

## 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

### **Transfer Center, (Counseling Department)**

Department/Discipline Reviewed

2010-12

Updated 10/11

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

	2007-08	2008-09	2009-10	Definitions
<b>Student Coun. Contacts</b>	<b>2835</b>	<b>2934</b>	<b>3789</b>	Face to face appointment and walk-in Counselor meetings with students: derived from SARS
<b>Educational Plans</b>	<b>909</b>	<b>959</b>	<b>1252</b>	A sub-set of "Student Counselor Contacts" where an educational plan is created or updated
<b>Assessments</b>				Number of students assessed and placed into courses: derived from MIS data
<b>Orientations</b>				Number of students satisfying Orientation requirement: derived from MIS data
<b>Follow-up contacts</b>				Early Alert Letters/Probation Letters and No Ed Plan Letters: derived from MIS data
<b>e-Mail/phone contacts</b>	<b>2708</b>	<b>2461</b>	<b>3192</b>	Number of phone calls and e-mails answered by staff and counselors: derived from SARS
<b>Full-time FTEF</b>	<b>1</b>	<b>1</b>	<b>1</b>	FTEF from Contract Counseling Faculty: derived from IRP/Staff data
<b>Part-time FTEF</b>				FTEF from Hourly Counseling Faculty: derived from dept. NOHE Excel totals
<b>Overload FTEF</b>				FTEF from Contract Counseling Faculty Overload: derived from dept. NOHE Excel totals
<b>Full-time/Part-time %</b>				Percent of Total Counseling hours filled by PT Counselors: ratio of data above
<b>FTEF/Headcount Ratio</b>				Ratio of possible credit students needing service to FTEF available to provide services: IRP
<b>Number of FT Staff</b>	<b>2</b>	<b>2</b>	<b>2</b>	Number of FT staff available to serve students: derived from IRP office
<b>Number of Part-time Staff</b>	<b>.45</b>	<b>.45</b>	<b>.45</b>	Number of Part-time staff available to serve students: derived from IRP Office
<b>Staff/Student Ratio</b>				Ratio of possible credit students needing service to total Staff available to provide services
<b>Prog. Persistence Rate</b>				% of Students from one semester who enroll in the subsequent semester: IRP Office
<b>Prog. Retention Rates</b>				% of Students with Non-W grades in a semester divided by all grades: IRP Office
<b>Prog. Completion Rates</b>				Total number of degrees, certificates and transfers from a given program: IRP Office
<b>CCSSE</b>				

#### 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 from 07-08 to 09-10 by 34%, this is a large increase which is out of proportion with increases in the general student population. Email and phone contacts do show a significant increase and it is reasonable to assume that this trend will continue as new students rely more heavily on technology than prior students. Thus, a reliable and up to date communication system with text and e-mail capabilities is needed. Although ,we've been working hard to accommodate students,(even though 1 full time staff member was out ill 9 out of 12 months last year),additional staffing is needed to maintain the increase in student demand. **Since May 2011, the 45% position was lost to a resignation and it has not been filled.***

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

PLAN – 2010-12	Assessment/Outcome – 2010-12
<p><b>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.)</b></p> <p><i>Transfer policies are continually changing, thus counselors and students need to be up-dated on a daily basis. Further, counselors will need continual 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.</i></p>	
<p><b>b. Additional Programs to develop (consider enrollment trends, growth, student demands, wait times, comprehensiveness, etc.)</b></p> <p><i>The creating of a transfer student list serve and utilizing social media such as texting, will allow us to communicate with students in a much more effective time manner. Enrollment services has the same need and the allocation of funds toward this goal would benefit the whole college community.</i></p>	

**4. To implement the planning described in question #3, discuss/identify the necessary resources requested to successfully implement:**

PLAN 2010-12	Assessment/Outcome – 2010-12
<p><b>a. Equipment/Technology - block grant funds, VTEA, other resources, etc.</b></p> <p>Technology that can expediently communicate critical and time sensitive transfer information to students via texting, social media and list serves.</p> <p>Computer lab for students to use during application, TAG, and other transfer related workshops. The Career Center, which shares a computer lab with the Transfer Center, will be moving to another site on campus. The Transfer Center will be left with only a few computers. There is a need to have computers available to the Transfer Center for small group counseling sessions, assistance with application workshops, and assistance with searches on Assist and other college websites. Ideally flat screen monitors will be used or IPADs due to the space restrictions for the dedicated Transfer area in the Counseling Center.</p>	

<p><b>b. Budget - budget development process, one-time funds, grants, etc.</b></p> <p>Computer lab and technician to manage the lab. \$50,000 for lab.</p> <p>Hire additional part-time counselors to assist during peak periods, such as application filing period and TAG reviews. \$ 50,000 for counselors.</p>	
<p><b>c. Facilities - scheduled maintenance needs, additional space/offices due to growth, remodeling, etc.</b></p> <p><i>The Transfer Center Office is limited 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. Also, a computer lab is needed and is a basic component of transfer centers state wide.</i></p>	
<p><b>d. Faculty position(s) - faculty priority process and projected full-time needs for 1-3 years above the Counselor formula</b></p> <p><i>Transfer is so complicated and requirements and deadlines change sometimes on a daily basis that it is necessary for 1 full-time counselor to be staffed in the center.</i></p>	
<p><b>e. Staff position (s) - changes staffing needs due to program growth, new technology, etc.</b></p> <p><i>To keep up with the increase in students, greater complexities of transfer issues, maintain a continuous flow of information and technology such as web page and reference page for counselors, the current 2.5 should be increased to 3.0 full-time positions. The Transfer Center lost a 45% position in May 2011; it is currently at lower staffing than in 2007. The position needs to be replaced, ideally with a 100% position.</i></p>	
<p><b>f. Other</b></p>	

**5. Discuss one department/discipline goal linked to Palomar's Strategic Plan 2012 and how it will support the success of students.**

*Strengthen programs and services in order to support our students' educational goals by implementing a date communication system with text and e-mail capabilities, increasing the transfer center space to include a computer lab and hire additional support and counseling staff.*

**6. Student Area Outcome progress:**

**a. Describe a learning outcome at the program level and the assessment method used to measure student learning of that outcome.**

*Increase student knowledge of transfer university choices by providing a college fair. A survey was completed by over 146 students which indicated that the student learning outcome was favorable. The survey also revealed that students were disappointed that some colleges were not at the event, such as CSULB and UCLA. Because of state budget, even with this knowledge, these colleges will not be at the 2010 college fair. Funding for University field trips would help the Transfer Center offer Palomar students options to visit schools like UCLA and CSULB which traditionally do not send representatives for outreach activities outside of their districts.*

*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.**

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*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.*

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

*In order to get critical information to students the Transfer Center has increased its outreach efforts with a weekly presence in the Student Union, club, department meeting and class visits. Transfer application, TAG, and other transfer related workshops are offered on a regular basis, a variety of university representatives continue to visit Palomar to meet with students, a monthly newsletter is distributed campus wide, a transfer counseling summary is distributed to all full time and part time counselors. Each October the Transfer Center hosts a college fair with over 40 colleges in attendance. A survey was completed by over 146 students which indicated the student learning outcome was favorable. A transfer recognition ceremony was held in fall 2007, and fall 2008 and was well attended and received by students.*

*Given the limitations in technology and staffing the transfer center has done an exceptional job in getting information to students and staff in a timely manner. Technology such as the Transfer Center webpage and reference page for counselors has been updated.*

*In fall 2010, the President of Palomar College made the decision that the transfer recognition ceremony was not needed due to the fact that students' may now walk in the graduation ceremony. Most Community Colleges do offer a special ceremony to promote a transfer culture. I believe that Palomar College should have a separate event for transfer students.*

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

**The continued assistance from the office of Research 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.**

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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

Updated by Elvia Nuñez

10/14/11

3/3/08

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Name/signature

Date