

Status: **Reviewed**

Entry #: 3

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2020-2021 ANNUAL REVIEW

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON- INSTRUCTIONAL PROGRAMS

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.

The Annual Update is designed to help you track progress on your three-year plan. It allows for updates to your plan based on:

- 1) Updates to Service Area Outcomes assessment cycle or unit data;
- 2) new events, legislation, or processes that affect your unit's ability to meet your mission; and
- 3) a review of progress on your three-year plan's goals.

BASIC UNIT INFORMATION

Program/Unit Name

Counseling Department

Department Name

Counseling Department

Division Name

Student Services

Name of Person responsible for the Program/Unit

Glyn Bongolan

Website address(es) for your program(s)/unit(s)**Webpage URL 1****Unit webpage**<https://www2.palomar.edu/pages/counseling/>**Please list all participants and their respective titles in this Program Review**

| Participant | Title |
|---------------|----------------------------------|
| Glyn Bongolan | Counseling Department Chair |
| Izabel Solis | Counseling Department Supervisor |
| Katie Morris | Counselor, COUN SLO Coordinator |

STAFFING AND SERVICE UPDATES

Staffing

Use the link provided to help answer the staffing questions below.

Link: [Permanent Employees Staff Count](#)

This form requires a login and password to access. Please use your Palomar email and password to log in.

Full-Time Staff**Total Number of Full-time Staff**

7.00

Number of Classified Staff

6.00

Number of CAST Staff

0.00

Number of Administrators

0.00

Number of Full-time Faculty

23.00

Part-Time Staff**Total Number of Permanent Part-time Staff**

0.00

FTE of Part-time Staff (2x19 hr/wk=.95)

0.00

FTEF of Part-time Faculty

1.76

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

Due to the lack of funding to support an administrative position for the UMOJA and PUENTE programs, over the past two-years they have supported some of program support functions via the hiring of Federal Work Study students.

Have you experienced any changes in staff this past year? If so, please describe how the changes have impacted your operations.

Our area is missing the Counseling Services Supervisor, an Administrative Specialist II (ADA), a Student Support Specialist II in the Transfer Center, and a Career Center Coordinator from the Career Center.

The Administrative Specialist II position has had inconsistent staffing for the past 12 months. Prior to Fall 2019, this position was vacated for an additional 14-month period due to an internal promotion. During the 14-month period, the Counseling Services Supervisor absorbed the majority of the job responsibilities of this position. A 20-hour temporary staff was also hired during that time to support with instruction responsibilities of the department. On June 2019, the position was filled with a full-time staff who left Palomar College for another opportunity at the CSU system after 5 months serving in that role. From December 2019 to the present, a Counseling Services Student Support Specialist I has been serving in that position for 50% of the time through an Out of Class Assignment. The Counseling Services Supervisor, once again filled in the gap in that area by absorbing some of the administrative and fiscal responsibilities of the vacated position. Not having a permanent staff on this position has impacted the overall services to students and the overall support to the department as front desk resources had to be reduced in order to fill in the needed gap.

In October 2020, the Counseling Services Supervisor also left Palomar College for another job opportunity. This position oversees the Counseling front desk staff including the Transfer Center and Career Center. This position handles staff scheduling, issues, front desk matters, and works closely with the Counseling Department Chair to make sure that the department is functioning smoothly and is supported. This missing position impacts the workload of the Dean of Counseling, the Division Secretary, and the Counseling Department Chair.

The Transfer Center has been solely operating with one staff. The Student Support Specialist II position for that area vacated over 16 months ago. The Transfer Center serves all Palomar College students desiring to transfer to a UC, CS, or Private 4-year institution. One staff is not sufficient to cover all the needs for this area, which include but are not limited to, UC/CU applications, College Fairs, coordinating college representative visits, providing basic academic guidance and support, scheduling appointments, answering phones, managing budget, and managing administrative tasks. Due to this change, students have reduced access to the transfer center, and wait times for the phone email responses have increased.

The Career Center is also missing the Career Center Coordinator. The Career Center Coordinator handles a variety of tasks such as coordination of the Career Job Expo, a variety of student events, and budget to name a few items. This missing position impacts the workload of the Career Center Director and the Student Support Specialist in the center.

Program/Unit Description

Have the services your unit performs change in any way over the past year?

Services have changed and increased over the past year. The changes are a result of various grants and implementation of different technology and services that have been offered.

First, due to COVID, all of our services have been converted to a distance format. Counseling appointments are conducted over the phone and over Zoom for easy accessibility for students. On top of that, appointments were changed to 1 full hour to accommodate connectivity issues. To complement the 1-hour appointments, 15-minute quick question sessions were also added to the menu of services for students. Lastly, in addition to our group workshops with education planning for students (max 10 students) which are offered closer to the start of the semester, informational webinars with live question and answer sessions were offered. Education plans were not created in the webinars as the department allowed up to 100 students to register for each session. Lastly, the department extended operating hours to 9 pm, more recently pushed earlier to 8 pm, and the department is also offering Saturday hours also as a pilot.

Technologically, the department is piloting the use of eSARS for students to schedule their own appointments online rather than calling into the office to schedule an appointment. The department also experimented with the utilization of a form for students to make appointments. The department also created a number of videos and is currently working on additional videos to make navigation of Palomar's system easier. Also, the department played a heavy role in the creation of maps and the implementation of the mapper for student use. The department is also exploring the use of Degree Planner for students to play in a "sandbox" to create their own education plan.

Innovatively, the way Counseling executed Discover Palomar on the counseling side was very different. To accommodate the influx of students due to the lack of appointments being made at the beginning of the stay at home order, counselors created abbreviated education plans based on questions completed by the student with no counseling appointment needed. A career component was also included in the process. Over 800 education plans were created to allow students to take advantage of their priority registration appointment and to register in time to qualify for Palomar Promise requirements.

Proactively, the Counseling Department also followed up with the Discover Palomar students, who never met with a counselor but received an education plan, by contacting each one to schedule a "priority" appointment for them in September and October. In addition to calling the Discover Palomar students, the department also proactively called students on probation who had not already had their level 2 probation lifted after the start of the semester. Again, these calls were made in September and October. And lastly, the department offered counseling services to students in the Vista Detention Center and set aside specific times for Transition students to make appointments. These special program appointments also included Umoja and Puente students as well. One more change in services includes a counselor for the Middle College at Orange Glen. Counseling is developing a program for the dually enrolled students which includes a Canvas site, appointment system, and a partnership with the Orange Glen High School dual enrollment team.

Lastly, the department is working on a few special projects and grants. One project is credit for prior learning and the military apprenticeship grant. A counselor is assigned to assist active duty military with earning credit for prior learning to apply towards their military apprenticeship certificate. A second grant includes the SWP Pathway Navigation grant. Work was completed to explore various career software and determine which software was going to be used for Discover Palomar services. Currently, the group will be re-examining software but will create a requirements document first as a rubric to review the software. And finally, there is the Career Technical Education completion grant. The department is working on a spreadsheet of students who are 12-18 units away from completing a CTE program. The department will be informing students of their proximity to completion in order to encourage students to enroll in the remaining courses and assist with the graduation process.

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PROGRAM/UNIT ASSESSMENT

SERVICE AREA OUTCOMES UPDATE

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 Nuventive Improve (previously named 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 Nuventive Improve by:

1) Login to Nuventive Improve (previously TracDat) <https://www2.palomar.edu/pages/sloresources/2015/08/10/tracdat/>. Your Palomar username and password is your login.

2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.

3) Revise or edit your current SAOs by revising their wording and/or updating the assessment and assessment results.

NEED HELP?

Nuventive Improve:

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at msnyder2@palomar.edu.
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <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. We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

| 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) | | | | | |

Are all of your unit's SAOs and assessment plans **UPDATED** and **ENTERED** in Nuventive Improve?
Yes

SAOs Summaries / Reflection

If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

SAOs

SAO 1

SAO Title

Counseling Success (Probation) Workshops

Assessment Status

Assessed

80% of students completing the Counseling Success (Probation) Workshops (online) will answer 3 assessment questions correctly in a post assessment.

SAO Summary and Reflection

For the fall 2019 semester, the following results were found in the ONLINE workshops: 87.1% answered Question #1 correct, 94.1% answered Question #2 correct, and 98.8% answered #3 correct.

For spring 2020, the following results were found in the ONLINE workshops: 86.1% answered Question #1 correct, 92.5% answered Question #2 correct, and 99.1% answered #3 correct.

This SAO began assessment in June 2018 and we have continued to meet our 80% criterion. We discovered this past year that the questions needed to be revised to reflect updated policies and address a deeper knowledge gained from the workshop. In fall 2020, we have revised the questions to address these needs. We are in the process of updating the policy information on the workshop. Once this is completed, the new questions will be added and measured.

SAO 2

SAO Title

Counselor use of Palomar Pathways Mapper

Assessment Status

Assessed

Counselors are using and referring to students to the Mapper tool in their counseling sessions with students.

SAO Summary and Reflection

55% of Counselors use the Palomar Pathways Mapper tool in counseling sessions with students.

65% of Counselors refer students to the Mapper tool.

Although we met our criterion, we found that Counselors are more often referring students to using the Mapper tool, rather than using it themselves. Our results also indicated that 40% use the Mapper tool to look up the information themselves and 60% use it every once in a while or almost never.

This is a new tool for both students and Counselors to use and gives us valuable information on how we can market and best utilize this tool in the future. We are also currently exploring ways for Counselors can integrate the Academic Advising Report, Mapper tool, and Starfish Degree Planner in our work.

SAO 3

SAO Title

Student unit progress awareness

Assessment Status

Not assessed

At the end of a Counseling appointment, students will be aware of their completed units and what steps to take to complete their educational/career pathway.

Next planned assessment

2021-2022

This was last assessed in Spring 2019. We were set to assess again in Spring 2020, however, the department had to put a pause on it due to COVID-19. This assessment timeline will allow us time to review the SAO and the possibility of linking it to a counseling continuum for students-providing a tool to define services for students as they are on their journey with us.

OTHER ASSESSMENT DATA

Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below.

No significant changes. Data results seems to be steady and on par with the previous 2 years.

ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

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

In 2019-2020, a number of achievements occurred, as well as a number of changes as previously mentioned, to aid in our students' success. To begin with, training for Starfish Degree Planner was completed and implementation of the use of the tool was executed. Utilization of this tool allows for the opportunity of students to use the sandbox portion to create their own education plan for future approval by a counselor. The workflow of this part of the tool has yet to be created. Second, the mapper tool was created and completed in time for Fall 2020 registration in June. The mapper tool provided students with a roadmap of courses for every certificate and degree at the college. It also provided students with easy access to the various programs, some labor market data, and one-click course descriptions. The mapper tool is a great tool for student exploration and onboarding. Third, counseling appointments were specifically set aside for the special populations such as Umoja, Puente, Transitions, and the Vista Detention Facility. The reserved appointments secured a counseling session for students in these areas and allowed them to make appointments right away rather than having to wait 3 weeks for an appointment. Fourth, the department completely converted into distance services for the pandemic. Services were expanded through phone and Zoom, quick question 15 minute appointments, and workshops with education planning. This flexibility allowed for greater access to counselors for students. And finally, the department created a new distance process for Discover Palomar of creating education plans for students without counseling appointments. This pilot also created greater access to education plans for students and enabled them to register during the priority registration period to take advantage of preferred courses and course times. And for the college, the department was able to give back to the college \$125K in addition to taking a significant cut in SEA funding to help the college in other areas of funding.

Provide an update on 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?

Currently, there are two main software programs for education planning: PeopleSoft and Starfish Degree Planner. While we have the Starfish contract for 3 additional years (June 2023), our department will examine all aspects of each software to determine whether not we should continue the use of Starfish in addition to PeopleSoft or only use PeopleSoft for our work. Additionally, SARS will have a competing component in Starfish as well. Other components include the check-in system, degree audit, and early alert which all directly affect counselors' work.

Another change in technology includes the examination of career software. There is Career Coach, a module in Starfish, and Road Trip Nation to name a few software programs.

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

None.

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PROGRESS ON GOALS

Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.

Click on "+Add Goal" below for each additional goal.

Goals

Goal 1

Goal

Increase completion of certificates, Associate degrees, and Associate Degrees for Transfer, and TAG applications (includes Transfer Center Goal #2).

Choice

In progress

Describe Progress

Completion academies were provided to non-counseling faculty. Complete data was given in terms of attempted units, time to completion, and degree completion percentages. A workshop for completion of the application for graduation was offered to encourage degree completion as well. For fall 2020, a CTE grant on completion will help with increasing completion by taking a proactive position of telling students what courses are remaining not only for their majors on file but also for other certificates they may be close to completing.

Describe Challenges

Current challenges include working from home and providing services online to students. With new phenomena of Zoom fatigue, internet fatigue, and a constant feeling of overwhelm, we have to not only be creative in providing the services online, but we also have to be mindful of making the information easy to access, easy to take in, and relevant to the student at the time they need it. Additionally, college enrollment is low and students are dropping courses more frequently.

Describe Outcomes (if any)

Desired Outcomes: Increased AA/AS and ADT completion rates; Increased TAG application completion; Increased completion of GE certificates

Completed outcomes: None measured yet. Need baseline from last year.

Goal 2

Goal

Increase access to counselors and education planning.

Choice

In progress

Describe Progress

As mentioned earlier, a variety of services were changed that resulted in greater access to counselors and education planning. Discover Palomar ed plans without appointments, quick question appointments for 15 minutes, student access to book appointments through an online system, webinars with unlimited capacity, extended hours into evening, and added Saturdays are all changes that have been implements.

Describe Challenges

Everything is a pilot at the moment. So, when these services go full scale with all counselors, logistics may be a challenge. Additionally, as we move back to a face-to-face environment, again, logistics will come into play in terms of individual's schedules and balance of distance vs face-to-face services.

Describe Outcomes (if any)

Desired outcomes: Increased percentage of students with education plans; Increased contact with counselors

Completed outcomes: None measured yet. Need baseline from last year.

Goal 3

Goal

Improve onboarding and retention process for all new students specifically in the area of career planning before education planning. (relates to Career Center goal #1)

Choice

In progress

Describe Progress

Revamped Discover Palomar counseling component by completing over 800 education plans for students without appointments using an intake form through Starfish. Held retreat discussing the objectives of the SWP Pathway Navigation grant. Looking at requirements document to examine software, career continuum, declaration of major campaign along with AAR work.

Describe Challenges

A lot of different projects, grants, and technology to focus on while also improving processes for online services due to COVID. Counselors have initiative fatigue and are overwhelmed with the exponential learning rate.

Describe Outcomes (if any)

Desired Outcomes: Majors are more accurate for students and consistent across student goals; Student will have a better understanding of themselves in regard to career development; Higher percentage of students will complete at least 1 career assessment; Less students will apply as first major on our list (accounting)

Completed Outcomes: None measured yet. Need baseline from last year.

Goal 4**Goal**

Increase students' sense of belonging in college and at Palomar.

Choice

Not Started

Describe Progress

We are still in the stages of planting the seeds. Based on Dr. Estela Bensimon's work on practitioner as researcher, the department is exploring different student development theories such as mattering, validation, and sense of belonging to name a few. A mechanism is being developed to provide counselors with tools and empower them to be able to teach the department a lesson about a specific student development theory. Once a theory is presented, then actions steps will be determined for implementation.

Describe Challenges

With 2020's protests on racial injustice, it has not only brought issues of equity to the forefront, but it has also created an atmosphere of equity being a separate and fleeting topic when it should be something integrated into all that we do rather than being seen as something separate we do on top of our job. Hidden biases of individuals are not necessarily recognized as many folks are uncomfortable with acknowledging the hidden biases that exist within themselves. Students are also overwhelmed, tired, and angry as the injustices continue as they have been for the past 400 years.

Describe Outcomes (if any)

Desired Outcomes: Increased participation of underrepresented student groups in Palomar activities and services; Higher completion rates for underrepresented groups.

Completed outcomes: None measured yet. Need to create baseline. Need to create a pre and post survey or a general survey.

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.

Counseling is directly working on VfS goals 1 through 5. If Counseling were to identify one goal to focus on, that goal would be VfS 2A: Increase the number of ADTs. By clarifying the path and assisting with graduation applications, ADTs completion will increase. The Counseling Department guided other departments in the creation of program maps. Once program maps were ready, Counseling also took the lead role in uploading and updating the maps for implementation into the Mapper tool. The Counseling Department will focus on the accuracy of the Mapper tool to make sure that students are clear about degree requirements for completion.

Describe any changes to your goals or three-year plan as a result of this annual update.

No changes.

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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)

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) that will impact your unit. 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.**

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

PART 1: STAFFING NEEDS

Are you requesting new Classified, CAST, or AA positions?

Yes

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Administrative Specialist II

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.

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 the 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 trends, 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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

In 2018-2019, the department spent approximately \$1,241,000 on overload and adjunct salaries from both general funding and SEA funding (formerly 3SP and Equity at the time). In 2019-2020, general funds were swept, but \$950,807 was spent from SEA funds. For 2020-2021, the budget was significantly reduced to \$525,000, then increased to \$650,000 plus benefits with no specific amount. This is a 31% cut from 2019-2020, and a 47% cut from 2018-2019. As we move to a face-to-face environment, services will be more challenging to provide to five campuses: main campus, Rancho Bernardo, Fallbrook, Escondido, and Camp Pendleton. Additionally, the SEA allocation includes services for the following areas in addition to general counseling: Promise, International students, Veterans, Dual Enrollment/Middle College, and in the future, Athletics when it comes in general counseling. Currently, Athletics is an additional allocation on top of that given to counseling. Lastly, for 2021-2022, the department will no longer have "backfill hours" from a STEM grant for counselor reassign time. The STEM backfill allowed the department to offer more hours to part-time counselors.

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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](#) (on the left menu of the web page).

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 process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY

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

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your director no later than 10/30/2020.*
 - *Once the director approves the form and the request, the director will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the director with feedback.*
 - *The director will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

PART 3: FACILITIES NEEDS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

One Stop Shop for Counseling Services including Career, Transfer, DRC, EOPS, TRIO. Possibly BHCS and Veterans.

What discipline PRP plan goal/objective does this request align with?

PRP goal #2: increase access to counselors and education planning; goal #3: improve onboarding process including career planning before ed planning; goal #4: Improve students' sense of belonging in college

What Strategic Plan 2022 Goal/Objective does this request align with?

| | | | |
|-----|-----|-----|-----|
| 1:1 | 1:2 | 1:3 | 2:2 |
| 2:3 | 3:5 | | |

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

One place for all counseling services to create a welcoming space for students to obtain help in the areas of personal, career, and academic counseling regardless of what group the student is affiliated with is desired. A conversion of the LL building with private and confidential offices for counseling that can accommodate wheelchairs and/or strollers while providing a safe space for both the counselor and the student is requested. Space for workshops and a student lab will allow for student workshops and faculty trainings. Also, the space is needed to facilitate communication and collaboration across all counseling areas. This will increase access to counseling, improve onboard services by putting career closer to counseling, and it will increase students' sense of belonging by creating a new and inviting space for students to receive help.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Prop M

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Significant impacts as discussed in governing board meetings: Water, electrical, ADA, architecture, and more

PART 4: ONE TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

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

Reminder: Data does not autosave. Save this content before moving to the next section or closing form.

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

Person/Group/Council who reviewed PRP:

Leslie Salas

Date Reviewed

11/6/2020

FEEDBACK

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

The counseling department has done amazing work in piloting multiple new initiatives and supporting the district in engaging students through different modalities. The department continues to find ways of supporting students where they are at.

Areas of Concern, if any:

Recommendations for improvement:

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

gbongolan@palomar.edu

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

Yes

Vice President Review

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

The assessment of SAO and goals is sound. I think this is a comprehensive review of the Counseling Department

Areas of concern, if any:

Recommendations for improvement:

I would recommend adding some learning outcomes for the Counseling Department. A lot of the work done by counselors plays a significant role in student learning and development. Happy to discuss further

VP Name:

Vikash Lakhani

Signature Date:

12/15/2020