



# 2022-23 Instructional Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2022-23

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

Comprehensive

**Division Name**

Student Services

**Department Name**

Counseling

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Counseling (COUN)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Dr. Glyn Bongolan

**Department Chair email**

gbongolan@palomar.edu

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

Katie Morris, Counselor  
Jose Luis Ramirez, Supervisor of Student Success  
Nancy Browne, Manager of Student Success

**Website address for your discipline**

<https://www.palomar.edu/counseling>

**Discipline Mission statement**

The Counseling Department's mission is to support and encourage students to reach their potential and achieve their academic, career, and personal goals. Students receive comprehensive and effective academic, personal, and career counseling services including developing education plans and delivering follow-up services to students.

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

This mission is currently under review. The department plans to update the mission, vision, and values for the department and align it with Student Services' mission as well as with the college's mission. Revision of the mission, vision, and values takes time and has been on the agenda since the last comprehensive review. Different priorities other than revising the mission have taken precedent such as budget cuts, pandemic adjustments, and turnover in leadership.

Link: [Vision, Mission, and Values](#)

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

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

None.

AA, AS, ADT, Certificates, etc.

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

23

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

3.13

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

2.80

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

Since Spring 2022, the counseling department has utilized the Student Success peer mentors to assist with the onsite presence at the main campus. Of the 9 full-time staff members in the department, there are 5 staff assigned to General Counseling, 1 to the Transfer Center, and 1 to the Career Center. Of the 5 staff in General Counseling, 1 is assigned to the Escondido Center, 1 to the Fallbrook Education Center, and 1 to the Rancho Bernardo Education Center. Of the 2 remaining staff, both have accommodations and are not working onsite. The department had another FT staff member who left the department for another position on campus. Prior to leaving the department, this individual was also not working onsite. The department has a short-term hourly Department Assistant who works 30 hours per week. In Fall 2019, the department had 13 staff in the department which included 1 supervisor on top of short-term hourly and student workers. The department lost its administrative assistant in Fall 2019 and has never replaced the position which has put more pressure on the rest of the team to take responsibility of the duties.1410.25

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

Counseling has one short-term hourly employee in the department. He assists with front desk duties such as scheduling students, answering phones, and providing reports about student traffic and appointments. He does not assist with instructional duties.

## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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](#). 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? Please explain.**

COUNSELING does not have any programs, only courses.

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

Not applicable.

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

Not applicable.

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

Not applicable.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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 GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

All of the COUN courses, except COUN 165 - Career Search, support GE/ILOs. In Nuventive, each course has identified GE/ILOs.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

For fall 2022, COUN 110 has been selected to measure the Critical Thinking GE/ILO. Results have not yet been shared.

## PROGRAM COMPLETIONS

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Not applicable.

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

☐ Increased ☐ Stayed the same ☐ Decreased

*Choose one*

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

Not applicable.

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

☐ Yes ☐ No

**Please list them**

COUN 110, College Success Skills

1) ADT Law, Public Policy and Society

2) AA General Studies, emphasis in Social and Behavioral

COUN 115, Career Life Planning; COUN 120, Quest for Identity, COUN 148, Managing Stress and Well-Being

1) AA General Studies, emphasis in Social and Behavioral

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

☐ Yes ☒ No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

**What is your program standard for the NUMBER of program completions?**

0

*Enter the number of completions per academic year.*

**Why did you choose this standard?**

Not applicable.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**What is your stretch goal for program completions?**

0

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

Not applicable.

## ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**

☐ Increased ☐ Stayed the same ☒ Decreased

**Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

☐ Increased ☐ Stayed the same ☒ Decreased

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

These trends are expected. From 2017 - 2021, COUN course fill rates went up slightly, then decrease during the pandemic. Aside from the pandemic and online format reducing the attendance in college, courses were also capped at 67% capacity through Fall 2022. Beginning spring 2023, the reduction in the class maximum will be removed.

In the future, we expected further reduction with the creation of CalGETC due to the possibility of AREA E, Lifelong Learning, being removed from the general education requirements. Most of the COUN courses fall under AREA E.

*Please use wsch/ftef and fill-rate.*

## Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

Not applicable.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

Not applicable.

## **COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result.

## **COURSE SUCCESS AND RETENTION**

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

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

70.0%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

**Why did you choose this standard?**

COUN chose to stay in line with the college's course success rate of 70%.

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

☐ Increased ☒ Stayed the same ☐ Decreased

**Was this expected? Please explain.**



Success rates have remained relatively steady over the past 5 years. This was not expected as there are quite a few COUN 110 courses offered via dual enrollment under a CCAP agreement. Over the pandemic, many of the dually enrolled students were struggling with the format and with juggling HS and college courses on top of a pandemic.

#### Distance vs In-Person

As typically reflected in many courses, distance education (68%) has a lower success rate than in-person (80%) courses. Data include Fall 2020, but not Fall 2021 which is when POET (Palomar Online Education Training) was implemented to support instructors who were teaching online. I would expect the success rates to increase in Fall 2021 and Fall 2022.

#### Gender

Non-binary students (67%/58%) tend to have lower success rates than the male and female groups which both are about 70%.

#### Age

The students up to age 24 (67% - 69%) have slightly lower success rates than students aged 25 - 49 (72% - 73%) who have slightly lower success rates than students over 50 (76% - 80%).

#### Ethnicity

While Asian, Filipino, White and unassigned students are above the 70% success rate, Black/AA, Hispanic, and Pacific Islander are below 70% hovering around 65%. American Indian/Alaskan and Multi-Ethnicity groups are at the standard of 69%/70%.

#### Foster Youth

Foster Youth are significantly lower at 55% success rate. We may need to have a foster youth designated section to meet their special needs as they may need additional services that focus on Basic Needs in the moment on top of academics and future planning. Emphasis will be on Basic Needs over future planning.

#### Veterans and Students by Load (FT vs PT)

Students in these categories are hovering around the success rate target. Veterans exceed the 70% at 75% success, FT are at 72%, and PT are at 67%.

#### Location

Sections at RBEC, SM, and other locations (likely HS sites for dual enrollment), have 72% - 94% success rates. At the Escondido Center and FEC, success rates are lower at 64% and 58% respectively. Fallbook's sections have a 12% lower success rate which may have to do with the session of the course (FT) and modality.

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

70.0%

### How did you decide upon the goal?

We will remain at 70% as COUN has some work to do when looking at the disaggregated data. We have opportunities to focus on Foster Youth, DI equity groups, non-binary students, and potentially looking at how COUN is offered at Fallbrook.

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

☐ Increased ☒ Stayed the same ☐ Decreased

**Was this expected? Please explain.**

Retention rates have stayed relatively steady and are no lower than 88% which the exception of Former Foster Youth. Retention for that group is 72%. Foster Youth (we have a dual enrollment section at SPA, the foster youth residency HS) is 83% with the excellent instructor, Mr. Toomey who works with JCCS and Palomar. Non-foster youth are at 91%. We need to look at how we are providing support to these students. As mentioned earlier, a section "intended for but not limited to" Foster Youth with a focus on Basic Needs and whole students services may be beneficial.

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

☒ When or where (time of day, term, location) ☒ Gender

☒ Age ☒ Ethnicity

☒ Special Pop. (Veteran, foster youth, etc.)

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Looking at Fallbrook, the modality (FT, hybrid) may be playing into the success of students. As for the 12 week sections with lower success rates, they were offered to our dual enrollment students during the pandemic. As there were only a few sections, I suspect that these students were overwhelmed by the pandemic and online teaching in an accelerated environment.

*Time of day, term, location*

**Gender: Why do you think gender differences exist? How can you close the gap?**

We suspect that non-binary students are not feeling like material is culturally responsive to their needs nor does it reflect their lived experiences as students struggle with identity due to their age group and on top of gender identity issues. We will need to develop more curriculum and examples in our teachings that reflect non-binary students. A simple change is our signature (adding she, her, ella for example) and pronoun usage in class.

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

Typically, older students are more mature and may be more invested in completing their academics for an immediate goal.

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

COUN courses may need to develop more culturally responsive material relating to both Black/AA and Hispanic students. Teaching needs to be focused on the students as a whole, not just academically. If we can increase the interaction outside of class as well as inside of class, this will demonstrate the instructor's interest and caring for the student. Additionally, instructors may need more training on students' lived experiences to better understand what students want and need.

**Special Populations: Why do you think special population differences exist? What do you need to help close the gap?**

Foster Youth need more just in time services such as Basic Needs and moral support as academics are not the only thing on their minds. In an observation of the foster youth section at SPA, students expressed the need to have an instructor who helped them, saw them, and also allowed them to feel while supported them through their feelings. We need more training on how to better validate students, build a relationship with students outside of class, and provide students with a sense of belonging to the college.

*Examples include veterans, foster youth, etc.*

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

☒ Yes ☐ No ☐ N/A

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

I look forward to seeing the results of POET as the data only reflects courses through Fall 2020 for online sections.

## **COURSE STUDENT LEARNING OUTCOMES (SLOs)**

**Summarize the major findings of your course level student learning outcomes assessments.**

Many of the SLOs address specific learning outcomes for each course. We focused on being more intentional with matching our course SLOs to our course learning outcomes, as well as college outcomes. With this in mind, one of our courses completed a course review in META to create new SLOs to better align with our Department goals. The SLOs in our courses had goal rates of around 70%. Our data is reflecting that we are meeting our goals across the sections.

*Course level SLOs can be accessed through [Nuventive Improve](#)*

**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?**

All of our course SLOs are being measured each academic year with consistent success rates at or above 70% across all courses. In addition, there are a variety of assessment methods used to measure this data.

**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?**

The department has been working diligently on SLOs for each class. Data is forthcoming on SLOs for COUN 110, COUN 120, 148, and 170.

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.**

☒ Yes ☐ No

# 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.

**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.**

COUN schedules courses as 4, 6, 8, 12, and 16 week long courses in regular semesters and intersession. We offer a variety of modalities including in-person, online (synchronous and asynchronous), and hybrid. Also, we try to have sections after the popular morning times so that students can take their core courses and add an extra class after their morning schedule. We have found that late morning or early afternoon sections tend to fill better than other times for COUN courses. Our online sections remain to be the most popular and fill first.

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

As mentioned above, COUN schedules its courses at times where it is not competing with major coursework or other classes such as English and math.

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

☐ Yes ☒ No

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

Curriculum concerns are related to the upcoming combination of general education patterns to create the new CalGETC. Current discussions involve the elimination of AREA E, Lifelong Learning which is where most of our classes fall.

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

Not applicable.

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

COUN 100 needs to be deactivated. The process was supposedly completed last academic year, META still shows it as active.

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

Not applicable.

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

Not applicable.

*Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance*

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

**Is the content in the program mapper accurate?**

☐ Yes ☐ No

**Is the content in the catalog accurate?**

☐ Yes ☐ No

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

☐ Yes ☐ No

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

Several COUN courses were designated as multicultural and that curriculum at the course level has not changed. What has changed is the general education multicultural requirement now becoming an Ethnic Studies requirement, which has different criteria than the multicultural requirement. Therefore, COUN courses do not meet the Ethnic Studies requirement. Training needed would be creating material that is culturally relevant to our DI groups (Black/AA and Hispanic/Latinx) in addition to research about our student's lived experiences along their journey. This way, we can better understand the issues behind the disproportionate impact.

**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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

Link: <https://www.onetonline.org/>

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

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

### **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 ☐ No

**Do you want more information about or need assistance integrating work-based learning into your program?**

☐ Yes ☐ No

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

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).*

## PROGRAM GOALS

### Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### Prior PRP Goals

#### Goal 1

##### Brief Description

Increase success for online courses.

##### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Need data from Fall 2021 and 2022 to see if there are any changes in success and retention after everyone has taken POET (Palomar Online Education Training).

#### Goal 2

##### Brief Description

Increase success for DI groups: Black/AA and Hispanic students, Foster Youth students.

##### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

This is an added goal for this year. Previous goal only focused on online rates. Challenges will include determining what strategies specific to each group will be most impactful to increase success and retention rates.

**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.**

In several of our COUN courses, we provide career exploration which lines up with SP Goal 2, Objective 1 - Integrate career connections within the college's guided pathways work.

[Click here to access the Strategic Plan 2022.](#)

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

This year, we added an additional goal to intentionally address equity gaps in success rates for Black/AA and Hispanic students.

In the previous sections of this PRP, 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## **Establishing New Goals and Strategies for the Next Three Years**

### **Goal 1**

#### **Brief Description**

Explore opportunities to integrate culturally responsive teaching techniques and stories for Black/AA and Hispanic students.

#### **How will you complete this goal? Include Strategies and Timeline for Implementation.**

Ask the department to share teaching examples using Black/AA or Hispanic role models or stories to integrate into our Counseling courses. Do this Spring 2023 - Spring 2024 for Fall 2024 implementation and check-in.

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

Ethnic gap for success in our COUN courses will be reduced by 3% if not closed by Fall 2024.

#### **How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

This goal aligns with serving our students holistically and getting students to completion.

#### **Expected Goal Completion Date**

12/13/2024

## **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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: 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.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

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

☒ Yes ☐ No

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**

2

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**

Because of the increased understanding about the need for and role of Counselors at the community college, there is an increase in the need for counselors to be a part of shared governance and to participate in creative ways of serving students. There are 23 General Counselors, and 21 counseling positions needed on committees. This does not take into account the teaching load of counselors or reassign time for counselors on special projects. The time needed for committees or on teaching reduces the availability for counseling interventions. In order to provide services in different way, such as through student success teams, additional counselors will be needed not only for the teams, but also for focusing more on career and personal counseling as the college wants to holistically support the student on their journey as supported by research.

**Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?**

There is not a scarcity of qualified PT Faculty, but there are guidelines for offering assignments to more PT Faculty. Additionally, our department needs to better train and involve the PT team members so that we can implement different interventions on a larger scale.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

No.

**Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.**

Because COUN has both instructional and non-instructional components, productivity and efficiency are not completely reflective of the effectiveness of the department. With that said, efficiency can be increased. With the maximum being raised from 35 to 42, that will affect efficiency rates. Additionally, many COUN courses are the introductory courses used in dual enrollment pathways. As Palomar has 11 high school districts in its region, there is a need to add more full-time counselors to support the instructional side of Counseling as well as the counseling side of the house.

*Refer to data and other analysis earlier in this document.*

**Is your department affected by faculty on reassigned time? If so, please discuss.**

Yes. We have around 2.4 FTEF (.8 - Chair, .6 - Transfer Center Director, .5 - Career Center Director, and .5 - Puente Coordinator) on reassigned time each year at minimum. We typically have more on reassigned time as we also have participation in Umoja, PTK, PFF, Faculty Senate, and grants.

**Are you requesting AA, CAST for Classified Staff?**

☐ Yes ☒ No

## **PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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 ☐ No

**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.**

For 2021-2022, the general fund for Counseling was approximately \$65,000 for the main campus. For 2022-2023, the general fund was reduced to \$35,000 which may possibly be a mistake. Additionally, I would request an increase in the 10000 account for more adjunct and overload to support the creative interventions needed to close equity gaps.

Additionally, we need to determine whether or not Palomar wants to combine budgets for centers or separate them. Currently, General Counseling has a budget for main campus and Escondido combined which include all areas for expenditure. Counseling also has a separate budget for Fallbrook staffing and a separate budget for Rancho Bernardo staffing. In reality many of the counselors work at a center and the main campus due to worksite locations including remote work.

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## **PART 3: TECHNOLOGY NEEDS**

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

☐ Yes ☒ No

## PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

*Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.*

## PART 5: 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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

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