

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

COUNSELING

UPDATED 10/10/11

Department/Discipline Reviewed

2010-2012

1. 3-year trend of quantitative data

	2007-08	2008-09	2009-10	Definitions
Student Appt. Coun. Contacts-SARS Data	21202	21888	15099	Face to face appointments and walk-in Counselor meetings with students: derived from SARS reports
Educational Plans	18451	20630	20447	Number of educational plans created or updated derived from PeopleSoft data
Other counseling student contacts	5895	8510	4360	Number of counseling contacts with students via classroom presentations, electronic or phone counseling and front desk inquiries
Orientations				Number of students satisfying Orientation requirement: derived from MIS data
Follow-up contacts	NA	NA	633	Students attending probation workshops as a function of receiving Early Alert Letters/Probation Letters: derived from SARS data
phone contacts	NA	NA	21614	Number of phone calls answered by staff derived from contact service queue activity report
Full-time FTEF	21	18	17	FTEF from Contract Counseling Faculty: derived from departmental data
Part-time FTEF	7.58	9.01	8.79	FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals
Overload FTEF	4.69	4.57	3.95	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				Number of FT staff available to serve students: derived from IRP office
Number of Part-time Staff				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.

The Counseling Department is able to utilize its SARS appointment system to gather various indicators of trends for the department. During the 2010-2011 academic year, educational plans increased to 25,471. Counseling appointments are highly correlated at 25,071 total appointments during the same time period (traditional, one on one counseling appointments, as well as email and phone counseling appointments). This data along with numerical data gathered from PeopleSoft and the Contact Service Queue Activity report provided valuable insight in evaluating and predicting the utilization of general counseling services. The trend appears to indicate that the utilization of counseling appointments was on a rise from 2006-2007 to 2007-2008 with a 34.41% increase followed by another 3.23% increase from 2007-2008 to 2008-2009. However, a dramatic 44.96% drop occurred from 2008-2009 to 2009-2010 returning appointment levels to just below 2006-2007 levels. This negative indicator can be understood with a reduction of both full time and adjunct counselors as retirements, reassignments, and budget cuts took their toll with an overall decrease in FTEF of 3.53 between 2007-2008 and 2009-2010. In 2010-2011 a concerted effort to engage students in counseling activities other than appointment based one-on-one counseling led to an increase in overall student contacts. For example, the EAP orientation program for incoming freshman changed format this year to allow those students to each

receive an individual educational plan with a counselor during the orientation day. The Counseling Department was therefore able to develop educational plans in this format for 1,157 incoming freshman. Research indicates that students who attended this type of orientation felt more confident in selecting their fall semester classes than students who attended the orientations that did not contain an individual educational planning session with a counselor. Group counseling workshops during peak demand periods were also offered with 22 transfer- focused and 19 general academic workshops offered serving 375 total students. Students on probation were also seen in a group workshop format with 51 workshops, all conducted by Palomar Counselors, with 543 total students. Further, to improve the quality of counseling appointments and to reduce the number of repeat visits by the same students on the same concerns, all appointments were converted to 45 minutes the 2009-2010 year. In prior years, appointments had ranged from 30 or 45 minutes or 1 hour increments. The new method improves the qualitative aspect of each appointment as well as increases counseling capacity where a counselor's schedule has maximum appointment time with fewer, if any, unusable fragments of appointment time. This factor, along with more adjunct availability, resulted in appointments shooting up by 28.8% this year compared to 2009-2010. Procedures were also implemented in 2009-2010 to encourage students to follow through on attending their scheduled appointments. As a result, in 2007-2008 the department experienced a 30.21% no show /cancellation rate, followed by 28.94 % in 2008-2009, to a markedly improved rate of 23.39% in 2009-2010. This improvement accounts for a reduction of almost half as many unmet appointments-3,083 less wasted appointments between 2008-2009 and 2009-2010. Significantly in 2010-2011 the department for the first time has demonstrated the number of educational plans, updates, group presentations and distance student contacts consistent with the SARS numbers. This appears to be an indicator of improved tracking on the part of counselors on the electronic educational plan of all services they provide on behalf of students and greater efforts to help students via group counseling, workshops and classroom presentations.

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

PLAN – 2010-2011	Assessment/Outcome –2011-2012
<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>The Counseling Department will continue to seek methods to maximize their counseling capacity (the availability of counseling time in relation to actual student interaction). Efforts to restore FTEF to 2007-2008 levels will be made to be consistent with Palomar College's FTEs and Instructional faculty baselines. CSU and UC budget concerns, dramatic shifts in transfer requirements and deadlines, SB 1440 and 2302, and ongoing poor economic forecasts with the affiliated increased numbers of students into the community college for retraining will increase staffing and counseling demands. The Counseling Department added 2 new counselors at the end of the 2010-2011 academic year which combined with a retirement of another full time counselor, leaves a need for at least 2 more full time counselors to return the Department to 2007-2008 levels. The last 4 years has seen an increase in the numbers of students, higher standards for transfer success, more veteran and active duty students, adult students in need of re-training as well as students under greater emotional stresses. Therefore, the need for more full-time counselors is greater than ever.</i></p>	

<p>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</p> <p><i>During peak demand periods, new student group counseling and probation workshops will be offered to decrease student wait times for appointments and to assist the greatest amount of students in the least amount of time in areas where individual appointments are not initially beneficial (group counseling or workshop participants are encouraged to follow up during non-peak periods with an individual appointment). Efforts are under way in 2011/2012 to offer regular counseling workshops throughout the semester to assure students regular access to academic counseling as well as topical issues.</i></p>	
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4. To implement the planning described in question #3, discuss/identify the necessary resources requested to successfully implement:

PLAN 2010-11	Assessment/Outcome – 2011-12
<p>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</p> <p><i>The Counseling Department will continue working with the Perkins, HSI and the Basic Skills grants to provide additional counseling, staffing and services. Further, wherever possible, coordination between programs will minimize duplication of efforts.</i></p>	
<p>b. Budget - budget development process, one-time funds, grants, etc. NA</p>	
<p>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</p> <p><i>Due to the recent statewide budget shortfalls, plans to remodel and move into the repurposed Library have been postponed indefinitely. Efforts will be made to reconfigure and/or remodel the existing space to best utilize the current facility in the meantime and to identify potential areas for expansion. More office space for counselors and support staff is needed, better traffic flow needs to be configured and improved sound proofing for counselor's offices is needed for student confidentiality.</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><i>Our current Counseling/Librarian replacement formula addresses our counseling position needs when the college is in a growth mode. Additional formulas need to be researched to assure that the number full time counseling positions are funded in an equitable manner. Counselors who elect to transfer to open instructional positions should be automatically replaced independent of the formula. The goal is to reach 23 full time counseling positions.</i></p>	
<p>e. staff position (s) - changes staffing needs due to program growth, new technology, etc.</p> <p><i>The department and college needs to come up with a formula for adding new classified positions to keep up with our current and future goals. Last year, for example, 33798 calls were made to the Counseling front desk but only 21614 were handled as students got frustrated with the wait time and hung up before they could be helped.</i></p>	
<p>g. Other</p>	

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

Goal 2: Strengthen programs and services in order to support our students’ educational goals; objective 2.3 Implement the GRAD (Goal, Responsibility, Attitude, Determination) campaign which encourages students to take responsibility for achieving their educational goals.

The counseling department will continue to seek ways to invite students to utilize counseling services with the ultimate responsibility for the student to seek out counseling guidance. Counselors will continue to promote student responsibility for registering for the recommended classes, following through on remediation plans, submitting transfer and graduation applications on time and following through on actions necessary for student achievement of goals.

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.

The Counseling department has developed and begun to assess a SAO that helps student self identify their greatest barriers to academic success. The survey found the students reported their greatest barriers as not knowing how to select the right classes, their academic performance, balancing work and school and finances. As a result of one the primary barriers identified by students, Math Anxiety workshops are now offered regularly twice per semester.

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

It is very difficult to measure to what degree our counseling interactions with students have contributed to their long term academic and personal achievements.

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

The Counseling department is proud of the workshops and counseling component responsibilities in the EAP (Early Admission Program- for incoming graduating local, high school seniors and their parents). The counselors and counseling staff played significant roles in facilitating the program. 2358 students participated with most getting a preliminary educational plan and 465 parents attended over the last 3 year period. During the end of 2010, 1589 students and 321 parents participated in EAP. We also restructured our appointment schedule so the maximum number of students can be seen without compromising on the quality of the appointments. We have expanded our counseling classes and services in coordination with campus Learning Communities, BSI and HSI programs including the new TLC at the Escondido Center. For the first time in the late spring of 2010, the Counseling Department worked with the Evaluations Office to send out notifications to students, along with their probation letters, on a series of counselor conducted probation workshops to attend in order to have their registration hold lifted. A total of 54 workshops were offered by counselors discussing various strategies for improving GPAs and getting off of probation. 633 students were served with this method. An average of 19 students was seen in each workshop. This strategy potentially saved 579 appointments or 475 hours of counseling appointment time (although logistically it would have been impossible to provide this many individual counseling appointments in the summer and new students would have been completely displaced during this high demand period). The summer also saw the return of new student group counseling for new Palomar students who were not a part of the EAP population. 8 workshops for students planning on earning an Associate of Arts Degree or vocational certificate had 85 student participants and 191 students attended 14 workshops for students interested in a transfer goal. 276 students were seen in these group counseling sessions that took 39 hours to conduct. Although a few students still elected to see a counselor after their session, to have seen each of these students individually would have required 207 hours. This option gave new students an opportunity to get the information they needed to select their first set of classes with the understanding that they would return for a comprehensive educational plan later in the fall semester when the department had more appointments available. Students with prior coursework from other colleges, AP, or IB credit were encouraged to make an individual appointment, but for most students (where the information is general enough to share in a group session) this was a viable option.

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

We will continue to use of current information from the Research & Planning Office, PeopleSoft and SARS.

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.

Not applicable

9. Other comments, recommendations

The Counseling Department will need to secure more full time counseling positions and related support positions as the complexity of information, variety of delivery methods, diversity of student needs and sheer numbers of students continue to outpace staffing. Even with the best efforts to be more efficient, students have to wait over a week to secure a counseling appointment. Transfer students and displaced workers especially require current, timely and precise guidance to facilitate their transition to their next stage of life. Reduced access to qualified full time counselors will negatively impact these and other students as well as their families. Due to the indefinite postponement of the Library remodel, which was to be our new facility, we will begin to explore alternative ways to meet the physical and organizational needs of the Counseling Department.

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

P.J. DeMaris, Counseling Department Chairperson, all full time counselors within the general Counseling Department, Carrie Jack SARS Administrator, Carol Moore Senior Administrative Secretary reviewed and approved by the department 10/08/10

Name/signature

Date