

# Palomar College – Institutional Review and Planning Non-Instructional Student Services Programs

**Purpose of Institutional Review:**

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.) Qualitative

## **COUNSELING SERVICES DIVISION**

Department/Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data; SEE INDIVIDUAL DEPARTMENT DATA**

	2004-05	2005-06	2006-07	Definitions
<b>Student Coun. Contacts</b>				Face to face appointment and walk-in Counselor meetings with students: derived from SARS
<b>Educational Plans</b>				A sub-set of "Student Counselor Contacts" where an educational plan is created or updated
<b>Assessments</b>				Number of students assessed and placed into courses: derived from MIS data
<b>Orientations</b>				Number of students satisfying Orientation requirement: derived from MIS data
<b>Follow-up contacts</b>				Early Alert Letters/Probation Letters and No Ed Plan Letters: derived from MIS data
<b>e-Mail/phone contacts</b>				Number of phone calls and e-mails answered by staff and counselors: derived from SARS
<b>Full-time FTEF</b>				FTEF from Contract Counseling Faculty: derived from IRP/Staff data
<b>Part-time FTEF</b>				FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals
<b>Overload FTEF</b>				FTEF from Contract Counseling Faculty Overload: derived from dept. NOHE Excel totals
<b>Full-time/Part-time %</b>				Percent of Total Counseling hours filled by PT Counselors: ratio of data above
<b>FTEF/Headcount Ratio</b>				Ratio of possible credit students needing service to FTEF available to provide services: IRP
<b>Number of FT Staff</b>				Number of FT staff available to serve students: derived from IRP office
<b>Number of Part-time Staff</b>				Number of Part-time staff available to serve students: derived from IRP Office
<b>Staff/Student Ratio</b>				Ratio of possible credit students needing service to total Staff available to provide services
<b>Prog. Persistence Rate</b>				% of Students from one semester who enroll in the subsequent semester: IRP Office
<b>Prog. Retention Rates</b>				% of Students with Non-W grades in a semester divided by all grades: IRP Office
<b>Prog. Completion Rates</b>				Total number of degrees, certificates and transfers from a given program: IRP Office
<b>CCSSE</b>				

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

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**IN MOST AREAS OF THE COUNSELING SERVICES DIVISION, THERE HAS EITHER BEEN AN INCREASE IN SERVICES TO STUDENTS OR THE NUMBERS AND RATES HAVE REMAINED CONSISTENT OVER THE PAST SEVERAL YEARS. THIS IS REMARKABLE, GIVEN NO INCREASE IN STAFFING AND SEVERAL VACANCIES, SABBATICAL LEAVES AND CHANGES IN PERSONNEL. The Palomar College GFSPs have been increasingly improving program outcomes.**

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

PLAN – 2007-08	Assessment/Outcome – 2008-09
<p>a. Programs changes/improvements (consider changes due to Growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p><b>THERE IS A NEED FOR INCREASED AND BETTER STAFF AND FACULTY TRAINING ACROSS DEPARTMENTS IN THE DIVISION</b></p>	<p>DRC still plans to convert one existing interpreter position to full-time. EOPS enrollment for fall 2008 far exceeded expectations due to increased enrollment during EAP. And spring 2009 enrollment was limited to less than 80 students, exceeding the EOPS cap set by the state. Twenty-four courses have been approved for LDTP; thirty-one have been submitted for the next review cycle; nine course descriptors have been sent to the music department for review and feedback; thirty-four courses remain to be submitted.</p> <p>The University Studies degree has taken the place of individual discipline degrees. All degrees at Palomar are currently compliant with new Title 5 regulations.</p>
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p> <p><b>THE DIVISION SUPPORTS THE CREATION OF AN HONORS PROGRAM AND A FOCUS ON BASIC SKILLS STUDENTS WITH E.A.P. AND STUDENT LEARNING OUTCOMES.</b></p>	<p>In order to increase transfer guarantees and honors programs, more direct involvement from administrators at Palomar and the 4-year universities must be implemented. To date, renewals for the current GFSPs have been conducted, submitted, and renewed. In DRC: When financially feasible, autistic spectrum will be the focus. Deaf tutor function has been carried over and DR 15 section for deaf has been refocused &amp; time changed. When financially feasible, these positions will be revisited.</p>

4. To implement the planning described in question #3, discuss/identify the necessary resources requested to successfully implement:

PLAN 2007-08	Assessment/Outcome – 2008-09
<p>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</p>	<p>VTEA will continue to be a source of counseling support in San Marcos and Escondido resulting in over 500 hours of career counseling services for students in Spring 2009. The Career Center purchased “The Perfect Interview” software program which assists students with helpful tips on interviewing techniques. Additional software is under review for purchase.</p>
<p>b. Budget - budget development process, one-time funds, grants, etc.</p>	<p>Requests have been made for the GFSP 8% Indirect Cost-Recovery, ICR; however, such requests have not come to fruition. The BSI and HSI grants will be an additional source of counseling support for students and provided professional collaboration between the Counseling, Math, English, Reading and ESL Departments in Spring 2009 and beyond. In DRC: The Deaf and HOH augmentation was continued into 08-09 State DSPS allocation decreased slightly for 08-09. Funding was established to hire part time Career Counselors at both the Escondido and San Marcos campuses.</p>
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <p><b>MOVING TO THE NEW BUILDING WILL ALLOW THE NECESSARY FACILITIES TO ACCOMMODATE ALL OF THE FUNCTIONS FOR THE DIVISION. IN THE MEAN TIME, WE ARE SCATTERED AROUND CAMPUS</b></p>	<p>Library renovation has been pushed back beyond 2013 due to the state budget crisis. In EOP&amp;S &amp; DRC: Carpeting was replaced. Space continues to be limited in Escondido for counseling hours.</p>

<p><b>AND CRAMPED WITH THE SPACE WE HAVE. WE WILL NEED TO MAKE DO WITH WHAT WE HAVE FOR NOW.</b></p>	
<p><b>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula COUNSELORS WITH ASSIGNED EXPERTISE NEED TO BE INCREASED FOR TRANSFER AND CAREER SERVICES</b></p>	<p>The Counseling Department experienced 3 full-time vacancies in May 2008 as a result of 2 retirements and a lateral transfer. A campus wide hiring freeze has temporarily put the 3 new full-time counseling faculty positions, scheduled for hire in July 2009, on indefinite hold. CRC positions are also on hold. Transfer specialist counselors have increased from .25 FTE to .67 and should continue to increase to 1.0 over the next 3 year period.</p>
<p><b>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc. EACH AREA NEEDS ADDITIONAL STAFF TO KEEP UP WITH STUDENT DEMAND AND TO INCREASE OUTCOMES</b></p>	<p>Due to current state budget constraints, there is a hiring freeze. All departments participated in the Palomar College Human Resources Employee Classification process/project.</p>
<p><b>f. Other</b></p>	<p>The Counseling Department began developing Instructional Student Learning Outcomes for COUN 110 in Fall 2008. The first implementation stage is scheduled for this Spring, distributing need assessments to the first 500 (45 minute) appointments.</p>

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

THE DIVISION HAS A STRATEGIC PLAN THAT IS IN ALIGNMENT WITH THE COLLEGE'S STRATEGIC PLAN. THE EARLY ACCEPTANCE PROGRAM IS ONE INITIATIVE LINKED TO THE STRATEGIC PLAN GOAL OF STUDENT SUCCESS. Resource Development – obtain more grants, and grants with local, community, private, corporate, state, regional, and federal organizations and agencies, will bring in more funds to the college, and provide more resources and collaborations for students, graduates, and the college/institution. Objective #3 Student Success - the department has developed a learning outcomes system by providing classroom visitations to freshmen and creating a student educational plan for every matriculated student with at least 15 units completed.

6. Student Learning Outcome progress:

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

**“E.A.P. STUDENTS WILL LEARN TO REGISTER FOR CLASSES.” AN EVALUATION WAS CREATED AND ADMINISTERED TO ALL E.A.P. STUDENTS. THERE WAS AN 85% RETURN RATE. 79% OF THOSE WHO RESPONDED AGREED AND/OR STRONGLY AGREED THAT “BASED ON WHAT I LEARNED TODAY, I WILL BE ABLE TO REGISTER FOR CLASSES NEXT SEMESTER WITHOUT ASSISTANCE.” AN ADDITIONAL 16% NEITHER AGREED NOR DISAGREED.**

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b. Describe a learning outcome that is difficult to assess.

**IT IS DIFFICULT TO ASSESS CIVIC RESPONSIBILITY AND INCREASED LEVEL OF PERSONAL RESPONSIBILITY. IT IS MUCH EASIER TO MEASURE THE USE OF TECHNOLOGY AND IMPROVED EMOTIONAL DEVELOPMENT.**

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7. Describe a department accomplishment that you would like to share with the college community.

**THE EARLY ACCEPTANCE PROGRAM HAS BEEN A SUCCESS. IT BROUGHT MANY AREAS OF THE CAMPUS COMMUNITY TOGETHER TO WORK ON A COMMON GOAL. THE OUTCOMES SHOW AN INCREASE IN THE NUMBER OF FRESHMEN USING THEIR PRIORITY REGISTRATION APPOINTMENTS. THE REMAINING OUTCOMES ARE YET TO BE CALCULATED**

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

**THE EARLY ACCEPTANCE PROGRAM IS LABOR INTENSIVE AND REQUIRES A CONSISTENT INFUSION OF RESOURCES.**

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

THE CALIFORNIA COMMUNITY COLLEGE SYSTEM OFFICE SELF-EVALUATION, IN PREPARATION FOR AN EXTERNAL SITE-VISIT FOR MATRICULATION, EOP&S, CARE, CalWORKs, AND DRC WAS SUBMITTED IN FEBRUARY 2007. THIS ASSISTED WITH THE CREATION OF THE ACCREDITATION SELF-STUDY DOCUMENT FOR STANDARD II.B. TO DATE, THERE HAS BEEN NO SITE-VISIT AND NO OFFICIAL RESPONSE FROM THE CCC SYSTEM OFFICE

9. Other comments, recommendations

**CONTINUE TO FUND PRIORITIES BASED ON THE STRATEGIC PLAN. ALL OF THE DEPARTMENTS IN THE DIVISION NEED ADDITIONAL STAFF TO BETTER SERVE STUDENTS. The Counseling Department would like to recommend to the Basic Skills Council that as funds are distributed we provide a full-time Counselor at Escondido and the Fallbrook Centers respectively. It will be very important to also identify funds for the annual EAP program.**

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

**THE ENTIRE DEAN, COUNSELING SERVICES DIVISION CABINET. PLEASE SEE ATTACHED INDIVIDUAL DOCUMENTS FOR DETAILS**

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Name/signature

Date