

Palomar College – Program Review and Planning
Instructional Programs
YEAR 1
Academic Year 2012-13

Purpose of Program Review and Planning: The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Counseling

Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

09/05/12

Please Add Date
(00/00/2012)

STEP I. ANALYSIS

	Fall 2008	Fall 2009	Fall 2010	<<Prelim>> Fall 2011	← Preliminary Fall 2011 data are as of 1/31/2012 Definitions
Enrollment at Census	1,355	1,371	1,190	1,037	<i>Self Explanatory</i>
Census Enrollment Load %	80.42%	94.16%	90.43%	90.33%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,438	3,333	2,945	2,588	Weekly Student Contact Hours
FTEF	114.59	111.10	98.15	86.28	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	7.20	6.47	6.00	5.33	Total Full-Time Equivalent Faculty
WSCH/FTEF	477	515	491	485	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.00	2.20	1.87	1.80	FTEF from Contract Faculty
Hourly FTEF	2.95	3.47	3.20	3.13	FTEF from Hourly Faculty
Overload FTEF	1.25	0.80	0.93	0.40	FTEF from Contract Faculty Overload
Part-Time FTEF	4.20	4.27	4.13	3.53	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	58.33%	65.98%	68.89%	66.25%	Percent of Total FTEF Taught By Part-Time Faculty
Student Achievement: Non Distance Education Courses					Those NOT taught via Distance Ed (see below) methods of instruction
• Retention Rate	94.79%	96.68%	94.91%	96.73%	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• Success Rate	60.85%	69.07%	73.08%	76.21%	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
Student Achievement: Distance Education Courses					Those taught via Internet, TV or non line-of-sight interactive methods
• Retention Rate	89.41%	91.76%	92.15%	92.52%	Non-W Eligible Grades (see next line) Divided by All Eligible Grades
• Success Rate	48.63%	59.93%	61.16%	72.79%	A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades
Degrees Awarded	-	-	-	N/A*	Degree Counts Are for the Full Academic Year (thus, *N/A for 2011-12)
Certificates Awarded:	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
- Under 18 Units	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)
- 18 or More Units	-	-	-	N/A*	Certificate Counts Are for the Full Academic Year (*N/A for 2011-12)

I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>)

There has been a drop of 1.87 FTEF over the last 4 years from 7.2 in the fall 2008 year to 5.33 in the fall of 2011. The last 4 years has seen a 25% reduction in WSCH as well. One positive outcome with the reduction of section offerings is the improved census enrollment load. The Counseling Department's census enrollment load has held steady for the last 2 years at a respectable rate of 90%. Some sections were lost to the campus-wide reduction in class offerings with 20 WFCH (weekly faculty contact hours) cut in the summer of 2011 from the Counseling Department alone.

The percentage of sections taught by part-time faculty has held steady within 2.91% for the last 3 years with an average of 67.04% of the total FTEF taught by part time faculty.

Retention and success rates are showing consistent and positive trends. For non-distance classes the success rates have improved 15.36% over the last 4 years and the retention rates have averaged 95.78%. The distance education offerings have seen a 3.11% improved retention rate over the last 4 years with the success rates improving a remarkable 24.16% in the last 4 years. The gaps between distance education and non-distance courses are narrowing with retention rates within 4.21% and success within 3.4%.

I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

I.B.1 Summarize Course SLO assessment results beginning on the next line.

The Counseling Department is demonstrating positive outcomes for all their courses. The most recent finding indicate that:

- COUN 45 had a success rate of 86.6% completion of time managements plans
- Coun 100 students showed 80% success in demonstrating effective helping skills
- COUN 110 students in 2011 achieved 83% mastery on 3 questions on "Learning Styles" and in the next year, with a slightly revised assessment instrument, improved to 86% mastery on the same questions
- COUN 120 students were able to demonstrate 92% success in completing a "goal setting plan".

Counseling does not have any instructional programs to measure.

I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends. (For examples of such analysis, see <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>)

I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.

The Counseling Department has been very successful in meeting or exceeding a 80% success criterion for all their classes. The Department will continue to identify learning outcomes that are consistent with the District's strategic plan and course content.

I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.

NA

I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at <http://www.labormarketinfo.edd.ca.gov/> Please include job projections and trends that may influence major curriculum revisions.

NA

STEP II. PLANNING

Reflecting on the 4-year trend data, the SLO assessment results, and the college's [Strategic Plan 2013](#), describe/discuss the discipline planning related to the following: (For sample reflections, see <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>)

II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)

The District's Articulation officer is a member of the Counseling Department and she works closely with the teaching faculty on the development and implementation of the new Transfer AA and AS Degrees (TMCs in Sociology, Psychology, and Math). In addition, she has been working closely with the District's academic departments affected by the dramatic change in regulations on course repeatability.

II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)

Effective July 2012, The Counseling Department will no longer offer any classes at the local district high schools. Although the long term effects may not be measurable at this juncture, one positive outcome may be improved consistency in the course offerings as well as the value of encouraging high school seniors to become familiar with taking college classes on a college campus.

The Counseling Department "College Success Skills" class offerings within Learning Communities has almost doubled in recent years while 11 non-LC sections have been cut within the last year. In the new era of the Seymour-Campbell Student Success Act of 2012 it will be important to maintain COUN 110 sections when the LC grants funds expire. We currently do not have a presence at the Ramona or Fallbrook locations and have reduced our Camp Pendleton presence from three classes per year to 2.

In the summer of 2011 the Counseling Department reduced our course offerings by 20 WFCH and in the summer of 2012 reduced an additional 30 WFCH. Any further reduction will result in significant limitations in the comprehensiveness of the departmental offerings.

II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)

Counselors may elect to teach one Counseling class within the scope of their counseling duties. Therefore the dependency on adjunct instructors in this discipline is already high and could go higher if we are able to reinstate our recently cut sections. As resources continue to tighten it will become more incumbent on the Counseling Department to provide adequate access to counseling classes that address college success skills and career exploration. Consideration to adding full time teaching faculty in counseling may be an approach that could meet this need.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment results.

NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines in your department. Place requests common to two or more disciplines on the form: **ACADEMIC DEPARTMENT RESOURCE REQUESTS**.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.							
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.							
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.							
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SLO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you'd like to share with the college community.

100% of the Counseling Departments courses have been entered into the TracDat system and have completed at least one complete SLO cycle through assessments.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

Please identify faculty and staff who participated in the development of the plan for this department:

P.J. DeMaris, Counseling Department	Dr. Rebecca Barr, Professor/Counselor <i>Name</i>	<i>Name</i>
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Chairperson <i>Name</i>		
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<i>Name</i>	<i>Name</i>	<i>Name</i>
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Department Chair/Designee Signature

Date

Division Dean Signature

Date

- Provide a hard copy to the Division Dean no later than **September 14, 2012**
- Provide a hard copy with the Dean's sign-off to Instructional Services by **September 28, 2012**
- Email an electronic copy to jdecker@palomar.edu by **September 28, 2012**