**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**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.)

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| **Discipline: Counseling** | **10/13/11** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 1,560 | 1,594 | 1,477 | 1,268 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 80.29% | 92.67% | 101.44% | 94.49% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 3,513 | 3,438 | 3,333 | 2,945 | Weekly Student Contact Hours | |
| **FTES** | | 117.12 | 114.59 | 111.10 | 98.15 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 9.22 | 7.40 | 6.47 | 6.20 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 381 | 465 | 515 | 475 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 3.13 | 3.00 | 2.20 | 1.87 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 4.82 | 3.15 | 3.47 | 3.40 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 1.27 | 1.25 | 0.80 | 0.93 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 6.09 | 4.40 | 4.27 | 4.33 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 66.08% | 59.46% | 65.98% | 69.89% | 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** | | 93.24% | 94.75% | 96.68% | 94.92% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 63.12% | 60.74% | 69.07% | 73.18% | 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** | | 86.77% | 89.41% | 91.76% | 92.15% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 45.16% | 48.63% | 59.93% | 61.16% | 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 2010-11) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **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>) |
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| **As a function of budget cuts over the last few years, the number of counseling class sections has decreased as can be seen in the "enrollment at census" data. From 2007 through 2010 a drop of 18.72% is seen. Historically, the reduction is even more significant with a reduction of 29.35% over a 7 year period. However, a positive trend has evolved as the census enrollment load % has grown 17.6% in the most recent 4 year comparison (a 12.5% increase over the 7 year period). So while FTEF has decreased 3.02 (32.75%) over the last 4 year period, the WSCH/FTEF has grown 24.67%. The Counseling Instructional component has demonstrated a significant improvement in efficiency by going from a 78.54% average in the 2004-07 period to 94.99% enrollment load % in the fall 2010 semester. This remarkable trend supports the continued demand for Counseling classes, the willingness of Counseling faculty to welcome additional students close to or beyond the enrollment limit, and the continued need to maintain balance between the number of course offerings and enrollment efficiency. The percentage of part-timers to full-timers teaching Counseling classes has remained consistently (since 2004) in the 60 - 69% range. The student achievement measures also indicate positive strides. Over the last 4 years, retention rates for non-distance, traditional classes has improved 1.8% with an improvement of 10.06% for student achieving "success" in the courses by earning "A,B,C, CR/P" grades to all grades assigned. Distance Education classes (online) saw an even greater retention rate improvement of 6.2% over the 4 year period. The Distance Education classes also saw a sharp improvement in the success rate with a 35.41% improvement. Retention rates for traditional and online classes are currently within 2 percentage points of each other. Success rates on Distance classes have improved considerably and are on par with traditionally taught counseling classes in 2007 & 2008.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **In COUN 110, College Success Skills, students were to determine their learning style while identifying key characteristics of each learning style, analyzing the role of cultures in learning style, selecting and practicing at least 3 suggested strategies. The Assessment was measured by a pre & post test with the goal of at least 80% of student proficiency/mastery level. The Assessment method requires students to complete a survey asking them to identify their preferred learning style including the key characteristics of each learning style and practice at least 3 suggested learning strategies for their learning style.**  **20 class sections were assessed in the spring 2011 semester. 8 sections (40%) achieved "mastery" level on all three areas surveyed. 7 class sections did not reach mastery in one area, 2 classes did not reach mastery in 2 areas, and 3 classes did not reach mastery in any area. When reviewing the results by individual questions, only .2 did not meet the 80% proficiency mastery level of 80%.**  **The Learning Styles SLO is being assessed again in 2011-2012 with these changes:**  **1. New instructional materials made available to improve student understanding of their learning styles.**  **Last year, three COUN 110 sections did not meet the 80% criteria so additional materials were made available.**  **2. Two of the questions on the survey were slightly modified to provide greater clarity.**  **COUN 110 faculty conferred after reflecting on the results from the previous year. It was decided several minor changes to the wording would provide greater clarity for students and yield more accurate results for the dimensions being measured.** |

| **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>) |
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| **The Assessment findings reflect the successful outcomes of empowering students to understand and utilize learning styles knowledge in the college environment. This learning outcome and results are consistent with the essence of a class such as "College Success Skills." Areas that continue to deserve attention are those intrinsic to the challenges of having 18 different instructors throughout the College District, including high schools with predominantly high school students participating. Some instructors may need more extensive training on learning styles and methods for students to adopt appropriate strategies in the classroom. Due to budgetary constraints, the 2011-2012 academic year required most of the COUN 110 sections taught in high school environments to be cancelled.** |

| **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/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **N/A** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, 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.)** |
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| **Our greatest challenge in the upcoming years will be the implications of SB 1440 and SB 2302. SB 1440 is intended to simplify the transition of CCC students to transfer to the CSU system. One component of the Bill has led to the development of a new series of AA options that allow students to have a transfer degree void of any additional local district AA requirements that are not a part of the transfer curriculum.. SB 2302 may lead to similar provisions for the UC system.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **The opening of the Health Sciences building in the Fall 2010 has enabled the Counseling Department to have one dedicated classroom available on a consistent basis which will facilitate the expansion of course sections when appropriate. Efforts to maintain a high classroom capacity will be maintained and sections will be added or deleted as demand and classroom capacities are assessed. The Department will continue to offer classes distributed throughout the District, on the Internet, throughout the day and evening in traditional classroom settings as well as in conjunction with campus Learning Communities and in full semester as well as fast track formats.** |

| **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.)** |
| --- |
| **In order to replace counseling positions lost to retirements and reassignments as well as the need to keep pace with 20,000 FTES, the Department needs to bring in a total of 5 new counseling positions over the next 3 year period. The expansion of the Palomar College District facilities in the north and south portions of the District will require at least 1 full time counselor at each location. Consideration should be given to a counselor dedicated to the instructional component. Higher demand for COUN 110 classes for Learning Communites is eroding the availability of traditional sections that are also in high demand and having a counselor who could teach 5 sections would improve access for students as well as enable the current counselors to be available for more student counseling. Further, additional review of the current replacement formula should be considered to assure adequate staffing in future growth years.** |

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| **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **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.** | **40 IPad laptop computers** | **1** | **2.3** | **greater creativity and mobility for classroom technology for all counseling classes** | **30,000.** | **one-time** | **no** |
| **b2.** | **HP Scanjet Scanner, Renmark software** | **2** | **2.4** | **faster, more direct data for SAO, SLO analysis** | **2,000.** | **one-time** | **no** |
| **b3.** | **Flat screen monitors for Career and/or Transfer Centers** | **3** | **2.3, 2.6** | **These spaces often host counseling classes and are in the process of being remodeled. The most space efficient option needs to be elected and the current old style monitors dropped into glass-topped units are also difficult to see through the desk with the distance and the glare.** | **10,000.** | **one-time** | **no** |
| **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **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**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **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?** |
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| **none** |

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| **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.** |
| **The achievement of 92.22% average census enrollment load over the last 4 years, demonstrates a very efficient class schedule. We offer an appropriate array of classes utilizing numerous scheduling options and are continuing to explore ways to integrate counseling classes with other instructional entities on campus.** |

| **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.** |
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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **The Counseling Department will continually monitor the effectiveness and quality of its course offerings while exploring the need to develop new curriculum.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **P.J. DeMaris *Name*** | **Rebecca Barr *Name*** | ***Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**