

Annual Counseling Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name: Counseling

Student Service Program Mission: To help students make appropriate and successful educational decisions, set achievable goals, adjust to changing roles in global society and resolve personal concerns that can interfere with the ability to succeed in their college experience.

Program Review Team:

Name	Department	Position
Laureen Balducci Suzanne Yamada	CNSL CNSL	Dean of Counseling and Matriculation Division Administrative Assistant
Anabel Arreola-Trigonis Laurie Bertani Beatrix Cashmore Jerry Cellilo Vivian Cohen Leticia Delgado Cathy Denver LeeAnn Emanuel Isaac Escoto Carol George Fatima Jinnah Brenda Johnson Kimberly Lane Andy Lee Debra Lew Tobias Nava Elaine Piparo Lety Serna Victoria Taketa Dee Vance Lee Voltaire Villanueva Tilly Wu	CNSL	Counselors

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	33,615-duplicated (SARS) 15,736 (FTES)	39,092-duplicated (SARS) 16,129 (FTES)	40,009-duplicated (SARS) 15,270 (FTES)
Full-time FTEF	23	22	21
Part-time FTEF	5	3	2
Full-time Staff	7	7	7
Part-time Staff	0	1	1

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?): Tracked through the Student Appointment System (SARS). The trend has been continued growth in the number of student contacts (duplicated).
2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) Ethnic breakdown of data is not available through SARS.
3. Staffing structure (Does the staffing structure meet the program's or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
 - i. Which aspects of the work are key to the institution's mission? All aspects of the College's mission involve counseling in transfer, workforce development, and basic skills.
 - ii. Has the staff increased, decreased or remained the same to meet those changes? Counseling faculty have decreased by two full-time positions and four part-time positions. Staffing positions have also decreased with elimination of two administrative assistant positions. However, we added a full-time Evaluator position.
 - iii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way? Implementing Banner and DegreeWorks has increased workload for Counselors and staff.
 - iv. Does the workload have significant peaks and valleys during the fiscal year? If so, describe. Counseling is consistently busy through the year however peak times are pre-registration, registration, Transfer applications in the fall and summer session general counseling.
 - v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? At this time Counseling is expected to remain constant
 - vi. If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative

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consequences of too much work and maintain a positive atmosphere?

Through teamwork and positive reinforcement, the division will strive to continue to effectively serve students.

- vii. What steps can be taken to improve your program or department's organizational efficiency within its current budget? Reorganizing positions, reclassifying positions as needed and DegreeWorks was implemented to increase efficiency. Continue to hire Federal Workstudy student workers to assist with staffing Front Desk.
- viii. What strategies have been used to improve the delivery of support services within the program or department? Implementing DegreeWorks and continued use of SARS for self-service Counseling appointments.
- 4. Workload measures (includes budget details). Describe the program's workload measures as developed within the Student Services process.
- 5. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)
- 6. Basic skills programs (If applicable) Puente, Pass the Torch and Mfumo (currently on hiatus)
- 7. Transfer Programs (If applicable) All transfer related: TAGS, College Reps, Workshops, Transfer Fair
- 8. CTE Programs: Labor/Industry Alignment (If applicable) Counseling related to CTE programs. Career Center and Career Conference.

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Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year's Four Column Report for SA-O/SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2010-2011

Unit Assessment Report - Four Column

Foothill College SA - Counseling

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
<p>SA - Counseling - 1 - Steps - After completing a counseling appointment, a student will be able to articulate the steps to reach their educational goals.</p> <p>Year(s) to be Assessed: 2010-2011 2011-2012 2012-2013 2013-2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Completed student AA/AS degrees and transfer applications.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase students success through completion of their goals of obtaining and AA/AS degree, certificate or transfer.</p>	<p>10/19/2011 - Counselors need to have 100% counseling appointments versus Drop-In to accommodate the students who need an educational plan to achieve their goals of obtaining a degree or transfer.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Additional counselors and a front desk Admin I would be very helpful to assist the amount of students the counseling division serves.</p>	<p>11/21/2011 - Continue with 100% counseling appointments versus Drop-In and utilize SARS data gathering and student surveys to assess completion of educational plan within 30-minute counseling appointment.</p>
<p>SA - Counseling - 3 - Resources - After meeting with a counselor, a student will be able to identify college and community resources to attain their goals.</p> <p>Year(s) to be Assessed: 2010-2011 2011-2012 2012-2013 2013-2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Through CNSL 50 courses, students will learn about college and community resources</p> <p>Assessment Method Type: Data</p> <p>Target: Increase student awareness of resources available to them.</p>	<p>10/14/2011 - Students were introduced to resources both on campus and off that would assist them in obtaining their goals. Resources such as Career and Transfer Center, Tutorial Center, Psychological Services, etc.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for marketing and program events.</p>	<p>11/04/2011 - Through CNSL, CRLP classes, Career and Transfer center workshops and events, students remain aware of services in Counseling and throughout the campus.</p>

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<p>SA - Counseling - DegreeWorks - Students who complete the Ed Plan process in DegreeWorks will be able to manage and adjust their plan to meet their educational goals.</p> <p>Year(s) to be Assessed: 2011-2012 2012-2013 2013-2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Run query in Argos to pull data from DegreeWorks.</p> <p>Assessment Method Type: Data</p> <p>Target: 50% of student body</p>		

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Unit Assessment Report - Four Column

Foothill College

SA - Counseling

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<p>SA - Counseling - Increase 30-minute Counseling Appointments - Students who complete 30-minute appointments versus 10-minute Drop-In will be able to complete their educational goals more efficiently.</p> <p>Year(s) to be Assessed: 2011-2012 2012-2013 2013-2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Utilize data from SARS and student surveys.</p> <p>Assessment Method Type: Data</p>		

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2.3 Please provide observations and reflection below.

2.3.a Service Area and/or Student Learning Outcomes

What findings can be gathered from the SAO Assessments?

1. With an addition of a counselor in 2010/2011, students have access to more counseling appointments to assist with reaching their academic goals.
2. Students were able to complete more Transfer Admission Agreements (TAGs), and receive more career advising.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SAOs/SLOs?

Data confirms the Counseling Divisions need to seek an additional counseling position.

2.3.c Do the SAOs/SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

Yes.

2.3.d How has assessment of SAOs/SLOs led to improvement in student success at the institution?

With more counselors available, students will be encouraged to attend more counseling appointments, thereby reaching their academic goals.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SAO/SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force)	How will this action improve student learning/success?
Offering more counseling appointments and hiring more counselors	Helping students reach their academic goals.	ALL	Allow students to accurately plan for their academic goals such as AA/AS degrees, Transfer & Career goals.
Introduce and encourage use of DegreeWorks to students	Increase number of Educational Plans utilizing Degreeworks	ALL	Students will actively participate in planning for their educational goals.

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Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's *Core Missions, Educational & Strategic Master Plan*, the Division plan, and SLOs.

3.1 Program Relation to College Mission/Core Missions

The Counseling Division supports all three of the core missions, Transfer, Workforce and Basic Skills.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Hire more staff and counselors to better serve students	2010-2011	Hired one counselor and one part-time counselor	
Marketing the Division	Ongoing	Revising website; PowerPoint presentation on LCD in Counseling office; League of Innovation Conference presentations	

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
DegreeWorks implementation and training	Ongoing	DegreeWorks will be introduced to new students in CNSL 50 and ongoing student workshop training as needed for returning students	Successful completion of Education Plan
Continue with 30-min. Counseling appointments in lieu of Drop-In for students	2011-2012	Access SARS data and student surveys	Students will have more time with counselors to discuss their academic goals.

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Administrative Assistant I		Provides direction and guidance to the day-to-day functions of the Counseling office and assist students with general questions and referrals. Coordinate SARS scheduling (for Counselors) and assist students with making appointments	
Student Success Specialist (District title: Academic Advisor, Level 46)		Assist with prerequisite clearances, clear holds, DegreeWorks, and quick questions.	

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Student Front Desk Workers	\$30,000	Assisting Admin. Assistant I answering phones, and helping students with general questions.	

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

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Program:

Updated:

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Section 5: Program Strengths/Opportunities for Improvement

5.1 Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program.

Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Counseling effectively provides matriculation and counseling services to assist with enrollment and retention, particularly in the areas of Basic Skills and Transfer. Counselors provide academic, transfer, and personal counseling and support to students through appointments, phone, email, online counseling forum and counseling classes.	Counselors have been instrumental in helping to generate a high transfer rate for students as well as providing clarification of career and educational goals.
Weaknesses	The Counseling Division has been down two counselor positions and part-time counselors due to lack of funding. Students find it difficult to book appointments and we need to fill this void.	SARS detects the NO SHOW appointment rate to be 17%. In order to rectify this and open more appointments we will need to restrict students missing two appointments.
Opportunities	Building DegreeWorks as a degree audit tool, to assist Counselors with student's educational goals and Educational Plans.	DegreeWorks will enable students to see what additional coursework needed to complete their AA/AS degrees and Certificates of Achievement.
Threats	Budget constraints mean that the Counseling Division will service more students with less Counselors and less Staff.	Continual increase in students needing counseling services, and lack of Counselors and Staff to meet that need.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? Implementation and teaching students how to use DegreeWorks as a tool towards their educational goals.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the Program Review Team regarding overall program viability? N/A

5.4 Address the concerns or recommendations that were made in prior program review cycles? The concerns and recommendations were to hire another Counselor and an Evaluator but we were only able to hire an Evaluator.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? Our strengths are that we are able to serve all college programs and that we continue to have a high transfer rates.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

Program:

Updated:

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6.1 Strengths and successes of the program as evidenced by the data and analysis: Fully utilized 30-minute counseling appointments versus 10-minute Drop-In sessions.

6.2 Areas of concern, if any: Implementation and training of students utilizing DegreeWorks and counseling NO SHOW rate and lack of staffing.

6.3 Recommendations for improvement: Hold DegreeWorks workshops, introduce DegreeWorks in Counseling 50 classes, hire more Counselors and Staff.

6.4 Recommended Next steps:

Proceed as planned on Program Review Schedule.

Further review/Out of Cycle In-Depth Review