Support Specialist.

Medication Management.

Withdrawal Management.

Revisions to course curriculum will be required to meet new positions within the substance abuse treatment industry.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

The Knowledge, Skills and Abilities set forth by the State certifying agency is quite extensive:

Knowledge: Clinical evaluation, treatment planning, referral, service coordination, counseling, client: family and community education, documentation and professional and ethical responsibilities.

Skills: Screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping and consultation.

Abilities: 12 Core-Functions of a substance abuse counselor.

**How does your program help students build these KSA's?**

Our program is perfectly designed and aligned with the State certifying agencies requirements. These standards are established by the the California Department of Healthcare Services. Palomar College's AODS program is accredited and meets all standards and requirements.

**Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

Two "Internship"/Directed Fieldwork courses in cooperation with Cooperative Education.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

The students engage in and practice the skills outlined above.

**How do you engage with the community to keep them apprised of opportunities in your program?**

Annual Community Advisory Board.

Participation in conferences.

Participation in professional organizations.

Community outreach efforts.

**What is the regional three-year projected occupational growth for your program(s)?**

San Diego Workplace Partnership indicates a 22% growth rate.

**What is being done at the program level to assist students with job placement and workforce preparedness?**

Community Advisory Board.  
Employer Panels present to students on campus.  
Access to professional organization job boards.  
Development of community partnerships/MOU's.

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

April 2020.  
Distance Learning – Jim Fent presented due to COVID - 19 all courses will be taught through distance learning until further notice.  
Due to social distancing the Advisory Board met online and/or via email. The focus of this year's advisory board was distance learning and providing substance abuse counseling by phone or virtually. Meeting agenda and minutes available upon request.

**What are the San Diego County/Imperial County Job Openings?**

This data obtained from professional organization:

Over 100 current job openings for:  
Substance Abuse Counselor.  
Case Manager.  
Peer Support Specialist.  
Medication Management.  
Withdrawal Management.

## Program Goals

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

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

### Goals

#### Goal 1

##### Brief Description

Assess the enrollment and retention of the new Social Work/Human Services CTE Pathway Program

##### Is this a new or existing goal?

New

##### How will you complete this goal?

Work with VP of Instruction, Department Dean, CTE Program, AODS Advisory Board, and Curriculum Committee. This program was developed to captivate students interested in a human services degree that is aligned with the TMC established by the State Chancellor's Office for Social Work and Human Services. The outcomes of this new program need to be evaluated and assessed.

##### Outcome(s) expected (qualitative/quantitative)

Completed Social Work and Human Services Pathway and degree program and courses. The outcomes expected are increased enrollment at Palomar College and increased students transferring to CSU and UC for a Human Services degree.

##### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal meets the department goals by broadening the: Academic knowledge, skills and training of students as well as increasing opportunities for employment. This goal is in alignment with guided pathways as a clear, detailed outline of how to achieve a degree for transfer in Social Work and Human Services.

##### Expected Goal Completion Date

5/24/2021

#### Goal 2

##### Brief Description

Resume Alcohol and Other Drug Studies Certificate and Degree Program/Courses at the North Campus.

##### Is this a new or existing goal?

Existing

##### Goal Status

Ongoing

##### How will you complete this goal?

Community engagement and marketing efforts to create awareness of the certificate and degree program were begun Spring 2019. This program will capture potential students living in Fallbrook and the Temecula Valley. Alcohol and Other Drug Study courses began Fall 2019 at the North Campus.

##### Outcome(s) expected (qualitative/quantitative)

One and half (1 1/2) year cohort track of courses for achievement of the Alcohol and Other Drug Studies Certificate. Goal of twelve (12) students completing certificate program in Fall 2021.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Expands opportunity for students to achieve education and paid employment in the substance abuse treatment field.  
Capture potential students living in Fallbrook and the Temecula Valley.  
Aligns with the college strategic plan by increasing total enrollment.

**Expected Goal Completion Date**

4/25/2022

**Goal 3****Brief Description**

Provide 3 or more AODS distance learning courses once we resume on campus instruction.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Online CTE Pathways Grant Program.  
Staff training through <https://catalog.onlinenetworkofeducators.org/> and/or POETS.

**Outcome(s) expected (qualitative/quantitative)**

Provide 3 or more AODS distance learning courses.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

By offering additional distance learning courses we align with the department mission by "prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor. The Alcohol and Other Drug Studies Program facilitates and enhances student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences."

**Expected Goal Completion Date**

5/31/2020

**RESOURCES**

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

**PART 1: STAFFING NEEDS**

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

**NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.**

Are you requesting new Classified, CAST or AA positions?

Yes

## REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

### Staff, CAST, AA request 1

#### Title of position

ADA Behavioral Sciences

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

Full Time

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

Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Other Drug Studies, Religious Studies, Women's Studies, Psychology, and Anthropology.

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

This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their attention is distributed over seven disciplines.

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

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

No

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

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

#### Strategic Plan 2022 Objective

1:5

3:5

4:1

4:3

5:1

5:2

**If the position is not approved, what is your plan?**

We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

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

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

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

No

## **NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

### **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

### **PART 4: OTHER ONE-TIME NEEDS**

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

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

jfent@palomar.edu

## **Review**

### **Chair Review**

#### **Chair Comments**

Thank you, Jim and Nicole, for your hard work on preparing your PRP. The increase in your certificate completions is evidence of your commitment to your students and to the growth of your program.

#### **Chair Name**

Netta Schroer

#### **Chair Sign Date**

10/23/2020

## Dean Review

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

Well-defined SLOs; SLOs that have changed to reflect changes in industry; consistent increase in completions

### Areas of Concern, if any:

1. Please add hourly costs for your student mentors to your budget development (this would be a budget consideration to discuss with your dean (on Resources page); also, I would rather not have us refer to them as Teaching Assistants, since that implies a whole other set of duties and responsibilities.
- 2.. RE: student perceptions, I would recommend working with the Foundation to provide focused alumni survey to capture the info you're hoping to capture. It would be good to start that process before next cohort completes.
3. How will your marketing differ to capture a daytime student population?
4. Specifically, how will VPI help you with attainment of goal 1?

### Recommendations for improvement:

1. Define duties & responsibilities for student mentors.
2. Your stretch goal is actually lower than your 19-20 completions (from what i see). Align your stretch goal with the occupational growth rate (22%). That would bring you to approx 42 completions.
3. It appears that KSAs for WBL are in your curriculum; call out more clearly to students to show integration of WBL in curriculum beyond fieldwork.

### Dean Name

Shayla Sivert (on behalf of Dean Pearl Ly)

### Dean Sign Date

11/7/2020

## IPC Review

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

### Areas of Concern, if any:

### Recommendations for improvement:

### IPC Reviewer(s)

### IPC Review Date

## Vice President Review

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

see above in dean review

### Areas of Concern, if any:

see above in dean review

### Recommendations for improvement:

### Vice President Name

Shayla Sivert

### Vice President Sign Date

12/31/2020