**Program Efficacy Evaluation and Recommendation**

**Spring 2012**

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| **Program: Counseling** |
| **Reviewers: Sheri Lillard, Michael Mayne** |
| **Overall Recommendation with Rationale: Continuation**  The Counseling program thoroughly documents how they provide an efficient and necessary service for the student population at Valley College. Their service will only become more important as educational plans become required of all students. This department is currently severely understaffed with a counselor:student ratio of 1:3295 vs. 1:900 recommended by the State Academic Senate. To meet this ratio, they need more full-time counselors. Yet, despite such limited personnel resources, this program serves not only the general student population, but also specialized cohorts such as athletes and Tumaini, and populations off-campus such as at local high schools. |

**Part I: Access**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |
| **Demographics:** **Meets or** **Does Not Meet  Reviewer Feedback:**  A three-year average of the demographic data was analyzed, with most populations served by the Counseling program comparing similarly to the campus data. Three ethnic populations deviate (percentages as counseling vs. campus: 1) White (16.08% vs. 20.55%), 2) Hispanic (45.84% vs. 49.35%), and 3) Black (24.18 % vs. 19%). Both white and Hispanic populations are roughly 4 percentage points less than those for the campus, and the discrepancy is ascribed to the possibility of incomplete data for the 2011 – 2012 year. This hypothesis could be tested by excluding the 2011 – 2012 data and viewing only the 2008 – 2010 data, which are complete. Is a similar decrease noticeable? If so, then another interpretation should be considered. The higher percentage of black students seeking counseling is attributed to expanded outreach efforts to improve service to this demographic.  The analysis of student age (27.2 vs. 28.8) is unclear, as the discussion in the report addresses a “concentration of 29 year old students.”  **Patterns of Service: Meets or Does Not Meet  Reviewer Feedback:**  The pattern of service by the Counseling department is extensive, and encompasses on-campus, off-campus, online, telephone, and expanded hours during peak times.  The Counseling center is open Mon – Thu 8:00 am – 7:00 pm and Fri 8:00 am – 5:00 pm, which meets the needs of both daytime and evening students. In addition, they expand their hours during the first two weeks of classes by staying open until 7:00 pm on Fri and Sat 9:00 am – 1:00 pm. During these times, individual appointments are available, with special group sessions scheduled during peak registration times.  Alternatively, broader needs are met by online counseling, Big Bear counseling via on-site Saturday events and telephone, high-school visitations, and student development courses. | | |

**Part II: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. | | --- | --- | | |
| **Student Success: Meets or Does Not Meet  Reviewer Feedback:**  The document substantially details progress towards their 6 department goals of student success. In goal #1, reported data include comparisons of success and completion rates, GPAs, and retention for students receiving counseling as compared to the general population. In general, their analysis shows that counseling students are more successful. However, the GPA data compares average GPA of counseling students (2.71) to that of all students (2.65). The problem with this particular comparison is that the “all students” average also contains the counseling students. The comparison should be between counseling and no counseling cohorts.  Considerable progress has been made in the areas of expanded online resources (goal #2), including educational plan viewing and online orientation, both of which reduce the need for in-office visits while maintaining student success. In 2011 – 2012 the number of students utilizing online orientation far surpasses that of on-campus (6350 vs. 791). Other areas of progress include promoting success-oriented behaviors (goal #3), strengthening partnerships with campus faculty as well as with high schools (goal #4), and expanding service to meet diverse cultures, such as providing multilingual capabilities (Spanish, Mandarin, Russian, and Filipino) and maintaining a host of other activities – 34 listed in the document (goal #6).  Research on data entry in SARS (goal #5) has been identified as needing better tracking in order to capture more complete data. In the future they plan to examine a better way to connect specific work done for a given assignment to the data entry.  **SLOs: Meets or Does Not Meet  Reviewer Feedback:**  All SLOs have been measured for Student Development Courses, and future improvements discusses using a variety of statistical and analytical tools.  Most SAOs have been evaluated; one SAO has not been measured. | | |

**Part III: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or transfer with UC/CSU or plans are in place to articulate appropriate courses. |
| **Mission and Purpose: Meets or Does Not Meet  Reviewer Feedback:**  The mission of the Counseling program is to provide high quality counseling services which promote the development and empowerment of a community of diverse learners. This mission clearly parallels the institutional mission.  **Productivity: Meets or Does Not Meet  Reviewer Feedback:**  Productivity is measured as the aggregate number of student contacts rendered by 7 full-time counselors (and some hours rendered as overload or adjunct hours). SBVC’s ratio of counselors:students is 1:3295, far less than the 1:900 recommended by the Statewide Academic Senate, and worse than 7 of the 8 area colleges, which range from 1:816 (Palo Verde) to 1:3609 (Mt. Sac); 2010-2011, Data Mart.  While our ratio is unacceptable, it is important to note that despite being severely understaffed, the Counseling program utilizes their limited personnel resources quite effectively. They serve the general population, special programs such as athletes, Puente, and Tumaini, and off-site students such as those at Big Bear and local high schools.  **Relevance, Currency and Articulation: Meets or Does Not Meet  Reviewer Feedback:**  SDEV courses are current (2010). SDEV 102 articulates to CSULA and Humboldt State University; SDEV 103 articulates to CSUF and CSULB. | | |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |
| **Trends: Meets or Does Not Meet  Reviewer Feedback:**  The identified trends are:   * Probation and dismissal holds (newly resumed) * Persistent economic condition * CSU’s Early Assessment Program (EAP) implementation * Impending mandates for education plans * Mandatory orientation and assessment   How these trends will affect enrollment and planning were analyzed and discussed in detail. An increase in utilized services will result from: Mandatory counseling before lifting registration holds or reinstatement, for students placed on probation or dismissal; CSU’s EAP for high schools sending a greater number of students to the community college; mandatory advisement, assessment, orientation and generation of educational plans.  **Accomplishments: Meets or Does Not Meet  Reviewer Feedback:**  The Counseling department identifies 19 strengths, that are integrated into their planning/operation. Examples of these strengths include increased and better-managed student contacts, implementation of group advising to improve efficiency, incorporation of expanded online services, probation and dismissal interventions, and improvement of internal and external outreach, including implementation of a high-school connection program and other partnerships.  **Challenges: Meets or Does Not Meet  Reviewer Feedback:**  The greatest challenge faced by the counseling department is that it is currently severely understaffed. Given the identified trends of mandatory orientation, assessment, and educational plans, this challenge will only get worse. While the implementation of additional online services will help a little, it will be impossible for the counseling department to sustain adequate interactions with students without additional faculty. The expected direct result will be a negative impact on rates of completion, success, and graduation; ironically, all of which are areas currently targeted by the Student Success Task Force. | | |

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | **Does Not Meet** | **Meets** |
| Technology, Partnerships & Campus Climate | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| **Technology, Partnerships & Campus Climate: Meets or Does Not Meet  Reviewer Feedback:**  Technology: Training has been available to use Web Advisor to develop 2-year educational plans, and is planned for degree audit using Web Advisor. The Counseling’s website was evaluated and found to contain all major content common to the Region 9 community colleges, as well as unique information for our campus.  Campus Climate: In response to the recent climate survey, efforts have been made to show students the connection between knowledge of support services and success.  Partnerships: The Counseling department maintains ongoing partnerships with 19 local high schools, including communication with principals, counselors, and prospective students. | | |