

# 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**

**2011-12**

**Year Reviewed**

**1. 3-year trend of quantitative data**

	2008-09	2009-10	2010-11	Definitions
<b>Student Coun. Contacts</b>	17	20	14	Face-to-face appointment and walk-in Counselor meetings with students
<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
<b>Full-time FTEF</b>	1	1	1	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>	417hrs	436 hrs	688.5 hrs	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>	1	1	1	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>Lower-division major Articulations w/CSU</b>	1263	1276	1281	Count of Lower-division majors for which we have established and maintained articulations for the CSU system.
<b>Lower-division major Articulations w/UC</b>	776	800	810	Count of Lower-division majors for which we have established and maintained articulations for the UC system

**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 or students sent to me by faculty.

The NOHE hours reflect:

- The curriculum management system, CurricuNet, which has more heavily involved me in the curriculum process;
- Constant legislation and new directives from the state level that create changes and issues involving the Articulation Officer; the need to train and inform counselors, staff and students of those changes;
- The development of new degrees;
- Working over the Christmas break and the entire summer on the Academic Advising project, which was funded through the STEM grant and represents the bulk of the 688.5 hours.

The small increase in the number of major articulations represents the stability of the majors offered at the CSU and UC systems and the current budget crisis which has caused funding and staffing problems at the CSU and UC systems. Some campuses will not spend time and money doing articulations with those schools that transfer only a handful of students to their campus.

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

PLAN – 2011-2012	Assessment/Outcome – 2012-2013
<p><b>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.)</b></p> <ol style="list-style-type: none"> <li>1) Assist the Evaluations Department with the implementation of the Academic Advising/Transfer Credit module from PeopleSoft</li> <li>2) Work with faculty and the Instruction Office to redefine our degrees as either “Associate in Arts” or “Associate in Science” as mandated by Title 5</li> <li>3) Continue to work with faculty and the Instruction Office to comply with guidelines for determining current “transfer” degrees and developing new “transfer” degrees to be compliant with the Associate Degree for Transfer (SB 1440).</li> <li>4) Those Title 5 changes regarding repeats (repeating a substandard grade) affect Academic Advising/Transfer Credit and need to be reflected on our forms and in our catalog. Staff and counselors need multiple training sessions regarding the changes.</li> <li>5) Participate in state discussions regarding repeatability (courses that may be taken more than one time) issues so that new guidelines can be implemented.</li> <li>6) Identify and submit courses to the state system that would be appropriate for C-ID numbers (California Identification numbering system) which will facilitate transfer articulations.</li> </ol>	
<p><b>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</b></p> <p>As we have committed the institution to the implementation of the PeopleSoft Academic Advising module, we need to continue to dedicate money, staff and time to seeing the process to fruition.</p> <p>I understand that a great deal of money has been spent already, but this is a huge undertaking that requires many hours of intense development and testing if the product to be released is to be worth our efforts and an effective tool.</p>	

Even though results have not come as quickly as was expected, staff has invested many hours into the development and testing of this project. Expectations for how quickly this project could be accomplished were grossly underestimated, in my opinion.

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

PLAN 2011-2012	Assessment/Outcome – 2012-2013
<p><b>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</b> None</p>	
<p><b>b. Budget - budget development process, one-time funds, grants, etc.</b></p> <p>1) \$5,000 annually- Articulation has never been supported financially by the college. The AO budget has in years past been a \$5,000 grant issued by the state. With the onset of the budget crisis, we no longer receive state money. As Articulation is the basis of all transfer, it is imperative that it be supported financially by the campus. Each fall the UC and CSU systems offer conferences; three times a semester the AO's from Region X meet for the County Articulation Council; once a semester the Southern Intersegmental Articulation Council meets; and once a year there is a statewide Articulation Officers Conference. Attendance at these conferences and meetings is essential to the performance of the AO's duties.</p> <p>2) As we begin to work on the Academic Advising/Transfer Credit module in PeopleSoft, more of the Articulation Officer's time will be required to assist in the transfer credit process. Although the HSI Grant has set aside \$50,000 for the Academic Advising/Transfer Credit module implementation, this will in no way cover the cost for this project. The Articulation Officer will need to be involved on an ongoing basis with the implementation and maintenance of the Academic Advising module. This will create the necessity for backfill salary for a trainee to step in and perform the duties of the Articulation Officer, leaving me free to work with the Supervisor of Evaluations and Records as we build the Academic Advising module. An NOHE will be necessary for the AO as CurricuNet and articulation duties that require a higher level of knowledge cannot be handed over to the trainee.</p>	
<p><b>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</b></p>	

<p><b>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula</b></p> <p>If I am to be free to devote more time to the development of Academic Advising and Transfer Credit, I need someone to assist with the more routine tasks of my position.</p>	
<p><b>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</b></p> <p>The Academic Advising/Transfer Credit module needs to continue to be supported in terms of time, money, and staffing.</p>	
<p><b>f. Other</b></p> <p>Communication between Instructional Services and Student Services continues to be vital to the success of the Academic Advising/Transfer Credit module. Curriculum development, the course catalog, and course scheduling are inexorably linked to a successful implementation.</p>	

**5. Discuss one department/discipline goal linked to Palomar's Strategic Plan 2011 and how it will support the success of students.**

Master Plan - Strategic Goals and Objective #2 – Strengthen programs and services in order to support our student's educational goals.

The Academic Advising module of PeopleSoft gives students the ability to obtain timely and accurate information regarding their process toward a specified educational goal. The computer-generated degree audit provides a dynamic report reflecting progress toward degree completion in a declared program at Palomar, as well as, lower division general education for transfer. The audit provides students and counselors with a clear picture of courses needed for graduation and/or transfer.

**6. Service Area Outcome progress:**

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

90% of counselors will be able to access the Academic Advising Module; run an audit and interpret the results.

**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.**

Overload work during Fall 2010, Christmas Break 2010, Spring 2011, and all of Summer 2011 was dedicated to the Academic Advising and Transfer Credit implementation project. Fall was devoted to training with the consultant; Christmas Break, Spring, and Summer were committed to converting ASSIST course information into a usable spreadsheet format for making course-to-course articulations, creating pseudo courses for those transfer courses with no Palomar equivalent, and establishing a code system for applying courses to degree requirements. Spreadsheets were completed for all Region X schools, including MiraCosta College, San Diego City, Mesa, and Miramar Colleges, Grossmont and Cuyamaca Colleges, and Southwestern College. These spreadsheets are the basis for data input into the PeopleSoft modules which allows the transfer credit to be applied to degree requirements therefore creating a degree audit.

**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; changes in, 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 an annual 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.**

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**9. Other comments, recommendations**

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

Gloria Kerkhoff

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**Name/signature**

**Date**