

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Department: Counseling

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,795	1,155	1,322	<i>Self Explanatory</i>
Census Enrollment Load %	83.96%	75.29%	76.37%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	2,600	2,772	2,886	Weekly Student Contact Hours
FTEs	86.66	92.39	96.18	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	6.39	6.75	7.93	Total Full-Time Equivalent Faculty
WSCH/FTEF	407	411	364	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.22	2.31	2.39	FTEF from Contract Faculty
Hourly FTEF	3.21	3.76	4.68	FTEF from Hourly Faculty
Overload FTEF	0.96	0.67	0.86	FTEF from Contract Faculty Overload
Part-Time FTEF	4.17	4.44	5.54	Hourly FTEF + Overload FTEF
Part-Time FTEF %	65.30%	65.76%	69.85%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	94.06%	95.65%	93.89%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	72.42%	66.50%	59.60%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

It is clear by looking at the data that the course offerings over the past three years have had an influence by increasing enrollment and raising WSCH. We have added 11 new online courses in 110, 115, and 170 and have added five additional sections of 110 at the district High Schools. Important to note that the Department will add 18 new one units Freshman Seminar courses to help with English and Reading students via the EAP program for Fall 2008.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p><i>The Department has increased and has worked with Articulation to both the UC and CSU systems in order to make all courses UC transferable. We have added our Coun120 as a Diversity course for the AA and will be working on the new one unit Freshman Seminar Course for Fall 2008.</i></p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p><i>The Department looks at enrollment trends and adds sections as needed. The ability to have a room assigned for the department gives us more flexibility to schedule for students needs. We have noticed a decrease to our TV Coun110 course and we may need to remove offerings as students are not getting full satisfaction for the deliver method and the course content is 12 years old.</i></p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p><i>The department has used VTEA funds to add additional courses and workshops at the Escondido Center and will need to look at Basic Skills grant funds to add the cost for delivery to our Freshman Seminar for EAP in conjunction to English, Math and Reading Department.</i></p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p><i>Grants may be the only way to grow a program as the California College budgets will not have new money for growth or COLA.</i></p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p><i>The department has begun work with architects to have the final plans submitted to the State for the renovation of the current library as a one stop center for Student Services. Projected move in-date is 2013.</i></p>	

<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p><i>The department has a model and formula agreed by SPC to replace any retirement immediately as the department deals with head counts volume as well as FTE and we are projected to have three retirements over the next two years.</i></p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p><i>The SPC approved replacement plan for Counselors and Librarians takes care of future growth and retirements.</i></p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

In order to address the Palomar Strategic Plan the department has updated the Curriculum for Coun 120, 110 and 115 and added Learning Outcome language. Our department has approved language and goals for all five learning outcomes to asses current and new student needs.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

The department has approved learning outcome language and has changed the course outline of record to be in compliance. All instructors have been asked to add such language to each syllabus and a training workshop will be provided to have further compliance and discussions of assessment methods and practices.

b. Discuss a learning outcome that is observable yet difficult to measure.

The method of a uniform assessment tool for all Counseling courses?

7. Describe a discipline accomplishment that you want to share with the college community.

The Department has added 11 new online courses for all Counseling courses and is looking at adding 18 one unit Freshman Seminar courses to meet the Basic Skills Plan.

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

It is going to be very important to work closely with the Office of Research and Planning as we develop tool to assess our course offerings and effectiveness to attrition and content.

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

Accreditation was approved for all special funded programs such as EOPS, TRIO, DRC and Gear Up.

10. Other comments, recommendations:

The Counseling Department will work closely with the English, Math and Reading Departments to develop an appropriate course to meet the needs of all students in relations to our EAP Freshman.

We hope to develop an on going professional development method so that funding is available for our Counseling Faculty.

Please identify faculty and staff who participated in the development of the reviewer’s planning:

Jose Fernandez / Dept. Chair P.J. DeMaris / Transfer Center Director

Lisa Romain / Career Center Director Gloria Kerkhoff / Articulation Officer

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

*** By no later than 3/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 3/14/08, forward an electronic copy to Institutional Research and Planning.**