

Basic Program Information

Department Name:

Counseling

Division Name:

Student Services

Program Mission(s):

<p>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.</p>
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Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Laureen Balducci	Counseling/Student Services	AVP Student Services, Dean of Counseling
Lan Truong	Counseling	Counselor
Leticia Serna	Counseling	Counselor
Andrew Lee	Counseling	Counselor
LeeAnn Emanuel	Counseling	Counselor
Fatima Jinnah	Counseling	Counselor
Tilly Wu	Counseling	Counselor
Laurie Bertani	Counseling	Counselor
Debra Lew	Counseling	Counselor
Elaine Piparo	Counseling	Counselor
Cathy Denver	Counseling	Counselor
Isaac Escoto	Counseling	Counselor
Tobias Nava	Counseling	Counselor
Janet Weber	Counseling	Counselor
Leticia Delgado	Counseling	Counselor
JR Jimenez	Counseling	Counselor
Leslye Noone	Counseling	Division Admin. Assistant
Suzanne Yamada	Counseling	Evaluations Specialist
Mrinmaie Deshpande	Counseling	Interim Counseling Services Specialist

Total number of F/T Faculty:	17
Total number of P/T Faculty:	4

Please list all existing Classified positions:

Division Administrative Assistant

Transfer Coordinator

Comprehensive Student Services Program Review Template for 2014-2015

Graduation and Evaluations Coordinator
Evaluations Specialist
2 Counseling Service Specialists
Admin Assistant I TEA

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

a. Students served (How was this tracked? What is the trend over the last 3 years?):

We use the eSARS online appointment system so that students have access to make appointments 24/7. See Charts 1 and 2 below. Additionally, the student employees working at the Counseling Front Desk participated in a daily desk audit of phone and face-to-face contacts and handling of documents spanning May 22-October 1, 2014, inclusive (Chart 3 below).

June 30, 2012, two counselors retired and they were not replaced. In addition, in Fall 2012, two counselors had reduced contracts of 18 hours/week and this affected the number of drop-in and additional contacts (all non-appointments/drop-in related contacts i.e. email, phone etc.) reported. December 2012, two more counselors retired and were not replaced resulting in fewer appointment/drop-ins/additional contacts. With a net loss of 4 counselors to retirement and not replacing them resulted in a loss of 120 student contact hours per week. In January 2014, one full-time counselor was hired. At the end of June 2014, three more counselors retired totaling a loss of seven counselors and one replacement.

Chart 1

	2011-2012	2012-2013	2013-2014	% Change
Appointments Attended	14,382	14,279	14,130	-.01%
Drop-In	4,926	679	1,018	+33%
Additional Contacts	14,062	10,956	9,290	-15%
Total	33,370	25,914	24,438	-6%

(Note: Appointment data above does not include EOPS, DRC, or Athletics)

Chart 2

	2011-2012	2012-2013	2013-2014	% Change
*SARS Web Search Failures	Data not available	155,434	182,869	+15%
*Defined: student attempts to find appointments via online eSARS appointment system but no appointments were available.				

This data was obtained via the following sources:

_____ CCC Apply; _____ Ask Foothill; _____ Credentials; X SARS
 X Other (List) _____

Chart 3

Front Desk contacts			
<u>Dates</u>	<u>Phone and Face-to-face</u>	<u>Documents handled</u>	
May 22-30, 2014	706	96	
June 1-30, 2014	2,768	537	
July 1-31, 2014	1,790	266	
August 1-31, 2014	1,506	193	
Sept. 1-10, 2014	1,691	361	
Totals	8,461	1,453	9,914

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

Overall, 75% of students served are Asian, Latino or White (74% in 2011-2012; 78% in 2012-2013; 73% in 2013-2014). In comparison to the college ethnic breakdown, in 2013-2014, it is the same (77%) for these three groups combined. African American and Filipino students represented 6% of the students served compared to Foothill's 5%. Native American and Pacific Islanders remained the same.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Students served off campus at Middlefield campus for counseling, transfer, personal, career and disability resources. CNSL 5 Introduction to College courses were also conducted at local high schools, CCOC and Year-Up.

Data for this area is based on services offered at the following locations:

1. ☒ Middlefield
2. ☒ CCOC
3. ☒ Other (List) local high schools

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The staffing structure for Counselors has been in flux over the past three years. Loss of counseling contact hours due to retirement equaled 210 (7 retirements X 30 contact hours/week) (see chart 4 below). In addition, other leaves/absences, programs (Puente, Pass the Torch), committee involvement (i.e. Curriculum, etc.), and shared governance responsibilities varied per quarter resulting in fewer student contact hours. We are currently not fulfilling student demand for counseling appointments as evidenced by the SARS Web Failure numbers (up 15% in 2013-2014) indicated above (see chart 2).

There are many reasons students need to meet with a counselor:

- In anticipating the 3SP mandate for every student to have Student Education Plans (SEP)
- Assisting students with navigating the complicated transfer process
- Personal counseling issues
- Course selection and planning
- Choosing a major
- Career Counseling
- Probation & Disqualification

Even with the addition of several overload teaching assignments, the trend for being available for counseling appointments have continued to decline over the past three years (see Chart 4 below). There is a clear need for more counseling positions due to student demand. As per the 2014-2015 Student Success and Support Program Plan sent to the state, it was estimated that Foothill Counselor student ratio to be approximately 1:1002. Given the implementation of the 3SP mandate effective July 2014, we expect the demand for Counseling 5 and counseling appointments will increase thus requiring more full-time counselors to be employed.

The staffing structure for the Counseling office was reorganized. In 2010, the full-time Admin I position assigned to covering the front desk was eliminated due to lack of funds. Since then, it has been a challenge to provide consistent and professional service to our students and Counseling Division. Heavy reliance on student workers and TEAs has resulted in spotty coverage and an inconsistent knowledge base; therefore, causing student frustration. The Division Administrative Assistant was assigned to cover the front desk 20+ hours per week in addition to maintaining a “regular” workload. See Chart 3 (above) to see the number of front desk contacts and amount of paperwork handled.

Chart 4

2011-2012	2012-2013	2013-2014	Fall 2014 Quarter
23 F/T Counselors - with 3 on Maternity Leave or Reduced Contract 3 Article 19 2 P/T Counselors 2 Counselors retired in June 2012	19 F/T Counselors - with 2 on Reduced Contract 4 Article 19 2 P/T Counselors 2 Counselors Retired in December 2012	19 F/T Counselors - With 1 on Reduced Contract 4 Article 19 2 P/T Counselors 1 F/T Counselor hired in Jan. 2014 3 Counselors retired in June 2014	17 F/T Counselors 3 Article 19 4 P/T Counselors 1 F/T Counselor Resigned 1 New F/T Counselor to be hired in January 2015

(NOTE: this chart includes numbers of counselors in EOPS, Counseling, International, DRC and Athletics)

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
IGETC UC Certification	X		
IGETC CSU Certification	X		
CSU GE Certification	X		

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
IGETC UC*	346	299	316	+5%
IGETC CSU*	20	14	15	+.07
CSU *	78	51	56	+9%

*Data provided by Foothill Institutional Research & Planning office

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

n/a

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

n/a

b. Department Level Data (Counseling Courses)

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	3,132	3,101	2,970	-4.2%
Productivity (College Goal 2012-13: 535)	314	408	398	-2.5%
Success	2,427	2,410	2,287	-5.0%
Full-time FTEF	4.4	2.8	2.8	-0.4%
Part-time FTEF	Not listed			

b. Department Level Data (Career Life Planning Courses)

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	558	620	504	-18.7%
Productivity (College Goal 2012-13: 535)	425	431	407	-5.5%
Success	367	439	348	-12.5%
Full-time FTEF	1.2	1.3	1.2	-5.1%
Part-time FTEF	Not listed			

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

There was a slight decrease over the past three years in Counseling course enrollment and this could be attributed to the loss of F/T counselors teaching counseling classes resulting in fewer sections. Success rates for all modalities over the past three years averaged 82%; however, success rate for online counseling courses was lower with an average overall success rate of 58%. Overall College success (all modalities) was 77% and online was 71%. CNSL 5 Year Up classes are primarily online and have the lowest rate of success. We believe that these courses may be bringing down the average. In analyzing the data, we realize that these CNSL 5 courses are not a good match with the needs of the Year Up students. Another factor attributing to the lower success rate may be that CNSL 5 is usually taken by students during their first quarter and probably their first online

class in college. They don't know how to use Etudes or manage their time effectively in order to successfully pass an online class.

One striking statistic shows the Counseling office has a much higher rate of teaching overload (52% in 2013-2014), versus the College at 13%. Due to the fact that we have less full-time counselors to counsel and teach, the trend is high for overload so that counselors have more appointments available to students. With the demands of the 3SP mandate for all students to have SEPs on file, this trend, albeit costly, will continue to increase.

Regarding Career Life Planning course enrollment trends, the 18.7% decrease maybe attributed to sabbatical leaves in Winter 2014 & Spring 2014 quarters.

- d. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Of the underrepresented groups, there was a higher percentage of African American and Latino/a students enrolled in Counseling courses relative to the college-level enrollment. African American students represented 8% enrollment in Counseling courses versus 5% in College enrollment. Additionally, Latino/a represented 30% enrollment in Counseling courses versus 21% in college enrollment. The demographics for all other ethnic groups are holding steady. Gender enrollment is holding steady. The largest group of students enrolled in Counseling courses are ages 18-24 and this could be attributed to outreach to high schools and that this group is earning their first college degree.

- e. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Although the College Productivity goal is 535, Counseling has historically never reached that level. There are several reasons for this. Counseling classes are typically process-oriented and therefore, should not be more than 30 students. The general productivity trend in Counseling has been going upwards from 2011 to 2014 due to careful monitoring of the CNSL 5 enrollment, which is not only transferable to UC's and CSU's, but also locally, degree applicable, and is required under the 3SP mandate. As mentioned before, due to the nature of CNSL 5, smaller class sizes are recommended in order to meet the course objectives and more importantly the student learning outcomes. During critical enrollment periods, the Counseling Dean closely watches enrollment trends; and classes are cancelled if enrollment is not at least at 20. When classes go above 30, the Dean opens up new sections by adding sections during popular times. When classes don't fill up, the Dean will consolidate CNSL 5 classes when possible, rather than cancel the class. The Counseling Department also does a lot to market CNSL 5 courses that have low enrollment. The productivity went down in CNSL 50 because the course was phased out and CNSL 5, which is a UC transferable version, became its substitution.

Looking at productivity opportunities in other areas, CNSL 51 has had a general upward trend. This course is a part of the Pass the Torch program, which supports underrepresented populations that need additional academic support to be successful. This is probably due to the marketing efforts

and popular tutoring program that is included with the class. Also, it is one of three Counseling Programs that support the Equity initiative.

The CNSL 53 productivity trend has kept steady because it is a recommended course for those students who are on probation. However, Counseling is looking to add more options in the future, including CNSL 1, which has more emphasis on the student “mindset”, rather than the focus on learning strategies, which is the overall objective in CNSL 53. CNSL 1 did show an insignificant decrease in productivity. The course is used with the Puente Program, another Counseling Program that supports equity, but predict we will see an increase in the 2014-2015 academic year, as this become another option for student who are on probation.

CNSL 72 is typically taught once a year by faculty in Psychological Services. It is a CSU transferable class that also meets the Lifelong Understanding requirement. During the 2012 and 2013 school year, it was taught twice with classes that went above the 30 person enrollment. That is why the enrollment decrease is showing up during the 2013 to 2014 year when it was only taught once. However, Counseling could probably benefit from offering this class more often because of its Transferability and GE status.

CNSL 85A/ CNSL 85H's productivity is low for a couple of reasons. Counseling has used it to support the Puente Cohort Curriculum, but in 2013-2014, it was not offered due to lack of transferability to UC and not meeting the CSU GE criteria. Efforts have been made to revise the curriculum to propose that it become UC transferable, and to re-apply for inclusion in the CSU-GE pattern; however, due to other pressing priorities in Counseling, counselors have not been able to work on this. This class will be put on a higher priority in 2014-2015 so that we can create curriculum that will add more incentive for students to enroll. It is believed that this class will support the Equity Mandate as well.

The CNSL 86 series, along with CNSL 87, 88, and 89 represent the Leadership courses that have undergone many changes over the last three years. Due to stricter guidelines in repeatability, the recent high enrollment numbers will probably not remain as high. Also, this curriculum is undergoing review by the State and will be determined by Administrators and Faculty as to whether it will be offered through Counseling in the future.

CNSL 90, the online learning course is remaining consistent in numbers and therefore, will probably be offered in the future as well.

CNSL 175 and CNSL 275 are the same class. CNSL 175 was taught in 2011-2012 and CNSL 275 was taught in during the 2012-2014 school years and therefore the numbers are a bit skewed because it is showing up as a different class. However the overall productivity trend is moving upward. This class is an EOPS Success course that most EOPS students take in order to utilize EOPS resources. The productivity trend is positive and will continue to be taught in the future.

Productivity in the Career Life Planning (CRLP) courses at Foothill has decreased slightly in the last three years. Even though it is an insignificant decrease, it does need to be monitored. Again, pedagogically it makes sense to keep counseling oriented class sizes at a minimum due to the nature of individualized learning and processing.

CRLP 70 is one of the most popular classes that Counseling teaches because the curriculum has to do with choosing a major/ career path and the state is becoming stricter about choosing a major during the onset of admissions process. This class is highly encouraged by counselors and faculty when a student is having difficulty choosing a major. Also this class is not only CSU transferable, but it also meets CSU GE and Foothill GE criteria.

The other CRLP courses: CRLP 55 and CRLP 71 are offered to support specific cohort programs including Puente. The productivity for these classes is in a stable mode. This is probably due to the cohort set-up of those classes. Other courses such as CRLP 73 and CRLP 74 are offered based on Counseling Faculty availability to support students with more immediate employment goals. The productivity for these courses is on the higher side in relation to most of the counseling classes. Also, the overall trend for CRL 73 is moving upwards. However due to inconsistent offerings and Counseling priorities, it is hard to predict when it will be offered in the future.

In conclusion, Counseling has limited faculty resources and lower seat counts. Consequently the Counseling Productivity has been less than the college average. Overload in Counseling has been increasing to over 50% in 2013-2014. This indicates that there isn't enough full-time, regular Counseling faculty to provide academic counseling and develop/teach classes that address the 3SP mandate and the mission statement of Foothill College and the community college system at large.

- f. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Even though Counseling courses do not have prerequisites and are offered during peak times to fit into students' schedules, Counseling course enrollments have generally gone slightly down. This decrease can also be attributed to the significant reduction in Counseling faculty. Counseling faculty started working on a certificate that would help support student employability skills. However, with the 3SP mandate, the Counseling Department's focus became more about individual student needs, rather than course/degree development.

Most of the Puente and Pass Torch counseling courses (CNSL 1, CNSL 51, CRLP 71, CNSL 85A/H) have maintained their enrollment when the classes are offered, which makes sense since they are affiliated with incentive programs. Counseling 5 has maintained its enrollment over the last three years. This is mostly because an orientation is mandatory for all students and CNSL 5 is UC, CSU transferable and local degree applicable. CNSL 72 enrollment went down due to change in personnel, but the enrollment seems to be within the average range. Because the course is CSU transferable, as well as meets the Life Long Learning GE criteria for CSU, this course could be offered more. CNSL 72 is typically taught by faculty in Psych Services and they are also challenged by lack of faculty resources. CNSL 86 through 89 had high enrollment, but repeatability was not being monitored so the curriculum has been redesigned and is at the State level for review.

CRLP 70 enrollment has gone up over the last three years. It is recommended that Counseling continue to teach these classes, especially as the 3SP mandate supports early declaration of major. We would like to offer more face to face CRLP 70 sections and need additional counselors to teach the class.

CRLP 55 has had a slow decrease in enrollment. This is not a mandatory course for EOPS, but is offered during the Summer prior to formal enrollment and is highly recommended for new EOPS students.

- g. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing

your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

Our Counseling curriculum is current and in compliance with Title 5. Our Curriculum Committee monitors the CORs for Title 5 compliance. For the past three years, the CNSL and CRLP courses have been the only courses for which we have been accountable. Recently several courses from Disability Resources Department were added under the Counseling Division purview, including ALCA, ALCB, ALLD and ALTW; curriculum representatives have been working with course authors to ensure CORs are in compliance. The Counseling faculty action plan is to continue monitoring our courses to meet the local and statewide curriculum standards. Our Counseling Curriculum Committee is comprised of counseling curriculum course authors and includes the two CCC Counseling Division Representatives. The College Curriculum Chair/Academic Senate Vice-President is a counseling faculty and lends the division with curriculum support as needed.

h. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Over the last three years, counselors have met to analyze data and discuss class reflections for each course. However, more time for discourse and collaboration around SLO development would be beneficial. The Counseling faculty is looking at 2 ways to improve the SLO process:

- 1) The Counseling Curriculum Committee is working on a Comprehensive Curriculum/ SLO/ Program Review time line, which will include more scheduled discussions around SLOs.
- 2) Counseling faculty now have a SLO representative who can offer more guidance and insight on the SLO process, so that writing is precise, the assessments are measureable and consistent, and the outcomes are used to determine appropriate improvements.

i. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Innovative thinking is especially important during this period of low human capital and high student success outcome expectations. During the last three years, Counseling participated in Student Orientation, Assessment, and Outreach (SOAR,) which was an alternative approach to provide a quick “matriculation” process for brand new students in response to the 3SP. Through the SOAR program, new students were able to make counseling appointments and enroll several students in CNSL 5 to ensure that Foothill College met individual student needs.

Also, within the last three years, the Dean introduced and invested in Degree Works, a degree auditing system, which is being vetted at the State level as the standard for degree auditing systems within the California Community College system. Counselors are able to use this tool to create quick education plans so that counseling sessions can focus more on individualized issues supporting their academic and career goals.

Moving forward Student Services and Counseling will be partnering with the First Year Experience program initiative on campus to support underrepresented students through the college experience. Plans include teaching the CNSL 5 cohort during Summer 2015. Counseling is also looking at incorporating an Early Alert program for students who might need support mid-way

through their schooling. This would allow students to access help before there is a permanent issue. Counseling is in the process of screening cost effective Early Alert systems that will maximize benefits for students and create easier access to counseling support.

Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level.

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The institutional standards for course completion are 55%. The counseling division has succeeded in reaching beyond this goal with a success rate of 82% for 2011/12, 83% for 2012/13 and 82% for 2013/14. The division has maintained and exceeded the college's overall course completion rate of a high point at 78%. The success rates for face to face and hybrid classes are hovering over 85% for three consecutive years.

There is also success seen by targeted ethnic groups with data showing a 77-78% course completion compared to the college at 68-69%. There is even a greater course success with students taking face-to-face and hybrid format with a range of 81%-84%.

For online instruction of counseling classes, the course success rate shows slightly lower than the college. The data demonstrates a 63% course success in 2011/12 and has since seen an upswing to 67% for 2012/13 and 2013/14 respectfully. The college course success rate for online instruction is at 69-71%. The CNSL 53 class, which has been offered exclusively online, endured a low course success rate with a high point of 55%. This course is targeted to students who definitely need the personalized one-on-one attention. Therefore, it is vital that we include at least one face-to-face CNSL 53 class moving forward.

There will be a CNSL 1, which targets the same student population beginning Fall 2014. There is a low course completion for CNSL 90 offered online with a 48% success rate in 2011/12 and 57% in 2012/13. However, there was a positive increase in success with 73% in 2013/14.

For CRLP 70 classes (Career life Planning), the trend is holding steady with a 1-2% increase for the past 3 years. However there is a 9% lower success rate for course success by targeted ethnic groups. When looking at the data, the student's targeted online data shows a success rate of 55% in 2011/12, 63% in 2012/13, and 57% in 2013/14. CRLP 70 courses have been predominantly offered online. Students of color have lower success rates in the online classes. Therefore more face-to-face sections of this course would help, necessitating additional instructors to teach this course.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The Counseling Division awarded the following number of certificates of achievement: 445 for 2011-12, 363 for 2012-13 and 386 for 2012-13. We are meeting institutional standards at a threshold of 325. The Counseling Division has seen a slight decrease in the number of certificates awarded from a 2011-12 high point of 445 certificates. From that point on, the division saw a slight dip of 82 certificates awarded for 2012-13, however there was a regain in 2013-14.

We are puzzled by this downward trend and will need to explore further. One potential reason that we are seeing a slight decrease in the number of certificates being awarded is that students who apply for the ADT transfer degrees are bypassing to apply for the counseling certificate of achievement. The students receiving the ADT transfer degree for the CSUs are obtaining the same privileges as receiving the counseling certificate of achievement, which gives them the certification of completion for their general education courses as part of the Associate's degree. A potential solution moving forward is to track the students who are receiving ADT transfer degrees and if they complete all required courses for the certificate of achievement, the students will be granted this option. Another factor that may affect the downward trend is that impacted UC and CSU campuses are highly recommending that students complete major preparation work before completion of general education courses, particularly in high unit majors.

Currently, the numbers for certificates awarded are counted only when students complete the "CSU/IGETC Certificate Checklist/Request Form" or the "Certificate of Achievement Form." Upon review by the evaluation office, the students will then receive a notation on their transcripts indicating a transcriptable counseling certificate of achievement.

The data for targeted ethnic students in 2013-14 receiving the counseling certificate shows that African American students received six certificates followed by Native Pacific Islander at two certificates and Native Americans at zero certificates. This data reflects the overall college success rate for these two specific underrepresented groups. There should be an improved form of communication disseminated to students about the counseling certificate of achievement and the process in which the students can obtain it. This information can be publicized in the Foothill home page, counseling and transfer websites. A marketing piece can also be inserted in the Foothill catalog. The more readily available this information becomes, the more likelihood students will inquire about the certificates, particularly students of color and from disadvantaged backgrounds.

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

All counselors in the division play an important role in working with students on their transfer goals. Counselors need to learn an ever changing amount of information required to conduct effective transfer counseling sessions. With the nature of transfer to 23 CSUs, 10 UCs and infinite numbers of private schools, in-state and out-of-state, counselors are expected to do a lot within a 30-minute transfer counseling session. The complexities of transfer issues are endless and counselors are generally the first source of contact for students inquiring about transfer information. Foothill counselors have demonstrated great effort in supporting students with their transfer goals. Institutionally, Foothill currently does not have an accurate way to track transfer data. The information that is utilized to track transfer standard is obtained from the California Community Colleges Chancellor's office. For the 2011-12 academic year, Foothill transferred over 302 students to CSU, 396 Students to UC and 314 to private/out of state colleges with a total of 1012 students. For the 2012-13, 349 students transferred to CSU, 414 transferred to UC and 384 to private/out of state with a total of 1147 students. For the 2013-14, 382 students transferred to CSU, 429 students transferred to UC. Data for private/out of state are not yet available at this time.

For the past three years, we have seen an increasing trend in the number of CSU and UC transfers from Foothill College. For private/out-of-state colleges, the trend has also showed an increase as well. The data for private/out-of-state may potentially be higher as many students transferring to these institutions may not have reported this information.

The CSU system provides data for students from specific ethnic backgrounds transferring to the 23 campuses. We have seen a positive trend for the past three years from the following targeted ethnic groups who transferred to the CSU system: African American, Mexican/Other Latino and Filipino students. There is work that needs to be done with increasing the number of students from the Pacific Islander and American Indian descent who transfer to the CSU system. There are students who have checked "unknown" with respect to their ethnic groups, which may have skewed the data. There is no current data available for the breakdown of ethnic groups who transferred to the UC system and private/out-of-state.

We will continue to see an increase in the numbers of transfer students to CSU, UC and private/out-of-state colleges as the state through 3SP is mandating that students must have a comprehensive educational plan. This provides students who are interested in transferring, at the onset of their academic career, with a clear plan of action in proceeding to reach their transfer goals. As we increase the numbers of students who transfer, particularly with under-represented students and students of color, there is a continual need for personalized attention in helping these students with their established transfer goals and educational plans. Students who are underrepresented are generally also first-generation and a high touch system in place is critical to their success. More counselors are needed to provide this personalized, holistic approach to help these students understand the transfer pathways and reach their goals.

The Counseling Division shows great interest in promoting and honoring students who transfer. The Transfer Work Group, Transfer Center and Counseling Division coordinated a transfer celebration dinner last year honoring all transfer students. As a division we are in full support of our students' transfer goals and this celebration dinner embraces this mission. Staff and counselors are also actively involved in the Transfer Work Group Committee, where the college wide transfer goals and initiatives are discussed and shared throughout the institution. Counseling division also

supports special programs to include EOPS, Pass the Torch, Puente, DRC with their end of year graduation/transfer celebrations.

Section 3: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Counselors and staff assist basic skills students directly and help them specifically with personal and academic issues, as well as getting them on a path for career and transfer. Counselors are also involved either directly with EOPS, Pass The Torch, Puente, PSME center or indirectly through referral, to programs such as the Teaching and Learning Center, tutoring, the Early Alert program, the Summer Math Bridge program, etc.

Counselors are mandated through the 3SP program to ensure that each and every student maintains a current and approved Degree Works education plan. Since basic skills students are placed in low levels of English/ESLL and math, a typical student needs to complete more than a year's worth of sequential math courses before starting college level math. Many times, it takes more than one attempt to pass each course. An educational plan is not just about projecting courses, but it must be an individualized plan that takes into consideration the student's study habits, learning differences, self-esteem, psycho-social factors, family support, and financial needs. Often, they are first generation college students from underserved groups.

In our role as counselors, we have a unique perspective and understanding of the diverse student population. Counselors recognize the importance of offering courses and services that best match the needs of the basic skills learner. Access and equity are of utmost importance for this student group. As counselors, we often advocate for basic skills students by working collaboratively with instructors, tutorial services, and other student service entities. For example, if the demand for a particular basic skills course exceeds the number of available sections, we will communicate with the appropriate department.

The state of California has identified "at risk" students as basic skills students needing Early Alert, and any student without an educational plan. Since counselors are mandated to maintain these educational plans for all students, it is absolutely critical that colleges have adequate numbers of highly skilled and trained counseling faculty to meet this need.

It is crucial to note all students, but particularly basic skills students, often present serious and complicated issues that can directly impede their chances for success at the community college. A plethora of issues can include but are not limited to the following: A student being first in their family to attend college, thus lacking any role model or family support around academics; possible issues of physical or sexual assault; learning disabilities or differences; a history of post-traumatic stress in veterans; alcohol and drug issues; sexual identity issues; obvious financial issues, including homelessness related to living in the silicon valley; and issues of mental health such as depression. Counselors need adequate time to build rapport and trust and address these issues first, and then the educational plan can be created.

Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Counselors and classified staff play a significant role in serving Foothill College transfer students. With the implementation of Degree Works, counselors can adhere to the stipulation of 3SP to provide students with online Student Educational Plans (SEPs), which can facilitate transfer by providing students with a clear and concise pathway to reach their goals. Students can see their SEPs in their "My Portals", enabling them to adhere to the specific plan they need. It is anticipated that the transfer rate will increase.

The Transfer Center also provides the following services: transfer counseling, bus trips to four-year universities targeting underrepresented students, college representatives to meet one-on-one with students, Transfer Admission Guarantees (TAGs) workshops, college application workshops, annual college fair of over 50 colleges and universities, and the Transfer Celebration to acknowledge transfer students. All these activities are in place to increase transfer rates.

The Transfer Work Group's (TWG) objective is to increase the number of students, especially underrepresented students, on the pathway to transfer. A goal would include working collaboratively with Counseling to revise the Foothill College Transfer Plan. There are three Counseling faculty on TWG as well as three classified members.

The yearly Foothill College Transfer Center provides an annual report to the State Chancellor's Office. The following data, obtained from SARS, reflects the upward trend of students utilizing the Transfer Center:

- 2011/2012: There were 4,279 student contacts inside the Transfer Center, including counseling appointments inside the Transfer Center, university representatives and workshops. There were 1,709 student contacts outside of the Transfer Center including bus tours to 4-year universities, college fair and classroom/club presentations.
- 2012/2013: There were 6,044 student contacts inside the Transfer Center, including counseling appointments inside the Transfer Center, classroom visits, university representative contacts and workshops. There were 1,520 student contacts made outside the Transfer Center including bus tours, classroom visits and the college fair.
- 2013/2014: There were 6,663 student contacts made in the Transfer Center including counseling appointments in the Transfer Center, classroom visits, university representative contacts and workshops. There were 1,369 student contacts outside of the Transfer Center including classroom visits, bus tours and the college fair.

The Counseling Division offers several courses that include transfer curriculum. CNSL 85A–Transfer Readiness (previously CNSL 85H) is geared specifically for students who will be applying to transfer. As addressed in Section 1a.f, this course needs to be revised to be UC transferable and CSU GE applicable in order to attract more students and increase enrollment, thereby reducing the need for one-on-one counseling appointments.

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Counselors work closely with students in the Apprenticeship Programs and the Career Technical Education (CTE) Programs, which includes the Bio-Health Programs. Apprenticeship and CTE Program staff members are invited to Counseling In-Service Training meetings annually to update counselors on relevant program information. In previous years, when there was almost double the amount of counseling faculty, individual counselors were assigned to each of the Bio-Health Programs. However, due to the decreasing number of faculty counselors, there are no longer specific counselors assigned to these programs. Students can access an appointment with any counselor to assist them in creating Student Educational Plans, graduation petitions and career counseling.

There are many students who are not taking courses at Foothill College, who fill out a Foothill College Application to obtain a Foothill Student Identification Number, thus allowing them to go online and make a counseling appointment. Therefore, counseling faculty see many students on counseling appointments for the Bio-Health Programs who have not actually started taking courses at Foothill College. The SARS data has tracked the appointments, where students have actually used "Bio-Health" for one of multiple reason codes. Please note there are many students who may have not indicated "Bio-Health" on their reason code for their appointments but were Bio-Health appointments. For example, they may have indicated "Telephone Appointment" only. For the year 2011/12, there were 1,198 appointments for Bio-Health Programs, for 2012/13, there were 1,153 appointments for Bio-Health Programs, and for 2013/14, and there were 1,181 appointments for Bio-Health Programs. In summary, counseling faculty see Foothill students and students who are not Foothill Students yet on counseling appointments. This also illustrates the need for full-time counseling faculty to continue to be hired each time that a counselor retires.

Due to budget cuts and lack of resources, the Counseling Department no longer staffs a dedicated Career Center. The Career Center used to offer drop-in career counseling, resume writing, interviewing skills, and networking skills workshops. There was also an annual Foothill Career Conference and Career Fair. However, there continues to be several sections of CRLP 70 – Self Assessment, which is a Career Life Planning course taught by counseling faculty. This course covers career and life planning, resume writing and interviewing skills. Students from Apprenticeship and CTE Programs are encouraged to take advantage of this course. Students can also make individual counseling appointments for career counseling. The Eureka system is still used by counselors for counseling courses and students in appointments are referred to use it. For the years 2011/12, 2012/13 and 2013/14, there were approximately 4,000 students each year, as that number is the maximum user number that we contract for to access the Eureka system.

It would be important to have at least one counselor on the Workforce Work Group in order to facilitate more closely how counselors can work with Apprenticeship and CTE Programs, and for the 2014/15 year there is a counseling faculty member in the group.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached

Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

Counseling student learning outcomes were developed to tie into counseling objectives.

CNSL objectives:

1. help students make appropriate and successful educational decisions
2. set achievable and realistic goals
3. 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

The Counseling Division objectives and SLOs support the college's mission of basic skills, transfer, and workforce.

In counseling appointments, counselors teach students in basic skills classes college success skills including goal setting, time management, emotional management, and how to communicate effectively (both orally and in writing) with their instructors. In addition, we support these students by providing referrals to campus resources including Pass the Torch, the Tutorial Centers, instructor office hours, and the DRC. We also support students in basic skills classes through personal counseling, supporting and encouraging the students, identifying challenges and barriers to their success and developing strategies to overcome these barriers so that they can be successful academically. Moreover, Counselors help students understand their course placement and recommend appropriate basic skills courses.

The Counseling Division supports workforce in counseling appointments by helping students pick a major, think through a career plan and select courses necessary for reaching that career plan. We also offer support services including resume workshops and Choosing a Major workshops. In addition, we work with specific groups of students to provide specialized advising. For example, we work with students interested in our Bio-Health programs. This is done by evaluating their transcripts from other colleges, explaining the application process, helping students navigate career research tools to help them determine if that career is a good fit.

We support transfer by working closely with students in developing an individualized educational plan that caters to their transfer goal inclusive of general education and major requirements. Aside from educational planning, we encourage students to get involved in extra-curricular activities such as student government, clubs, or sports in order to be more competitive as a transfer applicant.

- b. If your service area has other outcomes or assessments at the program level, comment on the findings.

Our Counseling Division has other service area outcomes in EOPS, EVALUATIONS, ASSESSMENT, A&R, TRANSFER that are addressed in their own program review.

- c. How has your service area engaged in dialogue about student learning outcomes?

This year, we plan to utilize our in-service trainings and division meetings to discuss and reflect on SLOs and program review, develop more effective SLO's and reflections. It is important for our division to engage both staff and faculty in deep and meaningful conversations about what we want our students to learn and how we can best achieve those outcomes.

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

In analyzing the Counseling SLOs, we found that counselors are helping more students create online abbreviated and comprehensive educational plans using Degree Works. We started using Degree Works Fall 2013 and have found that we can support 3SP as well as collect more accurate data on the number of educational plans created by using this tool. As a result of using this new tool, we've changed an SLO to include Degree Works because our student education plans are now online.

We expect this upward trend of more online educational plans to continue as we focus more of our efforts on 3SP mandates through the Counseling classes and outreach efforts like SOAR.

Since Degree Works requires ongoing technological upgrades, counselors need continuous training as all educational plans must use this software. Counselors have observed that because of Degree Works glitches, we need more time during counseling appointments. Time is spent using the tool diverting time from discussing student issues. This is something we are aware of and are discussing how to address this issue. Ideas that have emerged are 40 minute, versus 30-minute appointments.

e. What summative findings can be gathered from the Program Level Assessments?

Looking at the number of education plans alone does not adequately describe the time and work that goes into creating these plans. Counselors look at the student as a whole person taking into consideration everything that affects the student's personal and academic life. Counselors work with psychological theories and tools associated with those theories when working with a student. When a student comes in to see a counselor, the counselor has to make an ongoing series of assessments. Initially, the counselor has to understand what brought the student into a counseling appointment to begin with. If the appointment is academic, the counselor needs to assess the student's college readiness, including their identity as a student.

Many who come into the community college system as a result of their lack of preparation in high school see themselves as poor or weak students. This mindset can negatively impact their ability to be successful academically so the counselor first needs to assess this identity, and then help the student understand the strengths they bring into college. Counselors need to assess the support system students have. It's easy to assume that students who come from economically privileged households have a strong support system but this is not always the case. Parental divorce, verbal or physical abuse, or recreational drug use by the parents are just a few of the examples we see that impact the student's support system. In these cases, we need to find appropriate places on campus to help reinforce this student's support system. Knowing how much support the student has influences our recommendations on class load. For those students who come from economically disadvantaged areas, we work with them to find alternate sources of income including financial aid and scholarships.

Once the psycho-social aspects have been assessed, counselors have to explain the systems of higher education to most students. This involves explaining what degrees are, the differences between them (differences in requirements and what it means to have a AA vs BS), and helping students clarify what they want to study.

Counselors help students with goal setting, addressing life stressors and how those stressors impact their educational goals and giving students tools to manage these stressors which may mean referrals on campus. Throughout the counseling relationship, we teach students the importance of personal responsibility.

Given the increased number of online educational plans that are mandated by the state, as well as the increased enrollment, more counselors are needed to assist students in the development of student education plans.

Through this program review process, our division has realized we need to update our SLOs because they are not as measureable as we need them to be.

Section 5a: SLO Assessment and Reflection for Instructional Programs

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

Through analysis of our course level SLOs, we have made a few curricular changes. Summer 2014 we increased CNSL 5 from 1 unit to 1.5 units to include teaching about our online degree audit report, Degree Works. In Summer 2014, we also increased CRLP 70 from 3 units to 4 units to teach career planning from self-assessment, career exploration to job search strategies and to make the course UC transferable.

Lastly, there have been changes to the leadership classes that will be addressed in the Student Activities program review.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The Counseling Division objectives and course SLOs support the college mission.

TRANSFER

Both our counseling appointments and counseling classes provide students with career and transfer information and basic life skills. We do this by:

- helping students understand the value of transferring as well as the technical information. Technical information includes which classes to take, how to access that information, application deadline dates and the steps on how to apply.
- supporting student's self-worth giving them motivation to transfer and a belief that they can be successful.

WORKFORCE

- supporting the internship program by providing students with career counseling and resume writing workshops.
- supporting apprentice program students by explaining the entrance and graduation requirements of the program.

BASIC SKILLS

- supporting students in basic skills classes by helping them develop transferable skills that will allow them to perform better in their courses. Some of these skills include: communication skills, goal setting, time management, stress management, and behavior modification.
- CNSL 1, 5, 51, 72 and 275 classes support students in basic skills classes by teaching critical thinking, time and stress management, and study skills which provide students tools that help them be successful.

- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

In the last three years, we have not made any changes to the two transfer studies certificates of achievement we have – CSU and IGETC.

- d. If your program has other outcomes assessments at the program level, comment on the findings.

We have no other outcomes assessments at the program level.

- e. How has your department engaged in dialogue about student learning outcomes?

The Counseling Curriculum Committee discussed SLOs and reviewed assessments and reflections. Because of this program review process, our division has become more mindful of fine tuning our SLOs. We have created a master calendar which will be implemented in the 2014-2015 academic year. We will reflect and revise our SLOs and the respective assessment measures.

Section 6: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Degree Works 4.1.1 implementation	Yes	No	Given the mandate and direction of the Student Success and Support Program, all counselors and staff were successfully trained to implement Degree Works 4.1.1. All students who successfully completed <i>CNSL 5- Introduction to College</i> were introduced to Degree Works and created an abbreviated and a comprehensive educational plan.

Comprehensive Student Services Program Review Template for 2014-2015

2. Hire more counselors – full-time and part-time	No	Yes	Over the past three years, we have lost six F/T counseling positions due to retirement. As of date, only two F/T counselors were hired. During the summer and fall 2014, four P/T counselors were hired and have been contributing an average of 52 hours of student contact per week, which is the equivalent of approximately 1.6 full-time counselors.

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Re-train counselors and staff on the new version of Degree Works 4.1.4	Short-term and ongoing	<p>Having counselors and key staff properly trained on the new version of Degree Works will meet the Student Success and Support Program requirement of having an electronic educational plan on file for every student.</p> <p>Degree Works training is essential for creating electronic educational plans and teaching students how to create their own educational plan.</p> <p>Degree Works audit tracks progress towards completion of certificate, associate's degree, IGETC, CSU GE.</p>	Attendance will be tracked at Degree Works trainings sessions scheduled before the new version of Degree Works goes live on December 15, 2014. Ongoing training sessions are planned for January and beyond as needed.

2. Increase the number of students who have educational plans	<p>Ongoing</p>	<p>Counselors assist students in creating abbreviated and comprehensive educational plans to help them stay on track towards graduation and/or transfer to a four-year college.</p> <p>Increasing the number of students with an educational plan will have direct correlation with increased success rates as outlined by 3SP.</p>	<p>The 4.1.4 version of Degree Works will be able to track the number of abbreviated and comprehensive educational plans and compare year-to-year progress.</p>
3. Increase access for students by providing more counseling appointments	<p>Ongoing</p>	<p>Receiving holistic professional counseling can increase retention. Students who establish an ongoing relationship with a counselor can better address their academic, personal and career needs, explore and identify educational goals and create a comprehensive educational plan as mandated by 3SP.</p>	<p>Our online counseling appointment system (SARS) tracks the number of students who are unable to secure an appointment. Our goal is to decrease last year's SARS web search failure of 182,869 (<i>defined as students attempting to find appointments but no appointments were available</i>).</p>
4. Increase support for students on academic/progress probation and disqualification	<p>Ongoing</p>	<p>According to the Admissions Office, each year over a thousand students are dismissed from Foothill College after having been on probation for three consecutive quarters.</p> <p>Support and strategies we are exploring include: an Early Alert program, Counseling courses, and retention workshops.</p>	<p>Since Counseling is in the process of exploring viable options, we will identify support strategies by Summer 2015.</p>

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Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's **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.

F/T Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-Time, Tenure Track Counselors (6-8 positions)	Estimated \$60,000 per position + benefits	**Please see summary below this chart for more information	<p>The request to hire more counselors has been consistent. As of Fall 2014, the Counseling Division has a net loss of six F/T faculty positions due to retirements and a resignation. Only two F/T counselors were hired. One more F/T counselor is slated for Jan. 2015.</p> <p>Currently, Counseling faculty consists of 10 F/T general counselors and 7 F/T counselors in special programs (International, Puente, DRC & Veterans, Athletic, EOPS).</p> <p>Since Summer 2014, 4 P/T counselors have been hired, providing 52 contact hours per week.</p>
Full-time Administrative Assistant I (level 42) - Counseling Office Front Desk	\$45,000 + benefits	Relates to all goals in section 6 since the first point of contact for many students is the Counseling Office. This position provides direction and guidance to day-to-day functions of the Counseling Office and assist students with general questions and referrals. Coordinate SARS	<p>The request to hire an administrative assistant has been consistent in the past 3 annual program reviews. Yet, the position has not been approved.</p> <p>This position was eliminated in 2010, and since then, student</p>

		<p>scheduling for counselors and assist students with making appointments.</p> <p>As evidenced by data, the Counseling Office is a high traffic office serving 24,438 counseling contacts in 2013-2014, and in a span of May to October, 2014, an additional documented 9,914 Front Desk contacts. The Counseling Office requires student centered service delivery in addressing student needs: counseling, pre-requisite clearance, course evaluation, lifting registering holds for academic/progress probation students, and campus referrals.</p>	<p>workers and temporary employee assistants have been providing sporadic coverage and many times inconsistent information. Students are often frustrated because there is no one at the front desk, especially during peak times. Not having a F/T staff at the front desk creates a barrier to student access to counseling services.</p>
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****Full-Time, Tenure Track Counselors (6-8 positions) Request:**

This resource request supports all the goals listed in Section 6 in addition to meeting the mandate of 3SP for counselors to 1) provide an abbreviated student educational plan (SEP) to all entering students, 2) provide orientation, counseling to all first-time students, 3) provide students comprehensive SEPs (locked in Degree Works) to all FH students, and 4) provide follow-up services to students identified as at-risk (basic skills, on academic and/or progress probation, and undecided goal). With the implementation of 3SP mandate commencing Fall 2014, more students will turn to Counseling to meet all the requirements listed in their 3SP pathway in order to receive priority registration dates. As a result, the Counseling Division will have to increase access by offering more counseling appointments, expand service delivery models, and revise curriculum to offer courses that can effectively meet student needs in a classroom setting versus one-on-one counseling. Additionally, Counseling will need to implement Early Alert and effective retention interventions to increase the success rate of targeted groups and at risk students, especially students on academic probation.

As the data has shown, while the counseling faculty staffing has steadily decreased in numbers, the demand for counseling appointments has increased, even before 3SP implementation. For example, in 2012-2013, there was a total of 182,869 student attempt to find appointments via the online appointment system but no appointment was available. The ratio of one counselor to 1002 students, as estimated in the 3SP report, is insufficient in serving the 3SP requirements and therefore will not be able to fully meet its goal of increasing student access and success.

Part-time hiring has been challenging since the pool is very limited due to the fact that many other colleges are hiring F/T counselors with the infusion of 3SP funding. The hiring of F/T counselors will widen the pool and attract candidates who are institutionally invested. Full-time counselors will be able to provide consistent information since P/T counselors do not participate in weekly in-service trainings, division meetings, curriculum development or division and campus wide committee work which focuses on retention and student equity. The lack of consistency and availability of P/T counselors can be a barrier to rapport building with students, which is especially

critical in working with at risk students, underrepresented and underserved groups. The amount of training needed for P/T counselors is not cost effective as new technology keeps on changing (Degree Works), and the transfer process has become more complex with Associate Degree Transfer (ADTs) and increased competitiveness in transferring to the UC/CSU campuses and selective out of state and private universities.

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

Has the program received college funding for reassign time in the last three years? (y/n) Yes – Puente Program and Academic Senate	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	50%

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Puente Coordination	\$45,000	Puente program counseling	60	50%
Academic Senate Vice-President	\$45,000	Shared governance	60	50%

One-Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
General operating expenses e.g. office equipment, supplies			Yes
Eureka – Career Services	\$4000/yr.		yes

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

F/T Faculty and/or Staff Requests:

Over the last three years, Counseling was granted the hiring of two Counseling Service Specialists (staff positions) to assist with prerequisite clearances, clear general holds on student accounts, answer student questions regarding degree audit issues on Degree Works, and offer general information regarding college policies to better prepare students for their counseling appointment. In 2013-2014, the Counseling Service Specialists processed a total of 9,556 prerequisite clearance forms, resulting in decreased waiting time for students to be cleared in order to register in needed courses. This directly supports student success because students with prerequisite clearance issues no longer have to wait to see a counselor during an appointment. In addition, counselors are able to focus their appointment time to counsel students instead of doing paperwork.

The consistent request to hire counselor faculty positions has resulted in 1 F/T hire in January 2014, and one more F/T hire anticipated in January 2015. However, it needs to be noted that since 2011 to date, the Counseling Division has lost a total of six F/T counselor positions. This steady loss of counseling positions, coupled with the permanent loss of the F/T administrative assistant for the Front Desk, is inadequate to meet the demand for counseling appointments and services for students. We have been operating on a skeleton crew for the past three years, and with the new mandate of 3SP which ties to student date of registration, we anticipate the student stress level and need to see counselors to increase greatly.

Facilities & Equipment Requests:

In the 2013-2014 program review, a request to purchase 30 laptop computers for the designated CNSL 5 (Introduction to College) classroom was granted. To date, the 30 laptops have been purchased and currently being installed with the necessary software by ETS. We anticipate having these laptops be available when CNSL 5 courses begin in Winter 2015 quarter. Having access to these laptops for students in CNSL 5 directly supports student success since all students in this course will be taught to enter their own abbreviated and comprehensive educational plans in Degree Works. Additionally, the request to purchase scanners for the offices was granted. Four scanners were purchased. Since all counseling services are available face-to-face, online or via telephone, it is essential that student request for prerequisites and important documents are scanned and stored appropriately.

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
<p>1) "More Counselors and a staff person who is F/T at the front desk are needed. In addition, Counselors will need to teach CNLS 5 courses starting in the spring and early summer to try and have an educational plan ready for students by the time the students register in the summer for fall courses. We will also have hired some part-time counselors to assist with teaching as well by then" – <i>Section 1C, Dean of Counseling Feedback and Follow-up, Comprehensive Review 2013-2014</i></p> <p>2) "With the mandated 3SP, there is no doubt students will be negatively affected by the shortage of counselors to assist with developing educational plans. I am very concerned that this will affect students who are unable to register. Additionally I am concerned with the enormous amounts of pre-requisite clearances the faculty and staff in counseling review and process and hope we can develop an online system that can assist with expediting clearances." – <i>Section 12e Vice President Student Services Feedback & Follow-up, Comprehensive Review 2013-14</i></p>	<p>The primary goal of the Counseling Division is to provide effective academic, career and personal counseling to the Foothill College student population. Following the Dean of Counseling's recommendation, the Counseling Division increased its number of CNLS 5 classes during early Spring and Summer 2014 to accommodate high school students entering Fall 2014. We offered a total of 12 classes in Spring and a total of 24 in Summer.</p> <p>Effective Summer 2014, our CNLS 5 class was increased from 1 unit to 1.5 units. The justification behind this change was to allow enough time to teach students how to utilize Degree Works and also to create a comprehensive educational plan for every registered student in class. The increase in CNLS 5 class sections allowed us to meet and serve the needs of approximately 899 high school students. CNLS 5 is tailored for first time Foothill college students, and this class is not intended to serve our continuing student population, which also need educational plans. Our continuing students must meet with a counselor during an appointment to create or update their educational plan. Based on the new 3SP requirement, every student is required to have a locked comprehensive educational plan on Degree Works for registration purposes. Therefore it is strongly recommended that every student meet with a counselor.</p> <p>Foothill College enrolled approximately 31,000 (unduplicated) students during the 2013-2014 academic year. Eighteen full-time and three part-time counselors serve this student body. The current counselor to student ratio is 1 counselor to 1002 students. Unfortunately, students often wait two weeks before being able to meet with a counselor because counselors are routinely booked out two weeks in advance.</p> <p>Despite the recommendations from the Dean, the number of Counseling faculty positions continues to decrease. We have a responsibility to serve and help students succeed; therefore additional F/T</p>

	<p>Counselors are needed to meet our high student demand.</p> <p>To offer additional support, the Dean of Counseling hired 4 P/T counselors to teach CNSL 5 classes and/or help with counseling appointments. We need to keep in mind that P/T counselors are not on campus F/T to create continuity with students. Even though we appreciate the extra help and support from P/T counselors, we highly believe our counseling division and students would be better served by hiring F/T tenure-track counselors.</p> <p>Retention and equity is also a large part of the 3SP plan, student are highly encouraged to meet with a counselor on a regular basis because this leads directly to student success and retention. When students are placed on probation or academic dismissal, it is required that they meet with a counselor to create an educational plan before petitioning to the Academic Council for reinstatement. In many instances these students are not able to see a counselor within a designated time frame, which affects student success and retention.</p> <p>Currently, the Counseling office employs two Counseling Service Specialists to address the number of incoming prerequisite clearance requests. The current process for prerequisite clearance is that a student completes a prerequisite clearance form and attaches an unofficial transcript to it. This form may be emailed and/or faxed into the Counseling office or it can also be dropped off at the front desk. Once the form is received, it takes approximately one to five business days to clear the prerequisite on the system.</p> <p>Over the years, the process changed to address student needs. However, there is always room for improvement and change. Students could benefit from a more cohesive and transparent online prerequisite ticketing system, one that would allow students to see what number their prerequisite form is in the queue, the date it was approved or denied, and which Counseling Service Specialist processed it.</p>
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<p>3) "In having to rely on student workers for the Counseling Office front desk, there remain inconsistent information given to students at times and we have gaps in coverage at various times, given that we have to coordinate around student schedules. In addition, the concern remains with the 3SP implementation and having enough Counselors to work with students to complete the educational plan." Section 12b, Dean of Counseling Feedback and Follow-up, Comprehensive Review 2013-2014</p>	<p>The Counseling Office is open Monday and Tuesday from 8:00 am – 7:00 pm, Wednesday and Thursday from 8:00 am – 5:00 pm and Friday from 8:00 am – 3:00 pm. The counseling front office is our first direct student contact. Unfortunately, since 2010 a F/T employee has not staffed the front desk but rather students have staffed it and because of this it has a lot of gaps in coverage. Many instances students have walked into the front office to find no one at the front desk to greet them or to answer their questions. This has definitely caused a lot of frustration in general. In addition, there has also been a high turnover rate because either students transfer, change their class schedule, obtain an AA degree, exhaust their Financial Aid work-study, or go into the workforce. These constant changes do not allow ongoing training, and consistency, which negatively affects our front desk coverage and Counseling Division.</p> <p>The Counseling Office requires a full-time staff person to manage the daily student questions and concerns that come into the office. Having a full-time staff person would provide 100 % coverage, consistency and ongoing training to address all of the student inquiries. A F/T person would also be able to screen out students that do not need a counseling appointment to answer their questions but rather guide them in the right direction. An example to this can be questions related to Financial Aid, Admissions or the prerequisite clearance procedure. Students, staff and counselors would highly benefit from having a F/T staff person at the front office.</p>

a. After reviewing the data, what would you like to highlight about your service area?

The Counseling Division provides a valuable and important service to every Foothill College student. It is evident that counselors have a positive impact on students by providing academic, career and personal counseling. Students seek counseling services for a variety of reasons and our main goal is to serve and help every student succeed in college.

Meeting frequently with a counselor increases student success and retention. Unfortunately, given the ratio of 1 to 1002, we are unable to serve every Foothill College student equally. Despite the recommendation from the Dean of Counseling, the number of Counseling faculty positions continue to decrease. Over the years, we have seen a decline in Counseling Faculty from a high of 30 tenured

track F/T counselors in the early 2000s to 18 currently. We have a responsibility to serve and help every students succeed in their academic endeavors and for this we need additional F/T counselors hired to help meet the student demand. Regardless of the 50% law regulation the lack of F/T counselors is in conflict with the mandates of 3SP and student equity.

Counselors and staff also take a very active role in shared governance. Counselors are heavily involved and active participants in on-campus committees. Counseling is an integral part of equity and inclusion and our main objective is to advocate for students. Counseling faculty provides a more cohesive and holistic support skill set; we collaborate with other campus departments to ensure that policies implemented on campus support student success.

The Counseling Division also works collaboratively with other divisions on campus. We currently have a F/T counselor housed in the Athletics division, a P/T counselor housed in the Physical Science and Mathematics Division and a P/T counselor housed at Middlefield Campus. Counselors also work with a variety of programs on campus as liaisons or program coordinators such as Puente, Pass the Torch, Honors, EOPS, Transfer, International, and the Disability Resource Center. We also frequently invite representatives from other campus divisions to our in-service trainings to provide us with important updates regarding their programs, classes and new developments.

It is evident that the Counseling Division plays an active and important role in the overall college mission and student success. We would like to continue to serve our students effectively and unfortunately we are operating on minimal resources. We need more faculty tenured track counselors to meet the high student demand and the state mandated 3SP requirements.

Section 12: Feedback and Follow Up

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

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

Our Counseling Division provides a multitude of services to students with the core focus being counseling students on affective educational, career and transfer goals. We also provide instructional classes that support students in their decision-making process and support of those decisions. The implementation of services such as educational planning, personal, academic, career and transfer counseling assist students with attaining their educational goals. The strengths of the program continue to be the counselors and the staff. I fully agree and believe that we need more counselors and staff to continue to deliver quality services and to maintain an effective and efficient Counseling Division.

Strengths of the program:

Counselors: Students do not always present with clear educational goals in mind. Even when they do, our counseling faculty understands and assists with students making the best choice for themselves moving forward. Students tend to change their majors/career goals 65% of the time, and personal issues can sometimes prevent students from being successful in school. Counselors help give students support with personal and academic issues as well as navigating the college system (an overwhelming task for many of our students, especially our underrepresented students).

Degree Works: Building, testing, implementing and putting into production mode the system. Keeping current with updates and changes to the system is part of our strength and challenge in that we rely on evaluators to do this. Currently we are in the process of hiring a Programmer for Student Services in order to take this burden off of the Evaluation team's plate.

Evaluations: does a great job in their regular functions of transcript coding, pre-requisite determination, transcript evaluations, IGETC and CSU certifications, and graduation requirements. They also act as a resource for Admissions and Records, division deans and counselors for transcript input, coding, etc. Evaluators work with students to problem-solve IGETC/CSU pattern issues in relation to transcript evaluation, pre-requisites and Degree Works.

(Note: For Transfer, Pass the Torch, Testing, and Puente, please see their respective program reviews)

b. Areas of Concern:

Counseling:

- Offer counseling services more so than instructional courses and that will most likely not change due to the 3SP mandates in which counselors must help students complete educational plans. We would also need more counselors to teach, however, the 50% law precludes the hiring of much needed full time tenure track counselors
- Connect with newly revamped and integrated Early Alert initiative. In order to serve students on academic and progress probation, additional counselors will need to be hired for Early Alert. Counselors need to be available to help students having academic and progress difficulties find the support they need and to connect them to additional resources such as financial aid, tutorial, psychological services, and perhaps DRC services
- Additional counselors are needed to serve underrepresented students and students who have claimed that they are “undecided” in choosing a major course of study. Counselors assist these students with information and learning strategies in counseling classes and counseling appointments to help students make an informed decision on their academic, career and transfer goals. At which point the counselor works with the student to developing an educational plan

Course scheduling:

- Given the above data, productivity went down slightly for all counseling courses although it has been pretty stable overall throughout the last few years. Most students only take the required CNSL 5 course and no other counseling courses. Perhaps with better marketing and more curriculum being written in counseling courses to make them UC transferrable will help to increase the number of students taking CNSL courses. WSCH also went down by 20% this year but this could be due to the change in .5 unit value of CNSL 5 course
- Ideally, we would also need more classes at Middlefield and online. Some courses such as CRLP 7 and CNSL 53 have been requested by students to be taught more face-to-face and we will want to accommodate that request
- In regards to the counseling classes as a whole, more research is needed to validate how effective these courses are with retention rates. However, CNSL 5 is very effective in getting students started with their much needed education plans and general knowledge on navigating the college system.

To summarize:

Our counseling faculty numbers have substantially decreased with the number of recent retirements. That, coupled with the 50% law, has had a negative impact on the number of full-time tenured-track counselors that we are allotted to hire. With the 3SP mandates mentioned throughout this program review, there is a beyond critical need to hire additional counseling faculty in order to serve the students based on the mandates. It is unacceptable to have the counselor to student ration be over one thousand students to one counselor.

We pride ourselves on being able to offer exemplary counseling services to students, but adequate time and attention is needed to fully focus on each student's needs. The data has shown throughout various studies across CA and the nation that when students receive counseling services they have a higher retention rate and success rate in achieving their educational goals. Students tend to also follow up with their particular counselor of choice - which results in multiple appointments including on-line, phone and in- person contacts. When students are able to connect with their same counselor and do not have to tell their story over and over again with a new counselor each time they succeed in getting an appointment, it is helpful to both the student and counselor. We do not have case-management style counseling in this manner, but perhaps it would be something to consider in the future for even higher retention rates.

It is unacceptable that students have to wait to get appointments and we have a high percentage of students (as discussed above) that cannot get an appointment to see a counselor because the counselor appointment times get booked so quickly and there are not enough counselors to help the students. In an effort to assist the counselors with triage of students clearing pre-requisites and counseling holds on their accounts, as well as general questions related to the logistics of Degree Works and with the college, I had created the Counselor Specialist positions. These positions are now extinct and the realization was that these positions needed to be at the level of an Evaluator due to the decision-making process and knowledge base of what I had the Counselor Specialist positions doing. Also, I believe that with the title of these positions, people may have gotten confused as to where the Counselor Specialist position ended and where the actual counselor part began. Thus, eliminating these positions made the best sense for students, staff and counselors.

In addition, more classes are needed within counseling, especially face-to-face classes to serve more students in the way in which many prefer the counseling-type classes to be taught. Since we need for more counseling faculty to teach these courses means we would need to hire more counselors.

Recommendations for improvement:

- Increase the number of full time counselors by hiring at least 3 full time counselors to replace the counselors that have retired or vacated the positions
- Hire 5 full-time non-tenured track, year-to-year contracts categorically funded positions through the 3SP
- Maintain funding for professional development for counseling faculty and staff, including adjunct faculty
- Increase marketing of Counseling Division through updated websites, brochures, and other marketing materials
- Make classes more accessible to students (via online and in-person)
- Hire a programmer and/or researcher for Degree Works new implementations and upgrades, research effectiveness of courses and counseling services and data collection for SLOs/SAOs/program reviews
- Hire 2 full time permanent Admin I positions – one for the Transfer Center and one for the Counseling Center. This would offer more consistency with fielding questions within each area and prevent the need to hire students to try and fill in gaps when both Centers are open
- Hire a Program Coordinator II position to assist AVPSS with implantation of 3SP, along with data collection and budgeting
- Hire 2 Evaluators to supplement the need in Evaluations office. Currently I am paying 2 people to Work-Out-Of-Class to supplement the need to clear thousands of pre-requisites and account holds as well with ADTs needing to be certified as well as IGETC and CSU certifications and graduation certificates to be done, more evaluators are needed to support the workload
- Hire one Student Success Specialist for the Transfer Center to give the Transfer Center Coordinator more assistance in delivering transfer services to students, as well as coordinating and implementing college visits, the Transfer Fair, and coordinating visits from 4-year college reps

This section is for the Vice President, Student Services to provide feedback.

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

The Counseling Division has done an exceptional job at providing guidance and support to students in numerous areas. Even with fewer counselors, they have continued to help students find a pathway to their goals. The course success rates are excellent, the quantity of Degree Works ed plans outstanding and the participation in major college events (like SOAR) and committees is commendable. That over half of the counselors are willing to do overload to deliver additional counseling classes demonstrates their commitment to student success.

c. Areas of concern, if any:

I agree that we need more FT tenure track counselors to serve students. The inability to get an appointment with a counselor is frustrating to students and can have long term ramifications.

I agree that we need to evaluate offering Counseling 5 to programs like Year Up where students may or may not have an interest in continuing to Foothill.

I also think there needs to be discussion about where the ALCA, ALCB, ALLD and ALTW sources should be housed for curriculum and scheduling purposes since now there is an academic dean and 3 FT faculty in the Disability Resource Division. They may be more appropriated managed in that division.

d. Recommendations for improvement:

I do not have any additional recommendations.

a. Recommended next steps:

- ☒ Proceed as planned on program review schedule
☐ Further review/Out of cycle in-depth review

Upon completion of section 12 by the Vice President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Handwritten signature of Denise Swett in cursive, followed by the text "EdD".

*Denise Swett, EdD
Vice President, Student Services*

Unit Course Assessment Report - Four Column

Foothill College

Department - Counseling (CNSL)

Mission Statement: By helping students learn skills to improve their overall mental health, academic performance and quality of life, we hope to enhance the likelihood they will succeed at Foothill College

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 2 - Organization - A successful student will apply organizational and time management strategies. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be able to identify the best use of their time.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>11/13/2014 - Students were asked to list events/behaviors during a 24-hour/7-day period. A discussion ensued regarding prioritizing based on immediate student needs and long term goals. Time management tools were introduced including analog and digital calendars. Students were asked to create a calendar electronically or on paper which detailed events/milestones related to short-term and long term goals. 100% of the students were able to provide a calendar.</p> <p>Future lesson should have students consider creating a log of their behaviors over a week prior to class discussion regarding organization.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 1 - Goals - A successful student will develop short and long term goals. (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Create goal-setting strategies for effective academic and personal success.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p>	<p>11/13/2014 - Students were given a lesson in the differences between short and long term goals and then instructed to submit their goals in written form to the instructor. SMART(ER) goal setting strategy was used to discuss goal setting within the academic context. Students were instructed to create 1 long term and 5 short term goals using the SMART(ER) strategy. 100% of the students were able create both short and long term goals using the SMART(ER) strategy.</p> <p>To achieve 100%, instructional scaffolding was needed in addition to lecture.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 3 - Resources - A successful student will Identify and use campus resources to improve college success. (Created By Department - Counseling (CNSL))	Assessment Method: Students will participate in a campus resource project. Assessment Method Type: Class/Lab Project		
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understand the various on-campus tutorial centers and programs - A student who completes the CNSL 275 class will be able to Identify the various on-campus tutorial programs and services. (Created By Department - Counseling (CNSL)) Start Date: 09/22/2014 End Date: 06/26/2015 Course-Level SLO Status: Active	Assessment Method: A 20-question multiple-choice and true/false quiz on student responsibilities, EOPS services. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of student will get at least 15 correct answers on the quiz.	06/18/2014 - In Fall 2013, 25/37 (68%) students got 15 or more answers correct on the responsibilities and benefits quiz. In the Winter 2014, only 12/20 (60%) and in the Spring 2014, only 16/27 (59%). Result: Target Not Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Only in the Fall 2013, a relevant "pop quiz" was administered resulting in higher number of student achieving target of success. Further review and more in-depth discussions and/or activities (i.e., pop-quiz) on the topics must be incorporated in preparation for the quiz.	
	Assessment Method: A 20-question exam is administered. It consists of multiple choice and fill-in questions. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% of students should complete exam with		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>at least 15 out 20 answers correct.</p> <p>Assessment Method: Students were provided a pre-assessment quiz to determine their level of understanding of the various on-campus tutorial centers and programs. A campus tour of the various on-site tutorial centers and programs was initiated, which include the EOPS Tutorial, Pass the Torch, Teaching and Learning Center and PSME. A brief presentation was arranged at each site. Students were requested to review the information relating to these tutorial centers and programs. In the next class meeting, the same assessment post quiz was provided.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: The target for success was to ensure that students who participated in both the pre/post quiz was able to receive at least 70% on the post quiz.</p>	<p>09/02/2014 - There were 25 students who took the pre-quiz out of 27 students who enrolled in the class at that time and the following was the result: 3 students received a score of 70% or higher and the remaining 22 students received less than 69%. The post quiz based on 23 students showed that 21 students received at least 70% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: It was difficult to track the same students who took the pre/post quiz, which was administered on separate dates. In the next SLO cycle, the pre/post quiz should be administered on the same day.</p>	
<p>Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understand the various on-campus tutorial center and programs - Identify the tutorial programs and services available on campus (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 11/24/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The quiz was handed out at the beginning of the class in order for the students to ask questions that were presented on the quiz during the tour.</p> <p>Students will have the opportunity during their visit to the tutorial center and programs to seek answers to the quiz questions. The quiz was consists of 10 questions with 7 matching and 3 short essay questions.</p> <p>Assessment Method Type: Departmental Questions</p> <p>Target for Success: 75% of the students will complete all ten questions on the quiz.</p> <p>Related Documents:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Tutorial Resource Tour		
<p>Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - 3 - Ed Plan - A successful student will be able to develop an education plan. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Create an educational plan that defines the classes to attain their academic goal(s).</p>	<p>11/19/2014 - During the spring 2014 quarter a total of 291 student registered in a combination of face-2-face and online instruction of CNSL 5. Of the 291 who attempted the course, 243 or 83.5% were successful in developing/creating an education plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Computers/ smart classroom availability on which all students in face-2-face classes can access the online educational planning system are needed.</p> <p>GE/IL-SLO Reflection: There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students were successful for a total of 88.6%. For our face -2-face numbers 183 registered with 161 or 88% success rate overall. With the online degree works system now being enforced for Education plan completion, this data reflects expertise and commitment Counseling faculty have in providing students comprehensive and focused attention to academic success regardless of method of instruction.</p> <p>GE/IL-SLO Reflection: Overall success rates of education plan completion are good and reflect that Counseling faculty is attentive to the overall importance of the student education plan for student academic success. That said however, it is important to look not just at education plan completion as a sign of success but further assessment of</p>	<p>11/23/2014 - It is important to look not just at education plan completion as a sign of academic success but further assessment of knowledge gained regarding degree completion, transfer process, campus policies and procedures are warranted. The Counseling faculty is working on developing a pre/post-test to help us in this assessment for the 2014-2015 academic year to include a better understanding of the student educational plan and its role in student success.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 3 - Time Management - A successful student will be able to develop effective time management and concentration strategies. (Created By Department - Counseling (CNSL))	<p>Assessment Method: Students complete a weekly block schedule that allows them to reflect on academic and non-academic obligations.</p>		
<p>Course-Level SLO Status: Active</p>			
Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 2 - Study System - A successful student will be able to develop and achieve an effective, efficient personal system of study. (Created By Department - Counseling (CNSL))	<p>Assessment Method: At the end of the quarter, students will complete a Personal Action Plan. This demonstrates that they developed and achieved an efficient personal system of study.</p>	<p>04/29/2014 - The personal action plans that were submitted by students demonstrated that the majority of the students improved their study skills and became more effective with their time.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/29/2014 - I will continue having students fill out a personal action plan at the end of quarter to assess if they developed and/or enhanced their study skills.</p>
<p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - 2 - Rational Thinking - A successful student will be able to apply cognitive restructuring using the theory of Rational Thinking. (Created By Department - Counseling (CNSL))	Assessment Method: Define irrational thinking and reflect on a past instance in which that may have occurred and identify an approach that would not be maladaptive but productive.. Assessment Method Type: Essay/Journal	11/13/2014 - Students were given a lesson on irrational beliefs and strategies to overcome negative thinking. Following the lecture, students wrote a journal response which required them to identify an instance of irrational thinking and how they reacted. Students were also asked to write how to best approach the same situation given the strategies discussed in class. 85% of the students completed the assignment. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - 1 - Non Verbal Communication - A successful student will be able to identify the elements of non-verbal communication. (Created By Department - Counseling (CNSL))	Assessment Method: List three elements of non-verbal communication Assessment Method Type: Exam - Course Test/Quiz	11/13/2014 - A lesson on non-verbal communication was given at the beginning of the quarter. Students were later quizzed and 80% were able to identify paralanguage, body language, and distance. Distance was what many missed on the quiz and warrants further discussion in future sections of the course. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - 1 - Time Management - A successful student will be able to identify time-management strategies. (Created By Department - Counseling (CNSL)) Start Date: 09/17/2012	Assessment Method: Students are asked to keep 6 time management sheets and submit to instructor on a weekly basis. Assessment Method Type: Survey	12/05/2014 - For fall 2013 there were two sections for CNSL 53; one face-to-face and one online. In the face to face class students developed their own calendars to keep them on track with academic and personal demands, focusing on rectifying behaviors that have worked to impede their academic progress. Follow-up values clarification and prioritization of life activities enabled students to re-evaluate their activities and change their behavior. Concept	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/30/2013 Course-Level SLO Status: Active		maps were also used to assist students in prioritizing their personal and academic goals. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Online Deliver of Material - A successful student of the online class will successfully identify effective study strategies appropriate to their study habits and qualities. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students who are successful in this class, with it's online format, are able to identify effective study strategies and gain a passing grade for the course. Assessment Method Type: Observation/Critique		
Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 1 - Coping Skills - A successful student will be able to apply at least three coping skills from the class, be able to identify personal stressors, and describe the effects in his or her life. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Review of final wellness paper to determine what skills have been implemented and identification of stressors and their effects. Assessment Method Type: Essay/Journal Target for Success: 85% of my students' papers will describe at least three coping skills and identify personal stressors, and describe the effects in his or her life.	11/21/2014 - 100 % (23 out of 23) students who turned in final wellness paper where able to identify their personal stressors and at least three coping skills they were beginning to implement to improve their overall functioning and wellness after attending this class. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 2 - Stress Management - A successful student will demonstrate a reduction in stress symptoms (amount, frequency, or intensity). (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Pre-post test on anxiety/depression inventories and symptom checklist with intensity. Assessment Method Type: Case Study/Analysis Target for Success: 85% of students will demonstrate a significant reduction on their pre-post test on anxiety/depression inventories and symptom checklist with intensity.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Evaluation to students at end of the quarter to assess reason for taking course, usefulness of course and if they would recommend course to others. Assessment Method Type: Survey Target for Success: 85% of students would recommend the course to others	11/19/2014 - 90% of students (19 out of 21) who took course survey in Spring 2014 would recommend the course to others. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Higher Education - A successful student will be able to identify the systems of higher education. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: List the systems of higher education.		
Department - Counseling (CNSL) - CNSL 85H - TRANSFER READINESS - 1 - Higher Ed - A successful student will be able to identify the systems of higher education. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students will list different post-secondary institutions and be able note the difference between public, private and out of state colleges/universities. Assessment Method Type: Discussion/Participation		
Department - Counseling (CNSL) - CNSL 86 - INTRODUCTION TO LEADERSHIP - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: student will reflect on leadership experiences and group dynamics through a Final Project/Essay and regular weekly journal reflections Assessment Method Type: Essay/Journal Target for Success: 90% of students' essays reflected learning through group experiences and group decision making.	12/02/2014 - Target met. Students used Essays/Journals to reflect on leadership experiences. This was a useful tool for students to reflect in an introductory setting. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Community and Global Consciousness are emphasized in this course.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		12/02/2014 - Target was met with 90% of students' essays reflecting the learning targeted Result: Target Met Year This Assessment Occurred: 2013-2014	
		12/02/2014 - Target met. Essays reflect learning and self development through group experiences Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community (Created By Department - Counseling (CNSL))	Assessment Method: Students will present a session on cultural diversity during one of the heritage months Assessment Method Type: Discussion/Participation Target for Success: Audience will respond with an 90% accuracy rate to questions presented in the session Related Documents: AssessmentImpactByCourseObjectives	12/02/2014 - Target Met. Students presented in small groups and worked successfully to achieve group communication targets. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 1 - Group Dynamics - A successful student will be able to provide leadership with an understanding of group dynamics including conflict resolution and group decision-making processes. (Created By Department - Counseling (CNSL))	Assessment Method: Students will use journals and reflection essays to reflect on leadership experiences and group dynamics as they relate to the group decision-making process Target for Success: 80% of students will show leadership growth through the required journal and reflection	12/02/2014 - Target met. More than 80% demonstrated leadership growth through the required journal reflection Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 88 - LEADERSHIP: THEORIES, STYLES & REALITIES - 1 - Community - A successful student will be able to demonstrate an	Assessment Method: Students create and present a creative project based on their leadership	12/02/2014 - Students showed success in ability to demonstrate awareness of one's community Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>awareness of one's community, and the role and responsibility that he or she plays within the community. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>experiences.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% will succeed</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>12/02/2014 - Target met. Presentations reflect awareness of community and the role students play.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>12/02/2014 - Target met. Creative projects reflect learning and the opportunity to reflect on experiences in a creative way.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Counseling (CNSL) - CNSL 88 - LEADERSHIP: THEORIES, STYLES & REALITIES - 2 - Group Dynamics - A successful student will be able to provide leadership with an expanded understanding of group dynamics including conflict resolution, group decision-making, and civic responsibility. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students make presentations focused on group dynamics and civic responsibility</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: all</p>	<p>12/02/2014 - Civic responsibility reflected in presentations. Group dynamics demonstrated through group presentations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>12/02/2014 - Presentations reflect student learning in civic responsibility and group dynamics</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>12/02/2014 - Group dynamics and civic responsibility reflected in presentations</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 1 - Events - A successful student will be able to develop and manage annual organizational budgets and events. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students present budget projections orally in small groups and demonstrate effective event planning skills through careful planning. Assessment Method Type: Presentation/Performance Target for Success: all	12/02/2014 - Target met. Budget successfully presented and approved. Event planning skills perfected and demonstrated through final group presentations Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 2 - Communication - A successful student will demonstrate an expanded understanding of how to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: students will make presentations demonstrating expanded understanding of communication in a diverse community Assessment Method Type: Presentation/Performance Target for Success: 80% of students will gain expanded communication skills in a diverse community	12/02/2014 - Communication skills within a diverse community successfully demonstrated through group presentations Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 1 - Time Management - A successful student will be able to apply time management skills. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Student completes a weekly 24/7 time budget in 30 minute intervals covering all activities. Assessment Method Type: Class/Lab Project Target for Success: Summary of time budget generates the hours in class and the hours for study. TB reviewed by instructor and feedback given to student. Success is a minimum of a 2:1 ratio of study		
Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 2 - Interaction - A successful student will be	Assessment Method: There are several interaction assignments		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to interact with class members online. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>including a case study noted in another assessment. As a final group collaboration exercise, students are put into groups of 5 and do a group collaboration, i.e., Lost on the moon, where they are required to assign a group leader, group recorder and decide on a group collaboration medium (email, chat, forum, IM, etc. to perform the assignment. All students must interact to get credit. Instructor reviews the notes of the exercise to see each members level of participation.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Minimum of 4 interactions per student and closure of the exercise.</p>		
<p>Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 4 - Learning Strategies - A successful student will critically evaluate and discuss online group learning strategies. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will review a lesson module on group learning strategies that relate to online instruction and post an example of an online class that would benefit from a specific learning strategy, i.e., jigsaw</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Minimum of one discussion forum posting of a case; 1 reply to a posting of another class member.</p>	<p>11/11/2014 - Students did a great job on this assignment though some students has to be redirected to read the lesson module. In the future, remind students that they MUST read the lesson module before posting to replying to posts on group learning strategies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: ultimate SLO is to get students to interact toward common class goals overcoming the difficulties of doing this in and online classroom. This was achieved.</p>	<p>11/11/2014 - Definitely keep this lesson module and related assignment.</p>
<p>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY - 1 - Group Dynamics - A successful student will provide</p>	<p>Assessment Method: Journal Reflection/Final paper</p> <p>Assessment Method Type: Essay/Journal</p>	<p>12/02/2014 - Students successfully completed journals with demonstrated learning in conflict resolution and group decisions</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))		Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 90B - LEADERSHIP INDEPENDENT STUDY II - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))	Assessment Method: Essay/ Journal reflection Assessment Method Type: Essay/Journal	12/02/2014 - group dynamics and success in understanding group decisions achieved Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 90C - LEADERSHIP INDEPENDENT STUDY III - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))	Assessment Method: Essay/Journal Assessment Method Type: Essay/Journal	12/02/2014 - Advanced knowledge demonstrated through required journal and essay Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			

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. SA-SLO Status: Inactive	Assessment Method: Complete student assessment through testing. Assessment Method Type: Data		
	Assessment Method: SARS report to indicate number of Counseling appointments. Assessment Method Type: Data		
SA - Counseling - Academic Steps - After completing a counseling appointment, a student will be able to articulate the academic steps to reach their educational goals. 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.		
SA - Counseling - DegreeWorks - Students seen by counselors will utilize DegreeWorks to assist with academic goals. Start Date: 09/06/2012 SA-SLO Status: Active	Assessment Method: Run query in Argos to pull data from DegreeWorks at the end of each academic year. Assessment Method Type: Data Target: Students will need to each have an educational plan according to the 3SP	12/09/2014 - We have relied on and will continue to rely on ARGOS to download from DW and interface with Banner which students completed an educational plan Result: Target Met Year This Assessment Occurred: 2013-2014	12/09/2014 - New version of DegreeWorks will enable Counseling to parse out abbreviated verses comprehensive ed plans for the purposes of 3SP reporting.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	criteria deemed by the State of CA.	<p>Resource Request: Continuance of DegreeWorks (paid through Banner system)</p> <p>GE/IL-SLO Reflection: 2013-14 ed plan data was derived from DegreeWorks. Total number of ed plans was 5680. 3921 of those ed plans were approved which is 69%. This percentage indicates the number of students that met with a counselor and had a complete ed plan. New version of DegreeWorks will enable Counseling to parse out abbreviated verses comprehensive ed plans for the purposes of 3SP reporting.</p>	
SA - Counseling - Resources - After meeting with a counselor, a student will identify college and/or community resources to attain their goals. SA-SLO Status: Inactive	<p>Assessment Method: Through CNSL 50 courses, students will complete a student resource checklist.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase student awareness of available resources.</p>		