

**Palomar College – Program Review and Planning
Non-Instructional Programs
YEAR 1
Academic Year 2012-13**

Purpose of Program Review and Planning: 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.)

Discipline: COUNSELING

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

09/05/12

**Please Add Date
(00/00/2012)**

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2008-2009	2009-2010	2010-2011	<<Prelim>> 2011-2012	Definitions
Student counseling appointments	21,888	15,099	25,071	24,059	Standard one-on-one confidential counseling appointments
PeopleSoft educational plans	20,630	20,447	25,471	27,383	Counselor entries of educational plans, updates, expansions and session comments
Student/counselor phone contacts	184	129	135	52	Counseling related student /counselor phone contacts tracked by SARS
Student/counselor email contacts	435	324	437	278	Counseling related student/counselor email contacts tracked by SARS
Incoming phone calls	NA	21,614	25,000	35,000	Estimated phone calls received by the counseling reception desk
Probation workshop attendees	NA	156	570	436	Counselor led workshops and probation holds removed on PeopleSoft
Topics workshop attendees	NA	NA	NA	143	Counselor led workshops on critical issues affecting students
Group counseling attendees	NA	NA	375	211	General and transfer group counseling sessions for new students
EAP new student attendance	NA	NA	1224	1311	Counselor led college orientations and individual educational plans for local high school seniors
FTEF	18	17	17	18	Full time equivalent contract Counseling faculty
Adjunct FTEF	9.01	8.79	10.54	12	Full time equivalent adjunct counselors in counseling assignments
Overload FTEF	4.57	3.95	3.91	5.24	Full time equivalent overload counseling
Counseling support staff	14	14	14	11	Full time classified counseling staff persons

I. A. Reflect upon and provide an analysis of the four years of data above

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The counseling Department is able to utilize its SARS appointment system to gather various indicators of trends for the department. The number of educational plans (including updates, revisions, or contact comment entries) has increased by 32.73% over the last 4 years. Counselors utilize the PeopleSoft educational plan system to maintain a complete history of student contacts. Demand for counseling appointments has averaged 24,565 over that last 2 years and Counselors continue to provide services to students even when official appointments are not made via email and phone contacts. Students attended at least 19,781 of the scheduled appointments (1312 appointments failed to register as “attended” or “not attended”). No shows rates continue to improve with an average between all locations of 13.04% no show rate. Although these contacts are not always logged on the PeopleSoft educational plan system, there is a high correlation between the total number of student appointments, emails, EAP educational plans, and phone contacts with the total number of entries on the PeopleSoft system. In addition to supporting students through outstanding personal, career and academic counseling we also aim for 100% accountability by maintaining accurate records of our counseling contacts on the PeopleSoft educational plan system.

In addition, the Counseling Department is making a more concerted effort to reach more students beyond the traditional one-on-one counseling contacts. Counselors regularly conduct probation workshops, presentations to classes in disciplines other than counseling, new student group counseling sessions, and critical topics workshops such as “Training for Suicide Prevention”, “Surviving Student Stress”, “Overcoming Math Anxiety”, and “Time Management”. In 2011-2012, 790 students total participated in these workshops.

For the last few years, EAP students who attended the Saturday orientation sessions, has grown by almost 7%. Each of these local high school students has the opportunity to become familiar with Palomar’s electronic resources by completing an electronic scavenger hunt activity, a college orientation presentation by a Palomar counselor, and most importantly the opportunity to meet one on one with a counselor to develop an individualized educational plan. The attendance of 1,311 students during the 10 weekends in the spring 2012 provides critical confidence building and familiarity with college rules and regulations for incoming freshman. One side benefit to seeing these students during the spring term is that it reduces the demand for summer counseling appointments that used to overwhelm the Department. In prior years, “walk-in” appointments had to be used to accommodate the demand. The more even distribution of appointments has allowed the department to offer regular, quality appointments with fewer errors and student misunderstandings that occurred during rushed “walk-in” appointments.

I. B. Please summarize the findings of SAO assessments conducted.

The Palomar College Counseling Department had 3 SAOs in 2011-2012. The first SAO concerns 3 of the Counseling Topics workshops-“Time Management”, “Stress Management”, and “Overcoming Test Anxiety”. 85-100% of the workshop attendees agreed that they had increased their awareness of the topic and learned new skills. The second SAO continues to measure the level of student confidence for the 2012 EAP students in selecting their fall semester classes. Prior to the EAP session, only 32% of the students indicated a high level of confidence (rating 4 or 5 with 5 being the highest level of confidence) in selecting their fall classes. At the conclusion of the orientation and individual educational planning sessions, 89% indicated a high level of confidence in selecting their fall classes. By comparison, last year’s confidence level was 87%. Finally, EAP students were assessed on their knowledge of “what are the minimum number of units required to earn a degree or to transfer from Palomar College?” and “what is the maximum number of times a student may attempt a class?” Students answered the first question correctly 94% of the time and the second question 98% of the time.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Individual counseling time and a comprehensive orientation for EAP students are essential to facilitate new students in building their confidence and college readiness to begin their freshman experience. The time students spend individually with counselors is reported by students and measured by the SLO to be invaluable to students. The counseling expense for this activity is in the \$50,000 range. However, by delivering this

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service early in the process for incoming students we are reducing the demand that would otherwise fall on counselors during the summer session. Further, EAP students as a function of the incentive to get to register early, are more likely to come in and see a counselor and therefore avoid poor course selection. The orientation portion may be delivered in an electronic application in the future and care should be given to assure the students are acquiring the basic information they need for a smooth transition to college.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's [Strategic Plan 2013](#), describe/discuss the discipline planning related to the following:

II. A. Programs changes and 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.)

In support of the District's strategic goals and objectives 2.3 and 2.6, as well as the stated goals of the Seymour-Campbell Student Success Act of 2012, the Counseling Department will continue to seek methods to maximize their counseling availability. Counselors voluntarily have organized their schedules to assure the maximum appointment slots, all counseling appointments are 45 minutes to minimize wait time between appointments, and alternative methods of delivery are continually being implemented. The Department offers an informative and current website, a variety of workshops, a designated email counselor, distance counseling appointments, and counseling throughout the District (the Camp Pendleton Site, the Pauma Site, the Escondido Center, the TLC in Escondido, the Career Center, the Transfer Center, the new STEM Center as well as the Counseling Center located in San Marcos).

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

The Counseling Department is actively seeking new methods to expand delivery of counseling services to students. Several electronic options include a soon-to-be implemented online, animated, student orientation which includes a pre-advisement component; within the next 1-2 years counselors and students will benefit from the pre-evaluation that a degree audit system will provide; several educational planning tools on the Counseling Department website; and the expanded electronic access to counselors.

However, access to one-on-one, face-to-face counselor time must still remain a priority. Improvements to reduce wait times to see counselors will only come with the hiring of more counselors and the provision of confidential office space necessary to support them.

The Counseling Department will work with other campus and community resources to help consolidate, develop and define a comprehensive mental health program for students. Members of the Counseling Department will participate in a campus-wide effort to develop a more formalized plan to address the emerging mental wellness, suicide prevention, and campus safety needs of the campus community.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	Flat screen television	1	2.6	The newly remodeled Transfer Center now includes a workshop space for transfer and counseling activities that frequently utilize the 10 laptops funded last year with SPFF funds. However, the projector that was previously shared with the Career Center was relocated into the Career Center's new space. Therefore, for the counselor conducting the workshops, it is necessary to have a flat screen TV to replace the projector to demonstrate on the screen any presentations or transfer applications sequences so the students can follow along on their laptops.	2,000.	One-time	no
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

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b1.	SARS upgrade	1	2.6	Phone, email and/or text messaging to students notifying students of their next day counseling appointment. Current system is no longer under warranty and is not supported by Palomar IS Department. This system is used campus wide by numerous programs and departments.	7,500.	One-time	no

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

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b2.	20 laptops	2	2.6	Our goal is to have enough laptop computers to facilitate classroom activities and/or counseling workshops	25,000.	One time	SPFF funded 10 laptops and a portable cart last year
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

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c1.	Integrated literature holders for Transfer Center partitions	1	2.6	During the recent Transfer Center remodel it was overlooked to provide organized literature organization for the numerous university brochures and transfer materials displayed for student use in the Transfer Center	3,000	One time	
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

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d1.							
d2.							
d3.							
d4.							

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d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*

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e1.	Counseling Support Specialist	1	4	The number of live and phone inquiries that are processed through the front reception desk is approximately 35,000. In order to assist students in a more timely manner we need to replace the current vacant position.	60,000	On-going	no
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
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f2.							
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f4.							
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III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

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Most critically, we must recognize that in order for us to assist students with their emotional, career and academic needs that we need to staff and facilities necessary to manage the number of students currently attending Palomar College. Our recent remodel has gone a long way to improving the quality of the facility for our staff and students. However, we are "landlocked" in the number of confidential offices available for counselors and therefore will continue to be limited as to the number of students we will be able to serve. The Counseling Department is currently 3 faculty positions below where they were in the 2007-2008 year. With the welcome addition of 2 EOPS counselors to the area, our confidential offices are all accounted for and adjuncts are sharing contract counselor offices and therefore are scheduled around contract counselors due to a lack of counseling offices.

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

One of the major accomplishments we achieved this year was the moving of the Career Center to its new, independent location. Prior to this year the Career Center was located in the middle of the Counseling Center where classes and workshops were taught in the middle of the space and competed with the other Counseling Department activities. Now located adjacent to the Assessment Office in SU-17, the Career Center enjoys a stand-alone operation to conduct career counseling, workshops and classes with 24 student computer stations.

With the move of the Career Center, the Transfer Center and Counseling Center were able to expand, reconfigure and remodel. The space now welcomes students to an environment more conducive to counseling activities. In addition, the remodeled space has a much improved traffic flow for staff and students. We are looking forward to utilizing the newly created Transfer Center Workshop space and new laptops to conduct a variety of Transfer Center and Counseling topic workshops onsite. 2 new semi-private offices were created as well to accommodate university representatives meeting with potential transfer students as well as space for special projects such as Learning Community counselor meetings with students and the degree audit project.

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

NA

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)

With the pending goals dictated by the Seymour Campbell Student Success Act of 2012, the role of Counseling Services will take on a more visible presence than ever before. It will be necessary for the Counseling Department to be funded at the levels necessary to meet these goals. The most effective and efficient use of the college's resources is to assure that every student is appropriately supported and guided in their educational pursuits.

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

P.J. DeMaris, Counseling Department Chairperson <i>Name</i>	Ellie Schoneman, ADA Counseling Services Department <i>Name</i>	Carrie Jack, Senior Counseling Services Specialist/SARS Administrator <i>Name</i>
Carol Moore,		

Counseling Services Division Secretary Name	Name	Name
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Department Chair/Designee Signature Date

Division Dean Signature

Division Vice President Signature Date

- Provide a hard copy to the Vice President Vernoy no later than **September 14, 2012**
- Email an electronic copy to jpettit@palomar.edu by **September 28, 2012**
- Email an electronic copy to jdecker@palomar.edu by **September 28, 2012**