INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Counseling***

2. Person(s) completing the questionnaire: *Carol Pavan & Melissa J. Salcido*

3. Date of completion: *November 21, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☐ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☒ Student Support Services
- ☒ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Our counseling instructional program closely mirrors the college's mission and strategic golas. We offer a myriad of courses which focus on topics such as: transfer preparation, college successs skills, student services, career decision making, and developing cross-cultural perpectives. In terms of our strategic goals, our counseling classes involve components of group collaboration fostering diversity and inclusion. In addition, our courses highlight student support services which are a key component of our campus strategic goals. All our classes focus on developing communication skills, both one-on-one and group communication strategies. This emphasis on communication skills closely aligns with the campus Mission of developing life-long skills and competencies.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The most significant events since the past review have been the growth of our on-line courses and our College Success Course. Three years ago, we had one instructor teaching the only on-line class. In Fall 2006, we had 3 instructors teaching our 3 highest enrolled courses on-line: Careers and Lifestyles, College Success, and Cross-Cultural Perpectives. We have continued to offer these on-line couses every semester since Fall 2006, including one on-line course during winter session 2008. We believe there are benfits to students having the option to choose alternative modes of instruction. The other significant devlopment is the growth of our College Success course. This couse was created 5 years ago and started with one section per semester. We currently teach an average of 4 sections per semester. It is one of the only counseling courses in the state of California that transfers to the Universtiy of California and it also transfers to the California State University system and this fact may have

contributed to its growth.

Another positive addition to our course offerings is the reinstatement of Counseling 25, Improving Relationships Through Communication. This course is cross-listed in the Communications department and counts toward the communication certificate. It demonstrates collaboration across departments and attracts many students. Another advantage is that it is offered on a Friday morning which provides an opportunity for students to utilize a day when few other courses are available.

Counseling classes are now offered at our satellite campus in Campbell and have been since the center was opened in the Spring of 2007. We have offered 2 different courses in Campbell (Couns 12 and Couns 24) and are trying to build a following. The class sizes have been small but this is to be expected as we continue to build our enrollment at a new and more removed facility. We do believe that this center will eventually become a good vehicle for delivery of counseling services ands classes serving the Campbell area.

Unfortunately, we have also suffered the loss of counseling positions and staff due to deaths, retirements, resignations and reassignments. In the classified staff arena we lost 2 positions, 1 of which has yet to be filled (the Assessment Coordinator). However, we have been able to fill the Transfer/Career Advisor (but it's important to note that this position remained vacant for almost a year). We also added a new classified position (Office Coordinator). We lost 3 counselors due to death, resignations, retirements, and reassignments: 1 DESP counselor, 1 EOPS counselor, 1 Career Programs counselor, and 3 general counselors. On a positive note, as of fall 2007, we have added a new administrative position to the department: the Dean of Matriculation and Counseling.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The number of students enrolling in counseling classes appears to follow the enrollment trends of West Valley College. As West Valley's enrollment has declined, the number of students in counseling classes has declined in approximately the same proportion. When West Valley's enrollment is high, as in Fall 2007 semester, the enrollment in counseling classes increased. In Fall 2007, Counseling classes met the college FTE goal of 550 which exceeded the average FTE for the college as a whole. The data clearly shows that we continue to follow the pattern of stronger enrollments in Fall than in Spring.

b) The increased enrollment in fall (as opposed to the spring) may be partially due to our strong orientation programs which take place in Spring and Summer, which alert students to the opportunities in our Counseling courses. Students often take counseling courses in their first (fall) semester. From a resource perspective, we need to examine how many resources we aportion to Fall vs. Spring. There may be a need, based on the data, to move a course or two from Spring to Fall or Summer/Intersession. Our FTS has been slightly below the college average, although in Fall 05 it was consistent with the college average. One reason for the slightly lower FTES may be that we sometimes allowed a class to go with fewer students when we see there are student needs and the best service delivery is a course. An example of a change we have made to deal with this is that we have found a more efficient way to provide ESL students with the information they need to enroll in classes. Formerly we held a .5 unit Orientation for ESL students, but very few students enrolled which lowered our FTS. In collaboration with ESL, we have begun offering workshops which meet the student's needs, are not as overwhelming to ESL students, and do not bring our FTS down. This last year we have offered counseling classes in Campbell with lower enrollment than usual but this was done in conjunction with the college wide effort to build the satellite campus as a destination for Campbell residents and ultimately increase student enrolment and FTE. In addition, the majority of counseling classes are taught within load which does not pull FTE from college resources.

c) The conclusion is that enrollment is lower in Spring than Fall. One action would be to build Spring enrollment through increased marketing efforts across the campus and in the community. If we continue with this trend, it may be necessary to reallocate some FTE from Spring to Fall. Further analysis might indicate offering a class 1 time per year in alternate semesters. We are currently analyzing which classes get more enrollment in Campbell and what times of day are drawing more students. We are adjusting and experimenting with a new time for Spring 2008 in an effort to increase enrollment.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The data in Table 2 shows 4 clear findings. One is that our counseling courses enroll a much higher percentage of the under 21 age population than the college as a whole.

We believe this is due to the success of our Early Admission Program (EAP). This program targets senior classes from 14 High Schools providing students with an Orientation Course to prepare them to start WVC successfully. In EAP, students are also exposed to Counseling courses. Once many of these students see the curriculum of the counseling courses, they choose to enroll. Another reason for this is the Middle College Program. All Middle College students must take at least 1 Counseling class during their first year in Middle College. This past year the Middle College population has doubled, as not only Los Gatos/Saratoga District, but the Campbell District has joined the program and we now have 70 students. As this program continues to grow, it may be necessary to offer more counseling classes to accommodate this course requirement for the Middle College student population.

The second trend is that our Counseling courses enroll a higher percentage of Latino students than the general college classes. This may be due to the Puente Project's requirement that students take a counseling course in both the fall and spring semesters as part of its Learning Community with the English department (Puente has a high Latino enrollment because of its emphasis on Latino literature and culture).

A third trend is that we are not increasing the number of African American students in the Success program to the same degree that we show an increased number of Hispanics in the Puente Project. We believe this is because there are no statewide funds to support the Success Program, whereas Puente does receive some state funding which allows for a larger budget. We believe that if outreach could be provided, we would experience an increased enrollment in African-American students who would then be supported by the Success Program. Another concern is that the Success Counselor/Coordinator is looking towards retirement in the next few years, and we need to begin thinking about training a replacement so that this program can grow and recruit more students.

A fourth trend is that we do not have as high a population of adult Re-entry students in our courses as the college does. This may be due to the perception by the adult student that they do not need a College Success course and/or they already know their major and want to spend their time on career improvement courses rather than career choice or personal growth classes. One conclusion from the Educational Transition data is that we need to do more marketing of our courses to the Adult Re-entry student who may be unaware of counseling courses, but may benefit from them.

In order to address the lower enrollment of the Adult Re-entry population in our classes we'd like one of our retirement replacements to have an assignment in the Educational Transition Program. This could help increase adult enrollment in our classes, as students tend to take classes from instructors they know. We would also like to provide some information for students during the ET welcome scheduled before the Spring and Fall semesters.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) According to the data in Table III, the counseling classes have a success or retention rate significantly higher than the college as a whole. The college average success rate ranges from 63% to 67%. The counseling classes' success rate ranges from 70% to 81%.

b) Possible reasons for this difference are that the Counseling courses focus on college success and teach strategies such as time management, study skills, test-taking, and management of test anxiety. Counseling courses also focus on major choice and career exploration. Making these choices helps keep students motivated. Personal growth courses explore personal responsibility and attitudinal changes that promote success. Counselors are trained to watch for signs of retention problems and provide effective intervention strategies that enhance retention. In addition, we have a counselor assigned to coordinate the retention efforts, offer workshops on retention strategies and follow up with students when they are not succeeding. Many of the counselors who teach Counseling courses have experience with retention strategies and employ these strategies when teaching.

c) Since counseling courses seem to help students address issues that effect retention and success, an action we are taking that could improve retention in other classes is to offer Learning Communities with a Counseling class attached to a class from another discipline, such as what is done in the Puente and Success programs. This could be particularly effective in classes that cause students anxiety and have lower retention rates, such as math courses. Beginning in Spring 2008, we will offer 2 Learning Communities attached to counseling courses. Two College Success classes will be offered: one in conjunction with Elementary Algebra (Math 103) and one along with English 905. This is a result of a year long planning process and this idea was envisioned in our 2006 program review. Collaboration has taken place with both the Math and English departments and we are very excited to begin this learning community program which also addresses the statewide focus on Basic Skills.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

As stated previously, our enrollment trends closely mirror college wide enrollment trends. Teaching is only a small part of the services counseling faculty provide for the college and must always be evaluated along with the college's counseling needs. In order to continue offering our popular courses, we need to replace the counselors we have lost due to retirements, reassignments, and resignations.

In regards to our classified staff, it is essential that we hire an Assessment coordinator. We've explained the need for this position in the Counseling- Services program review. We include it in this program review as well because it affects instruction since we need to have the placement tests proctored and scored so that counselors may better advise students with their course selection.

The Basic Skills Initiative which is a state mandate will require an increase in counseling services as we reach out to students who are functioning below college levels in math and English. The first step that West Valley College will take is to establish Learning Communities combining Counseling classes with basic skill classes. In Spring 2008, there will be a College Success class combined with both a basic English (Eng 905) and a basic math (math 103) course. This requires the extra time of 2 counselors to teach the 2 counseling courses, meet with the students, attend the math and English classes and coordinate with the instructors.

It is based on these increased services to students that Counseling will be providing on a decreased number of staff, that we strongly believe we need to replace the numerous vacant positions we have mentioned previously in Area A, 6.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

The Counseling Department's plans for a new Human Services certificate has currently been placed on hold for this academic year because we did not feel we had the extra faculty required to sustain offering the additional coursework said certificate would need. Our Transfer Center Director is creating a new one unit transferable level course (Counseling 90) that deals with transfer issues. This course is currently going through the Curriculum Committee and we plan to have it available for fall 2007.

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

We plan to de-activate the following courses:

Couns 22A

Couns 22B

Couns 22C

Couns 22D

Couns 23C

Couns 23D

Couns 31C

Couns 31D

Couns 100E

Couns 919A

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

We have just developed a SLO questionnaire for counseling Orientations which we implemented in the Summer of 2007. However, the data has not yet been compiled because we felt our sample was too small at this point to report. As we continue to evaluate our Orientations throughout Fall 2007, Spring 2008 and Summer 2008, we will have sufficient data for this SLO by the next program review.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

a) The main drivers of curriculum for the classes in the Counseling Department have been to develop the skills necessary for our students to transfer, succeed in the workplace, and create fulfilling personal lives. Curriculum also has been developed with the understanding that it is important to meet transfer requirements to the public Universities in California. Labor market demands are always important to our curriculum and effect our course development.

b) Our Transfer and Career Center play a large support role to our counseling classes. Adequate funding is essential in order for our students and courses to stay up to date with labor market trends and educational information and policy. This requires adequate funding for the Transfer Center and Career Center. We need to maintain the software licenses for the Career and labor market resources in the Career Center. To insure that our course content is updated with the most recent and relevent information, we often use the Internet as a resource. This requires a functional and powerful laptop and a computer projector. A short time resource request is for a new lap top computer. The current laptop in counseling is out dated and often in disrepair. Also, more than one laptop is necessary due to the large amount of counseling classes taught (20 to 30 each semester). In the long term, a smart classroom (built- in projector, wireless internet access, and laptop) for all counseling courses would allow the Counseling department to offer courses using technology that reflects current labor markets in the Silicon Valley area.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

In the last three years, we have developed and implemented online sections for our most popular courses (Couns 5, 12, and 50) in order to be more accessible to students who may not be able to come to campus at the days/times we are offering those courses. We are also in the process of increasing the number of learning communities Counseling is participating in with English and Math. Beginning in Spring 2008, Counseling will participate in a learning community with English 905 and Math 103. These learning communities are being created to help increase the success and retention rates of students in these basic skills courses, and to better serve the needs of this population. We are also creating new curriculum to specifically target the questions/issues/needs of students who wish to transfer to a 4 year college or university through Counseling 90 (targeted to be offered in Fall 2008).

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The Counseling Department courses are popular with younger students because of their need to establish goals, career plans, choose majors and develop success strategies. We are more successful in retaining students than the general college courses are and have a higher than average Latino enrollment in our courses. We could improve our enrollment of adult re-entry students by marketing to them specifically.

We offer 20 to 30 sections of counseling courses per semester even though we are not regarded as an "instructional department." Since our courses are usually taught in-load, it costs the college no extra money, yet generates WCHS for the college. This is an asset to the budget of the college.

Since our retention rate is high, it would make sense to collaborate with other departments to teach in a Learning Community setting so that retention strategies can be expanded to other disciplines. However, as we increase the number of sections/courses taught and our counselors leave the Counseling Center to teach these courses, we need to ensure we have the faculty necessary so that our Counseling services do not diminish and affect students who need to speak with a counselor individually (for appointments or drop-ins). Since we are continuing to grow in our instructional collaboration with other departments, it is very important that we fill the various counseling positions we have lost over the years.

2. Program Strengths:

Counseling courses have success rates significanty higher than the average college success rate. Our classes involve components of group collaboration which not only contribute towards higher retention rates, but reflect the college's strategic goals. We believe that after completing our college counseling courses, students have higher success rates in college courses in general. Our classes focus on topics that are aligned with our college mission statemant such as improving communication skills which aligns with the campus mission of developing life-long skills and competencies. Counselors, by training have skills in areas such as crisis intervention which allows them to see when retention strategies are necessary and tend to use these strategies effectively to maintain a high success and completion rate in our classes. Another strength of the counseling department is that we change and grow in order to accommodate the changing the needs of our students.

3. Program Challenges:

1. The Counseling department has lost 2 faculty members to retirements, and we anticipate 2 more retirements in the coming 3 years. It will be a challenge to continue to provide quality Counseling courses unless these positions are filled.

2. In order to move on with the new Human Services Certificate Program, we need a counselor to be the coordinator to provide internships in the community in addition to faculty instruction time to teach the 2 new courses.

3. Our counselors are reaching out to become more involved in Institutional endeavors. A counselor has been serving as Division Chair since Fall 06, one of our counselors is Academic Senate President, another is chair of the Curriculum Committee, and another is serving as Staff Development Coordinator. While this involvement is to be commended, it does leave the Counseling department with fewer counselors available to teach and it further supports the need to fill vacant positions as they occur.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *To offer Learning Communities with Basic Skill classes in English and Math (Spring 2008).*
- *Continue devloping on-line class options for students.*
- *Recruit, hire, and train new counselors to replace our retirees and resignations in order to maintain course offerings. One of these positions will be in the Educational Transition Program (for Fall 2008—hopefully).*
- *Work collaboratively with the new Dean of Matriculation and Counseling to insure high level administrative support for the goals of the counseling program.*
- *Secure technolgical equipment to allow us to make multi-media presentations in our classrooms and to other departments on campus.*
- *Provide continued software licensing for Career and Transfer Center (yearly fee).*
- *Provide on-going training and support for our associate faculty (ongoing). This requires a full time counselor's time away from their assigned duties, therefore we need to be able to back fill their hours (fall 2008).*
- *Update the on-line Orientation, and the orientation CD so that the infromation (fall 2008).*
- *Teach a new one unit transferable course on issues regarding transferring to colleges and universities (fall 2008).*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The timelines where mentioned within each action item above.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

All of our initiatives are scheduled to begin within the coming year given the adequate resources.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: We requested augmentation funds for associate faculty to provide services needed especially during summer and inter-session equivalent to 1 FTE counselor	☒ Yes ☐ No ☐ Partially
Classified Staff FTE	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): N/A	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: N/A	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description)	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description):	☐ Yes ☐ No ☐ Partially
Other (please specify):	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

We did not receive any resources from the college, with the exception of obtaining money for associate faculty. With those funds, we were able to offer additional counseling appointments to students in an attempt to backfill part of the hours lost by the multiple losses in our counseling faculty. Not all those hours were used directly for student appointments, since we also utilized associate faculty to teach a variety of counseling classes.

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE: We are requesting that our 3 vacant counseling positions be reinstated.

Associate faculty FTE: We want to continue receiving the budget needed to support associate faculty.

Classified Staff FTE: We request that the assessment coordinator position be filled as it has been vacant for close to 2 years and severely impacts our ability to provide required testing and placement for students.

Classified Hourly (in dollars): N/A

Administrative Staff FTE: N/A

Facilities (brief narrative description): A state of the art classroom with computer access for students and faculty. The facilities in the counseling building, particularly in the counseling offices, drastically need to be upgraded. Existing carpets have been in place for decades and are stained, dirty, and smelly. They often represent a safety hazard as many have rips and uneven surface. We have been requesting this upgrade for years to no avail. Students spend many hours in our offices, as do counselors, and it does not indicate respect for students to have such an unpleasant environment.

In addition, the furniture in the counseling offices has been in existence for over 35 years and also needs replacement not only for aesthetic reasons but also for ergonomic concerns. Two counselors have suffered from wrist injuries and it is only a matter of time before more of us do. An upgrade is sorely needed.

Equipment (brief narrative description with estimated total cost): $2800.00
Since counselors give many presentations and do outreach to the community and high schools it is requested that our laptop and projector be replaced as the projector is not in working order and the one laptop we have is in high demand and is old and outdated.

Supplies (brief narrative description with estimated total cost): $2,000.00
Maintain current supply budget to allow current level of instruction and build in a budget item for software licensing in the Career Center. We also need funding to allow for updating the Orientation CD and our on-line version.

Staff Development (brief narrative description): 15 counselors @ $500 each minus $200 obtained by the district = $300 X 15 = $4,500
It is essential that counselors keep up to date with transfer requirements, career trends, and best teaching practices given that our counselors not only advise students, but they teach a variety of courses. An increase is staff development funds would allow us to further our knowledge in these fields, hence providing a better service to our students.

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu