Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase 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, 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.

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
7. Vice President's comments

2012-2013 Submission Deadline:
• Program review documents are due to Director/Dean by December 14 for completion of Section 6.
• Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

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.

Total number of Full Time Faculty:	21
Total number of Part Time Faculty:	5

Existing Classified positions: 8

Program Review Team and Departments:

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

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	39,092-duplicated (SARS) 16,129 (FTES)	40,009-duplicated (SARS) 15,270 (FTES)	27,000-duplicated (SARS)
Full-time FTEF	22	21	21
Part-time FTEF	3	2	5
Full-time Staff	7	7	8
Part-time Staff	0	0	0

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?): 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. Please describe services offered off campus and how these services are assessed and measured. SARS is used to determine the number of students served through Counseling at Middlefield. Student surveys assess quality of the counseling appointment.
4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
   No.
      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? Full time faculty have decreased with a loss of four full-time counseling positions in 2012. Staff has increased by one in Assessment/Testing due to reorganization of DRC testing.
      iii. How has technology affected the workload in your office? DegreeWorks has added work to counselors due to training and implementation.
      iv. Does the workload have significant peaks and valleys during the year? If so, describe. Counseling is consistently busy through the year. However, peak times in Counseling are pre-registration, registration, transfer applications, and TAGS in the fall and summer session. In addition, peak times in Evaluations is prior to graduation and certifying IGETC/CSU GE in spring and summer.
      v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? Increase due to more students and less counselors.
      vi. What steps can be taken to improve your program or department's

organizational efficiency within its current budget? Technology such as Degreeworks is helping with efficiencies in degree processing; referring students to our online resources such as ASK Foothill and Student Lingo. 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.

    vii. 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. Continued Counseling In-Services, Student Services Retreats and Professional Development have helped improved delivery of student services.

5. General budget analysis by category of expenditures.
   a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor	0	
Copy Costs/Printing	$5000/yr	Quick Copy, Oce Copier etc.
Equipment	$1000/yr	Duplexer, color inkjets, memory
Software	$500/yr	Adobe Creative Suite etc.
Stipends	$30,000	Student workers and interns
Travel	$4000/yr	Conferences ie League of Innovation, DegreeWorks, Banner
Other (please note)	$3000/yr	Toner, Office Supplies, paper
All Category Total	**$43500**	

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission. Puente, Pass the Torch, Mfumo (currently on hiatus) programs to assist underrepresented student populations.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
   a. Please discuss current outcomes or initiatives related to this core mission. Counseling related to Workforce programs.
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program: Through general counseling, program counseling,(Puente & Pass the Torch),and having counselor

liaisons to high school helps to increase outreach and retention to underrepresented students. In addition, Transfer counseling assists students with TAGs (Transfer Agreement Guarantees) that serves underrepresented students specifically.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College
SA - Counseling

Mission Statement: The mission of the Counseling Division is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society and resolve academic, transfer and career concerns that can interfere with the ability to succeed in their college experience.
Primary Core Mission: Transfer
Secondary Core Mission: Workforce
Tertiary Core Mission: Basic Skills

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Counseling - Barriers - Students will identify their barrier(s) to their educational success. **Year(s) to be Assessed:** 2011-2012 **SA-SLO Status:** Active	**Assessment Method:** Complete student assessment through testing. **Assessment Method Type:** Data	06/22/2012 - 20% of students overcame barriers learning about financial, educational (basic skills level) and personal barriers. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional Counselors available to serve students.	09/06/2012 - We were able to offer more Counseling appointments versus drop-in, allowing 75% more Counselor's time was solely devoted to discussing barriers, goals, transfer and career issues. ————————————
	Assessment Method: SARS report to indicate number of Counseling appointments. **Assessment Method Type:** Data	09/06/2012 - Counselors had over 10,000 individual appts. with student. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need more Counselors	09/06/2012 - We had more quality appointments versus quantity appointments, in that we eliminated drop-in sessions with Counselors and added counseling appts. ————————————
SA - Counseling - Academic Steps - After completing a counseling appointment, a student will be able to articulate the academic steps to reach their educational goals. **Year(s) to be Assessed:** 2011-2012 **SA-SLO Status:** Active	**Assessment Method:** Create and/or update Educational Plan. **Assessment Method Type:** Data **Target:** Monitor progress of student educational goals and their understanding of the necessary academic steps.	09/21/2012 - With new DegreeWorks educational planning software, the Counselors and students have 24/7 access to educational plans **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 06/22/2012 - Counselors need to have 100% counseling appointments versus Drop-In to	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		accommodate the students who need an educational plan to achieve their goals of obtaining a degree or transfer. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional counselors and a front desk Admin I would be very helpful to assist the amount of students the counseling division serves.	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. ————————————
SA - Counseling - Resources - After meeting with a counselor, a student will identify college and/or community resources to attain their goals. **Year(s) to be Assessed:** 2011-2012 **SA-SLO Status:** Active	**Assessment Method:** Through CNSL 50 courses, students will complete a student resource checklist. **Assessment Method Type:** Data **Target:** Increase student awareness of available resources.	09/25/2012 - Students that took CNSL 50 learned information regarding career, transfer, matriculation, tutorial and psychological services. It was helpful to have guest speakers in the CNSL 50 class from various campus programs and the students were able to find out first hand about available services. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		06/22/2012 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for marketing and program events.	09/25/2012 - Students that took CNSL 50 learned information regarding career, transfer, matriculation,tutorial and psychological services. It was helpful to have guest speakers in the CNSL 50 class from various campus programs and the students were able to find out first hand about available services. ———————————— 09/06/2012 - Continued referrals made to programs and services on and off campus to assist students.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
			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.
			10/14/2011 - More marketing of programs and services since students indicated to Counselors through conversations that they were unaware of many of the services available to them.

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below. See template

2.3.a What findings can be gathered from the SA-SLOs assessments? See template

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs? Teaching DegreeWorks in Counseling 50 classes so students are aware of and can access Degreeworks 24/7.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities student's need from those services in order to succeed? Yes, see template.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution? It's helping counseling division determine what's needed for support and success of students.

2.4 Annual Action Plan and Summary: Using the information above, list the Service Area's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Offering more counseling appointments	20% of students overcame barriers	Students were taught about financial aid, transfer, and utilized basic skills programs.	They will generate educational plans towards career and transfer goals
2 Create educational plan	Students had more accessibility to creating educational plans through DegreeWorks	Education Plans facilitates Transfer	Students will complete Associate and transfer degrees
3 Students will take counseling coursework	Division is offering 20% more Counseling courses, i.e. CNSL 5, CRLP 70, etc	Students are introduced to college and community based programs	By utilizing services and programs on campus such as tutorial center, and special programs to supplement educational success

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 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	

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Continued training in DegreeWorks	Ongoing	Successful completion of Educational Plan toward their college/transfer/career goals	Counselors will teach DegreeWorks in Counseling 50 classes and will continue to conduct workshops. DegreeWorks training materials are posted in student's MyPortal.
Continue with 30-min. Counseling appointments in lieu of Drop-In for students	2012-2013	Access SARS data and student surveys	Students will have more time with counselors to discuss their academic goals.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
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

Counselor Specialist		Assist with prerequisite clearances, clear holds, DegreeWorks, and quick questions.	

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
n/a		

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
n/a		

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Student Front Desk Workers	$28,000	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 3.2 and/or rationale
n/a		

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. The Counseling Division will now be down to four 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.

	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 five 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 26%. In order to rectify this and open more appointments we will need to restrict students missing two appointments.
Opportunities	By using DegreeWorks as a degree audit tool, it assists Counselors and students with student's educational goals and Educational Plans.	DegreeWorks will enable students to see what additional coursework needed to complete their AA/AS, AA/AS-T degrees, Certificates of Achievement and for transfer.
Threats	Budget constraints mean that the Counseling Division will serve more students with less Counselors and less Staff.	Continued increase in students needing counseling services, and lack of Counselors and Staff to meet that need.

5.2 What <u>statements of concern</u> 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? Students have said they are frustrated with lack of counseling appointments. In addition, faculty have expressed lack of counselor representation on campus committees. However, with the reduced number of counselors this prevents participation on many campus committees.

5.3 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program? Implementation and usage of Degreeworks and continuation of generating student data numbers through SARS GRID; anticipation of the Counselor Specialist position to start in January 2013. Students have given positive feedback regarding 30-minute appointments versus Drop-In—offering quality appointments versus quantity of students served.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: fully utilized 30-minute counseling appointment vs. 10 minute drop-in has been successful; implementation of DegreeWorks; implemented same day counseling appointments for students when we had cancellations.

6.2 Areas of concern, if any: lack of budget for staffing counseling front desk; lack of full time and part-time counselors due to retirements and budget constrains; DegreeWorks still has glitches that are continually being addressed.

6.3 Recommendations for improvement: Hire more staff and faculty to keep up with the student demands.

6.4 Recommended next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review