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

____Transfer Center, Counseling Department_____   _____

Department/Discipline Reviewed   **2007-08**

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

	2004-05	2005-06	2006-07	Definitions
Student Coun. Contacts	2230	3158	3099	Face to face appointment and walk-in Counselor meetings with students: derived from SARS
Educational Plans	334	132	61	A sub-set of "Student Counselor Contacts" where an educational plan is created or updated
Assessments				Number of students assessed and placed into courses: derived from MIS data
Orientations				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	NA	1624	2248	Number of phone calls and e-mails answered by staff and counselors: derived from SARS
Full-time FTEF	1	1	1	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	2	2	2	Number of FT staff available to serve students: derived from IRP office
Number of Part-time Staff	.45	.45	.45	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.**

   Student contacts have risen in most recent years and should show a steady increase proportional to increases in the general student population. The data on educational plans shows a downward trend but this is a false negative as clarifications were made on who was authorized to produce educational plans with a subsequent appearance of less educational plans. Further, in the most recent year, the Transfer Center Director was out on medical leave and numerous other counselors completed educational plans that are not documented in these numbers. Email and phone contacts do show a steady increase and it is reasonable to assume that this trend will continue as new students rely more heavily on technology than prior students.

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

PLAN – 2007-08	Assessment/Outcome – 2008-09
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.)** *Full time and hourly counselors will need better training on transfer issues as trends indicate that competition for transfer slots will increase. Counselors will need to be completely versed on minimum transfer requirements and better prepared to offer more diversity of options for potential transfer students.*	
b. **Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)** *Greater efforts should be forged in transfer guarantees and honors programs to improve transfer options for Palomar Students.*	

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.**	
b. **Budget - budget development process, one-time funds, grants, etc.**	
c. **Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.** *The Transfer Center Office is ineffective in its current location. Any additional physical space would be an improvement. The space allocated for the Transfer Center has dropped dramatically over the last few years while student contacts have increased steadily.*	
d. **Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula** *Transfer specialist counselors should be increased from .25 to 1 FTE over the next 3 year period.*	

e. **Staff position (s) - changes staffing needs due to program growth, new technology, etc.** *To keep up with the increase in students and greater complexities of transfer issues, the current 1.5 FTE should be increased to 3 FTE over the next 3 year period.*	
f. **Other**	

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

A college wide commitment to develop and implement an Honors program to improve transfer opportunities to more competitive universities such as UCLA needs greater exploration. Other California Community Colleges of similar size to Palomar who participate in Honors programs have at least 7 times greater acceptance rate.

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.**

Students will successfully complete a UC or CSU application with no errors. A pre and post evaluation was administered before all fall application workshops.

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

Transfer success rates. Variables such as statewide budget reductions; academic competitiveness; incomplete, late, or incorrect applications and supplemental requirements; and unforeseen shifts in university admissions policies make it difficult to measure which factor(s) led to an offer of admission or a denial.

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

The Transfer Center has increased its outreach efforts with a weekly presence in the Student Union to meet with students. Transfer application and TAG workshops are offered on a regular basis, a variety of campus representatives continue to visit campus to meet with students, a monthly newsletter is distribute campus wide, a weekly Transfer Counseling summary is distributed to all full time and part time counselors on campus, and May 7th the Transfer Center will host the Transfer Recognition Celebration.

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.

     NA_____
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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:

Lisa Galbreath, Dagmar Royer

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P. J. DeMaris	**3/3/08**
Name/signature	**Date**