

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Counseling
Department Name:	Counseling Services
Division Name:	Student Services

Please list all participants in this Program Review:

Name	Position
Patrick OBrien	Department Chair
Sierra Lovelace	Assistant Professor/Counseling
Letty Aguirre	Assistant Professor/Counselor
Dr. Glyn Bongolan	Assistant Professor/Counselor

Number of Full Time Faculty	22	Number of Part Time Faculty	36
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Please list the Classified positions (and their FTE) that support this discipline:

Allison Tyra, Senior Administrative Secretary 1.0 FTE
 Patti Whitman, hourly, Counseling Services .175 FTE

What additional hourly staff support this discipline and/or department:

none

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The Palomar College Counseling Department's purpose 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. Our courses prepare students to learn to apply a variety of active learning strategies to their personal goals, academic study, critical and creative thinking, and career exploration and development while acquiring technical, personal, career, and academic knowledge and skills to successfully complete courses.

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List any new degrees and certificates offered within this discipline since your last comprehensive review:

none

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Enrollment, Enrollment Load, WSCH, and FTEF

- Enrollment has remained flat (2014-1141, 2015-1127, 2016 -1116)
- Fill rate has increased from 80.90% in 2015 to 83.47% in 2016.
- WSCH has steadily increased since Fall 2014 (2014-2942.00, 2015-3018.37, 2016-3259.82)
- FTES has steadily increased since Fall 2014 (2014-98.07, 2015-100.61, 2016-103.69)
- Total FTEF has remained relatively flat (2014-7.20, 2015-7.08, 2016-6.93)
- WSCH/FTEF increased 15.1% since Fall 2014 (2014-408.61, 2015-426.58, 2016-470.33)

Course Success and Retention Rates

- Total Success Rate decreased 1.9% since Fall 2014 (2014-67.4%, 2015-72.8%, 2016-66.1%)
- Overall Retention rate increased 3.25% since Fall 2014 (2014-89.1%, 2015-92.5%, 2016-92.0%)
- Retention Rates for distance Education increased 83.1% to 88.6%.
- Success Rates for Distance Education (66.1%) continue to be significantly lower than Non Distance Education classes (69.3%).

Degrees and Certifications – N/A

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. 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.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:

70.00%

Why?

Using college standard

3. Program Update:

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Describe your proudest moments or achievements related to student success and outcomes.

In Fall 2016 we successfully offered COUN 115 at San Marcos and Missions Hills high schools as a Dual Enrollment class. Both classes were taught by San Marcos district counseling faculty. In Spring 2017 we offered COUN 110 to San Marcos, Mission Hills and Fallbrook high schools. We were also able to offer COUN 110 as a non-CCAP class at Ramona after for the first time in Spring 2011.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We are working on expanding out Dual Enrollment . This year we offered one section of COUN 110/College Success at Vista High School and three sections of COUN 165/Career Search at Bonsall High School.

We are focused on increasing our Fill Rate by monitoring our enrollment and canceling a section if it will help in increasing enrollment in other sections. We also responded to the need for increasing FTES by adding a late start Coun 110 section in Fall and a COUN 115 in Intersession.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

No

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

COUN 100 (FPA 2010-11) **Understanding material** – Apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.

COUN 101 (FPA 2011-12) **Understanding transfer requirements** - Students will increase their knowledge of UC and CSU transfer requirements.

COUN 110 (FPA 2014-15) **Active Reading with SQ3R** – Students will be able to identify the content and sequence of the SQ3R reading method.

COUN 115 (FPA 2013-14) **Career Research** - Students will use career material to conduct research about careers and use the information to choose a career goal.

COUN 120 (FPA 2016-17) **The Decision Maker** - Students will determine whether one life decision is favorable over others by formulating a grid that identifies weights and values that incorporates adding and multiplying numbers ending in a higher total for one over others.

COUN 148 (FPA 2015-16) **Identifying A Stress Prone Personality** - Students will be able to assess their anxious thoughts and behaviors and connect it to a stress prone personality so that they can understand how their personality contributes to their symptoms of stress. Subsequently, they will choose an effective stress reduction technique to address their symptoms of stress related to their personality style.

COUN 165 (FPA 2013-14) **Career Decision and Development Process** - Students will learn and apply the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding about the career development process.

COUN 170 (FPA 2015-16) **Education Plan** - Students will complete an unofficial comprehensive education plan. Remaining courses that meet their degree objective will listed semester by semester.

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1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Create an Coun 110/Eng 50 Learning Community for Puente Program	X		
Create Coun 110/Eng 50 Learning Community for Umoja Program		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1

Program or discipline goal	Increase the number of Dual Enrollment courses
Strategies for implementation	Collaborate with Dual Enrollment leadership. Hire additional part-time instructors to teach at the high schools.
Timeline for implementation	Fall 2017-Spring 2018- 5 sections Fall 2018 - Spring 2019 - 8 sections Fall 2019 - Spring 2020 - 11 sections
Outcome(s) expected (qualitative/quantitative)	Increase from 5 to 15 sections offered each year. 25% of student who enroll in sections in high school enroll in Palomar after they graduate high school.

Goal #2

Program or discipline goal	Create Summer Enrichment program for 9-12 grade students call "Head Start to College Success"
Strategies for implementation	<ol style="list-style-type: none"> 1. Work with the Associate Dean of Workforce Development to create a Learning Community of COUN 110/College Success and COUN 165/Career Search. 2. Complete an abbreviated education plan for each student 3. Have student complete program evaluation
Timeline for implementation	Starting Summer 2018
Outcome(s) expected (qualitative/quantitative)	Each cohort successfully complete the program with 80% Success Rate and 90% Retention Rate.

Goal #3

Program or discipline goal	Create Umoja Learning Community courses
Strategies for implementation	A new full-time counselor will start January 2, 2018. She will: <ol style="list-style-type: none"> 1. Work with the Student Equity counselor and various departments on campus to recruit faculty and students for the Fall 2018 cohort. 2. Complete and submit the UMOJA MOU by March 1, 2018
Timeline for implementation	Fall 2018


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Outcome(s) expected (qualitative/quantitative)	100% of the cohort will be assigned mentors. 83.3% of the cohort will successfully complete the Fall 2018 Learning Community. 75% of the cohort will enroll in Spring 2017 Learning Community.
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PART 4: FEEDBACK AND FOLLOW-UP


This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Patrick OBrien 
Date	11/13/17

*Please email your Dean to inform them that the PRP has been completed and is ready for their review


Reviewed by Dean

Reviewer(s)	
Date	11/15/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
2. Areas of Concern, if any:
3. Recommendations for improvement:

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President

Reviewer(s)	
Date	12/12/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
2. Areas of Concern, if any:
3. Recommendations for improvement: