

PALOMAR COLLEGE INSTITUTIONAL REVIEW

-2005 NON-INSTRUCTIONAL PROGRAMS DATA COLLECTION FORM-
PLEASE READ "2005 NON-INSTRUCTIONAL PROGRAMS GUIDELINES FORM" BEFORE PROCEEDING.

Non-Instructional Program Reviewed in this Document:

COUNSELING SERVICES DIVISION SUMMARY

1. Progress Report. Review previous year's institutional review. Describe the progress made on any recommendations or areas of need identified in your previous year's review. Specifically, describe progress made toward current department goals and objectives, and learning outcomes.

The **Counseling Services Division (CSD)** is a hybrid of Instructional and Non-Instructional programs and services. The 2004-05 Annual Implementation Plan "STUDENT SUCCESS GOAL" lists the 2nd Objective/Activity as: **"Develop and implement a comprehensive plan to increase and improve student access and utilization of counseling services."**

In response to this, the Division has collaboratively created a CSD Strategic Plan to address: faculty to student ratios; an alternative hiring process for Counselors; space (offices and classroom), staffing and ergonomics issues; coordinated efforts within the division; marketing and communication; staff training and working conditions; structural improvements; and Student Learning Outcomes.

2. Provide effective data sources to evaluate this department. Insert qualitative and quantitative data elements that can be used to evaluate this department—what information do you typically use to document your success and justify expanding your department or budget.

- Numbers of students served
- Ratio of staff/faculty to students
- Educational Plans generated
- Retention and success rates
- Increased district headcount
- Outreach contacts
- Number of high schools served
- Number of Assessment and Orientation sessions offered
- Transfer readiness rates
- Articulation Agreements generated

3. Program assessment. Assess needs of your department dictated by changes in staffing, equipment, training, software/technology and facility needs.

- The Division as a whole needs additional space, a dedicated classroom, replacement and standardized technology, (including VOIP phones in all offices) and additional staff especially in front line areas.
- Categorical and restricted programs need some relief from "unfunded retiree liability assessments." These costs have been taken out of funds intended to serve students.
- The Counseling Department needs a coordinator to manage all classified staff.
- Additional hours (NOHE) for Articulation Officer as a result of increased duties associated with CurricuNet, Degree Audit, LDTP, Academic Advising, Palomar catalog clean-up, ASSIST and OSCAR
- Funding for training, conferences and state and local committee commitments which are necessary for transfer and articulation accuracy.

PALOMAR COLLEGE INSTITUTIONAL REVIEW

4. List accomplishments department has made in the last year.

The Counseling Department assisted a total of 20,304 students last year. Counselors created 9600 student educational plans and increased outreach to 750 Latino students; 1,137 students enrolled in counseling classes. The WSCH to FTEF is 391.3 with an 85.9% average retention rate and an average success rate of 67.2%.

The Articulation Office maintained and updated 650+ articulation agreements; participated in the implementation of CurricuNet; 160 courses, 33 programs and 16 packages of both courses and programs sent through CurricuNet.

Assessment and School Relations program has reinstated the Palomar PEERS Program with an emphasis on recruitment at district high schools and retention; Assessment and Orientation services have increased 7% since last year to over 10,000 students; thirty-seven high schools and 2312 students participated in the 2005 STARS program.

The Career Center assisted 19,840 students during 2004/2005; a new Career Services Director was trained; services were expanded to provide career planning tools on-line (Eureka & Discover); thirty-five staff were trained on Eureka (software and on-line); the Career Search class, COUN 165, was offered 10 out of 12 months, enrolling 772 students.

The Transfer Center assisted approximately 2340 students with applications, cross-enrollment, admissions guarantees, education plans, and other various transfer issues. General counselors are also assisting another 2400 students with transfer issues; events, workshops, and fairs were sponsored including a Transfer Recognition Celebration for 200 students, parents, and friends, who successfully transferred to four-year institutions.

EOP&S & CARE Programs exceeded their goals and served 1294 students (unduplicated count) during 2004-2005; a permanent Director was hired in 2004 and two full-time Counselors, CalWORKs and EOPS/CARE, were hired in 2005. The outreach office holds regular workshops to assist students in applying for FAFSA, and in 2005 the department has made FAFSA submission a requirement for participation in the EOPS/CARE Program.

Disability Resource Center (DRC) served 1251 students; had a fall 2004 total of 1.35 full time faculty equivalents and 137 students enrolled in DRC classes; the WSCH to FTEF is 403.2 with an 87.5% average retention rate and an average success rate of 74.2%.

Grant Funded Student Programs, (GFSP) students served: GEAR UP 1999 =6,000+; GEAR UP 2005 =3,000+; SSS =225; EOC =1,000; UB = 165; successfully secured renewals on the **GEAR UP** (\$12 Million, 7 years, 2005-2012) and **TRIO SSS** grants (5 years, 2005-2010).

PALOMAR COLLEGE INSTITUTIONAL REVIEW

5. List the department's current goals and objectives. (2-3 measurable goals that are congruent with Palomar College Strategic Planning Goals)

The Counseling Department is committed to increasing the number of Counseling 110 courses at local high schools; increasing the number of internet courses; increasing the course offerings of COUN 115 and 120; and researching the need to implement a "First Year Orientation Program" to include Counseling courses; and developing a Counseling 110 course consisting of three one unit modules; replacing retiring faculty; updating counselor's computer equipment to maintain currency with technology and web access; increasing classified staffing to meet increased demand at the front desk; improving and expanding facilities to respond to the demand of the student.

Articulation Office staff plan to continue to: develop prep for major articulation agreements; train faculty in CurricuNet; train for the implementation of Academic Advising; finalize the probation and dismissal policies; participate in catalog clean-up of group repeatability; renumber Computer Science and Graphic Communications courses; work with the CSU system articulating LDTP major prep; provide ASSIST training for faculty, staff and students; update and maintain the Articulation web site; attend and participate in professional organizations, conferences and workshops relevant to articulation issues; maintain liaison activities with faculty and deans to expand transferable curriculum.

The Assessment and School Relations will continue to use COMPASS and increase number of high schools and education centers where it will be available; place Palomar PEERS at all district high schools to encourage students to attend Palomar as a 1st choice college assisting them to transfer to competitive universities; serve as mentors to enrolled/at risk students to assist with retention; continue to increase number of students who are assessed and attend orientation; develop programs that assist in registration and the difficult transition from high school to college.

The Career Center staff plan to increase the number of students enrolling in COUN 165. Given the importance of Technology competencies in Learning Outcomes, the Career Center plans to upgrade computers in the Career Center.

The Transfer Center staff plan to: continue to assist students with obtaining correct information regarding transferring to four-year institutions; continue dissemination of accurate transfer information to Counselors and Teaching Faculty; develop a Transfer Planner which will assist students to gain accurate information regarding transferring to four-year institutions and distribute to a minimum of 100 students.

EOP&S goals include: explore development/ expansion of Academic Achievement Program for summer 2006; evaluate new Probation policy to include a progress report for students placed on probation; Strengthen the marketing/outreach focus on recruiting the "neediest of the needy"; sponsor a full day Foster Youth conference in February 2006; expedite services to new EOPS students, schedule counselors to be available immediately following new student orientations to complete Ed Plans; develop a CalWORKs Work Study Program, and expand Job Development for CalWORKs students; strengthen the relationship with Financial Aid and require students to submit FAFSA application in order to apply for the EOPS/CARE Programs; work with the district to pick up costs for unfunded liability health retiree benefits.

Disability Resource Center (DRC) will re-write one existing course outline to incorporate SLOs and CurricuNet guidelines; introduce one topics course under DR 47 banner; re-establish permanent full-time position of Alternate Media Technician to assure that increased demands for these services are met with consistent quality; establish a web-based professional development activity for faculty (Accommodating Students with Disabilities in the Classroom) adapted from a program developed by Santa Monica City College; develop strategies to increase fiscal efficiency of the program.

PALOMAR COLLEGE INSTITUTIONAL REVIEW

Grant Funded Student Programs, (GFSP) plan to: obtain adequate and appropriate office and student/work space for all GFSP on the San Marcos campus and/or at the Escondido Center; write the renewal for the USED's North County Educational Opportunity Center (NCEOC) grant and secure it for another period (2006-2011); write two USED Talent Search (TS) grants to be funded for 2006-2011; increase the number of grant programs proposals/applications submitted by Palomar College to state, federal, private, and corporate agencies/organizations; increase the coordination and partnerships of all Grant Funded Student Programs staff, services, events, and programs, with local schools, colleges, universities, community organizations, civic groups, commerce and business entities, and within Palomar College; enhance efforts to compliment student services and student outreach, access, and retention programs at Palomar College and in North County San Diego through innovative grant programs and educational partnerships.

6. Learning outcome goal and objective. Identify one learning outcome that has been incorporated in one course in the program and identify a measure for determining whether the learning outcome has been achieved.

Counseling Department Learning Outcomes: Counseling courses teach goal setting, personal development, critical thinking, and an appreciation for cultural diversity and information technology skills. The measurement of learning outcome may include the creation of an Education Plan with the declaration of a major or career goal selected by the student.

Articulation Office Learning Outcomes: Personal Development and Responsibility – Self Management: Define and communicate classroom and college expectations of students that foster shared responsibility for learning outcomes: Increase student awareness and use of student support services.

Assessment and School Relations Learning Outcome: Students are assessed for English, reading and math using COMPASS, a computer based assessment, then view an electronic Orientation to College and submit an electronic supplemental matriculation form. These students will demonstrate a basic level of competency in using technological resources in completing computer based inventories related to instructional preparedness.

Career Center Learning Outcome: Information Competency: Students will use the computers in the Career Center lab to find and evaluate career and training information. The Center will use SARS tracking system to track the use of computers by students. Students will increase their knowledge and skills in using and successfully retrieving information technology in the Career Center.

Transfer Center Learning Outcome: Transfer Center Learning Outcome: Technological Competency: Students will use technological applications to find, and organize information. All transfer students must apply online for admissions to CSU and UC systems. All students must look up prep for major through the internet, and may explore campuses and admissions requirements to various four-year institutions.

EOP&S, CARE and CalWORKs Student learning Outcomes: First-time EOPS students enrolled in Counseling 110 and a Basic Skills course during the summer will clarify their educational and career goals and develop an Ed Plan. Student records in the EOPS file document student contacts during each semester with their counselor and progress towards achieving their educational and career goal. Outreach staff and student workers provide group & individual assistance with completing the BOGW and the FAFSA on-line thereby assisting students to improve their computer literacy skills and remain current with recent technology developments. These students will be able to assist other students in completing an on-line application to the college, to the EOPS Program and financial aid applications, university transfer applications, etc.

PALOMAR COLLEGE INSTITUTIONAL REVIEW

Disability Resource Center (DRC) Learning Outcomes: After a student is assessed for learning disabilities, they meet with a counselor to determine functional impacts of those learning disabilities in the learning environment. With the counselor’s assistance, the student begins the process of goal setting and the development of self-advocacy skills. At future meetings with the counselor, progress in these two areas is discussed and plans for modifications are implemented.

The Grant Funded Student Programs Learning Outcome: Personal Development and Responsibility. The outcome can be measured by the achievement rates of the students served and with pre-test/post-test surveys provided for students’ self-report data.

This Report Prepared By: Lynda Gavigan Halttunen 11/08/05
Name (print and initial) Date

This Report Submitted To: _____
Name (print and initial) Date

FEEDBACK & SUGGESTIONS TO INSTITUTIONAL REVIEW COMMITTEE FOR NEXT REVIEW:

Non-Instructional Programs also contribute to Student Learning Outcomes.
A place should be included in the forms for the information.