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

EOPS / CARE _____   _____

Department/Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	2004-05	2005-06	2006-07
Student Coun. Contacts	5,268	4,534	4,720
Educational Plans, not including revisions	1,275 (MIS unduplicated count)	1,276 (MIS unduplicated count)	1199 (MIS unduplicated count)
Assessments	N/A		
Orientations EOPS & CARE	29 EOPS; 4 CARE	29 EOPS; 2 CARE	62 EOPS; 9 CARE
Follow-up contacts	3 required a semester	3 required a semester	3 required a semester
e-Mail/phone contacts	Not tracked		
Full-time FTEF	3.0	3.0	3.0
Part-time FTEF	1.3	0.6	0.6
Overload FTEF	na	na	na
Full-time/Part-time %	30.2%	16.67%	16.67
FTEF/Headcount Ratio	296.5 students per one FTEF	354 students per one FTEF	?? need to know the headcount
Number of FT Staff	7 (inc administrators)	7	7
Number of Part-time Staff	Stu Workers = 3.5 FTE	Stu Workers = 3.5	Stu Workers = 3.5
Staff/Student Ratio	121 students per 1FTE (incl student workers)	121 students per 1FTE (incl student workers)	??Need to know headcount
Prog. Persistence Rate	83%	83.9%	81.1%
Prog. Retention Rates	81%	78%	84%
Prog. Completion Rates	70%	64%	64%
CCSSE Data	N/A		

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

In addition to the district orientation, EOPS students receive an EOPS orientation. CARE participants must also attend a CARE orientation. According to Title 5 regulations EOPS students are required to have 3 contacts with a counselor each semester and have an Ed Plan for 6 semesters on file. Educational plans are revised during counselor visits as needed; revisions during the semester are not counted as a new Ed Plan.

Several changes in Program implementation resulted from frank discussion at the annual department retreat in July 2006. As the EOPS Probation procedure had proved difficult to enforce, the procedure was reviewed and laid to rest as the District announced reinstatement of the district

Probation Policy. The EOPS Dep't developed & instituted a Services Release form. Counselors now meet with students who have not kept their Mutual Responsibility Contract (MRC) commitment and recommend services based on student input.

Another change: Consistent with General Counseling, EOPS initiated a 45 minute initial student contact; in order to accommodate increased time with their counselor, counselors & staff worked additional hours in Aug/Sept and Dec 2006, January/Feb and May 2007. Student Counselor contacts increased although the overall student participation in EOPS is 77 students less for 06-07.

Observations: EOPS Cap was exceeded 2004-05 by 150 students (Cap: 1125); in 2005-06 cap was exceeded by 122 students (cap: 1154); and in 2006-07 cap was exceeded by 22 students (Cap: 1177). From spring 2006 to spring 2007 potential students were required to submit the FAFSA in order to participate in the EOPS Program: this significantly impacted the number of students who completed the requirements for participation, so the requirement was dropped in March 2007. Outreach staff and student workers are trained to assist potential EOPS students with the financial aid process. Staff & students provide financial aid workshops, information and assistance at local high schools in our district and outreach events in the community.

FTEF Headcount Ratio may inaccurately imply or reflect the number of students a counselor may be assigned during an academic year: the unduplicated MIS student count is derived from the initial contact of student with an EOPS counselor following the new student orientation. If the student does not return after that first contact, the student is counted throughout the year in the unduplicated MIS count. Also continuing EOPS students who do not complete the mandatory 3 Counseling contacts will be counted throughout the year in the unduplicated MIS count if they meet once with an EOPS Counselor. On-line contacts and phone contacts are not consistently documented therefore they are not reflected in the above student-counselor contact number.

Student workers are an integral part of the EOPS Program recruitment & retention. They work closely with students to complete necessary paperwork to become eligible for program participation, and to continue in the program and remain in good standing and graduate! Student workers average 20 hours of work a week.

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

PLAN – 2007-08	Assessment/Outcome – 2008-09
Programs changes/improvements: 1) In collaboration with the Early Acceptance Program, Outreach worked with potential EOPS students in late spring – early summer to identify eligible students who completed an Orientation and then met with an EOPS counselor before the beginning of fall semester; students developed an Ed Plan and enrolled in appropriate classes. 2) To better utilize Counselor-student hours, students who do not show for an appointment must meet w/ Director if they have 2 No-Shows. 3) The EOPS Probation Procedure was discontinued due to district implementation of Probation Policy: To facilitate this change, a new Release of Services form was created for students who have not met 3 times with a counselor, who have not maintained a 2.0 GPA during the semester, or who have not completed 12 units during the semester (or did not file a director's waiver for same).	

Additional Programs to & review: Review current trend of earlier outreach / orientations and counselor contacts: correlate with additional hours at beginning & end of semester; Study persistence & retention rates, GPA, course completion; also look at more appropriate course selection due to earlier enrollment in EOPS Program (meeting with counselor before selecting classes) etc. Review Foster Youth Program with Counselor & staff Assistant hours at the San Pascual Academy and Independent Living Program, and Foster Youth meetings on campus; review EOPS Summer Academic Achievement Program; Review EAP support towards meeting outreach goals for Fall; Review CARE/CalWORKs Summit Conference with MiraCosta College in Spring.	

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
a. **Equipment/Technology - block grant funds, VTEA, other resources, etc.** **VTEA is a vital support for a part time Counselor; EOPS supports VTEA goals with vocational counseling.** **Laptop computers were purchased to support counselors need to meet with students during very busy times during the semester: counselors will meet with students in the Conference Room and/or TCB 3.** **Outreach will use 2 new laptop computers at the high schools & outreach events to access information for potential EOPS students, and apply for admission online to the college & EOPS.** **Migration of EOPS data base to People Soft still pending. CalWORKs MIS reporting on People Soft has a couple areas to smooth out.** **Move EOPS work stations into Micro Soft 2007, after securing the Access Data Base! Install new computers as needed to support 2007.** **Provide Voice Over Telephones for all work stations.**	
b. **Budget - budget development process, one-time funds, grants, etc.** **Participate in the Basic Skills Committee meetings to better meet the needs of EOPS/CARE and CalWORKs students.** **EOPS and CARE funds are categorical and the allocation is determined by a formula at the System Office. Additional funding is consistently sought. Meet with Fiscal Services to assure that unused benefits & health costs budgeted for the year be returned to the EOPS Program for spending in a timely manner.** **Explore minimizing budget transfers during the fiscal year for minute amounts.**	

c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc. Participate in the Library remodel for one-stop center Student Services. Offices in TCA that were not remodeled in 2006-07 need paint & new carpeting. TCB 3 classroom also needs paint & new flooring. Expand counseling services in Escondido to one full day in 2008, pending availability of space, and in 2012 expand space for a full time EOPS counselor in Escondido, one in Fallbrook and two in San Marcos.	
d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula Hire full time Counselor for DRC (75%) & EOPS (25%). Contingent on categorical funding, additional counselor hours or an additional full time counselor would be beneficial to meet student needs of 3 counselor contacts per semester.	
e. Staff position (s) - changes staffing needs due to program growth, new technology, etc. Staffing needs will be reviewed within state funding, and additional positions for Outreach and/or the front desk supporting Counseling services may be requested.	
f. Other	

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

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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.
       A questionnaire has been administered to 100 students prior to their first counselor visit, and another questionnaire will be administered in spring 2008 for comparison of information.
      SLO: After participating in a 45 minute counseling session, students will understand how to use the internet to retrieve and research academic, career, personal, and financial aid information.

      b. Describe a learning outcome that is difficult to assess.
      Student: Identification and communication of needs to the counselor. Improvement in this area may be difficult to assess.

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

- Since funds were made available to support EOPS student participation in Phi Theta Kappa in Spring 2007, 29 EOPS students have qualified and been inducted into the organization!
- In 2005-06 low-income, first generation EOPS/CARE and CalWORKs students received $73,000 in scholarships!
- EOPS provides caps & gowns for all EOPS/CARE and CalWORKs graduates!

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.

The Self-Study for EOPS/ CARE and CalWORKs Programs was completed and submitted in February 2007. No response from the System Office has been received to date, other than receipt of the same.

9. Other comments, recommendations

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

Program Director, Office Supervisor, Counselors, Staff Assistants and Staff Aide, and Student Workers.

Name/signature   **Date**