Palomar College – Program Review and Planning
Non-Instructional Programs
Year 2
Academic Year 2013-2014

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_____

10/16/2013

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

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

	2009-2010	2010-2011	2011-2012	<<Prelim>> 2012-2013	Definitions
Student counseling appointments	15,099	25,071	24,059	25,301	Standard one-on-one confidential counseling appointments
PeopleSoft educational plans	20,447	25,471	27,383	27,174	Counselor entries of educational plans, updates, expansions and session comments
Student/counselor phone contacts	129	135	52	1,622	Counseling related student/counselor phone contacts tracked by SARS
Student/counselor email contacts	324	437	278	1,158	Counseling related student/counselor email contacts tracked by SARS
Incoming phone calls	21,614	25,000	35,000	36,000	Estimated phone calls received by the counseling reception desk
Probation workshop attendees	156	570	436	699	Counselor led workshops and probation holds removed on PeopleSoft
Topics workshop attendees	NA	NA	143	139	Counselor led workshops on critical issues affecting students
Group counseling attendees	NA	375	211	213	General and transfer group counseling sessions for new students
EAP new student attendance	NA	1224	1311	1336	Counselor led college orientations and individual educational plans for local high school seniors
FTEF	17	17	18	18	Full time equivalent contract Counseling faculty
Adjunct FTEF	8.79	10.54	10.6	8.22	Full time equivalent adjunct counselors in counseling assignments
Overload FTEF	3.95	3.91	5.24	4.48	Full time equivalent overload counseling
Counseling support staff	14	14	11	8	Full time classified counseling staff persons

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

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 32.9% over the last 4 years. Counselors utilize the PeopleSoft educational plan system to maintain a complete history of student contacts. Counseling appointments have averaged 24,808 over that last 3 years and Counselors continue to provide services to students even when official appointments are not made via email and phone contacts. Last year a total of 24,434 actual counselor- to- student contacts were made through attended appointments, emails and phone contacts. Students attended 21,654 of the 25,301 scheduled appointments placing the current no show rate at 16.8 %. This is a slight increase over last year's 13.04%. 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 through 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, give presentations to classes in disciplines other than counseling, lead new student group counseling sessions, and facilitate critical topics workshops such as "Overcoming Math Anxiety" and "Stress Management" with 139 total students attending. Counselors regularly visit Palomar classrooms (other than counseling classes) to encourage students to take advantage of counseling services, review basic educational planning concepts and to update students on the latest trends affecting transfer to 4 year universities. Last year counselors conducted 18 total classroom presentations reaching approximately 540 students.

For the last few years, EAP students who attended the Saturday orientation sessions have grown consistently by just under 10% per year. Each of these local high school students has the opportunity to become familiar with Palomar's electronic resources by completing an online pre-advising orientation and most importantly the opportunity to meet one on one with a counselor to develop an individualized educational plan. The attendance of 1,336 students during the 10 weekends in the spring 2013 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 previously overwhelmed the Counseling 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.

In 2012-2013, the Department measured how well students attending counselor-conducted probation workshops understood the following 3 basic expectations for academic performance at Palomar College; earning a 2.0 GPA every semester, earning a 2.0 GPA cumulatively and completing 50% or more of the units attempted. In the summer of 2012, 436 students attended probation workshops and students answered these questions correctly 93-96% of the time correctly. 699 students attended probation workshops in the summer of 2013 and answered all three questions correctly 96% of the time.

We continued to monitor EAP students in 2013 on their understanding of the minimum number of units required for an Associate's Degree and to

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

transfer as well as their confidence levels before and after their meeting with a counselor to develop an individual educational plan. Prior to their counseling appointment students were correctly able to answer "60 units" 61.71% of the time. After their counseling appointments, students were correct 85.03% of the time- a 23.32% improvement.

It is critical that EAP students feel confident in selecting their first semester's classes, so we continue to measure their confidence levels in course selection. Prior to their counseling appointments, students indicated that they were "somewhat confident" or "very confident" in their course selection at a rate of 37.27%. Subsequently, their post- appointment levels on the same measure rose to 83.7%.

I. C. Reflect upon the SAO assessment findings in <u>Box B</u> 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. Time students spend individually with counselors is reported and measured by the post evaluations as being invaluable to students. The counseling expense for this activity is in the $50,000 range. However, by delivering this 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. A live, counselor-led orientation session of EAP was delivered in 2012 as an incorporated element of the EAP Saturday events. EAP 2013 incorporated the newly developed online pre-advising orientation in lieu of the live version. Although it may not be directly attributable, the confidence rate of students to select their upcoming fall schedule did fall between 2012 and 2013 by 5.3%.

STEP II. PLANNING
Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, 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 Plan 2016, Goal 1 objective 1.4 and 1.7, as well as the stated goals of the Student Success and Support Program (SSSP), 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 wasted time between appointments, and alternative methods of delivery are continually being implemented. Expanded activities to address the needs of student educational planning will be explored including the development of curriculum that incorporates educational planning for all non-exempt students. The Department offers an informative and regularly maintained 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 Fallbrook location, the TLC in Escondido, the Career Center, the Transfer Center, the new STEM Center as well as the Counseling Center located in San Marcos). The anticipated opening of the TLC in San Marcos, the new sites in the northern and southern locations of the Palomar College District, and the heightened roles for counselors as a result of the SSSP, will require the hiring of a minimum of 5 new counselors.

The SSSP requirements will impact EAP as well. Inclusion of activities to familiarize new students with "facilities and grounds" will need to be added. Further, consideration of incorporating a live as well as the online pre-advising orientation should be considered.

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.)

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 an implemented online, animated, student orientation which includes a pre-advisement component; within the next year 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 2016 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.	Industrial grade shredder	1	Goal 1, objectives 1.2, 1.7	The Counseling Department utilizes many documents of a confidential nature that must be destroyed after use and the current machine is malfunctioning.	2,000.	One-time	no
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a4.							
a5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 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?
b1.	Counselor and staff printers	1	Goal 1, objectives 1.2, 1.7	The Counseling Department has an aging collection of printers that utilize a variety of ink cartridges. Our goal would be to replace all the old printers so that the department can stock one size cartridge with the greatest efficiency.	5000.	One-time	no
b2.	5 electronic tablets	2	Goal 1, objectives 1.2, 1.7	5 lightweight electronic tablets for counselors to utilize for work related activities including "the roaming counselors" activity where counselors go through the registration line or other areas with high volumes of students to answer counseling related questions and set educational planning appointments on the spot.	5000.	One time	no

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 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?
c1.							
c2.							
c3.							
c4							
c5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 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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d2.							
d3.							
d4.							
d5.							

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

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 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?
e1.	Counseling Support Specialist	1	Goal 1, objectives 1.2, 1.7	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.	50,000	On-going	no
e2.	Staff Assistant, Transfer Center	1	Goal 1, objectives 1.2, 1.7	This a permanent position that is currently frozen that needs a full time permanent replacement. The Transfer Center Staff Assistant is one of 2 staff support positions for the Transfer Center and is essential to support all the counselors and the Transfer Center Director in meeting their primary function of facilitating students in the transfer process. The transition from a community college to a 4 year university is more complex and evolving every year so this position if vital to their success.	55,000	On-going	Previously funded by the District, but frozen due to functional deficit
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 2016 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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III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

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 in 2011-12 was the moving of the Career Center to its new, independent location. Prior to that 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 now enjoy 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.

The Counseling Department took a lead role this year in expanding services to students who are experiencing mental health challenges. A new student club "Active Minds" supports and advocates for mental health awareness. This new club was initiated and now has counselors serving as advisors from the DRC as well as general counseling. In collaboration with Palomar's Health Services Department, we were successful in the fall 2013 semester in implementing a pilot project that offers appointments with licensed therapists for 10 hours per week as well has group sessions and monthly speakers on related topics.

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.

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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 SSSP, 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. The need for comprehensive mental health counseling services for Palomar College students remains critical. Students must have regular and urgent access to licensed clinicians to assess, diagnose, refer and counsel students to improve their opportunities to be successful at Palomar College.

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

P.J. DeMaris, **Counseling Department Chairperson** *Name*	Ellie Schoneman, **ADA Counseling Services Department** *Name*	Carrie Jack, Senior Counseling Services **Specialist/SARS Administrator** *Name*
Shayla Foxx, **Counseling Services Specialist** *Name*	Lisa Filice, **Supervisor, Counseling Services** *Name*	*Name*

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Department Chair/Designee Signature   **Date**

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Division Dean Signature

_____   _____

Division Vice President Signature   **Date**

- **Provide a hard copy to the Vice President Vernoy no later than September 14, 2013**
- **Email an electronic copy to jpettit@palomar.edu by September 28, 2013**
- **Email an electronic copy to jdecker@palomar.edu by September 28, 2013**