Status: **Reviewed**

Entry #: 192

Date Submitted: 9/14/2020 1:29 PM

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?
Annual

Department Name
Counseling

Discipline Name
Counseling (COUN)

Department Chair Name
Glyn Bongolan

Division Name
Student Services

Website address for your discipline
https://www2.palomar.edu/pages/counseling/

Discipline Mission statement
We provide academic advisement, career guidance, and personal counseling related to your academic success.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs TOP coded as vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Izabel Solis, Counseling Services Supervisor

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)
23

Full-time Faculty (FTEF)
23 (includes reassign time and non-instructional time)

Part-time faculty (FTEF)
4.06

Classified and other permanent staff positions that support this discipline
Counseling Services Supervisor, 12 months, 100%
Counseling Services Coordinator, 12 months, 100%
Student Support Specialist I (5 staff), 12 months, 100%
Student Support Specialist II (2 staff, including 1 vacant), 12 months, 100%
Administrative Specialist II (vacant), 12 months, 100%
Career Center Coordinator (vacant), 12 months, 100%

Additional hourly staff that support this discipline and/or department
No additional hourly staff.

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 do they align with employer and transfer expectations?
Not applicable.

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)?
Not applicable.

How have these factors presented challenges for your program(s)?
Not applicable.

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?
70.0%

Why did you choose this standard?
Keeping on par with the college's success rate of 70% is a good standard as COUN courses are not the most difficult, but are also most commonly taken by new college students who are not as familiar with navigating the system of higher education. For COUN 101, we are looking at aiming for 65% for 2020-2021, and 70% for 2021-2022. In COUN 165, we would like to have a higher rate at 80%, but at the same time, we are looking at the disaggregated data and see inequities.

What is your stretch goal for course success rates?
72.0%

How did you decide upon the goal?
The stretch goal of 72% was established by the department as a whole after looking at the data. For COUN 115, the recommended stretch rate is 75%. We are looking at including stretch rates as SLOs to make them specific to each course and so that we can pull out specific patterns (online vs F2F or specific demographics) for each course as well.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
While there are currently 2 SLOs for each course in the system, this is the first year the department looked at success data together as a unit with the lens of disaggregating the data not only by ethnicity, but also by other class attributes. The department examined success rates for various groups and created assessment goals based on data. SLOs were created from this examination and will be added into Nuventive as a result. SLOs included examining the success rate for online courses (especially for 2020-2021), adding a resume/cover letter critique for students in another course, and even promoting Career Search to specific groups of students who need it most.

Summarize the major findings of your course outcomes assessments.
The SLOs currently in the system are SLOs that are achievable and good for making sure that the courses meet their learning outcomes. Results have been excellent thus far.

With the examination of date this Fall 2020, more meaningful SLOs will be added to each course. Rather than focusing on SLOs that were based on what needed to be taught in the course, SLOs for this year will focus on success rates of students and which groups or class attributes are at a disadvantage. Baseline data needs to be created for all areas.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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.

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?
Not applicable.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Not applicable.

How does your program help students build these KSA's?
Not applicable.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Counseling plays a huge role in dual enrollment and working with local high schools. Counseling courses tend to be the first course for many dual enrollment students. Additionally, Counseling participates in Tarde de Familia (both instruction and non-instruction sides) and collaborates with both HS (Ex: Superhighway) and University partners (ex: CSUSM REPAC) in our district.

As counseling courses are general education courses and not necessarily part of a program, Counseling can do more to engage with the internal community to discuss the benefits of the courses with non-counseling faculty. Counseling can also provide insight to programs about transfer and student activity.

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
Decrease achievement gaps in success rates while increasing success rates overall.

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

Existing   Ongoing

How will you complete this goal?
Provide instructors with information on student development theories with an equity mindset through training and make it accessible on Internet based resources. Theories include self-efficacy, sense of belonging, growth mindset, and validation to name a few.

Additionally, department will review success data yearly and create baseline numbers for comparisons.

Outcome(s) expected (qualitative/quantitative)
90% of COUN instructors will be exposed to at least one of the listed theories and implement one concept into their curriculum. Instructors will have a better understanding of concepts such as equity vs. equality, rising of the tide, and achievement gaps. SLOs will be created specific to this goal.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal meets the following from the Strategic Plan 2022 draft:

*VfS Goal 5: Equity

*SP Goal 1, STUDENTS - Increase student access, progress, and completion while decreasing equity gaps.
>Objective 5: Operationalize goals in VfS.

*SP Goal 2,: TEACHING AND LEARNING - Implement instructional strategies that strengthen teaching and learning across the college.
>Objective 3:Establish communities of practice for faculty and staff to engage in deeper conversation and activities addressing topics such as equity.

Expected Goal Completion Date
12/17/2021

Goal 2

Brief Description
Increase success rates in online COUN sections. Goal is 70% success rate in line with the college.

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

Existing   Ongoing

How will you complete this goal?
Provide training and templates for online courses to include the following: orientation to taking online courses, links to student help in Canvas, MyPalomar, email, grade book online, how to apply for financial aid, and more. Encouraging online instructors to use the a zero to low cost textbook if not the same textbook. Compare success rates of 8 week courses to 16 week courses and offer more courses in the stronger term.

Outcome(s) expected (qualitative/quantitative)
Success rates in online courses will increase from 57% success rate to the college's 2018-2019 online average success rate of 64%. More students will be accessing financial aid which will contribute to the Supplemental Allocation of the SCFF.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal meets the following from the Strategic Plan 2022 draft:

*VfS Goal 5: Equity

*SP Goal 1, STUDENTS - Increase student access, progress, and completion while decreasing equity gaps;

>Objective 3 - Increasing number of students receiving financial aid and implementing strategies to increase persistence of disproportionately impacted students;

>Objective 5: STUDENTS - Increase student access, progress, and completion while decreasing equity gaps. Operationalize goals in VfS.

Expected Goal Completion Date
12/17/2021

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
Administrative Specialist II (duplicated from non-instructional PRP)

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
The Counseling Department has a unique structure from other departments on campus as it provides both instructional and non-instructional services. The Counseling Department is larger than many departments with 23 full-time counselors, 6 to 14 part-time counselors, and approximately 14 to 17 different part-time counseling instructors. Therefore, the role of the Counseling Department Administrative Specialist II is critical in the overall operations of the department due to the mere size and volume of work. Critical operations of the position include analysis of budget, program trend analysis for instruction and for non-instructional activities, and support for institutional priorities through support of Puente, Umoja, and the department in general as the Counseling Department address all 5 goals in the Vision for Success. Additional duties include the creation of NOHEs (instructional and non-instructional), assistance with instructional assignments, year round instructional duties, and management of administrative duties needed at multiple campuses including Rancho Bernardo, Fallbrook, Camp Pendleton, Escondido, main campus, and online as Counseling is offered at all sites, unlike instructional program which may be at 1-3 sites only. In addition to the satellite campuses, Counseling has a significant number of dual enrollment courses offered at various high schools. Dual Enrollment courses tend to follow a different timeline from the courses on campus. Therefore, this position is constantly working on SIS and instructional components. Consequently, filling this position will support the department in meeting the institutional priorities, program trend and analyses of growth and stability of the District as it supports the Counseling Department which is actively supporting all 5 goals in the Vision for Success.

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

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

What funding would support this position?
SEA

Describe how this position helps implement or support your three-year PRP plan.
With a full-time person in this position, the Administrative Specialist can help keep the department organized. More specifically, the Administrative Specialist can assist with pulling data related to the PRPs throughout the year to be ready for analysis during the fall.

Strategic Plan 2022 Objective

1:1	1:2	1:3	1:5
2:1	2:2	2:3	2:4
3:2			

If the position is not approved, what is your plan?
The Counseling Division office was recommended to seek out support from an Instructional Administrative Specialist from another department to support with the general functions of creating, adding, and canceling classes. Therefore, support from another department could provide this add on support to the Counseling Department if the District is not able to approve this position for the Counseling Department. Another temporary solution which is in place now is paying a front desk staff member out-of-class salary for 50% of her assignment to work on both roles.

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.
gbongolan@palomar.edu

Review

Chair Review

Chair Comments
Need to connect SAOs to Goals.

Chair Name
Glyn Bongolan

Chair Sign Date
10/30/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
I see the approach to looking at ways to infuse equity in the courses as a strength of the division. In addition, looking at ZTC is an added strength and success for students.

Areas of Concern, if any:
As previously mentioned there is a need to connect the SAO's to the department goals.

Recommendations for improvement:
Identify metrics to evaluate course cancellations in alignment with successful goals. For example if the goal is to implement ZTC, when reviewing course cancellation consider if the instructor of record is utilizing ZTC when reviewing similar courses for cancellation.

Review data to increase course success rates disaggregated to instructor in addition to student demographic data.

Dean Name
Leslie Salas

Dean Sign Date
1/4/2021

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:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Vice President Sign Date