Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records  Evaluation  Outreach & Retention
Assessment  Financial Aid  Pass the Torch
Career Center  Health Services  Psychological Services
Counseling  Judicial Affairs  Puente Program
Disability Resource Center  Learning Resource Center  Student Affairs
EOPS  Mfumo Program  Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator’s comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012: All programs participate in an annual program review
2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php
Submission Deadline: All program review documents are due to Deans by December 16
Basic Program Information

Student Service Program Name: Counseling

Student Service Program Mission: To help students make appropriate and successful educational decisions, set achievable goals, adjust to changing roles in global society and resolve personal concerns that can interfere with the ability to succeed in their college experience.

Program Review Team:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laureen Balducci</td>
<td>CNSL</td>
<td>Dean of Counseling and Matriculation</td>
</tr>
<tr>
<td>Suzanne Yamada</td>
<td>CNSL</td>
<td>Division Administrative Assistant</td>
</tr>
<tr>
<td>Anabel Arreola-Trigonis</td>
<td>CNSL</td>
<td>Counselors</td>
</tr>
<tr>
<td>Laurie Bertani</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Beatrix Cashmore</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Jerry Cellilo</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Vivian Cohen</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Leticia Delgado</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Cathy Denver</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>LeeAnn Emanuel</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Isaac Escoto</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Carol George</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Fatima Jinnah</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Brenda Johnson</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Kimberly Lane</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Andy Lee</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Debra Lew</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Tobias Nava</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Elaine Piparo</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Lety Serna</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Victoria Taketa</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Dee Vance Lee</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Voltaire Villanueva</td>
<td>CNSL</td>
<td></td>
</tr>
<tr>
<td>Tilly Wu</td>
<td>CNSL</td>
<td></td>
</tr>
</tbody>
</table>
Section 1. Data and Trend Analysis

1.1. Program/Department Data

<table>
<thead>
<tr>
<th>Dimension</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Served</td>
<td>33,615-duplicated (SARS)</td>
<td>39,092-duplicated (SARS)</td>
<td>40,009-duplicated (SARS)</td>
</tr>
<tr>
<td></td>
<td>15,736 (FTES)</td>
<td>16,129 (FTES)</td>
<td>15,270 (FTES)</td>
</tr>
<tr>
<td>Full-time FTEF</td>
<td>23</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Part-time FTEF</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Full-time Staff</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Part-time Staff</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?): Tracked through the Student Appointment System (SARS). The trend has been continued growth in the number of student contacts (duplicated).
2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) Ethnic breakdown of data is not available through SARS.
3. Staffing structure (Does the staffing structure meet the program’s or department’s needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
   i. Which aspects of the work are key to the institution’s mission? All aspects of the College’s mission involve counseling in transfer, workforce development, and basic skills.
   ii. Has the staff increased, decreased or remained the same to meet those changes? Counseling faculty have decreased by two full-time positions and four part-time positions. Staffing positions have also decreased with elimination of two administrative assistant positions. However, we added a full-time Evaluator position.
   iii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way? Implementing Banner and DegreeWorks has increased workload for Counselors and staff.
   iv. Does the workload have significant peaks and valleys during the fiscal year? If so, describe. Counseling is consistently busy through the year however peak times are pre-registration, registration, Transfer applications in the fall and summer session general counseling.
   v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? At this time Counseling is expected to remain constant
   vi. If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative
Annual Counseling Program Review Template for 2011-2012

consequences of too much work and maintain a positive atmosphere? Through teamwork and positive reinforcement, the division will strive to continue to effectively serve students.

vii. What steps can be taken to improve your program or department’s organizational efficiency within its current budget? Reorganizing positions, reclassifying positions as needed and DegreeWorks was implemented to increase efficiency. Continue to hire Federal Workstudy student workers to assist with staffing Front Desk.

viii. What strategies have been used to improve the delivery of support services within the program or department? Implementing DegreeWorks and continued use of SARS for self-service Counseling appointments.

4. Workload measures (includes budget details). Describe the program’s workload measures as developed within the Student Services process.

5. Budget analysis categories of expenditures (A Budget, Equipment, Supplies)

6. Basic skills programs (If applicable) Puente, Pass the Torch and Mfumo (currently on hiatus)

7. Transfer Programs (If applicable) All transfer related: TAGS, College Reps, Workshops, Transfer Fair

## Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for SA-O/SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

### 2010-2011

#### Unit Assessment Report - Four Column

**Foothill College**  
**SA - Counseling**

<table>
<thead>
<tr>
<th>Service Area SLOs (SA-SLOs)</th>
<th>Means of Assessment &amp; Target / Tasks</th>
<th>Assessment Findings</th>
<th>Reflection/Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **SA - Counseling - 1 - Steps - After completing a counseling appointment, a student will be able to articulate the steps to reach their educational goals.**  
*Year(s) to be Assessed:*  
2010-2011  
2011-2012  
2012-2013  
2013-2014  
**SA-SLO Status:**  
Active | Assessment Method:  
Completed student AA/AS degrees and transfer applications.  
Assessment Method Type:  
Data  
Target:  
Increase students success through completion of their goals of obtaining and AA/AS degree, certificate or transfer. | 10/18/2011 - Counselors need to have 100% counseling appointments versus Drop-in to accommodate the students who need an educational plan to achieve their goals of obtaining a degree or transfer.  
Result:  
Target Not Met  
**Year This Assessment Occurred:**  
2010-2011  
**Resource Request:**  
Additional counselors and a front desk to help with this.  
**Funding:**  
Would be very helpful to assist the amount of students the counseling division serves. | 11/01/2011 - Continue with 100% counseling appointments versus Drop-in and utilize SARS data gathering and student surveys to assess completion of educational plan within 30-minute counseling appointment. |

<table>
<thead>
<tr>
<th>Service Area SLOs (SA-SLOs)</th>
<th>Means of Assessment &amp; Target / Tasks</th>
<th>Assessment Findings</th>
<th>Reflection/Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **SA - Counseling - 3 - Resources - After meeting with a counselor, a student will be able to identify college and community resources to attain their goals.**  
*Year(s) to be Assessed:*  
2010-2011  
2011-2012  
2012-2013  
2013-2014  
**SA-SLO Status:**  
Active | Assessment Method:  
Through CNSL 50 courses, students will learn about college and community resources  
Assessment Method Type:  
Data  
Target:  
Increase student awareness of resources available to them. | 10/14/2011 - Students were introduced to resources both on campus and off that would assist them in obtaining their goals. Resources such as Career and Transfer Center, Tutorial Center, Psychological Services, etc.  
Result:  
Target Met  
**Year This Assessment Occurred:**  
2010-2011  
**Resource Request:**  
Funding for marketing and program events. | 11/04/2011 - Through CNSL, CRIP classes, Career and Transfer center workshops and events, students remain aware of services in Counseling and throughout the campus.  
**10/14/2011 - More marketing of programs and services since students indicated to Counselors through conversations that they were unaware of many of the services available to them.** |
## Annual Counseling Program Review Template for 2011-2012

### Unit Assessment Report - Four Column

**Foothill College**  
**SA - Counseling**

<table>
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<th>Reflection/Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| **SA - Counseling - 1 - Steps**  
- After completing a counseling appointment, a student will be able to articulate the steps to reach their educational goals.  
**Year(s) to be Assessed:**  
2010-2011  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Completed student AA/AS degrees and transfer applications.  
**Assessment Method Type:** Data  
**Target:** Increase students success through completion of their goals of obtaining and AA/AS degree, certificate or transfer. |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |

| **SA - Counseling - 3 - Resources**  
- After meeting with a counselor, a student will be able to identify college and community resources to attain their goals.  
**Year(s) to be Assessed:**  
2010-2011  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Through CNSL 50 courses, students will learn about college and community resources  
**Assessment Method Type:** Data  
**Target:** Increase student awareness of resources available to them. |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |

| **SA - Counseling - DegreeWorks**  
- Students who complete the Ed Plan process in DegreeWorks will be able to manage and adjust their plan to meet their educational goals.  
**Year(s) to be Assessed:**  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Run query in Argos to pull data from DegreeWorks.  
**Assessment Method Type:** Data  
**Target:** 50% of student body |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |

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**2011-2012**  
**Unit Assessment Report - Four Column**

**Foothill College**  
**SA - Counseling**

<table>
<thead>
<tr>
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| **SA - Counseling - 3 - Resources**  
- After meeting with a counselor, a student will be able to identify college and community resources to attain their goals.  
**Year(s) to be Assessed:**  
2010-2011  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Through CNSL 50 courses, students will learn about college and community resources  
**Assessment Method Type:** Data  
**Target:** Increase student awareness of resources available to them. |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |

| **SA - Counseling - DegreeWorks**  
- Students who complete the Ed Plan process in DegreeWorks will be able to manage and adjust their plan to meet their educational goals.  
**Year(s) to be Assessed:**  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Run query in Argos to pull data from DegreeWorks.  
**Assessment Method Type:** Data  
**Target:** 50% of student body |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |

| **SA - Counseling - Increase 30-minute Counseling Appointments**  
- Students who complete 30-minute appointments versus 10-minute Drop-In will be able to complete their educational goals more efficiently.  
**Year(s) to be Assessed:**  
2011-2012  
2012-2013  
2013-2014 | **Assessment Method:** Utilize data from SARS and student surveys.  
**Assessment Method Type:** Data |                     |                                |

| **SA-SLO Status:** Active                                                                 |                                                                                                      |                     |                                |
2.3 Please provide observations and reflection below.

2.3.a Service Area and/or Student Learning Outcomes
What findings can be gathered from the SAO Assessments?

1. With an addition of a counselor in 2010/2011, students have access to more counseling appointments to assist with reaching their academic goals.
2. Students were able to complete more Transfer Admission Agreements (TAGs), and receive more career advising.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SAOs/SLOs?
Data confirms the Counseling Divisions need to seek an additional counseling position.

2.3.c Do the SAOs/SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?
Yes.

2.3.d How has assessment of SAOs/SLOs led to improvement in student success at the institution?
With more counselors available, students will be encouraged to attend more counseling appointments, thereby reaching their academic goals.

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

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Related SAO/SLO assessment (Note applicable data)</th>
<th>Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force)</th>
<th>How will this action improve student learning/success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offering more counseling appointments and hiring more counselors</td>
<td>Helping students reach their academic goals.</td>
<td>ALL</td>
<td>Allow students to accurately plan for their academic goals such as AA/AS degrees, Transfer &amp; Career goals.</td>
</tr>
<tr>
<td>Introduce and encourage use of DegreeWorks to students</td>
<td>Increase number of Educational Plans utilizing DegreeWorks</td>
<td>ALL</td>
<td>Students will actively participate in planning for their educational goals.</td>
</tr>
</tbody>
</table>
Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s Core Missions, Educational & Strategic Master Plan, the Division plan, and SLOs.

3.1 Program Relation to College Mission/Core Missions

The Counseling Division supports all three of the core missions, Transfer, Workforce and Basic Skills.

3.2 Previous Program Goals from last academic year

<table>
<thead>
<tr>
<th>Goal</th>
<th>Original Timeline</th>
<th>Actions Taken</th>
<th>Status/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire more staff and counselors to better serve students</td>
<td>2010-2011</td>
<td>Hired one counselor and one part-time counselor</td>
<td></td>
</tr>
<tr>
<td>Marketing the Division</td>
<td>Ongoing</td>
<td>Revising website; PowerPoint presentation on LCD in Counseling office; League of Innovation Conference presentations</td>
<td></td>
</tr>
</tbody>
</table>

3.3 New Goals: Goals can be multi-year

<table>
<thead>
<tr>
<th>Goal</th>
<th>Timeline (long/short-term)</th>
<th>Supporting Action Steps from section 2.4 (if applicable)</th>
<th>How will this goal improve student success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>DegreeWorks implementation and training</td>
<td>Ongoing</td>
<td>DegreeWorks will be introduced to new students in CNSL 50 and ongoing student workshop training as needed for returning students</td>
<td>Successful completion of Education Plan</td>
</tr>
<tr>
<td>Continue with 30-min. Counseling appointments in lieu of Drop-in for students</td>
<td>2011-2012</td>
<td>Access SARS data and student surveys</td>
<td>Students will have more time with counselors to discuss their academic goals.</td>
</tr>
</tbody>
</table>
### Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

#### Full Time Faculty and/or Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 3.3</th>
<th>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant I</td>
<td></td>
<td>Provides direction and guidance to the day-to-day functions of the Counseling office and assist students with general questions and referrals. Coordinate SARS scheduling (for Counselors) and assist students with making appointments</td>
<td></td>
</tr>
<tr>
<td>Student Success Specialist (District title: Academic Advisor, Level 46)</td>
<td></td>
<td>Assist with prerequisite clearances, clear holds, DegreeWorks, and quick questions.</td>
<td></td>
</tr>
</tbody>
</table>

#### B Budget Augmentation

<table>
<thead>
<tr>
<th>B Budget FOAP</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 3.3</th>
<th>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Front Desk Workers</td>
<td>$30,000</td>
<td>Assisting Admin. Assistant I answering phones, and helping students with general questions.</td>
<td></td>
</tr>
</tbody>
</table>

#### Facilities and Equipment

<table>
<thead>
<tr>
<th>Facilities/Equipment Description</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 3.3</th>
<th>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</th>
</tr>
</thead>
</table>

#### One-time/Other: (Release time, training, etc.)

<table>
<thead>
<tr>
<th>Description</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 3.3</th>
<th>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</th>
</tr>
</thead>
</table>
# Draft Annual Program Review Template for 2011-2012

| Program: | Updated: |
Section 5: Program Strengths/Opportunities for Improvement

5.1 Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program.
Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>Counseling effectively provides matriculation and counseling services to assist with enrollment and retention, particularly in the areas of Basic Skills and Transfer. Counselors provide academic, transfer, and personal counseling and support to students through appointments, phone, email, online counseling forum and counseling classes.</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>The Counseling Division has been down two counselor positions and part-time counselors due to lack of funding. Students find it difficult to book appointments and we need to fill this void.</td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td>Building DegreeWorks as a degree audit tool, to assist Counselors with student’s educational goals and Educational Plans.</td>
</tr>
<tr>
<td><strong>Threats</strong></td>
<td>Budget constraints mean that the Counseling Division will service more students with less Counselors and less Staff.</td>
</tr>
</tbody>
</table>

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? Implementation and teaching students how to use DegreeWorks as a tool towards their educational goals.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the Program Review Team regarding overall program viability? N/A

5.4 Address the concerns or recommendations that were made in prior program review cycles? The concerns and recommendations were to hire another Counselor and an Evaluator but we were only able to hire an Evaluator.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? Our strengths are that we are able to serve all college programs and that we continue to have a high transfer rates.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

Program: Updated:
Draft Annual Program Review Template for 2011-2012

6.1 Strengths and successes of the program as evidenced by the data and analysis: Fully utilized 30-minute counseling appointments versus 10-minute Drop-In sessions.

6.2 Areas of concern, if any: Implementation and training of students utilizing DegreeWorks and counseling NO SHOW rate and lack of staffing.

6.3 Recommendations for improvement: Hold DegreeWorks workshops, introduce DegreeWorks in Counseling 50 classes, hire more Counselors and Staff.

6.4 Recommended Next steps:
   _X__ Proceed as planned on Program Review Schedule.
   ___ Further review/Out of Cycle In-Depth Review