

**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 Department/Non-Instructional***

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

3. Date of completion: *November 5, 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, what significant events have affected or impacted the program since the last program review?

The most significant events involve 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. As of fall 2007, we have also 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?

*Despite the increase of enrollment at the college of the past recent years, we are still providing services to all students despite the decreased number in counseling and classified staff. However, our records indicate how the decrease in number of counseling hours available (given our drop in staff number) has directly correlated with a decrease in student appointments available and number of students served. For example, in fall of 2005 we had 5,379 student appointments in contrast to the 5,112 appointments we had the following fall of 2006. This trend continued in the spring semesters as well, where we serviced 5,134 students with appointments in the spring of 2006, which dropped to 4,875 students in the spring of 2007. With this statistical data (in addition to feedback we've received from students and classified staff who are in charge of making appointments), we believe that it is now taking students longer to schedule appointments as our counselors are filling up more quickly than in the past, particularly during registration periods and when the Early Alert Program is in effect. In addition, there are fewer counselors available to meet the students' demands to be seen in a more timely manner. Given this information, we are hoping the college will eventually allow us to replace at least some of the positions we have lost in the past 4 years.*

*It is important to note that based on the Chancellor's Office data, in fall 2005 only 14.9% of enrolled students throughout the community college system received counseling services. In fall 2005, 31.6% of enrolled West Valley College students received counseling services. Similarly, statewide percentages for spring 2007 show only .09% received counseling at their college whereas West Valley provided counseling services to 28.7% of enrolled students. This data shows how West Valley students get services from counseling in much greater numbers than the statewide average.*

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?

*We are unable to answer this question as the Counseling department keeps no statistical information regarding the gender, age, and ethnicity of students. To our knowledge, the program we use to schedule appointments (Sars-Grid) does not allow for this distinction, and since we do not have a researcher in place we have no one to help us problem solve this area. To provide this information in the future, we clearly need a supplemental computer program/software that would give us this specific information and/or access to an institutional researcher.*

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?

*Since we are focusing on the student services aspect of Counseling for this program review, we currently do not have the ability to measure for student success in counseling appointments and/or workshops.*

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)?

*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 903) 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. Outside of those learning communities, as we increase our attention to Basic Skills, the need for counselors to attend to these students will increase as they are a special group that will require guidance as they make their way through a college system that is unfamiliar to them. The increased attention to retention and the Early Alert system also requires intensive counseling time given the personalized attention we provide for each student who has been flagged by their instructor.*

*West Valley college is also planning to write a grant for a MESA program. This program provides support for underrepresented students to succeed in Math, Engineering and Science courses. This program requires at least a 50% counselor and is viewed as a collaboration between the Counseling department and the other departments involved in the project.*

*The counseling and advising of student athletes is currently served by two full-time counselors as a part of their load. Presently, they are attempting to fulfill the varied responsibilities of the position with approximately a 50% load. The academic demands placed upon student athletes to fulfill the requirements of the NCAA (National Collegiate Athletic Association) and the California Commission on Athletics are stringent and must be carefully monitored. Each student athlete must have an active educational plan on file in the Athletic counseling office.*

*There are approximately 330 student athletes that must be served each year. In order to ensure that student athletes are meeting the requirements for graduation and transfer, the athletic counselors must meet with the athletes individually at least once per semester. They must also conduct workshops and orientations especially designed to meet the needs of student athletes. They also have additional reporting requirements that must be submitted to the state commissioner and to the local administrators each semester/year. The work is difficult to accomplish in the limited assignment time that is currently made available to counselors. The success of our student athletes depends on a solid advising program.*

*Beginning in the spring of 2008 we are also revamping the Early Admissions Program, a program that we coordinate with Outreach and our local high schools. Due to the new Math placement test required for all incoming students, we are forced to change the format of the program and predict that there will be an increase in the number of counselors who will need to participate in this joint venture.*

*It is based on all of these increased services to students that Counseling will be providing, 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.)

*Please refer to the Counseling Instructional Program Review for that information.*

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?

It is crucial that the counselor in charge of articulation keep informed and up to date information regarding transfer institutions requirements. This position takes 50% of a full time counselor's time which requires attendance to statewide meetings along with maintaining close relationships with all academic departments to continue to not only maintain current articulations, but to expand future agreements. It is essential that all counselors keep up to date with governmental regulations, transfer information, and labor market demands to better assist our students when they come in for academic, transfer, career and vocational counseling.

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

*To keep up to date in both the labor market demands and transfer institution articulation and requirements, we need to ensure that we are given the budget necessary to keep the Counseling Transfer and Career Center supplied with specialized software that requires a yearly license fee (e.g. Eureka, Vocational Biographies). It is also necessary for the Transfer/Career Center to continue to update and expand the print literature and DVDs that are available for students' career and academic research. This information changes often and as consequence it is necessary for us to provide students with reasonably current data/information on these topics.*

## 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 assigned an identified counselor to coordinate and increase retention efforts. As part of this effort, we have also reinstated the Early Alert Program. Counselors personally call each student identified by instructors as being at-risk in the first 6 weeks of the semester and help the student solve the problems before they impact his or her success for the entire semester.*

*We have also started a "Back To Success" workshop aimed at students who are on probation or dismissal. These students are invited to attend these workshops which help them identify the habits and patterns that contribute to their lack of success. This program is not currently mandatory, but we hope to increase and perhaps require attendance in the future.*

*Over the past 2 years, counseling has participated in the Personal Counseling Task Force and Crisis Intervention Team. This is an effort to address the students on campus who are in emotional distress and coordinate efforts with other Student Service departments and faculty. A workshop for faculty was offered and a streamlined referral system was initiated.*

*There are currently 5 counselors on campus who are licensed therapists and who can accept referrals from faculty. A handbook was also created and distributed to faculty at an in-service training. This handbook is also available online.*

*We are just beginning a high school liaison program where each of our feeder high schools will have a counselor assigned to them in order to facilitate better communication and enhance referrals.*

**F. SUMMARY AND CONCLUSION SECTION:**

## 1. General conclusions and summary statement.

*We provide a variety of services to our students regarding career, transfer, academic, and personal issues. We have continued to offer extensive resources to our students despite having lost numerous faculty and classified staff, maintaining our service numbers well above statewide averages. Despite the drop in staff, we are still looking at innovative ways to promote and support students' success by working not only with other departments on campus in new programs, but also with our surrounding community.*

**2. Program Strengths:**

*As we have detailed in our report, the strength of the counseling department is that we change and grow in order to accommodate the changing the needs of our students and the changing trends in the Ed Code, state mandates, and requirements of transfer institutions.*

*We also provide services to many under-represented student populations and have faculty representing many cultures and ethnicities.*

*We stay proactive in anticipating student needs as we reach out to students early in their college careers to prevent failure and promote success. We provide many resources and workshops ranging from actual classes that generate WCHS, to informal workshops geared toward retention and transfer.*

## 3. Program Challenges:

*It is always a challenge to remain current with rapidly changing rules and regulations in the ED Code, transfer requirements, articulation agreements, state mandates, vocational program requirements, graduation requirements and the constantly changing computer software we are required to use. On-going training is necessary in order to assist counselors to stay current and to operate with maximum efficiency.*

## 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?

- *Establish 2 basic skills learning communities (in addition to Success and Puente).*
- *Expand the retention and early alert programs to include more students attending "Back to Success" Workshops.*
- *Restructure the Early Admissions Program to include math assessment and to serve feeder high schools more efficiently.*
- *Collaborate with math, English, and other departments to facilitate student success and increase retention.*
- *Create a "First Year Experience" program to assist in-coming freshman to stay in college and be successful.*
- *Combine the "First Year Experience" program with the Early Admissions Program to provide a seamless transition from high school to college that includes counseling support and instruction in basic skills and college success.*
- *Assist with writing the grant for MESA and provide a counselor for the program.*
- *Continue to update articulation and transfer information.*
- *Keep Career/Transfer Center supplied with accurate and up to date information and resources.*
- *Continue to provide excellent customer service and accurate information to our students regarding personal, career, academic, and transfer information.*

### 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 math and English basic skills learning communities will begin in spring 2008 and will continue as long as we continue to secure funding for the project.*

*By spring of 2008 we will have restructured the Early Admissions Program which will be done in conjunction with Outreach and our local high schools.*

*The MESA grant will be submitted in November of 2007 and if granted we will start preparing for the program in spring 2008 for implementation by fall 2008.*

*By the beginning of fall of 2008 we will analyze the data available from our Orientation SLO's collected from summer 2007 through summer of 2008.*

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 (please refer to answer in immediately preceding question).*

**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:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 (which are described in more detail in the Counseling – Instructional Program Review).*

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): *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

*Supplies are needed just to provide the basic needs of counselors to provide services such as printer cartridges, pens, paper etc.*

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 in 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