

# INSTITUTIONAL PROGRAM REVIEW 2015 – 2016

## Program Efficacy Phase: Student Services

DUE: March 30, 2016

### Purpose of Institutional Program Review

**Purpose of Program Review:** Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you (if applicable). We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before

February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart:

<http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:

<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:

<http://scorecard.cccco.edu/scorecard.aspx>

**Program Efficacy  
2015 – 2016**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

Counseling Department

**Name of Division**

Counseling and Matriculation Division, Student Services

**Name of Person Preparing this Report**

**Extension**

Ailsa Aguilar-Kitibutr, Psy.D in consultation with the counseling faculty and staff  
8694

**Names of Department Members Consulted**

Gina Curasi; Patricia Jones; Laura Gomez; Janice Wilkins; Jeanne Marquis; Frank Dunn; Jamie Herrera; Andre Wooten; Yancie Carter; Andrea Heckt; Debbie Orozco; Cindy Parish; Michelle Tinoco; Sara Pertusati; Elizabeth Banuelos; Yecica Bernardo; Richard Long; Joyce Smith; Desiree Martin; Veronica Valdez-Flynn; Deana Kelly-Silagy; Carlos Solorio; Gilbert Maez; Tahirah El-Sherif; Rebecca Mendez; Monica Smith; Raina Okray; Joseph Nguyen

**Name of Reviewers (names will be sent to you after the committee meets on February 19)**

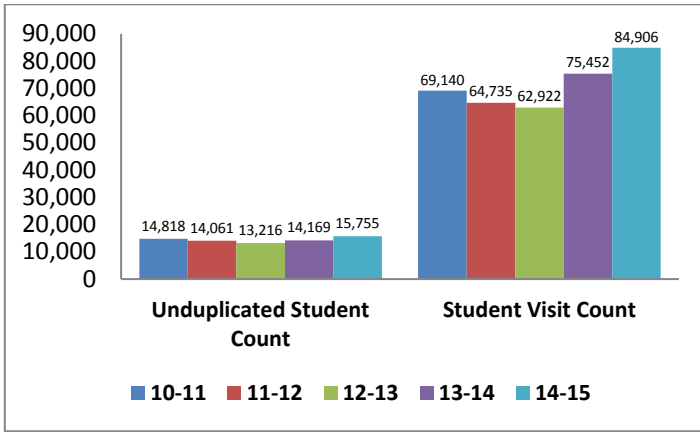
Dr. Paula Ferri-Milligan; Dr. Kay Weiss; Robert Jenkins

<b>Work Flow</b>	<b>Date Submitted</b>
Initial meeting with department	January 21, 2016
Meeting with Program Review Team	March 4, 2016
Report submitted to Program Review co-chair(s) & Dean	<b>by midnight on March 30, 2016</b>

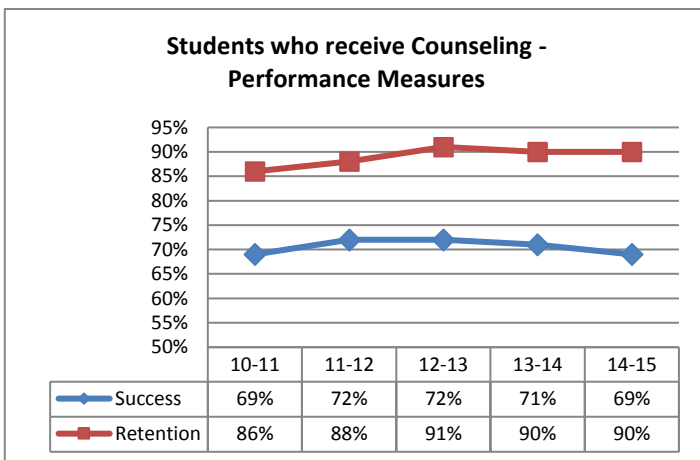
**Staffing**

List the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	1		
Faculty	12 as of November 2015 (two have limited counseling responsibilities due to articulation work and matriculation coordination)	14 starting January 2016	
Classified Staff	2 Front Desk Staff 1 Student Success Coordinator starting April 2016		
<b>Total</b>	16	14	



Ethnicity %	10-11	11-12	12-13	13-14	14-15
African-American	17.1%	16.1%	15.2%	15.5%	14.7%
American Native	0.7%	0.7%	0.6%	0.7%	0.7%
Asian	3.7%	3.5%	4.0%	3.9%	3.5%
Filipino	1.5%	1.6%	1.5%	1.5%	1.5%
Hispanic	42.4%	44.9%	47.9%	50.9%	51.2%
Pacific Islander	0.7%	0.6%	0.5%	0.5%	0.5%
White	13.2%	13.1%	13.8%	12.4%	12.5%
Unknown	20.8%	19.6%	16.6%	14.6%	15.3%



**Description:**

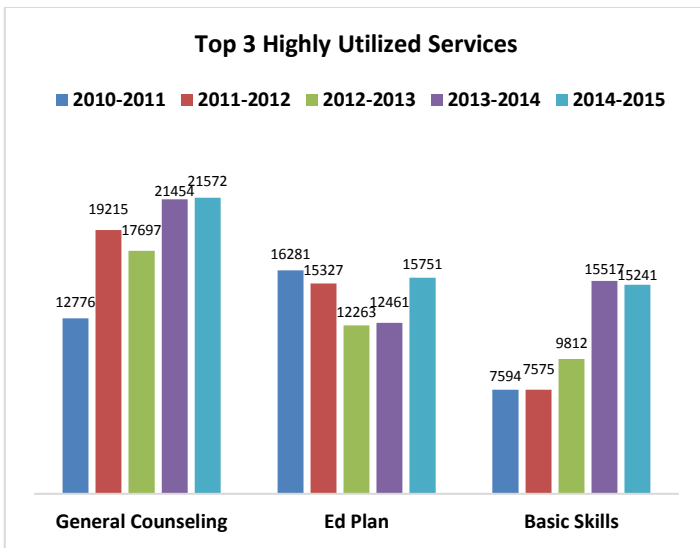
The Counseling Department is committed to enhancing college success and career readiness of students in the general population within the framework of the Student Success Act. During the 2014-15 of mandates implementation, the Department conducted an intentional focus on all prospective and new students who were provided core services of college orientation, assessment, counseling, academic advising, abbreviated education plans, and other related services including career counseling and follow-up services. Thus, registration of prospective and new students was contingent on receipt of mandatory services. After 2014-15, these students are required to have an academic goal and course of study or major as well as possess comprehensive education plan and use follow-up services whenever necessary until goal achievement. Additionally, the Department rendered all services to continuing students albeit not made a condition to registration except when students are underachieving. Overall, the counseling services revolve around the areas of general counseling, academic advising and education plans, career, transfer, and personal counseling including approximately 22 other distinct services. Assistance to students is conducted in a developmental and comprehensive manner throughout the students' college experience for the completion of educational goals within a reasonable time frame. Counseling services are delivered via individual, group, and online formats for all students including those in special populations, such as basic skills, veterans, athletes, PUENTE learning community, among others. The Department undertakes SBVC's Student Success and Support Program (SSSP) Plan.

**Assessment:**

Marked increase in services utilization  
 Burgeoning need for all counseling services by all students made more pronounced due to the Student Success Act mandates  
 Ethnicities of counseling recipients more nearly reflect the diverse cultures of the student body and mirror the 2014 census data for San Bernardino County and California as reported in [www.quickfacts.census.gov](http://www.quickfacts.census.gov)  
 Closely maintained performance outcomes of counseling recipients with the imperative to elevate overall academic success  
 Sustained demand for three heavily utilized services related to general counseling, basic skills, and education plans

**Department Goals:**

- Intensify accessibility of services and forge year 2 implementation of the Student Success Act
- Augment counseling interventions to increase retention and success of students and instill accountability for demonstrated academic success behaviors
- Continue to enhance service delivery practices including considerable use of counseling-related technology and other innovative ways to engage the greatest number of students
- Maintain effective developmental as well as comprehensive services to increase performance outcomes among targeted segments of the population,



particularly at-risk groups, i.e. basic skills, underachievers, students undecided in their academic goals and those undecided in their major or course of study.

**Challenges & Opportunities:**

**Increased demand for counseling services and continued disproportionate ratio of counselors in the Counseling Department to students in the general population**

**Greater demand for counseling resulting from SSSP Plan and changes in Title 5 including federal mandates relative to financial aid**

**Heightened need for additional clerical staff to inter-act with the public and to further strengthen documentation of services utilization due to accountability and funding requirements**

**Increased awareness among the college community as well as feeder high schools for more robust collaboration due to the Student Success Act**

**Action Plan:**

**Advocate for additional four to five full time counselors and a clerk to accomplish the SSSP Plan**

**Reinforce training among counseling faculty and staff on the newer features of technology and other counseling related databases to further promote best practices**

**Sustain delivery of competent services and interventions to students and fortify campaigns for comprehensive education plans and students' preemptive use of counseling services**

**Provide enhanced services to basic skills/ESL students and other targeted groups and afford expanded interventions to probation and dismissal students via individual and group sessions**

**Design greater collaboration mechanisms in the implementation of Early Alert to decrease the number of at-risk students, particularly students on probation/dismissal status**

**Promote enhanced partnership with instruction for integrative approaches within the counseling and teaching environments**

## Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
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 <u>analysis</u> 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 <u>evidence</u> 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.

The following discussion presents the chart on demographics and explanation of the observed variance including ways to ameliorate the status quo.

Demographics	Campus	Counseling	Campus	Counseling	Campus	Counseling	Campus	Counseling	Campus	Counseling
<b>Ethnicity</b>	<b>10-11</b>		<b>11-12</b>		<b>12-13</b>		<b>13-14</b>		<b>14-15</b>	
Asian	4%	5%	4%	4%	4%	5%	4%	4%	4%	4%
African-American	17%	22%	15%	20%	14%	18%	14%	18%	13%	17%
Filipino	2%	2%	2%	2%	1%	2%	1%	2%	1%	2%
Hispanic	53%	52%	56%	55%	60%	56%	62%	59%	64%	60%
Native American	0.5%	1%	0.5%	1%	0.5%	1%	0.5%	1%	0.5%	1%
Pacific Islander	0.5%	1%	0.5%	1%	0.5%	1%	0.5%	1%	0.5%	1%
White	19%	16%	18%	16%	17%	16%	15%	14%	14%	14%
Unknown	4%	2%	4%	2%	4%	1%	3%	2%	3%	1%
<b>Gender</b>	<b>10-11</b>		<b>11-12</b>		<b>12-13</b>		<b>13-14</b>		<b>14-15</b>	
Female	56%	57%	55%	57%	54%	57%	55%	57%	56%	57%
Male	43%	43%	44%	43%	45%	43%	45%	43%	44%	43%
Unknown	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%
<b>Age</b>	<b>10-11</b>		<b>11-12</b>		<b>12-13</b>		<b>13-14</b>		<b>14-15</b>	
19 or less	22%	0%	23%	0%	23%	1%	23%	6%	23%	15%
20 to 24	33%	26%	34%	36%	36%	43%	36%	44%	37%	40%
25 to 29	16%	32%	15%	28%	15%	23%	15%	20%	16%	18%
30 to 34	9%	15%	9%	13%	8%	11%	8%	10%	8%	9%
35 to 39	6%	8%	6%	7%	5%	6%	5%	6%	5%	5%
40 to 49	9%	10%	8%	9%	7%	8%	7%	8%	7%	7%
50 +	5%	8%	5%	7%	5%	7%	5%	6%	4%	5%

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Data show that the Counseling Department has provided services that more nearly reflect the landscape of ethnic representation in the general population. White American and Asian groups mirrored the campus number whereas data on Native American and Pacific Islander consistently showed more students served than the actual campus registrants.

The Department has consistently served the African American group on a higher percentage than the campus. Contrastively, the Hispanic students provided counseling was lower than the campus figure. When comparisons are made within the Counseling Department data, an upward increase in every academic year starting 2010-11 through 2014-15 is reflected. This incremental growth cannot be minimized since it points to the earnest efforts of the department to serve Hispanic students.

Not seeking services from the Counseling Department could be explained through the existing opportunities offered by the college. In 2014-15, the college implemented its Equity Plan through the First Year Experience (FYE) Department which served new students typically newly graduated from high school. Some Hispanic students including males comprise the cohorts in FYE classes, Valley Bound, AB 540, Guardian Scholars and Foster Youth. It is also possible that a number of Hispanic students belong to well-established EOPS/CARE, CalWORKs, DSPS, STAR, and more recently, the HSI STEM Pass Go Program, all categorically funded departments within the California community colleges or the Department of Education. An aggregate number of motivated Hispanic students together with other ethnic and male gender groupings may have actively and promptly sought out services making them lead qualifiers for the aforementioned programs.

This year, one of the intentional efforts made by the Department to focus on the Hispanic group is offering on campus orientation in Spanish to appeal to the Hispanic value of family belongingness. It has been noted that Hispanic students, both males and females are usually accompanied by family or friends. Welcoming the group to the orientation dispels perceived barriers and discomfort due to unfamiliarity of the new system while promoting their sense of collective identity and feeling valued by the college community. To cater to millennials, the Spanish online version is forthcoming pending production work by RTVF students. The presenter who prepared the script is a counselor who could easily engender the cultural value of respect for authority and ethnic match.

Previous effort was the ESL orientation offered onsite in William McKinley Elementary School during spring 2014 through fall 2015. With the assistance of a translator, this specialized English orientation was delivered by an SBVC counselor who presented the material in a step-by-step fashion from application through first semester education planning and class registration. In the succeeding year, two counselors conducted the



presentation in English and Spanish simultaneously. More face-to-face presentations occurred where counselors participated in a number of informational meetings for AB 540 students for all ethnicities and global origins, New Students' Welcome Day events, and attendance in conferences with Hispanic students. Two counselors participated and accompanied Hispanic students to the Hispanic Association of Colleges and Universities (HACU) conferences held in Orange County in 2014 and in Palm Beach, Florida in 2015. Furthermore, the Department takes pride in its service to Hispanic/Latino students through its Puente Project which has a long history of student success at SBVC having been coordinated by the Counseling Department in conjunction with the English Department for the past thirty years.

Another diversity thrust adopted by the Department is ensuring the availability of translators and/ native speakers of the Spanish language at the Front Desk Office. For instance, three of our student assistants are trained to assist students in setting up appointments are fluent in Spanish, and these students are assigned to morning, midday, afternoon, and evening hours. A male veteran who speaks Spanish assists the public at the Front Office. Additionally, one newly hired full time counselor speak Spanish adding to the complement of seven other full time and adjunct Spanish speaking counselors. Since last semester, a Spanish version of the online orientation was developed and is currently being produced into a video by the RTVF students for online delivery. This was the most attainable solution since the parallel version did not materialize due to cost. It was envisioned that the Spanish version would be implemented after the revised and ADA compliant, English online orientation was made available to the public. Another mode of delivery for the Spanish orientation will occur on-campus this April during the summer registration. The sessions will be marketed via the SBVC web site, Twitter, Student Services Newsletter, among others.

For the marked variance observed in the last three academic years, it is possible that some students are recipients of counseling services in categorical programs which adhere to both Student Success Act and their categorical mandates. Thus, plans to refocus attention on the Hispanic group will continue to be implemented aside from the ones already mentioned. For example, some sessions for expanded orientation and initial/abbreviated education planning services will be delivered in Spanish for students to understand their assessment placement better and not a marked label for remediation, first semester course load and registration on Web Advisor and their responsibilities to meet the Student Success mandates. Also, Spanish translation of more instructional materials on counseling related matters is ongoing. Already available are materials in Spanish for use in the academic advising and initial education planning for students from feeder high school during on-site visits to the high schools. Additionally, for the past three years, the Counseling Department sponsored the Ask A Counselor Project where counselors speak with students outside of their offices to establish greater connection with students as well as show in conspicuous places on campus on designated days for three weeks after nonpeak days. Counseling does not occur in these places rather informational question and answer sessions occur with an invitation for appointments for career counseling and comprehensive education planning. Given appropriate approvals from leadership, forthcoming is a menu bar in

Spanish within the Counseling Department web page if approved by leadership. As part of the department's outreach to prospective students, the following informational materials in Spanish are now available – *A-Hacer-Lista para Estudiantes Nuevos y Estudiantes que Continúan* (To-Do List for New and Returning Students); *A-Hacer-Lista para Estudiantes Actuales* (To-Do List for Current Students); *Preparación de Estudiantes de la Escuela Secundaria a Colegio* (High School Students Preparation to College); *Orientación a Versión en Línea del Colegio* (Orientation to College, online version); *Orientación a Colegio en Campus* (Orientation to College on campus version); *Grupo de Consejería Académica y Planificación Educativa Inicial* (Group Advising and Initial Education Planning); *Cómo Inscribirse en las Clases a través de WebAdvisor* (How to Register for Classes via Web Advisor). These are key materials geared towards students' smooth transition to college experience.

Relative to 25-29 age brackets, the department has served higher numbers of students compared to the campus number. Since the average age of our students is within this age range, it is reasonable to state that the Department has served this segment well.

The Department will continue to foster approaches and activities that would make interventions meaningful and engaging to students from all ethnicities, gender, and age levels. Additional emphasis will be given towards increasing connections with our Hispanic students who may value closeness and personal engagement with counselors and to males in general who may not be comfortable in asking directions and questions or may tend to shun help-seeking behaviors.

### **Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Counseling Center is open five days a week during the academic year consistent with other offices in Student Services. The hours of operation are:

Mondays and Thursdays	8 a.m. – 5 p.m.
Tuesdays and Wednesdays	8 a.m. – 7 p.m.
Fridays	8 a.m. – 2:00 pm

During peak days of registration

For the first two weeks of classes Mondays through Thursdays 8 a.m. – 7 p.m.

For the first three Fridays when classes start 8 a.m. - 4:30 p.m.,  
and

For the first two Saturdays when classes start 9 a.m. – 1:00 p.m.

During spring break and when instructional faculty members are on semester break, the Counseling Center remains open for services to students. Moreover, during peak days of registration all counselors report to work for seven hours of

student contact and do not take any non-service days barring unusual circumstances. Adjunctive hours during peak days are increased to 23 hours per week for every adjunct counselor depending on their availability.

For the Big Bear site, two counselors (one full time and a senior adjunct faculty) provide on-site counseling before registration starts and during Super Saturdays. For follow-up counseling, the students are given an individual counseling appointment via phone as coordinated by the designated person at the satellite location. Telecounseling via Skype is also given as an option although students have to use the on-site location with coordination by the designee to ensure privacy and confidentiality and uphold ethical practices. On the SBVC campus, individual counseling sessions and online advising are functional at any given day.

The Counseling Department has faculty who are bilingual. The following indicates the number of faculty and staff that speak languages other than English –

- 7 Spanish speaking counselors inclusive of both full-time and adjunct counselors
- 3 Spanish speaking student assistants
- 1 Mandarin and Russian speaking counselor
- 1 Filipino speaking counselor
- 1 Vietnamese speaking Student Success Coordinator

In the rendering of multicultural sensitivities and diversity skillfulness, the Counseling Department makes reasonable accommodations for the needs of students with disabilities. For example, for those with hearing impairments, interpreters provided by the SBVC Disabled Students Programs and Services Department are welcome in student counseling sessions with confidentiality releases observed.

Furthermore, the Counseling Department faculty demonstrates gender diversity among its composition. Specifically, within the past semester the number of male counseling faculty has been restored after two temporary full-time male counselors accepted full time posts at San Diego Community College District. The following indicates the number of male and female counselors inclusive of both full-time and adjunct faculty –

- 6 male counselors
- 20 female counselors

Classified personnel –

- 2 female who speak English and
- 1 newly hired, male classified person who speaks Vietnamese

Student assistants -

- 3 female ( two are Spanish speakers)
- 1 male (also a veteran)

The Counseling Department ensures that all student assistants are cordial and polite to everyone who comes in to the Counseling Center as well as sensitive to diversity concerns in handling students' requests for services, and are accurate in their dissemination of general information about SBVC. They are closely

supervised by the classified staff and are given regular training on customer service and updates about general questions posed by the public.

Due to the diverse needs of the students presented by ethnicity, language, and culture, the Counseling Department offers the Puente Project, a learning community. The Puente Project takes an in depth examination of Latino student development and their Latino heritage relative to writing and college success. Students are placed in a one-year series of courses inclusive of an English and Student Development course, and other courses with intensive collaboration from instructional and counseling faculty. The Puente Project specifically seeks to increase student success and retention via a cohort model with a view to transfer most students, if not all, to the UC system. Another counselor renders integrated counseling for the linked classes, including those classes with faculty-directed tutors, and the COMPASS project, a success project funded by the Chancellor's Office of the SBCCD.

Lastly, the Counseling Department addresses the heterogeneous needs of the student population via the allocation of special assignments among counseling faculty. Beyond the responsibility of the counselors to function as generalists, counselors assist special populations. Current special populations who are provided comprehensive counseling services are students from the following sectors --

- All new students under the Student Success Act
- Athletes including support services for the newly formed Huddle Program with intensive follow-up and tutoring components
- Applied Technology students including other CTE programs of the college
- Basic Skills students
- Students in linked classes as well as those in classes with faculty-directed tutors
- High School outreach counseling for all feeder high schools
- International Students
- Matriculation exempt students
- Online Advising
- Probation and dismissal students
- Puente Counseling
- Referrals from instructional faculty and other Student Services programs
- Veterans Counseling

Furthermore, other special needs groups come from referrals, namely, referrals from instructional faculty and deans for crisis counseling and grief counseling; referrals from Admissions and Records and other colleges regarding articulation questions; and referrals from the Early Alert program which will be replaced by Starfish Retention Solution. Similarly, services for referrals from Adult Schools and community agencies are likewise provided. We also refer students out for social services and other community resources. All these groups require additional interventions relevant to their needs in addition to their usage of general counseling services.

The Counseling Department ensures that all front desk personnel and student assistants are cordial, polite, respectful of diversity, and accurate in their

dissemination of information. Furthermore, February and from April through August, five group advising sessions accommodating first semester students are conducted daily.

Since orientation and assessment are now mandatory for all new SBVC students, orientation to college is offered on-campus or online. Until 2013 as many as three to four on-campus orientation sessions were held per week during registration period. During non-peak registration periods, a minimum of two in-person orientation sessions per month were scheduled during morning and evening due to low attendance as opposed to the growing participation via the online format. Since the demographic profile of students change, on campus orientation will be revived starting this April including on campus orientation in Spanish,

#### Alternate Delivery Methods

- On-line advising is offered to students
- One counselor is given this special assignment although all counselors respond to their students' e-mail or phone calls when further inquiries and follow-up arise. During the peak months of November, December, January, April, May, June, July, and August, additional three faculty are designated to respond to an average of 2,000 e-mail per month.
- On-site counseling at Big Bear High School during Super Saturday events for the past several years was conducted with one full-time and an adjunct faculty providing services.
- Telephone Counseling with Big Bear Students is continuous with a complement of one full time and an adjunct faculty delivering the services.
- Student Development courses are offered to students. These are --
- Student Development 015 Puente: Strategies for College Success for Puente Project participants

The general population can select from any of the two transferable courses mostly offered every semester specifically designed to assist students in their collegiate and career navigation and provide them with resources necessary for their academic and career success--

- Student Development 102 College to Career
- Student Development 103 Career Exploration and Life Planning, and Moreover, an associate degree applicable course is offered.
- SDEV 010 Education Planning which instills sophisticated understanding of educational goal requirements and formulation of a comprehensive education plan.
- High School Visitations  
On -site services at the feeder high schools from January through April are intended to increase the college-going rate of our neighboring high schools and streamline entrants' admissions and registration process.
- High School Connection Program operational from 2011 through 2015  
This initiative was a distinct undertaking from outreach activities and was envisioned to enhance relationships with high schools via a constant communication loop and visitations with principals, high school counselors, career technicians, and identified prospective students. Nurturing and empowering future students from the high schools for greater preparedness in

their educational goals is warranted with on-site initial career counseling, academic advising and abbreviated education planning. This intervention is redesigned in spring 2016 to conduct targeted follow-up of high school students who were served during high school visitations. The students are to be followed up for greater connection and engagement to dispel their anxiety in a new system and to elevate their academic efficacy.

- Group advisement is conducted for students who require (1) prerequisite clearances, (2) matriculation exemptions, (3) targeted orientation to success strategies and SSSP mandates (4) first semester education plans, and/or (5) unit overloads. Group advisement has especially proven advantageous during peak registration. On average, 8 -12 students are accommodated via this group structure made available four to five times daily during peak registration time. When a larger group of 20 students are assisted two counselors conduct the group advising and education planning sessions.
- Group counseling of students in structured pathways for comprehensive education planning will commence next academic year. This is also made possible with the purchase of 36 tablets granted by the Technology Department through the needs assessment review coursed through the Program Review Committee. Preparation for this intervention has been set in place in the last three years with the creation of the following presentations –
  - Education Planning for AA/AS-T
  - Education Planning for AA/AS Degrees
  - Education Planning for Certificates
  - Education Planning for Pharmacy Technology
  - Education Planning for Psychiatric Technology
  - Education Planning for Nursing
- Orientation to College
- Orientation session can be completed online or on campus. It is hoped that students who participate in college orientations become highly aware of college expectations placed on them.

Online workshops designed to explain the policy of the college regarding academic performance, explore strategies to improve GPA, and modify behaviors for academic success are available online. This is a useful ancillary to the probation/ dismissal counseling intervention that students receive to get off probation status or be reinstated for admission. These workshops are currently produced into videos by RTVF students.
- On campus Student Success Workshops dealing with specific academic success behaviors have been offered.

For example, last semester the theme centers around increasing career literacy while last fall, the workshop topics are –

**Time Flies: How to be Productive with the Time You Have**  
**Planning Your Next Steps: What Classes Should I Take**  
**Five Awesome Study Tips to Prepare for Finals**

Future workshop topics are –

**Student Success Act and You: Escalating Your Way to Graduate**  
**Fast-Tracking Your Goal Completion through the Student Success Act**  
**Understanding Academic Status and Maintaining Academic Progress**  
**Will Power and Success Ratio for Academic Success**  
**Organizational Skills for Life Planning and Personal Development**  
**Leadership and Attending Skills for Students: A Mindful Way to Succeed in College**

- Ask A Counselor Project - Ask a Counselor Project further delineates the Counseling Department's thrusts for student success. It is intended to develop and enhance connection and engagement with our students as part of "other services related to education planning" as mandated by the Student Success Act. Also, this project is aimed at encouraging continuing students to use follow-up counseling services. Growing number of student have participated: 65 in spring 2014; 105 in spring 2015; and 405 in spring 2016.

From the foregoing discussion, all possible access avenues have been afforded our students, particularly those belonging to special segments of the population to meet their characteristic needs and availability.

**Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

Data featured are geared towards showing how the operations and educational efforts of the department align with programmatic goals. Statistics were provided by the Office of Research and Planning including the Counseling Department's other data source which is Scheduling and Reporting System (SARS), and the results forwarded by Dr. Celia Huston, Faculty Co-Chair, Accreditation and SLOs.

The Counseling Department undertakes the Student Success plan of the college. The four mandated counseling services are orientation, assessment, education plan, follow-up, and other education planning related services. While there are exempted students from orientation and assessment based on the Assessment policy formulated by the Student Success and Support Programs Committee (formerly known as Matriculation committee, all new students undergo orientation, assessment and counseling. New students cannot take the assessment unless cleared for this step through completion of the orientation. Likewise, they are blocked from registration for classes without an abbreviated education plan on the WebAdvisor.

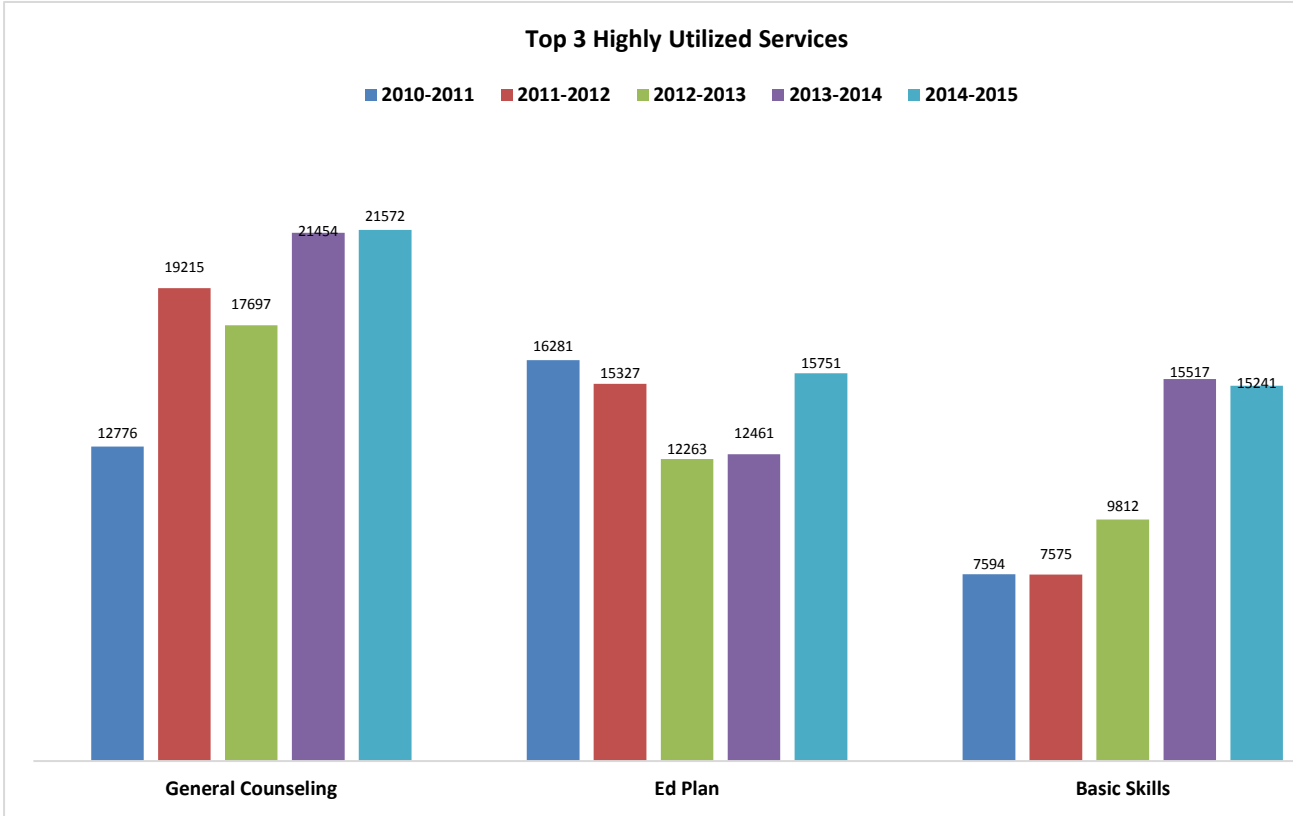
**Goal #1 Intensify accessibility of services and forge Year 2 implementation of the Student Success Act**

Steps to become a student with a corresponding Spanish translation is available via online and the schedule of classes. Students go through a process that has been established well before the implementation of the Student Success Act. After application for admission, students take the orientation, then assessment and then see a counselor for expanded orientation for their first semester education plan. All entering students for which the Student Success Act is targeted cannot register for classes unless they have had a counseling appointment for the abbreviated education plan. In the past, some new students register for classes without the benefit of counseling with unrealistic course load and unnecessary classes.

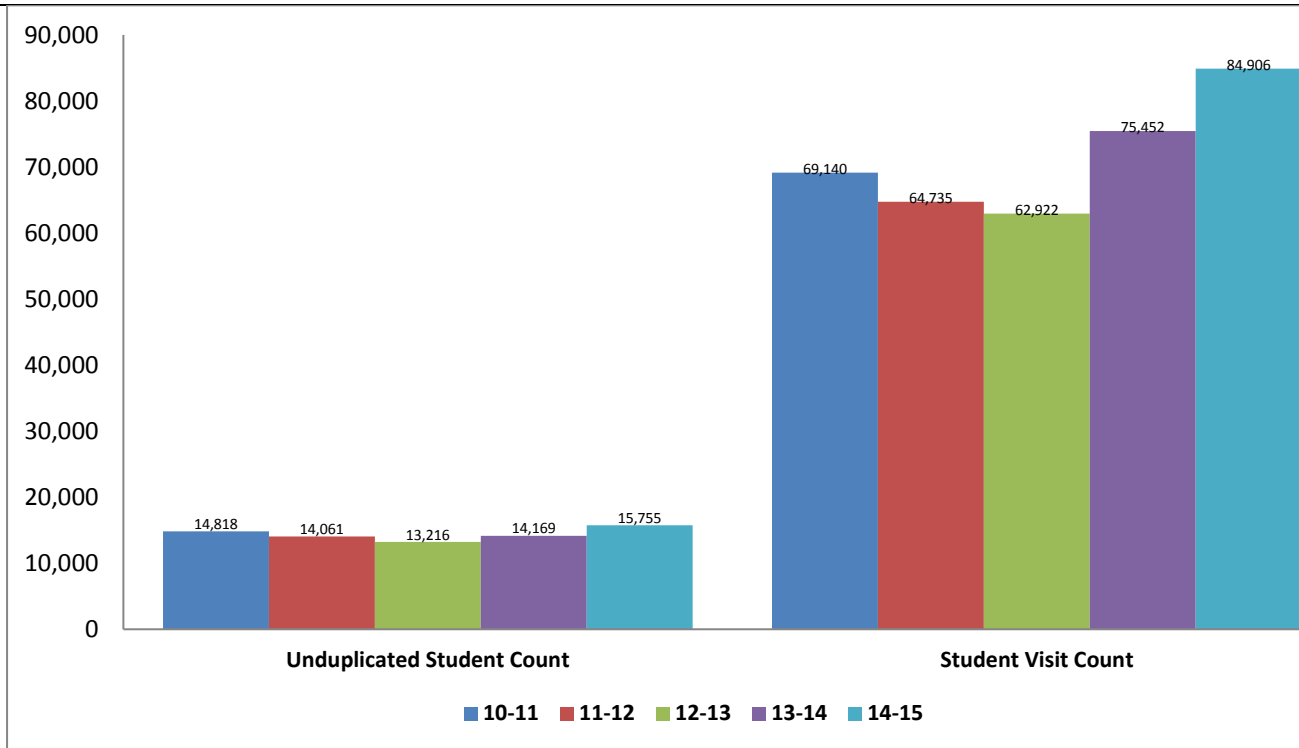
Orientation services are conducted online although in-person, on campus orientation is available upon request. This semester an on-campus orientation in Spanish and the English version will be made available on specific dates to ensure accessibility to students who may prefer a face-to-face interaction or who may not have Internet connection. In 2014-2015, the counseling Department in conjunction with Cynosure, enhanced the erstwhile online version. The current and enhanced online orientation meets the American Disabilities Act (ADA) mandates with question and answer portions for information mastery. Without mastery, students cannot skip any segment or move on to the next domain without reaching the cut-off number of correct answers. Expanded orientation on college culture including interpretation of assessment results and abbreviated education planning follows after assessment. Assessment is conducted by the Assessment Center, a separate office from Counseling while Assessment interpretation is conducted by counselors.



The chart that follows shows the top three highly utilized counseling services.



The subsequent chart has reflected continued increase in student contacts both from the perspective of unduplicated count and duplicated count of service recipients.



Thus, a demonstrated pattern of counseling services made available to students are shown. Student visit count has dramatically increased within the last two years with a significant increase in academic year 2014-15, the first year of the SSSP implementation. Compared to 15,755 unduplicated numbers of students to 84,906 duplicated visits, the marked elevation demonstrated follow-up sessions and comprehensive education planning for repeat recipients. The marked increase between unduplicated and duplicated count of students attests to the consistent provision of services. Thus, access for follow-up services has been fostered for since 2011 -2014. The seeming reduction of repeated student contacts for 2013-14 may be an artifact resulting from previous years' work, thereby, reducing the need for follow-up services to complete education plans.

**Goal # 2 Augment counseling interventions to increase retention and success of students and instill accountability for demonstrated academic success behaviors**

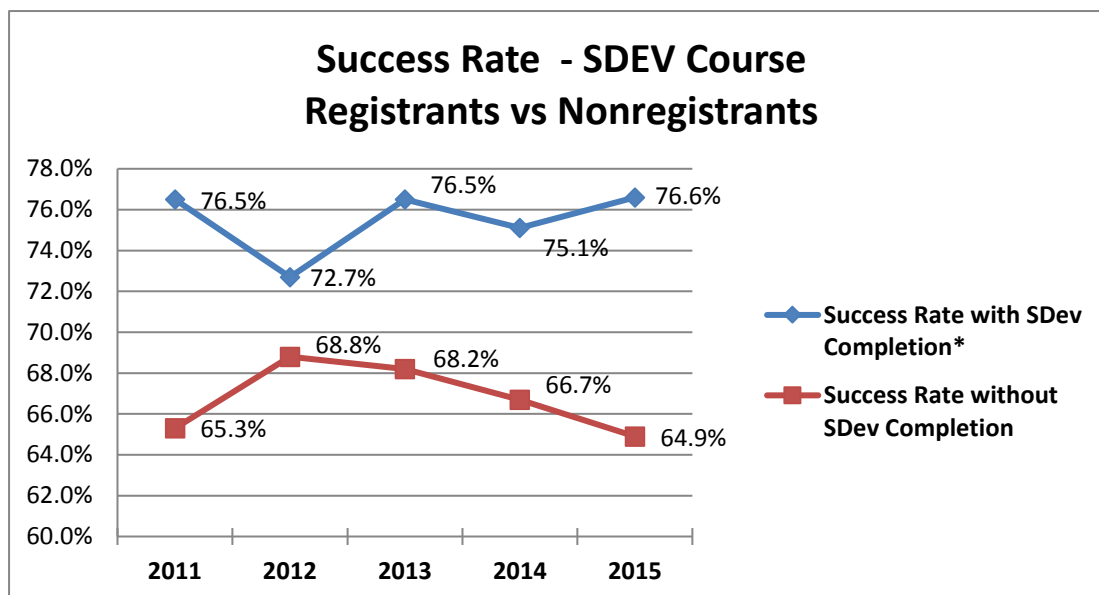
The data on retention and success as performance measure found in the EMP Data Sheet as provided by the Office of Research and Planning show that students who were assisted by counselors and have an education plan have high completion rates while 69% - 72% succeed with a satisfactory grade of C or higher. The EMP showed gradual increase in students' retention where approximately 90% of students who received counseling completed their courses within the semesters of the academic years 2010 - 11 through 2014-15. As regards student success, 70 % of counseling recipients across academic years were successful having completed their courses satisfactorily with at least a grade of "C".

The current results further solidifies and corroborates previous studies which revealed that more students benefitted from counseling relative to their retention and

success establishing once again the link between receipt of counseling and academic performance measures.

In a two-year comparison study of students who completed SDEV 102 College Success (2 units) and SDEV 103 Career and Life Planning (3 units), a significant number of students showed retention within the range of 90% - 95% versus 87.4% - 89.3% non-enrollees of SDEV. Meanwhile relative to success in their course load, 72.7% - 76.6% versus 65% to 69% non-takers of SDEV courses is observed. Using the higher limit of the range, a 6.7 % increase in retention can be gleaned while 7.6% increase is seen for success. It is reasonable to conclude that a completion of SDEV 102 or 103 contribute to increase in the number of students for retention and success.

Thus, the following set of data demonstrate academic success behaviors in the comparison of success rates between SDEV 102 and 103 students and nonregistrants of SDEV.



Relative to retention rates, students who completed SDEV 102 and 103 remained in their classes over a two year period when compared to nonregistrants of either courses.

In a separate activity, during Year 1 of the implementation of the Student Success Act, intensified classroom presentations have occurred in basic skills and other classes. In the report submitted to the Basic Skills Committee on April 22, 2015, Student Success Workshops were conducted in 56 basic skills classes for 1,351 in fall 2014 while presentations in 12 classes with faculty directed tutors (at that time was commonly referred to as classes with SI's) were completed for 297 students. Information to students about changes in Title 5 and federal funding as well as BOG waivers were emphasized during expanded orientation, group advising, and individual counseling sessions.

**Goal# 3 Continue to enhance service delivery practices including considerable use of counseling-related technology and other innovative ways to engage the greatest number of students**

In 2014, the District purchased the Colleague Student Planner otherwise known as WebAdvisor, a platform from Ellucis. Through this system, initial education and comprehensive education plans are entered during counseling sessions. Web Advisor education plan is mandatory for entering students; otherwise, they cannot register for classes. Previous to the WebAdvisor was the DATATEL version which proved to be more preferred because it was easier to use. The Web Advisor count does not match the SARS count where only 70% are reflected to have possession of an education plan by first semester students. Congruence between SARS data and those in WebAdvisor needs to be reconciled. In the meantime, due to the advent of the Education Planning Initiative (EPI), SBVC is participating in the pilot project of the initiative in spring 2017. Meanwhile, SBVC is also part of the pilot for Starfish Retention Solutions platform. This tool is mainly dedicated to follow-up and referral services where Instructional and Student Services faculty collaborate to increase retention and success. Overall the target is decreasing the number of underperforming students. Currently, the Counseling Department is spearheading in conjunction with representatives from different Student Services departments and instructional faculty, the identification of roles, responsibilities, and attributes necessary to build the digital architecture of the software. It is expected to be tested on veterans in fall 2016. Hence, the Department continues to improve its services delivery by its participation in the CCCO's Education Planning Initiative. Preparation for this technology required Intensive meetings three times a week for almost two and a half years now, not to mention the more involved and time-intensive iteration occurring this current academic year.

The Counseling Department follows a unique mechanism that allows for efficient yet high touch service delivery in contrast to a number of community colleges which do not conduct individual counseling or group advising sessions for their new students. These colleges, such as, the Imperial Valley College and Long Beach City College issue prepared education plan templates emailed to students as template for registration. While numbers are important for funding, the Department aims for connection with students early in their college experience.

The use of technology, such as, the new feature of Web Advisor for education planning including enhanced web page content, online workshops, and available instructional/counseling materials distributed to students are ancillary to the face-to-face counseling session. Publications from the Student Support (Re) defined Group ([www.RPGoup.org](http://www.RPGoup.org), January 2013) and conference presentations (Student Success Implementation Summit, October, 2013) highlight six factors defined by students on reasons for being successful. These are being nurtured, directed, focused, valued, connected, and engaged. All of these are initiated and reinforced during the counseling sessions.

Similarly, the Department submitted proposals for funding from SSSP monies for the purchase of Transfer Evaluation System (TES) as well as Prep Talk. Transfer Evaluation System is an interactive database for counselors that would facilitate research on course descriptions. As described by College Source, the provider of TES, the system enables users to “quickly locate course descriptions, route and track the evaluation process; store, manage, group, publicize the resulting equivalencies; and employ powerful algorithms to generate lists of likely equivalencies between institutions” (Excerpted from <https://tes.collegesource.com/>. Retrieved March 25, 2016). On the other hand, PrepTalk is a technology that makes workshop available to students as live, streaming events. Students could attend workshops and interact

with counselors during these activities wherever they are. Depending on the nature of the workshops, counselors can host activities virtually in their offices with unlimited number of participants. Presently, the Department is reviewing other possible technology for proposals to augment the Education Planning Initiative platform. Possible technology that is being researched by the faculty chair are the following – Go2Orientation for a more stimulating, creative approach to orientation, IntelliResponse for frequently asked questions with a Spanish version including the free technology resource, OpenStudy, a social learning medium for study groups and InternMatch/Looksharp for career resources and internship searches.

On service delivery mechanisms, the Department provides face-to-face counseling. To ensure quality service to each student, each one is given a same day thirty minute -appointment on a first come, first served basis. For generally homogeneous concerns, group advising and group counseling have been conducted where each student has an opportunity to speak with a counselor or counselors conducting the session. In contrast, most colleges run marathon two-days for all new students. Feedback from students revealed that they felt they are simply a number and they do not remember significant information (Student Panel on Advancing Student Success: From Plan to Action, 2016. California Community Colleges Student Success Conference).

Within the two and a half hours of group sessions, the first part deals with psychoeducational or informational concerns followed by an opportunity for each student to speak with the counselor individually. Most groups run for twelve students while twenty to thirty student groupings rarely occurs during peak registration. The Department has used this modality to avoid revolving doors occurrences of the same student requesting for the same service within days. Thus, the repeat recipients of counseling represent help-seeking behaviors for other developmental services.

On the other hand, continuous dissemination of information to counselors for consistency and accuracy of information via departmental meetings, e-mail, circulation of mandates, and cascading of information have been undertaken to support quality services. During department meetings are the regularly featured colloquia on updates and developments. Information gathered through conference attendance is echoed to the faculty.

**Goal #4 Maintain effective developmental as well as comprehensive services to increase performance outcomes among targeted segments of the population, particularly at-risks groups**

Counseling encompasses fundamental areas in student development, learning, career choices, and life skills. In all these dimensions throughout the college experience, core counseling services are provided in academic, career, transfer, and personal counseling. Ecological contexts, individuality, strengths, and skills gaps are considered in planning students' educational and personal life goals. Prospective and new students receive developmental services through initial career counseling, academic advising and initial education planning. Other counseling services and interventions are provided during the entire college experience. These include the following – academic advising; course load counseling and overload approvals; crisis intervention in conjunction with Health Services; CSU GE Breadth and IGETC certification verification; formulation/updates/ revision of initial and comprehensive education plans; follow-up services and referrals; graduation petition and certificate

of completion checks; interpretation of assessment scores and other multiple measures, as well as, interpretation of career and personality inventories; learning communities and special populations, such as athletes, international students, and veterans; liaison activities with academic departments; monitoring of student success and support program processes relative to the Department's delivery of services; online advising; partnership with feeder high schools; prerequisite/corequisite checks and clearances; probation/dismissal counseling; updates/revision of orientation content and on-campus delivery of orientation as applicable; student success workshops and SDEV courses taught by the Department's counselors.

Furthermore, within the student-counselor interaction, counselors actively build rapport and facilitate trust in an attempt to most meaningfully connect with the student. In an effort to promote self-efficacy and independence, counselors have identified empowerment as a key ingredient in their work with students. Counselors recognize the importance of providing the student with as much useful information as possible, while highlighting the student's priorities, motivation, resilience, and other non-intellective factors proven to support success. Additionally, counselors spend time emphasizing the importance of proactivity to students so that they are able to foresee future challenges and devise appropriate solutions and alternatives proactively.

Included in the identified groups according to the Student Success Task Force are high school students. The following are data that result from the on-site services rendered to our feeder high schools –

07/01/11 – 06/30/12	378
07/01/12 – 06/30/13	559
07/01/13 – 06/30/14	917
07/01/14 – 06/30/15	789
07/01/15 – 03/28/16	302

To recapitulate, all the departmental goals have been used to inform practices and procedures followed in the Department. From the comprehensive array of services rendered, it is contended that all these goals have been achieved.

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Pages that follow detail Course SLO Summary Evaluation Form, SAO Summary Form and SAO Data Collection Sheet. Note that 35% of the sampling of students were used to make valid statistical observations.

**Course SLO Summary Evaluation Form (3-year Cycle)**

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 015

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

Student Learning Outcome	Students will assess their current level of college success strategies. Students will apply knowledge of self- responsibility relative to their educational goals. Students will be able to explain the role and benefits of mentors and networking.
SLO Assessment Methodology	Students will use Self-Analysis Report, pre-test and post-test, and student presentations.
Criteria – What is “good enough”? Rubric	Fairly adequate knowledge of success strategies, importance of mentors as well as the importance and value of networking.
What % of students met the criteria? Is this % satisfactory?	93% of the students met the criteria and this percentage is satisfactory.

Were trends evident in the outcomes? Are there learning gaps?	Students showed notable improvement over procrastination tendencies. Students demonstrated clarity in their understanding of their educational goal requirements.
What content, structure, strategies might improve outcomes?	Mentorship assignment component may be more appropriate at the beginning of the Fall semester.
Will you change assessment method and or criteria?	No changes are necessary at this time.
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p>X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Best practices and meetings with mentors</p>
Will you rewrite the Course SLO?	No changes are necessary at this time.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development X Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action X Requests for resources</p> <p>Beginning and end of semester meetings.</p>



### Course SLO Summary Evaluation Form (3-year Cycle)

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 102

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

<p>Student Learning Outcome</p>	<p>Students will demonstrate self-knowledge with regard to their interest, values, and aptitudes. Students will understand the transfer process and will demonstrate ability to differentiate among IGETC, CSU GE Breadth, and Associate Degree requirements.</p>
<p>SLO Assessment Methodology</p>	<p>Students will use Self-Analysis Report; respond to survey and pre-test and post-test.</p>
<p>Criteria – What is “good enough”? Rubric</p>	<p>Fairly adequate knowledge of their interest values, aptitudes, and their educational goal requirements.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>80% of the students differentiated correctly the IGETC, CSU GE Breadth, and Associate Degree requirements for their educational goals. This percentage is satisfactory.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Students were engaged in all classroom experiences and activities which led them to be more decisive toward their educational goals. Overall, students had satisfactory performance in this class.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Inclusion of detailed application of strengths and self-knowledge as well as choice of their educational goals would be highlighted.</p>
<p>Will you change assessment method and or criteria?</p>	<p>No changes are necessary at this time.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i>  <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):  <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):  <input type="checkbox"/> Campus Committees. Date(s):                  (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)                  SLO Dialogue focused on:                  Best practices; sharing of classroom activities/exercises</p>

Will you rewrite the Course SLO?	No changes are necessary at this cycle.
Response to Student Learning Outcome evaluation and assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources Beginning and end of semester meetings

### Course SLO Summary Evaluation Form (3-year Cycle)

Division: Counseling and Matriculation

Department: Counseling Department

Course: SDEV 103

Semester Evaluated: Academic years 2012 through 2014-15

Next Evaluation: Academic Year 2017-18

<p>Student Learning Outcome</p>	<p>Students will demonstrate ability to compose a functional resume and cover letter as well as post these on appropriate websites. Students will identify and design key tasks and strategies to obtain life goals and career choice in increments of one- year, five- year, and ten- year plans. Students will demonstrate multigenerational awareness and self-knowledge pertinent to work environments.</p>
<p>SLO Assessment Methodology</p>	<p>Students will use Self-Analysis Report; create a portfolio for career choice, job search, and life goals and complete pre-test and post-test.</p>
<p>Criteria – What is “good enough”? Rubric</p>	<p>Advanced level of self-awareness and strengths related to career choices, life goals, and employability skills.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>90% of the students met the criteria. This percentage is satisfactory.</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>Activities used were effective in assisting students create a self- profile pertaining to their career development and career choices. Ability to synthesize information on different choices posed a problem to some students.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Mentoring component may be added as well as referral to Writing Center may be explored.</p>
<p>Will you change assessment method and or criteria?</p>	<p>No change is anticipated for the next evaluation cycle.</p>
<p>Evidence of Dialogue (Attach representative sample of dialogue)</p>	<p><i>Check any that apply</i>  <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):  <input type="checkbox"/> X Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):  <input type="checkbox"/> Campus Committees. Date(s):  (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p>

	<p>SLO Dialogue focused on:          Best practices; sharing of activities/exercises</p>
<p>Will you rewrite the Course SLO?</p>	<p>No revision of SLO's is expected at this time.</p>
<p>Response to Student Learning Outcome evaluation and assessment?</p>	<p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes  <input type="checkbox"/> Curriculum action   <input checked="" type="checkbox"/> Requests for resources          Beginning and end of semester meetings</p>

## Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2013 Next Evaluation: Spring 2015	<b>Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros</b> <b>Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Cindy Parish; Felipe Salazar; Andre Wooten; Ramiro Hernandez; Richard Long; Maria Maness; Desiree Martin; Deana Silagy; Joyce Smith; Carlos Solorio; Veronica Valdez-Flynn;</b>
Service Area Outcome Statement	Student will understand and describe SBVC's policy on scholastic performance. They will discriminate effective and ineffective success strategies and will produce specific behavioral directions towards completion and success in each course, thereby, remediating their GPA to 2.00 or higher.
Strategic Initiatives aligned with the SAO.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate  <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Online Workshops Questionnaire; Special Status Probation/Dismissal Evaluation Form
Criteria – What is “good enough”?  Rubric	Eighty percent of students will have answered correctly the questions related to effective academic success behaviors.
What are the results of the assessment? Are the results satisfactory?	The mean GPA of the respondents was 1.85. Eighty-nine percent of students were able to discriminate effective from ineffective academic success strategies. Three major reasons identified by students as the main causes of their substandard grades were personal problems, poor time management, work conflicts with class demands, and lack of study skills.
Were trends evident in the outcomes? Are there gaps?	The results of the study corroborated previous research on major causes of students' substandard performance. The major gap identified was the dissonance between underachievement and assistance-seeking behaviors and/or lack of behavioral change to remediate substandard grades.

<p>What content, structure, strategies might improve outcomes?</p>	<p>Follow-up counseling and referral services are necessary to assist students in developing habits towards improvement of grades/GPA's and maintenance of academic resilience. Discussion of coping skills during sessions would promote awareness of appropriate ways to manage academic demands.</p>
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>No. However, additional online workshops will be created to feature habits of the mind, self-efficacy, resilience and hope, decision-making skills, among others.</p>
<p>Evidence of Dialogue  (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p>x <input type="checkbox"/> Department Meeting. 9/ 20/2013 and 10/18/2013 Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Effective ways to use the research instruments as counseling tool, how to motivate students to use referrals, and conduct a solution-focused and time-limited personal counseling.</p>
<p>Will you rewrite the SAOs</p>	<p>No.</p>
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p>x <input type="checkbox"/> Professional Development x <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>More counseling-related instructional resources were created for students; more follow-up sessions were encouraged, and colloquia on best practices for motivation enhancement were included in departmental meetings.</p>

## Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Spring 2014 Next Evaluation: Fall 2014	<b>Lead Evaluators: Ailsa Aguilar-Kitibutr, Psy.D.; Jamie Herrera; Debbie Orozco</b>  <b>Participants: Gina Curasi; Frank Dunn; Laura Gomez; Patricia Jones; Jeanne Marquis; Felipe Salazar; Andre Wooten; Maribel Cisneros; Ramiro Hernandez; Richard Long; Gilbert Maez; Maria Maness; Desiree Martin; Deana Silagy; Joyce Smith; Carlos Solorio; Veronica Valdez-Flynn</b>
Service Area Outcome Statement	Students will identify areas of strengths of the counseling services availed as well as components of services where their needs are not meet. Students will rate their satisfaction level on the services received.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate
SAO Assessment Tool	Counseling Services Satisfaction Questionnaire
Criteria – What is “good enough”?  Rubric	At least 75% of student surveyed would have rated 4 “Mostly Satisfied” to 5 “Highly Satisfied” on the variables measured.
What are the results of the assessment? Are the results satisfactory?	The questionnaire will be administered in fall 2014. The instrument is in its final stages of content analysis and will be administered to a pilot group in summer for reliability and validity testing.
Were trends evident in the outcomes? Are there gaps?	It is expected that the study will identify further the strengths in the services provided and areas of improvement. The identified gaps will be used for innovations in counseling approaches to foster student success and credible image of the Department.
What content, structure, strategies might improve outcomes?	It is projected that the following -- clarity in services being offered, maximum use of counseling sessions including follow-up services, excellent counseling relationship, relevant and meaningful assistance to students will promote outcomes improvement.
Will you change evaluation and/or assessment method and or criteria?	Since this is a new area being measured no major change in the method of evaluation except some refinements in the questionnaire and use of statistical treatment.

<p>Evidence of Dialogue</p> <p>(Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff</p> <p>Date(s):</p> <p>X <input type="checkbox"/> Department Meeting. Date(s): March 7; April 4; May 5, 13, 20 <input type="checkbox"/></p> <p>Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p>
<p>Will you rewrite the SAOs</p>	<p>No; however, the questionnaire may be modified and possibly the use of multivariate</p>
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p>x <input type="checkbox"/> Professional Development x <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action x <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Continued training on counseling processes and information updates including the use of SBVC technology will be conducted. Changes in the delivery system may be effected. Additional supplementary materials to enhance counseling services as well as improvement of the Counseling Department facility may be necessitated. The results will be used as indicator in the achievement of one of the annual goals of the department. The results will be used as a guide in the succeeding academic year's departmental goals.</p>



## Program SAO Summary Evaluation Form

Division/Program: Counseling Semester Evaluated: Fall 2014 Next Evaluation: Spring 2015	<b>Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Desiree Martin; Veronica Valdez-Flynn; Deana Kelly-Silagy; Carlos Solorio</b>  <b>Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Andre Wooten; Maribel Cisneros; Ramiro Hernandez; Richard Long; Gilbert Maez; Maria Maness; Debbie Orozco; Joyce Smith</b>
Service Area Outcome Statement	Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate  <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Departmentally-developed Initial Education Plan Questionnaire
Criteria – What is “good enough”?  Rubric	At least 75% of participants in the group advising for new students fall within the range of “full mastery” and “adequate mastery” of regulatory, procedural, and spatial knowledge of college culture, utilization of counseling services, and practical success strategies within the college environment.
What are the results of the assessment? Are the results satisfactory?	The questionnaire will be administered via pre-test/post-test method in August and January during 2014 -15 academic year.
Were trends evident in the outcomes? Are there gaps?	It is expected that participants in the group advising session for new students will be empowered through full or adequate mastery of regulatory, spatial, and procedural knowledge necessary for success in a college environment.  The respondents who fall within the range of “some knowledge” would need some follow-up services.
What content, structure, strategies might improve outcomes?	Emphasis on group counseling processes, clarity of presentation and instructional materials, and standardized delivery of the service would improve outcomes.

<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>Changes will depend on the statistical data gathered.</p>
<p>Evidence of Dialogue  (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. 3/19/14/; 5/16/14; 6/3/14 Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: Dialogue focused on the following -- theoretical constructs, questionnaire items, content and method of the presentation, as well as, counseling processes to be used.</p>
<p>Will you rewrite the SAOs</p>	<p>Statistical results and discussion on delivery and content of group counseling services will inform the need for rewriting the SAO.</p>
<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>The results will also guide the revision of our department's instructional materials.</p>

## Program SAO Summary Evaluation Form

<p>Division/Program: Counseling Semester Evaluated: Fall 2014 and Spring 2015 Next Evaluation: Fall 2017</p>	<p><b>Lead Evaluator: Ailsa Aguilar-Kitibutr, Psy.D.; Maribel Cisneros;</b> <b>Desiree Martin; Veronica Valdez-Flynn; Deana Kelly-Silagy;</b> <b>Carlos Solorio</b></p> <p><b>Participants: Gina Curasi; Frank Dunn; Laura Gomez; Jamie Herrera; Patricia Jones; Jeanne Marquis; Debbie Orozco;</b> <b>Andre Wooten; Richard Long; Gilbert Maez; Maria Maness;</b> <b>Rebecca Mendez; Cindy Parish; Joyce Smith and Michelle Tinoco</b></p>
<p>Service Area Outcome Statement</p>	<p>Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.</p>
<p>Strategic Initiatives aligned with the SAO.</p>	<p><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, &amp; Climate</p> <p><input type="checkbox"/> Leadership &amp; Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability</p>
<p>SAO Assessment Tool</p>	<p>Departmentally-developed Initial Education Plan Questionnaire</p>
<p>Criteria – What is “good enough”?  Rubric</p>	<p>At least 75% of participants in the group advising for new students fall within the range of “full mastery” and “adequate mastery” of regulatory, procedural, and spatial knowledge of college culture, utilization of counseling services, and practical success strategies within the college environment.</p>
<p>What are the results of the assessment? Are the results satisfactory?</p>	<p>The post-test yielded 89% of the participants within the range of “full mastery” and “adequate mastery”. The data exceeded the benchmark of 75% of students, who after the intervention, are expected to demonstrate the following -- regulatory, procedural, and spatial knowledge of necessary information including the goal to apply learnings for academic success.</p>
<p>Were trends evident in the outcomes? Are there gaps?</p>	<p>The respondents who fell within the range of “some knowledge” will be followed-up for additional services. Post-test of these students showed lower scores which may suggest gaps in test-taking behaviors including maintenance of motivation and focus.</p>

<p>What content, structure, strategies might improve outcomes?</p>	<p>Information on intention and attention to goals and focus will be added.</p> <p>Group counseling processes, clarity of presentation of instructional materials, and standardized delivery of the service will continue to be followed for improved outcomes.</p>
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>No changes are necessary for the next cycle of evaluation.</p>
<p>Evidence of Dialogue  (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 3/19/14; 5/16/14; 6/3/14, and forthcoming meeting on 9/4/15</p> <p><input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: During the previous meetings, discussion focused on the following -- theoretical constructs, questionnaire items, content and method of the presentation, as well as, counseling processes to be used. For the forthcoming meeting dialogue will highlight the following – incorporation of additional information on motivation and attentional behaviors, as well as, the planned collaboration with the RTVF class with Supplemental Instruction for the graphical enhancements to the presentation.</p>

<p>Will you rewrite the SAOs</p>	<p>No changes are necessary for the next cycle of evaluation.</p>
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<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development X <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>The results will guide the Counseling Department in its accountability for the mandates of the Student Success Act by way of its services in expanded orientation and abbreviated education plans.</p>
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**SAO Assessment Data Collection Sheet**

Department: Counseling Semester/Year Assessed: Fall 2012 – Spring 2013	
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Assessment Methods and Criteria	<p>After intervention, post-test will be administered and the following rubrics will be applied: “Proficient” knowledge; “Basic” knowledge; and “Below Basic”.</p> <p>The rubric on “proficient” knowledge entails an accurate summarization and differentiation of English, reading, and math competency skills including an exact formulation of the foundational sequences, as well as, appropriate strategy for students’ completion of the basic skills courses in English, math, and reading.</p> <p>Ninety-five to ninety-eight percent of the students advised and counseled are expected to be in the “proficient” level.</p>
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	Number of Students who Assessed	Number of Students who Met the SAO
SAO 1 Statement Students will understand gaps in their basic skills competencies relative to English, math, and reading.	441	336
SAO 2 Statement  Students will identify the required sequence of English, math, and reading courses to acquire the appropriate competencies necessary in the completion of their academic goals.	441	336

SAO 3 Statement	441	336
Students will create an action plan and synthesize as well as evaluate the appropriateness of their strategy based on their academic goals.		

<p>Reflect and comment on the successes and challenges in this group of students. Did you:</p> <ul style="list-style-type: none"> <li>• Try new strategies?</li> <li>• Add content?</li> <li>• Identify any learning gaps?</li> </ul> <p>In future will you --</p> <ul style="list-style-type: none"> <li>• Try new strategies?</li> <li>• Make recommendations for content, assessment, or SAO modification?</li> </ul>	<p>Targeted was an enhanced emphasis on the following -- learning via expanded explanation and use of graphical charts and other mnemonic tools so students can remember and recognize their placement levels in writing, reading, and computing skills; students create a sequential and realistic action plan to take in order to develop the required foundational skills needed for their academic goals.</p> <p>Of the sample of students, 21.3% showed “basic knowledge” of the sequence and had an appropriate strategy for an action plan. The remaining 2.5% fell within the “below basic rubric”. However, majority of the students (76.2%) possessed “proficient” knowledge and an appropriate strategy for an action plan after the interventions were afforded them.</p> <p>Revision of the counseling protocol and enhancement of the presentation will be done. Group advising for incoming students and those who request for a two-year education planning services will continue to focus on students’</p>
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comprehension of the basic skills sequence and value of completing the basic skills courses within the first two semesters. Additionally, succeeding counseling sessions will review these domains.

Formulate a post-test measure on basic skills knowledge for online orientation participants to compare the viability of online medium as a way to reinforce understanding of basic skills competencies versus follow-up face-to-face counseling



## SAO Assessment Data Collection Sheet

Department: Counseling Semester/Year Assessed: Fall 2013 – Spring 2014	
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Assessment Methods And Criteria	<p>Descriptive Statistical Analysis of Responses to Online Workshop Questionnaire; Content Analysis of Special Status Probation/Dismissal Evaluation Form</p> <p>Eighty percent of students who are on Level 2 of academic or progress probation will have answered correctly the questions related to effective academic success behaviors.</p> <p>Eighty percent of students who are on Level 2 of academic or progress probation will have evaluated causes of their substandard grades.</p>
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	Number of Students who Assessed	Number of Students who Met the Service Area Outcome
SAO 1 Statement Students will describe SBVC's policy on academic and progress probation.	140	125
SAO 2 Statement Students will discriminate effective and ineffective success strategies.	140	125
SAO 3 Statement Students will evaluate causes of their substandard grades.	140	125

Reflect and comment on the successes and challenges in this group of students. Did you:  
Try new strategies?  
Add content?  
Identify any learning gaps?

In future will you  
Try new strategies?  
Make recommendations for content, assessment, or SAO modification?

Discussion among counseling faculty focused on the following – effective techniques in using the research instruments while processing counseling content; ways to motivate students in the use of resources and referrals; and execution of solution-focused, time-limited personal counseling.

Eighty-nine percent of students as compared to the benchmark of 80% met the service area outcome expectations.

The major gap identified was the students' dissonance between underachievement and assistance-seeking behaviors and/or lack of behavioral change to remediate substandard grades.

More intensive follow-up counseling and referral services are necessary to assist students in habits towards improvement of grades/GPA's and maintenance of academic resilience. Discussion of coping skills during counseling sessions would reinforce awareness of appropriate ways to manage academic demands.

During the next cycle of assessment, no changes in assessment instruments or methodology are foreseen. However, additional workshops will be created to feature habits of the mind, resilience and hope, decision-making skills, among others.

**SAO Assessment Data Collection Sheet**

Department: Counseling Semester/Year Assessed: Spring 2014 for the Development of Assessment Instrument; Fall 2015 and Spring 2016 Projected Assessment Dates	
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Assessment Methods And Criteria	Development and content analysis of Counseling Services Satisfaction Questionnaire At least 75% of students surveyed will have rated “mostly satisfied to “highly satisfied” on the variables measured.
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	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement Students will identify strengths in the counseling services received.	forthcoming	forthcoming
SAO 2 Statement Students will analyze areas/domains for personal and academic improvement.	forthcoming	forthcoming
SAO 3 Statement Students will rate their satisfaction level towards counseling services received.	forthcoming	forthcoming

Reflect and comment on the successes and challenges in this class. Did you: Try new strategies? Add content? See notable improvement in class performance? Identify any learning gaps?  In future will you Try new strategies Make recommendations for content, assessment, or SLO modification	Discussion centered on modifications to themes and components of survey items to provide specificity and global measures of the questionnaire and rating scale. Further changes may be done, as applicable, after analysis of results from pilot group.  Changes in the delivery system may be effected. Additional supplementary materials to enhance counseling services may be necessitated. The results will be used as indicator in the achievement of one of the department’s annual goals.
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## SAO Assessment Data Collection Sheet

Department: Counseling Semester/Year Assessed: Fall 2014 and Spring 2015	
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Assessment Methods And Criteria	<p>Pre-test/post-test method using the responses from the Initial Education Plan Questionnaire</p> <p>At least 75% of participants in the group advising for new students will fall within the range of “full mastery” and “adequate mastery” of regulatory, procedural, and spatial knowledge of college culture, utilization of counseling services, and practical success strategies within the college environment.</p>
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	Number of Students who Assessed	Number of Students who Met the SAO
SAO 1 Statement Students will understand regulatory knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.	275	244
SAO 2 Statement Students will demonstrate spatial knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.	275	244
SAO 3 Statement Students will analyze procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.	275	244

Reflect and comment on the successes and challenges in this group of students. Did you:  
Try new strategies?  
Add content?  
Identify any learning gaps?

In future will you --  
Try new strategies?  
Make recommendations for content, assessment, or SAO modification?

The post-test yielded 89% of the participants within the range of “full mastery” and “adequate mastery”. The data exceeded the benchmark of 75% of students, who after the intervention, are expected to understand, demonstrate, and analyze the following -- regulatory, procedural, and spatial knowledge of necessary information including the goal to apply learning for academic success.

The respondents who fell within the range of “fair mastery” will be followed-up for additional services. Post-test of these students showed lower scores which may suggest gaps in test-taking behaviors including maintenance of motivation and focus.

Information on intention and attention to goals and focus will be added.

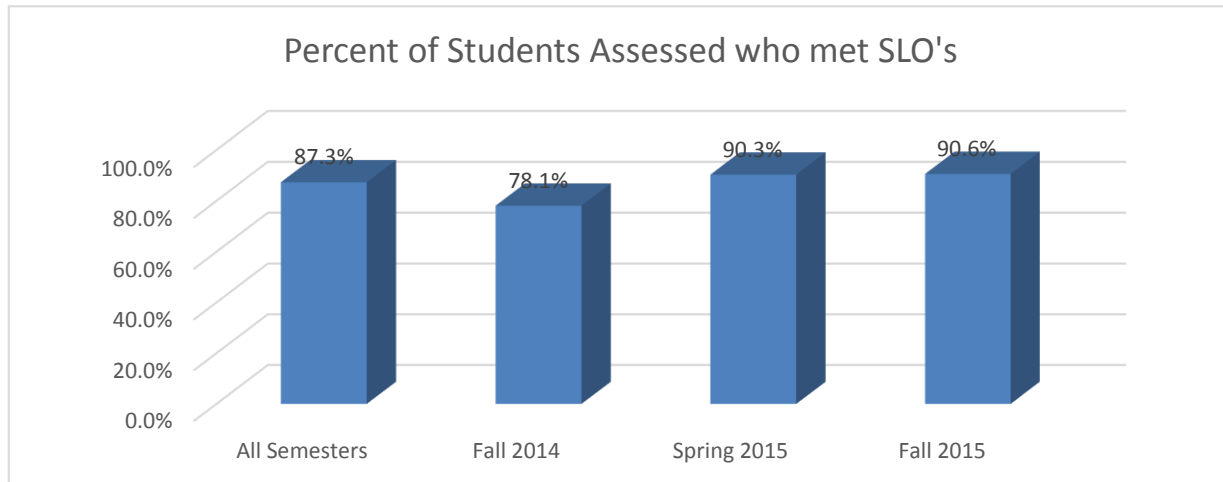
Group counseling processes, clarity of presentation of instructional materials, and standardized delivery of services will continue to be followed for improved outcomes.

No changes are necessary for the next cycle of evaluation. Group counseling processes, clarity of presentation of instructional materials, and standardized delivery of the service will continue to be followed for improved outcomes.

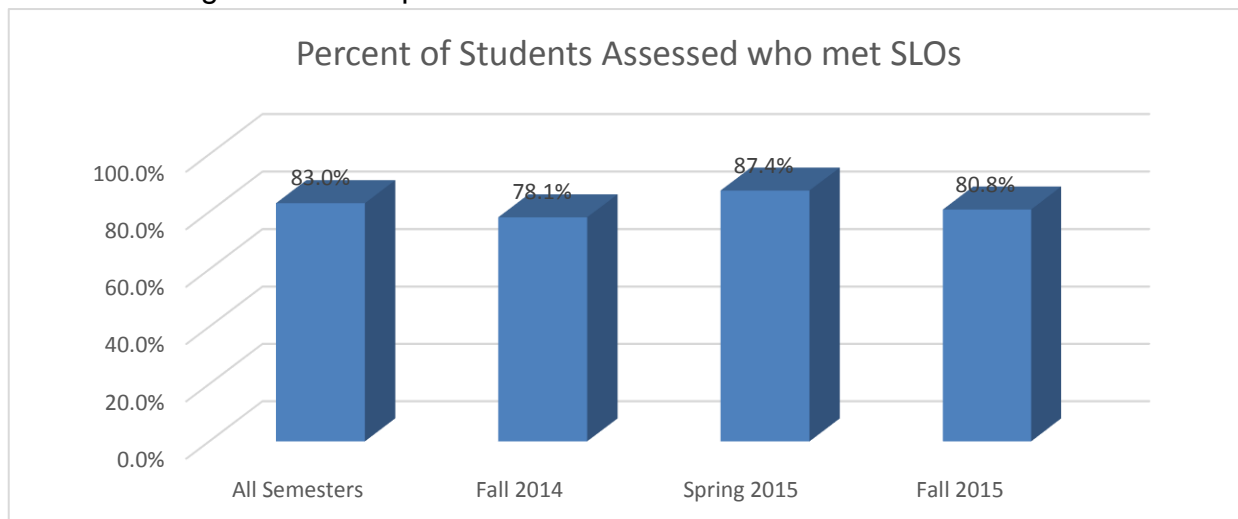
Additional information on motivation and intentional and attentional behaviors will be developed and incorporated into counseling interventions. Cumulative and subsequent SAO results will guide the Counseling Department in its accountability to the mandates of the Student Success Act by way of its services in expanded orientation and abbreviated education plans.



The foregoing forms detail the efforts of the Department to meet SBVC's requirements for SLO's and SAO's. In the chart that follow, the percentages of students who met SLO's for SDEV courses taught by counselors in the Counseling Department show more students versus those taught by all counselors taken globally.



The subsequent chart shows student meeting the SLO's in DEV courses taught by counselors regardless of departmental affiliation.



Perhaps, the departmental discussions effected positive impact on teaching methodologies and content presentations with the consequential results shown in the learning outcomes measured.

With regard to SAO evaluations, percentages showed favorable impact on students in different and separate assessments conducted. Thus, 76% were assessed with “proficient knowledge”; 89% of students attained the outcomes beyond the benchmark of 80%; and 89% were within the range of “full mastery” to “adequate mastery. As a result of discussions, the following have been effected – revision of counseling protocol and enhancement of presentation; counseling themes and issues were identified and will be explored with students in the development of comprehensive education plans; processing of information on intention and attention to goals will be incorporated in counseling interventions; and groups counseling processes, clarity of presentation of instructional materials, and standardized delivery of services will continue to be done for improved outcomes. Moreover, content items for assessment have been refined to ensure validity of instruments. These are highlights among the many other useful information used as springboard and guide in planning for continuous improvement and formulation of departmental goals including the development of the Annual Planning Guide, Event Planning Form and Event Evaluation Form, among others which are submitted to the VPSS Office.

### **Part III: Questions Related to Strategic Initiative: Institutional Effectiveness**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness– Rubric</b>		
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	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

**Mission and Purpose**

**San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.**



What is the mission statement or purpose of the program?

The mission of the Counseling Department is to provide high quality counseling services which promote the development and empowerment of SBVC's community of diverse learners.

How does this purpose relate to the college mission?

The Counseling Department provides quality counseling services that are essential to the students' overall college success. Likewise, it is committed to enhancing career readiness of students in the general population within the framework of the Student Success Act. Quality is given prime importance by the Counseling Department via its consistent effort to comprehensively address all student development needs and support services. Additionally, the Counseling Department recognizes and appreciates the diversity of our student population using a dynamic approach guided by its discipline and science to accommodate for a wide range of educational demands, learning and processing styles, and the exigencies surrounding the community as well as national, and global environments. The departmental mission upholds the mission of the college and all its efforts align with institutional goals so that students complete their education either in the certificate, associate degree or transfer.

## **Productivity**

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
  - i. staffing levels
  - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

### Number of Counselors in General Counseling from Selected Region 9 Community Colleges and 2014-2015 Student Enrollment

	Chaffey	Crafton	Moreno Valley	MSJC	Norco	Riverside	SBVC	VVC
<b>Counselors (FT)</b>	21	8	8	**22	8	15	10	8
<b>*Unduplicated Students</b>	25,945	7,889	12,839	21,283	13,042	26,612	17,044	16,061
<b>Ratio of Counselors to Students</b>	1:1235	1:986	1:1605	1:967	1:1630	1:1774	1:1704	1:2008

\*CCCCO Data Mart 2014-2015

\*\*13 full-time tenure track; 9 full-time non tenure track

A closer look at the chart reveals that SBVC is still behind in observing a lower ratio for counselors to students despite the surge in hiring additional full-time and adjunct counselors starting late fall 2014. On average across the state, 1: 1000 is descriptive of most community colleges although the ideal ratio as endorsed by the State Academic Senate is 1:900(Program Efficacy Report on Counseling, 2012; Senate Minutes, April, 2010). Moreover, the needs and demographics of our student population are markedly different from populations like those of Chaffey College and Crafton Hills College. Thus, of the eight colleges, SBVC still accounts for a higher counselor to student ratio.

From the CTA contractual proviso of thirty hours student contact, productivity is operationalized as the aggregate number of student contacts rendered by ten full time counselors with some additional hours rendered as overload which also includes adjunctive hours by part-time counselors running from 12 to 22 or 23 hours per week depending on their availability. Furthermore, as discussed in the pattern of service section, the Counseling Department has 12 full time counselors with two faculty on limited counseling assignment due to articulation work and matriculation coordination and the rest of the faculty are given varying hours to handle special assignments.

With regard to complaints, these are addressed immediately via on-the spot referral and/or counseling services rendered by either the Department Chair, Dean of Matriculation and Counseling, or another counselor. Also, students who present challenges obtaining a same day appointment, exceptions and accommodations are made and provided immediately. When other divisions are involved to facilitate problem-solving, the faculty and/or staff will contact the appropriate personnel and phone follow-up are done.

For benchmarks of excellence, the Department uses the data on the EMP Sheet as indicators of excellence including its accomplishments discussed elsewhere in this report. As regards morale in the department, colleagues appreciate the varied service delivery mechanisms and opportunities given for input, feedback, and innovation. Furthermore, an

instrument to measure satisfaction by students was created and refined which will be used for future SAO evaluation. Discussion on other facets of satisfaction is dealt extensively on Section V.

### **Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

The Counseling Department offers the following courses: SDEV 010 Education Planning, SDEV 015 Puente: Strategies for College Success, SDEV 102 College to Career, and SDEV 103 Career Exploration and Life Planning. All of these courses meet Category V: Lifelong Learning and Self-Development of the SBVC General Education graduation requirements. SDEV 102 and 103 meet the CSU GE-Breadth Area E: Lifelong Learning and Self-Development requirement. SDEV 103 transfers to the UC. The purpose of the curriculum aligns with the Student Success Act priorities of:

*“(1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.”*

Apart from the curriculum that is taught, counselors offer various workshops and provide classroom presentations to students. Information that is disseminated is continuously reviewed for currency and accuracy.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

No questions appeared after the Content Review Summary from CurricUNET.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Of the curriculum offered SDEV 010 has a Content Review date of 03/29/2016. Launching the course outline for approval in CurricUNET was done. Afterwards, SDEV

102 and SDEV 103 will be reviewed and launched to meet the Content Review date of 11/08/2016.

**CURRICUNET REPORT IS PROVIDED (IF APPLICABLE)**

<b>Student Services</b>				
<b>Student Development</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	SDEV010 Education Planning	Active	03/29/2010	03/29/2016
	SDEV015 Puente: Strategies for College Success	Active	04/29/2013	04/29/2019
	SDEV016 Tumaini: Strategies for College Success	Active	10/29/2012	10/29/2018
	SDEV102 College to Career	Active	11/08/2010	11/08/2016
	SDEV103 Career Exploration and Life Planning	Active	11/08/2010	11/08/2016
	SDEV900 Assessment of Learning Disabilities	Active	03/08/2010	03/08/2016
	SDEV905 Supportive Learning in Mathematics	Active	03/08/2010	03/08/2016
	SDEV906 Supportive Learning in Reading	Active	03/08/2010	03/08/2016
	SDEV010 Education Planning	Historical		
	SDEV015 Puente: Strategies for College Success	Historical		
	SDEV015 Puente: Strategies for College Success	Historical		
	SDEV101 Puente: Strategies for College and Career Success	Historical		
	SDEV101 Puente: Strategies for College and Career Success	Historical		
	SDEV102 College to Career	Historical		
	SDEV103 Career Exploration and Life Planning	Historical		
	SDEV900 Assessment of Learning Disabilities	Historical		
	SDEV901X3 Introduction to Computer Adaptive Technology	Historical		
	SDEV901X3 Introduction to Computer Adaptive Technology	Historical		
	SDEV902 Success Strategies for Students with Disabilities	Historical		
	SDEV902 Success Strategies for Students with Disabilities	Historical		
	SDEV905 Supportive Learning in Mathematics	Historical		
	SDEV906 Supportive Learning in Reading	Historical		
	SDEV907 Vocational Planning and Pre	Historical		

Content Review

	Employement Skills			
	SDEV907 Vocational Planning and Pre Employment Skills	Historical		
	SDEV910X3 CAHSEE Mathematics Test Preparation	Historical		
	SDEV910X3 CAHSEE Mathematics Test Preparation	Historical		
	SDEV911X3 CAHSEE English Test Preparation	Historical		
	SDEV911X3 CAHSEE English Test Preparation	Historical		
	SDEV980 Education Planning	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
Not applicable		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The articulation of SDEV 102 and SDEV 103 as part of CSU’s General Breadth requirement in Area E – Lifelong Learning and Self-Development has been secured. Also, SDEV 103 Career Exploration and Life Planning as a transferable course to UC have been maintained.

Worthy of note is that SDEV 103 has a course-to-course articulation with CSU Fullerton, CSU, and CSU, Long Beach.

**Currency**

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information found in the College Catalog, Counseling web page and counseling-related announcements from the Counseling Department are current and congruent with all published information. All sources of information are continuously updated.

### Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning– Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> 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.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

In terms of impact on the functions and operation of the Counseling Department, the following trends have been identified – adoption of Starfish Retention Solutions by all faculty as a tool for early intervention and positive reinforcement of academic performance; use of Education Planning and Degree Audit; implementation of the Common Assessment Initiative and Online Education Initiative; Continued implementation of SSSP mandates; and Challenges in Enrollment Growth.

A nagging issue at SBVC is about sustaining the engagement of students for educational goal and/or degree completion and promoting a personal way to reach out to students. Starfish Retention Solution is a platform that provides ways for early intervention and recognition of student performance. Getting the whole college to use this tool, notwithstanding training requirements is a project that would influence departmental planning. The other component of the new platform is the Education Planner and Degree Audit which can serve as database for both abbreviated and comprehensive education



planning as well and a basis to project course offering several academic years ahead. Through this online tool, students are likewise empowered to initiate requests for services, instructor appointments, and the like posing several logistical attention and arrangements.

The Common Assessment Initiative with projected implementation in fall 2017 is tied to SSSP funding. As it pertains to SBVC, conversations with discipline experts and stakeholders need to be started by the matriculation component of the division. An honest conversation on what will work at SBVC with the new assessment may have to be focused to decrease avoidable or redundant remediation. Thus, counselors are to be knowledgeable on the new locally determined placement and newly identified multiple measures including non-cognitive considerations. For instance, some colleges are now tending to use self-reported High School GPA. With these, several issues come to mind that will impact the Counseling Department. These are – accommodations for DSPTS, non-credit, and ESL students and algorithms to establish equivalencies with other placement practices in other community colleges, to name a few. On the other hand, implications of the Online Education Initiative suggest that the Counseling Department has to make accommodations to the online community of students in providing the core mandated services.

With the SSSP moving into Year 3 implementation, several modifications may be necessary in the following areas -- acceleration of students' goal completion; establishment of structured pathways of more programs and other plans of study; provision of equitable opportunities to more sectors among the college population; promotion of efficiency reports and innovative practices to meet the SSSP funding requirements; and mitigation of barriers to students' goal completion.

As regards FTE's, maintaining the desired number of students to meet the new funding formula for growth demand equal attention to prospective drop-outs aside from the incoming and current students.

All of these trends point to the need to adopt a high-touch, holistic and proactive perspective and implement high impact practices to assist the Counseling Department in being a relevant force to student success.

## **Accomplishments and Strengths**

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

### **Strengths and accomplishments**

Notable increase in newly hired counselors

Complement of counseling professionals with credible teaching experience

Continued pattern of increased student contacts

Streamlined office procedures to reduce lengthy wait time and revolving door of drop-in students

Successful implementation of group advising sessions for first semester education plans, unit overloads, prerequisite clearances, matriculation exemptions, abbreviated education plans, expanded orientation as well as modified group session for probation and dismissal students

Promotion of follow-up sessions thereby mitigating a revolving door of “drop-in” students who see counselors on consecutive days for the same need

Rigorous enforcement of Student Success mandates and processes on new students and registration holds without abbreviated education plans on WebAdvisor

Provision of developmental and comprehensive counseling services

Classroom presentations about the Student Success Act and promotion of counseling services, basic skills completion, and student support resources as well as academic support

Onsite counseling and initial/abbreviated education planning in feeder high schools

Creation of student guides and resources (e.g. Student Checklists for New, Returning, and Continuing Students, Awareness of College Preparedness, and many more) including enhanced online resources

Creation of responsibility Contract for Prospective Nursing Students in Basic Skills

Probation and dismissal students counseling using interventions for academic resilience including Individual counseling and behavior contracts as follow-up for students on probation and dismissal

Revision and completion of Enhanced Online Orientation that is ADA compliant and is more student friendly, appealing, and interactive presentation

Establishment of a High School Connection Program including its redesign for follow-up of targeted high school students

Promoted student success for Latino students through the Puente Program now on its 30<sup>th</sup> year at SBVC which earned recognition from the State as one of the longest-running Puente programs in the California community colleges

Fostered access and success through student contacts

Fostered NCAA compliance and academic success for athletes and close coordination with universities offering scholarships to SBVC athletes

Establishment of the Huddle program for athletes which establishes a structured pathway for athletes including in-house tutoring and supervised study halls

Fostered USCIS compliance and academic success of international students

Offered SDEV 102 and 103 courses handled by the department’s counselors with demonstrated performance measures

Expanded and enhanced web page to educate students on counseling- related information pertinent to student success

Broadened partnerships through the following --

High School Connection Program with feeder high schools

On-site counseling and educational planning for senior high school students from feeder schools who are prospective SBVC entrants

Recruitment of community leaders and professionals as mentors in the Puente Project and close partnership with parents of Puente participants

Hosting of annual High School Counselors and Career Technicians' Conference on varied themes

Fortified campaigns to integrate counseling with instructional settings such as outreach via presentations and workshops done for those in linked classes and those in classes with faculty-directed tutors

Added opportunities to provide visibility and interact with students outside of the department via Ask A Counselor and Tea/ Coffee with counselors activities with Ask a Counselor event showing incremental increase in student participation

Enhanced training of new counselors through a revision of the training manual and additional of four modular trainings

Prolific production of counseling-related resources in Spanish including Spanish orientation for on-campus delivery

Production of Student Success Reference Guide

Participation in the pilot program for the Education Planning Initiative

## Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The needs of the general population, demands for services, and nuances in the implementation of the Student Success Act including foreseen reduction in SSSP funding in 2017 will continue to impinge upon current resources and faculty to student ratio despite creative service delivery mechanisms. Moreover, the pressure to meet the 2% growth to meet the college's bid for funding augmentation also presents challenges to accommodate services to everyone. Our population needs nurturing, direction, engagement, and intensive counseling to move within a reasonable time for goal completion. Moving forward to Year 3 of the Student Success Act implementation, increased number of graduates is expected from the first batch of students who belong to Year 1 implementation.

Amidst these expectations, the Counseling Department continues to provide developmental and comprehensive services to the general population and continues to advocate for full time faculty including expanded complement of adjunct counselors. The Counseling Department has to continuously reinforce its cause for more full time faculty due to the Office of Research and Planning report that the ratio of counselors to students exceeds the State requirement. In actuality, aggregating the number of all counselors in Student Services does not give the true picture of the actual ratio between generalist counseling faculty and the number of students in the general population who are not recipients of categorical services. Categorically funded programs account for only a small fraction of the student population, normally around two thousand students.

While striving to afford services all day, office space has become the most pressing challenge despite creative scheduling of adjunct counselor hours and doubling up of full time counselors' offices where appropriate and feasible. The Department has outgrown the office space in the AD/SS building which in the first place was not designed for growth. With the ALMA Consultants' findings, any space augmentation is not within the immediate future. The Department will remain too bereft of office spaces. While small numbers of students comprising group advising is the ideal and most preferred service modality, the department may have to assign more counselors co-facilitating the session for a greater number of students using the LA 100, B-100 or Art144, if these are available.

An additional clerk to assist the public and answer numerous phone calls is also needed to provide assistance to the current clerk including timely documentation entries of services including handling of other support office work for the faculty. Furthermore, a constant departmental need for technical support necessitates an in-house IT person for quick resolution to technical problems. While the Technology Department has always been supportive of requests, rising technical needs may best be served by a part-time IT person in-house. These two additional staff would be important as the college continues to meet the SSSP mandates in Year 3 of implementation. The SSSP funding has proven to be a double-edged sword where needs assessment submitted to Program Review has not helped the request of the department for additional staff. SSSP funding is also shared to all sectors of the

college despite the fact that the Counseling Department is the major undertaker of the SSSP Plan.

**V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

In the 2013 -14 Campus Climate Survey, 44% of students who received academic counseling services reported “very satisfied” and 24% “somewhat satisfied” for the services used and the quality of service. In the level of satisfaction relative to some aspects of campus life, 45% of respondents strongly agreed that “faculty and staff make an effort to be helpful and courteous” while a 40% responded “agree”. On the Climate Survey, with faculty as respondents , about 43% answered between “agree and strongly agree” on the response to the general climate at SBVC and their optimism about the future of SBVC and having high morale. On the other hand, approximately 32% responded “agree” or “strongly agree” that SBVC has a reputation for comprehensive student support service compared to 60% who disagreed and strongly disagreed that students have adequate access to counselors. These results point to the need for more counselors despite pronounced efforts and demonstrated numbers of students served by the Counseling Department.

Campus climate through improvement in the departmental climate including commitment to effect positive change and contribute to the college’s morale and efficiency are primary concerns of the Department. Internally, the Department held a retreat to foster improvements in services as well as professionalism among colleagues. Collaboratively, the Department engaged in meetings among Student Services departments. To permeate more into the fabric of college life, the Counseling Department for the past two-and- a-half years have made inroads into integrating it services in the classroom. Forthcoming activity is Tea and Coffee with Counselors and Instructional faculty in linked classes.

Overall, the Counseling Department deems the relationship with various instructional divisions as integral in their work with students. It has assigned liaison counselors to each instructional division in order to strengthen partnerships through communication and or consultations about changing instructional programs, requirements, procedure, and student development. Via this model, instructional faculty has a direct point of contact with faculty in the Counseling Department.

Technological thrusts have been discussed in other sections of this report. Additionally, Counseling web page content has been enhanced to incorporate Student Success themes and have been continuously updated. With the college’s adoption of a new web content management system, it is hoped that the Counseling web page becomes more interactive with the public. Given the prospective purchase of other technological capability as a future project of the Department, more graphical interface will be added. In the horizon is the availability of Counseling Department’s presentations converted into videos by the RTVF department.

As regards external partnerships, the Counseling Department maintains close communication and on-site counseling services delivery in the following districts- Colton, Rialto, San Bernardino, and Mountain Schools.

Since 2013, High School Counselors and career technicians from these schools attend the Counseling Department's annual Conference. Thus far, the themes of the conference have been --

*Preparing for the Future: Positioning Our Students for Success*

*The Transformation Continues: Transforming Successful students since 1926*

*Reconnecting with Our SBVC Community*

*An In-Depth Look into SBVC Programs slated on April 29, 2016*

These conference have been geared towards dissemination of information and updates to high school counselors and career technicians about the following –SBVC's program offerings, current initiatives in response to the Student Success Act, such as, learning communities, academic and student support services, and other programs.

Partnership with community and business leaders and leading academicians in the Inland Empire for the mentorship component of the Puente Project

This partnership involves meetings and training of mentors by Puente faculty on effective mentorship as well as meetings between mentors and mentees. This partnership is geared towards cultivating empowered students in our learning communities for leadership, communication, success, and career skills. During the on-going activities, Latino community and business leaders, and educators are recognized as effective role models. Likewise, family members of student participants become involved through engagement of family members in Family Night and Recognition Activities. The goal in this particular activity is to create more enlightened family members about expectations, challenges, and success college students will experience. It is hoped that with an energized engagement of family members in giving moral and enacted support to student participants a continued support from family members will be elicited.

## **VI: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**Program Review 2012 team efficacy report does not identify any department deficiencies.**