

Program Efficacy Report Spring 2016

Name of Department: Counseling

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Overall Recommendation (include rationale): Continuation

Overall, the department addresses the demographic data adequately, and the data analysis is complete and a developed narrative was provided for program data. The mission of the department links to the college mission and includes the commitment to “provide high quality counseling services which promote the development and empowerment of SBVC’s community of diverse learners.” The department lists a number of accomplishments and recognizes challenges. The department incorporates the strategic initiatives of Technology, Partnerships, and Campus Climate. The team commends the department for its online and off-campus services. The department does not address whether a needs analysis has been completed. Productivity data is limited, so a thorough analysis of data is not given. The department addresses the upcoming implementation of the Starfish Retention platform, the Common Assessment Initiative, and SSSP implementation; however, it does not provide data or research from the field to support planning processes.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>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.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>Overall, the department addresses the demographic data adequately. Several areas need to be addressed further. The Hispanic population served in the department (60%) is slightly lower than the campus average (64%). The program indicates that it is addressing the variance by offering orientation in Spanish. Additionally, the program indicates that due to cultural patterns, the department is doing more to welcome the families. They have added translators to front desk staff, and have created a Spanish version of the online orientation. The 19 or less age group deviates from the campus average (23% for the campus and 15% for the department). Although this might be a function of new programs (FYE for example), that analysis needs to be addressed.</p>		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>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.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The team commends the department for its online and off-campus services. The department offers services Monday through Friday and in various modes of delivery—online, site visitations, etc. The department does not address whether a needs analysis has been completed. The department offers services only two evenings per week and limited services on Friday, so is this pattern the result of a needs analysis of the students? Also, regular Saturday services are not scheduled. Is there a need for the services and how did the department identify that no need existed? Appointments are made on a “same-day” basis. There is no narrative that explains the decision to serve students in this manner. Additionally, there is no data to support that this pattern is meeting student needs.</p>		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The department presents data relative to the achievement of its goals. They have developed services, incorporated them into their planning, as indicated by the data presented. It will be important for the department to identify strategies to measure impact of the interventions established. There was a drop in basic skills students utilizing services which the department should use in reflection and future planning.</p>		

Student Learning Outcomes and/or Student Achievement Outcomes	<i>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 college since their last program efficacy.</i>	<i>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 college since their last program efficacy.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The team commends the department for its work with SAOs and SLOs. It is current with its three-year summaries. The department notes the difference in the assessment of Student Development courses and they provide an analysis of possible discrepancies. For example, the department assessed SLOs for courses taught by counselors in the department and those taught by counselors regardless of departmental affiliation. For fall 2015, SLOs were lower for courses taught by counselors regardless of departmental affiliation (80.8% versus 90.6% for counselors affiliated with the department). The analysis outcome states, “Perhaps, the departmental discussions affected positive impact on teaching methodologies and content presentations with the consequential results shown in the learning outcomes measured.” SAO results prompted discussions that promoted change—including revision of counseling protocol and enhancement of presentations, processing of information on intention and attention to goals will be incorporated in counseling interventions, etc.</p>		
Part III: Institutional Effectiveness		
Mission and Purpose	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The mission of the department links to the college mission and includes the commitment to “provide high quality counseling services which promote the development and empowerment of SBVC’s community of diverse learners.”</p>		
Productivity	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
<p>Efficacy Team Analysis and Feedback: Does Not Meet</p> <p>The department has provided comparison data for counselor staffing across selected Region 9 comparison colleges and notes that SBVC, even after several new hires, offers a much lower student/counselor ratio, which limits its productivity as defined by student contacts. The program needs to provide a greater analysis of the impact of the reduced staffing, such as students unable to receive service, wait times for students, etc.</p>		
Relevance, Currency, Articulation	<p><i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i></p> <p><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i></p>	<i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i>

<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The curriculum is current with the exception of SDEV 010 that was due for review on 3/29/2016; however, the course has been launched in CurricuNet for approval by the Curriculum Committee.</p> <p>100 level courses are articulated with CSU and UC.</p>		
<p>Part IV: Planning</p>		
<p>Trends</p>	<p><i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i></p>	<p><i>The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The department addresses the upcoming implementation of the Starfish Retention platform, the Common Assessment Initiative, and SSSP implementation, all as components of major planning initiatives. To identify specific research in this field, relevant links might also be included to the SSSP and Starfish.</p>		
<p>Accomplishments</p>	<p><i>The program does not incorporate accomplishments and strengths into planning.</i></p>	<p><i>The program incorporates substantial accomplishments and strengths into planning.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The department lists a number of accomplishments. These include continued pattern of increased student contacts, streamlined office procedures to reduce lengthy wait time, successful implementation of group advising sessions for first semester education plans, classroom presentations about the Student Success Act, creation of student guides and resources, probation and dismissal counseling interventions, etc. These accomplishments need to be more clearly included as components of the planning process.</p>		
<p>Weaknesses/challenges</p>	<p><i>The program does not incorporate weaknesses and challenges into planning.</i></p>	<p><i>The program incorporates weaknesses and challenges into planning.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The department recognizes challenges, which include the limitations of office space, lack of staff, the continued need to meet the needs of the students, the demand for services, and the implementation of the Student Success Act. The team suggests that the challenges are framed with a discussion that identifies the planning process for decisions in more detail.</p>		
<p>Part V: Technology, Partnerships & Campus Climate</p>		
	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>

Efficacy Team Analysis and Feedback: Meets

The department incorporates the strategic initiatives of Technology, Partnerships, and Campus Climate. The department enlists the results of the Campus Climate Survey to make improvements in its programs. It links to instructional programs to improve student success by providing liaison counselors for various departments and programs. The department has enhanced the Counseling Web Page content to incorporate Student Success themes and have continuously updated it. The department maintains close communications with and provides on-site counseling services to the Colton, Rialto, San Bernardino, and Mountain schools.

Part VI: Previous Does Not Meets Categories

Program does not show that previous deficiencies have been adequately remedied.

Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):

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