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DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Student Services

Department Name

Counseling

Microsoft_List_ID

Discipline Name

Counseling (COUN)

Department Chair Name

Gabriel Sanchez; Sierra Lovelace

Department Chair email

gsanchez@palomar.edu

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

Gabriel Sanchez co-chair
Sierra Lovelace co-chair
Katie Morris counseling faculty

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.

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

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

Yes

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

No

List all degrees and certificates offered within this discipline.

N/A

BASIC PROGRAM NFORMATION: 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)?

26

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

3.13

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

2.53 PT FTEF

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

Monica Farris ADA, 50%

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

0

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Overall enrollment decreased from 1,249 in Fall 2019 to 997 in Fall 2023.
Overall success rate decreased slightly from 71.9% to 68.4%.
COVID may have played a role in this.

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

Stayed the same

Was this expected? Please explain.

Overall retention stayed about the same ranging from 94.5% in Fall 2019 to 93.8% in Fall 2023

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

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

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
The average success rate for distance and in-person classes was approximately 67 percent. More training is needed to improve
this outcome.

Ethnicity
While Asian, Filipino, Multi-ethnic, and White students are above the 70% success rate, while Black/AA,
and Hispanic students are below 67% hovering around 65%. However, it should be noted that success rates for Black/AA increased
from 56.8% in Fall 2021 to 66.7% in Fall 2023.

Other
Would it possible to identify a way to filter for dual enrollment sections? We are expanding the number of sections that are
designated for dual enrollment and we would like to be able to pull success rates for this subgroup.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls
28 KB

2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls
6 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions,
and their program learning outcomes,

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.

Link: Program Completions

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

N/A. The counseling department does not offer any certificates or degrees at this time.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

N/A. The counseling department does not offer any certificates or degrees at this time.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xlsx
9.9 KB

2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls
26 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

N/A. The counseling department does not offer any certificates or degrees at this time.

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

N/A. The counseling department does not offer any certificates or degrees at this time.

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

N/A

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

N/A

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

N/A

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Increase success rate in online classes

Goal Status

Ongoing

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

Counselors participated in the Palomar Online Education Training (POET) back in 2021-2022. Success rates have stayed relatively the same. Next steps would include encouraging our faculty to incorporate the OEI course design rubric into their teaching practices.

Prior Year PRP Goal 2

Brief Description

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

Goal Status

Ongoing

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

Counseling is involved in the development and implementation of Student Success Teams for our Black and African American population. In January 2024 we successfully onboarded our new fulltime Black Student Success counselor to assist with this initiative.

We will encourage faculty to sign up processional development opportunities that have an equity-minded focus.

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

We would like to continue to focus on these two goals until we see an improvement in the outcomes, before adding on additional goals.

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

3

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.

There is an ongoing increase in the need for counselors to be a part of shared governance, statewide initiatives and to participate in innovative ways of serving students. There are 26 General Counselors, and over 20 counseling positions needed on committees. This does not take into account the teaching load of counselors or reassigned time for counselors on special projects.

The time needed for committees or teaching reduces the availability for counseling interventions. In order to provide services differently 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.

In addition, Counseling has been asked to provide more intentional services for Undocumented/Mixed-Status Students, PRIDE Center, Dual Enrollment/Middle College, and Native American populations. It is a challenge to continue serving our existing population, while also expanding our services to support these equity-focused initiatives.

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 we need to increase our FT pool to help support campus initiatives.

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.

No program data available.

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

Yes. We have around 2.9 FTEF (.8 - Chair, .6 - Transfer Center Director, .5 - Career Center Director, .5 Black Student Success and .5 - Puente Coordinator) on reassign time each year at minimum. We typically have more on reassign time as we also have participation in Umoja, PTK, PFF, Faculty Senate, and grants. In addition, we support dual enrollment and middle college programs, and we are looking into the possibility of requesting reassigned time to establish lead counselors.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

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 ad 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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

3 Laptops for adjunct counselors for teaching related activities

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Many offices in counseling have docking stations instead of desktops. Having department laptops for PT counselors to use would support counseling/instructional services.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students and PT faculty.

c. What are the expected outcomes or impacts of implementation?

This would improve the working conditions for PT faculty allowing them to prepare for their classes in the SSC building.

d. Timeline of implementation

2024-2025 when laptops become available

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, support, maintenance, etc.).

15,000 (approximately 5k per laptop)

Do you already have a budget for this request?

No

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

Goals 1 and 2

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:7   2:5   2:6

If you have multiple requests for technology and had to prioritize, what number would you give this? (1 = Highest)

1

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

Just initial set up for district equipment

Will you accept partial funding?

No

PART 4: FACILITIES REQUESTS

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

No

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?

No

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

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Gabriel Sanchez and Sierra Lovelace

Date

4/10/2024