

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

Assessment/School Relations

Department/Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	2004-05	2005-06	2006-07	Definitions
Student Coun. Contacts				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	10164	10639	10584	Number of students assessed and placed into courses: derived from MIS data
Orientations	8200	8700	8500	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		2500	2800	Number of phone calls and e-mails answered by staff and counselors: derived from SARS
Full-time FTEF				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				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	3	4	4	Number of FT staff available to serve students: derived from IRP office
Number of Part-time Staff	1	0	1	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
CCSSE				

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

Computerized Testing is used in the Assessment Center. Appointments are made, using SARS, for 9-10 Assessment sessions per week every month except Sept., Oct., Feb. and March. All students who take the assessment, for the first time, view a 20 minute orientation video. They also receive a packet containing valuable information for first time students. During Feb., March and April we travel to 40+ high schools (some of the larger high schools require 2-3 visits) to assess over 2500 students. Beginning in 2007 these students were invited to one of 5 EAP (Early Acceptance Program) after completing the assessment at their high schools. These students come to an EAP Event in June, have a tour and orientation and are given priority registration for the fall. This program was extremely successful last year and will continue in the years to come. These students become a cohort that can be tracked for retention, etc. PEER Ambassadors call these cohort to assist them with services offered by Palomar and to make their college experience more positive. Data will be supplied from research but we feel retention will increase because of these special programs and services.

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><i>A freshman experience program would be extremely beneficial to the college success and retention of new students. Learning communities would also be a positive program and encourage success and retention.</i></p>	
<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</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>b. Budget - budget development process, one-time funds, grants, etc.</p>	
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <p><i>Housing the entire Student Services Programs in on location, one stop “shopping” would make it much easier and more positive for students. Larger computer labs would also be beneficial.</i></p>	

<p>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula</p>	
<p>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</p> <p>f. <i>Additional full time staff in Assessment/School Relations Department. Combining these two areas works well, but additional staff is needed.</i></p>	
<p>g. Other</p>	

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

Basic skills. Many students need entry level classes in basic skills. Having a Freshman Learning experience program where students _that their basic skills classes with a counseling class not only encourages success but also retention. Successful students will continue their education at Palomar at greater numbers than students who are not successful. Students need a place to start and then the additional services, such as counseling and follow up, to retain them.

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.**

Students who participate in the Early Acceptance Program will have a higher percentage who register for the following semester than students who do not participate in this program. Our Research Department will use the data obtained from students classified as EAP for each year and monitor retention with those students.

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

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

Early Acceptance Program—EAP. We have always had the STARS Program, Assessment and Orientation at the high schools with priority registration. New high school graduates did not use the priority (they don't know how important it is) so we began the EAP Program We invite them to come to campus for orientation, tour and to have our assistance with first time registration. Several departments hosted tables to talk to these EAP students and the campus worked together as a team to ensure success.

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

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:

Diane E. McAllister
Name/signature

February 11, 2008
Date