

# 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: EOPS / CARE / CalWORKs 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.

Goals that were met: During 2004 – 05 the EOPS/CARE exceeded their recruitment goal of 1200 students (1294). A permanent director was hired in 2004. The CalWORKs grant was secured and expanded, including hiring a full time counselor in January 2005, thereby increasing services. The number of ESL students enrolled in EOPS/CARE & CalWORKs Programs has increased: we will work with Research to document the increase. Counseling 110 was offered in Summer 2003, & Spring 2004 for bilingual students. A decision was made to not offer CalWORKs pre-assessment workshops, but to work with students in developing their resume and improving their interviewing skills, raising self esteem, etc. Student workers in EOPS & ESL were hired with BFAP monies to assist students in applying on-line for BOGW & FAFSA. The outreach office holds regular workshops to assist students in applying for FAFSA, and the department has made submission of an application a requirement (Fall 2005) for participation in the EOPS/CARE Program.

The department met to discuss student learning outcomes and the identification of said outcomes for the department is in progress.

**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.

Data for 2004 – 05: MIS; GPA (2.16), cumulative GPA for Spring 2005 (2.33) ; ratio of counselors to students (4.5: 1194); retention rate (81%); graduates (71 AA degrees, 22 Certificates, and 25 transfers); ethnicity (White/Caucasian 35%; Black/African American 11%; Hispanic/Mexican American 37%; Asian/Pacific Islander/Southeast Asian 7%; American Indian/Native American 2%; Filipino 3%; Other 5%); Course completion (70%);

The Student end of semester form is used to determine whether a student will return to EOPS, and if not, why not. Front desk staff contact students who have not completed the required number of counseling contacts with the program. Outreach tracks student questionnaires on how they found out about the program. Outreach does follow up phone calls to students who have applied to the program and have pending applications, reminder calls for new student orientations, FAFSA workshops, etc.

The Advisory Committee annually meets in March for program updates and feedback.

Expanding from 1200 – 1500 EOPS students this year; requesting additional funding from CCCSO.

In the last year an additional cost of \$28,508 has been charged to these programs for the unfunded liability health retiree benefit, resulting in a hardship for the programs by reducing services & awards to students.

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

During Fall 2004 additional part-time counselors were hired due to shortage of full time counselors, and student enrollment in the Programs increased due to return of EOPS/CARE/CalWORKs Outreach and effective techniques. This year's outreach goal is to increase the Program by another 300 students, thereby necessitating additional counselor hours to meet the required 3 contacts per student, as per Title V. Additional office space for counselors will be needed as the Programs grow. With the full time CalWORKs counselor and expansion of the Work Study and Job Development facets of the program, more students are participating in CalWORKs and more ESL students have enrolled for services necessitating additional office space to accommodate the increasing student population. To be consistent with campus wide communication, voice over telephones need to be funded by the district (Title V will not pay for this equipment for EOPS/CARE).

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

Expanded outreach services to include fulltime staff & 4-6 student workers; increased EOPS/CARE enrollment by 200 students, and CalWORKs by 40 students; hired a fulltime EOPS/CARE counselor and a fulltime CalWORKs counselor in January 2005; hired .45 FTE CalWORKs accounting assistant; developed local Child Care forms to expedite payment to child care providers; provide CARE/CalWORKs students with workshops on resume writing, interviewing techniques, time management, money management;

Reinstated the Academic Achievement Program during Summer 2005; hosted Summit Conference for North County CARE/CalWORKs students; hosted Foster Youth conference Fall 2004 with CSUSM; hosted Western Center for Law workshop for CARE / CalWORKs students in North County; participated in NCHEA "A Framework for Poverty" conference;

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

- 1) Explore development/ expansion of Academic Achievement Program for summer 2006;
- 2) Evaluate new Probation policy to include a progress report for students placed on probation;
- 3) Strengthen the marketing/outreach focus on recruiting the "neediest of the needy".
- 4) Sponsor a full day Foster Youth conference in February 2006;
- 5) To expedite services to new EOPS students, schedule counselors to be available immediately following new student orientations to complete Ed Plans and student file.
- 6) Develop a CalWORKs Work Study Program, and expand Job Development for CalWORKs students.
- 7) Strengthen the relationship with Financial Aid and require students to submit FAFSA application in order to apply for the EOPS/CARE Programs.
- 7) Work with the district to pick up costs for unfunded liability health retiree benefits.

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**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.

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.

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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.**