

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 _____

Articulation

Department/Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	2004-05	2005-06	2006-07	Definitions
Student Coun. Contacts	5	7	10	Face to face appointment and walk-in Counselor meetings with students: derived from SARS
Educational Plans				A sub-set of "Student Counselor Contacts" where an educational plan is created or updated
Assessments				Number of students assessed and placed into courses: derived from MIS data
Orientations				Number of students satisfying Orientation requirement: derived from MIS data
Follow-up contacts				Early Alert Letters/Probation Letters and No Ed Plan Letters: derived from MIS data
e-Mail/phone contacts	1,008/10,080	1,680/11,760	2,688/13,440	Number of phone calls and e-mails answered by staff and counselors: derived from SARS
Full-time FTEF	1	1	1	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
Part-time FTEF				FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals
Overload FTEF	225 hrs	264 hrs	307 hrs	FTEF from Contract Counseling Faculty Overload: derived from dept. NOHE Excel totals
Full-time/Part-time %				Percent of Total Counseling hours filled by PT Counselors: ratio of data above
FTEF/Headcount Ratio				Ratio of possible credit students needing service to FTEF available to provide services: IRP
Number of FT Staff				Number of FT staff available to serve students: derived from IRP office
Number of Part-time Staff				Number of Part-time staff available to serve students: derived from IRP Office
Staff/Student Ratio				Ratio of possible credit students needing service to total Staff available to provide services
Prog. Persistence Rate				% of Students from one semester who enroll in the subsequent semester: IRP Office
Prog. Retention Rates				% of Students with Non-W grades in a semester divided by all grades: IRP Office
Prog. Completion Rates				Total number of degrees, certificates and transfers from a given program: IRP Office

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

As the articulation officer, most of the data above does not pertain to me. The numbers above are compiled from an 11 month contract. Typically the students that I see are exit students who need me to intervene on their behalf with the four-year institution. The increase in NOHE hours reflects the implementation and launching of CurricuNet, our new curriculum managements system. In the past, the Articulation Officer did not see new or changed curriculum until the courses/programs appeared on the Curriculum Committee agenda. Now, with CurricuNet, I am involved to a much greater extent with faculty in the curriculum development process. The increase in phone calls and e-mails also reflects that involvement with faculty and administrators. NOHE hours, increased e-mails and phone calls are also a result of constant legislation at the state level which creates issues that involves the Articulation Officer (e.g., No Child Left Behind, LDTP, CID, Title V revisions, UC Transfer Prep, etc.).

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> <ol style="list-style-type: none"> 1) <i>Continued to refine and improve CurricuNet and the curriculum cycle</i> 2) <i>Work with faculty to submit courses for LDTP</i> 3) <i>Work with faculty to develop new degrees and programs due to new Title 5 standards</i> 4) <i>Renumber the CSIS Department courses</i> 5) <i>Develop a new way to make contact with the Private Institutions and for tracking Articulation</i> 6) <i>Work with the Nursing Department to develop a new AS degree in Nursing</i> 7) <i>Those Title 5 changes that affect academic advising need to be reflected on our forms and in our catalog. Staff and counselors need multiple training in changes</i> 8) <i>Begin discussions about a University Studies degree</i> 	<ol style="list-style-type: none"> 1) Working with the Office of Instruction and the Curriculum Committee, the AO has helped to streamline our curriculum process and refined the CurricuNet screens. Currently the AO is working with the Office of Instruction to help develop a procedure that insures that new curriculum information (e.g., transferability, general education codes) are accurately reflected in PeopleSoft. 2) 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. 3) The University Studies degree has taken the place of individual discipline degrees. All degrees at Palomar are currently compliant with new Title 5 regulations. 4) Done – the CSIS Department divided their courses into four different areas: Computer Science, Databases, Information Technology, and Networking. 5) The AO has developed a spreadsheet which contains the information needed for developing and tracking new articulations. 6) The AO has remained in contact with the Nursing Department through meetings, phone calls and e-mails regarding the development of a new AS degree. It should be presented to the Curriculum Committee next curriculum cycle. 7) All forms have been revised and the catalog changes are either done or in-progress. Although Counselors have been given training on new grading adjustment procedures and repeat policies, Board approval is required before this information goes into effect. 8) Done – submitting for state approval. The degree that is being proposed has ten emphases: Business; Education; Culture and Society; Fine and Performing Arts; Health and Fitness; Humanities; Math and Science; Media and Communications; Social Science; World Languages. This is a transfer degree which allows students to complete their general education courses and lower division major prep as part of the degree requirements.
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p> <p><i>No Programs in my area</i></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,</p>	

<p>etc.</p> <p>None</p>	
<p>b. Budget - budget development process, one-time funds, grants, etc.</p> <p><i>Articulation has never been supported financially by the college. Our budget has always been a \$5,000 grant issued by the state. We have been informed that we will no longer be given that state money. As Articulation is the basis of all transfer, it is imperative that the area be supported financially by the campus.</i></p>	<p>Due to budget cuts, the grant for Articulation Officers that has traditionally been awarded by the state was reduced to \$1,000. Due to that reduction, I did not attend any UC or CSU conferences in Fall. I plan on only attending the state-wide Articulation meeting in San Francisco this spring. I have continued to attend the CAC (County Articulation Council) meetings (twice a semester) and the SIAC (Southern Intersegmental Articulation Council) meetings (once a semester) as the information received at these meetings is essential to the performance of the AO's duties.</p>
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <p>None – will be moving to new building in 2012.</p>	
<p>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula</p> <p>None</p>	
<p>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</p> <p><i>Additional staff is needed to help manage the technology (ASSIST, OSCAR, CurricuNet), clerical demands, and number contacts with public and private institutions.</i></p>	<p>Budget cuts have made it impossible to increase staff. We have made use of some hourly student help, but have found that help to be minimal.</p>
<p>f. Other</p>	

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

Please see counseling goals.

Please see the Counseling Department Instructional Review Report

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.**

Please see the Counseling Instructional Review Report

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

Please See the Counseling Instructional Review Report

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

As the Articulation Officer, I was part of a small work group which implemented our new curriculum management system - CurricuNet. In addition, I have been part of the team responsible for training of faculty on the new system. CurricuNet has eliminated many curriculum problems and streamlined the process. It has been well received on campus. Each year that we have CurricuNet, we continue to refine the process.

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

Articulation Officers must stay abreast with new state legislation; changes at the California State Chancellor's Office and the University Of California Office of the President; updates in coursework, policy and procedures at 9 UC campuses, 23 CSU campuses and 77 private institutions. The only way that this can happen is for frequent conferences, workshops, professional groups and training sessions. These all create travel expenses and registration fees. The Articulation Office needs a budget of at least \$5,000 to fund these activities.

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.

9. Other comments, recommendations

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

Gloria Kerkhoff – Articulation Officer

Name/signature

Date