**Palomar College – Program 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 2010-2012**

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

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|  | **2007-08** | **2008-09** | **2009-10** | **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** | **12125** | **14046** | **14511** | Number of students assessed and placed into courses: derived from MIS data |
| **Orientations** | **8700** | **9000** | **9200** | 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** |  |  | **20000** | Number of phonecalls and e-mails answered by Assessment staff. |
| **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** | **0** | 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** |  |  |  |  |

1. **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 at San Marcos and Escondido. Appointments are made, using SARS, for 9-10 Assessment sessions per week every month except Sept., 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, 2010 we traveled to 40+ high schools (some of the larger high schools require 2-3 visits) to assess over 3000 students. Beginning Feb., 2011 we will only travel to 16 high schools. The rest of the schools (30+) will be invited to come to Palomar during Feb. and March to test here. This will necessitate the need for longer Assessment Center hours and more personnel. All graduating seniors who take the assessment during the months of Feb., March and April will qualify as an EAP (Early Acceptance Program) student and receive priority registration. They will be invited to attend a counseling session/orientation in March, April or May at the San Marcos Palomar Campus and have priority registration in June. This program has been extremely successful and will continue in the years to come. These students become a cohort that can be tracked for retention, etc. Retention has increased with the EAP students since we began this program. .

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

|  |  |
| --- | --- |
| **PLAN – 2010-2012** | **Assessment/Outcome – 2010-2012** |
| **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** | **.** |
| 1. **Continue and improve the Early Acceptance Program, providing more counseling sessions, availability for more testing at Palomar Centers, successful testing at the larger high schools.** |  |

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

|  |  |
| --- | --- |
| **PLAN 2010-2012** | **Assessment/Outcome – 2010-2012** |
| 1. **Equipment/Technology - block grant funds, VTEA, other resources, etc.** 2. **We will need $56,00-$80, for new computers** 3. **If located in old Library will need 50--$70,000** 4. **If located in SU 1 will need 33---$46,200** 5. **New computers for staff: $10,000** |  |
| 1. **Budget - budget development process, one-time funds, grants, etc.** 2. **EAP money, materials, travel: $50,000** 3. **Orientation Packets: $20,000 for two years** 4. **Housing the entire Student Services Programs in one location, one stop “shopping” would make it much easier and more positive for students. Larger computer labs would also be beneficial. This will be accomplished by relocating to the old library** |  |
| 1. **Faculty position(s)**   **Having a counselor located in the Assessment Center would be greatly beneficial to the new students. Counselors could be assigned on a rotation basis for .5 FTE** |  |
|  |  |
| 1. **Additional full time staff in Assessment/School Relations Department. Combining these two areas works well, but additional staff is needed. We are now operating with a 45% vacancy and our work load has increased.** |  |
| 1. **School Relations/services to the high schools. Budget reductions to this much needed program had to be initiated this year. These reductions to the PEERs Program, due to lower budgets, make it very difficult to provide ongoing services to our local high schools on a regular basis. College Nights, classroom presentations, high school visits have greatly suffered due to these cuts. Community College is becoming a 1st college choice for many students which increases the necessity of distributing Palomar information to our potential students. The cost for informational materials and staff create a need for additional funds.** 2. **A mentoring program for new students would be a positive addition to our services. PEER or staff “coaching for success” programs would assist in a successful transition from high school to college for our new students. Working with special programs, HSI, BSI, etc would aid in the success of this new program.** |  |

**5. Discuss one department/discipline goal linked to Palomar’s Strategic Plan 2013 and how it will support the success of students.**

**Initiate a program to encourage support and evaluate the use of innovative learning strategies: Many students need entry level classes in basic skills. Having a Freshman Learning experience program where students take 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 additional services, such as counseling and follow up, in order to retain them. New technology, such as Academic Advising, gives the student instant access to their progress achieving their educational goals.**

**6. SAO’s 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 registration rate 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. Students will be able to identify the difference between AA Degree, CSU general Education Pattern and IGETC (Yellow, blue and green sheets) buy watching the interactive video and utilizing their orientation packet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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 administer the assessment in English, reading and math at the high school or have special testing at our centers for the graduating seniors. Participants are then invited to a group counseling session and orientation. They are also given registration information. These students are prepared to register from home using a priority registration appointment for the fall after they graduate from high school. These students are also welcome to come to Palomar College on a Friday in June for individual assistance registering for their classes. Parent Orientations are offered during the group counseling sessions or evenings in May. A Spanish session is also offered. Parents, students, faculty, staff and the administration are very proud of our success with the EAP event. Everyone benefited from this experience. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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# 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:**

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**Diane E. McAllister**

**Name/signature Date**